

Correlation with the Ontario Ministry Expectations

The following chart clearly shows how *Canadian History: Patterns & Transformations* fulfills Ontario's curriculum expectations for the course.

Canada: History, Identity, and Culture Curriculum, Grade 12, University Preparation

Expectations	Unit/Section
Communities: Local, National, and Global	
Overall Expectations	
By the end of this course, students will	
<ul style="list-style-type: none"> describe the main features of life in selected Aboriginal societies in Canada prior to contact with Europeans and how they have changed over time 	2.3, 2.4, 2.6, 2.7, 3.0, 3.1, 3.2, 3.3, 3.6, 3.7, 4.0, 4.1, 4.2, 4.3, 5.1, 5.6, 7.2
<ul style="list-style-type: none"> analyze the principal characteristics of the French and English colonial experiences in Canada 	3.0, 3.1, 3.2, 3.6, 3.7, 4.0, 4.1, 4.2, 5.1, 5.4
<ul style="list-style-type: none"> assess the significance of successive waves of immigration in the development of regional, provincial, and national identities in Canada 	2.1, 3.1, 5.1, 6.1, 7.1, 7.2
<ul style="list-style-type: none"> evaluate the evolution of Canada's role on the international stage 	3.0, 3.3, 3.5, 4.3, 4.5, 5.4, 6.4, 6.5, 7.4, 7.5, 8.5
Specific Expectations	
Aboriginal Peoples	
By the end of this course, students will	
<ul style="list-style-type: none"> describe various aspects of Aboriginal life (e.g., economic life, spirituality, relationship with the environment, political organization) prior to contact with Europeans 	2.3, 2.4, 2.6
<ul style="list-style-type: none"> explain why and how Aboriginal peoples helped European colonists adapt to their new environment 	2.5, 3.1, 3.2, 4.2, 4.3
<ul style="list-style-type: none"> analyze the impact of European contact on the lives of Aboriginal peoples and evaluate the responses of Aboriginal peoples (e.g., spread of disease; territorial relocation; introduction of new weapons and trade goods; rebellions of Pontiac and Tecumseh and at Oka; consequences of the Royal Proclamation of 1763; political agitation for self-government) 	3.1, 3.3, 3.6, 3.7, 4.0, 4.1, 5.1, 5.6, 7.2
<ul style="list-style-type: none"> describe the contributions of Aboriginal peoples to the development of Canadian identity and culture 	2.7, 3.0, 5.6
Colonial Canada	
By the end of this course, students will	
<ul style="list-style-type: none"> compare the colonizing policies of the French (e.g., Company of One Hundred Associates, Catholic missionaries, Colbert's compact in Laurentian society, <i>seigneurial</i> system) and the British (e.g., absentee landlords in Prince Edward Island, settlement of Napoleonic War veterans, clergy and Crown reserves in Upper Canada) in colonial Canada 	3.0, 3.1, 3.2, 4.0, 4.1, 4.2, 5.1

<ul style="list-style-type: none"> demonstrate an understanding of colonial history as it contributed to the concept of Canada as the product of “two founding nations” (e.g., Royal Proclamation of 1763; Quebec Act, 1774; Constitutional Act, 1791; Lord Durham’s Report; Confederation) 	3.0, 3.6, 3.7, 4.0, 5.4
<ul style="list-style-type: none"> describe significant sectarian divisions within colonial society and how they shaped the political and cultural issues of the period (e.g., tensions between early and latter-day Loyalists; Ryerson’s Methodism and the Church of England; Irish–Scottish tensions) 	4.1, 4.2, 5.1, 5.4
Immigration and Identity By the end of this course, students will	
<ul style="list-style-type: none"> analyze the factors that led to revisions of Canada’s immigration policies 	5.1, 6.1, 7.1
<ul style="list-style-type: none"> describe significant waves of immigration (e.g., United Empire Loyalists in the late 1700s, Black immigration in the early 1800s, British immigration in the 1840s, Sifton’s “men in sheepskin coats,” post–World War II immigration, Asian and African immigration in the 1990s) and settlement patterns, and how they helped shape Canadian identity and culture 	2.1, 3.1, 5.1, 6.1, 7.1, 7.2
<ul style="list-style-type: none"> describe the types of immigrants the Canadian government sought to attract at the end of the nineteenth century and the strategies immigration officials used to attract them 	5.1, 6.1
<ul style="list-style-type: none"> describe how ethnocultural identities have been expressed in different provinces and regions at different times (e.g., African Canadians in Nova Scotia, Chinese labourers in British Columbia, Ukrainian grain farmers on the Prairies, post–World War II Italian immigrants in Hamilton and Toronto) 	4.1, 6.1, 6.4, 7.1, 7.2, 8.2
Canada’s International Role By the end of this course, students will	
<ul style="list-style-type: none"> demonstrate an understanding of Canada’s role in international affairs prior to Confederation (e.g., French colonial trade under Louis XIV, trade between the Atlantic colonies and New England, Seven Years War, War of 1812, Fenian raids) 	3.0, 3.3, 3.5, 4.3, 4.5, 5.4
<ul style="list-style-type: none"> analyze Canada’s development as an autonomous nation in the first half of the twentieth century (e.g., establishment of the Department of External Affairs, Treaty of Versailles, Chanak Crisis, Statute of Westminster) 	6.4, 6.5
<ul style="list-style-type: none"> describe the nature of Canada’s role in international organizations in the twentieth century (e.g., development of the United Nations Charter, John Humphrey and the Universal Declaration of Human Rights, the Commonwealth, la Francophonie) 	6.5, 7.4, 7.5
<ul style="list-style-type: none"> evaluate the extent to which Canada’s reputation as a humanitarian nation is merited (e.g., Canadian treatment of Aboriginal peoples, Canada as a destination for escaping slaves in the nineteenth century and refugees in the twentieth century, peacekeeping efforts, United Nations rankings) 	7.2, 7.5, 8.2, 8.5
<ul style="list-style-type: none"> demonstrate an understanding of how Canada’s participation in significant international conflicts (e.g., Boer War, World War I, World War II, Korean War, Cold War, Gulf War) changed the way the country was perceived by the international community 	5.5, 6.4, 6.5, 7.4, 7.5, 8.5

Change and Continuity

Overall Expectations

By the end of this course, students will

<ul style="list-style-type: none"> analyze how Canada's changing relationships with France, Britain, and the United States have influenced the formation and transformation of Canada's identity 	3.2, 3.5, 4.3, 5.2, 5.4, 6.4, 6.5, 7.4, 7.5
<ul style="list-style-type: none"> demonstrate an understanding of the conflict between east–west and north–south linkages and their impact on the maintenance of Canadian identity 	4.1, 5.3, 5.4, 6.3, 7.3, 7.5
<ul style="list-style-type: none"> describe Canada's transformation from a rural, agricultural nation to an urban, industrial nation 	2.3, 4.3, 5.2, 5.3, 6.2, 6.3, 6.4, 7.2, 7.3, 8.2, 8.3
<ul style="list-style-type: none"> analyze the relationship between major social and technological changes in Canada 	4.3, 5.2, 5.3, 6.2, 6.3, 7.2, 7.4, 8.2, 8.3
<ul style="list-style-type: none"> evaluate the extent to which Canada has been transformed into a pluralistic society 	2.7, 3.5, 4.4, 5.1, 5.4, 6.6, 6.7, 7.1, 7.2, 7.7, 8.1, 8.2

Specific Expectations

Transformation of Canadian Identity

By the end of this course, students will

<ul style="list-style-type: none"> demonstrate an understanding of the resistance of French and British settlers to the establishment of European colonial institutions (e.g., <i>coureurs de bois</i>, <i>habitant</i> relationships with the Catholic Church, William Lyon Mackenzie versus the Family Compact, the Métis) 	3.2, 5.2, 5.4
<ul style="list-style-type: none"> describe significant steps in Canada's changing role within the British Empire and Commonwealth (e.g., Washington Treaty, 1871; Laurier at the Imperial Conferences of 1897; Naval Services Bill, 1910; creation of the Canadian Corps, 1915; Suez Crisis, 1956) 	4.3, 6.4, 6.5, 7.4, 7.5
<ul style="list-style-type: none"> analyze how conflicts and compromises between Canada and the United States have helped to shape Canadian identity (e.g., migration of the United Empire Loyalists; War of 1812; 1849 Annexation Manifesto; Confederation; North American Air Defence Command; Trudeau's recognition of the People's Republic of China; the North American Free Trade Agreement) 	3.5, 4.1, 5.4, 7.4, 7.5
<ul style="list-style-type: none"> describe the ways in which the world wars and other conflicts of the twentieth century altered Canadians' self-image (e.g., Vimy Ridge, Canadian soldiers in Hong Kong in 1941, Korean War, Pearson and peacekeeping, American draft dodgers in Canada during the war in Vietnam, the Gulf War) 	6.4, 7.4, 8.5
<ul style="list-style-type: none"> assess the effectiveness of attempts to protect Canadian culture from American domination (e.g., creation of the CBC, Canadian content rules in broadcasting, the Governor General's Awards, the Order of Canada, attempts to protect cultural industries in trade agreements) 	6.4, 7.4

East–West and North–South Forces

By the end of this course, students will

<ul style="list-style-type: none"> assess the origins and results of Macdonald's National Policy (e.g., tariff protection, development of domestic agricultural markets, Laurier and reciprocity, Mackenzie King and tariffs, branch plants) 	5.3, 6.3, 7.3, 7.5
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<ul style="list-style-type: none"> demonstrate an understanding of the causes and implications of Canadian regional differences (e.g., economic disparity between Central and Atlantic Canada, cultural differences between Quebec and the rest of Canada, geographic separation of Western Canada) 	4.1, 5.4, 7.5
<ul style="list-style-type: none"> analyze the reasons for Canada's close political and economic relationship with the United States (e.g., extended border, concentration of American ownership in the Canadian economy) 	6.3, 7.5
Urbanization and Industrialization By the end of this course, students will	
<ul style="list-style-type: none"> describe the evolution of industrialization and urbanization in Canada 	4.3, 5.3, 6.3, 7.2, 7.3, 8.3
<ul style="list-style-type: none"> assess the effects of industrialization on the regions and peoples of Canada (e.g., Aboriginal peoples, Prairie farmers, French-speaking industrial workers, Cape Breton steelworkers, Newfoundland fishers) 	4.3, 5.3, 6.3, 7.2, 7.3, 8.3
<ul style="list-style-type: none"> evaluate the economic and cultural contributions of Canadian agricultural and resource-based communities (e.g., northern resource towns; Prairies as breadbasket of Canada; birthplace of medicare; writers such as Thomas Chandler Haliburton, Pauline Johnson, W.O. Mitchell, Antonine Maillet) 	2.3, 4.3, 5.3, 6.4
<ul style="list-style-type: none"> evaluate the economic and cultural contributions of Canadian cities (e.g., support for multicultural diversity; role as financial centres; urban literature by Mordecai Richler, Robertson Davies, Michel Tremblay; art galleries and theatres) 	5.2, 6.2, 7.2, 8.2
Technology and Society By the end of this course, students will	
<ul style="list-style-type: none"> analyze how changes in transportation and communications technology (e.g., the Canadian Pacific Railway, publicly owned transportation and communication links, Diefenbaker's Near North policy, <i>Anik</i> satellite) have influenced Canadian society and identity 	5.3, 7.4
<ul style="list-style-type: none"> analyze how the cultures of Canadian workplaces have been affected by technological changes (e.g., the age of steam and the shipping industry, electrification and factories, the typewriter and office work, the combine and farming, the snowmobile and Inuit hunting) 	4.3, 5.3, 6.3, 8.3
<ul style="list-style-type: none"> evaluate the extent to which technological and scientific innovations in the home (e.g., the introduction of electricity and electrical appliances, scientifically based advice on child rearing) have affected Canadians' everyday lives and helped shape national identity. 	5.2, 6.2, 7.2, 8.2
Cultural Pluralism By the end of this course, students will	
<ul style="list-style-type: none"> assess whether British colonial policies were directed toward the creation of a homogeneous society in Canada (e.g., Articles of Capitulation; Treaty of Paris, 1763; Quebec Act, 1774; Act of Union, 1840; nineteenth-century immigration policies) 	3.5, 4.4, 5.4
<ul style="list-style-type: none"> analyze how obstacles that made it difficult for immigrants to participate fully in Canadian society (e.g., discrimination in employment, immigration acts, denial of the franchise, wartime discrimination and internment, stereotyping in literature and the media) have been challenged and reduced over time 	2.7, 5.1, 6.6, 7.2

<ul style="list-style-type: none"> explain the basic objectives of Canada's official policy of multiculturalism (e.g., recognition of ethnic diversity and the contributions of diverse cultures) and its relationship to bilingualism and biculturalism, and explain how support for and opposition to the policy have changed over time 	6.7, 7.1, 7.7, 8.1, 8.2
<ul style="list-style-type: none"> assess the difficulties in maintaining a united country while promoting diversity through multiculturalism. 	6.6, 7.1, 8.2
Citizenship and Heritage	
Overall Expectations	
By the end of this course, students will	
<ul style="list-style-type: none"> analyze the evolution of citizenship in Canada 	5.1, 6.1, 6.2, 6.6, 6.7, 7.1, 7.2, 8.2, 8.6
<ul style="list-style-type: none"> demonstrate an understanding of the characteristics of the French presence in Canada and its contributions to Canadian identity 	3.1, 3.2, 4.4, 5.4, 5.5, 6.2, 6.4, 6.5, 7.2, 7.4, 7.5
<ul style="list-style-type: none"> describe the role of literature, the arts, and popular culture in the development of a distinctive Canadian culture 	4.6, 5.6, 6.6, 7.4, 7.5, 7.6, 7.7, 8.6
<ul style="list-style-type: none"> evaluate Canada's evolving identity as a just society by analyzing changes in Canadian perspectives, policies, and documents on human rights 	1.7, 2.7, 3.1, 3.5, 4.2, 5.5, 5.6, 6.2, 6.6, 7.0, 7.2, 7.4, 7.5, 7.7, 8.2
Specific Expectations	
Canadian Citizenship	
By the end of this course, students will	
<ul style="list-style-type: none"> demonstrate an understanding of the development of citizenship in Canada (e.g., from British subject to Canadian citizen) 	5.1, 6.1, 6.6, 7.1
<ul style="list-style-type: none"> explain how and why citizenship rights have been denied at particular times to certain ethnocultural minorities (e.g., Chinese, Ukrainian, or Japanese Canadians) 	5.1, 6.1, 6.2
<ul style="list-style-type: none"> describe the actions that groups who have been denied full citizenship have taken to achieve that status (e.g., women, Chinese immigrants, Aboriginal peoples) 	6.2, 6.6, 6.7, 7.2
<ul style="list-style-type: none"> demonstrate an understanding of what it means to be a Canadian citizen at the beginning of the twenty-first century 	7.1, 8.2, 8.6
French-Canadian Identity	
By the end of this course, students will	
<ul style="list-style-type: none"> describe the character and development over time of francophone communities outside Quebec (e.g., Acadians in New Brunswick, Franco-Ontarians, Franco-Manitobans, Métis) 	3.1, 3.2, 5.5, 7.4, 7.5
<ul style="list-style-type: none"> describe the historical roots and modern manifestations of bilingualism and biculturalism and how events have shaped the meaning of these terms 	7.4, 7.5
<ul style="list-style-type: none"> analyze why and how the people of Quebec have acted to preserve their political identity (e.g., the rebellion in Lower Canada, the response to a balanced assembly under the Act of Union, negotiation of terms of Confederation, opposition to conscription, legislation during the Quiet Revolution) 	4.4, 5.4, 7.5

<ul style="list-style-type: none"> describe the role of significant Quebec-based political figures in the development of the French presence in Canada (e.g., Louis-Hippolyte LaFontaine, Henri Bourassa, Maurice Duplessis, Pierre Trudeau, René Lévesque, Jeanne Sauvé) 	5.4, 6.2, 6.5, 7.2, 7.4
Culture and Identity By the end of this course, students will	
<ul style="list-style-type: none"> analyze how Canada and Canadians have been portrayed by a representative sample of writers, visual artists, musicians, composers, and filmmakers, and in television shows (e.g., Susanna Moodie, Gabrielle Roy, Timothy Findley; Cornelius Krieghoff, Group of Seven; Oscar Peterson, Glenn Gould, Susan Aglukark; Denys Arcand, Alanis Obomsawin; <i>Les Plouffe</i>, <i>Due South</i>, <i>North of 60</i>) 	4.6, 5.6, 6.6, 7.6
<ul style="list-style-type: none"> analyze how American movies, television, music, advertising, professional sports, and other consumer products have posed challenges to the creation of a homegrown Canadian identity 	7.6, 8.6
<ul style="list-style-type: none"> describe the strategies that French Canada has used to preserve francophone culture (e.g., Société Radio-Canada, film subsidies in Quebec, French-language literary awards, Bill 101) 	7.4, 7.5
<ul style="list-style-type: none"> analyze how Canadian governments and leaders have used symbols and supported organizations to promote Canadian culture (e.g., Canadian flag, national anthem, Canadian Broadcasting Corporation, National Film Board, Canada Council, Ontario Black History Society) 	7.4, 7.7
Human Rights in a Just Society By the end of this course, students will	
<ul style="list-style-type: none"> describe the origins and various incidents of prejudice and discrimination in Canada's history (e.g., expulsion of the Acadians, residential schools for Aboriginal children, unwillingness to admit Jewish refugees from Nazism, discrimination in hiring against people with disabilities) 	2.7, 3.1, 3.5, 6.6, 7.4, 7.5, 8.2
<ul style="list-style-type: none"> analyze the individual and social costs of human rights violations in Canadian history 	4.2, 5.5, 5.6, 6.2
<ul style="list-style-type: none"> identify and critically analyze the efforts of Canadian individuals and groups who have worked to promote human rights within Canada (e.g., National Council of Women, Child Savers, Tommy Douglas, Elizabeth Fry Society, Ovide Mercredi) 	7.2, 7.5
<ul style="list-style-type: none"> identify how various provincial and federal statutes (e.g., British Columbia's Unemployment Relief Act, 1931; the Ontario Human Rights Code, 1990; the Canadian Bill of Rights Act, 1960; the Charter of Rights and Freedoms) have sought to protect the human rights of Canadians 	1.7, 7.0, 7.7, 8.2
<ul style="list-style-type: none"> evaluate current developments within Canada that address the equitable treatment of individuals and groups (e.g., apology and reparations to Japanese-Canadian internees in World War II; Aboriginal self-government; gay rights; equal pay for work of equal value) 	7.0, 8.2
Social, Economic, and Political Structures	
Overall Expectations By the end of this course, students will	

<ul style="list-style-type: none"> describe the development of Canada's social programs and their significance in terms of Canadian identity 	3.2, 4.6, 5.2, 5.3, 5.4, 5.5, 5.6, 6.2, 7.2, 7.5, 8.2
<ul style="list-style-type: none"> analyze how women's participation in Canadian society has changed over time 	5.2, 5.3, 6.2, 6.3, 6.6, 7.2, 7.6
<ul style="list-style-type: none"> assess the impact of Canada's major economic relationships on Canadian sovereignty 	4.3, 5.1, 5.3, 5.4, 6.1, 6.3, 6.5, 7.3, 7.5, 7.6, 7.7
<ul style="list-style-type: none"> describe and evaluate the nature of the Canadian political system and the groups and individuals who contributed to its development 	2.4, 3.5, 4.4, 4.5, 5.4, 6.4, 6.5, 7.0, 7.2, 7.4, 7.5
<ul style="list-style-type: none"> assess the efforts of popular movements to reform Canadian society 	5.2, 5.3, 6.2, 6.3, 6.4, 7.0, 7.1, 7.2, 7.5
Specific Expectations	
Social Programs and Policies	
By the end of this course, students will	
<ul style="list-style-type: none"> demonstrate an understanding of the history, development, and extent of Canada's social programs (e.g., unemployment insurance, family allowance, medicare, pension plans) 	5.2, 6.2, 8.2
<ul style="list-style-type: none"> assess the extent to which education has been used in Canada as an instrument for shaping regional, provincial, and national identities (e.g., Jesuit schools, Egerton Ryerson's public school system, the Manitoba Schools Question, Catholic and public school systems, residential schools for Aboriginal children, French-language education in Quebec in the 1990s) 	3.2, 4.6, 5.4, 5.5, 5.6, 7.2, 7.5
<ul style="list-style-type: none"> assess how labour legislation has evolved in response to changes in the workforce and the workplace (e.g., laws setting maximum hours and minimum wages, restrictions on child labour, pay equity) 	5.3, 6.2, 7.2
Women in Canada	
By the end of this course, students will	
<ul style="list-style-type: none"> analyze the extent to which women's traditional roles as wives and mothers and their status in Canadian society have changed since Victorian times 	5.2, 5.3, 6.2, 6.3, 7.2
<ul style="list-style-type: none"> analyze women's changing participation in the paid labour force 	5.2, 5.3, 7.2
<ul style="list-style-type: none"> analyze the contributions of women to the Canadian identity (e.g., Marguerite Bourgeoys, Mary Ann Shadd, Agnes Macphail, Emily Carr, Thérèse Casgrain, Kahn-Tineta Horn, Margaret Laurence, Bertha Wilson, Roberta Bondar) 	5.2, 6.6, 7.6
Economic Relations and Policies	
By the end of this course, students will	
<ul style="list-style-type: none"> describe the evolution of economic relations among North American nations (e.g., National Policy, the Reciprocity Election of 1911, the Auto Pact, Canada–U.S. Free Trade Agreement, North American Free Trade Agreement) and the impact on the Canadian economy 	4.3, 5.3, 5.4, 6.3, 7.3
<ul style="list-style-type: none"> evaluate how the process of economic globalization (e.g., General Agreement on Tariffs and Trade, Asia-Pacific Economic Cooperation, World Trade Organization) has challenged Canadian economic and cultural autonomy (e.g., control over cultural industries) 	7.3, 7.5, 7.6, 7.7
<ul style="list-style-type: none"> assess the relationship between modern economic and humanitarian practices in Canada (e.g., foreign aid to and trade with Cuba, military support for the Gulf War, trade with the People's Republic of China, sale of nuclear technology to Pakistan) 	7.3, 7.5

<ul style="list-style-type: none"> • assess the effectiveness of post-Confederation government economic policies designed to promote Canadian sovereignty (e.g., National Policy, Foreign Investment Review Agency, National Energy Policy, split-run legislation) 	5.1, 5.3, 5.4, 6.1, 6.3, 6.5, 7.3, 7.5
Political Structures By the end of this course, students will	
<ul style="list-style-type: none"> • describe past and present Aboriginal political organizations (e.g., Ojibwe clan system, Iroquois Confederacy, western Arctic Inuit hereditary leadership, the Assembly of First Nations) 	2.4, 7.0, 7.2
<ul style="list-style-type: none"> • demonstrate an understanding of the principles of the Canadian political system (e.g., “peace, order, and good government”; concept of federalism; parliamentary democracy; cabinet system) 	5.4, 6.5, 7.5
<ul style="list-style-type: none"> • describe the role of selected significant events and legislation in the development of the current Canadian political system (e.g., the Conquest; the Quebec Act; the Constitutional Act, 1791; the rebellions in Upper and Lower Canada; responsible government; Confederation; the Balfour Report; the Constitution Act, 1982) 	3.5, 4.4, 4.5, 5.4, 6.5, 7.5
<ul style="list-style-type: none"> • describe the contributions of selected prime ministers (e.g., Macdonald, Laurier, Borden, King, Pearson, Trudeau) to the evolution of the Canadian identity 	5.4, 6.4, 7.4
Popular Reform Movements By the end of this course, students will	
<ul style="list-style-type: none"> • analyze the evolution of the women’s movement in Canada (e.g., married women’s property reform, Women’s Christian Temperance Union, the Famous Five and the Persons Case, Royal Commission on the Status of Women) 	5.2, 5.3, 6.2, 6.3, 7.2
<ul style="list-style-type: none"> • analyze the evolution of the labour movement in Canada (e.g., Knights of Labor, One Big Union, Winnipeg General Strike, Asbestos strike, Canadian Labour Congress, the drive to organize young workers in the service sector) 	5.3, 6.2, 7.2
<ul style="list-style-type: none"> • demonstrate an understanding of the rise of popular reform movements in Western Canada (e.g., United Farmers of Alberta, “Bible Bill” Aberhart and Social Credit, Cooperative Commonwealth Federation) 	6.4, 7.0, 7.5
<ul style="list-style-type: none"> • assess the influence of antiwar sentiment in Canadian history (e.g., J.S. Woodsworth, opposition to conscription, the anti-nuclear movement during the Cold War, Voice of Women) 	6.4, 7.5
<ul style="list-style-type: none"> • analyze the growth of environmentalism (e.g., the establishment of national parks, Federation of Ontario Naturalists, Greenpeace) and its influence on how Canadians live 	7.1
Methods of Historical Inquiry	
Overall Expectations By the end of this course, students will	
<ul style="list-style-type: none"> • demonstrate an understanding of historians’ methods of locating, gathering, and organizing research materials 	1.1, 1.3, 1.4 , Teacher’s Resource (TR), History Seminars (HS) Units 1–8

<ul style="list-style-type: none"> critically analyze interpretations related to Canadian history, culture, and identity 	1.1, 1.2, 1.6, 8.1, TR, HS
<ul style="list-style-type: none"> communicate opinions and ideas based on effective research clearly and concisely 	TR, HS Units 1–8
<ul style="list-style-type: none"> demonstrate an ability to think creatively, manage time efficiently, and work effectively in independent and collaborative study 	1.2, TR, HS Units 1–8
Specific Expectations	
Research	
By the end of this course, students will	
<ul style="list-style-type: none"> formulate questions for research that lead to a more profound understanding of the evolution of Canadian culture, drawing on examples from Canadian history 	1.3, 1.4, 2.1, 8.4, TR, HS Units 1–8
<ul style="list-style-type: none"> conduct organized research, using a variety of information sources (e.g., primary and secondary sources, audiovisual materials, Internet sites) that present a diverse range of perspectives on Canadian history and culture 	1.1, TR, HS Units 1–8
<ul style="list-style-type: none"> organize research findings, using a variety of methods and forms (e.g., note taking, graphs and charts, maps and diagrams) 	1.1, TR, HS Units 1–8
Interpretation and Analysis	
By the end of this course, students will	
<ul style="list-style-type: none"> demonstrate an ability to distinguish bias, prejudice, stereotyping, or a lack of substantiation in statements, arguments, and opinions 	2.0, 2.5, 5.5, TR, HS Units 1–8
<ul style="list-style-type: none"> compare key interpretations of Canadian history (e.g., as reflected in the “two founding nations” thesis or the notion of Canada as a land of immigrants) 	1.6, 2.0, 2.1, 3.7, 4.5, 8.1, TR, HS Units 1–8
<ul style="list-style-type: none"> explain relationships and connections in the data studied (e.g., chronological ties, cause and effect, similarities and differences) 	1.2, 2.0, 2.1, 4.5, TR, HS Units 1–8
<ul style="list-style-type: none"> draw conclusions based on the effective evaluation of sources, analysis of information, and awareness of diverse historical interpretations 	1.1, 2.1, 3.1, 4.5, 5.5, TR, HS Units 1–8
<ul style="list-style-type: none"> demonstrate an ability to develop a cogent thesis substantiated by effective research 	TR, HS Units 1–8