

Level of Instruction

Senior High

Curriculum Overview:

This course focuses on the history of Canada from the late 1890s to the close of the 20th Century. Canada is a relatively young nation. As such, many of the issues that it faces today are rooted in the not-too-distant past.

Canadian History 1201 invites students to engage in a range of inquiries that will enable them to develop an understanding of significant historical events from the 20th century, to analyze how those events are shaping Canada today, and reflect on how these events may help Canada achieve a preferred future.

While attention will be drawn to exploring major economic, military and political events, students are asked to consider the consequences of these events in shaping the social history of Canada. In particular, attention should focus on the experiences of Aboriginal peoples, women, recent immigrants, minority groups and the working class.

Authorized Learning Resources:

- Foundation for the Atlantic Canada Social Studies Curriculum (1998)
- Canadian History 1201 Curriculum Guide (2011) Interim
- Canadian History: 1900-2000 (with teacher's resource) (2000)

Themes/ Topics:

- Canada at the Turn of the 20th Century
- Canada in the First World War
- Canada in the 1920s
- Canada in the 1930s - The Depression Years
- Canada in the Second World War
- Canada Matures: Growth in the Post-War Period
- Canada in the Present

The purpose of the pacing guidelines is to facilitate the design of instruction, theme tests and comprehensive examinations, by outlining the relative emphasis placed on knowing, applying and integrating skills in this course.

Pacing Guidelines

Unit	Percentage of Instructional Time
Integrated Concepts and Processes	<i>Integrated</i>
Unit One: Canada at the Turn of the 20th Century (1900 – 1914)	14
Unit Two: Canada in the First World War (1914-1918)	14
Unit Three: Canada in the 1920s	9
Unit Four: Canada in the 1930s – The Depression Years	10
Unit Five: Canada in the Second World War (1939-1945)	16
Unit Six: Canada Matures: Growth in the Post-War Period (1945-1970)	20
Unit Seven: Issues in Canada (1970 to Present)	17
Total	100

Assessment:

Assessment in this course is governed by the *Assessment and Evaluation Policy* of the former Eastern School District.

- http://www.esdnl.ca/about/policies/esd/IL_IL.pdf.
- <http://www.esdnl.ca/aboutesd/policies/regulations.jsp?cat=1&code=IL>

Note:

1. All evidence of learning shall be considered when determining a student's final grade. Averaging shall not be used as a sole indicator of a student's level of attainment of the course outcomes.
2. Homework and student behaviour (except where specified in Provincial documents) shall not be given a value for assessment
3. To ensure student achievement of the outcomes, teachers are expected to use a variety of assessments from the following internal data sources:
 - Formal and informal observations (anecdotal records, checklists, etc.)
 - Written Responses (learning logs, journals, blogs, etc.)
 - Projects (Long and short term)
 - Research (brochures, flyers, posters, essays, graphic organizers)
 - Student presentations (seminars, speeches, debates, discussions)
 - Self assessments (exit and entrance cards, learning inventories, yes/no activities, learning contracts)
 - Peer assessments
 - Conferencing (questioning, ongoing records, checklists, etc.)
 - Digital Evidence (web page, blog, PowerPoint, Prezi, interactive white board)
 - Portfolios
 - Individual and group participation (demonstrations, interviews, questioning, role play, drama)
 - Work samples (investigations, learning logs, journals, blogs)
 - Tests and quizzes

Assessment and Evaluation Plan:

Chapter Quizzes/Unit Tests	20%
Assignments	30%
Mid Year Examination	20%
Final Examination	30%

Resource Links:

Canadian History Guide 2011 (Interim)

[http://www.ed.gov.nl.ca/edu/k12/curriculum/guides/socialstudies/CH-1201-\(September%202011\).pdf](http://www.ed.gov.nl.ca/edu/k12/curriculum/guides/socialstudies/CH-1201-(September%202011).pdf)