

Grade 11: History of Canada (30F)

Course Outline

Teacher: B. Leschyson

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Emphasis

If “past is prologue,” history serves to better understand the world around us. Grade 11: History of Canada 30F will explore our nation’s past to understand the country we live in today. This will include both domestic issues and international ones. Identity, diversity, citizenship, and governance will be key components of this course. Being able to understand relationships between historical events and understand multiple sides of a conflict will be emphasized.

Expectations

Students should approach history with a critical eye. They will look for historical significance and be able to analyze causes and consequences of people and events. They should take a historical perspective to the material presented in class and be able to debate ethical dimensions of history.

Projects that explore Canadian and World issues with depth will be a significant part of this class. Students should expect to work on some projects individually and others in small groups. They will take in and present information in a variety of formats: visually, written, and orally.

Flexibility

As current events unfold, different topics in Canadian history may become more relevant to the class.

Topics

The First Nations – Early Canada, to Contact, to the Present

The French and English – Colonies, Confederation, and Beyond

The 20th Century – Canada and the World in Conflict

The 21st Century – Using History to Answer Tomorrow’s Questions

Mark Breakdown

Essays/Daily Assignments – 25%

Tests – 35%

Major Projects – 40%

Creating the Grade:

- Grades will be based only on the demonstration of an individual student's knowledge and skills of the outcomes for each course:
 - Only items marked by the teacher will determine a student's grade
 - Grades are based on individual student achievement, not group achievement
- When determining a grade, the teacher will decide whether there is sufficient evidence of achievement. If not, the mark can be reported as an "IN" (incomplete). Teachers will determine with students and parents/guardians a plan for completion of work.

Establish, communicate, and apply consequences for late and missing work:

Students must understand that there will be consequences for not completing assignments that provide evidence of learning or for submitting those assignments late. If, after establishing and clearly communicating expectations regarding assignments, setting and communicating timelines for assignments, and supporting student learning using the strategies provided above, student work is still late or missing; teachers will apply the following strategies:

- confer with the student and, where appropriate, with the student's parent/guardians about the reasons for not completing the assignment, and consider the legitimacy of reasons;
- develop an agreement with the student to complete the work;
- require the student to complete missing work during lunch by attending the Assessment Completion Centre (ACC).

If, after completing the steps above, the student does not hand in the assessment by the agreed upon deadline, a zero may be used as a mark as the student has not demonstrated any knowledge or skill of the outcome.

The consequence for not completing work is to complete the work. Late marks will not be subtracted from an assignment as it is purely punitive and doesn't measure learning. The assignment will either be completed or given a zero.

The full policy is available on the SCI website under "Student Handbook".

Organization/Time Management:

Assignments and projects will increasingly become more complex and need more time to complete. Time management and organizational skills will be very important. It has been my experience that students who use their phone to keep themselves organized do poorly. It is HIGHLY RECOMMENDED that every student has a day planner, agenda book, organizer, etc.