



CROCUS PLAINS REGIONAL SECONDARY SCHOOL

COURSE OUTLINE AND ASSESSMENT GUIDE

Course Name: *Canadian History 30F*

Teacher's Name: *Mr. Clint Howie*

Contact Information: *howie.clint@bsd.ca* *Phone: (204)729-3900*

Course Description: Grade 11 Canadian History is an inquiry-based course that explores the development of Canada through the lenses of historical thinking, evidence, identity, citizenship, and Canada's role in the world. Rather than focusing on memorization of content, students will examine key historical issues and events to understand why they matter, how they are interpreted, and how they continue to shape Canada today.

Learning in this course emphasizes:

- historical inquiry and interpretation
- evidence-based reasoning
- ethical and citizenship-based decision making
- communication of historical understanding through discussion, writing, and conferencing

Students will regularly reflect on their learning, gather evidence across the course, and participate in conferences to explain and justify their thinking.

Course Learning Outcomes

Students will demonstrate their learning through the following course-level outcomes:

1. **Historical Significance**

Assess the importance of historical events, issues, and developments using evidence and clear justification.

2. **Cause and Consequence**

Analyze short- and long-term causes and consequences of historical events and decisions using evidence.

3. **Continuity and Change**

Examine what has changed and what has remained consistent over time and explain why those patterns matter.

4. **Historical Perspectives & Ethical Dimensions**

Interpret multiple perspectives and evaluate ethical dimensions of historical issues using evidence.

5. **Communication of Historical Understanding**

Clearly explain, justify, and defend historical thinking in writing, discussion, and conference.

Use of evidence is an expectation across all outcomes. Historical claims must be supported by appropriate research and interpretation.

Assessment & Evaluation Philosophy

Assessment in this course is outcome-based, inquiry-driven, and conference-centered. Learning is evaluated based on demonstrated understanding of the course outcomes rather than completion of tasks or accumulation of points.

Students will:

- gather evidence of learning throughout the course
- complete self-assessments to organize and reflect on evidence
- participate in conferences to explain and justify their thinking

Grades are determined **only at midterm and final**, through conferencing, based on the totality of demonstrated learning.

Progress Tracking & PowerSchool

To support transparency and early intervention, student progress is tracked in PowerSchool following conferences.

- After each conference, progress indicators (0–4) are entered for each course outcome
- These indicators reflect current evidence of learning, not final grades
- Progress indicators are not averaged

Progress Indicator Scale (Summary):

- 4 – Strong evidence demonstrated
- 3 – Developing / appropriate evidence demonstrated
- 2 – Limited or inconsistent evidence demonstrated
- 1 – Minimal evidence demonstrated
- 0 – No evidence demonstrated at this time

Progress indicators document learning in progress and help identify areas for support prior to midterm and final reporting. ***Progress indicators are entered separately for each course outcome.***

Conferences & Self-Assessment

Conferences are a central part of assessment in this course.

- Conferences occur at key points throughout the course
- All students participate in conferences regardless of task completion
- Students prepare using **outcome-based self-assessments** that highlight evidence from their work

During conferences, students:

- present evidence related to each outcome
- explain strengths and areas for growth
- identify next steps for learning

Academic Achievement

Assessment in this course is outcome-based and conference-centered. Students are assessed on their demonstrated understanding of the course outcomes rather than the completion of individual tasks.

Course Work – 80%

The course work mark is determined through a midterm conference and the ongoing body of evidence gathered throughout the course. The midterm conference provides an opportunity for students to examine and defend their current level of achievement, identify areas for growth, and establish next steps. Evidence gathered after midterm continues to inform the course work grade. Progress indicators (0–4) are used to document outcome-specific evidence but are not averaged.

Final Assessment – 20%

The final assessment is the Canada and the World inquiry. This assessment is evaluated through a final conference and represents a synthesis of learning across all course outcomes.

Grades are determined through professional judgment based on the body of evidence presented throughout the course and in conferences rather than by averaging assignment marks.

Learning Behaviours

Assessment and reporting of learning behaviors will be according to the Brandon School Division Learning Behaviors Rubric. Learning behaviours are reported separately from academic achievement

and do not directly determine course grades.

Learning Behaviors	
Scale	C: Consistently – almost all or all the time U: Usually – more than half the time
	S: Sometimes – less than half the time R: Rarely – almost never or never
Personal Management Skills	Uses class time effectively; works independently; completes homework and assignments on time.
Active Participation in Learning	Participates in class activities; self-assesses; sets learning goals.
Social Responsibility	Works well with others; resolves conflicts appropriately; respects self, others and the environment; contributes in a positive way to communities.

Units of Study (Learning Cycles)

Unit 1 – First Nations, Métis, and Inuit Peoples of Canada

Part 1: Residential Schools

Students examine residential schools using primary and secondary sources to develop foundational historical thinking skills and an understanding of evidence, perspective, and ethical responsibility.

Part 2: First Contact (APTN)

Students explore contemporary Indigenous issues through the documentary *First Contact* and complete a short inquiry based on challenges and ideas raised in the series.

Unit 2 – Identity, Diversity & Citizenship in Canada

Students examine how language, culture, identity, diversity, and citizenship have shaped the Canadian experience. Through historical and contemporary issues, students investigate competing perspectives about what it means to belong in Canada and how Canadian identity has changed over time. Students use evidence to consider questions of continuity and change, historical perspective, and ethical responsibility.

Unit 3 – Holocaust: History, Memory, and Responsibility

Students engage in a focused study of the Holocaust as a case study in ethical dimensions of history, historical perspectives, and the responsibility of memory.

Current Events (First Day of the Week)

Current events are explored weekly using *CTV National News*. Students record and reflect on one significant story per week in a dedicated booklet.

- Current events support citizenship, significance, and ethical thinking
- Weekly entries are formative
- A final reflective assignment and conference assess learning over time

Final Unit – Canada and the World *(Also the Final for the Class)*

Students complete an independent inquiry exploring Canada's role in global affairs. This unit serves as a synthesis of course outcomes and provides primary summative evidence for final assessment.

Adaptations & Demonstration of Learning

Students may demonstrate learning using a variety of formats, including written work, oral explanation, visual representation, and conference discussion. Adaptations affect how evidence is demonstrated, not the learning outcomes themselves.

This course is designed to support growth, reflection, and meaningful engagement with Canada's past and present.

Crocus Plains Classroom Expectations & Policies

Students in Grade 11 Canadian History are expected to follow all school and divisional policies, as well as the expectations outlined below. These expectations are designed to support a respectful, safe, and productive learning environment. Because this course relies heavily on discussion, reflection, and conferencing, student behaviour directly impacts learning.

Behaviour Expectations

Students are expected to:

- **Be Safe**
- **Be Responsible**
- **Be Respectful**

School rules regarding prohibited items (including weapons, drugs, offensive clothing, hats, and backpacks) apply at all times.

Attendance & Punctuality

Regular attendance is essential for success in this course, as learning is discussion-based and collaborative.

- Students are expected to arrive on time and be prepared to participate.
- Lates are understood to happen; students should enter quietly and minimize disruption to others.
- When possible, students are encouraged to communicate in advance if they will be late or absent.

Missed learning time may limit the evidence available for assessment.

Technology Use

The use of personal devices in school is governed by provincial and school policy.

- **Cell phones are not permitted during class time unless explicitly authorized by the teacher for educational purposes.**
- When school computers are used, students will be assigned a specific device.
- Students are expected to save work using school-approved platforms (e.g., OneDrive).

Technology use is intended to support learning, not distract from it.

Food & Drink

Students may eat in class when needed, provided they clean up after themselves and respect the learning environment.

Communication

Students are encouraged to ask questions, seek clarification, and communicate about their learning.

- The preferred methods of contact are **Microsoft Teams** or school email.
- Students are encouraged to advocate for themselves and ask for help when needed.

Academic Dishonesty

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. Wherever in this Policy an offence is described as depending on “knowingly”, the offence is deemed to have been committed if the person ought reasonably to have known.

Plagiarism

Representation of another person’s thoughts, writing/creative work, etc. as one’s own. In the School community, plagiarism includes, but is not limited to the following:

- Work which is submitted or presented in partial fulfilment of course requirements as one’s own work that was completed, in whole or in part, by another individual
- Portions of the work extracted from another source without proper and full credit to the original author (e.g. concepts, sentences, graphics, data, ideas presented through paraphrase)
- The entirety of a work copied from another source

Plagiarism can also include re-using one’s own work without permission, such as submitting work in one course that has been or is simultaneously being submitted for credit in another course without the expressed written permission of all teachers involved. In such cases, the entirety of the work may originate with the student; nevertheless, plagiarism has occurred.

Artificial Intelligence (AI)

Artificial intelligence tools such as ChatGPT can be useful tools for learning when used appropriately. However, AI cannot replace a student’s own thinking, analysis, research, or judgment. The purpose of assessment in this course is for students to demonstrate their own learning.

Whether AI may be used will depend on the learning activity or assessment. Unless permission is specifically given, students should assume that AI tools are not permitted on assessed work. When AI use is permitted, Mr. Howie will explain how it may be used.

Appropriate uses, when permitted, may include:

- checking clarity, grammar, or organization;
- receiving feedback on student-created work;
- helping generate questions or identify areas requiring further research;
- assisting with formatting or referencing.

AI may not be used to generate thinking, analysis, arguments, research, or written responses that a student presents as evidence of their own learning.

Students are responsible for the accuracy, quality, and academic integrity of everything they submit. AI-generated information may be inaccurate, incomplete, biased, or fabricated and should never be treated as a reliable source without verification.

Because assessment in this course includes discussion, reflection, conferencing, and defence of learning, students may be asked to explain their thinking, research process, sources, or submitted work. If a student cannot demonstrate that submitted work represents their own learning, additional evidence may be required.

Unauthorized AI use will be treated as a breach of academic honesty. Work that does not provide valid evidence of the student's own learning will be recorded as **INC0** (Incomplete) until the student provides appropriate evidence by revising, repeating, or replacing the assessment. Repeated breaches may be referred to school administration in accordance with school and divisional policy.

Breaches of Academic Honesty

- Breaches of the academic honesty policy will result in work being taken as incomplete. Assignments/Assessments that are found to breach the academic honesty policy will be returned to the student to be revised/repeated to meet the standards of academic honesty. A mark of INC0 (Incomplete Zero) will be entered into PowerSchool until the assignment has been completed to standard.

Repeated breaches of the academic honesty policy will result in a referral to administration for further review. The consequences of such may be decided in collaboration between parent/guardian, administration and the classroom teacher.

Land Acknowledgement

Crocus Plains Regional Secondary School is in Treaty 2 territory on land that is the traditional territory of the Anishinaabeg, Cree, Oji-Cree, Dakota, and Dene Peoples and the homeland of the Métis Nation.

As a teacher in Manitoba, I recognize the past and present injustices that exist for the Indigenous Peoples of this land. Let this land acknowledgement be a call on all of us to learn more about the land we live on and envision a way to challenge racism, inequality and colonialism. Working together with all nations, Indigenous and non, to remove barriers in our society and raising up our communities together. -Mr. Howie