

# Comprehensive List of Learning Outcomes by Course

## African Canadian Studies 11

African Canadian Studies 11 provides a comprehensive examination of the rich and diverse histories and cultures of people of African descent. The course traces a path from pre-colonial African civilizations through the profound impacts of colonial expansion and the transatlantic slave trade to the ongoing struggle for civil rights, justice, and empowerment. It highlights the pivotal role of African Canadians in the development of Canadian identity and society, offering a critical lens through which to understand the complexities of Canada's past and present.

### General Curriculum Outcomes

- **Diversity and Identity:** Students will demonstrate an understanding of the diversity of Africa and its various cultures and recognize their importance in shaping Canadian identity.
- **Pre-Colonial History:** Students will understand the history of pre-colonial African kingdoms leading up to the Transatlantic Slave Trade.
- **Colonial Impact and Resistance:** Students will comprehend the impact of colonial expansion on the African diaspora, including the conditions of enslavement and strategies of resistance.
- **Research and Communication:** Students will develop effective skills in historical research methods and communicate their findings clearly.
- **Civil Rights:** Students will critically analyze the persistent struggle of peoples of African descent in their pursuit of civil rights and equality.
- **Empowerment:** Students will investigate the significance of collective consciousness among peoples of African descent as a strategy for empowerment.

### Specific Curriculum Outcomes by Module

#### Module 1: Evolution and Change

1. **Prior Knowledge (1.1):** Students will share their existing knowledge regarding African heritage to establish a foundational context for the course.
2. **Diversity of Africa (1.2):** Students will examine the vast diversity of the African continent across its physical environments, cultures, languages, and nations.
3. **Cultural Identity (1.3):** Students will describe their own cultural identity and explain its personal importance.

4. **Elements of Culture (1.4):** Students will define the meaning of culture and identify its various constituent elements.
5. **Historiography (1.5):** Students will examine key terms like historiography, ethnocentrism, Eurocentrism, and Afrocentrism to analyze their significance in the construction of identity.
6. **Afrocentricity (1.6):** Students will investigate the origins of Afrocentricity within the history, geography, and culture of Africa.
7. **Origins of Humankind (1.7):** Students will explore the scientific concept of Africa as the birthplace of humanity.

## **Module 2: Elements of the African Diaspora**

1. **Ancient Civilizations (2.1):** Students will identify the historical and geographical locations of different ancient African civilizations.
2. **Ancient Kingdoms (2.2):** Students will examine the political, economic, and social systems of ancient African kingdoms such as Kush, Aksum, Ghana, and Mali.
3. **Pre-Colonial Cultures (2.3):** Students will explore the various elements that characterized pre-colonial African cultures.
4. **Cultural Effects (2.4):** Students will analyze how pre-colonial cultural components influenced African history and the transitions to the colonial era.

## **Module 3A: Impact of Colonial Expansion**

1. **Systems of Slavery (3A.1):** Students will identify the colonial and imperial systems that were the root causes of slavery.
2. **Transatlantic Slave Trade (3A.2):** Students will examine the routes, conditions, and economic drivers of the Transatlantic Slave Trade.
3. **Migration (3A.3):** Students will compare displacement, voluntary migration, and forced migration as they relate to African peoples throughout the diaspora.
4. **Global Impact of Enslavement (3A.4):** Students will investigate how enslavement has historically shaped global economics and politics.
5. **Slave Culture (3A.5):** Students will explore the development of slave culture in North America and the Caribbean and analyze its effects on people of African descent.
6. **Resistance (3A.6):** Students will examine the various means of resistance to enslavement, including cultural expression and anti-slavery movements.

## **Module 3B: Struggle for Identity**

1. **American Revolution (3B.1):** Students will examine the causes and outcomes of the American Revolution and its implications for people of African descent.
2. **Immigration to Canada (3B.2):** Students will investigate the reasons why Black Loyalists, Maroons, and Black Refugees immigrated to Canada.
3. **Underground Railroad (3B.3):** Students will evaluate the impact of the Underground Railroad on the diaspora of African people in the United States and Canada.

4. **Civil War and Aftermath (3B.4):** Students will analyze the implications of the American Civil War, the Emancipation Act, and Reconstruction for people of African descent.
5. **Settler Experiences (3B.5):** Students will identify the challenges Black settlers faced in Canada, including discriminatory laws, environmental hardships, and settlement patterns.
6. **Confederation (3B.6):** Students will examine the implications of Confederation and understand the contributions of African Canadians before and after 1867.
7. **Community Demographics (3B.7):** Students will compare and contrast Black communities across Canada in the context of changing demographics, migration, and immigration policy after 1867.

## **Module 4: Independent Study**

1. **Research Proposal (4.1):** Students will develop and refine a proposal for an inquiry-based or creative project.
2. **Work Plan (4.2):** Students will create a work plan to manage time, monitor progress, and meet evaluation criteria.
3. **Research Question (4.3):** Students will formulate a clear and focused question to guide their research.
4. **Conducting Research (4.4):** Students will conduct organized research using diverse information sources that present multiple perspectives on African Canadian Studies.
5. **Organizing Findings (4.5):** Students will organize their research findings using various methods such as graphs, charts, maps, and diagrams.
6. **Identifying Bias (4.6):** Students will demonstrate the ability to identify bias, prejudice, stereotypes, and unsubstantiated claims in arguments and opinions.
7. **Comparing Interpretations (4.7):** Students will compare key interpretations of topics within African Canadian studies.
8. **Analyzing Data (4.8):** Students will explain relationships and connections within their data, such as cause and effect, chronology, and comparisons.

## **Module 5: In Pursuit of Justice**

1. **Power and Racism (5.1):** Students will examine the concept of power and its correlation with disenfranchisement, segregation, and racism as they affect people of African descent.
2. **Civil Rights Movement (5.2):** Students will compare the history of the Civil Rights Movement in Africa, the United States, and Canada.
3. **Impact in Canada (5.3):** Students will analyze the impact of the Civil Rights Movement on people of African descent in Canada, with a particular focus on Nova Scotia.
4. **Legal Documents (5.4):** Students will investigate the significance of legal documents like the UN Charter of Rights and Freedoms and Canadian constitutional documents in this context.
5. **The Black Church (5.5):** Students will examine the traditions of the Black church as an instrument for political, social, and educational leadership.

## Module 6: The Journey toward Empowerment

1. **Concept of Empowerment (6.1):** Students will examine the concept of empowerment, including the Catalyst, Awareness, Analysis, and Action (CAAA) model, and investigate its impact on institutional change for people of African descent.
2. **Global Political Empowerment (6.2):** Students will investigate the global impact of political empowerment and the independence of colonized countries from the 1950s onward.
3. **Community Organizations (6.3):** Students will demonstrate how community-based and grassroots organizations have evolved over time.
4. **Contributions and Achievements (6.4):** Students will understand the contributions and achievements of African Canadians across social, educational, political, and other institutions.
5. **Black Families (6.5):** Students will examine the evolution of Black family structures in Canada.
6. **Contemporary Challenges (6.6):** Students will examine the challenges that African Canadians and African Nova Scotians face today.
7. **Diasporic Consciousness (6.7):** Students will understand the consciousness of people of African descent throughout the diaspora as it relates to the African continent.

This detailed exploration of African Canadian history provides an essential foundation for understanding the broader narrative of Canadian history as a whole.

## Canadian History 11

The Canadian History 11 course offers a comprehensive study of the development of Canadian society. Students will examine key historical events and themes through the interconnected lenses of citizenship, governance, economics, culture, and environmental interaction. This approach fosters a deep understanding of the forces that have shaped Canada and the rights and responsibilities of its citizens.

### General Curriculum Outcomes

- **Citizenship, Power, and Governance:** Students will understand the rights and responsibilities of citizenship as well as the origins, functions, and sources of power, authority, and governance.
- **Individuals, Societies, and Economic Decisions:** Students will demonstrate the ability to make responsible economic decisions, both as individuals and as members of society.
- **People, Place, and Environment:** Students will develop an understanding of the complex interactions among people, places, and the environment throughout Canadian history.
- **Culture and Diversity:** Students will demonstrate an understanding of culture, diversity, and worldview, recognizing the similarities and differences that define the Canadian experience.

## **Specific Curriculum Outcomes**

Students will be expected to:

- **G1:** demonstrate an understanding of how pre-contact and post-contact First Nations governing structures and practices were reflective of their societies.
- **G2:** demonstrate an understanding of how and why competing French, British, and American governing philosophies merged in BNA.
- **G3:** analyze how emerging political and economic structures led to Confederation.
- **G4:** evaluate the evolution of federalism in Canada from Confederation to Patriation.
- **G5:** analyze the shift from a traditional two-party process to a multi-party process in post-Confederation Canada.
- **J5:** analyze the evolution of the struggle to achieve rights and freedoms.

By tracing these historical developments, students gain the context needed to analyze the pressing issues facing contemporary Canadian society.

## **Contemporary Canadian Studies 11**

The Contemporary Canadian Studies 11 course focuses on modern issues shaping Canada, with a particular emphasis on the advocacy, challenges, and resilience of Black communities since 1945. Students will explore how individuals and organizations have worked to sustain families, protect historical communities, and develop Africentric programs and services. The course sharpens essential research and critical thinking skills, requiring students to analyze diverse perspectives, evaluate primary and secondary sources, and construct well-supported arguments.

### **Learning Outcomes**

#### **Advocating for Equity**

- Students will understand the strong legacy of civic engagement within Black communities and how Africentric principles guide these efforts.
- Students will analyze how Black Nova Scotians and Canadians, including veterans of World War II, have advocated for their rights and driven reforms through grassroots and community organizations.

#### **Protecting and Sustaining Communities**

- Students will analyze the impacts of encroachment and gentrification on Black communities and understand the importance of securing clear land titles.
- Students will investigate how individuals and organizations identify community priorities and support initiatives for sustainability and growth.

## **Developing Programs and Services**

- Students will examine how Black individuals and organizations have collaborated with governments to provide equitable access to social services.
- Students will analyze the impact of systemic barriers on education, healthcare, housing, and employment and the role of Black churches in providing social support.

## **Research and Writing Processes**

- Students will employ different methods to conduct research, organize findings, and use the writing process to effectively communicate a structured argument tailored to a specific audience and purpose.

## **Analyzing Primary and Secondary Sources**

- Students will learn to determine the validity, accuracy, and reliability of sources, identify biases, and use a combination of primary and secondary materials to support an argument that includes all relevant points of view.

## **Understanding the Impact of Perspectives**

- Students will identify different perspectives within sources, recognize how their own perspective influences understanding, and appreciate why it is important to include various viewpoints in their analysis.

## **Supporting an Argument**

- Students will use evidence from a variety of print and digital sources to ensure their responses are accurate, reliable, and valid, and organize that information to effectively support their argument.

This examination of contemporary social issues provides a practical context for understanding the fundamental economic principles that shape modern life.

# **Economics 11**

The Economics 11 course is designed to equip students with a foundational understanding of key economic principles and an analytical framework for interpreting the world around them. The curriculum focuses on core concepts such as scarcity, opportunity cost, and market dynamics. By engaging with these ideas, students learn to make reasoned judgments about both personal financial questions and broader issues of economic policy, preparing them to be resourceful and responsible citizens in a complex global economy.

## **Basis for Economic Study**

- **Scarcity:** Students will understand that scarcity—the imbalance between unlimited wants and limited resources—is the fundamental problem that forms the basis of economic study.
- **Limited Resources and Unlimited Wants:** Students will analyze the relationship between finite resources and infinite human wants, which necessitates choice.
- **Opportunity Cost:** Students will explain how opportunity cost, the value of the next-best alternative forgone, affects every economic decision made by individuals, businesses, and governments.
- **Economic Systems:** Students will compare how different economic systems (traditional, command, market) respond to the problem of scarcity.
- **The Canadian Economy:** Students will evaluate how Canada's mixed market economy addresses the problem of scarcity through a combination of private and public sector activity.
- **The Field of Economics:** Students will distinguish between economics as a field of academic inquiry and the practical work performed by economists.

## Market Dynamics

- **Supply, Demand, and Price:** Students will understand the constantly changing relationship between supply, demand, and price in a market economy and how this interaction determines what is produced and sold (SCO 8).
- **Business Organizations:** Students will identify and compare the various forms of business organizations in the Canadian market, including their advantages and disadvantages (SCO 10).
- **Market Types:** Students will understand the impact that different market structures (monopoly, oligopoly, perfect competition, monopolistic competition) have on Canadian consumers (SCO 11).
- **Role of Government:** Students will examine the role governments play in the Canadian market through regulation, taxation, and the provision of public goods and services (SCO 12).

## Money and Financial Systems

- **Forms and Functions of Money:** Students will identify and explain the forms, functions, and characteristics of money and what constitutes the money supply in Canada.
- **Monetary Policy:** Students will understand the role of the Bank of Canada and analyze the tools of monetary policy used to manage inflation and unemployment.
- **Financial Management:** Students will identify, evaluate, and practice methods of sound financial management on an individual basis, including budgeting.
- **Investing, Borrowing, and Credit:** Students will analyze various methods of investing, borrowing, and using credit, and understand the associated risks and returns.

## Production and the Macroeconomy

- **Measuring the Economy:** Students will demonstrate an understanding of how the Canadian economy works and is measured, including concepts like Gross Domestic Product (GDP) (SCO 13).
- **Economic Growth:** Students will analyze the factors that affect production and economic growth, such as technology, investment, and specialization (SCO 14).
- **International Trade:** Students will understand the reasons for international trade, the effects of trade barriers like tariffs and quotas, and the importance of trade to the Canadian economy (SCO 15).
- **Exchange Rates:** Students will understand how currency exchange rates are determined and how their fluctuations affect the Canadian economy (SCO 16).
- **The Global Economy:** Students will predict the effect of the changing global economy on Canada at national, regional, and individual levels (SCO 17).
- **Environmental Economics:** Students will analyze the relationship between economics and environmentalism, including the costs and benefits of pollution control and sustainable practices (SCO 18).

## Distribution of Income and Labour

- **Standard of Living:** Students will evaluate how economic choices affect an individual's and a nation's standard of living and quality of life (SCO 19).
- **Income Disparity:** Students will understand the causes and effects of individual and regional income disparity and evaluate programs designed to assist those in poverty (SCO 21).
- **Labour Organizations:** Students will explain the role of labour unions and other organizations in the Canadian economy, including the process of collective bargaining (SCO 22).
- **Government's Role in Distribution:** Students will understand the role of governments in the distribution of income and the management of the economy through fiscal policy (taxation and spending) (SCO 23).
- **The Labour Market:** Students will demonstrate an understanding of the labour market in Canada, including the determination of wages and the causes and measurement of unemployment (SCO 24).

From these national economic principles, the focus broadens to address the interconnected challenges facing the global community.

## Global Sustainable Solutions 12

Global Sustainable Solutions 12 confronts some of the most critical challenges facing the world today through the lens of sustainability. This course encourages students to investigate complex, interconnected issues such as water and food security, disaster management, population dynamics, forced migration, and urban development. By analyzing these topics, students will develop the critical thinking skills needed to evaluate and propose solutions that promote a more equitable and sustainable future for all.

## **Course Themes and Learning Outcomes**

### **Indigenous Relationships with Land**

- Students will analyze the diverse relationships Indigenous peoples have with their land and the effects of colonial government decisions on these territories.
- Students will investigate how Indigenous peoples are working to conserve and protect the land and environment, informed by worldviews and traditional knowledge.

### **Water Security and Sustainability**

- Students will analyze the causes of water scarcity, including human demand, climate change, and poor management.
- Students will investigate the critical link between sanitation and public health, recognizing how inadequate access perpetuates cycles of poverty and disease.
- Students will evaluate the role of various stakeholders, including governments and international organizations, in developing sustainable water management strategies.

### **Food Security and Sustainability**

- Students will investigate the impacts of food insecurity on health outcomes and analyze changing global patterns in nutrition and disease.
- Students will analyze how physical processes, human activity, climate change, and socioeconomic factors impact food production and security.
- Students will evaluate strategies and the influence of stakeholders, from transnational corporations to local communities, in providing sustainable food security for all.

### **Disaster Management and Resource Availability**

- Students will investigate how geographic location, climate change, and existing pressures on resources affect a community's vulnerability and resilience to disasters.
- Students will compare disaster management strategies across the four phases—mitigation, preparedness, response, and recovery—and their effectiveness in ensuring access to key resources.

### **Sustainable Populations and Growth**

- Students will analyze the physical and human factors that influence population distribution, density, and growth across different regions.
- Students will investigate the relationship between sustainable population growth, gender equality, consumption rates, and human rights-based demographic policies.

### **Forced Migration**

- Students will compare the causes of conflict-induced and disaster-induced migration and investigate the effects of climate change on migration patterns.
- Students will analyze and evaluate the profound effects of forced migration on sending and receiving communities as well as on migrant populations like refugees and asylum-seekers.

## **Sustainable Urban Communities**

- Students will investigate the factors influencing urban development and analyze how population changes affect the livability and built environment of cities.
- Students will compare land-use patterns in different cities and analyze how urban environmental and social stresses impact equity.

## **Urban Planning for Sustainability and Resilience**

- Students will evaluate how urban planning and design can mitigate the impacts of human activities and create cities that are resilient to chronic stresses and acute shocks.
- Students will investigate how community consultations, green technologies, and Indigenous planning principles can support equity and sustainability in urban systems.

This study of global challenges and solutions builds upon the foundational social studies that explore the structure of communities and governments.

## **Social Studies 7**

The Social Studies 7 course provides a focused exploration of the historical experiences of diverse communities in the Maritimes between 1820 and 1920. Students will examine the significant opportunities and challenges faced by the Mi'kmaq, Acadians, African Nova Scotians, and Gaels during this transformative period. The curriculum delves into the impacts of government policies, the debate over Confederation, and the emergence of movements for social change, fostering a deeper understanding of the region's complex history.

### **Learning Outcomes**

**Students will reflect on the impact of government policies and the denial of treaty rights on Mi'kmaw communities and individuals in Mi'kma'ki.**

- Analyze how the Indian Act and other government decisions impacted the geographic, civic, and economic conditions for Mi'kmaw people.
- Investigate the resilience of the Mi'kmaq in response to discriminatory government policies and the denial of treaty rights.

**Students will reflect on historical opportunities and challenges in the Maritimes, inclusive of the Mi'kmaq, Acadians, African Nova Scotians, and Gaels.**

- Investigate the impact of civic, geographic, and economic conditions on the diverse peoples of the Maritimes.
- Evaluate the effects of government attempts at assimilation and segregation and how these communities resisted them.

**Students will evaluate the political and social impacts of Confederation on the Maritimes.**

- Examine the origins and purpose of responsible government in the Maritimes.
- Investigate the controversy surrounding Confederation from multiple perspectives, including its specific impact on the Mi'kmaq.
- Analyze how Confederation created both benefits and challenges for life in the Maritimes.

**Students will create a response to changing societal conditions in the Maritimes.**

- Investigate key individuals, groups, and civic movements that were active in advocating for social change.
- Analyze the impacts of these movements and technological innovations on Maritime society between 1820 and 1920.

**Students will create responses to opportunities and challenges in present-day Maritime communities.**

- Investigate how changing demographics and evolving industrial sectors create new opportunities and challenges.
- Evaluate the impact of human activity on environmental sustainability, informed by the Mi'kmaw concept of Netukulimk.
- Formulate thoughtful responses to contemporary issues facing Maritime communities.

This regional focus provides a crucial stepping stone to Grade 8's broader national perspective on Indigenous experiences and the evolution of Canadian society.

## **Social Studies 8**

The Social Studies 8 course examines the evolution of Canadian society throughout the 20th and 21st centuries. It places a strong emphasis on understanding Indigenous experiences, including the impacts of assimilation policies and residential schools, and the ongoing advocacy for treaty rights. The curriculum also explores broader themes of social justice, the societal changes driven by conflict like World War II, and the vital role of civic action and advocacy in shaping the nation.

### **Learning Outcomes**

**Students will reflect on 20th and 21st-century Indigenous experiences in Canada.**

- Investigate the diversity within Indigenous communities across Canada.
- Analyze the purpose and devastating impacts of assimilation policies, such as the Indian Act and the residential school system, on Indigenous cultures and communities.
- Analyze how Indigenous peoples have advocated for their rights, including through the 1982 constitution and the Truth and Reconciliation Commission.

**Students will evaluate the role of social justice in Canadian society.**

- Investigate historical and contemporary issues of inequity and injustice in Canada.
- Analyze the power of first-voice perspectives in understanding these issues and inspiring resistance.
- Evaluate the impact of social justice movements in creating a more equitable society.

**Students will formulate a response to factors contributing to a changing Canadian society.**

- Analyze how technological, environmental, and societal factors have contributed to change in Canada.
- Investigate the crucial role of innovation and entrepreneurship in the Canadian economy.

**Students will evaluate how various conflicts have impacted Canadian society.**

- Analyze the origins and impacts of various conflicts that have shaped Canada.
- Investigate the role and purpose of reconciliation in addressing historical and ongoing conflicts.
- Examine the role of media and journalism in shaping public understanding of conflict.

**Students will evaluate the impact of World War II on civil and human rights in Canada.**

- Analyze the human and material contributions of Canadians to the war effort.
- Investigate the impacts of the war on different groups, including women, Indigenous peoples, African Canadians, and Jewish refugees affected by the Holocaust.
- Evaluate how the war influenced subsequent changes to civil and human rights in Canada and internationally.

**Students will plan an advocacy action in response to an issue.**

- Investigate a current issue of concern and analyze its causes and impacts.
- Examine different forms of advocacy and their effectiveness.
- Plan an appropriate advocacy action to address the chosen issue.

The study of these complex societal structures provides a strong foundation for the more formal discipline of sociology.

## **Sociology 12**

Sociology 12 introduces students to the scientific study of human society and social behavior. The course provides a comprehensive overview of the discipline, exploring its foundational theories, research methods, and core concepts. Students will examine key sociological topics including culture, socialization, social organization, and social control, equipping them with the tools to critically analyze the social forces that shape our world.

### **Specific Curriculum Outcomes by Unit**

#### **Unit 1—Sociology: A Social Science**

1. **The Discipline of Sociology (1.1):** Students will describe sociology as a social science and differentiate it from related disciplines like anthropology and psychology.
2. **Sociological Perspectives (1.2):** Students will demonstrate an understanding of major theoretical perspectives used in sociology, including functionalism, conflict theory, symbolic interactionism, and feminism.
3. **Research Methods (1.3):** Students will analyze a variety of sociological research methods, assessing their respective strengths and weaknesses.
4. **Sociological Research Project (1.4):** Students will design and conduct a research project using methods appropriate to sociology. (*Academic course only*)

#### **Unit 2—Culture: A Shared Human Experience**

1. **The Concept of Culture (2.1):** Students will demonstrate an understanding of culture by describing its core elements, such as symbols, language, norms, and values.
2. **Cultural Variation and Uniformity (2.2):** Students will analyze the causes and consequences of cultural variation and uniformity.
3. **Culture in Canadian Society (2.3):** Students will explore concepts of subculture, counterculture, dominant culture, and multiculturalism within the Canadian context.
4. **Cultural Change (2.4):** Students will investigate the factors that contribute to cultural change, including cultural lag and diffusion. (*Academic course only*)

#### **Unit 3—Socialization: The Shaping of Human Behaviour**

1. **The Process of Socialization (3.1):** Students will explain the process of socialization and identify the various agents—such as family, media, and peers—that shape it.
2. **Socialization and Personality (3.2):** Students will investigate the relationship between socialization and the development of individual personality, examining theories from Freud, Erikson, Cooley, and Mead.
3. **Socialization and Human Learning (3.3):** Students will investigate the relationship between socialization and human learning by examining cognitive and moral development theories.
4. **Socialization and Social Issues (3.4):** Students will investigate a social issue as an example of socialization and its related concepts. (*Academic course only*)

## Unit 4—Social Organization: Living Together as Humans

1. **The Role of Groups (4.1):** Students will describe the role of different types of groups in organizing human societies and shaping behavior.
2. **Social Stratification (4.2):** Students will examine the role of social stratification in relation to gender, race, and socio-economic status.
3. **Social Institutions (4.3):** Students will examine the role of major social institutions, including the family, in the organization of human societies.
4. **Social Organization and Social Issues (4.4):** Students will investigate a social issue as an example of social organization and its related concepts. (*Academic course only*)

## Unit 5—Social Control: Deviant and Conformist Behaviour

1. **Social Control and Conformity (5.1):** Students will analyze the formal and informal ways in which societies exercise social control to achieve conformity.
2. **Deviance (5.2):** Students will investigate deviance as a form of social behavior, applying appropriate theories and comparing how different cultures define and respond to it.
3. **Crime as Deviance (5.3):** Students will investigate the issue of crime as a specific example of deviant behavior, applying a sociological analysis to current examples in Canada.
4. **Youth Crime and Violence (5.4):** Students will investigate youth crime and violence as an example of both deviance and conformity. (*Academic course only*)

From this broad study of societal organization, the focus now shifts to the specific economic sector of tourism.

## Tourism 11

The Tourism 11 course provides an overview of the foundational principles of the tourism industry, examining it as a significant economic and social force.

### Learning Outcome

- **Trends in Tourism:** Students will research trends, issues, and innovations in tourism planning and development. This involves analyzing the current and future directions of the tourism sector to understand how it adapts to changing economic, environmental, and social conditions.

The structured outcomes of provincial curricula transition here to the different framework of the International Baccalaureate courses.

## International Baccalaureate (IB) Diploma Programme Courses

The International Baccalaureate (IB) Diploma Programme is a comprehensive and rigorous pre-university curriculum designed for students aged 16 to 19. It aims to develop knowledgeable, inquiring, and compassionate young people with a strong sense of intercultural understanding. The programme's philosophy emphasizes critical thinking, open-mindedness, and a multi-perspective approach to learning to prepare students for the challenges of a globalized world.

## Global Politics SL/HL

This course focuses on the fundamental political concepts of power and peace, enabling students to develop an understanding of the local, national, international, and global dimensions of political activity. It encourages students to explore contemporary political issues and challenges through critical inquiry.

The core learning areas include:

- **Core Theme: Understanding power and global politics.** Students explore the nature of power and its role in shaping political outcomes across different levels of analysis.
- **Thematic Study: Rights and justice.** This area examines the theory and practice of human rights and the pursuit of justice in a global context.
- **Thematic Study: Development and sustainability.** Students analyze different approaches to development and the challenges of achieving sustainability.
- **Thematic Study: Peace and conflict.** This study investigates the causes of conflict and the diverse strategies employed to achieve and maintain peace.
- **HL Extension: Global political challenges.** Higher Level students engage in a deeper exploration of specific global political challenges through a case study approach.

## History SL/HL

The IB History course is a world history program that utilizes a comparative, multi-perspective, and inquiry-based approach. It emphasizes the development of historical skills, critical thinking, and an understanding of multiple interpretations of the past, rather than just the memorization of facts.

Key areas of study include:

- **Prescribed Subjects:** Students complete an in-depth study of one of five topics, using two case studies from different regions of the world.
  - Military leaders
  - Conquest and its impact
  - The move to global war
  - Rights and protest
  - Conflict and intervention
- **World History Topics:** Students study two of twelve broad topics covering global history.

- Society and economy (750–1400)
- Causes and effects of wars (750–1500)
- Dynasties and rulers (750–1500)
- Societies in transition (1400–1700)
- Early Modern states (1450–1789)
- Causes and effects of Early Modern wars (1500–1750)
- Origins, development and impact of industrialization (1750–2005)
- Independence movements (1800–2000)
- Emergence and development of democratic states (1848–2000)
- Authoritarian states (20th century)
- Causes and effects of 20th-century wars
- The Cold War: Superpower tensions and rivalries (20th century)
- **HL Options: Depth Studies:** Higher Level students study one of four regional options in greater depth.
  - History of Africa and the Middle East
  - History of the Americas
  - History of Asia and Oceania
  - History of Europe

## Economics SL/HL

The IB Economics course provides students with a strong foundation in microeconomics, macroeconomics, and the dynamics of the global economy. It encourages the development of economic reasoning and the ability to apply economic theories to real-world issues.

Learning outcomes for the global economy unit include understanding:

1. **4.1** Benefits of international trade
2. **4.2** Types of trade protection
3. **4.3** Arguments for and against trade control/protection
4. **4.4** Economic integration
5. **4.5** Exchange rates
6. **4.6** Balance of payments
7. **4.7** Sustainable development
8. **4.8** Measuring development
9. **4.9** Barriers to economic growth and/or economic development
10. **4.10** Economic growth and/or economic development strategies

# Comprehensive Catalogue of Learning Outcomes

This document consolidates the official learning outcomes for a range of International Baccalaureate (IB) Diploma Programme courses and Nova Scotia provincial high school courses. It is designed to serve as a clear and accurate reference for educators, students, and administrators. All information presented here is derived directly from the official curriculum guides to ensure fidelity to the intended educational standards and objectives for each subject.

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## 1.0 International Baccalaureate (IB) Diploma Programme: World Religions (Standard Level)

### 1.1 Course Overview

The International Baccalaureate (IB) Diploma Programme World Religions course at the Standard Level (SL) provides a systematic, analytical, and empathetic study of the variety of beliefs and practices found in nine of the world's main religions. The course aims to foster an awareness of religious issues within the contemporary world by examining a diverse range of faiths. Its core objectives are to promote an inquiring and analytical approach, develop an informed understanding of religious diversity, foster respectful awareness of the significance of beliefs and practices for adherents, and encourage a global appreciation of the issues surrounding religious movements and controversies. Ultimately, the course seeks to help students understand how religion affects people's lives and to promote responsible international citizenship. The following section details the specific learning expectations for students who complete the course.

### 1.2 Learning Outcomes

#### Knowledge and Understanding:

- Demonstrate knowledge and understanding of five world religions chosen for the introductory unit.
- Define, understand and use concepts associated with particular world religions.
- Demonstrate in-depth knowledge and understanding of two religions reflecting different traditions.
- In internal assessment, demonstrate knowledge and understanding of a specific world religions investigative study.

#### Application and Analysis:

- Demonstrate how the key concepts of a religion are expressed in the behaviour of believers.
- Demonstrate application and analysis of concepts.
- Research, select and analyse material from both primary and secondary sources.

### **Synthesis and Evaluation:**

- Evaluate concepts associated with world religions.
- Synthesize by integrating evidence and critical commentary.
- Select, use and apply a variety of appropriate skills and techniques.
- Select, use and apply the prescribed world religions skills in appropriate contexts.
- Demonstrate the ability to organize ideas into a clear, logical, coherent and balanced account.
- Evaluate the reliability of evidence and the chosen method of research for the internal assessment.

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## **2.0 Nova Scotia Curriculum: Citizenship 9**

### **2.1 Course Overview**

The Citizenship 9 course is strategically designed to foster engaged, financial, digital, and global citizenship. The curriculum emphasizes the practical application of skills and critical evaluation of civic concepts. A key component of the course is a capstone service learning project, where students work collaboratively to address a need within their school or the broader community, thereby developing essential citizenship skills. The course is guided by detailed learning outcomes that structure student inquiry into their roles and responsibilities as active citizens.

### **2.2 Learning Outcomes**

#### **Engaged Citizenship**

Learners will construct a collaboratively-designed service learning project which addresses a need in the school or larger community.

#### **Who Am I as a Citizen?**

Learners will evaluate evolving concepts and attributes of citizenship as members of different kinds of communities.

Learners will evaluate key changes in the citizenship rights of Mi'kmaw and other traditionally disempowered people.

#### **Financial Citizenship**

Learners will compare the impact of economic decisions from the perspectives of various groups of people.

Learners will analyse how effective decision-making and informed participation in society affect, and are affected by, personal financial management.

### **Digital Citizenship**

Learners will evaluate how perceptions of current issues are influenced by various media, and how this shapes actions, choices, and reactions.

Learners will evaluate risks, rights, and responsibilities of digital citizens.

### **Governance**

Learners will analyse how issues become valued within and across all areas of government and society.

Learners will investigate the structure, operation, and selection of government in Canada, including federal, provincial, territorial, indigenous, and municipal government models.

Learners will evaluate strategies to meaningfully engage as citizens within a democratic process.

### **Global Citizenship**

Learners will evaluate the consequences of action and inaction as twenty-first century global citizens.

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## **3.0 Nova Scotia Curriculum: Economics 12**

### **3.1 Course Overview**

The Economics 12 course provides a comprehensive study of key economic principles, covering fundamental, microeconomic, macroeconomic, and global economic concepts. The curriculum is designed to help learners develop robust problem-solving skills and the ability to think critically about complex economic issues. The course guides students from foundational principles of scarcity and choice toward an understanding of complex market dynamics and the powerful roles of fiscal and monetary policy in the national and global economies. The following unit-specific outcomes outline the knowledge and skills students are expected to master.

### **3.2 Learning Outcomes by Unit**

#### **Unit 1: Fundamental Economic Concepts**

- 1.1 Students will be expected to demonstrate an understanding of the field of economics and the work of economists.
- 1.2 Students will be expected to understand the factors and processes that influence economic decision-making.
- 1.3 Students will be expected to demonstrate an understanding of productive resources.
- 1.4 Students will be expected to demonstrate an understanding of the three economic systems.
- 1.5 Students will be expected to demonstrate an understanding of the Canadian economic system.

## **Unit 2: Microeconomic Concepts**

- 2.1 Students will be expected to demonstrate an understanding of the law of demand in the market.
- 2.2 Students will be expected to demonstrate an understanding of the law of supply in the market.
- 2.3 Students will be expected to demonstrate an understanding of the relationship between demand and supply.
- 2.4 Students will be expected to demonstrate an understanding of how various forms of business in Canada function.
- 2.5 Students will be expected to demonstrate an understanding of the four market structures and their impact on competition.
- 2.6 Students will be expected to demonstrate an understanding of the labour market.
- 2.7 Students will be expected to demonstrate an understanding of labour unions.

## **Unit 3: Macroeconomic Concepts**

- 3.1 Students will be expected to demonstrate an understanding of how economic performance is measured.
- 3.2 Students will be expected to demonstrate an understanding of the business cycle.
- 3.3 Students will be expected to demonstrate an understanding of the role of government in a mixed market economy.
- 3.4 Students will be expected to demonstrate an understanding of the various forms of government revenue and expenditure.
- 3.5 Students will be expected to demonstrate an understanding of fiscal and monetary policy and their impact on the economy.

## **Unit 4: Global Economic Concepts**

- 4.1 Students will be expected to demonstrate an understanding of trade.
- 4.2 Students will demonstrate an understanding of exchange rates.
- 4.3 Students will be expected to demonstrate an understanding of globalization.
- 4.4 Students will be expected to demonstrate an understanding of global economic organizations.

- 4.5 Students will be expected to demonstrate an understanding of the effects of globalization on individuals and nations.

## **Unit 5: Economic Issues**

- 5.1 Students will be expected to demonstrate an understanding of the distribution of income and standard of living.
  - 5.2 Students will be expected to demonstrate an understanding of sustainable development and its economic impact.
  - 5.3 Students will be expected to demonstrate an understanding of the impact of technology in shaping the global marketplace.
  - 5.4 Students will be expected to demonstrate an understanding the importance of banks and various financial institutions and their role in financial planning.
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## **4.0 Nova Scotia Curriculum: Gàidhlig 11 / Gaelic 11**

### **4.1 Course Overview**

The Gaelic 11 course is designed to develop students' proficiency and cultural understanding of the Gaelic language. The curriculum is structured around three General Curriculum Outcomes that focus on communication, creative expression, and cultural appreciation. The course aims to enable students to use Gaelic to interact effectively, create and experience works reflective of Gaelic culture, and demonstrate an understanding of Gaelic culture within Nova Scotia and the broader global context. The following specific outcomes detail the skills and knowledge students are expected to acquire.

### **4.2 Specific Curriculum Outcomes**

#### **Communication**

1. interact in a classroom where Gaelic is the language spoken
2. interact effectively and with spontaneity in situations drawn from real life
3. converse in a variety of formal and informal settings
4. use Gaelic to bring meaning to what they observe, feel, and hear through questions and discussions
5. narrate and describe events from personal experience
6. exchange ideas and thoughts about areas of personal interest
7. give reasons and information to support points of view on various issues
8. recognize the linguistic elements relating to areas of experience that will enable them to communicate effectively, to interact in a classroom where Gaelic is spoken, and to interpret and respond to Gaelic critically and effectively
9. initiate storytelling, song, and folklore circles
10. interpret and respond to texts according to a given set of criteria

11. produce a variety of texts according to a given set of criteria
12. present information and text by electronic means
13. communicate effectively with other Gaelic students across the world by electronic or literary means
14. consolidate their knowledge of Gaelic by using reference and technology tools
15. understand and differentiate among a variety of linguistic elements to communicate effectively
16. express long- and short-term plans, goals, and intentions

### **Creative Works**

1. create text reflective of material studied in Gaelic 11
2. experience and participate in the oral tradition by reciting poetry, singing songs, or sharing stories reflective of the Gaelic culture
3. develop, produce, and perform short skits or plays based on Gaelic cultural activities
4. view, listen to, and read creative writings and respond to them through visual arts, drama, music, and writing
5. use electronic means to present research findings and text to a wider audience
6. engage in Gaelic traditions

### **Culture**

1. gain an understanding of the Nova Scotian Gael and his or her place in modern society
2. compare and contrast the contemporary and traditional lifestyles of the Gaels in Nova Scotia
3. identify Gaelic cultural content in samples of Nova Scotia's art and literature (e.g., "Island" short stories by Alistair MacLeod)
4. investigate the contributions of the Gaelic community to Canadian society
5. examine the use of Gaelic in Nova Scotian society in the twentieth century (e.g., the tradition of precentorship in Presbyterian churches)
6. give examples of how one is influenced by one's cultural experiences
7. show cultural sensitivity in everyday situations through appropriate behaviour and language
8. examine the use of song and story in preserving the history of the Gaels in Canada and investigate attitudes toward Canada by the early settlers
9. examine relations between First Nations and the Gaels

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## **5.0 Nova Scotia Curriculum: Geography 10**

### **5.1 Course Overview**

The Geography 10 course is structured in two distinct parts. Part A focuses on developing skills in data collection, processing, and representation, teaching students how to view the world in

spatial terms using geographic tools and techniques. Part B delves into the study of Earth's physical systems, including the land, ocean, and atmospheric environments. The course aims to have students explore the forces that shape our planet and analyze the complex interplay between physical processes and human activity. The specific learning objectives for the course are outlined below.

## **5.2 Specific Curriculum Outcomes by Unit**

### **Part A**

#### **Unit 1: Data Collection**

- 1.1 explain how geographers create a holistic view of Earth through remote sensing such as satellite imagery, aerial photography, and other sensors
- 1.2 explain how geographers use field techniques such as surveying landscape, sampling the landscape, and recording the land use

#### **Unit 2: Data Processing and Representation**

- 2.1 demonstrate basic image/photo interpretation skills using high/low obliques, vertical, and stereo images, false colour composite, and other satellite imagery
- 2.2 select an appropriate map style (topographic, geologic, thematic, etc.) and use it to gather, organize, and display information in sketch or model form
- 2.3 organize and interpret quantitative data in graph, chart, and table form
- 3.1 analyze geographic information using comparative mapping techniques and strategies and geographic information systems to recognize patterns and to make decisions about the nature of the information

### **Part B**

#### **Unit 1: Geographic Perspective**

- 4.1 view events from a geographic perspective by defining the nature and scope of geographic phenomena using the five themes of geography: place, location, region, human-environment interaction, and movement
- 4.2 demonstrate an understanding of how long-term and short-term physical processes influence the landscape and the human response and adaptation to these processes
- 4.3 demonstrate an awareness of how changing perspectives of the world are dictated by culture, experience, and the impact of technology

#### **Unit 2: Land Environment**

- 5.1 demonstrate an understanding of the composition of the planet Earth, its structure and the interior forces of tectonics and results of shifting plates that have shaped the evolution of the planet's physical characteristics and features

- 5.2 demonstrate knowledge of the changing face of Earth's surface and of the forces that keep Earth in motion
- 5.3 demonstrate an understanding of the interior forces associated with diastrophism, earth movements, and mountain building
- 5.4 recognize and explain the forces generating rock-building processes, classify rocks and minerals, and describe the uses of rocks in the daily lives of humans
- 5.5 describe the processes involved in weathering, mass wasting, and soil erosion
- 5.6 recognize and describe the features associated with rivers, and the effects of rivers on human and physical landscapes
- 5.7 demonstrate an understanding of glacial processes and the subsequent impact on the physical environment
- 5.8 demonstrate an understanding of coastal landscape features shaped through the action of waves, and the implications for human-environment interaction

### **Unit 3: Ocean Environment**

- 6.1 identify distinctive sea floor processes that form and shape the features of the submarine landscape, its features, and their effects on island formation
- 6.2 assess the effects of the ocean's moving waters on the atmosphere of Earth and upon human activity

### **Unit 4: Atmospheric Environment**

- 7.1 analyze the composition of Earth's unique atmospheric envelope, described through its elements and vertical zones, identifying the conditions in the atmosphere necessary for life to be sustained
- 7.2 demonstrate an understanding of the complex systems resulting from the energy released from the sun
- 7.3 demonstrate a knowledge of the complexity of the hydrosphere as it applies to the hydrologic cycle and subsequent types/modes of precipitation
- 7.4 be able to relate air mass geography to weather systems, both local and globally
- 7.5 use climatic data to identify major climatic zones of the world

### **Unit 5: Spaceship Earth**

- 8.1 describe the interconnectedness of Earth's physical and biological systems
- 8.2 demonstrate an understanding that humanity is part of the planet's physical-biological web, and that sustainability is dependent upon wise planet management systems and global co-operation

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## **6.0 Nova Scotia Curriculum: Geography of Canada 11**

### **6.1 Course Overview**

The Geography of Canada 11 course offers a detailed exploration of the nation's physical and cultural landscapes. Students investigate Canada's population distribution, demographic trends, and patterns of economic development through a series of compulsory and optional modules. This structure allows for a comprehensive overview of Canada's spatial identity while also providing opportunities for in-depth study of specific topics such as regional development, land use, and global connections. The following list of module-specific outcomes defines the scope of student learning.

## **6.2 Specific Curriculum Outcomes by Module**

### **Module 1: Canada in Spatial Terms (Introductory)**

- 1.1 demonstrate an understanding of the connection between physical and cultural landscapes and the shaping of the Canadian identity
- 1.2 interpret spatial dimensions within Canada and the broader global community to develop an understanding of Canada's place in the world
- 1.3 demonstrate an understanding of the tectonic forces at work in the building of a continent and the physical systems that continue to define its landscape
- 1.4 analyze the impact of physical systems on human activity
- 1.5 demonstrate an understanding of cultural and physical features of Canada (cities, rivers)

### **Module 2: Canadian Ecumene (Compulsory)**

- 2.1 analyze population statistics over time
- 2.2 explain the distribution of population as a consequence of physical or cultural factors
- 2.3 analyze changing trends in migration, emigration, and immigration patterns over time
- 2.4 demonstrate an understanding of the evolving cultural complexity of the Canadian population
- 2.5 apply demographic concepts to explain past, present, and future trends in population

### **Module 3: Patterns of Development (Compulsory)**

- 3.1 demonstrate and analyze linkages between a region's natural geology and its resource base
- 3.2 demonstrate an understanding of Canada's natural resources
- 3.3 explain the impact of resource development on settlement patterns at both local and national scales
- 3.4 model issues pertaining to resource assessment
- 3.5 analyze the changing function of a resource-based community as it responds to shifts in market price and demand
- 3.6 analyze the interdependent and evolving nature of the Canadian economy.
- 3.7 forecast the skills required for success in the global economy

### **Module 4: Regional Development (Optional)**

- 4.1 use Heartland and Hinterland as a framework for regional development
- 4.2 analyze regional disparity
- 4.3 explain locational factors in economic development
- 4.4 evaluate initiatives designed to equalize regions on local, provincial, and federal scales
- 4.5 predict trends in regional development and suggest regional development policy

### **Module 5: Rural-Urban Land Use (Optional)**

- 5.1 demonstrate an understanding of the criteria used to classify settlements
- 5.2 apply Christaller's "central place theory" to urban settlement patterns
- 5.3 analyze land use within towns or cities
- 5.4 demonstrate an understanding of the organization of the rural landscapes
- 5.5 identify and analyze land use change in the rural and urban areas (urban fringe)
- 5.6 analyze issues related to migration between rural and urban centres

### **Module 6: Global Links (Optional)**

- 6.1 demonstrate an understanding of the Canadian geopolitical landscape within a global context
- 6.2 evaluate Canada's economic position within the global trade framework
- 6.3 demonstrate an understanding of the cultural links within the global community (ESL in education, food, fashion, architecture etc.)
- 6.4 analyze the issue of Americanization of Canadian and global culture
- 6.5 evaluate how technologies complement global independence

### **Module 7: Geography of Risk (Optional)**

- 7.1 explain how physical and cultural landscapes have been altered by physical and human material
- 7.2 demonstrate an understanding of the importance of water and securities and Canada's sovereignty
- 7.3 demonstrate an understanding of the issue of environmental racism
- 7.4 analyze Canada's ability to maintain food security
- 7.5 predict how lifestyles of the twenty first century and beyond will change as a consequence of new technology

### **Independent Study**

The teacher may wish to create a module of study that has not already been addressed in the above modules. The module must consist of four to five clearly articulated SCOs. A GIS community-centred project might be a good avenue to explore.

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## **7.0 Nova Scotia Curriculum: Geomatics 12**

### **7.1 Course Overview**

Geomatics 12 is a skills-based course with a strong focus on practical application. Students learn to manage, manipulate, and apply geographic information systems (GIS) and other geotechnologies to analyze complex, real-world issues. The course is project-driven, culminating in a community-based project where students apply the geographic method of inquiry to investigate a social, political, environmental, or economic question. The specific outcomes for this course are organized into modules that progressively build students' technical skills and analytical capabilities.

### **7.2 Specific Curriculum Outcomes by Module**

#### **Module 1: Exploration**

- 1.1 investigate the definition and application of geotechnologies in the workplace and the range of career opportunities in geomatics
- 1.2 examine the historical evolution of geographic information system (GIS) software
- 1.3 identify a range of geotechnologies used to manipulate and assist in interpretation of data
- 1.4 demonstrate an understanding of the Geographic Method of Inquiry

#### **Module 2: Basic Skill Building**

- 2.1 demonstrate an understanding of GIS software buttons and tools for map creation
- 2.2 manipulate data to generate thematic maps
- 2.3 manipulate data to generate graphs, charts, or tables
- 2.4 query data to define and solve a problem
- 2.5 use layout functions to customize and display information
- 2.6 apply a hotlink feature to launch other media
- 2.7 apply geomatic skills to a social, political, economic, or environmental issue-based project

#### **Module 3: Advanced Skill Building and Application**

- 3.1 using various sources of geographic data, demonstrate data acquisition to create a theme layer
- 3.2 actively engage in collecting, geocoding, and mapping the community features
- 3.3 manipulate acquired data for querying using buffering, clipping, and joining
- 3.4 select and map the best site for a new home, business, or community service
- 3.5 map and analyze risk zones within a local community
- 3.6 identify authentic applications of a map or product

#### **Module 4: Applied Geomatics Project**

- 4.1 develop and document a project plan for an applied geomatics project
  - 4.2 pose the geographic question
  - 4.3 identify, evaluate, and acquire geographic resources
  - 4.4 manipulate data to produce thematic representations or maps
  - 4.5 analyze, synthesize, and summarize the geographic information
  - 4.6 present, defend, and act upon project interpretations
  - 4.7 develop an e-portfolio that documents their completed project
  - 4.8 develop employability skills
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## **8.0 Nova Scotia Curriculum: Global Geography 12 / Advanced Global Geography 12**

### **8.1 Course Overview**

The Global Geography 12 course examines the complex interactions among people, places, and the environment on a global scale. Students investigate a wide range of topics, including population distribution, resource management, food and water security, and patterns of urbanization. The course aims to develop students' use of geographic skills and methods to analyze contemporary global issues from multiple perspectives. The following unit-specific outcomes detail the learning expectations, with a distinction between the standard and advanced course levels.

### **8.2 Specific Curriculum Outcomes by Unit**

#### **Unit 1: The Global Geographer**

- 1.1 formulate predictions about geographic issues by manipulating raw data using computer-based technology (e.g. GIS, spreadsheets, web-browsers, and presentation software)
- 1.2 identify key concepts, skills, and problem solving and analytical methods used by geographers (through analysis of the preceding outcome)
- 1.3 illustrate an argument as to how the world arrived at its current state at the beginning of the 21st century, using the discipline of geography
- 1.4 examine all issues from multiple perspectives and with regard to the experiences of youth
- 1.5 plan, conduct, and present a research project, independently or collaboratively, using the skills and methods of geography / plan, research, present, and defend a formal problem-based research project using the skills and methods of geography
- 1.6 research a global issue from the perspective of geography and at least two other disciplines (*Advanced only*)

#### **Unit 2: The Planet Earth**

- 2.1 demonstrate an understanding of the earth as a unique planet for human life
- 2.2 evaluate the planetary state of health
- 2.3 examine/analyze the global distribution of ecosystems (*Advanced only*)
- 2.4 investigate the relationship between natural disasters and humans

### **Unit 3: Population**

- 3.1 demonstrate an understanding of / evaluate various measures of Quality of Life
- 3.2 explain patterns of population distributions and densities
- 3.3 interpret aspects of global population, using vital statistics as tools
- 3.4 analyze the implications of growth, distributions, and densities

### **Unit 4: Resources and Commodities**

- 4.1 analyze factors that affect the global production and distribution of food
- 4.2 analyze factors that affect the global distribution and consumption of water
- 4.3 examine contemporary global patterns of industrialization and resource extraction
- 4.4 examine/evaluate the effects of industrialization on quality of life throughout the world (*Advanced only*)

### **Unit 5: Urbanization**

- 5.1 identify patterns of urbanization
- 5.2 evaluate models of urban structure in developed and developing countries
- 5.3 explain/extrapolate trends regarding the growth and decline of cities (*Advanced only*)
- 5.4 illustrate strategies to improve urban environments

### **Unit 6: Culture and Politics**

- 6.1 analyze the distribution of different cultural groups in the world (*Advanced only*)
- 6.2 investigate the extent to which the environment has been/is affected by cultural attitudes and practices (*Advanced only*)
- 6.3 examine the evolution of the contemporary global political pattern (*Advanced only*)
- 6.4 analyze the spatial disjunctions between political, cultural, and other patterns (*Advanced only*)

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## **9.0 Nova Scotia Curriculum: Global History 12 / Advanced Global History 12**

### **9.1 Course Overview**

The Global History 12 course is a critical investigation into how the world arrived at its current state at the beginning of the 21st century. Using the discipline of history, students will analyze

major global themes, including the dynamics of geo-political power, economic disparity, the pursuit of justice, and societal change. The course aims to challenge students to examine issues from multiple perspectives and to develop and support historical arguments. The specific learning outcomes are detailed below, highlighting the additional expectations for the advanced level.

## **9.2 Specific Curriculum Outcomes by Unit**

### **Unit 1: The Global Historian**

- 1.1 formulate and support a hypothesis as to how the world arrived at its current state at the beginning of the 21st century, using the discipline of history
- 1.2 illustrate an understanding of the concept of interdependence
- 1.3 apply skills and methods appropriate to the discipline of history
- 1.4 examine all issues from multiple perspectives and with regard to the experiences of youth
- 1.5 design and conduct a research project, independently or collaboratively, using methods appropriate to history/plan, research, write, and defend a formal thesis-directed research paper using the historical method
- 1.6 investigate the inter-relatedness of history and literature or the arts (*Advanced only*)

### **Unit 2: The Dynamics of Geo-Political Power**

- 2.1 demonstrate an understanding of factors that contributed to the start of the “Cold War” between the “East” and “West”
- 2.2 explain/investigate how tensions between “East” and “West” influenced events in the post-World War II world
- 2.3 evaluate the extent to which at least two “Cold War” events exhibit characteristics of the “East-West” conflict
- 2.4 formulate and support a hypothesis regarding the geo-political future of the world
- 2.5 debate a resolution regarding the legacy of the “Cold War” in the contemporary world (*Advanced only*)

### **Unit 3: The Challenge of Economic Disparity**

- 3.1 examine an issue that illustrates the economic disparity between “North” and “South”
- 3.2 demonstrate an understanding of forces that contributed to, and contribute to, the economic disparity between “North” and “South”
- 3.3 evaluate different approaches/formulate and support a plan to address global economic disparity
- 3.4 analyze the correlation between wealth and power
- 3.5 analyze the extent and nature of the economic disparity which exists within countries of the “North” (*Advanced only*)

### **Unit 4: The Pursuit of Justice**

- 4.1 demonstrate an understanding of the events and forces that have shaped contemporary conceptions of justice
- 4.2 investigate a global event that has raised fundamental questions of justice
- 4.3 formulate and support a hypothesis regarding the examples of genocide that have occurred, and continue to occur, through the 20th and 21st centuries
- 4.4 describe/analyze approaches to, and barriers to, achieving greater universal justice (*Advanced only*)
- 4.5 investigate issues and questions of justice raised by self-determination movements (*Advanced only*)

### **Unit 5: Societal Change**

- 5.1 investigate an example of a technological development that illustrates the close relationship between technological change and societal change
- 5.2 examine/investigate an event or movement, not driven by technological change, that has brought about significant societal change
- 5.3 evaluate the ethical and moral implications of technological development and societal change
- 5.4 predict a future technological innovation, consequential societal change, and resulting ethical and moral issues (*Advanced only*)
- 5.5 illustrate the interdependence of societal change, justice, economic disparity, and geo-political power

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## **10.0 Nova Scotia Curriculum: Global Politics 12 / Advanced Global Politics 12**

### **10.1 Course Overview**

The Global Politics 12 course provides a comprehensive examination of political ideologies, systems, and international relations. Students will explore a range of global political perspectives, from communism and fascism to democracy and socialism. A key focus of the course is on developing active citizenship through the comparative analysis of political structures, with particular attention given to the Canadian and U.S. systems. The course aims to develop students' ability to critically investigate contemporary political issues. The curriculum also includes specific additional outcomes for advanced-level students to deepen their understanding of global political dynamics.

### **10.2 Specific Curriculum Outcomes by Unit**

#### **Global Citizen**

- 1.1 critically investigate contemporary global political issues

- 1.2 design and conduct a research project, either independently or collaboratively, that addresses a global political issue/plan, research, write a formal thesis-directed research paper
- 1.3 explore and engage in an issue relating to active citizenship

### **Unit 1: Political Systems**

- 2.1 examine/Investigate a range of global political ideologies (communism, fascism, capitalism, socialism, democracy)
- 2.2 examine the organization and operation of various political systems (structure and function of governments—various)
- 2.3 evaluate the ethical and moral implications of various political systems (*Advanced only*)

### **Unit 2: Canadian System**

- 3.1 examine the historical roots of the Canadian political system (British parliamentary, parties, common law, French civil code, BNA – Constitutional development)
- 3.2 demonstrate an understanding, where applicable, of the structure and roles of the executive, legislative, and judicial branches of Canadian federal, provincial, territorial, First Nations, and municipal governments
- 3.3 investigate/analyze the divisions of power in Canada among federal, provincial, territorial, First Nations, and municipal governments (jurisdictional powers) (*Advanced only*)
- 3.4 explore the electoral systems and processes for the Canadian federal, provincial, territorial, First Nations, and municipal governments (political parties/ideologies)

### **Unit 3: Comparative Politics**

- 4.1 explore various contemporary global governing systems (U.S. and others, dictatorial and democratic, etc.)
- 4.2 compare and contrast the Canadian and U.S. governing systems
- 4.3 compare and contrast the Canadian and U.S. electoral systems
- 4.4 compare and contrast global governing systems, excluding Canada and the United States (*Advanced only*)

### **Unit 4: International Relations**

- 5.1 explore the foundations of global interconnectedness
- 5.2 describe the organizations that govern relations among nations (United Nations, Nato, IMF, World Trade, World Bank)
- 5.3 examine the influence of cultural beliefs on global politics (religion, economic practices, environmentalism etc.)
- 5.4 examine/analyze the changing role of media/technology on global politics (*Advanced only*)

- 5.5 investigate obstacles to international relations (cultural differences, ideologies, etc.)  
(*Advanced only*)
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## **11.0 Nova Scotia Curriculum: History 10**

### **11.1 Course Overview**

The History 10 course provides a comprehensive survey of human development from early civilizations through to the fall of the Roman Empire. Students will explore the characteristics that define ancient civilizations and investigate foundational themes such as the evolution of political structures, the rise and fall of empires, the impact of religion on culture, and the nature of historical revolutions. This chronological and thematic approach aims to enable students to understand the interconnectedness of historical events and their lasting influence on contemporary society. The following thematic list of learning outcomes guides student inquiry throughout the course.

### **11.2 Specific Curriculum Outcomes**

#### **Theme 1: Birth of Civilizations**

- 1.1 demonstrate awareness and understanding of the chronology of human development and historical periods
- 1.2 demonstrate an understanding of the characteristics that define ancient civilizations
- 1.3 develop an awareness of the fundamental needs of people to form groups and establish structures that validate and nurture civilizations
- 1.4 demonstrate an understanding of the different regions of the ancient world and be able to explain their various contributions
- 1.5 evaluate historic events and human accomplishments of Greece and Rome and two other ancient civilizations

#### **Theme 2: Political Structures**

- 2.1 investigate the source of governance that developed from prehistory to the fall of the Roman Empire
- 2.2 investigate political structures to determine the interdependent relationship between distinct polities while recognizing cultural, racial, and ethnic diversity
- 2.3 demonstrate the connection between governmental systems and their impact on economic development and class diversity
- 2.4 explore how modern political systems/structures have evolved from early political origins
- 2.5 examine how political power and authority have been used to create both social cohesion and conflict

### **Theme 3: Empires**

- 3.1 demonstrate an understanding of the factors that gave rise to empires
- 3.2 identify the strengths and weaknesses of at least two empires from selected case studies
- 3.3 explore a range of “voices” of constituencies from within the empires through the use of primary source material
- 3.4 evaluate the impact and influences of ancient empires and imperialism on contemporary societies through politics, culture, technological advancements, or economies

### **Theme 4: Religion and Civilizations**

- 4.1 identify the impact religion has had on the development of human culture
- 4.2 investigate the relationship between religion and historical events
- 4.3 evaluate the impact religion and ancient history has had on modern society

### **Theme 5: Revolutions**

- 5.1 demonstrate a historical understanding of the concept of revolution throughout history in relation to influences of cultural, racial, ethnic, and commercial factors
  - 5.2 compare and contrast how various revolutionary activity has either benefited or hindered societal elements
  - 5.3 evaluate the impact of revolution upon the governing structures of two empires
  - 5.4 describe the influence of philosophical thought on revolutionary activity
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## **12.0 Nova Scotia Curriculum: Law 12**

### **12.1 Course Overview**

The Law 12 course provides students with a foundational understanding of the Canadian legal system. The curriculum is structured around three core units covering the foundations of justice, criminal law, and civil law. In addition, the course offers a selection of specialized legal areas, such as Aboriginal law, international law, and human rights law, allowing for a tailored exploration of different facets of the legal field. The primary aims of the course are to equip students to apply research methods to legal issues and analyze the real-world implications of law on individuals and society. The specific learning objectives for each unit are detailed below.

### **12.2 Specific Curriculum Outcomes by Unit**

#### **Unit 1: Foundations of Justice and Law**

- F1 apply research methods to legal issues

- F2 explain what law is and why laws are needed
- F3 investigate the historical roots of Canadian law
- F4 demonstrate an understanding of the law-making processes in Canada
- F5 analyze the impact of the Canadian Charter of Rights and Freedoms on the administration of justice and law in Canada

## **Unit 2: Criminal Law**

- CR1 demonstrate an understanding of what constitutes a criminal offense in Canada
- CR2 describe the procedures and parties involved in bringing a criminal case to trial
- CR3 describe criminal trial principles and processes
- CR4 evaluate the objectives and effectiveness of various sentencing options
- CR5 investigate and assess how criminal law affects young people

## **Unit 3: Civil Law**

- CI1 differentiate between civil law and criminal law
- CI2 analyze the role of law as it applies to torts and the relationship between tort law and young people
- CI3 analyze the role of law as it applies to contractual obligations as well as the implications of contractual obligations to young people
- CI4 analyze the relationship between law and family matters

**Unit 4: Other Areas of Law** *Teachers must select one from aboriginal law and at least any other 5 specific curriculum outcomes.*

### **Aboriginal Law**

- AB1 demonstrate an understanding of the legal impact of Aboriginal Rights and Treaty Rights
- AB2 analyze the legal effects of the Indian Act (1876) and the Constitution Act (1982) on Aboriginal peoples
- AB3 examine the importance and role of sentencing circles within Aboriginal communities

### **International Law**

- IN1 demonstrate an understanding of how international law is made and applied
- IN2 analyze the effectiveness of international law

### **Immigration Law**

- IM1 chart the immigration process as defined by current Canadian immigration law
- IM2 compare the current Immigration and Refugee Protection Act (2001) with previous immigration acts

## Human Rights Law

- HR1 demonstrate an understanding of provincial, federal, and international human rights legislation
- HR2 evaluate the extent to which human rights in Canada are safeguarded today
- HR3 examine the development of human rights law in Canada by analyzing landmark cases and events

## Environmental Law

- EV.1 demonstrate an understanding of the purposes and types of environment protection laws in Canada
- EV.2 evaluate the effectiveness of environmental laws in sustaining natural resources

## Employment Law

- EM.1 demonstrate an understanding of the statutes that govern terms of employments
- EM.2 evaluate the extent to which Canadian law balances the rights of employers and employees

## Consumer Law

- CO.1 demonstrate an understanding of the purposes and types of consumer protection laws in Canada
- CO.2 evaluate the effectiveness of consumer protection laws in Canada

## Media and Internet Law

- MI.1 examine the role of contracts as they pertain to Internet commerce
- MI.2 analyze the evolving relationship between Canadian law and the Internet

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# 13.0 Nova Scotia Curriculum: Mi'kmaw Studies 11

The learning outcomes for **Mi'kmaw Studies 11** are categorized into six units of study that examine the past, present, and future of the Mi'kmaw experience.

## Unit: Introductory

- **I1: Worldview and Perspective:** Learners demonstrate how personal background and culture shape interpretations of history and culture.
- **I2: Pre-Contact Society:** This outcome focuses on understanding the sophisticated oral culture and governance structures of Mi'kmaw society prior to European arrival.

- **I3: Forging Relationships:** Learners explore the diverse relationships developed between the Mi'kmaq, other First Nations, and European powers like the French and English.

## Unit: Independent Study

- **IS1: Critical Inquiry:** Students must design and conduct an original research project to critically investigate a specific historical or contemporary Mi'kmaw issue.

## Unit: Governance

- **G1: Early Territories:** Learners investigate the complexities and geographic boundaries of the early Mi'kmaw civilization.
- **G2: Inherent Rights:** This outcome examines the inherent rights of the Mi'kmaq as the original occupants of the land.
- **G3: Governing Structures:** Learners compare traditional consensus-based governance with the post-contact structures imposed by legislation.
- **G4: Nationhood and Treaties:** Students investigate the concept of nationhood through foundational agreements like the Concordat of 1610 and the Treaties of Peace and Friendship.
- **G5: Discriminatory Policies:** This outcome evaluates the adverse effects of social injustices and laws, such as the Indian Act, on First Nations in Canada.

## Unit: Culture

- **C1: Cultural Biases:** Learners analyze how stereotypes and biases in the past and present have impacted views of First Nations peoples.
- **C2: Oral Tradition:** This outcome investigates how oral tradition maintains cultural identity and deepens the understanding of Mi'kmaw consciousness.
- **C3: Role of Elders:** Learners demonstrate an understanding of the essential role Elders play in maintaining and transmitting cultural values.
- **C4: Artistic Expression:** Students explore the evolution of traditional and contemporary Mi'kmaw art, music, dance, and literature.

## Unit: Education

- **E1: Traditional Education:** Learners investigate how educational practices were traditionally conducted within Mi'kmaw culture and how they have shifted over time.
- **E2: Residential Schools:** This outcome focuses on the origins, goals, and long-term traumatizing impacts of the Indian Residential School System.
- **E3: Reclaiming Education:** Learners demonstrate an understanding of modern efforts by First Nations to regain control and autonomy over their own educational systems.

## Unit: Spirituality

- **S1: Beliefs and Values:** Students explore the traditional beliefs and values that guide the Mi'kmaw way of life and their relationship with the Creator.
  - **S2: Creation Stories:** This outcome examines the significance of creation stories in forming Mi'kmaw identity and a sense of place in the world.
  - **S3: Catholicism and Tradition:** Learners compare 17th-century Roman Catholicism with traditional spirituality to understand the unique blend of beliefs present in many modern communities.
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## 14.0 Nova Scotia Curriculum: Tourism 12

### 14.1 Course Overview

The Tourism 12 course offers a comprehensive exploration of the tourism sector, examining its structures, components, and professional standards. Students will investigate the interrelationships between various parts of the industry, including transportation, accommodations, and food and beverage services. The curriculum places a specific focus on the tourism landscape of Nova Scotia, analyzing its major markets and economic impact. The course aims to equip students with the knowledge, skills, and professional attitudes required for success in the sector. The module-specific learning outcomes are detailed below.

### 14.2 Specific Curriculum Outcomes by Module

#### Module 1: The Tourism Sector

- 1.1 demonstrate a detailed understanding of sector structures, components and interrelationships among components
- 1.2 demonstrate an understanding of the issues and challenges facing the sector
- 1.3 examine a range of trends in the sector
- 1.4 evaluate the economic and social impact of trends on the sector
- 1.5 investigate significant features of major Nova Scotia tourism markets, including economic impact

#### Module 2: The Tourism Professional

- 2.1 demonstrate the knowledge, skills and attitudes to enter, stay in, and progress in the sector
- 2.2 demonstrate the qualities and behaviours that exhibit professionalism
- 2.3 communicate effectively in workplace settings
- 2.4 demonstrate the ability to work with others internally (coworkers) and externally (guests)
- 2.5 investigate sector standards and explore and/or acquire certification

- 2.6 access tourism resources
- 2.7 apply strategies for using tourism resources
- 2.8 investigate an occupation within the sector through research, information interviews, job shadowing, or work placement
- 2.9 develop a life/work portfolio to document achievement, plan a career, and reflect on their learning

### **Module 3: The Tourist or Traveller**

- 3.1 demonstrate an understanding of the history and evolution of travel
- 3.2 examine the motivations, needs, and expectations of travellers
- 3.3 demonstrate sensitivity to the issues of culture, diversity, demography, and safety of Canadian and international travellers
- 3.4 demonstrate sensitivity to the issues of culture, diversity and demography
- 3.5 demonstrate an understanding of the tourism regions of Nova Scotia

### **Module 4: Transportation, Travel Services, Recreation, and Entertainment**

- 4.1 compare surface, air, and water forms of transportation
- 4.2 examine current and future trends in each Industry
- 4.3 investigate laws and regulations which have an impact on each industry
- 4.4 examine a range of social, economic, and environmental issues within each industry

### **Module 5: Accommodations, Food, and Beverage**

- 5.1 compare the types of food and beverage businesses, types of accommodations, types of attractions, events and conferences
- 5.2 describe the early history of hospitality and the business of inn keeping
- 5.3 examine current and future trends and influences in each industry
- 5.4 investigate laws and regulations which have an impact on each industry

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## **15.0 International Baccalaureate (IB) Diploma Programme: Geography (Standard & Higher Level)**

### **15.1 Course Overview**

The International Baccalaureate (IB) Diploma Programme Geography course is a dynamic subject grounded in the real world, focusing on the interactions between individuals, societies, and physical processes across time and space. Occupying a middle ground between the social and natural sciences, the course integrates physical, environmental, and human geography. It aims to develop a critical awareness of complex geographic issues, helping students to understand the dynamic interrelationships between people, places, and the environment at

different scales, and to appreciate the need for sustainable resource management. The following Assessment Objectives outline the specific learning expectations for students at both Standard Level (SL) and Higher Level (HL).

## **15.2 Learning Outcomes (Assessment Objectives)**

- 1. Demonstrate knowledge and understanding of specified content**
  - the core theme—global change
  - two optional themes at SL and three optional themes at HL
  - at HL, the HL extension—global interactions
  - in internal assessment, a specific geographic research topic.
- 2. Demonstrate application and analysis of knowledge and understanding**
  - apply and analyse geographic concepts and theories
  - identify and interpret geographic patterns and processes in unfamiliar information, data and cartographic material
  - demonstrate the extent to which theories and concepts are recognized and understood in particular contexts.
- 3. Demonstrate synthesis and evaluation**
  - examine and evaluate geographic concepts, theories and perceptions
  - use geographic concepts and examples to formulate and present an argument
  - evaluate materials using methodology appropriate for geographic fieldwork
  - at HL only, demonstrate synthesis and evaluation of the HL extension—global interactions.
- 4. Select, use and apply a variety of appropriate skills and techniques**
  - select, use and apply:
    - prescribed geographic skills in appropriate contexts
    - techniques and skills appropriate to a geographic research question.
  - produce well-structured written material, using appropriate terminology.