



Appendix D

Curriculum Outcomes and How They Relates to NS's Interpretive Master Plan (2016)

Appendix D Contains:

- 21st Century Competencies
- Curriculum to IMP Chart

The NSM site name abbreviations as used in this appendix are as follows:

BGM: Balmoral Grist Mill Museum
BLHC: Black Loyalists Heritage Centre
BWM: Barrington Woolen Mill Museum
CHM: Cossit House Museum
DS: The Dory Shop Museum
FLM: Fisherman's Life Museum
FMA: Fisheries Museum of the Atlantic
FFM: Firefighters' Museum
FGM: Fundy Geological Museum
HH: Haliburton House
HV: Highland Village Museum /*An Clachan Càidhealach*
LHM: Lawrence House Museum
MMA: Maritime Museum of the Atlantic
MHM: McCulloch House Museum
MOI: Museum of Industry
MNH: Museum of Natural History
NH: North Hills Museum
OMH: Old Meeting House Museum
SPH: Perkins House Museum
PHM: Prescott House Museum
RTH: Ross-Thomson House and Store
RFM: Ross Farm Museum
SHM: Shand House Museum
SV: Sherbrooke Village
SSM: Sutherland Steam Mill Museum
UEMP: Uniacke Estate Museum Park
AV: Acadian Village/ *Le Village historique acadien de la Nouvelle-Écosse*
WCM: Wile Carding Mill Museum

This chart simplifies the NS Department of Education and Early Childhood Development's Curriculum and highlights curriculum outcomes that relate to the IMP. This chart is by no means an exhaustive list of all possible ways the NS Curriculum relates to the IMP; rather it focuses on selected units which have the strongest and most obvious connections. The curriculum outcomes chosen are also that would lend themselves easily to experiences impossible to replicate in the classroom but easy to produce in a museum setting.

This appendix will be updated annually to reflect the current curriculum. Updates will be released on the Nova Scotia Museum's Toolbox for Museum School Programs Website. (museum.novascotia.ca/toolbox).

The next page explains the 21st century competencies introduced in [Module Two: 21st Century Skills and Competencies](#) in greater detail as well as the codes used in this appendix. For more information on working with curriculum see [Module Two: Programs Address Specific Curriculum Outcome](#).

Appendix D

21st Century Competencies

In addition to Essential Learning Outcomes, outcome indicators also include 21st century competencies (see [page 22](#)). The following codes are used by the Department of Education and Early Childhood Development are used for these competencies:

- **CZ = Citizenship:** Learners are expected to contribute to the quality and sustainability of their environment, communities, and society. They analyze cultural, economic, environmental, and social issues, make decisions, judgment, solve problems, and act a stewards in a local national, and global context.
- **PCD = Personal-Career Development:** Learners are expected to become self-aware and self-directed individuals who set and pursue goals. They understand and appreciate how culture contributes to work and personal life roles. They make thoughtful decisions regarding healthy and wellness, and career pathways.
- **COM = Communication:** Learners are expected to interpret and express themselves effectively through a variety of media. They participate in critical dialogue, listen, read, view, and create for information, enrichment, and enjoyment.
- **CI = Creativity and Innovation:** Learners are expected to demonstrate openness to new experiences, engage in creative processes, to make unexpected connections, and to generate new and dynamic ideas, techniques, and products. They value aesthetic expression, and appreciate the create and innovative work of others.
- **CT = Critical Thinking:** Learners are expected to analyze and evaluate evidence, arguments, and ideas using various types of reasoning and systems thinking to inquire,, make decisions, and solve problems. They reflect critically on thinking processes.
- **TF = Technological Fluency:** Learners are expected to use and apply technology to collaborate, communicate, create, innovate, and solve problems. They use technology in a legal, safe, and ethically responsible manner to support and enhance learning.

Grade and Overarching Theme	Some related Curriculum Outcomes (Updated Fall 2016)	Some possible IMP Content Areas	Possible NSM Sites
Primary Science <ul style="list-style-type: none"> Life Science: Explore Living Things 	<p>Outcome 2: Students will explore different living things.</p> <p>Indicators:</p> <ul style="list-style-type: none"> ask simple questions about different living things (CT, CI, COM, TF, CZ) observe and describe living things in familiar places (e.g., outside) (CT, CI, COM, TF) use equipment properly to investigate living things found in the community (CT, CI, COM) 	<p>A.5 Biodiversity</p> <p>A.4.1 Life Forms and Ecosystems A.4.2 Species Diversity A.4.3 Ecosystem Diversity</p> <p>B.1 Vegetation</p> <p>B.1.1 Diversity of Plant Life</p> <p>B.2 Birds, Fish, and Animals</p> <p>B.2.1 Birds and Fish [...] Habitats B.2.2 Diversity of Birds and Fish B.2.3 Mammal [...] Habitats B.2.4 Diversity of Mammals B.2.4 Amphibians and Reptiles</p>	<p>BGM BLHC BWM FLM FGM FMA HH HV LHM MHM MNH PHM RTH RFM SV UEMP AV</p>
Primary Social Studies <ul style="list-style-type: none"> Diversity of the local people, including the Acadians, African Nova Scotians, Gaels, Mi'kmaq and other cultures 	<p>Outcome 1: Students will recognize that people (local) have varied traditions, historical roots, rituals, and celebrations, including Acadians, African Nova Scotians, Gaels, Mi'kmaq, including Treaty Education, and additional diverse cultures</p> <p>Indicators:</p> <ul style="list-style-type: none"> begin to ask questions about people and traditions, historical roots, rituals, and celebrations (COM, CT, PCD) describe and discuss varied traditions, historical roots, rituals, and celebrations, including Acadian, African Nova Scotian, Gaels, Mi'kmaq, including Treaty Education, and diverse cultural groups in the province (COM, CT, PCD) create positive images (both print and digital) to convey perceptions/ideas/learnings of peoples and traditions, historical roots, rituals, and celebrations (COM, CT, PDC, CI, TF) 	<p>B.3 Exploring & Settling the Unknown</p> <p>B.3.1 Early Aboriginal Settlement B.3.2 Mi'kmaq Exploration & Settlement B.3.3 European Explorers: Myth/Reality B.3.4 European/Mi'kmaq Contact</p> <p>B.4 Migration, Outmigration, Exodus</p> <p>B.4.1 French Colonization: Acadia B.4.2 French-English "Borderland" B.4.3 Expulsion & Return of Acadians B.4.6 Black Experience B.4.7 Early 19th C. Immigration B.4.8 Late 19th C. Immigration B.4.10 20th & 21st C. Immigration</p> <p>D.1 Peoples of Nova Scotia</p> <p>D.1.1 Indigenous D.1.2 European D.1.3 South & Central Amer./Caribbean D.1.4 African D.1.6 Asian/Middle Eastern D.1.7 Marginalized Groups</p> <p>E.4 Cultural Expression</p> <p>E.4.1 Architecture E.4.2 Landscapes/Gardens E.4.3 Folklore and Celebrations E.4.4 Media (i.e.: radio, TV, film, etc.) E.4.5 Literature/Poetry/Drama E.4.6 Music E.4.7 Fine/Folk Art E.4.8 Cuisine as Cultural Expression E.4.9 Clothing and Costume</p>	<p>BGM BLHC BWM CHM DS FLM FMA FFM FGM HH HV LHM MMA MHM MOI MNH NH OHM SPH PHM RTH RFM SHM SV SSM UEMP AV WCM</p>

Grade and Overarching Theme	Some related Curriculum Outcomes (Updated Fall 2016)	Some possible IMP Content Areas	Possible NSM Sites
Grade 1 Science <ul style="list-style-type: none"> Life Science: Needs and Characteristics of Living Things 	<p>Outcome 2: Students will investigate needs and characteristics of different living things, including humans.</p> <p>Indicators:</p> <ul style="list-style-type: none"> ask questions about the needs of living things (CT, CI, COM, PCD, CZ) investigate different living things to determine their characteristics (CT, CI, COM, CZ) Compare, through explorations, the needs of different living things (CT, CI, COM, PCD, CZ) recognize and explain that humans and other living things depend on their environment (CT, CI, COM, PCD, CZ) 	<p>A.5 Biodiversity</p> <p>A.4.1 Life Forms and Ecosystems A.4.2 Species Diversity A.4.3 Ecosystem Diversity</p> <p>B.1 Vegetation</p> <p>B.1.1 Diversity of Plant Life</p> <p>B.2 Birds, Fish, and Animals</p> <p>B.2.1 Birds and Fish [...] Habitats B.2.2 Diversity of Birds and Fish B.2.3 Mammal [...] Habitats B.2.4 Diversity of Mammals B.2.4 Amphibians and Reptiles</p>	<p>BGM BLHC BWM FLM FGM FMA HH HV LHM MHM MNH PHM RTH RFM SV UEMP AV</p>
Grade 1 Social Studies <ul style="list-style-type: none"> Diversity of Nova Scotia's people, including Acadians, African Nova Scotians, Gaels, Mi'kmaq and additional diverse cultural groups 	<p>Outcome 1: Students will demonstrate an understanding of the diversity of cultural groups, including Acadians, African Nova Scotians, Gaels, Mi'kmaq, including Treaty Education, and additional diverse cultures</p> <p>Indicators:</p> <ul style="list-style-type: none"> ask questions to gain understanding of the diversity of cultural groups, including Acadian, African Nova Scotian, Gaels, Mi'kmaq, including Treaty Education, and additional diverse cultural groups in the province (COM, CT, CZ) create positive images (both print and digital) to convey ideas/perceptions/learnings of the diversity of cultural groups (COM, CT, CI, TF) discuss and share information about cultural groups in the community (COM, CT, CZ) 	<p>B.3 Exploring & Settling the Unknown</p> <p>B.3.1 Early Aboriginal Settlement B.3.2 Mi'kmaq Exploration & Settlement B.3.3 European Explorers: Myth/Reality B.3.4 European/Mi'kmaq Contact</p> <p>B.4 Migration, Outmigration, Exodus</p> <p>B.4.1 French Colonization: Acadia B.4.2 French-English "Borderland" B.4.3 Expulsion & Return of Acadians B.4.6 Black Experience B.4.7 Early 19th C. Immigration B.4.8 Late 19th C. Immigration B.4.10 20th & 21st C. Immigration</p> <p>D.1 Peoples of Nova Scotia</p> <p>D.1.1 Indigenous D.1.2 European D.1.3 South & Central Amer./Caribbean D.1.4 African D.1.6 Asian/Middle Eastern D.1.7 Marginalized Groups</p> <p>E.4 Cultural Expression</p> <p>E.4.1 Architecture E.4.2 Landscapes/Gardens E.4.3 Folklore and Celebrations E.4.4 Media (i.e.: radio, TV, film, etc.) E.4.5 Literature/Poetry/Drama E.4.6 Music E.4.7 Fine/Folk Art E.4.8 Cuisine as Cultural Expression E.4.9 Clothing and Costume</p>	<p>BGM BLHC BWM CHM DS FLM FMA FFM FGM HH HV LHM MMA MHM MOI MNH NH OHM SPH PHM RTH RFM SHM SV SSM UEMP AV WCM</p>

Grade and Overarching Theme	Some related Curriculum Outcomes (Updated Fall 2016)	Some possible IMP Content Areas	Possible NSM Sites
Grade 1 Social Studies <ul style="list-style-type: none"> Nova Scotia's Mi'kmaq communities 	<p>Outcome 3: Students will demonstrate an understanding of Mi'kmaq communities in the province</p> <p>Indicators:</p> <ul style="list-style-type: none"> ask questions and share information about where Aboriginal (Mi'kmaq) communities are located in Nova Scotia and the names of the communities (CT, COM, TF) create positive images (both print and digital) to convey learnings about modern Mi'kmaq communities in Nova Scotia from the point of view and perspective of Mi'kmaq community/people (COM, CT) 	<p>B.3 Exploring & Settling the Unknown B.3.1 Early Aboriginal Settlement B.3.2 Mi'kmaq Exploration & Settlement B.3.4 European/Mi'kmaq Contact</p> <p>B.5 Response to Place B.5.1 Mi'kmaq Settlement Patterns</p> <p>D.1 Peoples of Nova Scotia D.1.1 Indigenous</p>	FMA FGM HV LHM MMA MOI MNH SPH RFM SV UEMP AV
Grade 2 Science <ul style="list-style-type: none"> Earth Science: Air and Water in the Environment 	<p>Outcome 1: Students will investigate air and water in the environment</p> <p>Indicators:</p> <ul style="list-style-type: none"> ask questions about air and water in the environment (CT, CI, COM, TF, CZ) observe evaporation and condensation in the environment (CT, CI, COM, TF) use equipment properly to collect data about air and water (CT, CI, COM, TF) 	<p>A.2 Making Landscapes A.2.4 Bays and Harbours A.2.5 Rivers and Lakes</p> <p>A.3 Climate A.3.2 Weather</p> <p>A.4 Ocean Environment A.4.1 Currents and Tides</p> <p>C.6 Environmental Values C.6.1 Depletion of Natural Resources C.6.2 Environmental Impact (Then and Now) C.6.5 Air Quality</p>	BGM BWM DS FLM FMA MMA MOI MNH SV UEMP AV WCM
Grade 2 Science <ul style="list-style-type: none"> Life Science: Animal Growth and Changes 	<p>Outcome 2: Students will compare, in detail, stages in the life cycle of animals</p> <p>Indicators:</p> <ul style="list-style-type: none"> ask questions about animal growth (CT, CI, COM, PCD, CZ) Identify and describe similarities and differences between life cycles of familiar animals (CT, CI, COM, TF) describe features of natural and human-made environments that support the health and growth of some familiar animals (CT, CI, COM, PCD, CZ) 	<p>A.5 Biodiversity A.4.1 Life Forms and Ecosystems A.4.2 Species Diversity A.4.3 Ecosystem Diversity</p> <p>B.1 Vegetation B.1.1 Diversity of Plant Life</p> <p>B.2 Birds, Fish, and Animals B.2.1 Birds and Fish [...] Habitats B.2.2 Diversity of Birds and Fish B.2.3 Mammal [...] Habitats B.2.4 Diversity of Mammals B.2.4 Amphibians and Reptiles</p>	BGM BWM FLM FGM FMA HH HV LHM MHM MNH PHM RTH RFM SV UEMP AV

Grade and Overarching Theme	Some related Curriculum Outcomes (Updated Fall 2016)	Some possible IMP Content Areas	Possible NSM Sites
<p>Grade 2 Social Studies</p> <ul style="list-style-type: none"> How individuals and cultural groups have contributed to change 	<p>Outcome 2: Students will demonstrate an understanding of how individuals and cultural groups have contributed to change, including Acadians, African Nova Scotians, Gaels, Mi'kmaq, including Treaty Education, and additional diverse cultural groups</p> <p>Indicators:</p> <ul style="list-style-type: none"> ask questions regarding individuals or groups that have contributed positive change in their school or community, including Acadians, African Nova Scotians, Gaels, Mi'kmaq, including Treaty Education, and additional diverse cultural groups in the province (CT, COM, PCD, CZ) explain how individuals and groups and contributed to change in their school or community, including Acadians, African Nova Scotians, Gaels, Mi'kmaq, including Treaty Education, and additional diverse cultural groups in the province (COM, CT, CZ, CI, TF) 	<p>B.3 Exploring & Settling the Unknown</p> <p>B.3.1 Early Aboriginal Settlement B.3.2 Mi'kmaq Exploration & Settlement B.3.3 European Explorers: Myth/Reality B.3.4 European/Mi'kmaq Contact</p> <p>B.4 Migration, Outmigration, Exodus</p> <p>B.4.1 French Colonization: Acadia B.4.2 French-English "Borderland" B.4.3 Expulsion & Return of Acadians B.4.6 Black Experience B.4.7 Early 19th C. Immigration B.4.8 Late 19th C. Immigration B.4.10 20th & 21st C. Immigration</p> <p>B.5 Response to Place</p> <p>B.5.1 Mi'kmaq Settlement Patterns B.5.2 Acadian Marshland Settlement B.5.2 Strategic Halifax & Louisbourg B.5.4 Coastal Communities B.5.5 Age of Sail: 1830-1880 B.5.6 Mining, Farming and Logging Towns B.5.7 Halifax: Metropolis</p> <p>D.1 Peoples of Nova Scotia</p> <p>D.1.1 Indigenous D.1.2 European D.1.3 South & Central Amer./Caribbean D.1.4 African D.1.6 Asian/Middle Eastern D.1.7 Marginalized Groups</p> <p>D.7 Social Equality</p> <p>D.7.1 Class D.7.3 Social Conflict D.7.4 Capital and Labour</p> <p>E.2 Communities</p> <p>E..2.1 Coastal Towns/Villages E.2.2 Inland Towns/Villages</p> <p>E.5 Social Development and Organizations</p> <p>E.5.2 Justice E.5.3 Health Care E.5.5 Antigonish Movement E.5.7 Philanthropy & Social Conscience</p>	<p>BGM BLHC BWM DS FLM FMA FFM FGM HH HV LHM MMA MHM MOI MNH NH OHM SPH PHM RTH RFM SHM SV SSM UEMP AV WCM</p>

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<p>Grade 2 Social Studies</p> <ul style="list-style-type: none"> How communities can support sustainable development. 	<p>Outcome 4: Students will demonstrate and understanding of sustainable development and its importance to communities (local).</p> <p>Indicators:</p> <ul style="list-style-type: none"> ask questions about sustainable development and identify a sustainable topic/issue (CT, COM, CZ, PCD) convey ideas/perceptions/ understandings (both print and digital) about sustainable development and its importance through listening, speaking, and creating a visual (mindful of Mi'kmaq beliefs and practices in relation to the environment (COM, CZ, PCD, CI, TF) 	<p>B.3 Exploring & Settling the Unknown</p> <p>B.3.1 Early Aboriginal Settlement B.3.2 Mi'kmaq Exploration & Settlement B.3.3 European Explorers: Myth/Reality B.3.4 European/Mi'kmaq Contact</p> <p>C.2 Resource Development</p> <p>C.2.1 Agriculture C.2.2 Fishing C.2.3 Forestry</p> <p>E.1 Life at Home and Work</p> <p>E.1.1 Gender Roles and Homelife E.1.3 People in the Workplace E.1.4 Social Value of the Workplace E.1.5 Places of Community Interaction E.1.6 Food on the Table</p>	<p>BGM BWM DS FLM FMA HV MMA MOI MNH SPH PHM RFM SV SSM UEMP AV WCM</p>
<p>Grade 3 Social Studies</p> <ul style="list-style-type: none"> History and expressions of culture of the diverse people in Nova Scotia, including Acadians, African Nova Scotians, Gaels, Mi'kmaq and additional diverse cultures 	<p>Outcome 2: Students will examine the origins of diverse peoples in their province and their expression of culture, including Acadians, African Nova Scotians, Gaels, Mi'kmaq, including Treaty Education, and additional diverse cultures</p> <p>Indicators:</p> <ul style="list-style-type: none"> formulate questions and generate ideas for research and inquiry about diverse people and cultures in the province (CT, COM, PCD) deduct ideas and synthesize facts from sources about peoples and cultures in the province, including Acadians, African Nova Scotians, Gaels, Mi'kmaq, including Treaty Education, and additional diverse cultures (CT, COM, PCD) 	<p>B.3 Exploring & Settling the Unknown</p> <p>B.3.1 Early Aboriginal Settlement B.3.2 Mi'kmaq Exploration & Settlement B.3.3 European Explorers: Myth/Reality B.3.4 European/Mi'kmaq Contact</p> <p>B.4 Migration, Outmigration, Exodus</p> <p>B.4.1 French Colonization: Acadia B.4.2 French-English "Borderland" B.4.3 Expulsion & Return of Acadians B.4.6 Black Experience B.4.7 Early 19th C. Immigration B.4.8 Late 19th C. Immigration B.4.10 20th & 21st C. Immigration</p> <p>D.1 Peoples of Nova Scotia</p> <p>D.1.1 Indigenous D.1.2 European D.1.3 South & Central Amer./Caribbean D.1.4 African D.1.6 Asian/Middle Eastern D.1.7 Marginalized Groups</p> <p>E.4 Cultural Expression</p> <p>E.4.1 Architecture E.4.2 Landscapes/Gardens E.4.3 Folklore and Celebrations E.4.4 Media (i.e.: radio, TV, film, etc.) E.4.5 Literature/Poetry/Drama E.4.6 Music E.4.7 Fine/Folk Art E.4.8 Cuisine as Cultural Expression E.4.9 Clothing and Costume</p>	<p>BGM BLHC BWM CHM DS FLM FMA FFM FGM HH HV LHM MMA MHM MOI MNH NH OHM SPH PHM RTH RFM SHM SV SSM UEMP AV WCM</p>

Grade and Overarching Theme	Some related Curriculum Outcomes (Updated Fall 2016)	Some possible IMP Content Areas	Possible NSM Sites
<p>Grade 4 Science</p> <ul style="list-style-type: none"> Habitats 	<p>Outcome 1: Students will explore a variety of local natural habitats.</p> <p>Some Indicators:</p> <ul style="list-style-type: none"> Explore 2 to 3 models of habitats. (Com, CI, CT, TF) Use data from explorations to recognize patterns and relationships and reach conclusions. (Com, CI, CT, TF) Infer why particular organisms share a habitat. (COM, CI, CT, TF) <p>Outcome 2: Students will investigate the interrelatedness among animals, plants, and the environment in local habitats.</p> <p>Some Indicators:</p> <ul style="list-style-type: none"> Investigate and share the characteristics of a variety of habitats. (Com, CT, PCD, TF) Investigate and compare local habitats and their associated populations of plants and animals, inclusive of Aboriginal perspectives. (Com, CT, PCD, TF) Describe how human actions and natural phenomena can change an/or conserve the environments of habitats, inclusive of Aboriginal perspectives (CZ, Com, CT, PCD) 	<p>A.5 Biodiversity</p> <p>A.5.1 Life Forms and Ecosystems A.5.2 Species Diversity A.5.3 Ecosystem Diversity</p> <p>B.1 Vegetation</p> <p>B.1.1 Diversity of Plant Life B.1.2 Botanical Study and Research</p> <p>B.2 Birds, Fish, and Animals</p> <p>B.2.1 Bird and Fish Environments and Habitats B.2.2 Diversity of Birds and Fish B.2.3 Mammal Environments and Habitats B.2.4 Diversity of Mammals B.2.5 Amphibians and Reptiles</p> <p>B.7 Understanding Our World</p> <p>B.7.1 Scientific Inquiry: 19th-21st Century</p>	<p>BGM BLHC BWM FLM FMA FGM HH HV LHM MMA MHM MNH PHM RTH RFM SV UEMP AV</p>
<p>Grade 4 Science</p> <ul style="list-style-type: none"> Rocks, Minerals and Erosion 	<p>Outcome 7: Students will explore the characteristics of rocks, minerals, and fossils.</p> <p>Some Indicators:</p> <ul style="list-style-type: none"> Explore rocks in the environment, collect samples, and record observations. (Com, CT, PCD, TF) Classify and compare rocks and minerals according to characteristics. Com, CI, CT, TF) Explore the uses of rocks. (Com, CT, PCD, TF) Infer how fossils can help us interpret past environments (CZ, Com, CI, CT, PCD, TF) Explore how fossils are formed (Com, CT, PCD, TF) <p>Outcome 8: Students will explore how the Earth's surface changes over time.</p> <p>Some Indicators:</p> <ul style="list-style-type: none"> Explore the connection among the rock cycle, soil, and weather. (Com, CI, CT) Investigate an example of erosion. (Com, CI, CT, TF) 	<p>A.1 Geological Formations</p> <p>A.1.1 Plate Tectonics A.1.2 Geology and Landscape Diversity A.1.3 Creation of Mineral Deposits A.1.4 Nova Scotia's Fossil Record</p> <p>A.2 Making Landscapes</p> <p>A.2.1 Ancient Landscapes and Drainage A.2.2 Glaciers, Deposits, and Erosion A.2.3 Offshore Coastal Landforms A.2.4 Bays and Harbours A.2.5 Rivers and Lakes A.2.6 Soil Development</p> <p>C.2 Resource Development</p> <p>C.2.4 Mining</p>	<p>BGM FGM HH HV LHM MOI MNH PHM RFM SV UEMP</p>

Grade and Overarching Theme	Some related Curriculum Outcomes (Updated Fall 2016)	Some possible IMP Content Areas	Possible NSM Sites
<p>Grade 4 Social Studies</p> <ul style="list-style-type: none"> Exploration and Nova Scotia's Founding Cultures (Mi'kmaq, Acadians, African Nova Scotians, and Gaels) 	<p>Outcome 1: Students will examine the concept of exploration.</p> <p>Some Indicators:</p> <ul style="list-style-type: none"> Investigate explorers within the local community. (CZ, Com, CT) Reflect upon why we explore. (Com, CT, PCD) Reflect upon how we explore. (Com, CI, CT, PCD) <p>Outcome 2: Students will examine the stories of various explorers, inclusive of Acadians, African Nova Scotians, Gaels, and Mi'kmaq, an additional cultures, of land, ocean, space and ideas.</p> <p>Some Indicators:</p> <ul style="list-style-type: none"> Investigate the motivations for various explorers. (CI, CT, PCD) Infer the risks and challenges faced by explorers. (Com, CI, CT) Examine the relationship between exploration and innovation. (CZ, CI, CT) <p>Outcome 3: Students will examine the impact of exploration.</p> <p>Some Indicators:</p> <ul style="list-style-type: none"> Explore the consequences of exploration (e.g. environment, technology, communities, ideas) on people and physical environments. (CZ, Com, CT, TF) Recognize that exploration leads to changes in peoples' views and attitudes. (CI, CT, PCD) 	<p>B.3 Exploring and Settling the Unknown</p> <p>B.3.1 Early Aboriginal Settlement B.3.2 Mi'kmaq Exploration and Settlement B.3.3 European Exploration: Myth/Reality B.3.4 European/Mi'kmaq Contact</p> <p>B.7 Understanding Our World</p> <p>B.7.1 Scientific Inquiry: 19th-21st Century</p>	<p>BLHC HH HV MMA MHM MOI MNH PHM RFM SV AV</p>
<p>Grade 5 Science</p> <ul style="list-style-type: none"> Forces and Simple Machines 	<p>Outcome 3: Students will explore forces and mechanical advantage by designing common simple & compound machines.</p> <p>Some Indicators:</p> <ul style="list-style-type: none"> Locate examples of simple and compound machines used in daily life (levers, pulleys, ramps, screws, wheels, sedge, inclined plane). (Com, CI, CT, PCD, TF) Investigate common simple and compound machines and he relationship between the two. (CZ, Com, CI, CT, PCD, TF) Design and experiment with an imaginary compound machine using the processes of start, reason, draw design, build a working model, identify and difficulties, improve design. (Com, CI, CT, TF) 	<p>B.6 Agents of Change</p> <p>B.6.4 New Technology: Effects/Experience</p> <p>C.1 Energy</p> <p>C.1.1 Animal/Human Power C.1.2 Water Power C.1.3 Coal & Wood Power C.1.4 Steam Power C.1.5 Solar/Wind Power C.1.6 Hydroelectric Power C.1.7 Oil Fired Electrical Power</p>	<p>BGM BWM DS FMA FFM MMA MOI RFM SV SSM AV WCM</p>

Grade and Overarching Theme	Some related Curriculum Outcomes (Updated Fall 2016)	Some possible IMP Content Areas	Possible NSM Sites
<p>Grade 5 Social Studies</p> <ul style="list-style-type: none"> How we Learn about the Past 	<p>Outcome 1: Students will develop an understanding of how we learn about the past with a focus on Acadians, African Nova Scotians, Gaels, Mi'kmaq and additional cultures.</p> <p>Some Indicators:</p> <ul style="list-style-type: none"> Communicate understandings about primary source artifacts (origin, material made from, possible uses, and who used them). (Com, CI, CT, TF) Discuss why we learn about the past. (Com, CI, CT) Investigate the role of oral story tellers, Elders, archaeologists, and historians to help us learn about the past. (CI, CT, PCD) Reflect on differences between the present and the past. (Com, CI, CT) 	<p>B.7 Understanding Our World</p> <p>B.7.1 Scientific Inquiry: 19th-21st Century B.7.2 Archaeology B.7.4 Amateur Inquiry and Collection</p> <p>Additionally—any IMP topic can be presented through a “Learning with Objects” style program (for example, see Appendix I—“History Detectives” A Generic Grade Five Museum School Program)</p>	<p>BLHC FGM LHM MMA MHM MOI MNH PHM UEMP</p> <p>Additionally —ALL NSM Sites</p>
<p>Grade 5 Social Studies</p> <ul style="list-style-type: none"> First Peoples 	<p>Outcome 3: Students will demonstrate an understanding of the diverse societies of First Nations and Inuit, in what later became Canada.</p> <p>Some Indicators:</p> <ul style="list-style-type: none"> Explore how artifacts provide information on the diversity of First Nations and Inuit cultures and societies. (This must be a First Nations perspective on artifacts). (Com, CI, CT) Use primary and secondary sources to examine the diversity of First Nations and Inuit societies, in what later became Canada. (Com, CI, CT) Investigate how First Nations and Inuit societies developed in relation to the diverse physical and geographic regions of Canada. (Com, CI, CT, TF) <p>Outcome 5: Students will examine interactions between British and French and First Nations and Inuit in what later became Atlantic Canada.</p> <p>Some Indicators:</p> <ul style="list-style-type: none"> Examine the relationships the English had with First Nations and Inuit of Atlantic Canada. (CZ, Com, CI, CT) Examine the relationship the French had with the First Nations and Inuit of Atlantic Canada. (CZ, Com, CI, CT) 	<p>B.3 Exploring and Settling the Unknown</p> <p>B.3.1 Early Aboriginal Settlement B.3.2 Mi'kmaq Exploration and Settlement B.3.3 European Exploration: Myth/Reality B.3.4 European/Mi'kmaq Contact</p> <p>D.1 Peoples of Nova Scotia</p> <p>D.1.1 Indigenous D.1.2 European</p>	<p>FLM FMA FGM HV LHM MMA MHM MOI MNH NH SPH RFM SV UEMP AV</p>

Grade and Overarching Theme	Some related Curriculum Outcomes (Updated Fall 2016)	Some possible IMP Content Areas	Possible NSM Sites
<p>Grade 6 Social Studies</p> <ul style="list-style-type: none"> Expressions of Culture 	<p>Outcome 1: Students will explore the concept of culture and demonstrate an understanding of its role in their lives, inclusive of Acadians, African Nova Scotians, Gaels, Mi'kmaq, and additional cultures.</p> <p>Some Indicators:</p> <ul style="list-style-type: none"> Classify elements of culture as material or non-material. (Com, CT, TF) Explore the role of culture in their lives. (CZ, Com, CI, CT, TF) Identify factors that shape culture. (Com, CI, CT) Investigate how culture is passed on from generation to generation. (CZ, Com, CI, CT, TF) <p>Outcome 2: Students will analyze the importance of cross cultural understanding inclusive of Acadians, African Nova Scotians, Gaels, Mi'kmaq, and additional cultures.</p> <p>Some Indicators:</p> <ul style="list-style-type: none"> Discuss the importance of cross-cultural understanding, and the consequences of its absence. (CZ, CI, CT, PCD, TF) Examine the concept of stereotypes and the extent to which the mass media stereotype different cultural groups. (CZ, Com, CI, CT, TF) <p>Outcome 4: Students will examine how traditions relate to culture in a region, inclusive of the traditions of the Acadians, African Nova Scotians, Gaels, Mi'kmaq, and additional cultures.</p> <p>Indicators:</p> <ul style="list-style-type: none"> Explore how traditions, customs, and rituals influence a regions' culture. (Com, CI, CT, TF) Investigate to infer how cultural traditions are affected by change factors. (Com, Ci, CT, TF) Explore how cultural values and beliefs are reflected and preserved through language, literature, and oral tradition. (Com, CI, CT, TF) 	<p>E.4 Cultural Expression</p> <ul style="list-style-type: none"> E.4.1 Architecture E.4.2 Landscapes/Gardens E.4.3 Folklore/Gardens E.4.4 Media (example: radio, TV, film) E.4.5 Literature/Poetry/Drama E.4.6 Music E.4.7 Fine/Folk Art E.4.8 Cuisine as Cultural Expression E.4.9 Clothing and Costume E.4.10 Heritage Preservation 	<p>All NSM Sites</p>

Grade and Overarching Theme	Some related Curriculum Outcomes (Updated Fall 2016)	Some possible IMP Content Areas	Possible NSM Sites
Grade 6 Science <ul style="list-style-type: none"> Diversity of Life 	<p>Outcome 6: Students will explore diversity with a particular focus on the Animal Kingdom.</p> <p>Some Indicators:</p> <ul style="list-style-type: none"> Explore animal life, from single-celled to multi-celled, using appropriate tools. (CI, CT, TF) Classify a set of living things and share rationale. (CZ, CI, CT, TF) Differentiate animals based on their characteristics (mammals, birds, reptiles, amphibians, and fishes), including vertebrates and invertebrates. (Com, CT, PCD, TF) Compare how animals families adapt differently depending on where they live. (CZ, Com, Ci, CT, TF) 	<p>A.5 Biodiversity A.5.2 Species Diversity A.5.4 Genetic Diversity A.5.5 Extinction of Species</p> <p>B.1 Vegetation B.1.1 Diversity of Plant Life B.1.3 Paleobotany in Nova Scotia</p> <p>B.2 Birds, Fish, and Animals B.2.2 Diversity of Birds and Fish B.2.4 Diversity of Mammals B.2.5 Amphibians and Reptiles</p> <p>B.7 Understanding Our World B.7.1 Scientific Inquiry: 19th-21st Century</p>	BGM BWM FLM FMA FGM HH HV LHM MMA MOI MHM MNH PHM RTH RFM SV UEMP AV
Grade 7 Science <ul style="list-style-type: none"> Geology 	<p>Students will be expected to...</p> <ul style="list-style-type: none"> Analyze and compare data to determine patterns and trends on some catastrophic events that occur on or near Earth's surface (210-6, 311-1, 311-4, 311-5) Classify minerals and rocks on the basis of their characteristics and method of formation, and compare with classification keys (210-1, 310-2) Explore and describe the composition of Earth's crust, using common samples, scientific studies, and society's needs (109-7, 111-2, 310-1) 	<p>A.1 Geological Formation A.1.1 Plate Tectonics A.1.2 Geology and Landscape Diversity A.1.3 Creation of Mineral Deposits A.1.4 Nova Scotia's Fossil Record</p> <p>A.2 Making Landscapes A.2.6 Soil Development</p> <p>B.7 Understanding our World B.7.1 Scientific Inquiry: 19th-21st Century</p> <p>C.2 Resource Development C.2.4 Mining</p>	BGM FGM HH HV LHM MOI MNH PHM RFM SV
Grade 7 Science <ul style="list-style-type: none"> Interactions within Ecosystems 	<p>Students will be expected to...</p> <ul style="list-style-type: none"> Identify the roles of producers, consumers, and decomposers in a local ecosystem and describe both their diversity and their interactions (304-2) Identify questions, investigate, and record collected data on the ecosystem's components using materials effectively (208-2, 208-3, 210-1) 	<p>A.5 Biodiversity A.5.1 Life Forms and Ecosystems A.5.2 Species Diversity A.5.3 Ecosystem Diversity A.5.6 Contemporary Research</p> <p>B.1 Vegetation B.1.1 Diversity of Plant Life</p> <p>B.2 Birds, Fish, and Animals B.2.2 Diversity of Birds and Fish B.2.4 Diversity of Mammals B.2.5 Amphibians and Reptiles</p> <p>B.7 Understanding Our World B.7.1 Scientific Inquiry: 19th-21st Century</p>	BGM BLHC BWM FLM FMA FGM HH HV LHM MMA MOI MHM MNH PHM RTH RFM SV UEMP AV

Grade and Overarching Theme	Some related Curriculum Outcomes (Updated Fall 2016)	Some possible IMP Content Areas	Possible NSM Sites
Grade 7 Social Studies <ul style="list-style-type: none"> Political Empowerment: The Road to Confederation 	Students will be expected to... <ul style="list-style-type: none"> Evaluate the conditions of everyday life for diverse peoples living in British North America in the mid-1800s, including Aboriginal peoples, African-Canadians, and Acadians (7.3.1) Analyze how the struggle for responsible government was an issue of political empowerment and disempowerment (7.3.2) Analyze the internal and external factors that led to Confederation (7.3.3) 	B.4 Migration, Outmigration, Exodus B.4.3 Expulsion and Return of the Acadians B.4.6 Black Experience B.4.7 Early 19th Century Immigration B.4.8 Late 19th Century Immigration D.2 Governance and Politics D.2.2 Responsible Government D.2.3 Canadian Confederation	BGM BLHC HH HV LHM MHM MOI NH SPH RTH RFM SV UEMP AV
Grade 7 Social Studies <ul style="list-style-type: none"> Societal Empowerment: How Everyday life Changed at the turn of the 20th Century 	Students will be expected to... <ul style="list-style-type: none"> Evaluate the conditions of everyday life for the peoples of Canada at the turn of the 20th century (7.5.1) Describe the impact of the Industrial Revolution on industry and workers in Newfoundland and Labrador, the Maritimes, and across Canada (4.5.2) Examine how women became more empowered through their role in the social reform movements of the late 19th and early 20th centuries (7.5.3) 	B.4 Migration, Outmigration, Exodus B.4.10 20th and 21st Century Immigration B.6 Agents of Change B.6.4 New Technology: Effects/Experiences D.2 Governance and Politics D.2.4 Women's Rights and Universal Suffrage D.7 Social Equality D.7.1 Class D.7.3 Social Conflict D.7.4 Capital and Labour D.7.5 Privilege/Social Circles	BGM BLHC BWM FMA FFM HV MMA MOI SHM SV SSM WCM
Grade 8 Science <ul style="list-style-type: none"> Ocean Waves, Tides, and Shorelines 	Students will be expected to... <ul style="list-style-type: none"> Explain how waves and tides are generated and how they interact with shorelines (311-10) Describe process of erosion and deposition that result from wave action and water flow (311-11) Investigate and describe, with technological examples from various sources, process that lead to the development of ocean basins and continental drainage systems (311-7) Apply the concept of systems to describe the interactions of ocean currents, winds, and regional climates (111-6, 311-9) 	A.2 Making Landscapes A.2.2 Glacier, Deposits and Erosion A.2.3 Offshore Coastal Landforms A.2.4 Bays and Harbours A.3 Climate A.3.1 Causes and Influences A.4 Ocean Environment A.4.1 Currents and Tides A.4.2 Continental Shelf Environments A.4.3 Coastal Intertidal Environments	DS FLM FMA FGM LHM MMA MNH AV

Grade and Overarching Theme	Some related Curriculum Outcomes (Updated Fall 2016)	Some possible IMP Content Areas	Possible NSM Sites
Grade 8 Social Studies <ul style="list-style-type: none"> Decades of Change: Post-1920 Canada 	Students will be expected to... <ul style="list-style-type: none"> Demonstrate an understanding of the nature of migration and its impact on post-1920 Canada (8.2.3) Analyze the impact of changing technology and socio-economic conditions on differing prosperities and lifestyles in Canada in the 1920s and 1930s (8.3.1) Analyze the effect of WWII on Canada and her people (8.3.3) Analyze the impact of changing technology and socio-economic conditions on Canada's prosperity and lifestyles in the 1950s and 1960s (8.3.5) Compare the social and cultural trends in Canada in the 1950s, 1960s and 1970s 	B.4 Migration, Outmigration, Exodus B.4.9 Outmigration: 19th and 20th Century B.4.10 20th and 21st Century Immigration D.2 Governance and Politics D.2.7 'Regional Development' since 1945 D.3 War and Defense D.3.7 Nova Scotians at War	BLHC FFM HV MMA MOI SHM SV
Grade 9 Social Studies <ul style="list-style-type: none"> How Natural Resources and Technology have shaped Nova Scotia 	Students will be expected to... <ul style="list-style-type: none"> Link human activity to the natural resources of the Atlantic region (9.1.4) Examine and describe the historical application of technology in the Atlantic region (9.4.2) Analyze the effect of technology on resource industries in Atlantic Canada (9.4.6) 	B.5 Response to Place B.5.6 Mining Towns, Farming Towns, Logging Towns B.6 Agents of Change B.6.4 New Technology: Effects/Experiences C.2 Resource Development C.2.1 Agriculture C.2.2 Fishing C.2.3 Forestry C.2.4 Mining C.2.5 Oil and Natural gas C.3 Industry C.3.1 Boat and Shipbuilding C.3.2 Textiles C.3.3 Steel	BGM BWM DS FLM FMA FFM FGM HH HV LHM MMA MOI MNH SPH PHM RFM SV SSM AV WCM