

History 30S—Course Code 0105

Ste. Rose School

Semester One, 2020-2021

1 credit

The information/structure/assessments, etc. in this outline are subject to change according to any new health/governmental directives implemented during the school year.

Required Materials: binder, paper, pens, pencils, highlighters

Prerequisite: None

Required Textbook: Shaping Canada: Our History: From Our Beginnings to the Present

Goals: 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. (Grade 11 History of Canada: A Foundation for Implementation, I-5)

Course 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: First Nations, Métis, and Inuit People; French-English Duality; Identity, Diversity, and Citizenship; Governance and Economics; and Canada and the World

Topics of Study:

Cluster	Title	Essential Questions	Approximate Time Frame*
Cluster One**	First Peoples and Nouvelle-France (to 1763)	<ul style="list-style-type: none">• 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 Two	British North America (1763-1867)	<ul style="list-style-type: none">• 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 Métis 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 Three	Becoming a Sovereign Nation (1867-1931)	<ul style="list-style-type: none">• Why did the Métis 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, Métis, 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 Four	Achievements and Challenges (1931-1982)	<ul style="list-style-type: none"> • 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 Québec? 	4 weeks
Cluster Five	Defining Contemporary Canada (1982-Present)	<ul style="list-style-type: none"> • 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, Métis, 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

*Time frames are approximate and subject to change as determined by the needs of the students.

**Cluster One will include time for recovery learning of essential skills for the study of history.

Classroom Policies

All general school rules and policies will apply in this course including those for attendance, punctuality, academic dishonesty, technology use, etc. You will find all these policies in the school handbook.

Assessment:

Term Work: 70%

Rubrics and/or checklists (following the outcomes/skills identified by the curriculum) will be used for the majority of summative assessments. Summative assessments may include (but not limited to): textbook questions, classroom discussions, collaborative historical reflections, timelines, primary source analysis, reflection journals, inquiry projects, tests, etc.

Assignments are due on the date assigned. Students must make prior arrangements with the teacher if they are unable to meet that deadline or take an incomplete. At the teacher's discretion, a make-up assignment may be provided. An incomplete will result in a mark of zero.

Tests and assignments may be rewritten--within three days of the original test (or upon return to school from an excused absence)-- to achieve a better mark, with permission from the teacher.

Final Exam: 30%