

# Grade 11 Social Studies (History 30F): History of Canada 30F

Credit Value: One Credit

**McCreary School**

**Course Code: 0105**

**Grade 11 Social Studies (30F): History of Canada 30F**

**Semester 1**

**Teacher: Mr. Billett**

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Room 10

**Prerequisites** – Acquisition of Geographic Issues of the 21<sup>st</sup> Century 20F is required.

## Course Description/Overview

The Grade 11 History of Canada (30F) curriculum supports citizenship as a core concept and engages 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, Métis, 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.

With respect to Canada, social History 30F enables students to:

- acquire knowledge and understanding of Canadian history and geography
- appreciate the achievements of previous generations whose efforts contributed to the building of Canada
- critically understand Canadian political structures and processes and the institutions of Canadian society
- fulfill their responsibilities and understand their rights as Canadian citizens
- understand and respect the principles of Canadian democracy, including social justice, federalism, bilingualism, and pluralism
- analyze Canadian public issues and take rationally and morally defensible positions
- develop a sense of belonging to their communities and to Canadian society
- respect Aboriginal perspectives, francophone perspectives, and the perspectives of the many cultural groups that have shaped Canada, both in the past and the present

## Objectives

Social studies enables 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.

Students will acquire skills, knowledge and experiences through reading, viewing, discussing, debating, and reflecting upon the following History 30F general learning outcomes.

- **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)**

## Resources

- Shaping Canada – Our History: from Our Beginnings to the Present textbook
- World Atlas

## Required Materials

- Note paper (loose leaf) and a binder to keep class work
- Pencils & Pens (Blue, Black and Red)
- Pencil crayons or markers (for posters, and other projects)
- USB Memory stick

You are asked to acquire the above materials as quickly as possible and bring them with you to EVERY class. Should you not have already done so, please ensure that your Internet user agreement has been signed, thus allowing you to access the computers.

## 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.
- Attend class regularly, on time, and prepared for all classes.

## History 30F Topics, Summaries and Pacing Schedule (Tentative schedule that is subject to change)

<b>September</b>	<p><b>Cluster 1 - First Peoples and Nouvelle-France (to 1763)</b></p> <p>11.1.0 What is history, and why do we study it?</p> <p>11.1.1 Who were the First Peoples, and how did they structure their world?</p> <p>11.1.2 Why did the French and other Europeans come to North America, and how did they interact with First Peoples?</p> <p>11.1.3 How did First Peoples and Europeans interact in the Northwest, and what were the results?</p>	<ol style="list-style-type: none"> <li>1. Introduction to historical Literacy               <ul style="list-style-type: none"> <li>-Brainstorm what we know about Canadian history?</li> <li>- Discussion – Venn Diagram Print out</li> <li>- KWL – Know , Want to know, Learned (after discussion and videos)</li> <li>- What is History?</li> <li>- Intro to Canadian History Video</li> </ul> </li> <li>2. Chapter 1 – The First Peoples</li> <li>3. Chapter 2 – European Arrive</li> </ol>
<b>October</b>	<p><b>Cluster 2 - British North America (1763–1867)</b></p> <p>11.2.1 How did British colonial rule change during this period, and what was its impact on life in North America?</p> <p>11.2.2 How did the fur trade, European settlement, and the rise of the Métis nation transform life for the peoples of the Northwest?</p> <p>11.2.3 Why and how was the Dominion of Canada established as a confederation of British colonies in 1867?</p>	<ol style="list-style-type: none"> <li>1. Chapter 3 – The Northwest Fur Trade</li> <li>2. Chapter 4 – British Colonial Rule</li> <li>3. Chapter 5 – The Northwest Changes</li> <li>4. Chapter 6 – Confederation</li> </ol>
<b>November</b>	<p><b>Cluster 3 - Becoming a Sovereign Nation (1867–1931)</b></p> <p>11.3.1 Why did the Métis resist the westward expansion of Canada, and what were the consequences?</p> <p>11.3.2 How did territorial expansion, immigration, and industrialization change life for men and women in Canada?</p> <p>11.3.3 How did Canada’s relationship with First Nations, Métis, and Inuit peoples change after Confederation?</p> <p>11.3.4 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?</p>	<ol style="list-style-type: none"> <li>1. Chapter 7 – Metis Resistance</li> <li>2. Chapter 8 – Post Confederation Life</li> <li>3. Chapter 9 – Aboriginal Peoples After Confederation</li> <li>4. Chapter 10 – The First World War and Beyond</li> </ol>

<p><b>December</b></p>	<p><b>Cluster 4 - Achievements and Challenges (1931–1982)</b></p> <p>11.4.1 How did Canada seek to establish economic security and social justice from the period of the Depression to the patriation of the Constitution?</p> <p>11.4.2 How did the establishment of national institutions contribute to defining Canadian identity?</p> <p>11.4.3 How was Canada’s presence on the world stage shaped by its role in the Second World War and its growing participation in the international community?</p> <p>11.4.4 How was Canadian federalism challenged by federal-provincial tensions and the debate over the status of Québec?</p>	<ol style="list-style-type: none"> <li>1. Chapter 11 – Finding Social justice</li> <li>2. Chapter 12 – Canadian Identity</li> <li>3. Chapter 13 – The Second World War and Beyond</li> <li>4. Chapter 14 – Quebec and Canada</li> </ol>
<p><b>January</b></p>	<p><b>Cluster 5 - Defining Contemporary Canada (1982–present)</b></p> <p>11.5.1 How has Canada been shaped by the Canadian Charter of Rights and Freedoms, cultural diversity, and demographic and technological change?</p> <p>11.5.2 How has the question of national unity influenced federalism, constitutional debate, and political change?</p> <p>11.5.3 How are the First Nations, Métis, and Inuit peoples seeking a greater degree of cultural, political, and economic self-determination?</p> <p>11.5.4 How have Canada’s international relations changed since 1982, and what should its global commitments be for the future?</p>	<ol style="list-style-type: none"> <li>1. Chapter 15 – Canada’s Changing Face</li> <li>2. Chapter 16 – National Unity</li> <li>3. Chapter 17 – Aboriginal Peoples Today</li> <li>4. Chapter 18 – Canada’s International Relations</li> </ol>
	<p>Preparing for final exam.</p>	<p>Writing final exam.</p>

**Academic Evaluation and Assessment**

Assessment will be based on a variety of activities that cater to the various learning styles of students. Individual and group research presentations, textbook exercises, class discussion, tests, quizzes, assignments, projects, daily work, and History 30F activities will be part of the evaluation of the course. Both peer and self-assessment will be used on a number of assignments throughout the year. Rubrics and checklists will be used for the summative assessment of this course.

For each task, you will be given a set of evaluation guidelines in order to help you put forth your best work. It is your responsibility to examine the guidelines & assignment criteria in advance to ensure you have the opportunity to ask any/all questions. Remember, if you need clarification on an assignment, chances are, that a number of your peers have the same questions, so PLEASE ASK! Late assignments will be dealt with in accordance to school policy.

Should you be absent for whatever reason, it is your responsibility to check the missed assignment folder, take responsibility for all missed work, and take down any missed notes. Regular attendance is crucial for success in this course.

Assessment will be ongoing and will include participation in daily classroom activities, homework checks, quizzes, unit tests, projects, and the final exam. Please refer to the evaluation format below.

## Evaluation Methods and Specific Assessment

Students will receive formative assessments and summative assessments for each of the above mentioned topics. The work in this course will reflect the cumulative compilation of each of the units covered.

## Manitoba Provincial Report Card Policy and Guidelines Evaluation

As per **section 4.3** the Manitoba Provincial Report Card Policy and Guidelines Evaluation document, a *percentage scale* is used to report overall subject grades.

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### Evaluation Format:

Term Work - Formally Evaluated Work (assignments, unit tests, projects) .....	70%
Unit tests.....	50%
Weekly Activities/Assignments.....	10%
Projects .....	10%
Final Exam (A final exam which covers the outcomes studied in History 30F) .....	30%

*I encourage you to come see me or email me at any point with your questions relating to this course. I will be available to provide extra help or answer any questions upon special arrangement. Just Ask!*

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### 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, as per McCreary School's late policy, developed 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 outline, email, post in classroom, etc.)
3. Teachers will assist students to meet timelines – monitor progress, check-ins
4. Students who struggle will require additional support from the teacher
5. Extensions will be granted at the teacher's discretion, for valid and legitimate reasons only (ex. Illness)
6. Teachers will communicate with parents or set up parent/teacher/student conferences to discuss late / incomplete assignments
7. Teachers will make an arrangement with student to complete the work
8. Teachers will create alternative assignments for diverse learning needs

Where the above guidelines have been followed and assignments are not fully completed or handed in by the given due date, a deduction in marks will apply. Upon teacher 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 two weeks or at the start of a new unit, the assignment will receive a mark of **zero**.

### Student Support and Attendance Policy

The teacher 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. Students will be responsible to catch up on work they miss in the case of their absence (of which the teacher must be informed in advance, where possible). Students who do not attend class regularly will be referred to the Learning to 18 Coordinator.

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### Use of Technology Policy

Turtle River School Division recognizes that Information and Communication Technologies (ICT) plays an important role in today's learning environment. Technology provided to both students and teachers are unique and powerful ways to enhance the way they teach/learn. Turtle River School Division's objective is to ensure student/staff members interact in a positive manner when using ICT both at school and in the community.

Successful operation of the network requires that account holders regard Turtle River file servers and computers as shared resources. It is important that members conduct themselves in a responsible manner while using the network. Refer to page 134 of TRSD Instructional policy document for more information on guidelines and consequences for inappropriate use.

There are no cell phones to be used by students during class time. Students are to keep cell phones in their lockers as per Turtle River school division policy. Please refer to TRSD Instructional policy document for more information.

**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 behaviour, 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 Responsibility**

- 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

\*\*The course outline may be changed due to unforeseen circumstances. \*\*

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

Student's Name: \_\_\_\_\_

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent's Name: \_\_\_\_\_

Parent's Signature: \_\_\_\_\_ Date: \_\_\_\_\_