

Chinook School Division

# **History 38**

**June 2009**

## Foundational Objectives:

The aim of this course is to provide students with the “opportunity to acquire knowledge, skills and values to function effectively within their local and national society which is enmeshed in an interdependent world.”

To the students this means:

- Understanding the decision-making processes that secure the economic and social well-being of society as a whole.
- Knowing that the unity and well-being of a society is significantly influenced by its ability to create a political and social climate that permits individual citizens and groups to feel that their interests and needs are being met.
- Understanding that a society's paradigms will be influenced and adjusted to reflect new realities.
- Knowing that our existing institutions and social development are facing pressure from global and domestic challenges.

## Learning Objectives/Outcomes for each Foundational Objective:

### Mapping - Major Concepts:

- **Oceans**
  - Students will identify and label the oceans of the world.
- **Continents**
  - Students will identify and label the continents of the world.
- **Provinces and Territories of Canada**
  - Students will label a map of Canada with the provinces and territories, as well as the capital cities.

### Canada:

- **Landform Regions of Canada**
  - Students will examine the landform regions of Canada emphasizing the industries important to each area.
- **Topics of Study**
  - Maritime Region
  - St. Lawrence Lowlands/Great Lakes Region
  - Prairie Region
  - Western Mountain Region
  - Canadian Shield
  - Tundra Region

- **Independent Study**
  - Students will study a specific region and prepare a class presentation.

## **Exploration and Settlement of Canada**

- Students will develop an understanding of the reasons for European exploration.
- Students learn about the hardships and fears faced by the explorers.
- **European Explorers**
  - Students will examine the important European explorers from the Vikings to Columbus to Hudson.
- **Topics of Study**
  - Reasons for Exploring
  - Hardships and Fears
  - Vikings
  - Christopher Columbus
  - John Cabot
  - Ferdinand Magellan
  - Jacques Cartier
  - Henry Hudson
  - John Franklin
- **Independent Study**
  - Students will complete an independent study on an explorer who is relevant to Canada and prepare a class presentation.

## **First Nations of Canada**

- Students examine the culture of First Nations Groups of Canada.
- **Topics of Study**
  - West Coast Culture
  - Plains Culture
  - Woodland Culture
  - Inuit
- Students learn how the first people came to North American across the Bering Strait land bridge.
- Students learn how European contact brought death and disease to the First Nations of Canada.

## **Government of Canada**

- Students will understand the important concepts pertaining to government in Canada.
- Students will be provided with an understanding of government, its duties and why we have government.
- Students develop an understanding of the following terms: anarchy, monarchy, republic, dictatorship, constitutional monarchy, and democracy.

- Students learn about the five main components of the Federal Government (Governor General, Senate, House of Commons, Supreme Court, and Civil Service).
- Students learn about the Senate and its duties within our parliamentary system.
- Students will examine the House of Commons and the components (electing a government, political parties, governing party, opposition parties, the Prime Minister and the cabinet).
- Students examine the members of the House of Commons, speaker, sergeant-at-arms, and how a bill is passed.
- Students will understand the role of the Supreme Court as well as the Civil Service.
- **Independent Study**
  - Students will complete and independent study on a Canadian Prime Minister and prepare a class presentation.

## Explanation of how the Common Essential Learnings have been incorporated:

Within the context of this course, the Adaptive Dimension may be engaged to meet the needs of individual students. Figure 5 from *The Adaptive Dimension in Core Curriculum (1992)* identifies the variables of the Adaptive Dimension.

The Common Essential Learnings are embedded in the Alternative Education Program and are addressed in the following ways:

### Communication:

- listens attentively
- participates in group discussions
- shares, in own words, ideas which are heard, read, viewed, or discussed
- incorporates the concepts and vocabulary related to History into his/her talking and writing
- locates information
- organizes material in various ways
- explains relationships between ideas
- summarizes important understandings from presentations, discussions, and other experiences and media

### Numeracy:

- reads and interprets graphs, charts, tables, and other common visual representations of quantitative data
- collects and organizes quantitative information into a list, table, graph, or chart and analyzes this information to determine a conclusion

- understands the meaning and uses of quantitative terms commonly used in the Canadian context

**Critical and Creative Thinking:**

- distinguishes between fact and opinion
- analyzes information or situations
- identifies problems
- generates alternative solutions to problems
- develops appreciation of human diversity (of backgrounds, experiences, interests, and abilities) within the context of social problem solving and the Canadian experience
- values and demonstrates a belief in the importance of hearing the ideas/views of all persons in dialogue situations
- develops criteria for evaluating solutions or ideas
- supplies evidence for a specific result or conclusion
- evaluates results or conclusions
- explores the implications or consequences of actions on personal, local and national levels

**Independent Learning:**

- identifies own needs and interests
- make choices in learning that reflect own needs and interests
- organizes time and work
- works with confidence alone and/or with a selected support structure
- demonstrates achievements in a wide range of appropriate ways
- evaluates personal progress and achievement

**Personal & Social Development:**

- acquires knowledge and develops abilities and dispositions that supports personal safety, well-being, balance and self-care
- discovers more about self in relationship to community and country
- uses gender neutral and culture and abilities sensitive language
- develops communications abilities that are sensitive to and respectful of human difference
- shows patience with silence and allows for reflection time between speaker and own contribution
- demonstrates the ability to build upon the ideas of others within group discussion
- respects differences of opinions and values
- examines own beliefs, values, and attitudes
- recognizes and accepts strengths and differences of self and others
- works co-operatively as a team member
- considers and evaluates personal options
- makes and justifies judgments about personal options
- remains open to challenges and opportunities

- takes responsibility for own thoughts and actions
- understands that everyone is part of a community and country
- develops a disposition towards finding the possibilities for improvement, a sense of being solution-oriented

**Technological Literacy:**

- examines immediate experiences with technology in the home and in the school
- explore how technological developments caused change in society
- uses technology to learn

## Examples of Instructional Approaches:

It is recognized that the students in this course have exceptional needs and therefore will benefit greatly from a variety of instructional strategies. These will include but not be limited to the following:

- **Direct Instruction** - is a highly teacher-directed strategy, includes methods such as lecture, didactic questioning, explicit teaching, practice and drill, and demonstrations.
- **Indirect Instruction** - includes inquiry, induction, problem solving, decision making, and discovery; indirect instruction is primarily learner-centered and includes methods such as reflective discussion, concept formation, concept attainment, cloze procedure, and guided inquiry.
- **Inquiry** - is a multifaceted activity that involves making observations; posing questions; examining books and other sources of information to see what is already known; planning investigations; reviewing what is already known; using tools to gather, analyze, and interpret data; proposing answers, explanations, and predictions; and communicating the results.
- **Interactive Instruction** - relies heavily on discussion and sharing among participants. Students can learn from peers and teachers to develop social skills and abilities, to organize their thoughts, and to develop rational arguments.
- **Experiential Learning** - is inductive, learner centered, and activity orientated; it can be viewed as a cycle consisting of five phases: experiencing, sharing or publishing, analyzing or processing, inferring or generalizing, and applying; the emphasis of experiential learning is on the process of learning not on the product.
- **Independent Study** - refers to the range of instructional methods that are purposefully provided to foster the development of individual student initiative, self-reliance, and self-improvement; it may be initiated by either teacher or student under the guidance or supervision of the teacher; it encourages the student to take responsibility for planning and pacing their own learning

## **Examples of Assessment and Evaluation Techniques:**

Students in this course will be given opportunities to demonstrate in a variety of ways that they have achieved the stated learning outcomes as described in the following:

### **Methods of Data Recording**

- anecdotal records
- observation checklists
- rating scales
- self-assessment

### **Student Classroom Performance**

- role play/simulation/debate
- concept mapping
- analyzing data using grids
- major projects and written reports
- portfolios of student work
- oral presentations

### **Student Test Performance**

- concept maps
- applying concepts
- analytical grids
- long answer tests
- matching item tests
- multiple choice tests
- oral presentations
- performance tests
- short answer tests
- true/false tests

## **Description of Course Evaluation and Renewal Process**

Once the course has been taught, it will be reviewed with the classroom teacher. Renewal will be on an ongoing basis.

## **Key Resources:**

A suggested list of learning resources which are available in the school/classroom follows:

Davies and Johnson Associates (units of study) [www.daviesandjohnson.com](http://www.daviesandjohnson.com)  
*Modified History 31* Curriculum Guide  
*Rainbow Horizons Publishing* (units of study) [www.rainbowhorizons.ca](http://www.rainbowhorizons.ca)  
Shireman, Myrl. *Canada, Quincy*: Mark Twain Media, Inc. Publishers.  
Saskatchewan Learning; *History 30: A Curriculum Guide*, available online:  
<http://www.sasked.gov.sk.ca/docs/history10/index.html>  
Saskatchewan Learning; *History 30: Activity Guide*, available online:  
<http://www.sasked.gov.sk.ca/docs/history10/activity/index.html>