

Grade 11 History of Canada

Course Code 0105

Course Credit 1.0

FRENCH IMMERSION Program

Discipline Overview

Social studies is the study of people and places, past and present, near and far, in relation to each other and to the natural world. In Manitoba, social studies focuses on the disciplines of history and geography, and embeds the interrelated concepts found within the humanities and social sciences.

Social studies has processes that allow learners to engage effectively with the curriculum and to continuously develop their global competencies and enduring understandings. Learners acquire interdependent knowledge and understanding, skills, and values to become active democratic and responsible citizens who adhere to the principles of Truth and Reconciliation, sustainable development, and human rights.

The enduring understandings of social studies focus on the following topics:

- Identity, Culture, and Community
- The Land: Places and People
- Historical Connections
- Global Interdependence
- Power and Authority
- Economics and Resources

Learning in social studies takes into account the role of the French Immersion Program, its vision, its foundations (language, culture, and identity), as well as the principles of learning and assessment. Learners in social studies are exposed to both models of this discipline, and cultural and language models.

Course Overview

The Grade 11 History of Canada curriculum supports citizenship as a core concept and engages learners in historical inquiry. Learners focus on a comprehensive history of Canada from pre-contact times to the present. Through this process, learners think historically and achieve learning outcomes based on the following five themes in Canadian history: First Nations, Métis, and Inuit Peoples; Governance and Economics; French-English Duality; Canada and the World; and Identity, Diversity, and Citizenship.

Indigenous perspectives are integrated throughout the teaching and learning strategies in this course. Rather than simply being restricted to a study of the contributions of First Nations,

Métis, and Inuit Peoples to Canadian society, this pedagogical approach consolidates Indigenous perspectives throughout the entire study of Canadian society—past, present, and future. This approach helps not only to correct historical and social prejudices of the past by presenting Indigenous points of view to all learners, but also supports the development of a positive sense of personal identity among Manitoba’s First Nations, Métis, and Inuit learners.

Global Competencies in Social Studies



Critical Thinking

Critical thinking in social studies is essential to making ethical decisions and to being reflective and active global citizens. It involves the processes of inquiry and historical and geographical thinking, and the use of evidence, criteria, and reasoning that allows for informed decision-making and the creation of solutions necessary for a sustainable and ethical future.

- Learners will critically, strategically, efficiently, and effectively select and use sources in their research and inquiry, to ensure a depth and breadth of understanding, to draw conclusions, and to make informed decisions.
- Learners will make reasoned judgments about the world by evaluating sources for reliability and relevance, and by analyzing for bias, which could include prejudice, racism, and stereotyping.
- Learners will connect ideas, patterns, and relationships, using criteria and reasoning to understand historical thinking concepts.
- Learners will consider multiple perspectives and contexts to understand the diversity of the human experience.
- Learners will interpret information and ideas and recognize that interpretations may change with new information.
- Learners will evaluate personal assumptions and bias based on new information and ideas.
- Learners will ask relevant and clarifying questions to broaden and deepen knowledge and understanding.
- Learners will distinguish fact from opinion and interpretation to arrive at reasoned judgments.
- Learners will weigh criteria, based on observation, experience, and/or evidence, to make informed judgments and ethical decisions about the future of the world.



Creativity

Creativity in social studies enables learners to make observations and decisions, to solve problems, and to devise innovative strategies. This involves making connections among concepts and applying a variety of tools. Creative thinking emphasizes flexibility, divergent thinking, the generation of ideas, and the exploration of diverse choices to enhance understanding and consider sustainable and ethical solutions.

- Learners will demonstrate initiative and ingenuity, explore opportunities, be open to new ideas and possibilities, and take risks to consider different choices that could shape the future.
- Learners will demonstrate curiosity about choices made by people within a given context and explore new ideas/possibilities by asking relevant questions about those choices.
- Learners will use strategies and ways of thinking including historical/geographical thinking, perspective taking, and ethical decision-making to generate innovative ideas and concepts, solve problems, and/or make a difference to consider new opportunities for the future.
- Learners will build on the ideas and understandings of others.
- Learners will create plans and adjust them as they gain understanding of new information and/or changing contexts.
- Learners will test, refine, and adapt ideas in innovative and unique ways, and persevere through ambiguity and obstacles.
- Learners will reflect, seek, and use feedback from others to consider sustainable and ethical solutions and to enhance understanding.



Citizenship

Citizenship in social studies prepares learners to be informed and engaged global citizens. As they reflect upon diverse perspectives, narratives, and stories, they develop historical/geographical knowledge and conceptual understanding of the principles of Truth and Reconciliation, sustainability, and human rights, which provide a foundation for their role as engaged and responsible citizens—locally, nationally, and globally.

- Learners will understand and reflect on their own perspective in regard to complex issues in a rapidly changing world.
- Learners will recognize bias, including racism, prejudice, stereotyping, and discrimination, and they will support the principles of Truth and Reconciliation, sustainability, and human rights.
- Learners will explore the interconnectedness of self, others, and the natural world.

- Learners will explore how the contributions of the past shape our present concepts of citizenship and democracy.
- Learners will use conceptual understanding and historical/geographical thinking to analyze information and to make informed decisions.
- Learners will explore diverse ideas, experiences, and world views to evaluate personal assumptions and bias and to make informed decisions that reflect the principles of Truth and Reconciliation, sustainability, and human rights.
- Learners will empathize with others and reflect on perspectives that do not fit their own to understand the diversity of the human experience.
- Learners will engage with others in responsible, respectful, and inclusive ways, in person and in digital contexts, to constructively shape dialogue and build relationships.
- Learners will evaluate factors and realize their own potential to propose solutions for the well-being of self, others, and the natural world.
- Learners will work with others to develop strategies to find equitable solutions that support equity, diversity, and inclusion, and that uphold human rights.
- Learners will make ethical choices to promote healthy and sustainable outcomes for the natural world.



Connection to Self

Connection to self in social studies is the learners' personal connection with historical and geographical thinking and knowing, and making connections with others and the natural world. Learners explore their dynamic relationships with people and the land, past and present, near and far, which develops knowledge and understanding of human interdependence and impact upon societies and natural environments, and of their role as responsible citizens for a sustainable and ethical future.

- Learners will recognize personal interests, strengths, challenges, and gifts to support their learning, their well-being, and their well-becoming.
- Learners will appreciate the factors that shape their identity, including the interrelationship of land and people within the cultural and historical context of their community, to gain an understanding of themselves.
- Learners will value and respect the interdependence of and personal connections to people and place, including the natural environment, to develop empathy and belonging.
- Learners will understand and use strategies to support self-regulation and well-being as citizens in a complex and ever-changing world.
- Learners will reflect on their biases, decisions, effort, and experiences, and on others' feedback.

- Learners will set goals to strengthen their learning and well-being as engaged citizens.
- Learners will have hope and demonstrate empathy as they plan for the future for themselves and as part of the natural world near and far.
- Learners will demonstrate an ability to persevere and adapt to new experiences and perspectives, environmental and global realities, and world events.
- Learners will recognize and embrace their role in lifelong learning, and take responsibility for personal growth, well-being, and well-becoming as global citizens.



Collaboration

Collaboration in social studies includes appreciating the diversity of perspectives, beliefs, and values, which is part of living in a democratic society and being part of the natural world. Collaboration includes learning with and from others and working together with a shared commitment to common purposes including Truth and Reconciliation. Collaboration builds relationships to enable learners to make informed decisions and accomplish common goals. Furthermore, productive discussion and debate concerning ethical questions serve to motivate learners, making learning more meaningful, and provide the opportunity for learners to contribute to their communities.

- Learners will seek to understand and clarify diverse perspectives, voices, and ideas.
- Learners will build on each other's ideas through productive, meaningful, and respectful interactions.
- Learners will value and put trust in others' contributions to deepen thinking about topics.
- Learners will practise active listening and ask ethical questions while considering diverse perspectives.
- Learners will work through differences and show a willingness to compromise or change perspective where appropriate to make informed and respectful decisions.
- Learners will co-construct with others by negotiating to build an ethical understanding and work together to solve problems for the well-being of people and as part of the natural world.
- Learners will use their gifts and commit to establishing and carrying out their responsibilities for a collective purpose and/or a common goal for the well-being of people and as part of the natural world.



Communication

Communication in social studies enables learners to interpret received information, and to share information and express ideas clearly and purposefully using a variety of media. This includes the development of oral, visual, print, and media literacy, and the use of information and communication technologies for the exchange of information and ideas. Learners constructively exchange information and ideas to build knowledge and to strengthen relationships for a sustainable and ethical future for themselves and the natural world.

- Learners will consider audience, purpose, context, modes, and forms to share ideas and present information thoughtfully and effectively.
- Learners will use clear and concise language to express ideas and voice perspectives that are inclusive and respectful of others, avoiding generalizations and pejoratives, while understanding how their words and actions impact others.
- Learners consider context cues (e.g., text features, non-verbal communication, tone of voice, appropriate digital images, icons) to enhance understanding when receiving messages.
- Learners will seek to understand others' perspectives to clarify and broaden thinking and negotiate constructively through active listening and questioning.
- Learners recognize how diverse contexts (linguistic, cultural, generational, experiential) can influence understanding.
- Learners will engage in productive, meaningful, and respectful discussions to build relationships and deepen understandings in a variety of ways including in digital contexts.
- Learners will relate events and stories in a way that makes sense to self and others.
- Learners will negotiate constructively with others to build consensus within a community of learners.

Enduring Understandings

Identity, Culture, and Community

Learners will explore the concepts of identity, culture, and community as they relate to individuals, societies, and nations. Many factors influence identity and life in communities, including geography and history, culture, language, economic factors, and shared beliefs and values, and these factors are subject to time and place. By studying various cultures, including one's own, learners develop a better understanding of diverse points of view and become sensitive to the fact that a community is strengthened by the interaction and interdependence among individuals through cultural diversity and pluralism.



The Land: Places and People

The exploration of people's dynamic interrelationships with places and environments creates an understanding of human dependence and impact upon the natural environment. Learners consider how connections to the land influence their identities and define their roles and responsibilities as civil stewards of the land—locally, nationally, and globally.

Historical Connections

Learners will explore how people, events, and ideas from the past shape the present and influence the future. In addition, stories and traditions allow learners to deepen their historical understanding of the influence of the past on the present. Through the exploration of one's own history, and history near and far, learners can draw on the past to understand the present and live with the future in mind, thereby providing a foundation for active democratic citizenship.

Global Interdependence

Learners will explore the interdependence of people, communities, societies, nations, and environments. This exploration will enhance the learners' global consciousness and help them develop empathy with respect to human rights and the human condition. Consideration of global connections enables them to expand their knowledge of the world in which they live and to engage in global citizenship.

Power and Authority

Learners will explore the diverse processes and structures of power and authority through time, and their impact on people, relationships, communities, and nations, along with issues of fairness and equity. Power and authority affect all human relations, in everyday life and in official situations. Rules and laws, both formal and traditional, exist to protect people and to meet their needs for living together in a just and peaceful manner. Through an exploration of power and authority and its influence on human relationships, learners develop a sense of personal empowerment as active democratic citizens.

Economics and Resources

Learners build an understanding of the impact, the sharing, and the interdependence of resources and wealth in relation to individuals, communities, and nations, both past and present. They examine economic factors that affect decision-making, the use and distribution of resources, and the development of technologies, and they consider social and environmental implications.



Learning Outcomes

Themes to Guide Learning Outcomes for History of Canada

First Nations, Métis, and Inuit Peoples


1. First Nations, Métis, and Inuit Peoples have an ongoing role in shaping Canadian history and identity.
2. First Nations, Métis, and Inuit Peoples have a long history in North America/Turtle Island, and their diverse and complex cultures continue to adapt to changing conditions.
3. The oral traditions of First Nations, Métis, and Inuit Peoples teach the importance of maintaining a balance among the emotional, physical, mental, and spiritual aspects of life.
4. The relationship between First Nations, Métis, and Inuit Peoples and non-Indigenous peoples moved from *autonomous coexistence* to *colonialism* to the present stage of *renegotiation and renewal*.
5. First Nations, Métis, and Inuit Peoples have achieved constitutional recognition of their unique status as Indigenous Peoples in Canada, along with recognition and affirmation of their existing Indigenous and Treaty Rights.

French-English Duality

1. Canadian institutions and culture reflect Canada's history as former colonies of France and of Britain.
2. French-English duality is rooted in Canada's history and is a constitutionally protected element of Canadian society.
3. Nouvelle-France, Acadia, Québec, and francophone communities across Canada have played a role in shaping Canadian history and identity.
4. British cultural traditions and political institutions have played a role in shaping Canadian history and identity.
5. As a result of Québec's unique identity and history, its place in the Canadian confederation continues to be a subject of debate.
6. French-English relations play an ongoing role in the debate about majority-minority responsibilities and rights of citizens in Canada.

Identity, Diversity, and Citizenship

1. Canada's history and identity have been shaped by its vast and diverse land, its northern location, and its abundant natural resources.
2. Canadian identity, citizenship, and nationhood are subjects of ongoing debate in Canada's pluralistic society.

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3. Immigration has helped shape Canada's history and continues to shape Canadian society and identity.
 4. The history of Canadian citizenship is characterized by an ongoing struggle to achieve equality and social justice for all.
 5. The meaning of citizenship has evolved over time, and the responsibilities, rights, and freedoms of Canadian citizens are subject to continuing debate.

Governance and Economics

1. The history of governance in Canada is characterized by a transition from Indigenous self-government through French and British colonial rule to a self-governing confederation of provinces and territories.
2. Canada's parliamentary system is based on the rule of law, representative democracy, and constitutional monarchy.
3. The role of government and the division of powers and responsibilities in Canada's federal system are subjects of ongoing negotiation.
4. Canada's history is shaped by economic factors such as natural resources, agricultural and industrial development, the environment, technology, and global economic interdependence.


Canada and the World

1. Canada continues to be influenced by issues of war and peace, international relations, and global interactions.
2. Geographic, economic, cultural, and political links to the United States continue to be important factors in Canada's development.
3. Since the beginning of the 20th century, Canada has played an increasingly active role in world affairs through trade and development, military engagement, and participation in international organizations.
4. Global interdependence challenges Canadians to examine and redefine the responsibilities of citizenship.

Specific Learning Outcomes

Cluster 1: First Peoples and Nouvelle-France (before 1763)

- 1.0** Explain what history is and why we study it.
- 1.1** Identify the First Peoples, and describe how they structured their world.
- 1.2** Explain why the French and other Europeans came to North America, and describe their interactions with First Peoples.
- 1.3** Describe the interactions of First Peoples and Europeans in the Northwest, and the results of those interactions.



Cluster 2: British North America (1763–1867)

- 2.1** Describe British colonial rule during this period and its impact on life in North America.
- 2.2** Explain the ways the fur trade, European settlement, and the rise of the Red River Métis transformed life for the peoples of the Northwest.
- 2.3** Explain why and how the Dominion of Canada was established as a confederation of British colonies in 1867, and the significance of this event in shaping Canada.

Cluster 3: Becoming a Sovereign Nation (1867–1931)

- 3.1** Describe how the Métis resisted the westward expansion of Canada, and describe the consequences of that expansion and resistance.
- 3.2** Describe how territorial expansion, immigration, and industrialization changed life for men and women in Canada.
- 3.3** Describe Canada’s relationship with First Nations, Métis, and Inuit Peoples after Confederation.
- 3.4** Describe how Canada’s identity as a nation was shaped by the First World War and by its changing relationship to Great Britain and the world.

Cluster 4: Achievements and Challenges (1931–1982)

- 4.1** Explain how Canada sought to establish economic security and social justice from the period of the Depression to the patriation of the Constitution.
- 4.2** Describe ways in which the establishment of national institutions contributed to defining Canadian identity.
- 4.3** Describe how Canada’s presence on the world stage was shaped by its role in the Second World War and by its growing participation in the international community.
- 4.4** Describe how Canadian federalism was challenged by federal-provincial tensions and the debate over the status of Québec.

Cluster 5: Defining Contemporary Canada (1982–Present)

- 5.1** Explain how Canada was shaped by the Canadian Charter of Rights and Freedoms, cultural diversity, and demographic and technological change.
- 5.2** Discuss the impact of national unity on federalism, constitutional debate, and political change.
- 5.3** Explain how First Nations, Métis, and Inuit Peoples are seeking a greater degree of political and economic self-determination.
- 5.4:** Describe how Canada’s international relations have changed since 1982, and identify its potential commitments for the future.



Curriculum Implementation Resources

Curriculum implementation resources are frequently added. Please refer to https://www.edu.gov.mb.ca/k12/framework/immersion/socstud/resources/grade_11.html.