**Grade 11 History of Canada**

**Brightspace Web Based Course Outline**

**1. Introduction**

Welcome to the web based course *History of Canada* for Grade 11. This course is based on the new History of Canada curriculum which uses a skill-based inquiry approach to focus on Enduring Understandings with less emphasis on memorization of content. You will apply Historical Thinking Concepts, and engage in inquiry on selected historical content as you focus on the Enduring Understandings in each Learning Experience.

**Historical Thinking**

The Historical Thinking concepts are a way to involve you, the student, in thinking critically about history. Rather than treating history as an *informational* subject in which you simply memorize content, this course treats history as an *educational* subject in which you are “doing” history. Engaging in historical thinking will enable you to properly understand the subject matter of history and will make the study of history much more interesting than simply finding and memorizing information.

In the Introductory Learning Experience, you will learn about the six **Historical Thinking concepts** and how to use them in your study.

**Skills to Support Historical Thinking**

The study of history through the use of historical thinking concepts requires you to learn about and use a variety of related skills. These include formulating questions to guide historical inquiry, finding and assessing information, making new interpretations and communicating your learning.

You will have many opportunities to learn and then practice the skills necessary to acquire historical information and to apply your knowledge in order to understand the Canada of the past and how it shaped the Canada of today.

**2. Course Description**

The course is made up of 5 Clusters which are like your teacher/textbook) that follow the History of Canada 30F curriculum.

Each cluster has 3-4 **Learning Experiences** (LEs) which are written as **Essential Questions**. The Essential Questions will guide you in your research and analysis of the **Enduring Understandings** which are big ideas of Canadian history that have lasting importance beyond the classroom. Each of the Learning Experiences has learning activities that follow the format of *activate*, *acquire*, and *apply*. Each Learning Experience ends with an assignment that will be assessed by the teacher.

You will participate in a variety of learning activities including discussions, self-check assignments, and hand in assignments. Some activities may not be assessed (ex. self-checks) but are important for you to complete as they provide you with necessary experience and information you will need to apply in subsequent activities

**3. Course Content**

The activities in this course will help you address the overarching question:

***How has the history of Canada shaped the Canada of today?***

**Introduction: What is history and why do we study it?**

This is a preparatory Learning Experience that introduces you to the Historical Thinking Concepts through which you will be learning about the History of Canada.

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

This Cluster is composed of three Learning Experiences through which you will explore the First Peoples of Canada, the way they lived, and how they interacted with the French and other Europeans who came to North America.

**Cluster 2: British North America (1763-1867)**

This Cluster has three Learning Experiences in which you will investigate the impact of British Colonial rule, changes brought about by the fur trade, the rise of the Métis and European settlement, and events surrounding Canadian Confederation in 1867.

**Cluster 3: Becoming a Sovereign Nation (1867 – 1931)**

This Cluster has four Learning Experiences in which you will explore why the Métis resisted the westward expansion of Canada, the impact of territorial expansion, immigration and industrialization, the changing relationships with First Nations, Métis and Inuit peoples and how Canada was shaped by the First World War.

**Cluster 4: Achievements and Challenges (1931 – 1982)**

This Cluster has four Learning Experiences, in which you will investigate how Canada sought to establish economic security and social justice, how creating national institutions contribute to Canadian identity, how Canada’s involvement in the Second World War shaped its international image, and how the debate over the status of Quebec challenged Canadian Federalism.

**Cluster 5: Defining Contemporary Canada (1982-present)**

This Cluster has four Learning Experiences through which you will explore how Canada has been shaped by the Charter of Rights and Freedoms and other changes, the ongoing debates around national unity, how First Nations, Métis and Inuit are seeking a greater degree of self-determination, and how Canada’s international relations have changed in recent years.

**4. Assessment**

**a. Learning practice and checks for understanding: found in Assignment Tab**

Learning activities and assignments help you acquire and assess your understanding of knowledge content and historical thinking concepts and skills. Many of these activities provide opportunity for student self-checks and teacher assessment. These will be classified as completion assignments.

**b. Communicating Ideas: found in Discussion Post Tab**

You will be required to articulate and communicate ideas using Discussion Posts. These will be assessed by your teacher:

**c. Hand-In Assignments: found in Assignment Tab**

Throughout the Learning Experience you will be required to complete and submit major **assignments** for teacher assessment.

Note: In most cases I will use rubrics or check lists for assessment. If so, the rubric will be shared with you prior to starting the activity or assignment.

**d. Tests----found in the Quizzes Tab**

The tests in this course are not worth a lot of your total course mark because it is difficult to have them supervised. I have allotted 10% or your final mark to come from the Cluster Tests.  **Tests are timed** and will not allow you to submit if over the time limit! You get one attempt for each test. If you try to access a test and for some reason it locks or any other problems arise I can see this and will be happy to reset, it for you.

You should also know that the Cluster Test assumes you have done all the work inside each module! If you skip and do just the hand-in work you will not do well on the tests and will have a lot of work to do for the exam! There is a test outline/review guide given at the end of each module to help you prepare for the Cluster Tests.

**5.  Evaluation: Course Mark Breakdown- Marks will be posted and updated in PowerSchool regularly.**

**Cluster Tests**: **10%-** tests are timed but not supervised

**Daily Work Completion Assignments- 15%-  (All daily work must be submitted on or prior to the due date for credit to be given unless prior arrangements for an extension have been made).**

**Major Assignments:** **30%** Lengthier assignments will allow for a 10% deduction/day late up to 5 days late.)

**Discussion Postings: 15%**

**Final Assessment: 30%** (Failure to complete the entire Final Assessment will result in the credit not being awarded.)

**6. Media Library**

The Media Library contains many items of useful information and learning resources provided in electronic format. These include glossaries, graphic organizers, templates, images, charts, answer keys, and other useful items. These items will be referenced as you make your way through the course content.

**7. Hero's Advice**

By clicking the icon for **Hero**, you can get help and additional insights from a “fellow student” named **Hero**. *Hero* is the abbreviated name for Herodotus, an ancient Greek historian who was known as the “Father of History” since he was the first known historian to systematically collect and analyze historical information.

**8. Internet Links**

A variety of Internet links are suggested to help you study the history of Canada. Most links are connected to specific learning activities while others are provided for reference near the start of Cluster of Learning Experience.

**9. Additional Resources**

Additional resources including videos, your textbook, photographs and others are suggested for further research. I may recommend additional resources

**10. Expectations**

**The Teacher Expects**: We are an online class. The practices of courtesy and respect that apply in a face-to-face (f2f) classroom also apply to an online classroom. Guidelines for an online class are:

**Participate**. We want to feel your presence, and we need your comments to add information, share learning, and build a sense of community in the class.

**Be Persistent.** If you run into problems or want to make a helpful comment, don't wait. Send a note immediately to me using the Blackboard mail, or contact me by phone or come and see me if that is possible.

**Be Courteous and Helpful**. Share tips and helpful comments with your classmates. There are no "dumb" questions. Someone else in the class will appreciate it.

**Think Before you Push the Send/Post/Submit Button.** Respect for all participants is most important. Did you say what you meant? Communication skills are important, especially when expressing disagreement. We cannot see the grin on your face when you make a sarcastic comment intended as a joke, although a :) helps.

**Specific expectations are:**

• The **Acceptable Use Policy** of our school/division applies to your use of the Internet for purposes of this course.

• Always check the "**Announcements"** button as soon as you log in to the course. This space will be reserved for messages of immediate importance (sort of like an intercom announcement).

• Check the **Calendar** daily. Assignment and testing deadlines will be posted on the Calendar.

• Complete **all assignments on time**. Please request an **extension in advance** of the due date, not after the fact if necessary.

• Make arrangements with me (ahead of time, if possible) if you expect to be "absent" or unable to participate for a day or more.

•When doing assignments, be sure to read carefully. If you run into difficulties, try to solve the problem as follows:

- re-read the assignment carefully and try to solve the problem by yourself -first

- ask another student in the class for help

• I will attempt to respond to any email message within 24 hours, unless previous arrangements have been made.

• Work that is assessed will be returned as soon as possible.

• I will communicate with parents and school staff as appropriate.

• Students' progress will be available online in **PowerSchool**.

* **Cheating**- a **ZERO is given both to the student who gave their work and to the student who copied.** A **ZERO** will also be given for **Plagiarism** from resource material such as books and the Internet. **A ZERO will be given for any student using ChatGTD, Quillbot, Grammarly, or any similar type of web programs.**
* I want you to know **I can see everything**! I know how many times you have logged on, what pages you have visited and when, what you have printed, etc

**11. Summary**

This Outline should give you enough information to understand what the History of Canada course is all about, the different components of the web-based delivery format, and suggestions for successfully answering the over-arching Grade 11 History Course Question- ***How has Canada's history shaped the Canada of today?*** **If at any stage in your progress you have questions or need further information, please do not hesitate to contact me.**

**GOOD LUCK IN THE ON-LINE LEARNING COURSE**

**476-3305 (N.A.C.I.) or** **myoung@bpsd.mb.ca** **or michelleyoung@bpsdedu.com**

**or Text me using the Remind App!**

You can access support videos at <https://www.informent.mb.ca/videos.html>