

Canadian History 30F Course Outline 2019-2020

Instructor: D. Grimstead

Text: Shaping Canada

The intent of this course is to support citizenship as a core concept and engage students in historical inquiry.

Guided by Essential Questions, students focus on the history of Canada from pre-contact times to the present. Through this process students think historically and acquire Enduring Understandings related to the following five themes in Canadian history:

1. First Nations, Metis, and Inuit Peoples
2. French-English Duality
3. Identity, Diversity, and Citizenship
4. Governance and Economics
5. Canada and the World

The curriculum is organized chronologically into five clusters, and each cluster includes a series of Learning Experiences.

Student Assessment will be based on the student's level of Proficiency in acquiring, incorporating, and displaying an understanding of various strategies for each of the 5 Clusters

Historical Thinking Strategies

- Establish Historical Significance
- Use Primary Source Evidence
- Identity Continuity and Change
- Analyze Cause and Consequence
- Take Historical Perspectives
- Consider Ethical Dimensions

Cluster 1: First Peoples and Nouvelle-France (to 1763)

Cluster 2: British North America (1763-1867)

Cluster 3: Becoming a Sovereign Nation (1867-1931)

Cluster 4: Achievements and Challenges (1931-1982)

Cluster 5: Defining Contemporary Canada (1982 –present)

Students will demonstrate proficiency in being able to:

- Formulate and clarify questions to guide historical inquiry
- Select, interpret and organize information from a variety of primary and secondary sources
- Assess the reliability, authenticity, and completeness of historical evidence
- Compare diverse or conflicting interpretation of the past
- Identify bias and underlying values in historical sources and accounts
- Explain how historians attempt to reconstruct the past based on evidence
- Explain the differences(s) between objectivity and interpretation
- Demonstrate awareness that history can be manipulated to serve political or other purposes
- Explain why history is important and relevant
- Make decisions as informed, historically literate citizens

Course Evaluation:

Term: 70%

> **20% Daily Work Assignments** (participation, daily work, discussion (individual & group))

> **50% Evaluation Assignments** (individual & group) – projects, presentations, tests/ assessment pieces.

Daily Work Assignments to be done for assigned due date- ready for discussion and correction as per expectations.

All Daily Assignment work is dependent on the previous assignment.

Therefore, it is crucial that students realize that not doing assignments not only impacts future daily assignments but also evaluation work and will downgrade their overall mark.

Evaluation Work

> **Projects, Presentations and Written Evaluations** are expected to be **completed on time** according to **assigned deadlines.**

Evaluation Assignments not handed in on the due date will receive a deduction of -10% for up to 2 days maximum.

After 2 days the work not received will be graded a 0.

Evaluation Assignments handed in by 3:30 of due date will receive a deduction of -5%.

NOTE: Presentation Work (individual or group) is due the assigned period.

If not ready for assigned period/date then -10% will be assigned, up to a maximum of 3 days for presentation.

After 3 days no allotment of time will be given for presentation and a 0% will be given.

Final Exam: 30%

Students are provided with an **Academic Honesty Policy (issued by the Dept. of Ed)** and this policy will be adhered to throughout the course and final exam.

All Room 8 policies are applicable to Canadian History: Class Rules & Expectations, Academic Dishonesty Policy, Late Work Policy, Absence Work Policy, Cell Phone Policy, and Behaviour Policy. All are posted in the classroom.

Parents are encouraged to access the Parent Portal to view your son/daughter's progress in this course.

