

ONTARIO History-Social Science Curriculum Standards 2023

In the Footsteps of History

Grades 4 - 6: Social Studies

Grades 7 and 8: History and Geography

Grades 9 - 12 Canadian and World Studies

Vision

The social studies, history, geography, and Canadian and world studies programs will enable students to become responsible, active citizens within the diverse communities to which they belong. As well as becoming critically thoughtful and informed citizens who value an inclusive society, students will have the skills they need to solve problems and communicate ideas and decisions about significant developments, events, and issues.

In the Footsteps of History's lesson plans are based on inquiry, steeped in student-centered prompts and question formation, encouraging students to look at multiple points of view when exploring historical events. Varied primary and secondary sources are used and their validity and biases questioned.

Charts, graphs, and timelines are open to student interpretation. Choices must be made after reading and evaluating the consequences in gaming situations. The units are filled with visuals and discussions of artifacts.

Goals

In social studies, history, and geography, and all the subjects in Canadian and world studies, students realize the vision for the program as they:

- develop the ability to use the “concepts of disciplinary thinking” to investigate issues, events, and developments;
- develop the ability to determine and apply appropriate criteria to evaluate information and evidence and to make judgements;
- develop skills and personal attributes that are needed for discipline-specific inquiry and that can be transferred to other areas in life;
- build collaborative and cooperative working relationships;
- use appropriate technology as a tool to help them gather and analyze information, solve problems, and communicate.

All lessons have a variety of scaffolded levels in writing assignments, from journal entries and exit slips to debates, creative writing, and formal essays. Students are encouraged to both create their

own questions and to think deeply about causation, alternatives, and solutions. Students work individually, in small groups, and as a whole class on discussions and projects.

Transferable Skills

Transferable skills are the skills and attributes that students need in order to thrive in the modern world. Based on international research, information provided by employers, and its work with jurisdictions across Canada, the Ontario Ministry of Education has defined seven important categories of transferable skills – sometimes referred to as “competencies”¹⁰ – that will help students navigate the world of work and meet with success in the future:

- critical thinking and problem solving
- innovation, creativity, and entrepreneurship
- self-directed learning
- collaboration
- communication
- global citizenship and sustainability
- digital literacy

Most *In the Footsteps* lessons are self-directed, and many feature collaboration. Both digital literacy and global citizenship are enhanced and strengthened as the students engage with the lessons. Simulation games promote problem-solving abilities and communication with others. And several of our lessons on art and culture encourage student creativity.

Critical Thinking and Problem Solving

Definition: Critical thinking and problem solving involve locating, processing, analysing, and interpreting relevant and reliable information to address complex issues and problems, make informed judgements and decisions, and take effective action. With critical thinking skills comes an awareness that solving problems can have a positive impact in the world, and this contributes to achieving one’s potential as a constructive and reflective citizen. Learning is deepened when it occurs in the context of authentic and meaningful real-world experiences.

Student Descriptors

- Students engage in inquiry processes that include locating, processing, interpreting, synthesizing, and critically analysing information in order to solve problems and make informed decisions. These processes involve critical, digital, and data literacy.

- Students solve meaningful and complex real-life problems by taking concrete steps – identifying and analysing the problem, creating a plan, prioritizing actions to be taken, and acting on the plan – as they address issues and design and manage projects.
- Students detect patterns, make connections, and transfer or apply what they have learned in a given situation to other situations, including real-world situations.
- Students construct knowledge and apply what they learn to all areas of their lives – at school, home, and work; among friends; and in the community – with a focus on making connections and understanding relationships.
- Students analyse social, economic, and ecological systems to understand how they function and how they interrelate.

All assignments ask students to use supporting evidence to back up their claims, arguments, and research theses. Developing critical thinking skills is the main objective in every *In the Footsteps of History* lesson.

NOTE: *In the Footsteps of History* units specifically addresses the following proviso in the Ontario curriculum with its *Matthew Henson/ Inuit Journeys*:

The Ontario First Nation, Métis, and Inuit Education Policy Framework is part of Ontario's Indigenous Education Strategy, which supports the achievement and well-being of Indigenous students across the province. The strategy also raises awareness about First Nation, Métis, and Inuit cultures, histories, perspectives, and contributions among all students in Ontario schools. The strategy is an essential component of Ontario's partnership with Indigenous peoples, and addresses a critical gap in Ontario's efforts to promote high levels of achievement for all students.

Consistent with the strategy, the present revision of the social studies and history curriculum was developed in collaboration with First Nations, Métis, and Inuit educators, community members, and organizations in response to the Truth and Reconciliation Commission's calls to action numbers 62 and 63. The revision strengthens learning connected with Indigenous perspectives, cultures, histories, and contemporary realities, including those related to the residential school system and treaties.

It is essential that learning activities and materials used to support Indigenous education are authentic and accurate and do not perpetuate culturally and historically inaccurate ideas and understandings. It is important for educators and schools to select resources that portray the uniqueness of First Nations, Métis, and Inuit histories, perspectives, and world views authentically and respectfully. It is also important to select resources that reflect local Indigenous communities as well as First Nations, Métis, and Inuit individuals and communities from across Ontario and Canada. Resources that best support Indigenous education feature Indigenous voices and narratives and are developed by, or in collaboration with, First Nations, Métis, and Inuit communities. Schools can contact their board's Indigenous lead for assistance in evaluating and selecting resources.

Curriculum context for Social Studies, History, and Geography

Grade 4

A. Heritage and Identity: Early Societies to 1500 CE

A1. Application: Past and Present Societies

compare key aspects of life in a few early societies (to 1500), including at least one First Nation and one Inuit society, each from a different region and era and representing a different culture, and describe some key similarities and differences between these early societies and present-day Canadian society

Marco Polo, Inuit, Henson, Isabella Bird, and Ibn Battuta units, Walkabouts

A2. Inquiry: Ways of Life and Relationships with the Environment

use the social studies inquiry process to investigate ways of life and relationships with the environment in a few early societies (to 1500), including one First Nation and one Inuit society, with an emphasis on aspects of the interrelationship between the environment and life in those societies

Marco Polo, Inuit, Henson, Isabella Bird, and Ibn Battuta units, Walkabouts

A3. Understanding Context: Characteristics of Early Societies

demonstrate an understanding of key aspects of a few early societies (to 1500), including at least one First Nation and one Inuit society, each from a different region and era and representing a different culture, with reference to their political and social organization, daily life, and relationships with the environment and with each other

Marco Polo, Inuit, Henson, Isabella Bird, and Ibn Battuta units, Walkabouts

B. People and Environments: Political and Physical Regions of Canada

B1. Application: Industrial Development and the Environment

assess some key ways in which industrial development and the natural environment affect each other in two or more political and/or physical regions of Canada

Inuit, Matthew Henson units

B2. Inquiry: Balancing Human Needs and Environmental Stewardship

use the social studies inquiry process to investigate some issues and challenges associated with balancing human needs/wants and activities with environmental stewardship in one or more of the political and/or physical regions of Canada

Inuit, Matthew Henson units

B3. Understanding Context: Regions in Canada

identify Canada's political and physical regions, and describe their main characteristics and some significant activities that take place in them

Inuit, Matthew Henson units

Grade 5

A: Heritage and Identity: Interactions of Indigenous Peoples and Europeans Prior to 1713, In What Would Eventually Become Canada

In the Footsteps of History includes a lesson on explorer Matthew Henson's journey to the North Pole in 1906, which he could never have completed without his interactions with Indigenous Inuit people. He learned from them and gave them his friendship and respect. Henson's Indigenous descendents are featured in this lesson.

All of the following standards in this strand, and many others, can be used in some way, as this lesson introduces the Inuit people and culture to students and can be a catalyst to spark curiosity and inquiry.

A1. Application: The Impact of Interactions

analyse some key short- and long-term consequences of interactions among Indigenous peoples, among Europeans, and between Indigenous and European people prior to 1713 in what would eventually become Canada (FOCUS ON: Cause and Consequence; Continuity and Change)

Inuit, Matthew Henson units

A2. Inquiry: Perspectives on Interactions

use the social studies inquiry process to investigate aspects of the interactions among Indigenous peoples, among Europeans, and between Indigenous and European people prior to 1713 in what would eventually become Canada, from the perspectives of the various groups involved (FOCUS ON: Interrelationships; Perspective)

Inuit, Matthew Henson units

A3. Understanding Context: Significant Characteristics and Interactions

describe significant features of and interactions among Indigenous peoples, among Europeans, and between Indigenous and European people prior to 1713 in what would eventually become Canada (FOCUS ON: Significance; Interrelationships)

Inuit, Matthew Henson units

B. People and Environments: The Role of Government and Responsible Citizenship

B1. Application: Governments and Citizens Working Together

assess responses of governments in Canada, including First Nations, Métis, and Inuit governments, to some significant issues, and develop plans of action for governments and citizens to address social and environmental issues (FOCUS ON: Interrelationships; Cause and Consequence)

Inuit unit

B2. Inquiry: Differing Perspectives on Social and Environmental Issues

use the social studies inquiry process to investigate Canadian social and/or environmental issues from various perspectives, including those of Indigenous peoples as well as of the level (or levels) of government responsible for addressing the issues (FOCUS ON: Perspective)

Inuit unit

Grade 6

Canada

A. Heritage and Identity: Communities in Canada, Past and Present

A1. Application: Diversity, Inclusiveness, and Canadian Identities

assess contributions to Canadian identities made by various groups and communities, including First Nations, Métis, and Inuit communities, and by various features of Canadian communities and regions (FOCUS ON: Cause and Consequence; Patterns and Trends)

Inuit and Henson units

A2. Inquiry: The Perspectives of Diverse Communities

use the social studies inquiry process to investigate different perspectives on the historical and/or contemporary experiences of a few distinct communities, including First Nations, Métis, and/or Inuit communities, in Canada (FOCUS ON: Perspective)

Inuit and Henson units

A3. Understanding Context: The Development of Communities in Canada

demonstrate an understanding of significant experiences of, and major changes and aspects of life in, various historical and contemporary communities, including First Nations, Métis, and Inuit communities, in Canada (FOCUS ON: Significance; Continuity and Change)

Inuit and Henson units

B. People and Environments: Canada's Interactions with the Global Community

B2. Inquiry: Responses to Global Issues

use the social studies inquiry process to investigate some global issues of political, social, economic, and/or environmental importance, their impact on the global community, and responses to the issues (FOCUS ON: Cause and Consequence)

Marco Polo (world trade extensions), Inuit (climate change), and Ibn Battuta (climate change's and desertification's impact on nomadic culture) units, Walkabouts

B3. Understanding Context: Canada's Global Interactions

describe significant aspects of the involvement of Canada and Canadians in some regions around the world, including the impact of this involvement (FOCUS ON: Significance; Patterns and Trends)

Marco Polo (world trade extension activities) unit

Grade 7 (History)

Canada

A. New France and British North America, 1713–1800

A1. Application: Colonial and Present-day Canada

analyse aspects of the experiences of various groups and communities, including First Nations, Métis, and Inuit communities, in Canada between 1713 and 1800, and compare them to the lives of people in present-day Canada (FOCUS ON: Continuity and Change; Historical Perspective)

Inuit and Henson units

A3. Understanding Historical Context: Events and Their Consequences

describe various significant people, events, and developments, including treaties, in Canada between 1713 and 1800, and explain their impact (FOCUS ON: Historical Significance; Cause and Consequence)

Inuit and Henson units

B. Canada, 1800–1850: Conflict and Challenges

B1. Application: Changes and Challenges

analyse aspects of the lives of various groups and communities, including First Nations, Métis, and Inuit communities, in Canada between 1800 and 1850, and compare them to the lives of people in Canada in 1713–1800 (FOCUS ON: Continuity and Change; Historical Perspective)

Inuit and Henson units

B2. Inquiry: Perspectives in British North America

use the historical inquiry process to investigate perspectives of different groups and communities, including First Nations, Métis, and/or Inuit communities, on some significant events, developments, and/or issues that affected Canada and/or people in Canada between 1800 and 1850 (FOCUS ON: Historical Significance; Historical Perspective)

Inuit and Henson units

Grade 7 (Geography)

Every *In the Footsteps of History* unit begins with a geographic exploration of the region in question. Its people, flora and fauna, trade and inventions, and cultural life are thoroughly explored, as well as how it has changed over time.

A. Physical Patterns in a Changing World

A1. Application: Interrelationships between People and the Physical Environment

analyse some challenges and opportunities presented by the physical environment and ways in which people have responded to them (FOCUS ON: Spatial Significance; Interrelationships)

Inuit unit (traditional vs modern life and society), and Ibn Battuta (lack of water and changing way of life for nomads)

A2. Inquiry: Investigating Physical Features and Processes

use the geographic inquiry process to investigate the impact of natural events and/or human activities that change the physical environment, exploring the impact from a geographic perspective (FOCUS ON: Geographic Perspective)

Inuit unit (traditional vs modern life and society), and Ibn Battuta (lack of water and changing way of life for nomads)

A3. Understanding Geographic Context: Patterns in the Physical Environment

demonstrate an understanding of significant patterns in Earth's physical features and of some natural processes and human activities that create and change those features (FOCUS ON: Patterns and Trends; Spatial Significance)

Inuit unit (traditional vs modern life and society), and Ibn Battuta (lack of water and changing way of life for nomads)

B. Natural Resources Around the World: Use and Sustainability

B1. Application: Natural Resources and Sustainability

analyse aspects of the extraction/harvesting and use of natural resources in different regions of the world, and assess ways of preserving these resources (FOCUS ON: Spatial Significance; Interrelationships)

Inuit unit (traditional vs modern life and society), and Ibn Battuta (desertification and changing way of life for nomads)

B2. Inquiry: Investigating Issues Related to Natural Resources

use the geographic inquiry process to investigate issues related to the impact of the extraction/harvesting and/or use of natural resources around the world from a geographic perspective (FOCUS ON: Geographic Perspective)

Inuit unit (traditional vs modern life and society), and Ibn Battuta (desertification and changing way of life for nomads)

B3. Understanding Geographic Context: Using Natural Resources

demonstrate an understanding of the sources and use of different types of natural resources and of some of the effects of the extraction/harvesting and use of these resources (FOCUS ON: Spatial Significance; Geographic Perspective)

Inuit unit (traditional vs modern life and society), and Ibn Battuta (desertification and changing way of life for nomads)

Grade 8 (History)

Canada

A. Creating Canada, 1850–1890

A1. Application: Peoples in the New Nation

assess the impact of some key social, economic, and political factors, including social, economic, and/or political inequalities, on various groups and communities, including First Nations, Métis, and Inuit communities, and on the creation and expansion of the Dominion of Canada, between 1850 and 1890 (FOCUS ON: Cause and Consequence; Historical Perspective)

Inuit and Henson units

B. Canada, 1890–1914: A Changing Society

B1. Application: Canada – Past and Present

assess key similarities and differences between Canada in 1890–1914 and in the present day, with reference to the experiences of, major challenges facing, and actions taken by various individuals, groups, and/or communities, including First Nations, Métis, and Inuit individuals and/or communities (FOCUS ON: Continuity and Change; Historical Perspective)

Inuit and Henson units

B2. Inquiry: Perspectives on a Changing Society

use the historical inquiry process to investigate perspectives of different groups and communities, including First Nations, Métis, and/or Inuit communities, on some significant events, developments, and/or issues that affected Canada and/or people in Canada between 1890 and 1914 (FOCUS ON: Historical Significance; Historical Perspective)

Inuit and Henson units

B3. Understanding Historical Context: Events and Their Consequences

describe various significant people, issues, events, and developments in Canada between 1890 and 1914, including the residential school system, and explain their impact (FOCUS ON: Historical Significance; Cause and Consequence)

Inuit unit

Grade 8 (Geography)

Every *In the Footsteps of History* unit begins with a geographic exploration of the region in question. Its people, flora and fauna, trade and inventions, and cultural life are thoroughly explored, as well as how it has changed over time.

A. Global Settlement: Patterns and Sustainability

A1. Application: Interrelationships between Settlement and the Environment

analyse some significant interrelationships between Earth's physical features and processes and human settlement patterns, and some ways in which the physical environment and issues of sustainability may affect settlement in the future (FOCUS ON: Interrelationships)

Inuit unit (traditional vs modern life and society), and Ibn Battuta (desertification and changing way of life for nomads)

A2. Inquiry: Human Settlements and Sustainability

use the geographic inquiry process to investigate issues related to the interrelationship between human settlement and sustainability from a geographic perspective (FOCUS ON: Geographic Perspective; Interrelationships)

Inuit unit (traditional vs modern life and society), and Ibn Battuta (desertification and changing way of life for nomads)

B. Global Inequalities: Economic Development and Quality of Life

B1. Application: Global Inequalities in Quality of Life

analyse some interrelationships among factors that contribute to global inequalities, with a focus on inequalities in quality of life, and assess various responses to these inequalities (FOCUS ON: Interrelationships)

Inuit unit (traditional vs modern life and society), and Ibn Battuta (desertification and changing way of life for nomads), Marco Polo (Extension Activity on China's Basin and Road Initiative)

B2. Inquiry: Development and Quality of Life Issues

use the geographic inquiry process to investigate issues related to global development and quality of life from a geographic perspective (FOCUS ON: Geographic Perspective)

Inuit unit (traditional vs modern life and society), and Ibn Battuta (desertification and changing way of life for nomads), Marco Polo (Extension Activity on China's Basin and Road Initiative)

B3. Understanding Geographic Context: Global Economic Development and Quality of Life

demonstrate an understanding of significant patterns in and factors affecting economic development and quality of life in different regions of the world (FOCUS ON: Spatial Significance; Patterns and Trends)

Inuit unit (traditional vs modern life and society), and Ibn Battuta (desertification and changing way of life for nomads), Marco Polo (Extension Activity on China's Basin and Road Initiative)

Appendices Appendix A. The Goals of the Additional Subjects in Canadian and World Studies

Goals of Politics – Developing a sense of responsibility Where do I belong? How can I contribute?

Students will work towards:

- developing an understanding of how to influence change within the diverse communities to which they belong, and of how individuals and groups can participate in action that promotes change;
- analysing current political issues, and assessing methods and processes that can be used to influence relevant political systems to act for the common good;
- assessing the power and influence of different people involved in civic issues, using political perspective;
- developing a respect and appreciation for different points of view on various political issues.

Marco Polo (world trade extension activities), Inuit (traditional vs modern day life and society), Ibn Battuta (Benin Bronzes Extension) units

Goals of Law – Developing a sense of fairness and justice What are our rights and responsibilities? How does society create its rules? What structures can people use to address conflict?

Students will work towards: • developing an understanding of the fundamental principles of justice as well as the relevance of law to society and to the daily lives of individuals;

• analysing the role of law in determining and upholding the rights and responsibilities of all people, and assessing the impact of the law and legal systems in people’s lives; • developing an understanding of the role of the justice system in a healthy democracy and the contribution of individuals and groups to the evolution of law; • analysing issues and managing conflict in their own lives through the application of legal reasoning.

Ibn Battuta (Benin Bronzes extension activity), Isabella Bird (Victorian women’s rights, colonialism in India), Inuit (modern life) units

Goals of Economics – Developing a sense of value What do we value? How do we determine the worth of goods and services? What are their costs? What are their benefits?

Students will work towards: • developing an understanding of how to influence change within the diverse communities to which they belong, and of how individuals and groups can participate in action that promotes change; • analysing current political issues, and assessing methods and processes that can be used to influence relevant political systems to act for the common good; • assessing the power and influence of different people involved in civic issues, using political perspective; • developing a respect and appreciation for different points of view on various political issues.

Marco Polo (world trade Extensions Activities), Isabella Bird (colonialism), Ibn Battuta (African trade routes), Inuit (traditional vs modern day life and society) units

Appendix C. Map, Globe, and Graphing Skills – A Continuum

The following charts identify a continuum for the purposeful introduction from Grade 1 through Grade 12 of (1) universal map and globe skills, and (2) universal graphing skills. Students need these skills in order to be spatially literate, to communicate clearly about “place”, and to develop a

sense of place. The charts show the progression of spatial skills in the social studies, history, geography, and Canadian and world studies programs. The first chart, Map and Globe Skills, is divided into (A) Map Elements, and (B) Spatial Representation.

All these skills should be taught in an issue-based context, and not as an end in themselves. They can be used at many stages of the inquiry process, helping students gather, organize, and analyse data and information, both visual and written, and communicate their findings.

Map, globe, and graphing skills can be used in the following ways:

- to extract information and data: students read maps, globes, and graphs to locate information and/or data
- to analyse information and data: students process information and/or data from maps, globes, and graphs
- to construct maps and graphs: students create maps and graphs to help them analyse and communicate information and/or data and solve problems It is important to note that map, globe, and graphing skills can be linked to skills related to literacy, mathematical literacy, and technology

Marco Polo, Inuit, Henson, Isabella Bird, and Ibn Battuta units

Grades 9-12

(Courses to which *In the Footsteps* units relate)

Economics

Analysing Current Economic Issues, Grade 12, University

This course examines current Canadian and international economic issues, developments, policies, and practices from diverse perspectives. Students will explore the decisions that individuals and institutions, including governments, make in response to economic issues such as globalization, trade agreements, economic inequalities, regulation, and public spending. Students will apply the concepts of economic thinking and the economic inquiry process, as well as economic models and theories, to investigate, and develop informed opinions about, economic trade-offs, growth, and sustainability and related economic issues.

Marco Polo unit (Present Day Trading Partners and China's Belt and Road Initiative extensions)

Geography

Issues in Canadian Geography, Grade 9, Applied

This course focuses on current geographic issues that affect Canadians. Students will draw on their personal and everyday experiences as they explore issues relating to food and water supplies, competing land uses, interactions with the natural environment, and other topics relevant to sustainable living in Canada. They will also develop an awareness that issues that affect their lives in Canada are interconnected with issues in other parts of the world. Throughout the course, students will use the concepts of geographic thinking, the geographic inquiry process, and spatial technologies to guide and support their investigations.

Inuit unit

Regional Geography, Grade 11, University or College

This course explores interrelationships between the land and people in a selected region as well as interconnections between this region and the rest of the world. Students will explore the region's environmental, socio-economic, and cultural characteristics and will investigate issues related to natural resources, economic development and sustainability, population change, globalization, and quality of life. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate a range of geographic issues in the region.

Note: This course is developed and delivered with a focus, to be determined by the school, on the geography of a selected region or country of the world.

Marco Polo, Inuit, Isabella Bird, Ibn Battuta units

World Issues: A Geographic Analysis, Grade 12, University

In this course, students will address the challenge of creating a more sustainable and equitable world. They will explore issues involving a wide range of topics, including economic disparities, threats to the environment, globalization, human rights, and quality of life, and analyse government policies, international agreements, and individual responsibilities relating to them. Students will apply the concepts of geographic thinking and the geographic inquiry process, including the use of spatial technologies, to investigate these complex issues and their impacts on natural and human communities around the world.

Marco Polo, Inuit, Ibn Battuta units

World Issues: A Geographic Analysis, Grade 12, College

This course explores the many difficult challenges facing Canada and the world today – challenges such as unequal access to food, water, and energy; urbanization; globalization; and meeting the needs of a growing world population while ensuring the sustainability of the natural environment.

Students will explore these and other world issues from environmental, social, economic, and political perspectives, while applying the concepts of geographic thinking, the geographic inquiry process, and spatial technologies to guide and support their investigations.

Marco Polo, Ibn Battuta, Inuit units

Living in a Sustainable World, Grade 12, Workplace

This course examines the impact of human activity on the natural environment. Students will explore the use of natural spaces and resources and the effects of planning decisions and consumer choices on natural systems. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate practical solutions to environmental issues, enabling them to make more sustainable decisions at home, in the workplace, and in the local community.

Marco Polo, Ibn Battuta, Inuit units

History

Canadian History since World War I, Grade 10, Academic

This course explores social, economic, and political developments and events and their impact on the lives of different individuals, groups, and communities, including First Nations, Métis, and Inuit individuals and communities, in Canada since 1914. Students will examine the role of conflict and cooperation in Canadian society, Canada's evolving role within the global community, and the impact of various individuals, organizations, and events on identities, citizenship, and heritage in Canada. Students will develop an understanding of some of the political developments and government policies that have had a lasting impact on First Nations, Métis, and Inuit individuals and communities. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key issues and events in Canadian history since 1914.

Inuit unit

Canadian History since World War I, Grade 10, Applied

This course focuses on the social context of historical developments and events and how they have affected the lives of people in Canada, including First Nations, Métis, and Inuit individuals and communities, since 1914. Students will explore interactions between various communities in Canada as well as contributions of individuals and groups to heritage and identities in Canada. Students will develop an understanding of some key political developments and government policies that have had an impact on First Nations, Métis, and Inuit individuals and communities. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating the continuing

relevance of historical developments and how they have helped shape communities in present-day Canada.

Inuit unit

Origins and Citizenship: The History of a Canadian Ethnic Group, Grade 11, Open

This course focuses on the history of people who came to Canada from a specific country or region. Students will explore historical developments and events in the group's country of origin, the factors that influenced the decision of members of this group to emigrate, their historical experiences in Canada, and their contributions to Canadian identity and heritage. Students will apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating various aspects of the group's history. Note: This course is to be developed and delivered with a focus, to be determined by the school, on the history of a specific ethnic group that now lives in Canada. However, with the school's approval, teachers may wish to allow some students to focus on one group, while other students focus on a different group.

Inuit unit

World History to the End of the Fifteenth Century, Grade 11, University/College

This course explores the history of various societies and civilizations around the world, from earliest times to around 1500 CE. Students will investigate a range of factors that contributed to the rise, success, and decline of various ancient and pre-modern societies throughout the world and will examine life in and the cultural and political legacy of these societies. Students will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating social, political, and economic structures and historical forces at work in various societies and in different historical eras.

Marco Polo, Ibn Battuta, Inuit units, Walkabouts

World History since the Fifteenth Century, Grade 12, University

This course traces major developments and events in world history since approximately 1450. Students will explore social, economic, and political changes, the historical roots of contemporary issues, and the role of conflict and cooperation in global interrelationships. They will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, as they investigate key issues and ideas and assess societal progress or decline in world history.

Marco Polo, Ibn Battuta, Isabella Bird units, Walkabouts

World History since the Fifteenth Century, Grade 12, College

This course explores key developments and events in world history since approximately 1450, with a focus on interactions within and between various regions. Students will examine social, economic, and political developments and how they have affected different peoples. Students will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key turning points in world history and historical forces that have shaped our world.

Marco Polo, Ibn Battuta, Isabella Bird units, Walkabouts