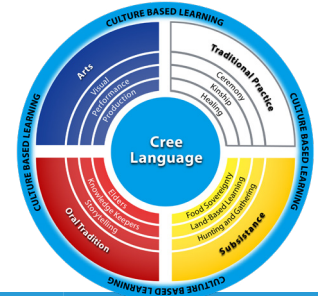

















# Social Studies Pilot 2024





 <b>Knowledge</b>	<b>Understanding</b>	<b>Skills &amp; Procedures</b>	ᑭᑭᑭᑭ Nehiyaw Ways of Knowing	<b>Other Suggestions</b>
<p><b>PREAMBLE:</b> Teachers can increase their own understandings of Indigenous ways of knowing and being and history in relation to social studies curricular outcomes through the following recommended courses:</p> <ul style="list-style-type: none"> <li>Indigenous Administration Courses: Continuing Education: <a href="#">Northern Lakes College</a></li> <li>University of Alberta: <a href="#">Indigenous Canada</a></li> </ul>				
<p align="center"><b>ORGANIZING IDEA</b></p> <p><b>Time and Place: Exploring the dynamic relationships between people, place, and time supports understanding of perspectives and events to make meaning of the world.</b></p>				
<p align="center"><b>GUIDING QUESTION</b></p> <p align="center"><b>How do social scientists develop understandings of the world?</b></p>				
<p align="center"><b>LEARNING OUTCOME</b></p> <p align="center"><b>Students investigate ways of studying people, places, and events.</b></p>				
<p>Information can be gathered from a variety of sources to support understandings of relationships between people, events, and land; for example,</p> <ul style="list-style-type: none"> <li>artifacts</li> <li>maps</li> <li>environment</li> <li>timelines</li> <li>images</li> </ul> <p>Landscapes, the sky and stars, and plant and animal behaviour can be used to indicate time and provide directional guidance and orientation.</p> <p>Time is measured in different ways based on worldview; for example,</p> <ul style="list-style-type: none"> <li>linear and sequential</li> <li>cyclical and non-linear</li> </ul> <p>[continued...]</p>	<p>Social scientists record events and interactions to support understandings of the physical and social world.</p>	<p>Relate different measurements of time to worldview.</p> <p>Develop a chronology of events on a timeline, using CE and BCE.</p> <p>Construct a timeline highlighting the existence of select ancient civilizations and the duration of time passed to the present.</p>	<p> <b>Orienteering Series (4 videos)</b></p> <p> <b>Place Names</b></p>	


 <b>Knowledge</b>	<b>Understanding</b>	<b>Skills &amp; Procedures</b>	ᑭᐱᑦᑭᐱᑦᑭᐱᑦ <b>Ways of Knowing</b>	<b>Other Suggestions</b>
<p>[continued...]</p> <p>Timelines are visual representations of periods of time and events that include features such as</p> <ul style="list-style-type: none"> <li>• a title</li> <li>• a line</li> <li>• events</li> <li>• a scale</li> <li>• dates</li> </ul> <p>Dates on a timeline can be grouped into periods.</p> <p>Dates are commonly represented as being from the Common Era, abbreviated as CE, and Before the Common Era, abbreviated as BCE.</p>				
<p>Maps communicate different types of information; for example,</p> <ul style="list-style-type: none"> <li>• climate</li> <li>• political boundaries</li> <li>• physical features</li> </ul> <p>Topographic maps provide three-dimensional information about landforms whether natural or constructed.</p> <p>Elements of maps include</p> <ul style="list-style-type: none"> <li>• scale</li> <li>• elevation</li> <li>• latitude lines</li> <li>• longitude lines</li> </ul> <p>Absolute location is a standard measurement of exact location, expressed in degrees, using latitude and longitude coordinates.</p> <p>Parallels, including the equator, are equally spaced latitude lines that circle Earth from east to west.</p> <p>Meridians, including the prime meridian, are longitude lines that circle Earth and pass through the North and South Poles.</p>	<p>Maps support interpretations of land use.</p>	<p>Formulate conclusions about places and environmental characteristics, using maps, images, and other representations.</p> <p>Express the sites of ancient cities using absolute location.</p> <p>Develop maps using scale to accurately determine the distance between places.</p> <p>Create a topographical map of a region inhabited by an ancient civilization.</p>		


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<p>Interpretations of events may vary depending on personal experience, location, time, and worldview.</p> <p>Worldview includes personal beliefs, perspectives, and actions.</p> <p>Historians, archaeologists, anthropologists, and geographers are social scientists who study various sources to develop interpretations about the past, including how people interacted with each other and with the land.</p> <p>Primary sources are original records from the time and place of an event; for example,</p> <ul style="list-style-type: none"> <li>• artifacts</li> <li>• maps</li> <li>• letters</li> <li>• paintings</li> <li>• wampum</li> </ul> <p>Secondary sources, such as textbooks, are accounts of events, times, and places based on interpretations and summaries of primary sources.</p> <p>Advancements in technology provide new information about artifacts that may change interpretations of history.</p> <p>Archaeologists study people of the past through artifacts found at historical sites; for example,</p> <ul style="list-style-type: none"> <li>• tools and weapons</li> <li>• pottery, art, symbols, and drawings</li> <li>• skeletal remains and burial sites</li> <li>• jewelry and adornments</li> </ul> <p>Anthropologists study groups of people to better understand</p> <ul style="list-style-type: none"> <li>• origins</li> <li>• cultures</li> <li>• beliefs</li> <li>• customs</li> </ul> <p>[continued...]</p>	<p>Interpretations of history are informed by multiple perspectives and can evolve through the work of social scientists.</p>	<p>Compare the work of historians, archaeologists, anthropologists, and geographers.</p> <p>Distinguish between primary and secondary sources.</p> <p>Compare information provided by primary and secondary sources.</p> <p>Imagine ways that advancements in technology could change interpretations of history.</p> <p>Analyze the significance of following protocols for archaeologists and anthropologists.</p> <p>Develop actions to balance learning about history through artifacts with repatriating artifacts.</p>		<p><b>Create a timeline related to residential schools.</b></p> <p> <b>Orange Shirt Day/Residential Schools: Orange Shirt Day and Beyond from Empowering the Spirit</b></p> <p> <b>Orange Shirt Day Society: For Teachers</b></p> <p> <b>Rupertsland Institute: National Day for Truth and Reconciliation</b></p> <p> <b>Amnesty International: Red Dress Day</b></p> <p> <b>Moose Hide Campaign</b></p>

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<p>[continued...]</p> <p>Historians study and share interpretations of history by building on the findings of previous scholars.</p> <p>Social scientists recognize that civilizations and empires have been built on lands of Indigenous populations around the world.</p>				 <b>Empowering the Spirit: The Kairos Blanket Exercise</b>  <b>The Blanket Exercise: Teaching Tool for Grades 4 to 12</b>
<p>Social scientists use research processes to study people, places, and events.</p> <p>Research processes include</p> <ul style="list-style-type: none"> <li>• formulating questions</li> <li>• gathering and organizing information</li> <li>• drawing and supporting conclusions</li> <li>• communicating findings</li> </ul> <p>Researchers determine themes, patterns, and trends, and draw conclusions from information.</p> <p>Researchers cite references, including creator, date, audience, and purpose, to demonstrate the use of reliable and valid sources.</p> <p>Information gathered through research can be used to develop an informed perspective or position related to a topic.</p> <p>Bias can be influenced by personal experience and background knowledge.</p> <p>Remaining neutral can help support coming to more accurate conclusions.</p>	<p>Social science research processes support understanding of perspectives and issues of the past, present, and future.</p>	<p>Design and implement a research project.</p> <p>Evaluate information from a source to draw conclusions.</p> <p>Evaluate information about a source to determine if the source is reliable and valid.</p> <p>Hypothesize steps and action that can be taken to limit bias in research.</p> <p>Apply ethical practices in research to one's work.</p>		 <b>Justice for Aboriginal Peoples -- It's time</b>  <b>Rupertsland Institute: Land Scrip Lesson Plan and Resources</b>


 <b>Knowledge</b>	<b>Understanding</b>	<b>Skills &amp; Procedures</b>	ᑭᐱᐱᑦ Nehiyaw Ways of Knowing	<b>Other Suggestions</b>
<b>GUIDING QUESTION</b> <b>How has geography contributed to the development of civilizations and empires?</b>				
<b>LEARNING OUTCOME</b> <b>Students examine how geographical features and environmental changes contributed to the settlement and trade of ancient civilizations.</b>				
<p>Ancient civilizations were complex societies that existed thousands of years ago (3000 BCE–500 CE) in different locations around the world; for example,</p> <ul style="list-style-type: none"> <li>• Egypt</li> <li>• Greece</li> <li>• Rome</li> <li>• China</li> <li>• India</li> <li>• Arab civilizations</li> </ul> <p>Many ancient civilizations grew along major river valleys because the geographical features supported agriculture, including</p> <ul style="list-style-type: none"> <li>• abundance of water</li> <li>• fertile soil</li> <li>• moderate climate</li> <li>• proximity to trade and travel routes</li> </ul> <p>Increased agriculture led to a shift from nomadic to settled societies.</p> <p>Regular flooding brought sediment to river valleys, which made the soil good for farming.</p> <p>Some ancient civilizations were established along coastlines because the geographical features supported settlement, including</p> <ul style="list-style-type: none"> <li>• proximity to trade and travel routes and ports</li> <li>• fishing</li> <li>• natural protection provided by the landscape</li> <li>• moderate climate</li> </ul>	<p>Environmental features affect the distribution and movement of people.</p>	<p>Compare the settlement and development of multiple ancient civilizations.</p> <p>Hypothesize locations where ancient civilizations found geographical features necessary to establishing urban areas.</p> <p>Evaluate the opportunities and challenges of establishing settlements along river valleys and coastlines.</p>		


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<p>Advancements in agriculture, including irrigation and the use of domesticated animals for labour, allowed for more agricultural goods to be produced by fewer people.</p> <p>Urban settlements were created as fewer people engaged in agriculture (surplus labour).</p> <p>Excess agricultural products (surplus goods) were traded for goods and services.</p> <p>River valley civilizations and coastal civilizations developed urban settlements where people had specialized jobs.</p> <p>Economic practices developed in response to the growth of urban centres.</p> <p>Economic practices include</p> <ul style="list-style-type: none"> <li>• exchanging goods at markets</li> <li>• storing valuables in banks</li> <li>• purchasing goods and services with currency</li> <li>• supporting government services with taxation</li> </ul>	<p>Innovations and urbanization contributed to the development of economic practices.</p>	<p>Evaluate the significance of agriculture to the development of ancient civilizations.</p> <p>Evaluate the social, environmental, economic, and political impacts of urbanization.</p> <p>Conclude how the economic practices of today are influenced by those developed in ancient times.</p>		<p><b>Explore examples of:</b></p> <ul style="list-style-type: none"> <li>• <b>Treaty reserve locations</b></li> <li>• <b>Coastal First Nations locations</b></li> <li>• <b>First Nation communities</b></li> </ul>
<p>Changes in the natural environment can cause people to adapt or move; for example,</p> <ul style="list-style-type: none"> <li>• relocating because a river changes course</li> <li>• building canals and reservoirs to manage flood waters</li> <li>• migrating because of drought</li> <li>• building seawalls to hold back rising water</li> <li>• rebuilding after a volcanic eruption</li> </ul> <p>Changes can be made to the natural environment by people to meet needs; for example,</p> <ul style="list-style-type: none"> <li>• building irrigation canals to provide water for crops</li> <li>• building aqueducts to transport water</li> <li>• using reservoirs to store water</li> <li>• using terrace farming to increase growing area</li> <li>• building walls and barricades to provide protection for people</li> </ul> <p>[continued...]</p>	<p>There is a reciprocal relationship between people and the environment.</p>	<p>Analyze the effects of environmental changes on human settlements and migration.</p> <p>Evaluate diverse ways in which various ancient civilizations changed the natural environment to meet needs.</p> <p>Evaluate the intended and unintended consequences of making changes to the natural environment.</p>		<p><b>Explore the understanding as a First Nations worldview.</b></p>


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<p>[continued...]</p> <p>Changes people make to the natural environment can have consequences for people and the land; for example,</p> <ul style="list-style-type: none"> <li>clearing trees can provide land for agriculture and lead to soil erosion</li> <li>damming rivers can store water in one place but lead to droughts downstream</li> <li>overharvesting can lead to depletion of resources</li> </ul>				
<b>ORGANIZING IDEA</b> <b>Systems: Evaluating processes and structures of organizations builds understanding of decision making in the world.</b>				
<b>GUIDING QUESTION</b> <b>How did power and control contribute to civilizations and empires?</b>				
<b>LEARNING OUTCOME</b> <b>Students examine government systems and organization of civilizations and empires.</b>				
<p>Advances in technology, such as machines, marked an end of ancient civilizations and allowed new civilizations, empires, and dynasties to emerge.</p> <p>Civilizations have advanced technologies and complex social structures.</p> <p>Empires have central governments that rule over a larger territory, often with a strong military.</p> <p>Dynasties are led by a ruling family over a prolonged time and may also be classified as civilizations or empires.</p> <p>Technological innovations contributed to the success of civilizations and empires; for example,</p> <ul style="list-style-type: none"> <li>writing systems</li> <li>architecture</li> <li>calendars</li> <li>currency</li> <li>aqueducts</li> <li>metallurgy</li> </ul> <p>[continued...]</p>	<p>Technological advancements and interactions resulted in social, political, economic, and environmental transformations of civilizations and empires.</p>	<p>Analyze the impacts of innovations on the growth and expansion of a civilization or empire.</p> <p>Identify civilizations, empires, and dynasties along water-based and land-based trade routes.</p> <p>Debate whether a water-based or land-based trade route is preferred.</p> <p>Imagine a new way to trade and transport goods that reduces or removes challenges faced by traditional trade routes.</p> <p>[continued...]</p>		




 <b>Knowledge</b>	<b>Understanding</b>	<b>Skills &amp; Procedures</b>	ᑭᐱᐱᑦ Nehiyaw Ways of Knowing	<b>Other Suggestions</b>
<p>[continued...]</p> <p>As civilizations and empires grew, extensive networks of land-based and water-based trade routes developed; for example,</p> <ul style="list-style-type: none"> <li>• the trans-Saharan trade route</li> <li>• the Royal Road</li> <li>• the Silk Road</li> </ul> <p>Trade routes provided opportunities to exchange goods over great distances, increasing the variety of products available in places around the world.</p> <p>International trade increased contact between civilizations and empires, which allowed for the spread of cultures, innovations, and ideas; for example,</p> <ul style="list-style-type: none"> <li>• religions and belief systems</li> <li>• gunpowder</li> <li>• medicine</li> <li>• food and spices</li> <li>• worldviews</li> </ul> <p>People who travelled on trading routes faced challenges; for example,</p> <ul style="list-style-type: none"> <li>• rugged terrain</li> <li>• rough seas</li> <li>• extreme climates</li> <li>• bandits and pirates</li> <li>• political unrest</li> </ul> <p>Taxes first developed in ancient societies.</p> <p>A tax is an amount collected by the government.</p> <p>The government uses taxes to provide services for the community; for example,</p> <ul style="list-style-type: none"> <li>• police</li> <li>• health care</li> <li>• education</li> <li>• defence</li> </ul>		<p>[continued...]</p> <p>Examine how taxes are collected and used in the local community.</p> <p>Develop a tax regime and then debate and decide how the tax proceeds will be used.</p>		<p><b>Examine trading routes in relation to the fur trade.</b></p>











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<p>As the population and territory of a civilization expand, complex organizational systems develop; for example,</p> <ul style="list-style-type: none"> <li>governments</li> <li>legal systems</li> <li>class structures</li> <li>economic systems</li> </ul> <p>Governments can be studied by comparing common features, including</p> <ul style="list-style-type: none"> <li>leadership</li> <li>decision-making processes</li> <li>ways laws are enforced</li> <li>level of participation by the population</li> </ul> <p>Most civilizations and empires had authoritarian governments in which decisions were made by one ruler, or a small group of rulers, with limited or no participation by the population.</p> <p>Types of authoritarian government systems include</p> <ul style="list-style-type: none"> <li>oligarchies</li> <li>monarchies</li> <li>dictatorships</li> </ul> <p>Authoritarian leaders may claim power through</p> <ul style="list-style-type: none"> <li>divinity rights (divine right of kings, mandate of heaven)</li> <li>heredity</li> <li>force</li> </ul> <p>People follow authoritarian leaders for a variety of reasons, including tradition, a desire for stability, or fear.</p>	<p>Power, authority, and decision making in most civilizations and empires was authoritarian.</p>	<p>Critique opportunities and challenges with authoritarian rule.</p> <p>Compare government decision-making processes in different civilizations and empires.</p> <p>Compare and contrast the varied decision-making structures and features of authoritarian governments.</p>		
<p>Civilizations and empires often establish a hierarchical social class structure in which</p> <ul style="list-style-type: none"> <li>a small number of people occupy the highest social class with the most power, privilege, rights, and freedoms</li> <li>a large number of people occupy lower social classes with less power and privilege and fewer rights and freedoms</li> </ul> <p>[continued...]</p>	<p>Civilizations and empires maintained power and control through social structures.</p>	<p>Compare and contrast how social class structures in ancient civilizations are different from structures today.</p> <p>Evaluate opportunities and challenges within different social classes.</p> <p>[continued...]</p>		

 <b>Knowledge</b>	<b>Understanding</b>	<b>Skills &amp; Procedures</b>	ᑭᐱᐱᑦ Nehiyaw Ways of Knowing	<b>Other Suggestions</b>
<p>[continued...]</p> <p>Social class refers to a group of people within a society who share the same status based on criteria; for example,</p> <ul style="list-style-type: none"> <li>• heredity</li> <li>• wealth</li> <li>• occupation</li> <li>• education</li> </ul> <p>Social mobility was often limited by social class.</p> <p>Many civilizations and empires enslaved people who</p> <ul style="list-style-type: none"> <li>• were viewed as the property of another person and had no power, privilege, or rights</li> <li>• occupied the lowest social class with very limited rights or freedoms</li> </ul> <p>Civilizations and empires that assign rights, responsibilities, and privileges based on gender can be described as</p> <ul style="list-style-type: none"> <li>• patriarchal, when practices favour males</li> <li>• matriarchal, when practices favour females</li> <li>• egalitarian, when practices treat males and females equally</li> </ul> <p>Social class structures varied in civilizations and empires around the world; for example,</p> <ul style="list-style-type: none"> <li>• the Varna system in ancient India</li> <li>• the rule of merit (meritocracy) of the Han dynasty in China</li> <li>• the Elizabethan era Chain of Being</li> <li>• the egalitarian gender rights in ancient Persia</li> </ul>		<p>[continued...]</p> <p>Evaluate opportunities for social mobility in a civilization or empire.</p> <p>Compare and contrast the roles of males and females in a civilization or empire.</p>		<p><b>Examine First perspectives on the roles of males and females.</b></p>

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<b>GUIDING QUESTION</b> <b>What factors contributed to the success of some empires and civilizations and the decline of others?</b>				
<b>LEARNING OUTCOME</b> <b>Students compare the evolution of civilizations and empires.</b>				
<p>The rise of civilizations and empires depends on internal and external factors; for example,</p> <ul style="list-style-type: none"> <li>• organized structures</li> <li>• strong leadership</li> <li>• military power</li> <li>• innovations</li> <li>• wealth</li> <li>• opportunity</li> </ul> <p>Empires grew through trade and military conquest, and took over more land; for example,</p> <ul style="list-style-type: none"> <li>• Persia</li> <li>• Rome</li> <li>• Greece</li> <li>• Arab</li> </ul> <p>The decline of civilizations and empires is caused by internal and external factors; for example,</p> <ul style="list-style-type: none"> <li>• environmental changes</li> <li>• rebellions</li> <li>• expenses</li> <li>• struggles for power and leadership</li> <li>• changes to values and belief systems</li> <li>• war and military conquest</li> </ul> <p>African empires experienced economic disputes that resulted in the end of some empires and the beginning of others; for example,</p> <ul style="list-style-type: none"> <li>• Kush and Axum</li> <li>• Ghana, Mali, and Songhai</li> <li>• Ife and the kingdom of Benin</li> </ul> <p>[continued...]</p>	<p>Internal and external factors led to the decline of some civilizations and empires and to the strengthening and growth of others.</p>	<p>Determine the internal and external factors that led to the rise and decline of a civilization or empire.</p> <p>Compare continuity and change in civilizations and empires, using maps.</p> <p>Imagine ways to reduce or remove a common internal or external factor that traditionally contributed to the decline of civilizations.</p> <p>Compare patterns of the rise and decline of civilizations and empires in different parts of the world.</p> <p>Analyze the effects the establishment of colonies and empires can have on Indigenous populations.</p>		<p><b>Examine effects of residential schools.</b></p>

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<p>[continued...]</p> <p>Struggles for power and leadership resulted in the end of many different Asian empires; for example,</p> <ul style="list-style-type: none"> <li>the Ottoman Empire</li> <li>the Russian Empire</li> <li>the Mongol Empire</li> <li>the Mughal Empire</li> <li>the Maratha Empire</li> </ul> <p>Through colonization, external powers took control of land, resources, and trade from Indigenous people around the world, with varying results; for example,</p> <ul style="list-style-type: none"> <li>the Aztecs</li> <li>the Inca</li> <li>the Maya</li> </ul>				<p><b>Examine effects on Canadian First Nations and Métis.</b></p>
<b>ORGANIZING IDEA</b> <b>Citizenship: Understanding local, national, and global issues empowers individual and collective action toward an inclusive society.</b>				
<b>GUIDING QUESTION</b> <b>How does the study of civilizations and empires inform understanding of the world?</b>				
<b>LEARNING OUTCOME</b> <b>Students examine how the legacies of civilizations and empires continue to influence people, places, and events around the world.</b>				
<p>Recognizing the complexity of diverse perspectives and issues from the past helps promote understanding of self and others in the present.</p> <p>The study of civilizations and empires contributes to understanding of complex contemporary issues; for example,</p> <ul style="list-style-type: none"> <li>how technology created turning points in history</li> <li>how economics influenced exploration and trade</li> <li>the successes and failures of systems of government</li> <li>different beliefs, spiritualities, and religious systems</li> <li>the intended and unintended consequences of intercultural contact</li> <li>how worldviews compete</li> </ul> <p>[continued...]</p>	<p>Knowledge of the past, including about civilizations and empires, can be used to understand contemporary global issues, opportunities, and challenges.</p>	<p>Analyze contributions of civilizations and empires that are part of contemporary life.</p> <p>Investigate how study of civilizations and empires supports understanding of contemporary issues and events.</p> <p>Argue the importance of an enduring legacy of an ancient civilization.</p>	<p> <b>Fire Teachings</b> (continuing environmental influences)</p>	<p><b>Investigate the legacy of residential schools.</b></p> <p> <b>Examine the Articles of the United Nations Declaration on the Rights of Indigenous Peoples.</b></p>

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<p>[continued...]</p> <p>Structures, systems, ideas, and innovations that originated in earlier times evolved to meet the needs and wants of contemporary populations.</p> <p>The enduring legacies of civilizations and empires are still evident today; for example,</p> <ul style="list-style-type: none"> <li>• art and architecture</li> <li>• astronomy</li> <li>• medicine</li> <li>• mathematics and science</li> <li>• writing systems</li> <li>• philosophy and literature</li> <li>• government structures</li> <li>• international trade routes</li> <li>• social hierarchies</li> <li>• beliefs, spiritualities, and religious systems</li> </ul>				
<b>GUIDING QUESTION</b> <b>How can citizens become active and informed?</b>				
<b>LEARNING OUTCOME</b> <b>Students investigate ways to learn about the world and take action for change.</b>				
<p>Informed citizenship involves seeking information from different sources and comparing perspectives on issues and events.</p> <p>[continued...]</p>	<p>Recognizing diverse perspectives of people, places, and events can inform actions.</p>	<p>Assess current global events and their impacts in different areas of the world.</p> <p>Connect current events to prior knowledge and personal experiences.</p> <p>[continued...]</p>		 <p><b>Project of Heart: Teacher Guides and Lesson Plans</b></p>

 <b>Knowledge</b>	<b>Understanding</b>	<b>Skills &amp; Procedures</b>	ᑭᐱᐱᑦ Nehiyaw Ways of Knowing	<b>Other Suggestions</b>
<p>[continued...]</p> <p>Investigating events and issues from multiple perspectives and sources can</p> <ul style="list-style-type: none"> <li>• support recognition of multiple interpretations of the same event</li> <li>• develop empathy for the actions and values of others</li> <li>• increase the accuracy, validity, and reliability of information</li> <li>• spark dialogue about related historical and contemporary issues</li> <li>• support understanding of short- and long-term causes and consequences</li> <li>• influence responses to local, provincial, national, and global events and issues</li> </ul> <p>Informed citizens are aware of and respond to issues and events in many ways; for example,</p> <ul style="list-style-type: none"> <li>• by sharing information</li> <li>• by collecting donations</li> <li>• by volunteering</li> <li>• by changing personal behaviour</li> </ul>		<p>[continued...]</p> <p>Develop conclusions about a current event or personal interest, using information from a variety of reliable sources.</p> <p>Analyze the perspectives and experiences of people directly involved in a current event of global significance.</p> <p>Assess the complexities of a significant local or provincial current event.</p> <p>Justify responsive actions to a current event of personal interest or significance.</p>		<p><b>Use Project of Heart as an example of a social justice project and develop a project around a topic such as residential schools and Orange Shirt Day.</b></p> <p> <b>Orange Shirt Day/Residential Schools: Orange Shirt Day and Beyond from Empowering the Spirit</b></p> <p> <b>Orange Shirt Day Society: For Teachers</b></p> <p> <b>Rupert's Institute: National Day for Truth and Reconciliation</b></p> <p> <b>Amnesty International: Red Dress Day</b></p> <p> <b>Moose Hide Campaign</b></p>