

CANADIAN AND WORLD STUDIES

WORLD HISTORY: THE WEST AND THE WORLD GRADE 12, UNIVERSITY PREPARATION

COMMUNITIES: LOCAL, NATIONAL, AND GLOBAL

Overall Expectations

By the end of this course, students will:

- Analyze a variety of types of communities that have evolved since the 16th century;
 - Assess various types of interactions that have occurred among diverse peoples and cultures, and the impact of these interactions, since the 16th century;
- Relevant "Over to You" Activities:**
Section 5: Public Service Announcement
Section 5: Critical Analysis
- Evaluate the factors that have led to conflict and war or to cooperation and peace between and within communities from the 16th century to the present.

CHANGE AND CONTINUITY

Overall Expectations

By the end of this course, students will:

- Demonstrate an understanding of how the historical concept of change is used to analyze developments in the West and throughout the world since the 16th century;
- Relevant "Over to You" Activities:**
Section 1: Read, Discuss and Write a Newspaper Report
- Demonstrate an understanding of how the historical concept of continuity is used to analyze developments in the West and throughout the world since the 16th century;
 - Demonstrate an understanding of the importance and use of chronology and cause and effect in historical analyses of developments in the West and throughout the world since the 16th century.

CITIZENSHIP AND HERITAGE

Overall Expectations

By the end of this course, students will:

- Explain how key Western beliefs, philosophies, and ideologies have shaped the West and the rest of the world since the 16th century;
- Relevant "Over to You" Activities:**
Section 5: Public Service Announcement
Section 5: Debate and Perspective Taking

- Analyze how non-Western ideas and culture have influenced the course of world history since the sixteenth century;
Relevant "Over to You" Activities:
Section 5: Public Service Announcement
- Analyze different forms of artistic expression and how they have reflected or challenged the societies in which they have appeared;
- Assess the range and diversity of concepts of citizenship and human rights that have developed since the sixteenth century.
Relevant "Over to You" Activities:
Section 1: View DVD/Prepare Questions
Section 1: Read, Discuss and Write a Newspaper Report
Section 1: Develop a Survey
Section 4: Role Play and Decision-Making
Section 4: Poll
Section 5: Personal Reflection/Journal Entry
Section 5: Create a Profile of Heroism
Section 5: Debate and Perspective Taking
Section 5: Critical Analysis
Section 8: Discussion and Debate
Section 8: "What If" Activities
Section 10: Debate
Section 10: Research and Reflection on Debate
Section 10: Class Debate and Personal Writing
Section 10: Defend a Position

SOCIAL, ECONOMIC, AND POLITICAL STRUCTURES

Overall Expectations

By the end of this course, students will:

- Describe diverse social structures and principles that have guided social organization in Western and non-Western societies since the sixteenth century;
- Analyze significant economic developments in the West and the rest of the world since the sixteenth century;
- Describe key developments and innovations in political organization in the West and the rest of the world since the sixteenth century;
- Analyze changing aspects of women's economic, social, and political lives in Western and non-Western societies since the sixteenth century.

METHODS OF HISTORICAL INQUIRY AND COMMUNICATION

Overall Expectations

By the end of this course, students will:

- Use methods of historical inquiry to locate, gather, evaluate, and organize research materials from a variety of sources;

Relevant "Over to You" Activities:

Section 1: Read, Discuss and Write a Newspaper Report

- Section 1: Develop a Survey*
Section 9: Investigation
- Interpret and analyze information gathered through research, employing concepts and approaches appropriate to historical inquiry;
Relevant "Over to You" Activities:
Section 4: Poll
Section 6: Website Investigation
Section 9: Letter to the Editor
Section 10: Defend a Position
 - Communicate the results of historical inquiries, using appropriate terms and concepts and a variety of forms of communication.
Relevant "Over to You" Activities:
Section 1: Create a Persuasive Public Service Announcement
Section 1: Develop a Survey
Section 4: Poll
Section 5: Create a Profile of Heroism
Section 6: Website Investigation
Section 9: Letter to the Editor
Section 10: Defend a Position

CANADIAN AND WORLD POLITICS, GRADE 12, UNIVERSITY PREPARATION

PARTICIPATION IN THE INTERNATIONAL COMMUNITY

Overall Expectations

By the end of this course, students will:

- Explain the rights and responsibilities of individual citizens, groups, and states in the international community;
- Describe the main ways in which sovereign states and non-state participants cooperate and deal with international conflicts;
- Evaluate the role of Canada and Canadians in the international community;

Relevant "Over to You" Activities:

Section 1: Read, Discuss and Write a Newspaper Report

- Describe the structure and function of international intergovernmental and non-governmental organizations;
- Evaluate the role and operation of the international human rights protection system.

POWER, INFLUENCE, AND THE RESOLUTION OF DIFFERENCES

Overall Expectations

By the end of this course, students will:

- Analyze the factors that determine the power and influence of a country;

Relevant "Over to You" Activities:

Section 1: Read, Discuss and Write a Newspaper Report

- Analyze how international organizations, the media, and technology are able to influence the actions of sovereign states;
- Evaluate Canada's role and influence in international relations.

VALUES, BELIEFS, AND IDEOLOGIES

Overall Expectations

By the end of this course, students will:

- Explain the role and function of ideologies in national and international politics;
- Analyze how social and cultural beliefs and political ideologies influence national and international politics;
- Compare the aspirations, expectations, and life conditions of people in developed and developing nations.

METHODS OF POLITICAL INQUIRY AND COMMUNICATION

Overall Expectations

By the end of this course, students will:

- Use methods of political science inquiry to locate, gather, evaluate, and synthesize information;
- Analyze information gathered about political events, issues, and trends according to fundamental principles of political interpretation and analysis;
- Communicate knowledge, opinions, and interpretations about events, issues, and trends relating to politics and citizenship, using a variety of forms of communication.

CANADA: HISTORY, IDENTITY, AND CULTURE GRADE 12, UNIVERSITY PREPARATION

COMMUNITIES: LOCAL, NATIONAL, AND GLOBAL

Overall Expectations

By the end of this course, students will:

- Describe the characteristics of Aboriginal communities before and after contact with Europeans and analyze the significant effects of the interactions between Aboriginal communities and the colonizers;
- Analyze the principal characteristics of the French and English colonial experience in Canada;
- Assess the significance of successive waves of immigration in the development of regional, provincial, and national identities in Canada;
- Evaluate Canada's changing role on the international stage.

Relevant "Over to You" Activities:

Section 1: Read, Discuss and Write a Newspaper Report

CHANGE AND CONTINUITY

Overall Expectations

By the end of this course, students will:

- Analyze how Canada's relationships with France, Britain, and the United States have influenced Canada's identity and culture;
- Evaluate the role of east-west and north-south ties in the development of Canada;
- Assess change in Canada's rural-agricultural and urban-industrial communities;
- Evaluate the relationship between major technological and social changes in Canada;
- Evaluate the extent to which Canada has been transformed into a pluralistic society.

CITIZENSHIP AND HERITAGE

Overall Expectations

By the end of this course, students will:

- Analyze the evolution of citizenship in Canada;
- Analyze how various francophone communities have defined themselves and their place in Canada;
- Assess the role played by literature, the arts, and popular culture in the development of the Canadian identity;
- Evaluate the claim that Canada is a just society, by examining issues related to human rights.

Relevant "Over to You" Activities:

Section 1: View DVD/Prepare Questions

Section 1: Develop a Survey
Section 4: Role Play and Decision-Making
Section 4: Poll
Section 5: Personal Reflection/Journal Entry
Section 5: Debate and Perspective Taking
Section 8: Discussion and Debate
Section 10: Debate
Section 10: Research and Reflection on Debate
Section 10: Personal Reflection and Discussion
Section 10: Class Debate and Personal Writing
Section 10: Defend a Position

SOCIAL, ECONOMIC, AND POLITICAL STRUCTURES

Overall Expectations

By the end of this course, students will:

- Analyze changes in Canadian social programs and policies over time;
- Analyze the changing roles and contributions of women in Canada;
- Evaluate the impact of Canada's national and international economic policies on Canadian identity and sovereignty;
- Describe the nature of the Canadian political system and the groups and individuals who have contributed to its development;
- Assess the efforts of popular movements to reform Canadian society.

METHODS OF HISTORICAL INQUIRY AND COMMUNICATION

Overall Expectations

By the end of this course, students will:

- Use methods of historical inquiry to locate, gather, evaluate, and organize research materials from a variety of sources;
- Interpret and analyze information gathered through research, employing concepts and approaches appropriate to historical inquiry;
- Communicate the results of historical inquiries, using appropriate terms and concepts and a variety of forms of communication.