

## Sample Organization A: Contemporary Canadian Studies 11

This is a sample of one way Contemporary Canadian Studies teachers could choose to organize their semester, including relevant course resources teachers can select, as well as suggestions for ways to scaffold the independent research project.

	Focus	Resource(s)	Independent Project
Week 1	<b>Introduction to CCS 11:</b> Introduce the course, key concepts, and the independent project.	Digital Extension: Independent Research Project Teacher Resource (TR pp. 5-8)	<b>Step 1</b> <b>Brainstorm ideas for a topic:</b> Encourage students to start thinking about aspects of Canadian history they are interested in or passionate about.
Week 2-3	<b>Mi'kmaw and Other Indigenous Cultures and Histories:</b> Explore the histories and cultures of Indigenous peoples.	Student Resource: <i>Mi'kmaw and Other Indigenous Peoples</i> <ul style="list-style-type: none"> <li>Indigenous Storytelling (TR pp. 52-54)</li> <li>Language Revitalization (TR pp. 49-52)</li> </ul> Digital Extension: <ul style="list-style-type: none"> <li>Recognizing Indigenous Diversity</li> </ul>	<b>Step 1 con't</b> <b>Refine ideas and evaluate choices:</b> Students develop their own research topic and present it to their peers. Students use feedback to begin developing a research question.
Weeks 4-5	<b>Healing and Reconciliation:</b> Examine the effects of colonization on Mi'kmaw and other Indigenous People, including changes to the Indian Act and education as a tool for assimilation.	Student Resources: <i>Mi'kmaw and Other Indigenous Peoples</i> <ul style="list-style-type: none"> <li>Children in Care (TR pp. 54-56)</li> <li>Two-Spirit People (TR pp. 56-58)</li> </ul> <i>Fighting for Equity</i> <ul style="list-style-type: none"> <li>The <i>Marshall</i> Decision: The Fight for Treaty Rights (TR pp. 40-41)</li> <li>Residential and Day Schools (TR pp. 42-44)</li> </ul> Digital Extensions: <ul style="list-style-type: none"> <li>Reconciliation with Indigenous Peoples</li> <li>Treaty Rights and the Residential School System</li> </ul>	<b>Step 1 con't</b> <b>Develop an inquiry question:</b> Students begin to develop an inquiry question in response to a topic of their choosing. Students can submit their research questions for feedback.

	Focus	Resource(s)	Independent Project
Weeks 6-7	<b>Canadian Identity Post-1945:</b> Analyze the impact of World War II on Canadian society and economy. Explore the significance of the Constitution Act, 1982 including the Charter of Rights and Freedoms and its impact on Canadian society.	Student Resources: <i>Canadian Turning Points:</i> <ul style="list-style-type: none"> <li>▪ Patriation of the Canadian Constitution (TR pp. 22-25)</li> <li>▪ 2SGLBTQIA+ Rights and the Charter of Rights and Freedoms (TR pp. 26- 28)</li> </ul> Digital Extension: <ul style="list-style-type: none"> <li>▪ The Charter of Rights and Freedoms</li> </ul>	<b>Step 2</b> <b>Begin research:</b> Students begin preliminary research in relation to their topics, considering different ways they can gather information and how to organize their findings.
Weeks 8-11	<b>Responses to Inequities and Community Leadership:</b> Examine the impacts of and responses to systemic barriers and discriminatory laws, policies, and programs in Canada, focusing on the ways individuals and communities have responded to create a more equitable society.	Student Resources: <i>Fighting for Equity:</i> <ul style="list-style-type: none"> <li>▪ Addressing Gender Inequity (TR: 35-37)</li> <li>▪ Disability Rights in Canada (TR: 37-39)</li> <li>▪ Advocating for Communities (TR: pp. 44-46)</li> <li>▪ Equity in Education (TR: pp. 46-48)</li> </ul> Digital Extensions: <ul style="list-style-type: none"> <li>▪ The Disability and Gender Wage Gap</li> <li>▪ Black Commemoration in Education</li> </ul>	<b>Step 3</b> <b>Locate primary and secondary sources:</b> Students select the sources most relevant to their questions and identify various perspectives on their topics to include as part of the response.
Weeks 12-13	<b>Environmental Justice and Civic Engagement:</b> Explore the impacts of environmental injustice and community advocacy with a focus on how Indigenous peoples, Black communities and youth are responding across Canada.	Student Resource: <i>Canadian Turning Points:</i> <ul style="list-style-type: none"> <li>▪ Environmental Injustice in Canada (TR pp. 28-30)</li> <li>▪ Climate Change Vulnerabilities (TR pp. 31-33)</li> </ul> <i>Canada and the International Stage</i> <ul style="list-style-type: none"> <li>▪ Canada and International Climate Change Agreements</li> </ul> Digital Extension: <ul style="list-style-type: none"> <li>▪ Evaluating Response to Environmental Concerns</li> </ul>	<b>Step 4</b> <b>Consider the impact of perspectives:</b> Students review the information gathered and formulate a thesis statement based on their evidence. Students develop outlines of their responses.

	Focus	Resource(s)	Independent Project
<b>Weeks 14-17</b>	<b>Canada on the World Stage:</b> Investigate Canada's participation in international crises and agreements, focusing on how shifting national and international contexts impact the ways Canada responds.	<p>Student Resource: <i>Canada on the International Stage:</i></p> <ul style="list-style-type: none"> <li>Canadian Responses to Refugee Crises (TR pp.</li> <li>Canada and International Assistance (TR pp.</li> <li>The Ottawa Treaty and the Demining Movement (TR pp.</li> </ul> <p>Digital Extension:</p> <ul style="list-style-type: none"> <li>A Closer Look at the Effects of Canada's Responses to International Crises</li> <li>Canada's Influence on International Agreements</li> </ul>	<p><b>Steps 5 and 6:</b> <b>Organize Information and Seek Feedback</b></p> <p>Students select the way they would like to communicate their findings (e.g., research paper, podcast, presentation, etc.) Students develop their first draft and seek feedback to make revisions.</p>
<b>Week 18</b>	<p><b>Project Work Period:</b> Students finalize projects and begin to develop presentations in order to share their findings with the class. Time provided for peer and teacher feedback. Students submit their final projects.</p>		
<b>Week 19</b>	<p><b>Student Presentations:</b> Students present their research projects, sharing their inquiry processes, findings, and analyses with the class.</p>		

## Sample Organization B: Contemporary Canadian Studies 11

This is a sample of one way Contemporary Canadian Studies teachers could choose to organize their semester, including relevant course resources teachers can select, as well as suggestions for ways to scaffold the independent research project.

	Focus	Resource(s)	Independent Project
Week 1	<b>Introduction to CCS 11:</b> Introduce the course, key concepts, and the independent project.  *See "Introduction to CCS11 Course Pack for introductory learning experiences."	Digital Extension: <ul style="list-style-type: none"> <li>Independent Research Project</li> <li>Teacher Resource (TR pp. 5-8)</li> </ul>	<b>Step 1</b> <b>Brainstorm ideas for a topic:</b> Encourage students to start thinking about aspects of Canadian history they are interested in or passionate about.
Weeks 2-5	<b>Responses to Inequities and Community Leadership:</b> Examine the impacts of and responses to systemic barriers and discriminatory laws, policies, and programs in Canada, focusing on the ways individuals and communities have responded to create a more equitable society.	Student Resources: <i>Fighting for Equity:</i> <ul style="list-style-type: none"> <li>Addressing Gender Inequity (TR: 35-37)</li> <li>Disability Rights in Canada (TR: 37-39)</li> <li>Advocating for Communities (TR: pp. 44-46)</li> <li>Equity in Education (TR: pp. 46-48)</li> </ul> Digital Extensions: <ul style="list-style-type: none"> <li>The Disability and Gender Wage Gap</li> <li>Black Commemoration in Education</li> </ul>	<b>Step 1 can't</b> <b>Refine ideas and evaluate choices:</b> Students develop their own research topic and present it to their peers. Students use feedback to begin developing a research question.
Weeks 6-7	<b>Canadian Identity Post-1945:</b> Analyze the impact of World War II on Canadian society and economy. Explore the significance of the Constitution Act, 1982 including the Charter of Rights and Freedoms and its impact on Canadian society.	Student Resources: <i>Canadian Turning Points:</i> <ul style="list-style-type: none"> <li>Patriation of the Canadian Constitution (TR pp. 22-25)</li> <li>2SGLBTQIA+ Rights and the Charter of Rights and Freedoms (TR pp. 26- 28)</li> </ul> Digital Extension: <ul style="list-style-type: none"> <li>The Charter of Rights and Freedoms</li> </ul>	<b>Step 1 can't</b> <b>Develop an inquiry question:</b> Students begin to develop an inquiry question in response to a topic of their choosing. Students can submit their research questions for feedback.

	Focus	Resource(s)	Independent Project
Weeks 8-9	<b>Environmental Justice and Civic Engagement:</b> Explore the impacts of environmental injustice and community advocacy with a focus on how Indigenous peoples, Black communities and youth are responding across Canada.	Student Resource: <i>Canadian Turning Points:</i> <ul style="list-style-type: none"> <li>Environmental Injustice in Canada (TR pp. 28-30)</li> <li>Climate Change Vulnerabilities (TR pp. 31-33)</li> </ul> Canada and the International Stage <ul style="list-style-type: none"> <li>Canada and International Climate Change Agreements</li> </ul> Digital Extension: <ul style="list-style-type: none"> <li>Evaluating Response to Environmental Concerns</li> </ul>	<b>Step 2</b> <b>Begin research:</b> Students begin preliminary research in relation to their topics, considering different ways they can gather information and how to organize their findings.
Week 10-11	<b>Mi'kmaw and Other Indigenous Cultures and Histories:</b> Explore the histories and cultures of Indigenous peoples.	Student Resource: Mi'kmaw and Other Indigenous Peoples <ul style="list-style-type: none"> <li>Indigenous Storytelling (TR pp. 52-54)</li> <li>Language Revitalization (TR pp. 49-52)</li> </ul> Digital Extension: <ul style="list-style-type: none"> <li>Recognizing Indigenous Diversity</li> </ul>	<b>Step 3</b> <b>Locate primary and secondary sources:</b> Students select the sources most relevant to their questions and identify various perspectives on their topics to include as part of the response.
Weeks 12-13	<b>Healing and Reconciliation:</b> Examine the effects of colonization on Mi'kmaw and other Indigenous People, including changes to the Indian Act and education as a tool for assimilation.	Student Resources: <i>Mi'kmaw and Other Indigenous Peoples</i> <ul style="list-style-type: none"> <li>Children in Care (TR pp. 54-56)</li> <li>Two-Spirit People (TR pp. 56-58)</li> </ul> Fighting for Equity <ul style="list-style-type: none"> <li>The <i>Marshall</i> Decision: The Fight for Treaty Rights (TR pp. 40-41)</li> <li>Residential and Day Schools (TR pp. 42-44)</li> </ul> Digital Extensions: <ul style="list-style-type: none"> <li>Reconciliation with Indigenous Peoples</li> </ul>	<b>Step 4</b> <b>Consider the impact of perspectives:</b> Students review the information gathered and formulate a thesis statement based on their evidence. Students develop outlines of their responses.

	Focus	Resource(s)	Independent Project
		<ul style="list-style-type: none"> <li>Treaty Rights and the Residential School System</li> </ul>	
<b>Weeks 14-17</b>	<b>Canada on the World Stage:</b> Investigate Canada's participation in international crises and agreements, focusing on how shifting national and international contexts impact the ways Canada responds.	Student Resource: Canada on the International Stage: <ul style="list-style-type: none"> <li>Canadian Responses to Refugee Crises (TR pp.</li> <li>Canada and International Assistance (TR pp.</li> <li>The Ottawa Treaty and the Demining Movement (TR pp.</li> </ul> Digital Extension: <ul style="list-style-type: none"> <li>A Closer Look at the Effects of Canada's Responses to International Crises</li> <li>Canada's Influence on International Agreements</li> </ul>	<b>Steps 5 and 6: Organize Information and Seek Feedback</b> Students select the way they would like to communicate their findings (e.g., research paper, podcast, presentation, etc.) Students develop their first draft and seek feedback to make revisions.
<b>Week 18</b>	<b>Project Work Period:</b> Students finalize projects and begin to develop presentations in order to share their findings with the class. Time provided for peer and teacher feedback. Students submit their final projects.		
<b>Week 19</b>	<b>Student Project Showcase:</b> Students curate a showcase to present their final projects to the school community.		