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#  Introduction

 This course is organized under a six unit structure, allowing for a chronological study of both pre and post-confederation Canadian history. The curriculum is designed to cover a variety of issues and concepts. The contribution of First Nations and subsequent immigrant groups has provided a rich cultural mosaic upon which Canada has grown and developed. It is Canada’s Federal System that has bound these diverse regions and peoples together as various changes and influences have molded our character. Issues and concepts covered include: technological changes, ideological changes, continentalism, national unity, regionalism and our response to the increasingly global nature of the world in all aspects of our life. To make learning relevant, we will examine how the past connects to the present. To help students think more deeply and critically about the past, as well as their own relationship with the past, we will be looking at six historical thinking concepts. They are as follows:

* **Establish** **Historical Significance:** How do we decide what and whose stories to tell?
* **Use Evidence:** How do we know what we know?
* **Identify Continuity and Change:** Does change always mean progress?
* **Analyse Cause and Consequence:** What are the causes that are hidden from view?
* **Take Historical Perspectives:** How can we ever understand the past?
* **Understand Ethical Dimensions of History:** What do historical injustices and sacrifices mean for us today?

# Course Overview

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| **Unit #1: First Voices**-Origins and Arrival of the First Peoples-Early Times to First Contact | **Unit #4: Canada’s Century Begins (1896-1920)**-Immigration and Imperialism-Canada and the Great War |
| **Unit #2: The World of New France and English Colonial Culture**-First French Settlements-The Fall of New France-Canada After the Conquest, 1774-1811 | **Unit #5: New Challenges and New Ideas (1920-1945)**-Politics, Protests, and the Economy-Canada and the Second World War |
| **Unit #3: Road to Confederation and the Macdonald Era**-To Join or Not to Join – Nation Building-Expansion and Consolidation 1867-1896 | **Unit #6: Canada and the Global Community: 1945-Present**-Canada’s Coming of Age (1945-1970)-Challenging Times: Shifting Identities, Multiculturalism, Separatism, the Constitution, and Unfinished Business |

# Evaluation and Assignments

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| Seminar | 10% |
| Coursework | 50% |
| Research Paper | 20% |
| Final Exam | 20% |

**Coursework** will include, but are not limited to: participation in Socratic circles, class discussions, small writing assignments, problem-based learning activities, and tests.

**Research Papers** will be worked on throughout the term. Students are required to submit their topic choice and an outline of their paper at a time determined in class. Further details will be provided regarding the necessary contents of the paper.

# Important Dates

Important Dates can be found on mrachampion.weebly.com

# Other

**Plagiarism Policy**

Plagiarism is academic theft and is not ever tolerated. Any paper that has been plagiarized will receive a grade of zero. A student will not have the opportunity to submit another assignment in its place. Students are strongly encouraged to visit <http://www.Plagiarism.Org> to learn how to avoid committing academic theft.

**Fredericton High School Social Studies Department Late Assignment Policy**

It is expected that each student will complete the required course work and submit assignments on the established due dates. Timely submissions allow teachers to assess learning and inform future teaching.

For all students in grades 9 - 12, **10% may be deducted each day an assignment is late**. Assignments must be completed prior to the end of each quarterly marking period.

 If a student has a justifiable reason for not submitting an assignment on time, it is necessary that he / she discuss the situation with the teacher as early as possible and an extension may be granted by the teacher.