

# *History 11-Shaping Canada*

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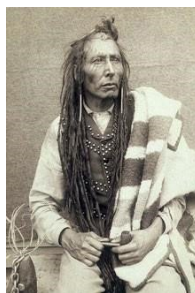
## Course Outline



## Assessment

### Formative Assessment

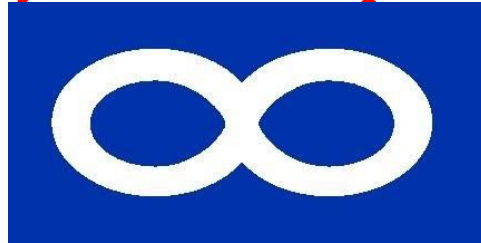
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### Summative Assessment

- This includes assignments, Essay's, tests and the exam. All summative assessments count towards a student's final grade. Students, who do not complete formative work, may find summative work difficult.

**When handing in History PROJECTS, your course work must include a cover sheet or the assignment may not be accepted.**



### Weighting

|          |     |
|----------|-----|
| Tests    | 50% |
| Projects | 20% |
| Exam     | 30% |

Reasonable timelines will be set for all summative work. All efforts to complete assignments must be made. Students who know that they will not complete the work in the said timeline must communicate with the teacher.

There will be consequences for handing in assignments late. Penalties will range from deductions to assignments not being accepted.

### Digital Citizenship (Cell Phone Criteria):

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## **Chapters:**

- **First Peoples**
- **Europeans Arrive**
- **The Northwest Fur Trade**
- **British Colonial Rule**
- **The Northwest Changes**
- **Confederation**
- **Metis Resistance**
- **Post-Confederation Life**
- **Aboriginals After Confederation**
- **Finding Social Justice**
- **The Second World War and Beyond**
- **Quebec and Canada**
- **National Unity**
- **Aboriginal Peoples Today**

**Social Studies 9**

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# *Canada in the Contemporary World*

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**Welcome to Grade 9 (Senior 1)**

**Room 211**

**Teacher: Mr. Khadekin**



# **Assessment**

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**When handing in Social Studies Projects, your course work must include a cover sheet, or the assignment may not be accepted.**

## **Weighting**

|                 |            |
|-----------------|------------|
| <b>Tests</b>    | <b>60%</b> |
| <b>Projects</b> | <b>20%</b> |
| <b>Exam</b>     | <b>20%</b> |

*Late assignments may not be accepted if a valid reason is not provided. Reasonable timelines will be set for all summative work. All efforts to complete assignments must be made. Students who know that they will not complete the work in the said timeline must communicate with the teacher.*

*There will be consequences for handing assignments late. Penalties will range from deductions, to the assignment not being accepted.*

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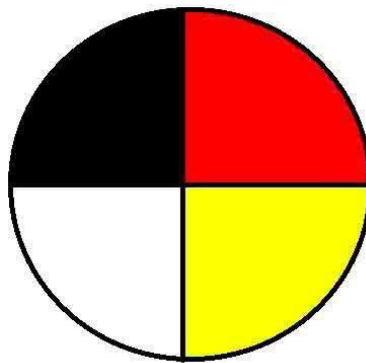


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# *First Nations, Metis, Inuit Studies*

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## **Course Outline**



### **Guiding principles:**

Education for and about First Nations, Métis, and Inuit peoples.

- Building bridges of understanding and respect between Indigenous and nonIndigenous Canadians.
- Promotes personal and social responsibility.
- Connects the learner to family and to local, national, and global communities.

### **Objectives:**

The course is inclusive of the traditional values and worldviews of First Nations, Métis, and Inuit peoples. The objective of Current Topics in First Nations, Métis, and Inuit Studies is to provide both Indigenous and non-Indigenous students with knowledge of Indigenous cultures and traditions, and to encourage Indigenous students to take pride in the accomplishments of their peoples. This knowledge will enable Indigenous students to participate meaningfully as citizens of their cultural community, of contemporary Canadian society, and as active and engaged global citizens. Non-Indigenous students will become knowledgeable of the worldviews, histories, cultures, and accomplishments of Indigenous peoples, and thus be able to engage in an

informed and empathetic manner in debates concerning Indigenous issues at local, national, and global levels.



### **Rationale:**

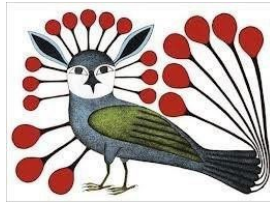
According to the Aboriginal Peoples Survey by Statistics Canada, in Manitoba the majority of Indigenous people live in an urban setting, including 44 percent of the more than 90,000 First Nations inhabitants, 70 percent of the almost 60,000 Métis, and the majority of the small (300 plus) Manitoba Inuit population. The clear implication of these statistics is the increasing engagement of Indigenous people within the larger Canadian society. The combined knowledge of both mainstream and Indigenous cultures will enable Indigenous and non-Indigenous Canadians alike to live and work together harmoniously to create an equitable society for the betterment of all Canadians.

### **Goals**

***Current Topics in First Nations, Métis, and Inuit Studies offers all Grade 12 students, both Indigenous and non-Indigenous, an opportunity to:***

- Enhance their understanding and appreciation of the cultures and traditions, as well as the contemporary realities and aspirations of First Nations, Métis, and Inuit cultures in Manitoba, Canada, and the world.
- Develop a knowledge of the history of First Nations, Métis, and Inuit peoples in Canada in order to better understand the present.
- Develop a sense of comfort and confidence in interactions with First Nations, Métis, and Inuit people.

- Develop an understanding that First Nations, Métis, and Inuit peoples and cultures are an integral part of Canadian society.
- Recognize the ongoing role of First Nations, Métis, and Inuit peoples in shaping Canadian history and identity.



**Current Topics in First Nations, Métis, and Inuit Studies offers First Nations, Métis, and Inuit students an opportunity to explore fundamental questions:**

- Who am I?
  - Where have I come from?
  - Why am I here?
  - Where am I going?).
- **By doing so, students are better able to:**
    - ☒ Further their understanding of the issues facing their communities and cultures.
    - ☒ Build upon and extend knowledge of their cultures and traditions.
    - ☒ Develop pride in the contributions of their cultures to Canadian society and the world
    - ☒ Build upon and enhance positive self-identity.
    - ☒ Function effectively as members of their local, national, and global communities.
    - ☒ Envision their place in the future of their community and country.

**Weighting:**

*Exam: 30%*

*Projects: 40%*

*Tests: 30%*

**Structure and Time Allotments in Current Topics in First Nations, Métis, and Inuit Studies Current Topics in First Nations, Métis, and Inuit Studies is structured around the following five thematic clusters:**

- I. Image and Identity (10%)*
- II. Relations with Government (40%)*
- III. Social Justice Issues (30%)*
- IV. Indigenous Peoples and the World (10%)*
- V. Celebrations of Learning (10%)*

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## Grade 10

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### *Grade 20-Geographical Issues*

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Welcome to Grade 10 Geography!

**The awesome things you will learn are as follows:**

- **Maps: Geography's Basic Tools**
- **Locating Places on a Map**
- **Using Map Scales**
- **Geologic History**
- **Landform Connections-Glaciers in Canada**
- **Climate Connections**
- **Soil and Vegetation Connections**
- **Food From the Land**
- **Canada's Mineral Wealth**



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### Weighting

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|----------|-----|
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| Projects | 20% |
| Exam     | 20% |

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# Global Issues 12

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|----------|-----|
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## **Discussions in World Issues:**

- *Unit 1 Looking at The World*
- *Unit 2 Human Population*
- *Unit 3 Economic Issues*
- *Unit 4 Environmental Issues*
- *Unit 5 Political Issues*

Each Unit is subdivided into various Issues that will be discussed and assessed in different manners to determine learning outcomes as per Education Manitoba Curriculum documents.