

History of Canada 30F Course Outline 2023

Alonsa School
Course Code: 0105
Credit Value: 1 credit
Semester 2: Feb-June
Prerequisite – None

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Room 8

Course Description/Overview

The Canadian History course focuses on one general outcome: Historical Connections. Students explore how people, events, and ideas of the past shape the present and influence the future. These connections are organized around FIVE THEMES:

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

Focus and Purpose

Social studies has at its foundation the concepts of citizenship and identity in the Canadian and global contexts, intended to reflect the many voices and stories that comprise the Canadian experience, past and present, the social studies curriculum is inclusive of Aboriginal, Francophone, and Diverse Cultural Perspectives. Social studies engages students in the continuing debate concerning citizenship and identity in Canada and the world. Through social studies, students are encouraged to participate actively as citizens and members of communities, and to make informed and ethical choices in our pluralistic democratic society.

The intent of the History of Canada 30F 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 Five Themes within the course.

History of Canada 30F 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 HISTORICAL THINKING STRATEGIES for each of the 5 Clusters.

Historical Thinking Strategies

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

Objectives

To enable students to acquire the skills, knowledge, and values necessary to understand the world in which they live, to engage in active democratic citizenship, and to contribute to the betterment of society. (Gr. 11 History of Canada: A Foundation for Implementation, 1-5).

Resources: Shaping Canada – Our History: From Our Beginnings to the Present (textbook).

Required Materials : Loose Leaf and Binder, Pens (Blue, Black, and Red), Pencils, Highlighters, Laptops, Pencil Crayons/Markers, USB Memory Stick, Signed Internet User Agreement

History of Canada 30F Topics, Summaries and Pacing Schedule
(Tentative Schedule Subject to Change)

| Cluster/Essential Questions | Time Frame |
|--|-------------------|
| Cluster 1 – First Peoples and Nouvelle-France (to 1763) * What is history and why do we study it? * Who were the First Peoples, and how did they structure their world? * Why did the French and other Europeans come to North America, and how did they interact with First Peoples? * How did First Peoples and Europeans interact in the Northwest, and what were the results? | 4 weeks |
| Cluster 2 – British North America (1763-1867) * How did British colonial rule change during this period, and what was its impact on life in North America? * How did the fur trade, European settlement, and the rise of the Metis Nation transform life for the peoples of the Northwest? * Why and how was the Dominion of Canada established as a confederation of British colonies in 1867? | 4 weeks |
| Cluster 3 – Becoming a Sovereign Nation (1867-1931) * Why did the Metis resist the westward expansion of Canada, and what were the consequences? * How did the territorial expansion, immigration and industrialization change life for men and women in Canada? * How did Canada’s relationship with First Nations, Metis, and Inuit peoples change after Confederation? * How was Canada’s identity as a nation shaped by the First World War and by its changing relationship to Great Britain and the world? | 4 weeks |
| Cluster 4 – Achievements and Challenges (1931-1982) * How did Canada seek to establish economic security and social justice from the period of the Depression to the patriation of the Constitution? * How did the establishment of national institutions contribute to defining Canada’s identity? * How was Canada’s presence on the world stage shaped by its role in the Second World War and its ongoing participation in the international community? * How was Canadian federalism challenged by federal-provincial tensions and debate over the status of Quebec? | 4 weeks |
| Cluster 5 – Defining Contemporary Canada (1982-Present) * How has Canada been shaped by the Canadian Charter of Rights and Freedoms, cultural diversity, and demographic and technological change? * How has the question of national unity influenced federalism, constitutional debate, and political change? * How are the First Nations, Metis, and Inuit peoples seeking a greater degree of cultural, political, and economic self-determination? * How have Canada’s International relations changed since 1982, and what should its global commitments be for the future? | 4 weeks |
| Preparation for Final Exam | Final Exam |

Academic Evaluation and Assessment

Students will receive formative and summative assessments for each cluster topic. The work in this course will reflect the cumulative compilation of each of the units covered. Rubrics and/or checklists will be used for the majority of summative assessments.

Assessment will be based on a variety of activities and on-going. Summative assessments may include (but not limited to): textbook questions, classroom discussions, individual and/or group research presentations, collaborative historical reflections, timelines, primary source analysis, reflection journals, inquiry projects, tests, and a final exam.

An assignment is due on the due date. Students who are unable to meet the due date must make arrangements with the teacher OR take an Incomplete. It is at the teacher's discretion (based on analyzing the circumstances) to make the final decision. An incomplete will result in a mark of zero.

Evaluation Format:

| | |
|--|-----|
| Term Work – Formally Evaluated Work (assignments, projects, tests, etc.) | 70% |
| Final Exam | 30% |

Academic Integrity and Honesty

Students guilty of cheating (copying, plagiarizing, etc.) will receive a ZERO and their parents will be notified.

Incomplete Work/Late Assignments/ Homework Policy

Incomplete work and late assignments may be deducted in marks in accordance with the Provincial Assessment Policy.

The Guidelines for Late Assignments are as follows:

1. Teachers will set and communicate reasonable timelines for assignments.
2. Teachers will share timelines and reminders with students through various formats (ex. course outlines, posts in classroom, etc.)
3. Teachers will assist students to meet timelines – monitor progress, check-ins, etc.
4. Extensions will be granted at the teacher's discretion, if the student has a valid and legitimate reason(s) only - example: Extended illness – verified by a doctor's note and/or Public Health Measures.
5. Teachers will communicate with parents or set up parent/teacher/student conference to discuss late/incomplete assignments.
6. Teachers will make an arrangement with student to complete the work.

Where the above Guidelines have been followed and assignments are fully completed or handed in by the given due date, a deduction in marks will apply.

Upon teacher's discretion a maximum of 5% may be deducted for every day the assignment is not turned in. If the assignment is not turned in after 1 week the assignment will receive a mark of ZERO.

Student Support and Attendance Policy

I will be available for additional student support outside of the classroom hours and it is the responsibility of the student to arrange a time with the teacher. Time can be made available at noon hour.

I encourage students to come see me or email me at any point with your questions relating to the course. I encourage students and parents to communicate with me regularly during the semester to ensure student success.

Classroom Rules and Expectations

All members of the classroom will:

- * Commit to making the classroom a safe space, including respecting the opinions, ideas, and culture of all others.
- * Respect the right of all others to learn in an environment that is free of distractions.
- * Use only technology that is allowed in the class (no personal electronic devices permitted in class), and in a relevant and respectful manner.
- * Cell Phone usage is not permitted.
- * Students are expected to be on time for class and to be in class daily.
- * Students are responsible for all homework, assignments, and notes missed during absences.

Behavioural Assessment

Students will be assessed as per the guidelines from the Manitoba Provincial Report Card, in the areas as follows:

Personal Management Skills

* Organizes material, uses class time productively, works independently, completes all work on time, persists when faced with challenges, seeks help when needed, demonstrates a strong work ethic, shows patience, demonstrates on task behavior, sets personal management goals.

Active Participation in Learning

* Shows interest, asks questions, takes initiative, self-assesses work quality based on criteria, uses feedback to improve learning, uses criteria to provide feedback, uses a variety of media for communication, investigates questions, hypothesizes, analyzes.

Social Participation

* Works and interacts well with others, is welcoming and positive, shares resources and equipment with others, respects school values, respects and follows classroom routines, takes an equitable share in group work, is courteous, respects the need for safety, sets personal management goals.

Please sign and return the following form, indicating that you have read and understand the course and classroom expectations.

Return by: Wed. Jan. 18/2023

Course: History of Canada 30F

Student's Name: _____

Student's Signature: _____

Date: _____

Parent's Name: _____

Parent's Signature: _____

Date: _____

Parent Email Contact Address: _____