**Pacing Guide – History 30 (Canadian Studies)**

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| **Unit of Study** | **Description** | **Big Idea** | **Essential Questions** | **Pacing** |
| **Unit 1**  ***Challenges and Opportunities*** | Gender Equality, Multiculturalism, Free Trade, Meech Lake and Charlottetown, Referendum. | **How does democracy benefit all Canadians?** | Do Canadians have the ability to establish policies that reflect Canadian realities in the global economy? What have emerged movements have emerged in Canada to ensure that their membership have access and participation in national and societal decision making? | **Week 1** |
| **Unit 2**  ***Relationships, Peoples and Paradigms*** | Arrival of Europeans, First Nations Societies and Sovereignty, the People and the Land, the Fur Trade, Britain and Policy for Quebec, Assimilation/Accommodation, American Revolution, the Loyalists, the Constitution Act. Road to Responsible Government, Rebellions, Lord Durham’s Report, and the Union Act of 1840. | **How do different worldviews affect relationships?** | What is the concept of worldview? How did this concept affect relations between First Nations and Europeans? How do the resources of an area affect its economic and political future? (mercantilism) How do nations make decisions? Does the government always make decisions based on what is best for society? (paternalistic and New France) How does the concept of assimilation differ from accommodation? What “acts” have been passed that help to define these terms? What does responsible government really mean? How did its development lead to conflict? | **Week 2 – Week 7** |
| **Unit 3**  ***19th Cent: the Road to Democracy*** | Confederation, Quebec Conference, National Policy, the Treaties and the Indian Act, Riel and National Unity, Suffragettes and the Struggle for Equality | **How did central government acquire power to determine policy for all?** | Who were the “Fathers of Confederation”? How were they able to unite and acquire the land area now known as Canada under the British North America Act? What is Manifest Destiny? How did American threats of annexation assist in the process of Confederation? What was the National Policy? Why was the building of a railway and the settling the west vital to Canada’s economic future? What was the effect of Confederation on First Nation and Metis people? (Development of treaties, Louis Riel). What are suffrage rights? What key events and people sparked change for women in Canada? | **Week 8 – Week 12** |
| **Unit 4**  ***External Forces and domestic Realities*** | Foreign Policy, the two World Wars, the Depression, Government, and Battle for Medicare | **How did foreign involvement change Canada’s decision making process?** | How did the actions and policies of other nations influence the well-being of the Canadian people and nation? How did Canada’s involvement in WWI change her relationship with Canadians and the world? How did the era of the Great Depression bring about economic shifts in society? What unique political developments occurred during the Great Depression? How did Canada’s role in WWII have both internal and external affects? | **Week 13 – Week 16** |
| **Unit 5**  ***The Forces of Nationalism*** | Alliances between U.S. and Canada, Trudeau, Quebec and Canadian National Unity, the Environment | **How did Canada create a national identity?** | How did Canada’s involvement with the US change as a result of the Canadian nationalists concerns over the degree of U.S. influence on the well-being of the nation? Within francophone Quebec, nationalist sentiment was reflected in the reemergence of a separatist movement; what were the causes/reasons for this movement? | **Week 17 – Week 19** |

**Course Overview, Assessment, and Expectations – History 30 (Canadian studies)**

1. **General Course Overview**

The goal of the History 30 (**Goal 5**) course is to help students **understand the major issues facing Canadians at the beginning of the twenty-first century**. The history program examines the historical forces between the Aboriginal peoples who have always been here and the many different immigrants who came to make a new life for themselves. Canadians have had to deal with issues stemming from the environment and from working out ways of living with each other. The social studies and history programs examine the current state of these issues and alternative viewpoints for dealing with these issues within Canadian society.

It is for this reason that this course “WILL NOT” be about remembering dates, people and events. Instead, it will be about students independently throughout the course researching and learning about current Canadian issues while as a class we learn about different conditions, ideas and events that have characterized Canada. Though the course will follow a chronological order, outcomes addressed will vary according to their applicably.

***Goal #1(IN)****: To analyze the dynamic relationships of people with land, environments, events, and ideas as they have affected the past, shape the present, and influence the future.*

***Goal #1(DR):*** *To examine the local, indigenous, and global interactions and interdependence of individuals, societies, cultures, and nations.*

***Goal #3(PA):*** *To investigate the processes and structures of power and authority, and the implications for individuals, communities, and nations.*

***Goal #4(RW):*** *To examine various worldviews about the use and distribution of resources and wealth in relation to the needs of individuals, communities, nations, and the natural environment and   
 contribute to sustainable**development.*

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| **Goal Weighting** | | | | **NOTE**: All applicable outcomes within a goal area will be weighted equally |
| *Goal 1* | *Goal 2* | *Goal 3* | *Goal 4* | *Goal 5* |
| *30%* | *25%* | *18%* | *15%* | *12%* |

1. **Assessment and Feedback Methods**
2. **Pre-Assessment** - Students can expect pre-assessments pertaining to terminology, processes and content that will act as a stepping stone from where we as a group and individuals can go.
3. **Formative Assessment** - Formative assessment will be ongoing relative to student comprehension of historical *content (Entrance, Exit cards, 3 truths and a Lie, Talk with FRED, I Have/Who Has, Think-Pair-Share, That’s Me, T.H.I.N.K., Quizes, etc …)*.
4. **Summative Assessment** - Summative assessments will exist in the form of **performance tasks** specific to outcomes with the expectation that students be given the opportunity to demonstrate understanding of outcomes on more than one occasion, so attention to feedback will be vital.
5. **Criteria for Assessment:**
6. **Achievement:**

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| **Interactions & Interdependence** | **Dynamic Relationships** | **Power & Authority** | **Resource and Wealth** | **Canadian Issues** |
| **IN 30.1** - Analyze how worldview impacts the ways a society develops a relationship with land and people | **DR 30.4** – Analyze how central Canada’s decision making effected its relationship with other parts of Canada | **PA 30.1** – Examine the impact of Canada’s foreign policy on its citizens | **RW 30.1** – Analyze how Canada’s relationship with the United State affects decision making and economy | **DR 30.1** – Analyze decision making models that involve debate and consensus for their strengths and weakness. |
| **IN 30.2 -** Compare and contrast decision making models of First Nations to European Models | **DR 30.5** – Examine how Canada’s economic well-being depend upon the exporting of Canadian products to foreign markets and the development of a national consumer economy | **PA 30.2 –** Analyze why Canada’s foreign policy continues generate debate | **RW 30.2** – Assess the rights of regions of Canada to leave the Confederation (Quiet Revolution) | **DR 30.2** – Discuss and evaluate different viewpoints, to make a tentative judgment or how an issue may cause controversy. |
| **IN 30.3** - Understand and apply the methods of acculturation | **DR 30.6** – Assess the internal and external forces that were a catalyst to confederation | **PA 30.3** – Assess how involved the government should be in the lives of its citizens (Medicare, immigration, social policies) | **RW 8.3 –** Assess the government’s role in protecting the environment and maintaining the equality of regions (regional disparity) | **DR 30.3 -** Assess how historical events in Canada have affected the present Canadian identity |

**Personal & Social Development:** Attitude Contributes to Learning, Following directions and Routines, Coursework Completed on Time, Organization of Workspace, and Works Effectively in Groups.

**Re-Demonstration –** Re-demonstration of Summative Assessments will “only be considered” in instances where:  
 a) A student encounters unforeseen/uncontrollable circumstances that the teacher agrees may have contributed to a poor summative result.

b) The Summative Result is “inconsistent” with previous assessment evidence (Formative & Summative) relative to the applicable outcome(s) and the student has   
 consistently shown them self to be active in their learning and responsive to feedback.

c) The student provides personal, reflective feedback on how they could improve the results from the previously completed summative work in   
 question.

**Classroom Behavior Expectations**

**a) As per TMSS Code of Conduct, behavior expectations are consistent with Students:**

1. **Taking Responsibility ...**

* *To attend regularly and in instances where you are required to be absent, take the necessary steps to get caught back up.*
* *To arrive on time, meaning in the classroom before the start bell begins.*
* *To use device properly if you so “choose” to bring it to class.*

1. **Choose to Learn ...**

* Actively participating in all assessment opportunities (Formative and Summative)
* Submitting assessments on time.
* Using Device appropriately (No listening to music without permission to do so)

1. **Respect Self & Others ...**

* *In all that we say and do!*

1. **Respect the Environment ...**

* Relative to how we use furniture and clean up after our self.