

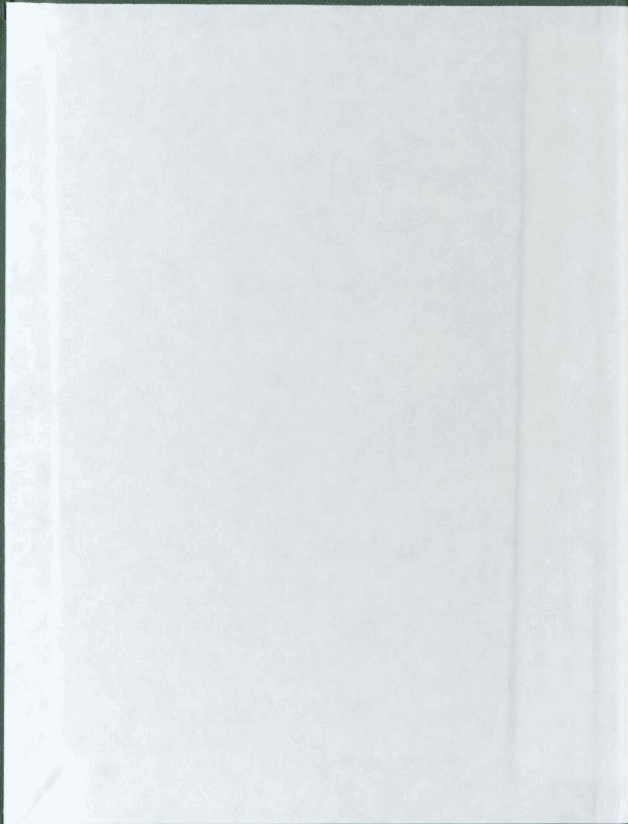
CANADIAN HISTORY 1201: A CASE STUDY IN
SENIOR HIGH SOCIAL STUDIES CURRICULUM
DEVELOPMENT IN NEWFOUNDLAND AND LABRADOR

CENTRE FOR NEWFOUNDLAND STUDIES

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STEVEN K. BROOKS



Canadian History 1201: A Case Study in Senior High Social Studies Curriculum
Development in Newfoundland and Labrador

by

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A Thesis submitted to the school of Graduate Studies in partial fulfillment of the
requirements for the degree of
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Abstract

In September 1993, the Newfoundland Department of Education released *A Curriculum Framework for Social Studies: Navigating the Future*. This document was developed as a framework for further social studies curriculum development. It outlines the essential characteristics of a social studies curriculum, along with the different social studies strands which are categorized as understandings, competencies and dispositions. History, geography and economics are identified as the foundational concept-matrix for social studies. In its outline of the social studies curriculum, *A Curriculum Framework for Social Studies: Navigating the Future* lists a level one Canadian Geography and History course. At the time these courses did not exist and actions were taken to have them completed.

In September 1993, the Division of Program Development in the Department of Education created the Canadian Studies Working Group. This committee consisted of teachers, district coordinators and representatives from the Department of Education. Among this group's curriculum development responsibilities was the task of creating a new Canadian History course for level one high school students. In anticipation of this new program Canadian History had been eliminated as a grade nine subject. The committee was instructed to develop, without reference to the grade nine course, a new history curriculum and supporting guide for high school students and teachers. The course would be entitled Canadian History 1201. The committee began its work in 1994 and completed its task in 1997. Canadian History 1201 will be implemented in the schools in the fall of 1998.

This thesis describes and critically comment on the process of development that was

followed in the creation of Canadian History 1201. The Department of Education prescribes and claims to follow an essentially deductive model for curriculum development. In chapter two of this thesis the literature on deductive curriculum models is reviewed to ascertain the theoretical framework for the deductive model. Chapter three of this thesis provides a detailed description of the actual development process followed for Canadian History 1201. It takes the reader "inside" the curriculum development process and provides a unique opportunity to see how an actual curriculum development committee operates. Chapter four of the thesis provides a critical reflection and commentary on this process. Three specific questions direct this critical reflection. They are:

1. To what extent was the deductive model of curriculum development adhered to in the creation of Canadian History 1201?
2. To what extent was the process collaborative as recommended by the Royal Commission?
3. How did the composition of the committee and the role relationship of the various committee members influence both the process and the product?

The thesis concludes with a set of recommendations for improving the curriculum development process in Newfoundland and Labrador and for further study.

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Abbreviations and Symbols

The following abbreviations are used in the text:

APEF Atlantic Provinces Education Foundation

ILO Intended Learning Outcomes

PE Performance Expectations

PI Performance Indicators

SCO Specific Curriculum Outcome

EGL Essential Graduation Learnings

Chapter 1

Introduction, Statement of Problem and Design of Study

Introduction

As part of its overall evaluation of the Newfoundland and Labrador education system, the Royal Commission of Inquiry into the Delivery of Programs and Services in Primary, Elementary, Secondary Education focused some of its attention on how curriculum is developed in the province. In its published report, *Our Children, Our Future* (1992) the commission summarized some of the concerns that had been brought to its attention:

... while many people felt that the practice of assigning primary responsibility for curriculum development to the Department of Education is educationally sound and cost effective, considerable concern was expressed about the discrepancy between the intended curriculum and that which is actually realized, and there were calls for an intensive look at the whole process of curriculum development and implementation (*Our Children, Our Future*, p. 297).

The main criticism the Commission heard, with respect to curriculum development at the provincial level, concerned the prescriptive nature of the curriculum and the centralized process of curriculum development which made implementation in some schools difficult. In essence, the difficulty for many teachers was that they must accept the vision, content, and strategies of an established curriculum with too little opportunity for either personal contribution or local variation (*Our Children, Our Future*, p.300).

In an attempt to chart a new course for curriculum development and provide some

direction for future efforts the commission made a number of recommendations:

Recommendation 91: that with respect to curriculum development and revision, and as specified in this report, the Department of Education (1) establish the vision, (2) oversee the development of new curricula, (3) set level and program goals, (4) set grade and subject objectives and achievement standards, (5) develop evaluation guidelines, (6) recommend and authorize multiple learning resources and (7) publish curricula guides.

Recommendation 92: that the Department of Education establish a curriculum development process which is facilitated internally but developed through the use of teachers, specialists and other external developers.

Recommendation 93: that the Department of Education employ Curriculum Development Specialists for the primary, elementary, junior high, and senior high levels to monitor curriculum issues and facilitate the curriculum development process. (*Our Children, Our Future*, p. 304)

In September 1993, the Newfoundland Department of Education released *A Curriculum Framework for Social Studies: Navigating the Future*. This document was developed as a framework for further social studies curriculum development. It outlines the essential characteristics of a social studies curriculum, along with the different social studies strands which are categorized as understandings, competencies and dispositions. This document also advocated a move from a transmissional curriculum orientation to one with a more transactional and transformational nature. History, geography and economics are identified as the foundational concept-matrix for social studies. In its outline of the social studies curriculum, *A Curriculum Framework for Social Studies: Navigating the Future* lists a level one Canadian Geography and History course. At the time these courses did not exist and actions were taken to have them completed.

Also in September 1993, the Division of Program Development in the Department of Education created the Canadian Studies Working Group. This committee consisted of

teachers, district coordinators and representatives from the Department of Education. Among this group's curriculum development responsibilities was the task of creating a new Canadian History course for level one high school students. In anticipation of this new program Canadian History had been eliminated as a grade nine subject. The committee was instructed to develop, without reference to the grade nine course, a new history curriculum and supporting guide for high school students and teachers. The course would be entitled Canadian History 1201. The committee began its work in 1994 and completed its task in 1997. Canadian History 1201 will be implemented in the schools in the fall of 1998.

Purpose of this Thesis

The purpose of this thesis is to describe and critically comment on the process of development that was followed in the creation of Canadian History 1201. The Department of Education prescribes and claims to follow an essentially deductive model for curriculum development. In chapter two of this thesis the literature on deductive curriculum models is reviewed to ascertain the theoretical framework for the deductive model. Chapter three of this thesis provides a detailed description of the actual development process followed for Canadian History 1201. It takes the reader "inside" the curriculum development process and provides a unique opportunity to see how an actual curriculum development committee operates. Chapter four of the thesis provides a critical reflection and commentary on this process. Three specific questions direct this critical reflection. They are:

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The thesis concludes with a set of recommendations for improving the curriculum development process in Newfoundland and Labrador and for further study.

Design of the Study

When the Canadian Studies Working Group was formed in 1993, I was selected to represent the Deer Lake - St. Barbe South Integrated School Board on the curriculum development team that would be responsible for the creation of the course Canadian History 1201. As I indicated above, work on this task began in 1994. Also in 1994, I initiated discussions with Dr. Dennis Mulcahy of the Faculty of Education concerning possible thesis topics. During the course of these discussions we agreed that my involvement with this committee provided a unique opportunity to document and critically reflect on the process of curriculum development in Newfoundland and Labrador. As a member of the Canadian Studies Working Group and later as the contract writer for the Canadian History 1201 Curriculum Guide, I was well placed to observe the detailed process of high school curriculum development in this province.

It was agreed that the curriculum development process followed for Canadian History 1201 would be treated for research purposes as a single case study. I would adopt the

research role of participant-observer in addition to my role as committee member and later contract writer. Data collection would be through notes made during meetings, the working papers of the committee, and my reflections of the ongoing process and products of the committee. A final critical reflective process would be engaged in after the committee had completed its work and some time had passed so as to allow me to distance myself from the process.

Case study methodology, more commonly referred to as field research will be employed here. The rationale for this choice of methodology is threefold. First, a study of a curriculum working group is a social phenomena. Michael Brown (1986) in Manheim and Rich's (1986) *Empirical Political Analysis*, declares that, " it is often the case that we may obtain far richer and more subtle understandings of social phenomena with direct observation than with any other technique" (Manheim & Rich, 1986, p. 165). It is possible through field research to identify nuances of attitude and behaviour that may be missed by other research methods.

Second, the case study method is best suited to research attitudes in their natural setting. The use of questionnaires and surveys as the primary source of data collection is artificial and would not be sensitive to the working group environment itself.

Third, because the working group has been in place since September 1993, relationships among the members have developed. The researcher has been a participant of the group since its inception and as a participant observer will be able to recognize the impact these relationships have on the curriculum deliberations.

The primary method of data collection was participant observation with the

curriculum administration and Canadian Studies Working Group as the unit of analysis. Jot notes were taken during meetings. These notes were used to develop more specific notes at the earliest opportunity following the observations.

Validity concerns whether measurements actually measure what they are supposed to measure. Because field research involves the detailed illustration of activities, attitudes and concepts, validity tends to be high. Reliability, on the other hand, is a greater potential problem in field research. Participant observation is by nature subjective and potentially less dependable than other types of research. In fact, as a participant observer the researcher must be conscious that he or she will be influencing the process. Enhancing reliability can be achieved by the researcher's conscious efforts to avoid intentional and unintentional bias in his/her observations. Two strategies that can be used to achieve this, including what Earl Babbie (1983) calls 'comparative evaluations'. Instead of categorizing attitudes of subjects and groups independently, categorize by comparing attitudes between subjects. Another method recommended by Brown (1986) is the cross-checking of information with another source. This will be possible in this study through the use of the official minutes of each working group meeting.

According to Babbie (1983), data observation and data analysis are an interwoven process in field research (p. 259). As a result, the researcher is in the enviable position of being able:

continually to modify the research design as indicated by the observations, the developing theoretical perspective, or changes in what he or she is studying (Babbie, p.260).

With this in mind, however, it is necessary to be conscious of observations that are generally common to the field of curriculum development and to be aware that all observations are not directly or indirectly related to the curriculum development process. The researcher will be conscious of deviations from what is generally common to curriculum development as a potential portal to inquiry.

This study will provide insights into the general process of curriculum development. However, it is necessary to point out that field research tends to be less generalizable than quantitative methods of research. This study will provide a detailed examination of the development of a particular course curriculum for Newfoundland and Labrador high school students. As such, it will be a valuable window into one process utilized by the Department of Education in the development of a new curriculum. It may be possible, through introspection, to draw conclusions regarding the specific process of curriculum development for the high school program in general.

Limitations of this Thesis

There are two readily seen limitations to this thesis. First of all it is a description and analysis of the work of one curriculum committee. No generalizations about how curriculum committees operate in this province can be made nor should they be attempted from the data and analysis present in this report. Second, the data is based on the participation and observation of a single observer. It provides a unique "insider's" view but nevertheless is a single view and therefore subject to particular biases and perspectives of such subjectivity. This subjectivity is acknowledged and every effort has been made to make this description and

analysis as fair and accurate as possible.

Significance of Thesis

Given these limitations, nevertheless it is asserted that this work has potential significance for improving the curriculum development process in Newfoundland and Labrador. By describing and thus illuminating the process of how one committee performed its tasks and responsibilities this thesis provides a unique insight in how at least one curriculum committee operated in the post-Royal Commission era of education in this province. A starting point as well as a series of discussion points has been established that can lead to further dialogue about how the province develops curriculum. In addition the critical analysis points out a number of places where the process can be improved. Ultimately this is the purpose of this thesis and its value.

Chapter 2

Literature Review

In order to compare the method of curriculum developed utilized in the creation of the Newfoundland and Labrador high school course, Canadian History 1201, with existing theoretical models of curriculum development and to ready myself for the task of conducting this case study, I undertook an extensive review of the relevant literature. The purpose of this chapter is to describe briefly, chronologically, a number of curriculum development models which serve to represent the majority of curriculum development theory characteristics identified in the review. I have also briefly identified a number of curriculum development case studies undertaken in other jurisdictions.

After a review of the vast number of volumes dedicated to the area of curriculum and curriculum development one is able to identify two specific questions regarding the field of study: (1) What is the function of the curriculum? (2) How should curriculum be developed? These questions are obviously related, but significantly different in the answers one will receive. There is a great deal of contemporary work dedicated to discussions on the role or function of curriculum. Paulo Freire's (1970) *Pedagogy of the Oppressed* outlines a need for a curriculum which will awaken a critical consciousness. Mortimer Adler's (1982) *The Paideia Proposal*, is an influential series of arguments in favour of developing a democratic curriculum, more specifically, a common academic curriculum, available to all students regardless of ability. Michael Apple (1979) in *Ideology and Curriculum*, views curriculum as a form of social control that reproduces, through the official and hidden curriculum, the existing social order.

While the question of the curriculum's function is an interesting one, the purpose of this study is to examine the manner in which social studies curriculum is developed in

Newfoundland. In examining the 'how' of curriculum development, protocol almost demands that one start with the work of Franklin Bobbitt (1918). Bobbitt, in *The Curriculum* (1918), articulated for the first time the importance of studying the curriculum development process. In *How to Make a Curriculum* (1924), Bobbitt outlined five steps to curriculum development. The first step was the Analysis of Human Experience, meaning the identification of fields of human experience. The second was the Job Analysis, or breaking the experience fields into more specific activities. The third step was the development of objectives. Objectives for Bobbitt were the abilities needed to accomplish an activity. The fourth step included the selection of objectives from those derived in step three. The final step involved developing detailed plans designed to attain the objectives.

Hollis L. Caswell, in *Curriculum Development* (1935), introduced the concept that curriculum development should be a means for teachers to acquire materials in planning work rather than a prescription to be followed. As well, Caswell believed that all teachers concerned should be involved in the development of a specific course of study.

In 1949, in *Basic Principles of Curriculum and Instruction*, Ralph W. Tyler outlined his rational approach to curriculum development by asking the following questions:

What educational purposes should the school seek to attain?
What educational experiences can be provided that are likely to attain these purposes?
How can these educational experiences be effectively organized?
How can we determine whether these purposes are being attained? (Tyler, 1949, 1-2)

According to Tyler, the first essential step in curriculum development had to be the identification of objectives. Objectives were to be developed utilizing data collected regarding

the student, society and the subject matter. In identifying appropriate objectives, Tyler was mindful of the educational and social philosophy of the school system and the psychology of the learner. Once objectives have been developed, learning experiences can be identified. Once identified, learning experiences need to be ordered sequentially so that students will learn more effectively. The final step in curriculum development for Tyler involved the evaluation of the learning experiences and the attainment of desired objectives.

The above three models are deductive in approach; they start from the general and move toward the specific. Hilda Taba (1962), in *Curriculum Development: Theory and Practice*, put forward a model of curriculum development that is inductive; it moves from the specific to the general. According to Taba, curriculum development should begin with the development of pilot teaching units. After a number of teaching units are developed, a framework, including a curriculum rationale, can be developed.

David Pratt, in *Curriculum: Design and Development* (1980), returns to the deductive approach. According to Pratt, the initial step in curriculum development is a needs assessment. This is the process of identifying the needs of the student and society, and of setting priorities. Pratt then recommends a Front-End Analysis: a process of reviewing possible alternatives to new curriculum and constraints that affect a new curriculum. Only after the needs assessment and front-end analysis are completed can the curriculum be developed. Pratt favours a curriculum team approach to curriculum development. The make up and expertise of the curriculum team is of vital importance. This team then constructs a curriculum aim and rationale. From the aim, specific curriculum objectives are developed. Each objective is reviewed through a task analysis, from which refined objectives (tasks) will

be developed. These tasks are then analyzed along ten dimensions: learning category, environmental condition, equipment provided, completion time, learning time, probability of use, consequences of inadequate mastery, importance, reaction speed and proficiency.

Curriculum Planning for Better Teaching and Learning (1981), by J. Galen Salyor, William M. Alexander and Arthur J. Lewis, also advocates the deductive approach. This model of curriculum development calls for the establishment of general educational goals and specific objectives. These goals and objective can be categorized into domains. Salyor, Alexander and Lewis identified four domains: personal development, social competence, continued learning skills, and specialization. They also deem it necessary to determine the best educational opportunities for each domain. It then becomes the teacher's role to develop instructional plans and objectives. Evaluation of the curriculum, through an examination of instruction, student achievement, goals and objectives is the basis of further curriculum decision making.

In *A Systematic Model for Curriculum Development* (1985), Francis P. Hunkins outlines a seven-step model that provides a linear and rational approach to curriculum development. For Hunkins, the first step, curriculum conceptualization and legitimization, is a philosophical opportunity to raise questions regarding the reasons for deficiencies in students' understanding and performance and the purpose of schooling. Time spent on this step allows the curriculum planner the opportunity to place the process of curriculum development in context. Hunkins notes that Johnson (1977) calls this contextualization, frame factors. The frame factors are temporal, physical, cultural, organizational and personal. Most planners, unfortunately for Hunkins, skip this stage of curriculum development:

....educators are often so concerned about getting the program into action that they rush into the formation of objectives and the outlining of instructional strategies. People often resist discussions about philosophical questions, considering them a waste of time. (Hunkins, p.24)

The second stage of curriculum development is labeled curriculum diagnosis. This is an attempt to identify the actual reasons why students lack certain knowledge, skills, attitudes or behaviours. Once this is done it is then possible to develop aims, goals, and objectives. Hunkins feels that it is inappropriate to determine the manner in which learning outcomes are to be measured and judged. Rather, he leaves that traditional area of curriculum development to the discretion of the teacher's lesson plan (p. 25).

The third stage of curriculum development is curriculum content selection. Hunkins explains that two key questions need to be addressed. First, what content should be included and second, how should the content be organized. In deciding on the actual content of the curriculum, Hunkins states that the following issues must be considered: economy, significance, validity, interest, learnability and feasibility (p.25). With regard to content organization, Hunkins feels that this will be determined by the developer's view of knowledge, either discipline based or as a compendium of experiences. In addition, when organizing the content the curriculum developer needs to develop a curriculum sequence. Hunkins uses the five sequence-determining organizers identified by Posner and Rudnitsky (1978), they are: world-related, concept-related, learning-related, inquiry-related, and utilization-related.

The next step to Hunkins curriculum development model is curriculum experience selection. Here decisions are made concerning how the curriculum will be delivered: or

namely what methods, strategies, activities, incentives and materials will be used. Hunkins notes that it is important to determine instructional approaches which do not work against the desired objective (p.26).

The last three steps of curriculum development identified by Hunkins are closely related. Curriculum implementation deals with the piloting and fine tuning of the curriculum. Curriculum evaluation is concerned with how well the final curriculum is delivered at the classroom level. Curriculum maintenance deals with the issues surrounding the continuation of a successfully implemented curriculum.

Following in the deductive and rational school of thought Kenneth Liethwood et al (1986), at the Ontario Institute for Studies in Education, proposed, in *Planning Educational Change*, explicit procedures for the development of course goals, specific curriculum objectives, descriptions of growth in student learning, sequencing of instructional objectives, developing instructional strategies, assessing instruments and preparing instructional materials.

According to Glen Hass (1987), in *Curriculum Planning: A New Approach*, the curriculum planner should be able to identify four steps in curriculum development. The first step is the identification of the context. The planner must gather information about the intended learner and the human, social, and environmental variables with which the learner interacts (Hass. p. 284). Next, the planner must determine objectives based on the information gathered in the first step. The third step according to Hass is the selection, preparation and implementation of strategies and alternatives for the achievement of intended objectives. Hass spends a considerable amount of time describing the four bases of guidance for curriculum

planning. They are: social forces, human development, the nature of learning, and the nature of knowledge. These four bases should be used in identifying the available strategies, and in selecting those considered most appropriate for the learner and the learning (p.285).

The final step is the evaluation of how much has been accomplished by the learner in terms of the intended goals and objectives. Hass also allows that evaluation may result in revisiting of objectives and strategies. For Hass the steps are recurrent and self-renewing.

In *Developing the Curriculum* (1988), Peter F. Oliva outlines a model of curriculum development similar to that of Tyler. Oliva begins with a needs assessment that considers the needs of the student, society and the subject. Keeping in mind the existing statement of the aims and philosophy of education, curriculum goals and curriculum objectives are developed. Oliva distinguishes between curriculum goals and objectives developed at the state, school district and school level. On the question of how to organize curriculum, Oliva provides a list of tried models for elementary schools, junior high schools and high schools. In high schools, he predicts a move to more required courses with a greater emphasis on content.

In *Fundamentals of Curriculum* (1990), Decker Walker provides a description of a deliberative and systematic approach to curriculum development. In Walker's process much of the curriculum is developed, in a general sense, before the curriculum project actually begins. Before a curriculum development project is initiated, according to Walker someone or some group must make criticisms of the existing curriculum to the sponsoring agency. In this criticism there will need to be a "platform of ideas" on which the new and better way must be presented. If the critic is successful a curriculum project is commissioned to better develop the platform of ideas (472).

Once the development process is officially launched, the platform of ideas is extended and refined so that it can be used to reach a greater understanding and appreciation of the educational problem. This understanding leads to the development of provisional plans and materials (p. 484). The next step is to assess the merits of these preliminary plans and materials through the use of field tests. Walker is very strong on the issue of field testing:

Field testing of preliminary versions of curriculum materials are so important that we ought to call materials that have not yet been tried with students something different - maybe something like "fledgling" materials, or "armchair versions," or "raw materials" - something to indicate that they are not really curriculum materials yet, only guesses about the form materials should eventually take. (p. 494)

This process of field testing is expected to provide improvements to the curriculum materials. Revision is a necessary element of curriculum development. Once the development team is convinced of the success of the curriculum plans and material, implementation can begin.

In *A Guide to Curriculum Writers* (1991), Delbert Mueller offers an eight step plan for teachers writing curriculum. The first step involves a description of the school's philosophy. The second step requires an articulation of the school's goals. The third step is the decision on a course rationale; exactly what is the course's unique contribution to the total program (p. 148). Step four involves writing course objectives. These objectives are written in measurable and behavioural language. Step five deals with the development of units and step six is the linking of units with the specific course objectives. In step seven, specific teaching and learning activities are established for each unit. Lastly, the document should include a detailed breakdown of the student evaluation. Mueller provides an example which links specific percentages to specific activities, behaviours and responses.

A teacher-oriented curriculum development model is advocated by Fenwick English (1992) in *Deciding What to Teach and Test*. Like Pratt (1980), English feels that curriculum development starts with a needs assessment. The needs assessment must measure the gap that occurs between the existing level of pupil performance and the desired level of pupil performance. The needs assessment must utilize valid and reliable educational outcome indicators. Using the outcome indicators, "gap" data is developed concerning the student's performance. This data is used to either construct or adapt curriculum. The curriculum content is then presented as a work task for the teacher not as an objective for the student. For English, if behavioural objectives are to be used in a curriculum guide, they should be used in a section on evaluation (p. 44)

English views the format of curriculum guides as an important aspect of curriculum development. He believes that guides traditionally have not been user friendly:

Teachers want something that is immediate, practical, applied, and "hands on." Curriculum guides too often are ethereal, vague, general-purpose outlines that defy practicality. One result is that, when alone behind their classroom walls, teachers junk the curriculum guides and reach for their textbooks. (p. 59)

Guides should be easy to read with the following format: content to be taught, textbooks referenced by page number, lists of other learning material, classroom cues, what and how to evaluate, sample test items, and recommended time frames (p.60).

John Miller and Wayne Seller (1990) in their often referenced work, *Curriculum: Perspectives and Practices*, view curriculum as an extension of the philosophy of the curriculum writer. According to Miller and Seller, transmissional curriculum is preferred by those curriculum writers who have an atomistic world view. Transactional curriculum is the

preferred model of those from the scientific school of thought. Whereas curriculum writers with a holistic and interdependent world view will opt for a transformational curriculum. (p .225-6)

The first step for Miller and Seller (1990) is for the curriculum writer to come to grips with his curriculum orientation and to develop goals, aims and objectives based on that orientation. Once this has been done the curriculum writer is free to investigate learning experiences and teaching strategies.(p. 226-7). Implementation should be continuous in that it provides for constant adaptation of new practices. Miller and Seller also warn that evaluation will be directly linked to the curriculum writer's orientation. (p. 228)

In Newfoundland, much discussion occurred in the early 1990s during the Royal Commission of Inquiry into the Delivery of Programs and Services in Primary, Elementary, Secondary Education. In the final report of the commission, *Our Children Our Future* (1992), the commissioners specifically outlined the preferred format of curriculum development and the role of the major players in the development of curriculum in Newfoundland. According to the report, curriculum development should begin with the development of a vision for educational direction and curricular innovation. The development of specific curriculum should include the following elements: needs assessment, consultation, development, validation, field testing, revision, and authorization. In the establishment of goals and objectives, the Royal Commission Report outlines a need for broad statements concerning the learning goals for each learning level and subject. As well, the commission called for the establishment of specific grade and subject objectives with appropriate achievement standards established. The development of evaluation guidelines for teacher use, a multiple list of

recommended learning resources, and published curriculum guides were also deemed necessary in the curriculum development process (p. 303).

The commissioners decided that the provincial Department of Education should organize and take responsibility for the process of curriculum development in Newfoundland. They recommended that the department utilize teachers, specialists and external developers in the curriculum development process.

In addition to the models described above, technology may be opening an opportunity for a major innovation in curriculum development. Both high speed computer programs and information technology will, according to *Curriculum Manager* (1996), an Internet company located at [Http://www.curriculum-mgr.com/](http://www.curriculum-mgr.com/), increase the availability of curriculum planners and the opportunity for curriculum change and revision.

This Internet company offers a curriculum-formatting computer program to schools and school districts. The curriculum is organized in the following manner: course, grade or subject rationale is followed by course, grade or subject objectives. These broad objectives are then broken down into learner objectives. Strategies for accomplishing the learner objectives are listed as activities, sets, models, with suggestions for enrichment, correctives, resources and evaluation.

The great contribution of this process to curriculum development is not so much the model but the medium in which it is presented. As part of a comprehensive computer data base, curriculum now becomes extremely malleable and open to editing, far more than can occur when presented in a bound, printed document. As well, such a program arms the layman with a powerful curriculum planning tool.

In reviewing existing case studies in curriculum development, it is possible to further refine the methodology to be utilized in this study. In this regard, two sources are especially enlightening. The first is *Case Studies in Curriculum Design* (1986), edited by Kerry J. Kennedy, which contains five case studies of curriculum development projects in Australia and South East Asia. The second source, *School-based Curriculum Development in Britain* (1980), edited by John Eggleston, contains six case studies of curriculum development in Britain. The case studies in the Kennedy text tend to focus more on the structural challenges that must be met in the process of curriculum development, whereas the Eggleston text does a better job of illustrating the social context of the project. This is probably due to the fact that the Eggleston case studies involve schools where the Kennedy case studies involve departmental structures.

In this chapter I have attempted to illustrate, using descriptive examples, most of the main approaches advocated in the curriculum development literature that speak to the question of *how* a curriculum should be developed. In addition, some curriculum case studies undertaken in other jurisdictions dealing with structural and social context of curriculum development have been noted.

Chapter 3

**The Canadian Studies Working Group
and the Process of Curriculum Development**

Introduction

In the following chapter I will attempt to take the reader, in time, through the development of the Canadian History 1201 curriculum. The process begins with the formation of the Canadian Studies Working Group in September 1993. This was a committee of teachers, program coordinators and curriculum consultants charged, among other things, with developing a curriculum for Canadian History to be available for instruction to Level I students in Newfoundland and Labrador schools. This chapter will describe, meeting by meeting, the process followed and decisions made by the committee as it developed course content areas, themes, understandings, competencies and dispositions. The methods and decisions made by myself, as the contract writer, and Chris Wright, the curriculum consultant, as we developed the course performance expectations, statement of purpose and rationale will be described in chronological sequence along with the editorial and review meetings held with the full committee..

3.1 The Canadian Studies Working Group

The Canadian Studies Working Group was established, in September 1993, as a committee of the Division of Program Development for the Department of Education. Membership on the committee was established by school board sponsorship. Several school boards in the province were given the opportunity to provide members on the committee with the understanding that they would be granted ministerial leave from work for committee business. The decision as to which individuals would represent each school board was entirely in the hands of the school board administration. It was expected that they would nominate the

individuals they felt best able to contribute to the committee. Since the committee would be working on several curriculum projects, members were expected to be high school social studies teachers or coordinators. The important academic expectation was that they be trained in one of the social studies disciplines of economics, political science, history or geography. There was never any attempt made to classify members as economists, historians or geographers.

Due to fiscal restraints implemented by the provincial government, the Department of Education encouraged regional committees as a means of cutting costs. This committee was to operate on the West Coast of the province. The initial membership included Victor Kendall, program coordinator from the Western Integrated School Board; Derek Patey, a teacher from the Vinland-Straits of Bell Isle Integrated School Board; Wayne Matthews, teacher from the Humber-St. Barbe Roman Catholic School Board; John Basha, teacher from the Appalachia Roman Catholic School Board; Robert Tucker, a program coordinator from the Port Aux Basque Integrated School Board; Jim Crewe, a program coordinator from the Pentecostal Assemblies School Board; Claude Schryburt, the French first language curriculum consultant; Chris Wright, the social studies curriculum consultant from the Division of Program Development; I represented, as a teacher, the Deer Lake-St. Barbe South Integrated School Board.

At this point the committee was representative of the three major denominational groups. This was a result of the denominational nature of the school boards that operated on the West Coast of Newfoundland. It is also interesting to note that all members at this point were men. This was probably unintentional and resulted from the predominance of male high

school practitioners.

The committee was formed initially for the 1993-94 school year with the following terms of reference as described at the initial meeting:

- i. To design and draft a course description for Canadian Geography 1202.
- ii. To review a draft curriculum guide for Canadian Geography 1202
- iii. To recommend teaching/ learning resources for Canadian Geography 1202 to be piloted in the 1994-95 school year.
- iv. To design and draft a course description for Canadian Issues 2205 which will incorporate Canadian Issues 1201 and Democracy 2102
- v. To review a draft curriculum guide for Canadian Issues 2205
- vi. To design and draft a course description for Canadian History 1201
- vii. To review a draft curriculum guide for Canadian History 1201

The committee was given ten working days over the course of the 1993-94 school year to accomplish this task. In reality, the committee needed three years to complete the Canadian Geography 1202 and the Canadian History 1201 curriculum guides. It became obvious after the first meeting, since the Canadian Geography and History courses were being constructed totally from scratch, that any meaningful curriculum development would require more than a few days per project. It was decided to focus on the Canadian Geography course since it was essential to the immediate curriculum objectives of the department, with the time frame of the committee left open-ended at the discretion of Division of Program Development.

As time passed, the Canadian Issues 2205 course was de-emphasized by the Division and very little work was ever done on it. During the first year of the committee's work, the Division of Program Development began reviewing the existing high school program with the intention of establishing a revised program. At the time the social studies consultant felt

confident that a Canadian History and Canadian Geography course would be included in the revised program. However, it was not clear whether Canadian Issues would survive the review process. The committee's mandate to rework the Canadian Issues program was subsequently dropped by the department.

As mentioned, the terms of reference and time line were altered during the committee's work. As well, over a three year period it could be expected that membership on the committee would change. Of the nine original committee members only five stayed with the committee for the entire three years of its work. The program coordinators from the Western Integrated School Board and the Pentecostal Assemblies School Board and the French first language consultant retired from the committee after the first year. Each of them had changed jobs during the summer recess and were unable to continue in their positions. Sandy Pennell, a program coordinator from the Western Integrated School Board and Suzelle Lavallee, the new French first language curriculum consultant replaced the outgoing individuals. Now the committee found itself without Pentecostal representation, but did have its first and only female team member. In the third year of working, the teacher from the Appalachia School Board retired from the committee and was replaced by Doug Sweetapple, a teacher from the Western Integrated School Board. These personnel changes did impact on the development of Canadian History 1201. The previous French first language consultant had only attended the first meeting and had no impact on the development of Canadian History 1201. His replacement, Ms. Lavallee was a very articulate and outspoken defender of French-Canadian history. She would have considerable influence as the time frame and content areas of Canadian History were discussed. The committee did very little back-tracking. New

members were expected to pick up the discussion as it was unfolding with no information on previous decisions. As a result there was little disruption caused by the other changes in the committee.

During the 1993-94 school year, the chair of the working group was the program coordinator from the Western Integrated School Board, with the social studies curriculum consultant taking the position of secretary. The consultant did in reality run the meetings and provide direction to the committee. This was inevitable, because as the senior member of the curriculum administration attending the meetings, only the consultant had access to information concerning the direction the department was taking in terms of the life expectancy of the committee, the internal review of the senior high program that was initiated at this time, and decisions arising from the creation of the Atlantic Provinces Education Foundation (APEF). When the program coordinator was unable to return the following year, the social studies consultant took the position of chair, and the position of secretary passed to the French first language curriculum consultant. It is clear however, that as the committee worked on the course themes, goals and content of Canadian History 1201 the consultants did not attempt to over-rule any decisions of the group.

3.2 Meeting One: Establishing Definitions and a Framework

On December 2 & 3, 1993, all the initial members of the Working Group met at the Glynmill Inn, Corner Brook. It became the practice that meetings would begin at 9:00am and conclude at 3:30pm. The purpose of this meeting was to establish a format for the three curriculum guides, to determine definitions of key terms and concepts, and to begin working

on the content goals for Canadian Geography 1202. The committee had not met prior to this meeting and the only communication had been a fax outlining the agenda. It is important to remember that at this time the primary focus of the Working Group was the development of Canadian Geography 1202. However, some important decisions were made at this meeting which would affect the development of Canadian History 1201.

The committee agreed, after some discussion, that a rationale would introduce each of the curriculum guides. The discussion centred on whether a statement of purpose should precede the rationale or if the rationale should precede the statement of purpose. After reviewing the format of other guides it was decided that the rationale would be placed first in the guides. The rationale was to be a brief statement to show that the course met the needs of the students and contributed to the overall goal of developing the person-citizen. At this point, considerable attention was given to the literacies promoted in *A Curriculum Framework for Social Studies: Navigating the Future*.

It was decided that the statement of purpose for the three guides would be a brief statement of the overall aim of the courses, a two or three line mission statement. Discussions on the actual wording of the rationale and statement of purpose for Canadian History 1201 did not occur until a later committee meeting.

The format in which the curriculum goals and content would be present in the three guides was largely predetermined by the outline prescribed in *A Curriculum Framework for Social Studies: Navigating the Future* and the form used in the Global Issues 3205 and World History 3201 guides developed in 1992-93. Course goals would be general statements of intent as a first level specification of the statement of purpose. These are categorized as

understandings, competencies, and dispositions. Understandings refer to the course goals which can be categorized specifically as knowledge oriented. Competencies refer to the development of skill sets, while dispositions are the course goals associated with attitudinal development.

Some other aspects of the format for the presentation of the Canadian History 1201 course content did not survive the development process. From the time the initial format was adopted, certain key descriptive terms were changed and the presentation format was altered. All of these changes were at the request of the consultant, who was trying to keep the curriculum presentation in keeping with the direction that the department and later, the APEF, was taking.

It was agreed initially that the presentation of the curriculum content for the three courses would match the new format established with the Global Issues 3205 and World History 3201 courses. First, content would be separated into organizational themes. These themes would be broad areas of study representing a cluster of interrelated course understandings. Each theme would be further subdivided into specific course objectives. The course objectives would be clearly stated targets for understanding. Each of the course objectives were to have a list of expected learner behaviours specifying the type of performance acceptable as evidence of student achievement. These expected learner behaviours were to be called Intended Learning Outcomes (ILOs), just as they had been presented in the earlier Global Issues and World History guides.

At this point in the process a considerable discussion erupted among the committee members. The question was raised if the ILOs should be measurable or if they should

represent suggested learning activities for teachers to use as guides in developing course lessons. If the ILOs were to be measurable outcomes then they would have to be prescriptive and narrow in nature. If they were to be guides to lesson planning, then they could be written as instructional strategies. The group was divided on this point, with some feeling that teachers would appreciate suggested instructional strategies while others felt that the only way in which the ILOs could be meaningful in evaluation was if they were measurable. It was the opinion of several of the teachers that some teachers not trained in a social studies discipline might appreciate lesson ideas. The group, including the social studies curriculum consultant, in favour of measurable ILOs won the day by making the argument that the development of teaching strategies was a classroom management issue and not a curriculum issue.

It was eventually decided that the ILOs would not be instructional strategies but rather statements of measurable desired performance. This issue would reappear when the committee began drafting and reviewing curriculum content for Canadian History 1201. In fact, as will be shown, the degree of instructional approach specification in the final set of performance expectation varies from expectation to expectation.

Next it was decided to adopt a definition of instructional strategies, evaluation and instructional resources. The committee reviewed several definitions provided by the social studies consultant before forming the following definitions. The committee agreed that instructional strategies consisted of a combination of teaching methods and techniques designed to facilitate the student's achievement of the intended learning outcomes. As well, the committee defined evaluation as the collection and interpretation of data needed to form

judgements about the degree to which students have achieved the program goals and content objectives. Resources were defined as a wide variety of print and non-print materials (including human resources) used in a planned way to achieve the course goals.

Once a suitable format for the presentation of the three proposed curriculums had been decided, work began on the Canadian Geography 1202 course. Items concerning the subject of Canadian History 1201 were not raised until March 1994. It should be noted that since committee members received no remuneration for their participation on the Working Group very little work was assigned between meetings. It was this fact that definitely destroyed any illusion that may have been held that the committee would complete its terms of reference in the initially allotted time-frame.

3.3 Meeting Two Statement of Purpose and Deliberation on Possible Content

The next set of meetings occurred on the 15 - 17 March 1994, again at the Glynmill Inn, Corner Brook. The French first language consultant was not in attendance. Much of the three day March meeting was spent on issues concerning the development of Canadian Geography 1202. However, an afternoon session was set aside for some initial work on Canadian History 1201. It had been explained to the committee that it would be meeting again through the 1994-95 school year. During this afternoon session, the social studies consultant supplied the committee members with a copy of Bennett's *Rediscovering Canadian History* (OISE, 1980) which acknowledged that the old Laurentian thesis, history written from a central Canadian bias, has given way to a variety of Canadian historiographies. Included in

these changing perspectives are the changing evolution of metropolitanism, the French-Canadian traditions, economic history, social history, decline of political history, and regionalism. After taking some time to review this document Mr. Wright expressed his desire that Canadian History 1201 not be exclusive of any region, group or historical approach. It would appear that the social studies consultant was simply setting some parameters so as to avoid purposefully the exclusion of any particular group or the dominance of any specific historical philosophy.

The committee then spent some time brainstorming considerations for the rationale, purpose, major understandings and content topics for Canadian History 1201. In these activities the committee continued with a system used throughout the development of Canadian Geography 1202. A member of the committee would be chosen or volunteered to take notes, with a dark marker, on a large piece of flip chart paper. The recorder would note all suggestions coming from the table. There was no restriction on the recorder taking part in the brainstorming sessions. It was during these sessions that the apparently strong knowledge base of historical information held by the committee became apparent. As stated above, no one on the committee was identified as economist, geographer or historian. However, it became obvious that everyone on the committee had, in the course of their formal or informal education, familiarised themselves with Canada's history. Occasionally when a point or date was contested the committee would refer to the following history texts that were provided by the consultant: *Canada: A Nation Unfolding* (McGraw-Hill Ryerson 1994), *Canada: Understanding Your Past* (Irwin 1990), *Canadians in the Twentieth Century* (McGraw-Hill Ryerson 1987), *SpotLight Canada*. (Oxford 1996), and the *1994 Canadian*

The committee began by brainstorming elements considered important in developing a rationale for Canadian History 1201. The program coordinator from the Port Aux Basques Integrated School Board took the position as recorder, while the group proposed possible reasons for the need for a Canadian history course. Twenty seven statements and points were recorded. The committee then began a process of combining all similar points and dropping redundant points. The end result was ten points to be used in the development of a rationale for Canadian History 1201. These points were as follows:

Why Study Canadian History?

- i. Knowledge of Canadian Heritage
- ii. Pride in one's country
- iii. Contribution to knowledge of society and how to approach social problems
- iv. Reminds students of their civic responsibility
- v. Historical enquiry provides opportunities for students to see ideas, institutions and ways of life different from their own
- vi. Develops capacities for analysis and judgement
- vii. Historical knowledge is prerequisite to informed discriminatory citizenship
- viii. Provides a frame of reference for the future
- ix. Enables the viewing of Canada's place within the global community
- x. View Canadian history as a series of cause/effect relationships

This final list is in essence a set of commonly held statements about the value of history in education. There was no debate or argument on these points. Further development of the rationale was to occur at the next meeting of the committee in April.

It is customary to provide a statement of purpose, a general statement which expresses the positive impact a program will have on students. This is different from a statement of rationale, which expresses the need for a particular course or program at a particular point

in the student's development. In developing a statement of purpose the committee broke into three groups. Each group was expected to develop a working statement of purpose, or at least a set of guiding principles for such a statement. The groups were given one hour to put their thoughts on paper; after that time the committee was reconvened and the statements were circulated among the members. From the discussions that followed two competing statements were developed:

Statement 1

History 1201 will enable students to understand how past experiences, contributions, groups and institutions impact upon the present and provide direction for the future.

Statement 2

History 1201 will enable students to understand and evaluate the interaction of past experiences, contributions, groups, institutions, and the Canadian environment and how they impact upon the present and provide direction for the future.

Both groups supporting the two statements felt that history must provide direction. They also agreed that history includes experiences and contributions along with the actions of groups and institutions. The groups disagreed upon two issues. In the first statement it is enough for the student to understand the impact of history. In the second statement it is also necessary for the student to evaluate the impact of history. In addition, the second statement identifies the Canadian environment as a player in Canadian history. On both these issues there was strong ownership evident in both groups, and it was decided to leave the final decision for a later meeting.

Next, the committee began discussions on possible curriculum understandings. It is correct to say that these discussions were the first efforts of the committee at establishing a curriculum content for Canadian History 1201. In determining the major categories of

understandings, which would eventually make up the course goals, the committee utilized the brainstorming method mentioned above. To arrive at broad course goals, i.e. understandings, the committee brainstormed possible content topics. The teacher from the Deer Lake-St. Barbe South Integrated School Board volunteered to record. The committee spent approximately one hour first providing content topics, and then pruning and integrating duplicated topic areas into broad categories. The following broad content topics were selected:

- ▶ British North America and the Road to Confederation
- ▶ National Growth and Identity
- ▶ World War I
- ▶ Post War Canada
- ▶ The Great Depression
- ▶ World War II
- ▶ Canada as a Middle Power
- ▶ A Time of Change
- ▶ Constitutional Reform
- ▶ Contemporary Canada

In developing the above list, members of the committee relied on their own considerable general understanding of the sequence of Canadian History. For the most part, discussion revolved around how to group various content topics into broad sequenced categories. For example, **British North America and the Road to Confederation** was created to include such content areas as the Quebec, London and Charlottetown Conferences, Fenian Raids and the Durham Report. There was some discussion at this time about the balance between Canadian international affairs and domestic issues in Canadian History. It was decided that an attempt should be made not to over-weight the course with Canadian war

and diplomatic efforts.

Next the committee established, through an examination of the ten broad content areas described above, the following list of headings by which course understandings, competencies and dispositions could be grouped:

- ▶ Political
- ▶ Diplomatic
- ▶ Social
- ▶ Economic
- ▶ Cultural
- ▶ Intellectual

This list of headings was generated by examination of the different broad content areas and a reflection on the type of history that would be examined in that content area. For example, it was expected that political history would be paramount in the first content area dealing with the Canadian Confederation. Whereas the area on the Great Depression would be heavy with social and economic history.

At the end of this meeting, the committee members were asked to compile a set of bullets under each of the headings. Each bullet would represent a content area within the heading category. These bullets would eventually form the list of understandings for the course. At this time the committee was expecting that the course understandings, competencies and dispositions would all be categorized under the above headings.

3.4 Meeting Three Developing Understandings

In May 1994, the group consolidated the list of bullet comments generated by the committee members between meetings. It was also decided to combine related headings

developed in the previous meeting. This was the first step to the eventual elimination of categories for the understandings, competencies and dispositions. The following represents the initial list of course goal comments established by the committee:

Understandings:

Political/Diplomatic

- Problems and consequences in achieving nationhood
- Political systems within Canada
- Political aspiration of diverse groups within Canada
- Canada's contribution to diplomatic, military and peacekeeping efforts

Social/Economic

- National Policy and its effect on early Canadian social and economic development
- The Great Depression - reasons, causes and effects
- How Canada's position as a trading nation has affected the development and public policy of the country
- Evolution of individual and minority rights
- The development and institutionalization of government's role in the Canadian economy and social life
- Factors resulting in life-style changes throughout the different generations of Canadians

Cultural/Intellectual

- The cultural contribution of Canada's people
- Contributing factors leading to and the consequences of bilingualism and multiculturalism
- The achievements of Canadians in medicine, the arts, science and technology

The decision to combined the headings occurred after it became apparent that there existed a large amount of over-lapping content and information between the categories. In finalizing the list each committee member presented the list they had developed between meetings. All common items were moved to a final list. Where there was disagreement on specific content areas, umbrella comments were developed and placed on the final list. There were no major disagreements during this phase of deliberation on expect understandings.

In addition to the work on the course understandings, the committee agreed to a suggestion by the consultant to try to develop the curriculum using a thematic-chronological approach. Such an approach would require the committee to establish historical themes that followed one another in a chronological fashion. The major contributing factor to this decision was that most historical texts utilize a thematic chronological approach in the presentation of historical information. It was felt by the committee that if the Canadian History 1201 curriculum was designed using a different approach, it might cause extra hardship on the teacher using existing resources. This was felt to be particularly true for the teacher teaching outside of his/her area of specialization. However, this decision did take the opportunity for pure thematic or chronological study out of the hands of the teacher.

It was also suggested by the consultant that in developing the History 1201 curriculum several points were important to remember as document development progressed. The consultant felt that the multicultural nature of the country had to be recognised, the Laurentian thesis, as discussed by Bennett had to be avoided, urban development had to be recognised, English Canada's sense of Quebec needed exploring, avoidance of great man history would be desirable, and the importance of intellectual and cultural history should be acknowledged. No one on the committee took issue with these comments. It was generally felt that these suggestions were being made in the best interest of a responsible pan-Canadian history and as it turned out the curriculum developed mindfully of these concerns without them ever being mentioned again. However, as the composition of the committee changed there would be some debate on the role of French Canadians in the early development of the country's history.

3.5 Meeting Four Committee Membership Changes

The committee did not work over the summer months and had its next meeting in the new school year during October 1994. The composition of the committee had changed. The program coordinator from the Western Integrated School Board, Victor Kendall had taken a position as school principal and was unable to continue as chairperson or as a member of the committee. As a result of this change, the curriculum consultant took the position of committee chair as no one else was interested in assuming the role, and a new program coordinator, Sandy Pennell, from the Western Integrated School Board joined the team. The position of committee secretary passed to the new French first language consultant, Suzelle Lavalee who had replaced Claude Schryburt. Mr Schryburt's departure was never explained more than that he was no longer in the position of French first language consultant. As well, the program coordinator from the Pentecostal Assemblies School Board, James Crewe had left his position to take up responsibilities with the Department of Education and did not return to the committee.

During the years between 1992 and 1997 the field of education in Newfoundland and Labrador went through such a period of restructuring that a large change in committee membership could be expected and it was not considered surprising or abnormal to those of us in the field. In my opinion the addition of Ms. Lavalee would be the change that would have the most significant impact on the committee's work. In addition, since the committee had not gone far in its development of Canadian History 1201, little revisiting was required.

During the summer months a decision had occurred in the curriculum administration. The development of Canadian History 1201 was moved up in priority and

would be completed before the Canadian Issues 2205. In fact this was the beginning of the end of the issues course. It was never developed and does not appear in the new high school program. Much of this one and a half day meeting was spent finalizing items for the geography course and reviewing work done to date on the history project. The French first language consultant was not in attendance at this meeting.

As the committee got down to work on Canadian History 1201 a considerable debate developed over the time-frame of Canadian History. The question being, how far back does one need to go in the history of British North America? It was decided at this point to attempt to stay as close to 1867 as possible with some contextualization. It was felt by all members present that the course be as contemporary as possible, with time available for bringing historical consideration to present day events.

Two other areas discussed at this time were the place of Quebec and Newfoundland history in the history of Canada. On the first point, some committee members were concerned that a two founding peoples approach should be avoided so as to allow consideration of all areas of the country. On the issue of Newfoundland history prior to 1949, it was decided that since Newfoundland had deliberately chosen not to join Canada prior to 1949 its history was not Canadian history. However, it was agreed, since the course was being developed for Newfoundland and Labrador students, that when appropriate, Newfoundland and Labrador history would be discussed prior to 1949. The committee was not given any assignments or research to do prior to the next meeting in December.

3.6

Meeting Five

Competencies and Dispositions

During a two day meeting in December 1994, the committee, through brainstorming sessions similar to those previously described, developed the following initial list of competencies and dispositions:

Competencies

- ▶ Analyse cause and effect relationship
- ▶ Analyse conflicting historical interpretations
- ▶ Retrieve and categorize information from a variety of sources
- ▶ Construct, understand, analyse maps, charts, diagrams, time lines to appreciate time and location
- ▶ Engage in critical thinking, decision-making and problem-solving activities
- ▶ Learn to present effectively information through the use of the written word, oral and graphic presentation
- ▶ Develop, practise and refine collaborative skills in working in group situations
- ▶ Analyse past/present events to make future extrapolations

Dispositions

- ▶ Appreciate the importance that historical study has in understanding present day issues
- ▶ To be concerned with issues of historical significance to the future of Canada
- ▶ Appreciate the rights, responsibilities and benefits of citizenship in a democratic Canada
- ▶ Develop a willingness to participate in a democratic Canada as an active, understanding and concerned citizen
- ▶ Appreciate history as a clash of aspirations, personalities, ideals and cultures
- ▶ Appreciate and acknowledge the contribution that different cultures have made to Canadian society
- ▶ Value the contributions of both men and women of all ages, and groups to the development of Canada
- ▶ Recognize the destructiveness of war and appreciate the value of peace
- ▶ Appreciate the role of informed and rational discussion in the process of hypothesizing and decision-making
- ▶ Value the right of democratic self-determination within a democratic society

In developing this list, committee members were asked to put forward the skills and attitudes that they felt could and should be encouraged through a history curriculum. Regarding the desired skills or competencies, the only real contentious debate surrounded the

last competency dealing with future extrapolations. Some members of the committee felt that this was too high order for grade ten students. It was decided that individual teachers would be able to make judgements on the extent to which this particular competency could be achieved in his/her classroom. Regarding the area of attitudes or dispositions there were several debates on the final list. Concerning the area of participating citizenship some members of the committee wanted the disposition worded so that it required students to become active citizens. Other members of the committee felt that this was unrealistic and undesirable. They were of the opinion that becoming an active citizen was a personal choice not a civic requirement. After some discussion the following compromise statement was adopted:

Develop a willingness to participate in a democratic Canada as an active, understanding and concerned citizen

As well, the committee spent some time discussing the dispositions that should be encouraged regarding warfare. Some members felt that students should perceive war as an undesirable action at all times, whereas others felt that war is justifiable under certain conditions. It was agreed that the following statement satisfied all concerns:

Recognize the destructiveness of war and appreciate the value of peace

These initial competencies and dispositions along with the previously discussed understandings became the foundation of the Canadian History 1201 curriculum goals. No attempt was made to categorize the competencies and dispositions as had been done with the understandings. It would not be long before the understandings lost their headings as well.

It was felt that some work on the actual wording of the competencies and

dispositions would be required prior to the next meeting. It was agreed that the curriculum consultant and I would take this list of competencies and dispositions along with the work previously done on the understandings and review the wording prior to the next meeting. Due to the nature of my position as a partnership coordinator, I felt that I would be able to do most of this review done during my working hours.

The committee had early agreed to a thematic-chronological approach to the curriculum. Now each member of the committee was asked to draw up a list of five to eight general chronological themes for the next meeting. Within each theme major historical highlights were to be included. The committee agreed that several points needed to be considered when developing the themes. Contextualization of events prior to Confederation would be necessary as a trade-off against starting indepth study of Canadian History prior to 1867. It was also considered important to emphasize the human side of history through personalities and lifestyles. The committee felt that the presentation of the Quebec nationalism and the FLQ situation needed to be accomplished within an historical context. Everyone felt that it is only possible to understand Quebec nationalism in the 1970s and 80s through understanding of such events as the Riel Rebellions, Conscription and the Quiet Revolution. It was agreed as well that Newfoundland would be discussed in reference to Canada during the confederation conferences, the depression, and world wars. As well, it was agreed that the development of Canada's political system along with Canadian advances in science and technology needed special attention.

3.7 Meeting Six

Prior to the three day meeting in January 1995, the consultant and I completed our

assigned work on the understandings, competencies, and dispositions. This work was completed through a process where the consultant submitted to me via fax a draft wording of the set of understandings, dispositions and competencies. I then suggested possible rewording on his copy and returned it to him. We both agreed on the final wording of each statement.

At the January meeting the consultant presented the work he and I had done on the understandings, competencies and dispositions. Each item was reviewed with some discussion. The decision by the consultant and me to replace the term nation-building with confederation process was discussed. This had been my suggestion and I explained that theoretically today's politicians are still nation building while confederation, in terms of the official proclamation of Canada, was a fairly static event. As well, in the consultant's and my work, the stems were merely, "The Student Will." The committee preferred stems that included the student demonstrating the understanding, competency and disposition. They felt, and the consultant and I agreed, that this would lessen the wordiness of each understanding, competency and disposition. It was finally decided to drop the subheadings under the understandings to provide a uniform format for the presentation of all the statements. The following set of understandings, competencies and dispositions was finalized, they are displayed to the left of the original concepts as developed by the committee:

Understandings:

Students will demonstrate an understanding of:

4. the problems faced by Canadian leaders during the Confederation process.
5. the consequences of decisions made during

Understandings:

Political/Diplomatic

- Problems and consequences in achieving nationhood
- Political systems within Canada
- Political aspiration of diverse groups within Canada

- the Confederation process.
3. the political aspirations of the diverse groups within Canada.
4. Canada's contribution to global and regional diplomatic, military and peace-keeping efforts.
5. the National Policy and its effects on early Canadian social and economic development
6. the causes, events, and consequences of the Great Depression.
7. how Canada's status as a trading nation has affected the development, and public policy of the nation.
8. how the evolution of individual and minority rights have impacted on Canadian life.
9. the development and institutionalization of government's role in Canadian economic and social life.
10. the factors that have resulted in life-style changes through different generations of Canadians.
11. the cultural contribution of Canada's peoples.
12. the contributing factors leading to and consequences of official bilingualism and multiculturalism.
13. the achievements of Canadians in medicine, the arts, science and technology.

Competencies

Students will demonstrate competencies in:

1. analysing cause and effect relationships.
2. objectively analysing conflicting historical interpretations.
3. retrieving and categorizing information from a variety of sources.
4. the relationship between time and location through the construction and analyse of maps, charts, diagrams, and time lines.
5. critical thinking, decision-making and problem-solving activities.
6. effectively presenting information through the use of the written word, oral and

- Canada's contribution to diplomatic, military and peacekeeping efforts

Social/Economic

- National Policy and its effect on early Canadian social and economic development
- The Great Depression - reasons, causes and effects
- How Canada's position as a trading nation has affected the development and public policy of the country
- Evolution of individual and minority rights
- The development and institutionalization of government's role in the Canadian economy and social life
- Factors resulting in life-style changes throughout the different generations of Canadians

Cultural/Intellectual

- The cultural contribution of Canada's people
- Contributing factors leading to and the consequences of bilingualism and multiculturalism
- The achievements of Canadians in medicine, the arts, science and technology

Competencies

- Analyse cause and effect relationship
- Analyse conflicting historical interpretations
- Retrieve and categorize information from a variety of sources
- Construct, understand, analyse maps, charts, diagrams, time lines to appreciate time and location
- Engage in critical thinking, decision-making and problem-solving activities
- Learn to effectively present information through the use of the written word, oral and graphic presentation
- Develop, practise and refine collaborative skills in working in group situations

- 7. graphic presentation.
- 8. the development and refinement of collaborative skills through practice in working group situations.
- 9. future extrapolations based on an analysis of past and present events.

Dispositions

Students will demonstrate an appreciation of:

1. the importance that historical study has in understanding present day issues.
2. the issues of historical significance to the future of Canada.
3. the rights, responsibilities and benefits of citizenship within a democratic Canada.
4. the ability to participate in a democratic Canada as an active, understanding and concerned citizen.
5. history as the product of interaction and conflict between different aspirations, personalities, ideals and cultures.
6. the contribution that different cultures have made to Canadian society.
7. the individual and group contribution of men and women of all ages to the development of Canada.
8. value peace, and appreciate that while war may be necessary in extreme situations it is economically, socially, culturally and politically destructive.
9. appreciate the role of informed and rational discussion in the process of hypothesizing and decision making.
10. value the right of democratic self-determination within a democratic society.

- Analyse past/present events to make future extrapolations

Dispositions

- Appreciate the importance that historical study has in understanding present day issues
- To be concerned with issues of historical significance to the future of Canada
- Appreciate the rights, responsibilities and benefits of citizenship in a democratic Canada
- Develop a willingness to participate in a democratic Canada as an active, understanding and concerned citizen
- Appreciate history as a clash of aspirations, personalities, ideals and cultures
- Appreciate and acknowledge the contribution that different cultures have made to Canadian society
- Value the contributions of both men and women of all ages, and groups to the development of Canada
- Recognize the destructiveness of war and appreciate the value of peace
- Appreciate the role of informed and rational discussion in the process of hypothesizing and decision-making
- Value the right of democratic self-determination within a democratic society

Considerable clarification was achieved through the process of defining key concepts to the eventual statements of understanding, competency and disposition. At this point the committee felt a genuine satisfaction, for they had now established the course goals for Canadian History 1201. It is fair to state that the process to date had been very open, and

participation from committee members high. During the remainder of this three days of meetings the committee now moved to set the Specific Curriculum Outcomes (SCOs), the specific objectives of the course.

Outcomes (SCOs)

The members of the committee now turned their attention to the work they were asked to complete during the December meeting regarding possible historical themes and highlights on which to hang the course objectives. These highlights were meant to be the initial concepts from which the Specific Curriculum Outcomes (SCOs) would be developed. Specific Curriculum Outcomes were also used in the development of the Canadian Geography course. This was the terminology used for describing general content objectives. Decisions regarding curriculum presentation terminology were made within the Division of Program Development. We were informed at this time that the SCOs would appear under the curriculum themes in the curriculum guide. As well, we were advised that the term Intended Learning Outcome, the terminology used in the Canadian Geography guide for specific objectives, was to be replaced with the term Performance Indicators (PIs). For the committee, the content of the Canadian History Curriculum would be developed and presented using the following organizational scheme:

Goals:
Understandings
Competencies
Dispositions

Objectives:
Historical Theme

Specific Curriculum Outcomes Performance Indicators

Note that the term objective is not used in the presentation of the curriculum, I use it here to assist in showing the deductive approach that the curriculum development process followed. While the committee had no voice on the specific curriculum terminology to be used, we did have direct and final decision making authority in most other areas. One such area was the chronological themes. There was quite a bit of similarity among most of the committee members and how they visualized Canadian history. After some discussion and checking with available texts: *Canada: A Nation Unfolding* (McGraw-Hill Ryerson 1994), *Canada: Understanding Your Past* (Irwin 1990), *Canadians in the Twentieth Century* (McGraw-Hill Ryerson 1987), *SpotLight Canada*. (Oxford 1996), and the *1994 Canadian Global Almanac* (MacMillan 1993), six chronological periods were identified with some main historical highlights. The agreed upon chronological periods with historical highlights were as follows:

Theme 1- Pre-1867

- Pre-Confederation
- Events surrounding Confederation Conferences (Charlottetown, Quebec, London)
- Movements for and against Confederation
- BNA Act
- The Conquest
- Durham Report
- Union Act

Theme 3 - 1911-1929

- WW I
- Homefront
- WW I - Newfoundland involvement

Theme 2 - 1867-1911

- The Macdonald government
- Western expansion - securing the West
- National Policy
- Issues affecting the new nation
- Laurier era: Consolidation and Prosperity
- Indian Act 1880
- Manitoba's Schools Question
- Rupert's Land Purchase
- Technology and inventions
- Klondike
- Naval Bill
- 1904 French shore (Newfoundland)

Theme 4 - 1930-1945

- Depression - Economic conditions
- Depression - Social conditions
- The Mackenzie King government

- Post-war problems
- Prosperity and social issues
- Canada on the world stage
- Labrador Boundary Dispute
- Aborigines
- John McCrae
- Entertainment
- Winnipeg General Strike
- Prohibition
- Suffragettes

Theme 5 - 1946-1967

- Canadian diplomacy
- Newfoundland's entry into Confederation
- Baby Boomers
- Quebec in transition
- Canada-USA relations
- Social change
- Indian Act 1951

- Newfoundland sovereignty lost 1933
- New political parties
- WW II Canadian involvement
- WW II Newfoundland involvement
- Homefront
- Statute of Westminster
- Japanese internment
- Dieppe
- The Somme
- Group of Seven

Theme 6- 1967 to Present

- The Trudeau government
- Quebec- Nationalists in Power
- Socio/economic restructuring
- Regional alienation
- Constitutional reform
- Canada and the new world order
- Canada and the immediate future

In preparation for the next meeting each member of the committee took one of the themes as outlined above, created a working title and rewrote historical highlights as Specific Curriculum Outcomes.

3.8 Meeting Seven

In April 1995, the committee met for three days. During this time the group adopted titles for the six chronological themes and SCO's based on the work done in preparation by the committee. In addition, the committee brainstormed a variety of notes for future Performance Indicators (PIs) to be included under the SCOs in the first four themes.

On the issue of Quebec history and the development of two founding peoples, the committee made concessions in the first theme to the French first language curriculum consultant. In doing her preparatory work for this set of meetings, she indicated that pre-confederation included Quebec history dated back to 1604. She also felt strongly about the

importance of French domination in the north during early North American History. Even though the committee had earlier agreed to use pre-1867 history where necessary to place confederation debate in context, it was decided to date Canadian history to 1759 with reference to the two founding European cultures. It is my belief that two complementary principles were at work as the committee readjusted Canadian History for Newfoundland and Labrador students.

First, the French first language consultant was able to assume a certain degree of moral authority on this issue. She had been assigned to the Canadian Studies Working Group because the courses being developed by our committee would be translated for Newfoundland students whose first language was French. The committee was sensitized to the opportunity to promote a greater cultural self appreciation within the Newfoundland Francophone community.

Second, the other members of the committee were prepared to be flexible on the question of French history in Canada as long as it remained a component of the first theme and did not require an in depth inquiry by teachers, robbing them of the opportunity to present later themes in detail.

It is quite certain that had the French first language consultant not participated on the committee, Canadian History 1201 would have had less of an emphasis on early French-Canadian history. It is fair to state at this point that this event demonstrated the openness, goodwill and congeniality that surrounded the table for the duration of our deliberations. As well, all members of the committee, myself included, became more conscious of not unintentionally slighting any interest groups.

After the committee agreed upon theme titles and SCO wording, we brainstormed about specific events which we would use as guides in developing Performance Indicators. We were now getting very close to working on the detailed objectives which would guide teachers in their day-to-day lesson planning. The following theme titles, Specific Curriculum Objectives and historical events were agreed upon by the committee as we moved into what was to become the most intensive part of my work on this project:

Theme 1: Prelude to Nationhood 1759-1867

The student will:

- 1.1 examine the relationship between the founding European Cultures in North America 1759 - 1838.
 - Treaty of Paris
 - American War of Independence
 - 1774 Quebec Act
 - Upper and Lower Canada
 - Durham Report, 1838
 - Act of Union
- 1.2 examine the political difficulties of a united Canada
 - Political under-representation of the French
 - Political deadlock (french/English)
 - Industrialization (English dominated Economy)
 - Religious and cultural strife
 - Social Struggle
- 1.3 examine the issues and conferences leading to Confederation
 - Solution to political deadlock
 - Movement toward Maritime Union
 - American Civil War influences
 - Lessening of financial burden of Britain in Canada
 - Charlottetown Conference 1864
 - Quebec Conference 1864
 - Fenians raids
 - American Reciprocity Treaty
 - London Conference 1866

Biographies of leaders of the day

1.4 examine the components of the BNA Act

- Created political division within Canada
- Constitutional Monarchy
- British Parliamentary System
- Federal-provincial divisions
- French retained rights from Quebec Act
- Retention of Britain's powers
- Crown Lands
- Trade Relations
- Foreign Relations
- British Privy Council

THEME 2 - The New Nation 1867-1911

The student will:

2.1 examine selected significant issues facing the Macdonald and Mackenzie governments

- Post confederation discontent
- Reciprocity
- Canadian Pacific Railway Scandal
- Authority of the Governor General
- Manitoba Schools Question

2.2 recognize the major events which led to the development of Western Canada

- Rupert's Land
- New provinces
- CPR/CNR expansion
- Immigration
- North West Mounted Police
- Klondike Gold Rush

2.3 assess the impact of the National Policy on the economic and social development of Canada

- Election Issue
- Increased East/West Trade
- Multi-cultural diversity
- Opening the West
- Urbanisation

2.4 examine the causes and consequences of the Metis Rebellion

- Metis people goals/aspirations
- Red River Rebellion 1870

- ▶ Louis Riel
 - ▶ North West Rebellion 1885
 - ▶ French-English reaction to Riel
- 2.5 examine the growth and prosperity of Canada during the Laurier era
- ▶ Sir Wilfred Laurier
 - ▶ Economic Prosperity
 - ▶ Quebec Nationalism
 - ▶ Solution to Manitoba Schools Question
 - ▶ New promises
 - ▶ Rise of Unions
 - ▶ Life of Canadians at the turn of the century
 - ▶ Alaska Boundary Dispute

THEME 3 - The Great War and the Aftermath 1911-1929

- 3.1 examine the involvement of Canada and Newfoundland on the Western Front during World war I
- ▶ Reasons for World war I
 - ▶ Reason and extent of Canadian and Newfoundland involvement
 - ▶ Role of Canadians and Newfoundlanders in major battles
 - ▶ Canadian war heroes
 - ▶ Native people's involvement
- 3.2 examine the involvement of Canada and Newfoundland on the Home Front in World War I
- ▶ Contribution at home toward the war effort
 - ▶ Women in the workplace
 - ▶ Social - economic conditions
 - ▶ Conscription, pacifist issues and political issues
 - ▶ War Measures Act
- 3.3 examine the economic, social and cultural conditions in Canada and Newfoundland following World War I
- ▶ Effects of demobilization
 - ▶ Advances in technology
 - ▶ Workers unrest
 - ▶ Economic Boom
 - ▶ Women's rights
 - ▶ Art
 - ▶ Immigration
- 3.4 recognize the effects of World War I on Canada's international status
- ▶ League of Nations

- Paris Peace Conference
- Treaty of Versailles
- Military power
- Imperial conference
- Dominion status
- Labrador boundary

3.5 consider the causes of the economic collapse within Canada (conditions during the 1920s)

- False economic security
- Causes of collapse
- Collapse

THEME 4 - A Time of Turmoil: Depression and War 1930-1945

The student will:

4.1 examine the economic, social conditions and political growth during the Great Depression

- Economic conditions (regions)
- Newfoundland surrenders sovereignty
- Environmental conditions (regions)
- Social Conditions

4.2 appraise the actions of the Bennett and King governments.

- Bennett's New Deal
- Taxation
- Relief grants to provinces
- Initial government inaction
- Tariffs increased
- Formation of Wheat Pool
- Minimum Wage Act
- Government legislation and institutions

4.3 examine the reasons for the rise of new political parties within Canada and the platforms of those parties.

- Political/Economic/Regional Interests
- Reasons for rise of parties
- Failure of government to recognize interests

4.4 examine Canadian and Newfoundland involvement in World War II

- Reasons for World War II
- Reasons for Canadian and Newfoundland involvement
- Role of Canada and Newfoundland in Major battles

4.5 recognize the contributions of Canadians on the home front during World War II.

- ▶ War production
- ▶ Lend Lease
- ▶ Social- economic conditions

4.6 recognize the impact of World War II on Canadian and Newfoundland society.

- ▶ Conscription
- ▶ American influence
- ▶ Internment camps
- ▶ Government control of national economy
- ▶ Immigration

THEME 5 - A Time of Transition 1946-1967

The student will:

- 5.1 examine Canada's changing role on the international stage.
- 5.2 assess the reasons for the impact of Newfoundland's entry into Confederation
- 5.3 assess the reasons for post-war Quebec nationalism
- 5.4 examine the special relationship between Canada and the USA
- 5.5 examine the economic, social and cultural trends in the 1960's

THEME 6 - Contemporary Canada 1967- Present

The student will:

- 6.1 explore the economic, social and cultural re-structuring of Canadian society
- 6.2 examine the significant issues and events surrounding the independence movement in Quebec
- 6.3 examine the process and progress in constitutional development in Canada since 1970.
- 6.4 explore selected issues surrounding federal/provincial relations.
- 6.5 examine the goals of Canada's First Peoples and the strategies used to achieve them.
- 6.6 examine Canada's contemporary role in international affairs

At the end of this set of meetings, themes five and six were not as fully developed

as the first four themes. It was agreed that it would be better to have these two themes worked before our next meeting so that the committee would not have to spend much time revisiting them. It was therefore decided that four members of the committee would continue to develop initial notes for themes five and six. Three of these members were active teachers, the other was a program coordinator.

3.9 Meeting Eight

At the June 1995 meeting the committee reviewed the work done on themes five and six. We were also informed that another change in accepted Department of Education terminology had occurred. The term Performance Indicators had been replaced with Performance Expectations (PE's). At no time when such changes in approved terminology occurred was there any explanation of the difference this might have on our work or of any shifts in specific meaning or emphasis on the transactional nature of the curriculum. As a committee member, I along with my colleagues simply viewed these terminology changes as a change in desired presentation, not as an issue of substance. In fact, at this point it became a bit of a joke. It would be said, "What's the new word for this month."

After a brief examination of the work of the four committee members, the following was accepted as the Specific Curriculum Outcomes and Performance Expectation notes for themes five and six:

THEME 5 - A Time of Transition 1946-1967

The student will:

- 5.1 examine Canada's changing role on the international stage.
- ▶ Canada recognized as a middle power in the United Nations
 - ▶ Canada's role as a peacekeeper
 - ▶ Canada's involvement in the Marshall Plan, NATO, NORAD, Korean Conflict
 - ▶ Canada's contributions in foreign aid and International Monetary Fund
- 5.2 assess the reasons for the impact of Newfoundland's entry into Confederation
- ▶ National Convention of 1947
 - ▶ Arguments for Confederation
 - ▶ Arguments against Confederation
 - ▶ Options other than Confederation
 - ▶ Referendums 1948, 1949
 - ▶ Immediate benefits of Confederation for Newfoundland and Canada
- 5.3 assess the reasons for post-war Quebec nationalism
- ▶ Duplessis sides with English industrialists against French labourers
 - ▶ Labour disputes, secularization and urbanization signified a changing Quebec
 - ▶ The Quiet Revolution
 - ▶ The desire for independence
- 5.4 examine the special relationship between Canada and the USA
- ▶ Elements of similar culture and entertainment
 - ▶ Impact of the Cold War on Canadian USA relations
 - ▶ Largest trading partners
 - ▶ Canadian - USA projects
- 5.5 examine the economic, social and cultural trends in the 1960's
- ▶ Youth opposed to established values and trends
 - ▶ New morality reflected in educational reform and environmental concern
 - ▶ Trudeaumania
 - ▶ Canadians opposed to Vietnam War
 - ▶ Broader range of social programs

THEME 6 - Contemporary Canada 1967- Present

The student will:

- 6.1 explore the economic, social and cultural re-structuring of Canadian society
- ▶ Economic policies of protectionism and increased government spending in the Trudeau period
 - ▶ Economic policies of free trade and reduction of national debt in the 1980s and 1990s
 - ▶ Change in society and the social welfare system

- ▶ Development of policies towards bilingualism and multiculturalism
 - ▶ Policies and achievements in the arts, sciences, sports and entertainment
- 6.2 examine the significant issues and events surrounding the independence movement in Quebec
 - ▶ Political unrest in Quebec
 - ▶ Referendums
 - ▶ Biographies
- 6.3 explore selected issues surrounding federal/provincial relations.
 - ▶ Canadian Constitution Act and Charter of Rights and freedoms
 - ▶ Conferences and accords
 - ▶ Political restructuring
- 6.4 examine the goals of Canada's First Peoples and the strategies used to achieve them
 - ▶ Political rights and actions of First Peoples
 - ▶ Land claim disputes
- 6.5 examine Canada's contemporary role in international affairs
 - ▶ Role of peacemaker and peacekeeper
 - ▶ Canada's relations with the developed world
 - ▶ Canada's relations with the developing world
 - ▶ Canada and globalization

At this point the committee had completed all the preparatory work needed to finally get down to work on the specific curriculum objectives, which we called Performance Expectations. These expectations would be the most important aspect of the curriculum for the classroom teacher. It was the expectations which would drive day to day instruction.

During the last day of the June 1995 round of meetings the committee completed the wording of the Performance Expectations for the Specific Curriculum Outcomes in Theme 1 and gave each a learning specification. In developing the wording for each PE the committee went down through the PE notes established for each SCO at the previous meeting and suggested ways these should be organized and worded to indicate the desired learning

outcome. The use of learning specifications had been initialized during the development of the Global Issues 3205 curriculum guide. It had been decided that ILO's be identified with a (K) if they represented knowledge objectives, (A) if they represented an application of knowledge, and (I) if they represented an integration of varied knowledge.

As the committee worked through their notes and developed PEs a short debate arose over the use of the learning specifications. It was discussed whether it was necessary to include knowledge based PEs in order to prepare the student for the application and integration PEs. It was felt by the consultant that this would unnecessarily increase the volume of Performance Expectation. He argued that teachers would understand that certain knowledge would be necessary prior to the introduction of work requiring student application and integration of specific information. The committee agreed that an incremental hierarchy of PEs for a single concept would appear desultory to the active teacher. For the committee, a basic level of assumption regarding teacher competence was necessary and acceptable.

By the end of this the last meeting before the summer recess, the committee had the completion of the curriculum content for the first theme of the Canadian History 1201 curriculum to add to its accomplishments. It is presented here to the left of the working notes from which it was developed:

Completed Theme (June 1995):

THEME 1: Prelude to Nationhood 1759-1867

The student will examine:

Notes from April 1995:

Theme 1: Prelude to Nationhood 1759-1867

The student will:

1.1 examine the relationship between the founding European cultures in North America 1759 - 1838.

Performance Expectations

The student will:

1.1.1 define the United Empire Loyalist, British North America, Upper and Lower Canada.

1.1.2 list the essential elements of the Treaty of Paris, 1763. (K)

1.1.3 determine the effects of the Treaty of Paris on French-English relations in North America. (I)

1.1.4 assess the general reaction of First Peoples to the Treaty of Paris. (I)

1.1.5 given a map, trace the migration of United Empire Loyalists to British N. America (A)

1.1.6 list the essential elements of the Quebec Act, 1774. (K)

1.1.7 assess the impact of the Quebec Act on French-English relations. (I)

1.1.8 explain the reasons for Lord Durham's appointment to Upper and Lower Canada. (K)

1.1.9 analyse the political impact of Durham's report upon French-English relations. (A)

1.1.10 list the essential elements of the Act of Union, 1840. (K)

The student will examine:

1.2 the political difficulties of a united Canada.

Performance Expectations

The student will:

1.2.1 define: representative government, responsible government, legislative assembly.

1.2.2 construct a graph to illustrate the population representation for Canada East and Canada West for the Canadian Legislative Assembly.

1.2.3 analyse how political deadlock affected decision-making in Canada East and Canada West. (A)

1.2.4 examine the consequences of an English dominated industrial society. (A)

The student will examine:

1.3 The student will:

examine the issues and conferences leading to Confederation

Performance Expectations

The student will:

1.3.1 define: representative government, responsible government, legislative assembly.

1.3.2 construct a graph to illustrate the population representation for Canada East and Canada West for the Canadian Legislative Assembly.

1.3.3 analyse how political deadlock affected decision-making in Canada East and Canada West. (A)

1.3.4 examine the consequences of an English dominated industrial society. (A)

- 1.3 the issues and conferences leading to Confederation.

Performance Expectations

The student will:

- 1.3.1 define: Fenians, reciprocity. (K)
- 1.3.2 list the reasons for the Charlottetown Conference, 1864. (K)
- 1.3.3 identify the interests of each of the participating groups. (K)
- 1.3.4 assume the role of selected participant groups to illustrate the outcomes of the Charlottetown Conference. (I)
- 1.3.5 analyse the results of the Quebec Conference, 1864. (A)
- 1.3.6 assess the impact of external factors leading to Confederation. (K)
- 1.3.7 list the essential elements of the London Conference. (K)
- 1.3.8 assess the contributions of selected key personalities in the Confederation debates. (A)

The student will examine:

- 1.4. the components of the BNA Act.

Performance Expectations

The student will:

- 1.4.1 define: constitutional monarchy, Dominion. (K)
- 1.4.2 using a flow chart, outline the structure of Canadian Parliamentary system of government. (A)
- 1.4.3 describe the role of the Governor General at the time of Confederation. (K)
- 1.4.4 compare the structure of the House of Commons with the structure of the Senate in the BNA Act. (A)
- 1.4.5 contrast the role of the House of Commons with that of the role of the Senate in the BNA Act. (A)
- 1.4.6 list the division of powers between the federal and provincial governments as specified in the BNA Act. (K)
- 1.4.7 explain how the BNA Act protected the rights of the French-Canadians. (K)
- 1.4.8 examine the degree to which Canada was an independent nation. (I)

The student will:

- 1.4 examine the components of the BNA Act

- Created political division within Canada
- Constitutional Monarchy
- British Parliamentary System
- Federal-provincial divisions
- French retained rights from Quebec Act
- Retention of Britain's powers
- Crown Lands
- Trade Relations
- Foreign Relations
- British Privy Council

Notes from January 1995

Theme 1- Pre-1867

- Pre-Confederation
- Events surrounding Confederation
- Conferences (Charlottetown, Quebec, London)
- Movements for and against Confederation
- BNA Act
- The Conquest
- Durham Report
- Union Act

The committee had now, including the work done on the Canadian Geography 1202 program, completed its second year of work and the Department of Education decided that it was now appropriate to contract a curriculum writer to assist the committee in developing the remaining PEs and to draft the curriculum guide. It was the desire of the consultant that a member of the committee be contracted so that the writer would have detailed knowledge of what the committee was expecting. I was contracted by the Department of Education to provide a completed curriculum guide for Canadian History 1201 by December 1995. It was at the discretion of the consultant that I was chosen. There had been no formal process, the consultant had simply asked, several months previously by email, that committee members let him know if they were interested in the contract. I had expressed an interest and was unaware if any others had done likewise.

Two distinct periods can be identified as the remaining Performance Expectations were developed. The first period includes the work completed on themes 2,3,4,5 and 6 by myself as the contract writer followed by the revisions and editorial changes requested by the curriculum consultant. The work of the consultant and me was such that we could complete this period of content construction without ever meeting. We maintained contact through the use of the telephone, fax machine and email.

The second period consists of the committee's review of the work completed by myself and the consultant and the final revisions and editorial changes requested by the committee. This work took place during two meetings of the committee in November 1995 and January 1996. It should be noted that even though the contract I had with the Department

of Education required that I complete the writing of the guide by December 1995, work continued on the project well into 1996.

3.10 Period One: Contract Writer/Curriculum Consultant Develop Performance Expectations

I started the process of developing Performance Expectations as soon as school recessed for summer vacation. To facilitate my work I spent the first few weeks reading the resources that Chris Wright had provided to the committee at the beginning of our work they were: *Canada: A Nation Unfolding* (McGraw-Hill Ryerson 1994), *Canada: Understanding Your Past* (Irwin 1990), *Canadians in the Twentieth Century* (McGraw-Hill Ryerson 1987), *SpotLight Canada*. (Oxford 1996), and the *1994 Canadian Global Almanac* (MacMillan 1993). Armed with the information provided by these high school history textbooks and the direction provided through the committee work on the SCOs and PE notes, I began writing the Performance Expectations. In my work I tried to develop interesting and guiding expectations for both the teacher and student. In fact, it could be said that I attempted to balance on the line between writing student expectations and instructional strategies.

By August 1995, I had completed a set of draft PEs for themes 2, 3 and 4. These PEs were forwarded to the consultant for review. On October 17, 1995 the consultant faxed the contract writer themes 2, 3 and 4 with the specific editorial decisions. It should be noted that even though the consultant and I worked collaboratively, the consultant did have final decision making authority during this phase of curriculum development. This was primarily a result of my status as a contractor to the Department. I had been contracted to work on a

project for which I would be paid upon completion. Chris Wright had become my foreman.

In order to provide greater insight into this period of curriculum development, I have reproduced, in the following pages, all of the Performance Expectations that I submitted to Chris Wright in which he requested some changes or additions. The PEs are organized under their respective themes and SCOs. The original PE proposed by me is followed, in italics, by the consultant's editorial comment. Immediately following the editorial comment, in bold type, is any new PE resulting from the consultant's review. A complete list of the PEs presented to Chris Wright along with proposed changes during this stage can be found in Appendix A. A complete list of the final version of all the PEs is provided in Appendix B.

Theme 2: The New Nation 1867 - 1911

Specific Curriculum Outcome

The student will:

- 2.1 examine selected significant issues facing the MacDonald and Mackenzie governments.

Performance Expectations

The student will:

- 2.1.5 describe the impact the Canadian railway scandal had on the government and government policy
- 2.1.5 *The consultant felt that word Parliamentarians should be included in this PE. He felt that this would provide teachers the opportunity to explore the role Donald Smith had in the Canadian Railway Scandal. In several of the brainstorming sessions the consultant expressed a great admiration for the role Donald Smith, as long-time resident of Labrador who eventually climbed to the House of Lords in England, played in early Canadian History.*
- 2.1.5 **describe the impact the Canadian railway scandal had on the parliamentarians, government and government policy**

Specific Curriculum Outcome

The student will:

- 2.2 recognize the major events which led to the development of Western Canada.

Performance Expectations

The student will:

- 2.2.1 define: Immigration, Hudson Bay Company
2.2.1 *The consultant felt that this PE should include push-pull factors in the definitions. This is a commonly used geographic term referring to conditions which push emigrants from a country and pull immigrants to a country.*
2.2.1 **define: Immigration, Push-Pull Factors, Hudson Bay Company**

In addition, the consultant wanted several PEs added to section 2.2 to cover the following objective concepts:

- a) *identification of major immigration groups and countries of origin from 1876-1913*
b) *identification of push-pull factors of this period*
c) *examination of the economic and social consequences of the Klondike Gold Rush*
2.2.8 **identify the major immigration groups and their countries of origin from 1876 - 1913**
2.2.9 **identify the push-pull factors affecting immigration between 1876-1913**
2.2.12 **determine the economic and social consequences of the Klondike gold rush**

Specific Curriculum Outcome

The student will:

- 2.4 examine the causes and consequences of the Metis Rebellions

The consultant wanted two PEs. added to section 2.4 to express the following objective concepts:

- a) *Identify Louis Riel, Gabriel Dumont, Thomas Scott and Chief Poundmaker*
b) *Examine the justice of Louis Riel's sentence*
2.4.2 **identify Louis Riel, Gabriel Dumont, Thomas Scott, Chief Poundmaker.**
2.4.12 **debate the question: Was the judgement and sentence of Louis Riel just?**

Specific Curriculum Outcome

The student will:

- 2.6 examine the impact major issues during the Laurier era had on French-English relations and Canadian nationalism

In section 2.6 consultant felt that there wasn't enough emphasis on French-English relations. In this instance I disagreed strongly with the consultant, I believed that all the PEs were about French-English relations. As a result, no changes were made to section 2.6 prior to the review of the committee.

Theme 3: 1912 -1929 The Great War and its Aftermath

Specific Curriculum Outcome

The student will:

- 3.1 examine the involvement of Canada and Newfoundland on the Western Front

Performance Expectations

The students will:

- 3.1.3 list the events following the assassination of the Archduke Ferdinand leading to the outbreak of World War I
- 3.1.3 *The consultant wanted this PE restated so that students would have to demonstrate that they could construct a time-line rather than simply listing the events.*
- 3.1.3 **construct a time line of events following the assassination of the Archduke Ferdinand leading to the outbreak of World War I**
- 3.1.5 in group work, propose a number of possible ways Newfoundland and Canada could have supported the British war effort to be discussed by the entire class
- 3.1.5 *The consultant did not like the reference to group work or the mandated use of group work in the PE. This would become a recurring theme: Should the PE indicate instructional strategies.*

3.1.5 propose a number of ways Newfoundland and Canada could have supported the British war effort.

3.1.13 identify why William Avery Bishop, John George Pattison and Roy Brown are considered World War I heroes

3.1.13 *The consultant felt that the Newfoundland hero Tommy Ricketts should also be included in this PE.*

3.1.13 identify why William Avery Bishop, Tommy Ricketts, John George Pattison, Roy Brown are considered World War I heroes

3.1.14 discover, by writing a letter to the Winnipeg City Council, why that city renamed Pine Street after World war I to Valour Road

3.1.14 *The consultant wanted the PE changed so as to eliminate the letter writing to the Winnipeg city council. He felt that they would not appreciate the flood of letters they would receive if all teachers had their student do this.*

3.1.16 determine why the Winnipeg City Council, renamed Pine Street after World War I to Valour Road.

The consultant also wanted to add two PE's in section 3.1 so that the following objectives would be covered:

a) *assess the effects the Newfoundland losses at Beaumont Hamel had on Newfoundland society*

b) *investigation of the origin of the gas mask, a Canadian invention*

3.1.12 evaluate the possible affect the Newfoundland losses at Beaumont Hamel had on Newfoundland society

3.1.14 investigate the origins of the gas mask in World War I.

Specific Curriculum Outcome

The student will:

3.2 examine the involvement of Canada and Newfoundland on the Home Front in World War II

Performance Expectations

The student will:

3.2.10 as a class, formulate reasons for and against women having the right to vote in both provincial and federal elections

3.2.10 *The consultant wanted this PE reworded so as to remove the specific call for class*

discussion.

3.2.10 formulate reasons for and against women having the right to vote in both provincial and federal elections

Specific Curriculum Outcome

The student will:

- 3.3 examine the economic, political, social and cultural conditions in Canada and Newfoundland following World War I

Performance Expectations

The student will:

- 3.3.19 compare jazz with other forms of music
3.3.19 *The consultant wanted this PE changed so as to specifically compare the influence of Jazz in the 1920's and 30's with that of other music.*
3.3.19 compare the influence of jazz with other forms of music

Theme 4: 1930 -1945 A Time of Turmoil: Depression and War

Specific Curriculum Outcome

The student will:

- 4.1 examine the economic, social conditions during the Great depression

In section 4.1, the consultant wanted two PEs added to provide for the following objectives:

- a) *examination of how the Dionne Quintuplets were raised and reasons for legal grievances in later life.*
b) *Study of a poem, prose or work of art that showed the human impact of the Great Depression. Again we see an attempt by the consultant to enhance the use of literature in the study of Canadian History.*
4.1.12 select a poem, prose, song or work of art that expresses the human impact of the Great Depression
4.1.15 examine how the Dionne quintuplets were raised and reasons for their legal grievances against the government in later life

Specific Curriculum Outcome

The student will:

- 4.4 examine Canadian and Newfoundland involvement in World War II

In section 4.4 the consultant wanted to add a PE that required students to examine Canadian and Newfoundland war poetry.

- 4.4.11 select passages from Canadian and Newfoundland war poets and discuss the ideas and sentiments expressed.**

He also questioned if there should be something related to the Atlantic Charter(1941). I felt that this topic would be better dealt with under the SCO 4.5.

On October 24, 1995 I completed the revision of themes 2,3 and 4 with the editorial adjustments made as per consultant's fax of the 17th. In addition I faxed a draft copy of the PEs for themes five and six. On October 31, 1995 the consultant faxed writer themes 5 and 6 with editorial notes. These changes were hastily made prior to the working group meeting in November. Outlined below are the draft PEs which the consultants questioned along with the editorial decisions noted in italics.

Theme 5: 1946-1967: A Time of Transition

Specific Curriculum Outcome

The student will:

- 5.1 examine Canada's changing role on the international stage

Performance expectations

The student will:

- 5.1.14 describe the reason for the creation of NATO

5.1.15 describe the reasons for the creation of NORAD

5.1.14 and 5.1.15 *The consultant wanted these PEs. strengthened to have the students analyze rather than merely describe.*

5.1.14 analyze the reasons for the creation of NATO

5.1.15 analyze the reasons for the creation of NORAD

Specific Curriculum Outcome

The student will:

5.2 assess the reasons for and the impact of Newfoundland's entry into Confederation

Performance Expectations

The student will:

5.2.5 complete the following table:

Reasons for Newfoundlanders to join Canada	Groups that would be swayed by each reason	Reasons against Newfoundlanders joining Canada	Groups that would be swayed by each reason

5.2.5 *consultant felt an additional PE may be required prior to the table activity to allow students the opportunity to identify the groups in question. Here was an example of a set-up PE being required.*

5.2.5 identify the various interest groups in 1948 Newfoundland

In section 5.2 the consultant wanted two additional PEs dealing with the following objectives:

a) *assess the impact of political personalities during the Newfoundland referendum*

b) *suggest reasons as to why the referendum result was so close*

5.2.9 assess the impact of political personalities on the Newfoundland referendums.

5.2.10 suggest reasons as to why the final referendum results were close.

Specific Curriculum Outcome

The student will:

- 5.3 assess the rise of post-war Quebec nationalism

Performance Expectations

The student will:

- 5.3.11 compare the tactics used by both the Front de Liberation du Quebec, founded in 1963, and the Parti Quebecois, founded in 1967, to encourage Quebec sovereignty
5.3.11 *The consultant felt that this PE was repeated, and best dealt with, in PE 6.2.*

Specific Curriculum Outcome

The student will:

- 5.4 examine the special relationship between Canada and the USA

Performance Expectation

The student will:

- 5.4.4 recognize the role given to the following institutions during the 1960s in preserving a distinct Canadian culture:
- Canadian Broadcasting Corporation
 - National Film Board
 - The Canada Council
 - The Canadian Radio-Television Commission
- 5.4.4 *The consultant wanted Radio Canada included in the list of institutions*
- 5.4.3 discuss the role given to the following institutions during the 1960's in preserving a distinct Canadian culture:
- Canadian Broadcasting Corporation
 - Radio Canada
 - National Film Board
 - The Canada Council
 - The Canadian Radio-Television Commission
- 5.4.5 use the following table to list ways in which Canada and the United States are similar

Political Similarities	Cultural Similarities	Social Similarities	Economic Similarities

5.4.5 *The consultant felt if this PE needed to have a balancing PE to look at the dissimilarities or maybe reworded to examine ways in which Canada and U.S. are bound to each other.*

5.4.5 **use the following tables to list ways in which Canada and the United States are similar and dissimilar**

Political Similarities	Cultural Similarities	Social Similarities	Economic Similarities

Political Dissimilarities	Cultural Dissimilarities	Social Dissimilarities	Economic Dissimilarities

In section 5.4 the consultant wanted two additional PEs highlighting the following objectives:

a) *explore some of the common myths or assumptions that Americans and Canadians hold about each other.*

b) *evaluate the impact selected individual Canadians have had in American society.*

5.4.14 **explore some of the common myths or assumptions that Americans and Canadians hold about each other**

5.4.15 **evaluate the impact selected individual Canadians have had in American Society**

Specific Curriculum Outcome

The student will:

5.5 **examine the economic, social and cultural trends in the 1960s**

Performance Expectation

The student will:

- 5.5.15 brainstorm ways in which the protest movements of the 1960s have affected corporate and public policy today
- 5.5.15 *The consultant wanted the brainstorming aspect of the PE dropped, preferring that the students make suggestions.*
- 5.5.13 **suggest ways in which the protest movements of the 1960s have affected corporate and public policy today.**

Also, in section 5.5 the consultant questioned if there was enough exploration of the economic trends of the 60s. I agreed and planned to add a couple of PEs in this area.

- 5.5.14 **using a line graph, chart the change, using constant dollars, in Canada's Gross Domestic Product from 1959 to 1970.**
- 5.5.15 **using a line graph, chart the the change in Canadian motor vehicle production from 1961 to 1970.**

Theme 6: Contemporary Canada: 1967 to Present

Specific Curriculum Outcome

The student will:

- 6.2 examine the significant issues and events surrounding the independence movement in Quebec

Performance Expectation

The student will:

- 6.2.1 define: sovereignty association, constitutional patriation, War Measures Act
- 6.2.1 *The consultant felt that the term Separatiste should be added to the list of definable terms*
- 6.2.1 **define: sovereignty association, constitutional patriation, War Measures Act, Separatiste.**
- 6.2.13 recognize that the government of Quebec felt betrayed by English Canada during the 1982 patriation of the Constitution
- 6.2.13 *The consultant felt that the verb in this PE could be changed from recognize to*

evaluate

- 6.2.13** evaluate why the government of Quebec felt betrayed by English Canada during the 1982 patriation of the Constitution.
- 6.2.14 determine why the government of Quebec felt betrayed by English Canada during the 1982 patriation of the Constitution
- 6.2.14 *The consultant felt that the changes to PE 6.2.13 made this PE unnecessary. The consultant, along with other committee members, was sensitive to redundant or excessive Performance Expectations.*

Specific Curriculum Outcome

The student will:

- 6.3** explore selected issues surround federal/provincial relations

Performance Expectation

The student will:

- 6.3.1 define: Federalism, Western Alienation
- 6.3.1 *The consultant felt that "Government Down-sizing" should be added to the list of definable terms*
- 6.3.1 Define: Federalism, Western Alienation, government downsizing**

As well, in section 6.3 the consultant wanted an additional PE dealing with the following objective:

- a) *Discuss the political, social and economic implications of "down-sizing" by the federal and provincial governments.*
- 6.3.15 discuss the political, social and economic implications of "downsizing" by the federal and provincial governments.**

Specific Curriculum Outcome

The student will:

- 6.4** examine the goals of Canada's First Peoples and the strategies used to achieve them

Performance Expectation

The student will:

- 6.4.1 define: First Peoples, Native Self-Government
- 6.4.1 *The consultant wanted Land Claims, Reservations, Status Indian added to the list of definable terms.*
- 6.4.1 **Define: First Peoples, Native Self-Government, land claims, treaties, reservations, status Indian.**
- 6.4.5 write a case study illustrating the challenges facing the native people of Davis Inlet, Labrador
- 6.4.5 *The consultant wanted the PE to specifically refer to the Innu of Davis Inlet*
- 6.4.6 **write a case study illustrating the challenges facing the Innu people of Davis Inlet, Labrador**
- 6.4.8 research Innu and Inuit land claims in Labrador
- 6.4.8 *The consultant wanted the Micmac Indians in Newfoundland included in this PE*
- 6.4.9 **research either Innu, Inuit or Micmac land claims in Newfoundland and Labrador**

In section 6.4 the consultant also wanted a PE that required students to examine the world view of Canada's aboriginal peoples.

He also expressed some concern that this entire SCO maybe too "non-native" in perspective. I could not see any other way of writing the PEs but did agree to adding a PE dealing with traditional native homelands. The issue was not discussed further.

- 6.4.2 describe the traditional way of life and the world view of one of Canada's first peoples.
- 6.4.14 **identify, on a map of Canada, the traditional homelands of four of Canada's First Peoples.**

Specific Curriculum Outcome

The student will:

- 6.5 examine Canada's contemporary role in international affairs

Performance Expectation

The student will:

- 6.5.1 Define: Peacekeeping, Refugee
- 6.5.1 *The consultant wanted "Peacemaking" added to the list of definable terms.*
- 6.5.1 **Define: Peacekeeping, Peacemaking, Refugee.**

After making editorial changes requested by the consultant but prior to submitting the above SCO, I inserted three PEs reflecting the most up-to-date current events. The consultant approved the additions:

- 6.5.21 describe Canada's humanitarian mission to Somalia**
- 6.5.23 compare Canada's role in the United Nations mission to its role in the NATO mission to the former Yugoslavia**
- 6.5.27 explain Canada's position towards Nigeria at the 1995 Commonwealth Conference in New Zealand**

3.11 Period Two: Curriculum Committee Reviews and Revises Performance Expectations

With the Performance Expectations completely reviewed and revised for the six themes the contract writer prepared a draft copy to be presented to the working group on 2 and 3 November. During this meeting the committee managed to review and direct additional revisions to themes 2, 3 and 4. A second set of meetings would be required in January to complete the work on themes 5 and 6. As it turned out the committee required considerable revisions to the performance expectations, as presented by myself and the consultant, before they would give their final approval. I have provided a notation on all revisions and discussions below.

During each of these meetings the committee reviewed each performance expectation individually, discussed concerns and suggestions openly, and as a group arrived at a consensus concerning all revisions. It should be noted that the curriculum consultant and contract writer were present at each of the meetings and participated fully in the rewording

of the draft set of SCOs and PEs. The contract writer, being the most involved with the writing and crafting of the performance expectations, engaged in all the discussions and periodically took a strong position of ownership over the wording of the PEs. It was during these types of discussions that the consultant would reach a consensus by asking for a show of hands in support of a particular wording of a specific PE. When a majority of committee members were identified as supporting a particular wording the consultant would ask those in disagreement if they could "live with the proposed wording." In all such instances those in disagreement consented to the wishes of the majority, and in this way consensus was always accomplished.

The following are the Specific Curriculum Outcomes and Performance Expectations presented to the Canadian Studies Working Group on 2 and 3 November 1995, and 18 and 19 January 1996, which the committee felt required rewording, additions or deletions. The PEs are organized under their respective themes and SCOs. The decisions of the committee are noted in italics under the performance expectation in question. Where the final wording of a PE is different from the draft version, it appears in bold print under the committee comments. In cases where a PE was eliminated or added the final version of the PE will be identified with the PE number that appears in the final text of the guide. It is important to remember that this round of discussion brought closure to discussions concerning what were to become the specific curriculum objectives and performance expectations for Canadian History 1201. The final list of PEs can be found in the complete Canadian History curriculum guide found in Appendix B.

Theme 2: The New Nation 1867 - 1911

Specific Curriculum Outcome

The student will:

- 2.1 examine selected significant issues facing the MacDonald and Mackenzie governments.

Performance Expectations

The student will:

- 2.1.1 identify: Joseph Howe, Sir Hugh Allan, Lord Monck, Alexander MacKenzie
- 2.1.1 *It was strongly felt by the one member of the committee that this list should include a french leader. After a short discussion of possible names it was agreed to include Bishop Etienne Tache on the list for identification by students.*
- 2.1.1 **identify: Joseph Howe, Sir Hugh Allan, Lord Monck, Alexander MacKenzie, Bishop Etienne Tache**
- 2.1.3 analyze the effect American interests had on the Canadian Pacific Railway Scandal, 1873
- 2.1.3 *It was decided to **eliminate** this PE after some members of the committee raised the concern that the information would be dealt with as part of PE 2.1.4 and did not deserve a PE of its own*

Specific Curriculum Outcome

The student will:

- 2.2 recognize the major events which led to the development of Western Canada.

Performance Expectations

The student will:

- 2.2.2 calculate, with the use of a map, the land area of Rupert's Land in sq kms
- 2.2.2 *It was decided to **eliminate** this PE. Some members of the committee felt that it was unnecessary knowledge to be acquired by the student. In order to achieve a consensus on this point it was agreed to include the mapping component in PE 2.2.3*
- 2.2.3 determine the land area ratio of Rupert's land to Canada as it existed in 1867
- 2.2.3 *In order to achieve the consensus for the elimination of PE 2.2.2 it was agreed by*

the committee to include the use of a map in this PE

- 2.2.2 **determine, with the use of a map, the land area ratio of Rupert's land to Canada as it existed in 1867** *Note: The sequencing numbers of each PE changes as one is eliminated*
- 2.2.5 list the dates of entry of the provinces of Manitoba, Alberta, Saskatchewan and British Columbia
- 2.2.5 *It was agreed by the committee to **eliminate** this PE. It was felt that the information would be acquired through PE 2.2.6*
- 2.2.7 draw a map of Western Canada outlining the route of the Canadian Pacific Railway and the Canadian Northern Railway
- 2.2.7 *It was agreed to **eliminate** this PE. Some of the committee members felt that it was a time consuming PE considering the importance of the knowledge the students would acquire. However, in order to achieve a consensus it was agreed to add a reference to mapping in PE 2.2.8*
- 2.2.8 assess the impact the railways had on western expansion
- 2.2.8 *As mentioned above, it was agreed to include the use of a map in the wording of this particular PE*
- 2.2.5 **referring to a map of the CPR and CNR routes, assess the impact the railways had on Western expansion**
- 2.2.9 describe how the Dominion Lands Act, 1872, attempted to encourage immigration to the West
- 2.2.9 *It was decided by the committee to **eliminate** this PE. It was becoming obvious at this point that the course was overloaded with objectives and trimming would occur when and where an objective was not deemed to be essential.*
- 2.2.11 construct and analyze the finding of a bar graph showing the population change in Saskatchewan, Manitoba, Alberta, Nova Scotia, New Brunswick and Prince Edward Island from 1901 to 1911
- 2.2.11 *It was felt by some committee members that this PE was too long in its wording. As well some felt that it would be beneficial if the students did some comparison of the population changes in the Prairies and the Maritimes.*
- 2.2.7 **construct and analyze a bar graph comparing the population change in the Canadian Prairies with that of the Maritimes for 1901 and 1911**
- 2.2.16 construct on a bar graph comparing the population, number of saloons, churches, newspapers and banks in Dawson City prior to and during the Klondike gold rush.

- 2.2.16 *It was agreed without debate that this PE might be difficult to research, due to inconsistencies in resources, and was eliminated. It is important to note that student access to the Internet was never seriously considered a possible research option. There is a great disparity in Newfoundland and Labrador when it comes to student Internet access.*

Specific Curriculum Outcome

The student will:

- 2.3 assess the impact of the National Policy on the economic and social development of Canada

Performance Expectations

The student will:

- 2.3.4 write an article, from the point of view of a farmer in Western Canada, in which they describe the disadvantages of the National Policy
- 2.3.5 write an article, from the point of view of a factory worker in Central Canada, in which they describe the advantages of the National Policy
- 2.3.4 and 2.3.5 It was felt by some members of the committee that PE 2.3.4 and PE 2.3.5 should be combined. As well it was felt that both PEs failed to give an opportunity to reflect on opposing positions.*
- 2.3.4 describe the consequences of the National Policy for a farmer in Western Canada and a factory worker in Central Canada.
- 2.3.6 assess the National Policy as a method of encouraging East/West Trade in Canada
- 2.3.6 *It was noticed by one member of the committee that the students should be required to assess the effectiveness of the National Policy.*
- 2.3.5 assess the effectiveness of the National Policy as a method of encouraging East/West Trade in Canada.

Specific Curriculum Outcome

The student will:

- 2.4 examine the causes and consequences of the Metis Rebellions

Performance Expectations

The student will:

- 2.4.11 discuss the significance the Canadian Pacific Railway played during the North-West Rebellion
- 2.4.11 *It was decided by the committee that this PE was unnecessary and could be eliminated*
- 2.4.12 role play a Regina court room in which arguments for and against the conviction of Riel are being heard
- 2.4.12 *Several of the committee members, noticing that the last three PE dealt with Riel's sentence, felt that this PE was an overkill on the Riel questions. It was decided to eliminate PE 2.4.12*
- 2.4.13 examine French and English Canada's reaction to Riel
- 2.4.13 *It was felt by some of the committee members that it would be more appropriate to switch the order of PE's 2.4.13 and 2.4.14. The committee agreed that this may give teachers an opportunity to prepare students for a meaningful debate of the issue of justice and Riel's sentence.*

Specific Curriculum Outcome

The student will:

- 2.5 examine the growth and prosperity of Canada during the Laurier era

Performance Expectations

The student will:

- 2.5.1 research and prepare a biographical sketch of Sir Wilfred Laurier
- 2.5.1 *The committee agreed that wherever it was deemed appropriate for a student to do a biographical study the wording would be "research and develop a biographical sketch of.". It was felt that this would give both teachers and students the latitude to do something other than a traditional written biography.*
- 2.5.1 **research and develop a biographical sketch of Sir Wilfred Laurier**
- 2.5.4 examine how the National Policy helped generate Canada's economic prosperity in the early 1900s
- 2.5.4 *It was felt that this PE was unnecessary considering the wording of PE 2.5.5 and the extended coverage the National Policy received in SCO 2.3. On this point I disagreed, feeling that the National Policy was significant in the economic success*

of the Laurier government. The committee, after discussion, agreed to eliminate this PE.

- 2.5.6 compare the working conditions and standard of living of the turn of the century industrial worker with the working conditions and standard of living of the modern day industrial worker
- 2.5.6 *It was felt that this PE was interesting but unnecessary and could therefore, in the interest of document size, be eliminated.*
- 2.5.11 illustrate, using a graph, change in the percentage of Canadians living in urban and rural settings from 1871 to 1911
- 2.5.11 *One of the committee members requested that this PE be changed so that it specifically requests the use of a line graph feeling that social studies teachers would appreciate the direction. Some committee members questioned the need for this specification but had no real objection. Once again, the committee appeared to have ignored its own desire to avoid excessive prescriptiveness.*
- 2.5.9 illustrate, using a line graph, change in the percentage of Canadians living in urban and rural settings from 1871 to 1911.

Specific Curriculum Outcome

The student will:

- 2.6 examine the impact major issues during the Laurier era had on French-English relations and Canadian nationalism

Performance Expectations

The student will:

It was requested by a committee member that an additional PE be inserted which would require students to identify Henri Bourassa

- 2.6.2 **identify Henri Bourassa** *Note: that the addition of a PE will result in the changing of the sequenced numbering of remaining PE under the SCO.*
- 2.6.6 analyze the reaction of English and French Canadians to Laurier's solution to the question of Canadian involvement in the Boer War
- 2.6.6 *Some members of the committee felt that this PE dealt with unnecessary information. It was agreed that this PE could be eliminated.*
- 2.2.8 analyze the reaction of French and English Canadians to the British Naval request

- 2.6.8 *As in PE 2.6.6 it was felt by the committee that this PE dealt with unnecessary information and could be eliminated.*

Theme 3: 1912-1929 The Great War and its Aftermath

Specific Curriculum Outcome

The student will:

- 3.1 examine the involvement of Canada and Newfoundland on the Western Front during World War I

Performance Expectations

The students will:

- 3.1.1 define: militarism, trench warfare, Canada's hundred days
- 3.1.1 *The committee decided that the term "Alliance System" should be included in any examination of World War I*
- 3.1.1 **define: militarism, trench warfare, Canada's hundred days, alliance system.**
- 3.1.3 construct a time line of events following the assassination of the Archduke Ferdinand leading to the outbreak of World War I
- 3.1.3 *Some members of the committee were concerned that the wording of this PE would encourage teachers to instruct their students to construct a time line from the Archduke's assassination to England's declaration of war. This would not address the spirit of the PE which was to require students to examine the road to war for Newfoundland and Canada. It was agreed to adjust the wording of the PE.*
- 3.1.3 **construct a time line of events following the assassination of the Archduke Ferdinand leading to Canada and Newfoundland's involvement in World War I.**
- 3.1.4 know that Canada and Newfoundland, as members of the British Empire, had no option but to support the British war effort
- 3.1.4 *It was felt by a number of committee members that the intent of this PE would be attained in PEs 3.1.5 and 3.1.6 and could therefore be eliminated.*
- 3.1.7 construct a graph illustrating:
- the change in the manpower strength of the Canadian Armed Forces from 1914 to 1920

- the change in Canadian Defence spending as a percentage of total government spending from 1910 to 1920

3.1.7 *The need to specify a line graph for teachers was raised by one member of the committee. It was not considered a major point of concern and the PE was reworded accordingly.*

3.1.6 **construct a line graph illustrating:**

- the change in the manpower strength of the Canadian Armed Forces from 1914 to 1920

- the change in Canadian Defence spending as a percentage of total government spending from 1910 to 1920

3.1.9 develop a chart outlining the battle plan, the Canadian role in the battle, the Canadian losses in the battle, the results of the battle, the dates of the battle for each of the following World War I battles: Ypres, the Somme, Vimy Ridge and Passchendaele.

3.1.9 *It was felt by two members of the committee that a proposed chart should be included to aid teachers in lesson development. There was no disagreement with this proposal.*

3.1.8 **develop a chart outlining the Canadian role in the battle, the Canadian losses in the battle, the results of the battle, the dates of the battle for each of the following World War I battles: Ypres, the Somme, Vimy Ridge and Passchendaele.**

	Ypres	The Somme	Vimy Ridge	Passchendaele
Role in Battle				
Losses/ Casualties				
Results of Battle				
Date of Battle				

3.1.12 evaluate the possible affect the Newfoundland losses at Beaumont Hamel had on Newfoundland society

3.1.12 *It was agreed by the committee that this PE was better suited to be placed under SCO 3.2. It was renamed 3.2.3*

3.1.13 assess the effects the use of new weapons such as, the machine gun, the submarine, chlorine gas, the air plane and the tank had on the methods of warfare

3.1.13 *The intent of this PE was debated. I had written the PE wanting students to become aware of the changing methods of warfare. The committee decided it*

would be more appropriate if the word weapons was changed to technology and the specific examples

- 3.1.11 assess the effects the use of new technology had on the methods of warfare.
- 3.1.15 identify why William Avery Bishop, Tommy Ricketts, John George Pattison, Roy Brown are considered World War I heroes
- 3.1.15 *It was felt by one member of the committee that a Francophone war hero should be included in this PE. I informed the committee that I had attempted to identify a Francophone but had been unsuccessful. It was agreed that the word "other" would be placed after Roy Brown in order for teachers to include others names in which they might have resources concerning.*
- 3.1.13 identify why William Avery Bishop, Tommy Ricketts, John George Patterson, Roy Brown and others are considered World War I heroes.

Specific Curriculum Outcome

The student will:

- 3.2 examine the involvement of Canada and Newfoundland on the Home Front in World War I

Performance Expectations

The student will:

- 3.2.3 construct a table outlining the reason and type of sacrifices Canadians and Newfoundlanders were asked to make in name of the war effort
- 3.2.3 *It was decided to **eliminate** this PE in order to make room for the renamed PE 3.1.12*
- 3.2.3 **evaluate the possible effect the Newfoundland Losses at Beaumont Hamel had on Newfoundland Society.**
- 3.2.4 consider the size and effects the Newfoundland war debt had on the Dominion's future
- 3.2.4 *It was felt by the committee that this PE would be better placed under SCO 3.3.10*
- 3.2.6 debate whether the actions taken by government toward Canadian Germans and Austrians were necessary during the war
- 3.2.6 *It was decided by the committee that the verb "debate" should be changed to "evaluate". This was one of the committee discussions that revolved around how prescriptive performance expectations should be. There were members on the*

committee who felt that teaching strategies and approaches should be teacher decisions. In this case, it was decided to change the PE. This again points to the inconsistency in which the committee dealt with the issue of prescriptiveness of an instructional strategies.

- 3.2.5 evaluate whether the actions taken by government toward Canadian Germans and Austrians were necessary during the war.**
- 3.2.8 compare the working conditions of women and men during the First World War
- 3.2.8 *It was agreed by the committee that the intent of the PE would be better achieved by changing the words "condition of" to "the treatment of"*
- 3.2.7 compare the treatment of working women and men during the First World War.**
- 3.2.10 formulate reasons for and against women having the right to vote in both provincial and federal elections
- 3.2.10 *It was felt by some members of the committee that this PE was going over ground that would be covered in the previous PES and was therefore **eliminated**.*
- 3.2.12 assess the impact the war had on Canadian agricultural production and manufacturing industries
- 3.2.12 *It was agreed by the committee that this PE should require students to consider the contribution of Canada's agricultural and manufacturing industries to the war effort instead of how these industries prospered from the war*
- 3.2.10 assess the contribution of Canadian agricultural production and manufacturing industries to the war effort.**
- 3.2.13 referring to the graph developed in 3.1.7 identify ways the government raised money to pay for the war effort
- 3.2.13 *This PE was deemed to be redundant and was **eliminated***
- 3.2.14 create a government propaganda poster designed to achieve the following goals:
- Recruiting soldiers
 - Selling Victory Bonds
 - Limiting Home Consumption
 - Donating to the Patriotic Fund
- 3.2.14 *It was agreed to add the following goal to the list provided: Promoting new Income Tax legislation. In this instance an instructional strategy is accepted as a performance expectation. The issue of student time on task for such activities was never raised, rather they were left to the teachers discretion.*
- 3.2.11 create a government propaganda poster designed to achieve the following goals:**

- Recruiting soldiers
- Selling Victory Bonds
- Limiting Home Consumption
- Donating to the Patriotic Fund
- Promoting new income tax legislation

- 3.2.16 identify why Prime Minister Borden believed conscription was necessary
- 3.2.16 *It was argued by several committee members that this PE would be dealt with in PE 3.2.18. It was agreed that this PE should be **eliminated***
- 3.2.20 describe the Quebec reaction to conscription
- 3.2.20 *It was argued by several committee members that this PE would be dealt with in PE 3.2.18. And may be construed as anti-Quebec as worded. Here we can see the heightened sense of awareness of possible Francophone concerns, possibly a result of the French first language consultant's position during the discussions on French history in North America. It was agreed that this PE should be **eliminated***

Specific Curriculum Outcome

The student will:

- 3.3 examine the economic, political, social and cultural conditions in Canada and Newfoundland following World War I

Performance Expectations

The student will:

- 3.3.2 assuming the role of a returning soldier, write a letter to their Member of Parliament complaining about the high level of unemployment
- 3.3.2 *Considering the intent of PE 3.3.1, the committee felt that this PE was unnecessary and it was **eliminated**.*
- 3.3.5 in a role play, demonstrate the position of unionized workers, employers and government members by having the workers draft a list of demands and the employers explaining to government members why they refuse to negotiate with the unions
- 3.3.5 *It was felt by a number of committee members that this PE was too prescriptive and unnecessary considering the objective of the previous PE. Therefore it was **eliminated**. It seemed that activities such as role plays were deemed too*

prescriptive, while letter writing and debates were not.

- 3.3.9 describe the Chanak Affair and its impact on Canadian independence
- 3.3.10 describe the events surrounding the King-Byng controversy and its impact on Canadian independence

3.3.9 and 3.3.10 It was felt that PE 3.3.9 and 3.3.10 could easily be combined and serve the same purpose. One committee member wanted the impact of the Halibut Treaty also considered. The rest of the committee felt that this was too obscure of an historical incident to be included.

3.3.8 determine how the following impacted on Canadian independence:

- Chanak Affair
- King-Byng controversy

- 3.3.11 compare and contrast the fashions of the 1920s with present day fashions

3.3.11 It was decided by the committee that this PE should require students to compare slang and music as well as fashion.

3.3.9 develop a cultural comparison between the 1920s and the present day using the following:

- slang
- fashion
- music

- 3.3.16 research and write a biographical sketch of Emily Murphy and discuss her significance in the Women's Rights Movement

- 3.3.17 recognize Canadian born Mary Pickford as a major Hollywood Movie Star in the 1920s

- 3.3.18 determine what was significant about the Edmonton Grads basketball team in the 1920s and 30s

3.3.16, 3.3.17 and 3.3.18 It was agreed by the committee to combined PES 3.3.16, 3.3.17 and 3.3.18. It was also suggested that Sir Wilfred Grenfell be included as a Newfoundland reference and that Mary Travers be included as a Francophone reference.

3.3.14 recognize the significant accomplishment(s) of the following:

- Mary Pickford
- the Edmonton Grads
- Emily Murphy
- Sir Wilfred Grenfell
- Mary Travers (La Bolduc)

- 3.3.19 compare the influence of jazz with other forms of music

- 3.3.20 construct a chart comparing the slang of the 1920s and 1990s with the intended

meanings

3.3.19 and 3.3.20 As a result of the new PE 3.3.9 these two PE became redundant and were **eliminated**.

Specific Curriculum Outcome

The student will:

3.5 consider the causes of the economic collapse within Canada

Performance Expectations

The student will:

- 3.5.4 using a circular flow chart illustrate the four components of the business cycle
- Prosperity
 - Recession
 - Depression
 - Recovery
- 3.5.4 *Interestingly, some of the same committee members who had requested specifically that line graphs be utilized in other PES felt that the specific call for a circular flow chart in this PE was unnecessary. The committee did not consider this a major change to the intent of the PE and the change was agreed to.*
- 3.5.4 use a chart or graph to illustrate the four components of the business cycle.
- Prosperity
 - Recession
 - Depression
 - Recovery
- 3.5.8 in the role of an investor, consider their options after being notified by their stock broker that the stock bought on margin is decreasing in value
- 3.5.8 *It was agreed by the committee that this PE was unnecessary in considering the scope of the SCO and should be **eliminated**.*

Theme 4: 1930 -1945 A Time of Turmoil: Depression and War

Specific Curriculum Outcome

The student will:

4.1 examine the economic, social conditions during the Great depression

SCO 4.1 At my suggestion the committee agreed to changed the SCO by adding "and political growth." I felt that such a change was necessary in light of some of the PE that had been developed. The committee did not question me on why I had developed PE outside the scope of the SCO. All appeared to feel that it was an appropriate addition to the theme.

4.1 examine the economic, social conditions and political growth during the Great depression

Performance Expectations

The student will:

- 4.1.6 list the demands of the "On-to-Ottawa" trekkers
- 4.1.6 *It was decided that the PE should be broadened to include trekker tactics and government reaction.*
- 4.1.6 **list the demands, tactics and government reaction to the "On-to-Ottawa" trekkers.**
- 4.1.7 take the role of either an "On-to Ottawa" trekker or a business leader and debate the government reaction to the Regina Riot, 1935
- 4.1.7 *This PE was considered unnecessary in light of the changes made to PE 4.1.6 and was **eliminated**.*
- 4.1.9 prepare a table listing the cost of certain commodities and compare them with the cost today
- 4.1.9 *At first it was debated if this PE should require students list prices as opposed to costs of commodities. Eventually the committee agreed that information might be hard to obtain and the PE was **eliminated**. It was always in the back of committee members minds that we had to be sensitive to the situation where a teacher and his/her students might not be well equipped with resources.*
- 4.1.10 compare the working and living conditions of the Depression era factory worker with that of the Western farmers and Eastern fisherman
- 4.1.10 *It was decided that the wording of this PE should be changed so that students would be required to compare working and living conditions in rural and urban areas rather than comparing occupational areas.*
- 4.1.8 **compare the working and living conditions in urban and rural areas during the depression.**
- 4.1.11 discuss the impact the Great Depression had on social relations
- 4.1.11 *It was agreed by the committee that this PE was unnecessary. It was **eliminated**.*

- 4.1.12 select a poem, prose, song or work of art that expresses the human impact of the Great Depression
- 4.1.12 *It was questioned by some members of the committee whether this PE was asking the students to do anything meaningful. It was decided to change the verb from "select" to "interpret."*
- 4.1.9 **interpret a poem, prose, song or work of art that expresses the human impact of the Great Depression.**
- 4.1.15 examine how the Dionne quintuplets were raised and reasons for their legal grievances against the government in later life
- 4.1.15 *Some concern was raised that the full history of the childhood of the Dionne quintuplets had not yet been published. Some information had aired shortly before this discussion on CBC television which called into question the integrity of the children's father. It was decided to **eliminate** this PE.*
- 4.1.16 construct a bar graph of total Canadian immigration from 1926 to 1939, and give reasons for and results of the trend
- 4.1.16 *It was felt by the committee, after examination, that the verb "speculate" was too ambiguous and should be replaced with "give reasons for."*
- 4.1.12 **construct a bar graph of total Canadian immigration from 1926 to 1939, and give reasons for and results of the trend.**

Specific Curriculum Outcomes

The student will:

- 4.2 appraise the actions of the Bennett and King governments

Performance Expectations

The student will:

- 4.2.4 assess the use of relief grants and relief camps as adequate methods of dealing with rising unemployment
- 4.2.4 *It was agreed by the committee that the intent of this PE should be accomplished in PE 4.2.5. It was decided to **eliminate** this PE.*
- 4.2.11 examine the events leading to the Royal Commission on Dominion-Provincial Relations, 1937
- 4.2.11 *It was felt by some members of the committee that the depth of this PE should be lightened. It was decided to change the verb from "examine" to "describe."*

4.2.10 describe the events leading to the Royal Commission on Dominion-Provincial Relations, 1937.

Specific Curriculum Outcome

The student will:

- 4.3** examine the reasons for the rise of new political parties within Canada and the platform of those parties

Performance expectations

- 4.3.1** develop a chart listing reasons why some Western Canadians and Quebecers in the 1930s supported new political movements
- 4.3.1** *It was decided that political movements would be a better choice of words than political parties. It was also agreed that the chart was an unnecessary prescription.*
- 4.3.1** list reasons why some Western Canadians and Quebecers in the 1930s supported new political movements.
- 4.3.2** research and write a biographical sketch of one of the following and present it to the class:
- J.S. Woodsworth
 - William Aberhart
 - Maurice Duplessis
- 4.3.2** *As for all such PES it was agreed to exchange the word "write" with the word "develop".*
- 4.3.2** research and develop a biographical sketch of one of the following and present it to the class:
- J.S. Woodsworth
 - William Aberhart
 - Maurice Duplessis
- 4.3.4** outline the political platforms of the Co-operative Commonwealth Federation, the Social Credit Party and the Union Nationale Party
- 4.3.5** complete the following organizational table

Political Parties	CCF	Social Credit	Union Nationale
Cause of the Depression			

4.3.4 and 4.3.5 It was decided by the committee that it was possible to combine PE 3.3.4 and 3.3.5 and to also include a review of the party leaders using the a revised table.

4.3.4 complete the following organizational table, indicating the founder and platform of each party along with its attributed causes of the Great Depression:

	CCF	Social Credit	Union Nationale
Believed causes of the Depression			
Party Platform			
Founder			

4.3.6 create a line graph of Canadian Federal election results from 1926 to 1940 and speculate why the CCF and Social Credit Party did not have greater success

4.3.6 *It was felt by the committee that the graphing specification should be eliminated and that the PE should be strengthen from a speculative to an analytical objective.*

4.3.5 analyze why the CCF and Social Credit Party did not have greater success in federal elections in the years between 1926 and 1940.

4.3.7 create and display a Depression Era election poster(s) for one of the following parties that attempts to attract voters by highlighting the party's major policies:

- Conservative Party
- Liberal party
- Co-operative Commonwealth Federation
- Social Credit Party
- Union Nationale
- Communist Party
- Reconstructionist Party

4.3.7 *It was argued by some committee members that their should be no direction in the PE for student to display their work. A minority felt that there was not enough of these types of activities in school but did console themselves with the belief that it would probably be done by "good teachers" anyway. It was decided to remove the direction to display student work.*

4.3.6 create a Depression Era election poster(s) for one of the following parties that attempts to attract voters by highlighting the party's major policies:

- Conservative Party
- Liberal party
- Co-operative Commonwealth Federation
- Social Credit Party

- Union Nationale
- Communist Party
- Reconstructionist Party

Specific Curriculum Outcome

The student will:

- 4.4 examine Canadian and Newfoundland involvement in World War II

Performance Expectations

The student will:

- 4.4.6 explain how the Canadian Parliament's deliberations regarding the Second World War was markedly different from it's 1914 deliberations
- 4.4.6 *This PE was not considered to be necessary. It was felt by the committee the information concerned should be acquired through PE 4.4.5. Therefore it was eliminated.*
- 4.4.7 assess how the early defeat of Western Europe affected the role of Canada in the Second World War
- 4.4.7 *It was felt by the committee that the verb should be changed from the higher order "assess" to "determine."*
- 4.4.6 **determine why the early defeat of Western Europe affected the role of Canada in the Second World War.**
- 4.4.10 research and complete the following table describing the role of Canadian forces in World War Two actions:

	Defence of Hong Kong	Dieppe	Invasion of Sicily	D-Day Invasion	Liberation of Holland	Liberation of Aleutian Islands
Describe the position and goal of Canadians						
Number of Canadians involved						

	Defence of Hong Kong	Dieppe	Invasion of Sicily	D-Day Invasion	Liberation of Holland	Liberation of Aleutian Islands
Number of Canadian deaths						
Success/failure						

4.4.10 *It was agreed to change the wording of the table without changing the intent of the PE.*

4.4.9 **research and complete the following table describing the role of Canadian forces in World War Two actions:**

	Defence of Hong Kong	Dieppe	Invasion of Sicily	D-Day Invasion	Liberation of Holland	Liberation of Aleutian Islands
Describe the mission of Canadians						
Number of Canadians involved						
Number of Canadian casualties						
Success/Failure						

4.4.11 *as a class, write and perform a short play dramatizing the fate of Canadians captured at Hong Kong, 1941*

4.4.11 *It was felt by a majority of the committee that this was clearly not a PE, it was becoming harder to differentiate the two, but rather an instructional strategy. The committee decided to **eliminate** it.*

It was suggested by one of the committee members that there should be some requirement that students become aware of the importance of North Atlantic convoys and the Battle of the Atlantic. It was decided to add two more PEs to this SCO.

4.4.12 **determine the role of North Atlantic convoys during World War II.**

4.4.13 research and create displays outlining the Battle of the Atlantic.

Specific Curriculum Outcome

The student will:

- 4.5 recognize the contribution of Canadians and Newfoundlanders on the Home Front during World War II

Performance Expectations

The student will:

- 4.5.3 research and produce a display illustrating a product rationed in Canada and Newfoundland and the reason for its scarcity
- 4.5.3 *It was decided that this PE was unnecessary considering the intent of PE 4.5.4. Therefore it was **eliminated**. Whenever it became possible to eliminate a PE, the committee exercised its authority to do so. This was a result of the growing sense that the course was over weight in objectives.*
- 4.5.7 describe the British Commonwealth Air Training Plan
- 4.5.7 *It was decided by the committee that this PE was unnecessary considering the wording change that they proposed for PE 4.5.8. PE 4.5.7 was **eliminated**.*
- 4.5.8 explain the impact of the British Commonwealth Air Training Plan (BCATP) on the war effort
- 4.5.8 *It was agreed to change the verb from "explain" to "describe".*
- 4.5.6 **describe the impact of the British Commonwealth Air Training Plan (BCATP) on the war effort.**
- 4.5.14 role play a 1939 federal cabinet meeting in which it is debated whether the Jewish immigrant ship "The St. Louis" should be allowed entry into Canada
- 4.5.14 *Once again there was reluctance to prescribe an interactive activity, such as a role play, within a PE. It was decided to change the wording of the PE to remove the role play.*
- 4.5.12 **analyze Canada's position regarding the Jewish immigrant ship "The St. Louis".**

As the result of several suggestions from committee members, it was agreed to add two new PEs to SCO 4.5. One to require students to describe the German U-boat attack off Bell

Island, the Argentia Conference/Atlantic Accord, and the German U-boat sinking of the passenger ship "Caribou" off Nfld. The other to require identification of known WWII German land-based sites in Newfoundland and Labrador.

4.5.13 describe events surrounding the following:

- German U-boat attack off Bell Island, Nfld.
- Argentia Conference/Atlantic Accord
- German U-boat sinking of the passenger ship "Caribou" off Nfld.

4.5.14 on a map of Newfoundland and Labrador, identify known WWII German land-based sites.

Specific curriculum Outcome

The student will:

4.6 recognize the impact of World War II on Canadian and Newfoundland society

Performance Expectations

The student will:

- 4.6.2 identify why Prime Minister King believed conscription was necessary
- 4.6.2 *It was agreed that the intent of this PE was accomplished in PE 4.6.6. It was decided to replace this PE with 4.6.6*
- 4.6.5 discuss the necessity of conscription in 1944 to the Canadian war effort
- 4.6.5 *It was felt that there were enough PEs in this SCO dealing with conscription and that this one could be eliminated.*
- 4.6.6 evaluate Prime Minister King's conscription slogan "Not necessarily conscription, but conscription if necessary," in terms of:
 - intended message
 - perceived message
 - public reaction
- 4.6.6 *This PE was moved and renamed 4.6.2*
- 4.6.8 describe the rationale for the creation of Unemployment Insurance, 1940, and Children's Allowance, 1944
- 4.6.8 *It was felt that this PE was more logically placed with the other economy oriented PEs. It was decided that it would be better placed and renamed as 4.6.12.*

- 4.6.10 write a letter to the United States Embassy in Ottawa requesting the following information:
- number of American servicemen station in Newfoundland during and following WW II
 - level of American expenditures in Newfoundland during and following WW II
- 4.6.10 *It was agreed that the letter writing component should be removed and the PE become a research objective.*
- 4.6.7 **research the following information:**
- **number of American servicemen station in Newfoundland during and following WW II**
 - **level of American expenditures in Newfoundland during and following WW II**
- 4.6.18 compare the graph in 3.3.21 with 4.6.17 and speculate on any similarities or differences
- 4.6.18 *Once again it was felt that the verb "speculate" was too weak and should be changed to "give reasons".*
- 4.6.16 **compare the graph in 3.3.21 with 4.6.17 and give reasons for any similarities or differences.**

Having completed the final wording of the Performance Expectations for themes 2,3 and 4 the committee completed its work for 1995. It was decided to leave the PEs for themes 5 and 6 for a meeting to be scheduled on January 18, 1996. Once again it is important to note that even though the curriculum guide is dated for December 1995, work on the guide continued through the winter and spring of 1996. The following pages include the drafted PEs for themes 5 and 6 which the committee felt needed some changes. All revisions on these themes were made at the January set of meetings. As was the case with the previous descriptions, the drafted PE is followed, in italics, by the committee's editorial decision. Where a revised PE was necessary it is shown in bold type:

Theme 5: 1946 - 1967 : A Time of Transition

Specific Curriculum Outcome

The student will:

- 5.1 examine Canada's changing role on the international stage

Performance expectation

The student will:

- 5.1.1 define: Cold War, Foreign Policy, Super Power, Middle Power, NATO, NORAD
- 5.1.1 *It was agreed to include the United Nations and Commonwealth of Nations in the list of definable terms.*
- 5.1.1 **define: Cold War, Foreign Policy, Super Power, Middle Power, United Nations, NATO, NORAD, Commonwealth of Nations.**
- 5.1.4 describe the organization and role of United Nations' Security Council and General Assembly
- 5.1.4 *It was felt that it would be more appropriate if the PE was changed to include a description of Canada's role in the UN.*
- 5.1.4 **describe the organization of and Canada's role in the United Nations' Security Council and General Assembly.**
- 5.1.5 identify Igor Gouzenko
- 5.1.5 *It was agreed that students would have to identify Igor Gouzenko in order to accomplish PE 5.1.6. Therefore this PE was **eliminated**.*
- 5.1.10 analyze the Gouzenko Affair, Suez Crisis and Korean Conflict in terms of the Cold War
- 5.1.10 *It was decided that this PE was redundant and was **eliminated**.*
- 5.1.12 on a wall map, identify the areas and describe the context in which Canadian Peacekeepers have served
- 5.1.12 *It was agreed that the specification for a wall map was unnecessary.*
- 5.1.11 **on a map, identify the areas and describe the context in which Canadian Peacekeepers have served.**
- 5.1.13 list reasons for Canada's participation in the Marshall Plan and the provision of aid to European countries after World War II
- 5.1.13 *It was felt that this PE would be better placed and numbered as 5.1.5. It was also decided that the PE should require an analysis of Canada's participation in the Marshall Plan.*
- 5.1.5 **analyze the reasons for Canada's participation in the Marshall Plan.**

- 5.1.14 analyze the reasons for the creation of NATO
- 5.1.15 analyze the reasons for the creation of NORAD
- 5.1.14 and 5.1.15 It was debated if these PE were too high order for a level one course. Some of the committee members felt that it would be sufficient to determine the reasons or to list the reasons for the creation of NATO and NORAD. Eventually the committee decided that this was an opportunity to trim the curriculum and **eliminate** these two PEs.*
- 5.1.17 compare Canada's position in the Commonwealth of Nations with it's position in the old British Empire
- 5.1.17 Some members question the value of this PE. It was decided by the committee that it would be **eliminated**.*
- 5.1.19 draw a graph illustrating Canada's expenditure on foreign aid from 1950 to 1967
- 5.1.19 It was felt by the committee that this PE should be changed to require students to interpret rather than to draw a graph. It had become obvious that a minority of the committee members quietly supported the idea of promoting graphing exercises in social studies. However the majority felt that this was the domain of instructional planning. There is no consistency on this point, some graphing exercises survived this round of editing, while others, such as this PE, did not.*
- 5.1.14 interpret a graph illustrating Canada's expenditure on foreign aid from 1950 to 1967.**
- 5.1.20 analyze Canada's involvement in the following areas with regard to foreign policy:
- United Nations
 - NORAD
 - NATO
 - Commonwealth of Nations
 - Peacekeeping
 - Foreign Aid
- 5.1.20 Once again it was decided by the committee that this PE was too high order for a level one course. The decision not to reword the PE is an indication of the committee's desire to trim the number of PEs wherever possible. It was therefore **eliminated**.*
- 5.1.22 identify Vincent Massey as Canada's first native-born Governor General, 1952
- 5.1.22 It was agreed that this PE should be broadened in scope, requiring students to research and develop a character sketch.*
- 5.1.16 research and develop a biographical sketch of Vincent Massey.**

Specific Curriculum Outcome

The student will:

- 5.2 assess the reasons for and the impact of Newfoundland's entry into Confederation

Performance Expectations

The student will:

- 5.2.3 list the arguments given for Newfoundland joining Canada
5.2.4 list the arguments given against Newfoundland joining Canada
5.2.5 identify the various interest groups in 1948 Newfoundland
5.2.3, 5.2.4 and 5.2.5. It was decided that PE 5.2.6. would be changed to include the desire effect of these PEs. They were eliminated.

- 5.2.6 complete the following table:

Reasons for Newfoundlanders to join Canada	Groups that would be swayed by each reason	Reasons against Newfoundlanders joining Canada	Groups that would be swayed by each reason

- 5.2.6 The table in this PE was altered to allow for the achievement of the eliminated PES 5.2.3, 5.2.4 and 5.2.5.*

- 5.2.3 complete the following table:

Reasons for Newfoundlanders to join Canada	Groups for Nfld joining Canada	Reasons against Newfoundlanders joining Canada	Groups against Nfld joining Canada

- 5.2.8 draw and display a referendum poster which illustrates the message of either the confederate or responsible government movement
5.2.8 *It was felt that the intent of this PE should be changed to enhance the requirement for student research and reduce the emphasis on the activity.*
5.2.5 **research the propaganda methods of either the confederate or responsible government movement and illustrate one.**

- 5.2.9 describe the results of the first Newfoundland referendum held in 1948
- 5.2.9 *It was agreed by the committee that the PE could be strengthened and that the verb should be changed from "describe" to "analyze". It was also agreed that PE 5.2.9 and 5.2.12 could be combined.*
- 5.2.6 **analyze the results of the first and second Newfoundland referendums held in 1948.**
- 5.2.11 describe the results of the second Newfoundland referendum held in 1948
- 5.2.11 *This PE was **eliminated** and combined with PE 5.2.6*
- 5.2.12 using a map of Newfoundland, distinguish the electoral districts that voted for confederation and those that voted for responsible government and analyze the geographic centres of support
- 5.2.12 *It was decided after some debate that this PE was not realistic, necessary resources may not be available, and was **eliminated**. A new PE was formulated requiring students to describe the impact that the confederation debate had on individuals, families, and community relations.*
- 5.2.8 **describe the impact that the confederation debate had on individuals, families, and community relations.**
- 5.2.16 create a chart comparing the social, economic and political benefits and costs of Confederation with Canada
- 5.2.16 *It was felt by some members of the committee that it would be more meaningful to require students to evaluate the benefits and costs of Confederation with Canada.*
- 5.2.12 **evaluate the social, economic and political impact of confederation with Canada.**

Specific Curriculum Outcome

The student will:

- 5.3 assess the rise of post-war Quebec nationalism

Performance Expectations

The student will:

- 5.3.3 research the events surrounding the 1949 asbestos strike in Asbestos, Quebec and determine the following:
- the provincial government's reaction
 - the companies reaction

- the demands of the strikers
 - the reaction of Roman Catholic Church
- 5.3.4 analyze the social and economic policies of the Duplessis government and determine how they affected the following groups:
- French Quebecers
 - English Quebecers
 - The Catholic Church
 - American Business Interests
- 5.3.3 and 5.3.4 *It was agreed by the committee that it would improve the sequence of the SCO if these two PE exchanged places.*
- 5.3.5 in the role of a French Canadian labourer, write a letter to a his/her MLA describing his/her resentment at being passed over for a promotion because he/she does not speak English as well as a younger, less experienced, worker
- 5.3.5 *It was agreed after some debate that this PE was too close to an instructional strategy. It was **eliminated**. It became apparent that the majority of committee members had the most difficulty accepting dramatizations and role playing within a performance expectation. This may have been because it is such a little used technique in Newfoundland schools and the committee felt it would cause difficulty for the teacher, or time constraints on other lesson development.*
- 5.3.11 In a class debate, argue, from a pre-1967 position, the following statement:
"French Canadians have not prospered equally as one of the founding Canadian cultures"
- 5.3.11 *The question of whether this was an instructional strategy was debated. The French first language consultant felt strongly about the need for this PE. It was agreed to maintain the PE but to remove the specific call for a class debate.*
- 5.3.10 debate the following statement:
"French Canadians have not prospered equally as one of the founding Canadian cultures"

Specific Curriculum Outcome

The student will:

- 5.4 examine the special relationship between Canada and the USA

Performance Expectations

The student will:

- 5.4.3 conduct a school survey to determine the students top ten television programs and determine the nation of origin for each program
- 5.4.3 *It was agreed that this PE was unnecessary and could easily be trimmed. It was eliminated.*
- 5.4.4 recognize the role given to the following institutions during the 1960's in preserving a distinct Canadian culture:
- Canadian Broadcasting Corporation
 - Radio Canada
 - National Film Board
 - The Canada Council
 - The Canadian Radio-Television Commission
- 5.4.4 *It was decided to change the verb from "recognize" to "discuss".*
- 5.4.3 **discuss the role given to the following institutions during the 1960's in preserving a distinct Canadian culture:**
- **Canadian Broadcasting Corporation**
 - **Radio Canada**
 - **National Film Board**
 - **The Canada Council**
 - **The Canadian Radio-Television Commission**
- 5.4.5 use the following tables to list ways in which Canada and the United States are similar and dissimilar

Political Similarities	Cultural Similarities	Social Similarities	Economic Similarities

Political Dissimilarities	Cultural Dissimilarities	Social Dissimilarities	Economic Dissimilarities

- 5.4.5 *It was felt by the committee that the PE would be strengthened if the verb was changed from "list" to "identify".*

- 5.4.4 **identify ways in which Canadians and Americans are similar and dissimilar.**

Political Similarities	Cultural Similarities	Social Similarities	Economic Similarities

Political Dissimilarities	Cultural Dissimilarities	Social Dissimilarities	Economic Dissimilarities

5.4.13 for the years 1960, 1970 and 1980 create a bar graph comparing the value of American goods exported to the following countries:

Canada
England
Japan
Mexico

5.4.14 explore some of the common myths or assumptions that Americans and Canadians hold about each other

5.4.13 and 5.4.14 *The committee agreed that these two PES were unnecessary under this SCO*

Specific Curriculum Outcome

The student will:

5.5 examine the economic, social and cultural trends in the 1960s

Performance Expectations

The student will:

5.5.2 identify 1960 as the year Canada's First Peoples won the right to vote in federal elections

5.5.2 *It was agreed by the committee that the PE would be more meaningful if students were required to understanding the significance of 1960 for aboriginal peoples.*

5.5.2 **understand the significance of 1960 in the history of Canada's First Peoples.**

5.5.3 recognize that the satellite "Alouette" made Canada the third nation in space

5.5.3 *It was agreed that the PE should be changed so that it required students to explain the importance of the "Alouette".*

5.5.3 **explain the importance of the satellite "Alouette" in Canadian History.**

5.5.5 create a collage or drawing illustrating the fashions of the 1960s

5.5.5 *Some members of the committee had trouble with the intent and wording of this PE. It was deemed to be far too prescriptive regarding instructional approach. It was*

*finally agreed that it should be **eliminated**. Here is another example of the inconsistency with which the committee dealt with instructional prescription. Most non-traditional senior high school teaching strategies were eliminated while other more traditional activities were allowed.*

- 5.5.6 using the table below outline ways youth in the 1960s opposed the established set of social values:

Ways youths in the 60s opposed established values			
Music	Issues	Fashion	Lifestyle

5.5.6 *It was decided to change the verb from "outline" to "identify".*

- 5.5.5 **identify ways Canadian youth in the 1960s opposed established values and traditions:**

Ways youths in the 60s opposed established values			
Music	Issues	Fashion	Lifestyle

- 5.5.7 listen and reflect on music by the following artists:

Gordon Lightfoot
Neil Young
Buffy Sainte-Marie
Joni Mitchell

- 5.5.7 *Two points were discussed regarding this PE. It was felt that it may be necessary to identify the artists as Canadians performing in the 1960s. Second, it was decided that there should be some French-Canadians on the list. There was no discussion on possible additional English performers.*

- 5.5.6 **listen and reflect on music by Canadian Artists of the 1960s, such as:**

- Gordon Lightfoot
- Neil Young
- Buffy Sainte-Marie
- Joni Mitchell
- Beau Dommage
- Gilles Vigneault

- 5.5.9 identify Ronald Turpin and Arthur Lucas as the last people to be executed in Canada

5.5.9 *It was agreed that the individual characters were not essential to this PE. It was*

decided to change the PE to require students to understand and assess the decision to abolish capital punishment in Canada.

5.5.8 understand and assess the decision to abolish capital punishment in Canada.

5.5.10 collect, recreate and display the various flags considered during the flag debate 1965

5.5.10 *Once again some members of the committee disagreed with the strong use of an instruction approach style. It was agreed to change the scope of the PE so that students were required to understand the positions of the various players in the flag debate. It is important to keep in mind that the issue of availability of resources and resource funding, especially in rural Newfoundland schools, was a concern for the committee when assessing some of these PES.*

5.5.9 understand the positions of the various players in the flag debate 1965.

5.5.12 using the following table determine some of the reasons Pierre Trudeau was such a popular political choice in 1968:

Image	Message	Political Opponents	Experience in Cabinet	Experience prior to entering politics

5.5.12 *It was decided that the table was not a necessary element in this PE. It was also agreed that the verb should be changed from "determine" to "analyze".*

5.5.11 analyze reasons why Pierre Trudeau won the 1968 election

5.5.13 discuss how the Cuban Missile Crisis and the Vietnam war affected Canadian public opinion

5.5.13 *Although it was acknowledged by all members of the committee that the Cuban Missile Crisis was a significant historical incident, it was felt that it was an unsuitable topic for this SCO and was eliminated. Some committee members were become slightly concerned with the number of PE and allowed this concern to guide some of their assessments.*

Theme 6: Contemporary Canada: 1967 to Present

Specific Curriculum Outcome

The student will:

6.1 explore the economic, social and cultural re-structuring of Canadian Society

Performance Expectations

The student will:

- 6.1.3 take the role of a political, business or community leaders and debate in class the benefits or perils of American foreign investment in Canada
- 6.1.3 *It was decided once again that this style of PE was inappropriate for the guide. It was decided to change the wording of the PE.*
- 6.1.3 **determine the benefits and perils of American investment in Canada.**
- 6.1.4 construct a bar graph showing the level of federal government spending in 1971-72 and 1981-82
- 6.1.4 *It was felt that this PE would be more suitable if it required students to compare the data.*
- 6.1.4 **construct a bar graph comparing the level of federal government spending in 1971-72 with 1981-82.**
- 6.1.6 construct a graph illustrating the change in Canada's national debt and deficit from 1970 to 1992
- 6.1.6 *It was decided to remove the year 1992.*
- 6.1.6 **construct a graph illustrating the change in Canada's national debt and deficit from 1970 to the present.**
- 6.1.8 analyze the decision by the Mulroney government to abandon FIRA and establish Investment Canada, how did this signify a change in government policy?
- 6.1.8 *It was decided that the trailing question was unnecessary.*
- 6.1.7 **analyze the decision by the Mulroney government to abandon FIRA and establish Investment Canada.**
- 6.1.10 understand why the Free Trade Agreement with the United States became the issue of the 1988 federal election
- 6.1.10 *It was decided by the committee that the verb should be changed from "understand" to "determine".*
- 6.1.9 **determine why the Free Trade Agreement with the United States became the issue of the 1988 federal election.**
- 6.1.15 recognize the accomplishments of at least seven of the following Canadians:
 - Gerhard Herzberg Nobel Prize in Chemistry 1973
 - Pauline McGibbon First Female Lieutenant-Governor in Commonwealth 1974
 - Antonine Maillet winner of the Prix Goncourt (for novel *Pelagie-la-Charette*) 1979
 - Terry Fox Marathon of Hope 1981
 - Bertha Wilson Canada's first female Supreme Court Justice 1982

Jeanne Sauve Canada's first female Governor-General 1983
 Marc Garneau First Canadian in Space 1984
 John Polanyi Nobel Prize Chemistry 1986
 Audrey McLaughlin First female national party leader 1989
 Ferguson Jenkins First Canadian elected to the Baseball Hall of Fame 1991
 Rita Johnson Canada's first female premier 1991
 Michael Ondaatje winner of Booker Prize (for novel *The English Patient*) 1992
 Kurt Browning World Figure Skating Champion 1993

6.1.15 *It was agreed that it would be easier for teachers without the "at least seven of the following" specification.*

6.1.14 recognize the accomplishments of prominent Canadians, such as:

Gerhard Herzberg Nobel Prize in Chemistry 1973
 Pauline McGibbon First Female Lieutenant-Governor in Commonwealth 1974
 Antonine Maillet winner of the Prix Goncourt (for novel *Pelagie-la-Charette*) 1979
 Terry Fox Marathon of Hope 1981
 Bertha Wilson Canada's first female Supreme Court Justice 1982
 Jeanne Sauve Canada's first female Governor-General 1983
 Marc Garneau First Canadian in Space 1984
 John Polanyi Nobel Prize Chemistry 1986
 Audrey McLaughlin First female national party leader 1989
 Ferguson Jenkins First Canadian elected to the Baseball Hall of Fame 1991
 Rita Johnson Canada's first female premier 1991
 Michael Ondaatje winner of Booker Prize (for novel *The English Patient*) 1992
 Roberta Bondar First female Canadian in Space 1992
 Kurt Browning World Figure Skating Champion 1993

Specific Curriculum Outcome

The student will:

- 6.2 examine the significant issues and events surrounding the independence movement in Quebec

Performance Expectations

- 6.2.5 role play to re-enact the event surrounding the October Crisis from the following points of view:
 the federal government
 the Quebec government
 the Laporte and Cross families

the FLQ cells

- 6.2.5 *Several points discussed concerning this PE. First, it was decided to remove the role play requirement. At this point there was no discussion regarding the value of dramatisations. Second, it was agreed to change the intent of the PE to an assessment of the impact of the October Crisis. Third, it was felt that the point of view of the detainees should also be considered.*
- 6.2.5 **assess the impact the event surrounding the October Crisis had on the following groups:**
- the federal government
 - the Quebec government
 - the Laporte and Cross families
 - the FLQ cells
 - the detainees
- 6.2.6 write a letter to the editor of the Globe and Mail either denouncing or praising the decision to enact the Wars Measures Act
- 6.2.6 *It was again debated that this was too exact in specifying an instructional strategy. Rather than remove the letter writing component, it was decided to allow students to express their view in the form of song, letter, cartoon, poem or poster. The important point here for the committee was that the teacher/students had some choice.*
- 6.2.6 **express his/her view either denouncing or praising the decision to enact the War Measures Act using methods such as:**
- songs
 - letters
 - cartoons
 - poems
 - posters
- 6.2.7 identify the major elements of Bill 22 and Bill 101
- 6.2.7 *It was decided that Bill 22 was more significant historically and that reference to Bill 101 was unnecessary.*
- 6.2.7 **identify the major elements of Bill 22.**
- 6.2.10 know the question asked Quebecers during the 1980 sovereignty association referendum
- 6.2.10 *It was agreed that it would be appropriate to change the verb from "know" to "identify"*
- 6.2.10 **identify the question asked Quebecers during the 1980 sovereignty association referendum.**

- 6.2.11 using the table below list the reasons for voting yes and no in the 1980 sovereignty association referendum

Reasons for voting "No" in 1980 referendum	Reasons for voting "Yes" in the 1980 referendum

- 6.2.11 *It was felt that it would be more appropriate and historically correct if "yes" and "no" were changed to "oui" and "non".*

- 6.2.11 **using the table below compare the reasons for voting Oui and Non in the 1980 sovereignty association referendum.**

Reasons for voting "Oui" in 1980 referendum	Reasons for voting "Non" in the 1980 referendum

- 6.2.12 analyze the results of the 1980 referendum and discuss the implications for the future

- 6.2.12 *It was agreed to change the verb from "analyze" to "identify".*

- 6.2.12 **identify the results of the 1980 referendum**

- 6.2.20 using the chart below compare and contrast the Meech Lake Accord and the Charlottetown Accord

	Meech Lake Accord	Meech Lake Accord
	Similarities	Differences
Charlottetown Accord		

- 6.2.21 list the groups that supported and opposed the Charlottetown Accord during the 1992 referendum

- 6.2.20 and 6.2.21 *It was agreed by the committee that over time both the Meech Lake Accord and the Charlottetown Accord would lose their historical significance, and that they had been dealt with adequately in other PEs. It was decided to **eliminate** these PEs. The*

committee did have some concern that as we moved into contemporary times it would become difficult to separate current events from truly significant historical events.

6.2.22 analyze the results of the 1992 referendum and discuss the implications for the future

6.2.22 *It was felt that the verb should be changed from "analyze" to "identify".*

6.2.20 **identify the results of the 1992 referendum and discuss the implications for the future.**

6.2.23 know the question asked Quebecers during the 1995 Quebec referendum

6.2.23 *It was decided to change the verb from "know" to "identify".*

6.2.21 **identify the question asked Quebecers during the 1995 Quebec referendum.**

Specific Curriculum Outcome

The student will:

6.3 explore selected issues surrounding federal/provincial relations

Performance Expectations

The student will:

6.3.1 Define: Federalism, Western Alienation, government downsizing

6.3.1 *It was suggested that regionalism should be added to this PE.*

6.3.1 **Define: Federalism, Western Alienation, government downsizing, regionalism.**

6.3.2 create a time line of events surrounding the creation of the Canadian Constitutional Act and Charter of Rights and Freedoms from 1980 to 1982

6.3.2 *It was decided that this PE was unnecessary and probably difficult to provide to students. The intent was changed so that the major elements of the Canadian Constitutional Act and the Charter of Rights and Freedom, 1982 were the focus of the PE.*

6.3.2 **outline the major elements of the Canadian Constitutional Act and Charter of Rights and Freedoms, 1982.**

6.3.3 research and role play a meeting of first ministers in September 1980 and November 1981

6.3.4 assess the importance of the "notwithstanding clause" in achieving constitutional patriation in 1982

6.3.5 identify the goals of the National Energy Policy

6.3.3, 6.3.4 and 6.3.5 *All three of these PEs were considered to be too difficult for a level one course and were all **eliminated**. It is debatable whether the concern for trimming the PEs to a reduced number was beginning to have a greater effect on PE assessment.*

6.3.7 determine how the political environment changed from 1987 to 1990 resulting in the Meech Lake Accord not being ratified

6.3.8 identify the "distinct society" clause of the 1987 Meech Lake Accord as the major point of concern for several provincial premiers

6.3.9 describe Joseph Clark's role in the development of the Charlottetown Accord

6.3.10 on a map of Canada highlight the provinces that supported and rejected the Charlottetown Accord, indicating the overall results in each province

6.3.11 propose reasons for the failure of the Charlottetown Accord

6.3.7, 6.3.8, 6.3.9, 6.3.10 and 6.3.11 *It was decided that these five PEs should be **eliminated**. It was a concern of the committee that the Meech Lake Accord and Charlottetown Accord dramas should not be overstated. Once again the point was raised that the closer the guide came to the present, chronologically, the more cautious the committee should be in assigning historical significance to current events.*

6.3.13 using the table below discuss possible factors leading to the collapse of the Progressive Conservative Party in the 1993

Brian Mulroney	Kim Campbell	Government Policy	Other Parties	Election Campaign

6.3.13 *It was felt that the table was unnecessary.*

6.3.5 **discuss the factors leading to the collapse of the Progressive Conservative Party in 1993.**

6.3.14 on a map of Canada, colour code by province the representation of each federal political party in parliament

6.3.14 *Two issues discussed concerning this PE. First, it was decided that the PE should specify the use of an electoral map. Second, it was agreed that the PE should specifically require students to analyze the map.*

6.3.6 **on an electoral map of Canada, analyze the current representation of each federal political party in parliament.**

The committee felt that in light of the number of PE that had been eliminated from this SCO that it would be appropriate to add three PEs dealing with federal provincial relations surrounding the crisis in the Newfoundland fishery.

6.3.8 **describe the provincial and federal role in fisheries management.**

6.3.9	assess the impact of the collapse of the Atlantic Fishery and the federal government's response.
6.3.10	assess the impact of the transfer of powers from the federal government to the provincial governments.
Specific Curriculum Outcome	
The student will:	
6.4	examine the goals of Canada's First Peoples and the strategies used to achieve them
6.4.4	know that in 1973 the Supreme Court recognized the existence of Aboriginal rights
6.4.5	know the role of the Assembly of First Nations
6.4.4 and 6.4.5	It was agreed to change the verb from "know" to "identify".
6.4.4	identify the 1973 decision of the Supreme Court regarding Aboriginal rights.
6.4.5	identify the role of the Assembly of First Nations.
6.4.6	write a case study illustrating the challenges facing the Innu people of Davis Inlet, Labrador
6.4.6	It was decided that the PE should be rewritten so that the students were required to use a case study rather than write a case study.
6.4.6	using a case study, illustrate the challenges facing the Innu people of Davis Inlet, Labrador.
6.4.8	identify the details of following major land claim settlements: Northern Quebec Nunavut
6.4.8	It was felt that it was unnecessary to limit teachers and student to these specific land claim settlements.
6.4.8	identify the details of one major land claim settlement.
6.4.9	research either Innu, Inuit or Micmac land claims in Newfoundland and Labrador
6.4.9	Two items discussed by the committee. It was decided that the PE should require students to report on their research. It was also agreed that Micmac land claim settlement, due to its limited size and impact on the economy, should be removed

from the PE.

6.4.9 research and report on either Innu or Inuit land claims in Newfoundland and Labrador.

6.4.12 in an essay, argue whether native people should be allowed to bear arms to protect their interests

6.4.12 *It was decided that "in an essay, argue" should be replaced with "discuss".*

6.4.12 discuss whether native people should be allowed to bear arms to protect their interests.

6.4.13 know the difference between native land claims and specific claims against existing treaties

6.4.13 *It was felt that this PE was unnecessary and could be **eliminated**.*

The committee agreed that Ovide Mercredi was significant enough as a historical figure to warrant a specific PE.

6.4.13 research and develop a biographical sketch of Ovide Mercredi.

Specific Curriculum Outcome

The student will:

6.5 examine Canada's contemporary role in international affairs

Performance Expectations

The student will:

6.5.5 describe Canada's reaction to the 1980 hostage incident at the American Embassy in Iran

6.5.5 *It was felt that Canada had been involved in the incident and had not merely reacted to it.*

6.5.5 describe Canada's involvement in the 1980 hostage incident at the American Embassy in Iran.

6.5.8 construct a graph illustrating the increase in Canadian foreign aid from 1968 to 1992

6.5.8 *The committee made the following changes: "increase" was exchanged for "change" and "1992" was replaced with "present".*

6.5.8 construct a graph illustrating the change in Canadian foreign aid from 1968 to the present.

6.5.9 on a world map colour code Canadian foreign aid contribution by continent

- 6.5.9 *It was decided to remove the world mapping exercise and to make the PE an analysis of Canada's foreign aid by continent.*
- 6.5.9 **analyze Canada's foreign aid contribution by continent.**
- 6.5.10 debate the arguments for and against the spending of taxpayers money on foreign aid
- 6.5.10 *It was agreed that "the arguments for and against" was redundant when following the verb debate.*
- 6.5.10 **debate the spending of taxpayers' money on foreign aid.**
- 6.5.13 on a map of northern Canada outline the route taken by the vessel Polar Sea in 1985
- 6.5.13 *It was decided to **eliminate** this PE. The Polar Sea incident was not considered to be significant enough to warrant two PEs.*
- 6.5.14 appreciate why many Canadians were offended by the Polar Sea incident
- 6.5.14 *It was agreed that the PE could be strengthened by changing verb from "appreciate" to "evaluate".*
- 6.5.13 **evaluate why many Canadians were offended by the 1985 Polar Sea incident.**
- 6.5.17 write to his/her MP arguing for or against greater restriction on immigration to Canada
- 6.5.17 *This PE was considered by the committee to be potentially inappropriate and embarrassing in some urban classroom settings. It was **eliminated**.*
- 6.5.19 analyze Canada's involvement in the Persian Gulf in 1990-1991 and discuss whether Canada should have supplied troops and equipment
- 6.5.19 *It was agreed that this PE should be lightened in expectation by removing the verb "analyze". It was also agreed upon that Operation Desert Storm and Desert Shield should be identified in the PE. When decisions to move from higher order to lower order verbs, they were made in concern for weaker students.*
- 6.5.17 **discuss whether Canada should have supplied troops and equipment to Operation Desert Shield and Desert Storm.**
- 6.5.20 identify Somalia and Bosnia on a world map
- 6.5.20 *It was decided that this PE may be difficult in some poorly equipped schools. It was **eliminated**.*
- 6.5.22 list the consequences, regarding racism in the armed forces, of the Somalia Affair
- 6.4.22 *It was strongly felt by some members of the committee that references of racism in the armed forces were premature and inappropriate. After a long discussion it was agreed that it would be the decision of the commission of inquiry into the Somalia Affair which would determine the issue of racism. The reference to racism in the armed forces was removed.*

6.5.19 list the consequences for Canada of the Somalia Affair.

6.5.23 compare Canada's role in the United Nations mission to its role in the NATO mission to the former Yugoslavia

6.4.23 *It was decided that the role of peacemaker and peacekeeper should be identified in the PE.*

6.4.20 compare Canada's role as peace keeper with the United Nations mission to that of peace maker in the NATO mission to the former Yugoslavia.

6.5.24 create a time line showing the major events surrounding the turbot dispute between Canada and the European Union

6.5.24 *It was agreed that the intent of the PE would be accomplished posing less difficulty for students if "create a time line showing" was replaced with "outline".*

6.5.21 outline the major events surrounding the turbot dispute between Canada and the European Union.

6.5.26 discuss how the collapse of Communism in Europe affected Canada's international objectives

6.5.26 *Not considered significant enough to warrant a PE and was **eliminated**. On this point there was a dissenting minority opinion. The lateness of the day and the closeness to completing the PEs probably played an important part in this PE not being reconsidered.*

All of the Performance Expectations for Canadian History 1201 had gone through a process of development and two revisions. I now took the editing notes from the committee meetings and made the changes to the curriculum document as indicated above in the bold type. It was also necessary to mark each Performance Expectation with a (K) if it represented a knowledge expectation, an (A) if it required the application of knowledge, and an (I) if it required the integration of knowledge and skills. In the interest of time, it was agreed by the committee that these decisions could be made by the social studies consultant and me. As I was busy with making editorial changes to our document, Chris Wright, the consultant, agreed to complete the PE labelling on his own. The completed list of PEs are included in the

curriculum guide found in Appendix B.

To this point it would be fair to say that the Canadian Studies Working Group had been totally involved in determining the course themes, content areas, understandings, dispositions, and competencies, and had fully exercised final editorial rights on all the performance expectations. The role and influence of the committee now changed as the process moved from curriculum development to curriculum guide development. The remaining items, such as, rationale, purpose, instructional approaches and student evaluation needed in completing the curriculum guide were left almost totally in the hands of myself and Chris Wright. The committee would be given the opportunity to review our work in these areas. However, no changes would be requested.

3.12 Curriculum Guide Development

With the course framework, goals (understandings, competencies and dispositions), outcomes (SCO's) and course objectives (PE's) developed, the work on the Canadian History 1201 curriculum was complete. However the major task of completing the curriculum guide to be reviewed by the Canadian Studies Working Group was left to be completed by the curriculum consultant and me. This work occurred in the months between January and April 1996. Phone, fax and email were the main sources of communications.

The remaining items to be included in the curriculum guide, not already developed and approved by the working group, were developed in the following sequence:

- i. The Table of Contents
- ii. Rationalization Commentary
 - History as a discipline
 - Canadian History and *A Curriculum Framework for Social Studies: Navigating the Future*

iii.	Statement of Purpose
iv.	Instructional Approaches
v.	Resources
	Authorized Resources
	Recommended Resources
vi.	Evaluation
	General Approaches
	Table of Specification
vii.	Rationalization Commentary
	Canadian History and Essential Graduation Learnings
viii.	Opening Quotations

The Table of Contents

It was decided by the Manager of Curriculum Development that an attempt should be made to have a common format for all curriculum guides, especially in common subject areas. In social studies it was decided to follow the format as developed for the Global Issues 3205 course (1993); the Canadian Geography 1202 curriculum guide had also been developed along this model. At this time it was also decided that the Canadian History and Canadian Geography would be sister courses. The new revised program of study for senior high encourages schools to offer at least one of these courses starting in the 1998-99 school year. The only change made in the format for History 1201, to become standard for all curriculum guides in all subjects, was the addition of a section matching the specific curriculum to the essential graduation learnings developed by the Atlantic Provinces Education Foundation (APEF). The decision to make this addition to the format occurred late in the development process. The following table of contents was established.

Table of Contents

1. Canadian History and the Social Studies Program
 - 1.1 History as a Discipline
 - 1.2 Canadian History and *A Curriculum Framework for Social Studies: Navigating the Future*
 - 1.3 Statement of Purpose
 - 1.4 Canadian History and the Essential Graduation Learnings
2. Course Goals
 - 2.1 Understandings
 - 2.2 Competencies
 - 2.3 Dispositions
3. Course Content
 - 3.1 Course Structure
 - 3.2 Specific Curriculum Outcomes and Performance Expectations
 - 3.2.1 Theme 1 - Prelude to nationhood 1759 - 1867
 - 3.2.2 Theme 2 - The New Nation 1867 - 1911
 - 3.2.3 Theme 3 - The Great War and its Aftermath 1912 - 1929
 - 3.2.4 Theme 4 - A Time of Turmoil:
Depression and War 1930 - 1945
 - 3.2.5 Theme 5 - A Time of Transition 1946 - 1967
 - 3.2.6 Theme 6 - Contemporary Canada 1967 - Present
4. Instructional Approaches
5. Evaluation
 - 5.1 General Approaches
 - 5.2 Table of Specification
6. Resources
 - 6.1 Authorized Resources
 - 6.1.1 Teacher Resources
 - 6.1.2 Student Resources
 - 6.2 Recommended Resources

- 6.2.1 News/Issues
- 6.2.2 General
- 6.2.3 Software

Rationale

With the table of content established, it became much easier to complete the remaining sections of the curriculum guide. Next, work began on the rationalization commentary. This commentary replaced the traditional rationale statement with four sections commenting on Canadian History and the social studies program. The first two sections: History as a discipline, and Canadian History and *A Curriculum Framework for Social Studies: Navigating the Future* were developed first. The fourth section, Canadian History and the Essential Graduation Learnings was not considered until near the end of the development of the document as the importance of the APEF became more apparent. We will deal with the statement of purpose separately. Also note that the numbering of each item corresponds to its table of contents position.

1.1 History as a Discipline

This subsection sets out to establish the importance of history in general as an important academic discipline. Three individuals contributed to the content of this part of the guide. The introductory paragraph was written by myself. It attempts to establish a controversial position for history, through the comments of several historical characters.

History is the branch of knowledge dealing with the records of the past,

especially those involving human affairs. As a discipline, history has been praised, scorned and minimized. Lamartine, in a 1847 speech in Macon stated that, "History teaches everything, even the future." In 1919, under oath, Henry Ford declared, "History is bunk." Voltaire believed history to be nothing more than a picture of crimes and misfortunes. (Guide, 1995)

The next ten paragraphs deal with the approaches that can be taken in the writing and presentation of history. These paragraphs were taken directly from the curriculum guide developed for World History 3201, written by Dr. Keith Ludlow (1992). It was decided that history curriculum guides should have the same contextualizing content.

There is no one model of every aspect of historical analysis. To prevent a narrow view of the past, each event should open onto new events. Commager (1980) purported that to tackle any major issue in history, one must become involved in politics, economics, international relationships - "history is all-embracing as life itself" (p.29). (Guide, 1995)

The next paragraph was contributed by the curriculum consultant; he felt it was important to note that Canadian History 1201 would not be dominated by a Eurocentric view or a central Canadian view. According to the consultant, too much of Canadian history has been written from these viewpoints.

History has tended to be viewed and written from dominant perspectives such as Eurocentrism, great man theories, politics and war. Since the 1930s Canadian historiography has been heavily influenced by the Laurentian thesis. That is, that the history of Canada revolves around the importance of the St. Lawrence water route and the paramount role of Central Canada and its connection to Britain. In recent years this thesis has declined as a controlling concept in Canadian History. The ties to Britain have weakened, the influence of North-South continentalism have increased, and regionalism within Canada has gained greater emphasis. (Guide, 1995)

I wrote the last two paragraphs. One continues the theme started by the consultant, that Canadian History must be diverse in scope. In the last paragraph, the writer takes

arguments established by Ravitch (1985), Bennett (1986) and Crabtree (1991) for the importance of history in the development of a knowledgeable, critical and informed citizenry.

The value of history as a secondary school subject, Ravitch (1985) argues, is that history “endows its students with a broad knowledge of other times, other cultures, other places. It leaves its students with cultural resources on which they may draw for the rest of their lives.” William Bennett (1986) emphasizes the vital importance of the study of history as a foundation for an informed citizenry. He argues for the need for students to know the inherited principals of a liberal democracy. History also offers students, through the assessment and knowledge of past decisions and events, the opportunity to enhance their understanding of human interaction, “By examining the causes, alternatives, and consequences inherent in the critical issues of history,... students develop deeper insight into the complexity of human affairs.”(Crabtree, 1991)

1.2 Canadian History and A Curriculum Framework for Social Studies: Navigating the Future

In September, 1993, the Newfoundland Department of Education released A Curriculum Framework for Social Studies: Navigating the Future. This document was developed as a framework for further social studies curriculum development. It outlines the essential characteristics of a social studies curriculum, along with the different social studies strands which are categorized as understandings, competencies and dispositions. According to the framework, social studies accomplishes the above mission through the fostering of understandings, competencies and dispositions. The understandings strands are: Historical Literacy, Geographic Literacy, Economic Literacy, Cultural Literacy, Political-Legal Literacy, Global Literacy, and Technological Literacy. The dispositions strands are: Tolerance, Empathy, Participatory Citizenship, and Stewardship. The Competencies strands are: Thinking, Participatory, Information Acquisition, Information Utilization (Framework, p.20-

31). The attainment of these understandings, competencies and dispositions are the goals of social studies education in Newfoundland and Labrador.

In section 1.2, the curriculum consultant and I attempt to indicate how well Canadian History 1201 matches the prescriptions of the framework. According to the guide:

Canadian History 1201 is designed to meet both the content focus and process focus outlined as being necessary in acquiring the core understandings, competencies and dispositions. Each theme is constructed so that all competencies and disposition strands are accommodated. **Canadian History 1201**, places major emphases on the Historical, Political-Legal, Cultural and Economic literacies without excluding consideration of the Geographic and Technological literacies. For example, **Canadian History 1201** incorporates some of the basic features of historical literacy as outlined in **The Framework** (P.21). A *sense of historical empathy* is facilitated for students by increasing their understanding of the motives and movements behind the birth and growth of a new nation - Canada. Students will explore the options and reasons for difficult decisions made by political leaders, political parties, and the people. Students will be exposed to different social and economic conditions and will compare them with today. **Canadian History 1201** includes learning outcomes that examines past and contemporary cultural trends and expressions. Students will achieve a greater *sense of time and chronology* concerning the history of Canada. They will be able to appreciate historical sequence and understand the chronological order of events and issues affecting Canadians. An *Understanding of cause and effect* and the *reasons for continuity and change* will become clear as students deal with substantive issues and developments in Canadian history. Above all, students will have a deeper *understanding of the memory of human group experiences* as it applies to those who have lived in Canada and contributed to its growth. Each generation re-interprets their own history as they seek to build upon previous foundations for a secure today and hopeful future. (Guide, p.8)

In addition to the understandings, competencies and dispositions generally outlined for social studies by the framework document, *Navigating the Future* also gives specific instruction on history content:

Areas of emphasis include: the social, political, cultural, and economic forces shaping the Canadian nation; specific themes include the early stages of nation building; the development of the Canadian political system; Canada at war; economic problems and prosperity; social conditions and lifestyles; the late twentieth century: a time of change; constitutional renewal; and Canada in the global context. (Framework, p.49).

It was shown in the Canadian History 1201 curriculum guide that the above points are represented in the chronological themes:

Canadian History 1201 includes the following six themes: Prelude to Nationhood 1759 - 1867, The New Nation 1867 - 1911, The Great War and its Aftermath 1912 - 1929 , A Time of Turmoil: Depression and War 1930 - 1945, A Time of Transition 1946 - 1967, Contemporary Canada 1967-Present. These themes closely match the areas of emphases outlined in the Framework. (Guide, p.8)

1.3 Statement of Purpose

The statement of purpose had been discussed by the entire committee during the Spring of 1994. Each committee member was asked to serve in one of three groups. Each group developed a statement of purpose for Canadian History. Upon full committee discussions concerning the statements the committee formed into two informal groupings, sponsoring two competing statements:

Statement 1

History 1201 will enable students to understand how past experiences, contributions, groups and institutions impact upon the present and provide direction for the future.

Statement 2

History 1201 will enable students to understand and evaluate the interaction of past experiences, contributions, groups, institutions, and the Canadian environment and how they impact upon the present and provide direction for the future.

Both groups felt that history must provide direction. They also agreed that history includes experiences and contributions along with the actions of groups and institutions. The

groups disagreed upon two issues. In the first statement it is enough for the student to understand the impact of history. In the second statement it is also necessary for the student to evaluate the impact of history. In addition, the second statement identifies the Canadian environment as a player in Canadian history. On both these issues there was strong ownership evident in both groups, and it was decided to leave the final decision to a later meeting. As the committee became immersed in the drafting of SCOs and editing of PE it never revisited the question of purpose. It was now left to me and Chris Wright to complete a statement of purpose which the committee would review later.

It is important to note that even though the curriculum guide was dated to December 1995, its development continued through until April 1996. The reason for the dating of the document concerned the disbursement of budgeted items for the payment of the contract writer. At this time the consultant and I agreed that the curriculum as developed required students to evaluate the impact of Canadian History. We also agreed that the curriculum did, especially in the early units, show the impact of the environment on Canadian History. However, we were of the opinion that such would be the case in any history, of any people, settling anywhere in the world, and therefore did not require special mention in the statement of purpose. As a result, neither statement was completely acceptable to us. We decided to craft a new statement in the spirit of the two proposed by the committee. The only other change, at the request of the curriculum consultant was that the line, "...impact upon the present and provide direction for the future" be replaced with, "... helped shape the present and affect the future." It was felt that this change made the statement more accurate regarding the influence of history on the future. The adopted statement of purpose was as follows:

Canadian History 1201 will enable students to understand and evaluate how past experiences, contributions of individuals, groups and institutions have helped shape the present and affect the future. (Guide, p.9)

It is interesting to note that significant decisions regarding the purpose of and rationale for Canadian History 1201 were made following the development of the curriculum. In the development of both the rationale and statement of purpose referral was made to specific outcomes and objectives. It is correct to say that this aspect of the process was more inductive than deductive in approach.

4 Instructional Approaches

The section of the curriculum guide devoted to outlining the means and scope of instructional approaches that can be used in the delivery of Canadian History 1201 was adopted completely from the Canadian Geography 1202 curriculum guide that had been developed the previous year with guidance from the same provincial working group. The only changes were the substitution of the words Canadian History 1201 for Canadian Geography 1202. This duplication was consistent with the Division of Program Development's wishes that guides, especially in the same subject area, have the same curriculum format. Also, the instructional framework and strategies developed for Canadian Geography were appropriate in their reference to the approaches outlined in A Curriculum Framework for Social Studies: Navigating the Future, and therefore would also be appropriate for Canadian History. At this point the two courses were referred to as sister courses. It was felt that consistency in the guides should be accomplished where appropriate.

5 Evaluation

As with the chapter on Instructional Approaches, Chapter 5: Evaluation, borrows greatly from the Canadian Geography 1202 guide and the Global Issues 3205 guide. The only difference in section 5.1 of the geography guide and the history guide, other than the substitution of Canadian History 1201 for Canadian Geography 1202, is the inclusion of an additional reference source for teachers. *Teachers Make a Difference: A Resource Guide for Teachers*. A resource guide developed by the Department of Education in 1995 was added to the Canadian History Guide.

In Section 5.2 a table of specifications was developed. Similar tables appear in both the Canadian Geography 1201 guide and the Global Issues 3205 guide. The table of specification is designed to provide a guide to teachers in establishing an evaluation scheme:

The following table of specifications lists the major themes in **Canadian History 1201** and relates them to the three cognitive levels designated by the performance expectations. Students are required to complete all six themes and all Specific Curriculum Outcomes in each theme. Effort has been made to provide a sufficient number of Performance Expectations in each cognitive level to provide for teacher discretion in instructional planning. The purpose of the table of specifications is to facilitate the design of instruction, theme tests and comprehensive examinations, by outlining the relative emphasis placed on knowing, applying and integrating skills in this course. (Guide, p.79)

Canadian History 1201: Table of Specifications

THEMES	COGNITIVE LEVELS %			
	Knowledge (K)	Application (A)	Integration (I)	Total
Prelude to Nationhood	3	3	2	8
The New Nation	5	6	4	15
The Great War and its...	6	6	4	16

THEMES	COGNITIVE LEVELS %			
Turmoil...	7	7	6	20
A Time of Transition	9	6	4	19
Contemporary Canada	10	7	5	22
Total	40	35	25	100

A teacher planning instruction for Canadian History 1202 would expect that 3% of the course evaluation would include knowledge based performance expectations relating to the first theme *Prelude to Nationhood* and a total of 8% of the course evaluation would be specifically related to the entire first theme.

Such a table accomplishes two things: It provides guidance to the teacher in balancing strictly knowledge based performance expectations with higher order application and integration expectations. As well such a table provides the teacher with flexibility in lesson planning. The teacher is not required to cover or evaluate all Performance Expectations. The teacher is given the flexibility to pick and choose PEs from those provided under each SCO. However, it is expected that the teacher will cover all themes and SCOs. In other words, all content themes and specific curriculum outcomes for Canadian History 1201 must be presented to the student using only some of the outlined Performance Expectations.

6 Resources

In determining a set of resources, the established practice of providing authorized students and teachers resources and a list of recommended resources was continued with

Canadian History 1202. It is the current practice of the Department of Education in Newfoundland and Labrador to provide for a one time issue of supplementary resources when issuing a new course. These supplementary resources usually come from the recommended list of resources.

In setting the list of recommended resources a request was made to committee members to compile a list of recommended resources from their own material and to forward to myself and the curriculum consultant. Together the consultant and I created the list of recommended resources. It was also decided that additional texts presented by publishers for consideration by the committee for authorization would also be included on the recommended list. The following resources were selected for recommendation and categorized as either News/Issues, General or Software:

6.2 N

CBC News-In-Review (Video)
The Globe and Mail
The Globe and Mail
Classroom Edition
The Evening Telegram
The Western Star
Maclean's Magazine
Canadian Heritage Post
Canadian Heritage Minutes
(Video)

6.2.3 Software

True North - arrivals,
McGraw-Hill Ryerson

History Alive, IDON East
Corp. Ottawa, Ont.

6.2.2 General

Canada: A Nation Unfolding.
McGraw-Hill Ryerson 1994.
ISBN 0-07-551425-7

*Canada: Understanding Your
Past*. Irwin 1990. ISBN 0-
7725-1730-4

*Canadians in the Twentieth
Century*. McGraw-Hill
Ryerson 1987. ISBN 0-07-
548855-8

SpotLight Canada. Oxford
1996. ISBN 0-19-541041-6

*The Canadian Global
Almanac*. Macmillan Canada
(current year)

The Language of Canadian

*Teaching About
Peacekeeping*. United Nations
Department of Public
Information.

*Canada - A History to the
Twentieth Century*, Reidmore
Books 1992 ISBN 1-895073-
04-9

*How are We Governed in the
90s?*, Irwin Publishing 1991
ISBN 0-7725-1712-6

*A Map History of the Modern
World*, Irwin 1995 ISBN 0-
7125-2110-7

Flashback Canada, Oxford
University Press 1994 ISBN
0-19-540953-1

Canada in the Twentieth

Adventure Canada, Software Plus

E-Stat. CD-Rom. Statistics Canada

P.C. Globe 4.0., P.C. Globe Inc.

E-Map, Breakwater Books

Politics: A Guide to Important Terms and Concepts. Wilfred Laurier University Press 1995. ISBN 0-88920-230-3

Canada: Land of Diversity. Prentice-Hall 1989, 1996. ISBN 0-13-506775-8

Chronicle of the Twentieth Century: J. L. International 6.2.2 (cont) Publishing, Liberty, Missouri 1992. ISBN1-872031-02-1

The Aboriginal Rights Provisions in the Constitution Act 1982. University of Saskatchewan, Native Law Centre, 1988.

Human Rights: Canadian Policy Towards Developing Countries. North South Institute

Century Series, Fitzhenry and Whiteside ISBN 0-88902-1745

Canada: The Twentieth Century, Fitzhenry and Whiteside ISBN 0-88902-5355

Horizon Canada, Centre for the Study of Teaching Canada, Laval University 1987 ISBN 2-89205-337-4

The Canadians Series, Fitzhenry and Whiteside

Canada: Immigrants and Settlers, Gage 1991 ISBN 0 - 7715-8172-6

House of Common at Work, Cheneliene 1993 ISBN 2-89310-164-X

The inclusion of the Breakwater Books' software E-Map on the recommended list caused considerable discussion among the committee. The committee had been given an opportunity to test the software, and it received very poor reviews. It was found to be difficult to load and time consuming. It was felt, however, that because Breakwater was a Newfoundland firm and that the software might have some value in terms of the geographical study of Canadian History, it would be appropriate as a recommended resource only.

1.4 Canadian History and Essential Graduation Learnings

In September 1995, Newfoundland and Labrador became full partners in the

Maritime Provinces Education Foundation (MPEF), thus creating the Atlantic Provinces Education Foundation (APEF). The APEF upon creation, established a series of expected graduation learnings (EGLs) for the following areas: Aesthetic Expression, Citizenship, Communication, Personal Development, Problem Solving and Technological Competence. In addition, since the development of Canadian History 1202, the province of Newfoundland developed expected learnings for the area of Spiritual and Moral Development. The demonstration of these required graduation learnings are to be achieved through the various subject curriculum outcomes:

Curriculum outcomes statements articulate what students are expected to know and be able to do in particular subject areas. These outcomes also describe the expectations at a particular grade level. Through the achievement of curriculum outcomes, students demonstrate the Essential Graduation Learnings (APEF, 1996, p. 7)

The task now fell to me and the consultant, Chris Wright to fit Canadian History 1202 to the APEF's expected graduation learnings. The work was divided; the consultant identified a sample of expected graduation learnings covered in the new curriculum and I, the writer, identified the related performance expectation. It was believed by the consultant that Canadian History 1202 could be matched to the APEF categories of Aesthetic Expression, Citizenship, Communication, Personal Development, Problem Solving, and Technological Competence. The following is an example of how two competencies under the area of Aesthetic Expression were matched with performance expectations from Canadian History 1202:

I. Aesthetic Expression

Students will demonstrate understanding of the ideas, perceptions and feelings of others as expressed in various art forms, for example:

- examine a short excerpt of a work of literature from an early twentieth century writer (2.5.5)
- interpret the poem *In Flanders Field* (3.1.5)
- interpret a poem, prose, song, or work of art that expresses the human impact of the Great Depression (4.1.9)
- Listen and reflect on music by Canadian artists of the 1960s (5.5.6)

Students will also demonstrate understanding of the contribution of the arts to daily life, cultural identity and diversity, for example:

- discuss the role given to the following institutions during the 1960s in preserving a distinct Canadian culture:

Canadian Broadcasting Corporation
 Radio Canada
 National Film Board
 The Canada Council
 The Canadian Radio-Telecommunications Commission (5.4.3)
 (Guide, p. 10)

As with the rationale and statement of purpose we see an inductive step in what was for the most part a deductive approach to curriculum development. As a result of a political decision near the end of the development process for Canadian History 1201, the consultant and I had to connect specific performance statements with general graduation expectations. It is unlikely that this would happen again now that the Essential Graduation Learnings have been developed. One should expect that the impact of these learnings will occur much earlier in future curriculum projects.

Canadian History 1202 became the first high school course developed in Newfoundland and Labrador to have a curriculum guide acknowledging the relationship between curriculum expectations and the APEF expected graduation learnings.

Opening Quotations

Prior to the table of contents in the Global Issues 3205 curriculum guide there is a page with a graphic of the planet Earth and a quote from Robert Muller expressing the need for global understanding. The curriculum consultant requested that the I create a similar page for the Canadian History 1202 guide. I developed a graphic of the map of Canada and after a short search found the following historical quotes:

Canadian history began when the Vikings carried their maritime frontier of fish, fur, and farm across the North Atlantic to Iceland and Greenland. At the end of the fifteenth century that northern passage was resumed by the traders of Bristol and the fishermen of Normandy. From that obscure beginning Canada had a distinct, a unique, a northern destiny. Its modern beginnings are not Columbian but Cabotan. And when the French followed Cartier up the St. Lawrence, they were at once committed by the development of the fur trade to the exploitation of the Canadian Shield.

W. L. Morton

I never realized that there was history, close at hand, beside my very own home. I did not realize that the old grave that stood among the brambles at the foot of our farm was history.

Stephen Leacock

I felt that the Morton quote did a good job of distinguishing the development of Canadian History as something unique from American History. The Leacock quote described the personal attachment history can offer. The consultant was comfortable with the Leacock quote, and while liking the Morton quote, was concerned about the lack of recognition and acknowledgement of aboriginal history. It was our mutual desire to preserve the message that Canadian history was distinctive, while removing any image that might prematurely bias ones opinion of the curriculum. We decided to keep both quotes but to amend the Morton quote by placing [after earlier aboriginal history] immediately after the words Canadian History, so

to read as:

Canadian history [after earlier aboriginal history] began when the Vikings carried their maritime frontier of fish, fur, and farm across the North Atlantic to Iceland and Greenland. At the end of the fifteenth century that northern passage was resumed by the traders of Bristol and the fishermen of Normandy. From that obscure beginning Canada had a distinct, a unique, a northern destiny. Its modern beginnings are not Columbian but Cabotan. And when the French followed Cartier up the St. Lawrence, they were at once committed by the development of the fur trade to the exploitation of the Canadian Shield.

W. L. Morton

We felt that by acknowledging the existence of an aboriginal history previous to the history of Canadian settlement would prevent any possible misunderstanding regarding the content of the curriculum guide.

6.1 Authorized Resources

The decision on the authorized resources was delayed until the last meeting of the committee in June 1996. This was done to give Oxford Press the opportunity to submit their reworked edition of *Spotlight Canada*. In selecting the authorized texts, the committee was instructed by the curriculum consultant that the standard approach was to provide a multi-listing and that school boards decided the specific texts that they would use in their schools. Several texts were considered as teacher and student resources, they were: *Canada: A Nation Unfolding* (McGraw-Hill Ryerson 1994), *Canada: Understanding Your Past* (Irwin 1990), *Canadians in the Twentieth Century* (McGraw-Hill Ryerson 1987), *SpotLight Canada* (Oxford 1996). At this time the committee was heavily influenced by me and the consultant. I had used all the above resources in the development of the Performance Expectations and

was able to explain best how they matched the PEs. The consultant was also very familiar with all of the above mentioned resources. I was very partial to the Oxford resource feeling that it presented the necessary material in the most up-to-date and academic fashion. The consultant preferred the McGraw-Hill Ryerson book, feeling that it was the most suitable for a wide student audience. In addition, all agreed that the McGraw-Hill Ryerson resource was the most attractive in its use of pictures, graphics and maps.

The committee, upon review of the table of contents of each resource made the following recommendation. *Canada: A Nation Unfolding* (McGraw-Hill Ryerson 1994), *SpotLight Canada* (Oxford 1996) would be the authorized list of student resources. School boards would make the final decision for their respective schools. *Canada: Understanding Your Past* (Irwin 1990) was disqualified because it was written at too low a level for high school students. *Canadians in the Twentieth Century* (McGraw-Hill Ryerson 1987) was considered outdated and did not present Canadian History prior to 1900.

During this meeting in June 1996, the Canadian Studies Working Group was presented the curriculum guide without the list of authorized resources. After a very brief review in which the consultant walked the committee through each section, the committee approved the work that had been completed. Now along with the list of authorized resources the curriculum guide for Canadian History 1201 was complete. Canadian History 1202 is scheduled for piloting in September 1997 and implementation, as part of the revised senior high program, in September 1998. The complete curriculum guide for Canadian History 1201 is included in Appendix B.

In this chapter I have attempted to take the reader, step-by-step, through the two and

a half year process followed in the development of the Canadian History 1201 curriculum. This included an overview of the detailed workings of the Canadian Studies Working Group, the Department of Education's curriculum consultant, and myself, the curriculum writer. Through this reflection it is possible to identify distinctly different roles assumed by the working group at different junctures in the development process. During the work on the content areas, course themes, course goals (understandings, competencies and dispositions), specific curriculum outcomes and the initial PEs for the them *Prelude to Nationhood: 1759-1867*, the committee worked collaboratively through the drafting, editing and authorisation stages.

During the development of the PEs for themes two to six, I was contracted to do all of the drafting work. Chris Wright took responsibility to do an initial round of editing. The only role remaining for the curriculum committee was final editing and authorisation. There can be no doubt that the committee took this work very seriously and made major revisions, additions and deletions to the draft PEs submitted to them in November 1995 and January 1996.

In contrast, the committee was provided far less opportunity, and expressed less interest, in developing the remaining sections of the curriculum guide. The work completed by me and Chris Wright on the rationale, purpose, instructional strategies and student evaluation was adopted without amendment by the curriculum committee.

Chapter 4

Critical Analysis

Introduction

In Chapter three of this thesis I have described in considerable detail the process of curriculum development that was followed for the Social Studies course Canadian History 1201. I have also described the nature of the curriculum committee, its make-up and how different members of that committee had different functions and responsibilities. I have also indicated over the course of the curriculum development process how membership on committee changed and how this influenced and affected both the process and the eventual curriculum product.

The purpose of chapter four is to submit what has been described in chapter three to a critical analysis using the theoretical perspectives discussed in the literature review (Chapter two). These curriculum development perspectives will serve as criteria to evaluate the process that was followed and the product that emerged from that process. The intention of this critique is not to evaluate for the sake of finding fault or laying blame. I will examine the process for the purpose of making recommendations for the improvement of that process. These recommendations appear in Chapter five.

As I have indicated throughout this thesis I have been directly involved in the process of curriculum development that has been described in chapter three. I have been a member of the curriculum committee and also during the course of the project was hired as the contract writer. This has put me in a unique position of knowing what has occurred from inside the process. I claim this as an advantage for the overall purpose of this thesis. I also acknowledge that when it comes to the task of evaluation and analysis (the theme of this

chapter) this intimate involvement is to some degree problematic. I am in the position of having to critique the work of not only my colleagues but also myself as a committee member and the subsequent contract writer. This requires me to stand back from the process and my involvement in it. This I have endeavored to do. I have discovered that the passage of time (almost two years) since the project was completed has facilitated the necessary distance I have to put between my self and my involvement in the project in order to do this critique.

I would also like to point out that in this chapter I will be focusing primarily on the roles of curriculum consultant, curriculum committee and contract writer as opposed to the actual individuals involved and mentioned elsewhere in this thesis.

A Deductive Model of Curriculum Development

The Department of Education clearly follows a deductive model of curriculum development. Deductive models have their origin in the pioneering work of Ralph Tyler (1949) and current versions of this model are detailed in the work curriculum theorists such as Pratt (1980); Hunkins (1985); Hass (1987); Oliva (1988); Walker (1990); Delbert (1991); and English (1992). All of these advocate and describe a structured and linear approach to the curriculum development process that should be followed in a step by step set of procedures including the formulating of aims and objectives, selection of content, developing learning experiences, performance expectations and evaluation methods. Fundamental to all of these models are the important first steps that must be taken before actual course aims and

objectives are formulated.

According to Pratt (1980), the initial step in curriculum development is a needs assessment. This is the process of identifying the needs of the student and society, and of setting priorities. Pratt then recommends a Front-End Analysis: a process of reviewing possible alternatives to new curriculum and constraints that affect a new curriculum. Only after the needs assessment and front-end analysis are completed can the curriculum be developed. For Hunkins(1985), the first step, curriculum conceptualization and legitimization, is a philosophical opportunity to raise questions regarding the reasons for deficiencies in student understanding and performance and the purpose of schooling. Time spent on this step allows the curriculum planner the opportunity to place the process of curriculum development in context. Hunkins notes that Johnson (1977) calls this contextualization, frame factors. The frame factors are temporal, physical, cultural, organizational and personal. According to Glen Hass (1987), the curriculum planner should be able to identify four steps in curriculum development. The first step is the identification of the context. The planner must gather information about the intended learner and the human, social, and environmental variables with which the learner interacts. In *Developing the Curriculum* (1988), Peter F. Oliva outlines a model of curriculum development similar to that of Tyler which begins with a needs assessment that considers the needs of the student, society and the subject English (1992) feels that curriculum development starts with a needs assessment. The needs assessment must measure the gap that occurs between the existing level of pupil performance and the desired level of pupil performance. The needs assessment must utilize valid and reliable educational outcome indicators. Using the outcome indicators,

Gap data is developed concerning the student's performance. This data is used to either construct or adapt curriculum.

I think it is a fair question to ask to what extent did the curriculum committee for Social Studies 1201 invest an adequate amount of time and effort in these crucial first steps? To what extent did the committee conduct a needs assessment that consider the needs of the student, society and the subject? To what extent did the committee gather information about the intended learner and the human, social, and environmental variables with which the learner interacts?. How much time did the committee invest in a philosophical opportunity to raise questions regarding the reasons for deficiencies in student understanding and performance and the purpose of schooling?

Upon reflection I have to conclude that the curriculum committee did not spend the time it could have on this first step. As Hunkins (1985) pointed out:

....educators are often so concerned about getting the program into action that they rush into the formation of objectives and the outlining of instructional strategies. People often resist discussions about philosophical questions, considering them a waste of time. (Hunkins, p.24).

The diminished investment of committee time on up-front consideration of crucial philosophical and student needs issues is most evident in this case study when one examines what happened during the discussion on course rationale and purpose. The committee, in the two year process, spent only one meeting, approximately five hours, discussing issues surrounding the development of rationale and purpose. After determining some key definitions and deciding on the basic presentation of the curriculum the committee began

brainstorming considerations for the rationale, purpose, major understandings and content topics for Canadian History.

During the brainstorming session dealing with the rationale of Canadian History the committee identified twenty seven statements and points. The committee then began a process of combining all similar points and dropping redundant points. The end result was ten points to be used in the development of a rationale for Canadian History 1201. These points are listed on page 33 of the thesis. This final list is in essence a set of commonly held statements about the value of history in education. There was no debate or argument on these points. Further development of the rationale was to occur at the next meeting of the committee. This discussion never occurred and work on the rationale was left to the contract writer and the curriculum consultant.

Next the committee set to develop a statement of purpose. In developing a statement of purpose the committee broke into three groups. Each group was expected to develop a working statement of purpose, or at least a set of guiding principles for such a statement. The groups were given one hour to put their thoughts on paper; after that time the committee was reconvened and the statements were circulated among the members. From the discussions that followed two competing statements were developed:

Statement 1

History 1201 will enable students to understand how past experiences, contributions, groups and institutions impact upon the present and provide direction for the future.

Statement 2

History 1201 will enable students to understand and evaluate the interaction of past experiences, contributions, groups, institutions, and the Canadian environment and how they impact upon the present and provide direction for the future.

Both groups supporting the two statements felt that history must provide direction. They also agreed that history includes experiences and contributions along with the actions of groups and institutions. The groups disagreed upon two issues. In the first statement it was enough for the student to understand the impact of history. In the second statement it was also necessary for the student to evaluate the impact of history. In addition, the second statement identified the Canadian environment as a player in Canadian history. On both these issues there was strong ownership evident in both groups, and it was decided to leave the final decision for a later meeting. As with the rationale, this discussion never occurred and the work on the statement of purpose was relegated to the consultant and contract writer.

The curriculum building process continued with the brainstorming of possible goals of Canadian History 1201. Eventually the possibilities were clarified and articulated as a specific set of course goals. The course goals are described as understandings, competencies and dispositions.

Once the goals had been identified, the committee developed a set of course themes in which to organize the general and specific course objectives. The general course objectives or outcome expectations are referred to as Specific Curriculum Outcomes. These were developed in a systematic and deductive manner. The specific curriculum objectives are referred to as Performance Expectations. These PEs were developed through a combination of individual and collaborative work by the contract writer and the curriculum consultant, supported by editing and authorization meetings of the committee. Without doubt the most person hours were devoted to performance expectations development.

In both cases the committee abandoned its work on the rationale and purpose of

Canadian History 1201. In both cases the final statements of rationale and purpose was developed by the consultant and contract writer and presented to the committee near the end of the development process. This was clearly an exception to the usual deductive model outlined in most models of curriculum development.

The contract writer and curriculum consultant did not re-initiate the discussion on the rationale and purpose of Canadian History until well after the Performance Expectations had been developed. The ten statements developed by the committee to form the basis of a rationale for Canadian History were never reviewed. Instead a rationalization commentary was developed which expanded on the place of Canadian History 1201 in the social studies program. The first two sections: History as a discipline, and Canadian History and *A Curriculum Framework for Social Studies: Navigating the Future* were developed first. The third section of this commentary was the statement of purpose. The fourth section, Canadian History and the Essential Graduation Learnings was not considered until near the end of the development of the document as the importance of the APEF became more apparent.

In developing the first two sections of the rationale of Canadian History within the social studies program, the curriculum consultant and contract writer worked independently of the committee and borrowed several relevant sections from the curriculum guide for World History 3201. This work was presented to the committee at its last meeting for review and authorization. The committee approved this part of the document with little discussion and no revisions.

Once the contract writer and consultant had completed the first two sections on the rationale, they began finalizing the statement of purpose. The consultant and writer did in fact

consider the two competing statements of purpose outlined in the earlier committee meeting. In discussing the two competing statement the consultant and writer agreed that the curriculum, as developed, required students to evaluate the impact of Canadian History. They agreed that the curriculum did, especially in the early units, show the impact of the environment on Canadian History. However, they were of the opinion that such would be the case in any history, of any people, settling anywhere in the world, and therefore felt that it did not require special mention in the statement of purpose. As a result, neither statement was completely acceptable to them. The contract writer and curriculum consultant decided to craft a new statement in the spirit of the two proposed by the committee. The only other change, at the request of the curriculum consultant was that the line, "...impact upon the present and provide direction for the future" be replaced with, "... helped shape the present and affect the future." It was felt that this change made the statement more accurate regarding the influence of history on the future. The following statement of purpose presented to the committee for approval at its last meeting:

Canadian History 1201 will enable students to understand and evaluate how past experiences, contributions of individuals, groups and institutions have helped shape the present and affect the future.(Guide, p.9)

The committee approved this statement without discussion.

It is interesting to note that significant decisions regarding the purpose of and rationale for Canadian History 1201 were made following the development of the curriculum. In the development of both the rationale and statement of purpose referral was made to specific outcomes and objectives.

The decision to stop work on the purpose and rationale and to leave it until after the PEs had been developed and finalized, had not appeared to have been a conscious decision of anyone on the committee. It seems that the committee, as Hunkin (1985) warns against, had been so eager to get into the nuts and bolts of the curriculum (i.e. goals, themes and objectives), that they simply forgot to revisit the rationale and purpose. These items were dealt with after the fact because they were requirements for curriculum guide completion. Which raises the interesting question of how important are rationales and purposes in curriculum development in Newfoundland and Labrador? Obviously based on this case study it was considered quite acceptable to allow the course content to determine much of the rationale and purpose. In a deductive approach the opposite should occur. Also, the absence of a completed rationale and statement of purpose did not prevent the completion of the other components of the curriculum. However, it is fair to ask the question, to what degree would the curriculum have changed had it been developed according to a predetermined and accepted rationale and purpose of Canadian History.

The other component of the up-front section not completed prior to the development of the goals, themes and objectives was the alignment of the curriculum with the APEF's essential graduation learnings. It is the intention of the APEF that the essential graduation learnings will serve as a set of guidelines when developing new curriculum. In the case of Canadian History 1201, the working group did not use the essential graduation learnings to guide the development of the curriculum because the learnings did not become available until after the curriculum had been completed.

Even though the learnings did not guide the development process, the consultant and

writer were required to align the curriculum to them. This will give the mistaken impression that the committee had used these learnings to shape this specific curriculum. I suspect that this was simply a result of the Division of Program Development wishing to establish a model guide for future curriculum development projects. All newly establish curriculum committees will have the APEF's essential graduation learning in advance of their work. While this specific development was the result of a political decision that was made during this particular project, it should be expected that other curriculum committees will not build the curriculum and then justify it according to the essential graduation learnings.

As stated above, the Department does utilize a deductive approach to curriculum development. However, one must question the value placed by the Department on the use of rationale and purpose. These items, in this case study, did not aid in the development of the course. It appears that they were included more for cosmetic reasons and to justify the established curriculum than to aid in the development process. In the case of the essential graduation learning, the inclusion of the alignment statements appeared to be for political, rather than curriculum development, reasons.

The Collaborative Process

In the Royal Commission Report, Our Children Our Future (1992), The following recommendation was made specific to curriculum development:

Recommendation 92: that the Department of Education establish a curriculum development process which is facilitated internally but developed

through the use of teachers, specialists and other external developers.(p. 304)

It seems clear that the Royal Commission was encouraging the use of a collaborative method in curriculum development. This view is supported in the curriculum development literature either explicitly or implicitly. Pratt (1980) further notes that the make-up and expertise of the team is of vital importance. I will pursue the issue of the composition and selection of the committee in the next section. Here I want to address the question to what extent was the curriculum development process followed for Canadian History 1201 was a collaborative one.

In the initial stages of this cases study collaboration is high. A group of classroom teachers, program coordinators and the provincial curriculum consultant for social studies discuss openly issues surrounding the goals and content of Canadian History. This part of curriculum development process was indeed the most collaborative in nature. All members of the committee were not only commenting but were also presenting, through the brainstorming approach, ideas and viewpoints. On completion of the goals, themes and content outline, the collaborative nature of this team project begins to change. The involvement of the many devolved to the involvement of the few.

The significant event that signaled the emerging change in the collaborative approach was the decision, according to established practice, by the Division of Program Development to hire a contract writer. The reason for this decision was never clearly articulated. It may have been seen as an economically way to increase the time efficiency of the whole committee without providing more working sessions, it may have been a practice established out of concern for the already existing heavy workload of the committee members, or it may have

been an attempt to provide an intensive professional development opportunity for one individual. Whatever the reason, the appointment of the contract writer did diminish the collaborative nature of the committee and arguably enhanced the influence of the curriculum consultant in the process. It is worth repeating that the contract writer was under contract and therefore in a subordinate position to the curriculum consultant.

Without question the greatest person-hours devoted to this curriculum development project was spent on developing of the Performance Expectations. All of the initial work on these items was done by the contract writer with editorial assistance from the consultant. Upon completion, the PEs were presented to the committee for consideration. The committee did spend considerable time, five full meeting days, reviewing the PEs and made significant changes to the sequence type and format of the PEs. However, even though the committee remained active and highly influential during this stage of curriculum development, they are no longer brainstorming and focused on creation. The discussions now revolved around reaction to a developed document. The committee did review the PEs critically, but one should wonder how their knowledge that the contract writer was under some time restraints and working for compensation may have in some small way affected the discussion.

Once the committee passed through the Performance Expectations all collaboration moved from the committee level to the contract writer and curriculum consultant. The completion of all remaining aspects of the curriculum was in fact developed by the contract writer and the consultant.

The contract writer was obligated to develop performance expectations and produce a draft curriculum guide. In developing most of the performance expectations, the writer

liberated the committee from quite a bit of detailed work. It also gave him the opportunity to present a set of curriculum objectives that he would personally wish to see in a study of Canadian history. This was an opportunity few teachers ever experience. It was the writer's inclination to develop PEs which provided opportunity for teachers to experiment with a variety of instructional approaches. Even though many of the prescribed PEs were either modified or eliminated during the committee review process, many also remained in the final approved set. Few PEs that were prescriptive in nature were developed by the committee. It would be safe to assume that had an individual without an inclination to develop objectives which suggestively provided opportunity for teachers to use a variety of classroom strategies been the contract writer, the committee would not have intervened to create such PEs.

In completing his contractual obligations it was also necessary for the contract writer to work closely with the consultant in developing the course rationalizations, final statement of purpose, and identification of curriculum adherence to the APEF's essential graduation learnings. Although the committee did review this work, no changes were suggested or made. Once again, the writer found himself in a position of influence. In this instance the consultant and writer collaborated well together, however had a contract writer with strong opinions regarding course rationales and purpose been hired, the consultant may have had to depend more heavily on his client verse contractor relationship with the writer to influence the curriculum development process.

As a result of the contract writer's work on the PEs he had become very familiar with the available resources. This familiarity placed him in a position of influence once the committee began considering the issue of suggested and authorized resources. The writer was

able to promote specific texts, such as *SpotLight Canada*. Oxford (1996), by showing how well they could be applied to our curriculum. It is without doubt that the role of contract writer is an important and influential one in the curriculum development process in Newfoundland and Labrador.

In examining the role of the consultant and the committee it is necessary to restate that the social studies consultant was the only member of the committee who was in a position to report progress and to receive feedback from the Division of Program Development. The curriculum consultant, who, in consultation with the contract writer, made many curriculum decisions independent of the committee. Decisions regarding the rationale, purpose, and APEF essential graduation learnings were all made by the consultant. The consultant was the most involved of all committee members, with the exception of the writer, in the development of the performance expectations. As well, the consultant was in the position to announce decisions made by the Division of Program Development regarding terminology, guide format, instructional approaches, evaluation and the use of multiple resources. In addition the consultant was in the position of choosing one of the committee members to be the contract writer. As a result, the social studies curriculum consultant was, without a doubt, the first among equals. Due in part to his access to Department information; position as committee chair; opportunity to develop, almost independently, key areas of the guide; and his position as sponsor for the contract writer, the consultant was the most influential member of the committee. As pointed out earlier, the contract writer was in a subordinate position to the consultant as a result of being hired as a contractor for the project. Collaboration existed in this case. However, such collaboration may not exist in a situation

were the consultant and contract writer have strongly held opposing views or do not share a personal working chemistry. In such cases the consultant could, by reminding the writer of his/her position, take full and total control of the process.

In regards to the collaborative nature of the process one can question the commitment of the Department of Education to collaboration. This case study indicates that significant decision making authority was left in the hands of two individuals. In the areas of goals and content outline collaboration was high. Team influence remained high, but not as collaborative, during the PE development stage. Collaboration and committee influenced dropped off during the development of the remaining sections of the curriculum. If collaboration and feedback is deemed valuable, the Department must place a much higher appreciation for goals, content and performance expectations than it does on rationale, purpose, instructional strategies and student evaluation.

Composition of the Committee

There are a number of critical points I would like to make regarding the composition of the committee and how changes in that membership affected the process and the product of this process. As I indicated above Pratt (1980) among others states that the make up and expertise of the committee is of vital importance. This was certainly proven to be true at several points in the development process.

The existing practice in establishing a curriculum committee was to operate using school board recommendations. Several school boards in the province were given the

opportunity to provide members on the Canadian Studies Working Group with the understanding that the individual appointed by the school board would be granted ministerial leave from work to attend committee meetings. The decision as to which individuals would represent each school board was entirely in the hands of the school board administration. It was expected that they would nominate the individuals they felt best able to contribute to the committee. Since the committee would be working on several social studies curriculum projects, members were expected to be high school social studies teachers or coordinators. The important academic expectation was that they be trained in one of the social studies disciplines of economics, political science, history or geography. There was never any attempt made to classify members as economists, historians or geographers. In this particular case all members did in fact have a very high level of knowledge about Canadian History. In another situation, without a more rigorous selection process, the Division of Program Development may not have been so fortunate. Even though the committee did have a fountain of knowledge about Canadian history, this knowledge tended, upon reflection, to be traditional and conservative in nature. This did have, as I will discuss, an impact on the final product.

It is certainly note worthy that the original committee was comprised exclusively of males representing the three dominate denominational groups in the province. The committee was not representative of society as a whole. This would be an expected outcome of a decentralized and open selection process.

There was no apparent effort to select individuals who would be in a position to maintain an active role on the committee if an extension to the one year term of reference was

required. The committee did need to continue its work for three years and of the nine original committee members only five stayed with the committee for the entire period. As a result several committee members had to leave part way through the three year term and new committee members went without the benefit of knowing what decisions had preceded their joining the team.

The attrition that did occur affected the process and product of the project. One can certainly ask the question to what degree the Department of Education was concerned about the continuity of membership on the committee. Of the four committee members that left during the process three had been reassigned to new position and one had asked not to return for personal reasons. It is quite possible that had the Department approached the school boards where some of the committee member had been reassigned it may have been able to make the continued participation of these individuals possible. This effort appears never to have been made.

No obvious attempt was made by the Division of Program Development to select individuals to serve on this committee that shared a common philosophy about either Canadian History or the function of school curriculum. One result of this fact, as mentioned above, was that the committee had been unable to resolve among itself the statement of purpose before the issue was shelved for the contract writer and consultant to deal with. Even if the committee had been allowed to develop, through an in-depth discussion of rationale and purpose, a shared philosophy for the project, the changing committee membership would have been a destabilizing factor.

The impact of personal belief and bias on the curriculum development process is

clearly evident during the discussion surrounding the prescriptiveness of the Performance Expectations. The committee had in early discussions decided that PEs needed to be measurable and should not become instructional strategies. While some members of the committee felt that teachers, especially those teachers whose academic qualifications were in another unrelated discipline, would appreciate the guidance, the majority of committee members had agreed that instructional strategies were definitely the realm of classroom management and should not be prescribed. Regardless of this committee decision the contract writer did in fact develop PEs which were prescriptive in instructional approach. This once again points to the influential position the contract writer enjoys. Had another, less independent, individual been in the position of contract writer the issue of PEs as instructional strategies may well have been permanently resolved for the committee.

Upon review by both the consultant and the committee some PEs were changed or eliminated while other PEs, equally prescriptive, were unaffected. In some areas, such as graphing, tabling and letter writing exercises the committee was much more comfortable prescribing a specific instructional approach to the teacher. However, in other areas, such as role plays, debates and drawing activities the committee was less inclined to allow these strategies to remain in the final document. It appears that the committee was quite prepared to stand behind its belief that PEs could not be prescriptive in nature when they dealt with instructional strategies which have been traditionally seen as difficult to manage in the classroom situation. While traditional instructional strategies were, for the most part, seen as appropriate. This would lead one to wonder to what degree the methodology training and experience of the committee members affected the final Canadian History 1201 curriculum.

Had the committee been stacked with a group of progressive transactionalist what would have been the impact on the curriculum. If the Department of Education is committed to fostering a transactional curriculum in the place of the existing transmissional curriculum, it would seem that the opportunity to manage this change in direction exists in "who" is chosen to serve on curriculum committees.

Finally, the most dramatic example of how the composition of the committee and changes to the committee's composition can, as suggested by Pratt (1980), have a profound impact on the curriculum development process is evident in the impact the addition of the new French first language consultant had on the course development. This individual was a francophone with a very clear understanding of her view of Canadian History. Her view were not in-line with those of the remainder of the committee.

On the issue of Quebec history and the development of two founding peoples the French first language curriculum consultant indicated that pre-confederation included Quebec history dating back to 1604. She also felt strongly about the importance of French domination in the north during early North American History. Even though the committee had earlier agreed to use pre-1867 history where necessary to place the confederation debate in context, it was decided to date Canadian history to 1759 with reference to the two founding European cultures.

As a result of her opinions regarding the importance of French Canadian history prior to 1867, the committee changed from its original position of starting the study of Canadian History around the date of 1867, to a more detailed examination of the events and issues, especially regarding English-French relations, prior to 1867. Had the French first language

consultant not participated on the committee, Canadian History 1201 would have had less of an emphasis on early French-Canadian history.

These observations bring us to the question: how would Canadian history be presented to Newfoundland and Labrador high school students had there been other representatives of the community on the committee? Some member of our society that may have taken issue with specific issues during the curriculum development process may have include aboriginals, veterans, feminists, Newfoundland nationalist and Labrador nationalist. For example, the decision to develop Newfoundland and Labrador's history in a parallel fashion when appropriate during the study of pre-1949 Canadian History might seem unreasonable and inappropriate to a Newfoundland or Labrador nationalist.

It is quite obvious from this case study that the individual can have an impact in the curriculum development process. To what degree does the Department acknowledge this fact when selecting participants? There does not appear to be any evidence that such considerations are ever made.

As a result of the this critical analysis, it is possible to see that there are some significant questions that can be raised about the process of curriculum development that was utilized in this process. To what extent does the Department subscribe to the deductive approach to curriculum development? How well does the Department, bearing in mind the declared intention of creating transactional curriculums, recruit individuals to serve on curriculum committee? What importance is placed on continuity and philosophy when a committee is required to meet for more than one year? In answering these questions it appears that there is certainly room for improvement.

Chapter Five

Conclusion

In this thesis, I have attempted to describe and critically comment on the process of development that was followed in the creation of Canadian History 1201. After completing a literature review of deductive curriculum models to ascertain the theoretical framework for the deductive model of curriculum development I attempted in chapter three to take the reader, step-by-step, through the two and a half year process followed in the development of the Canadian History 1201 curriculum. This overview outlined the context in which the Canadian Studies Working Group operated while developing the Canadian History 1201 curriculum. This context includes the relevant Royal Commission recommendations regarding curriculum development in Newfoundland and Labrador, the framework for social studies curriculum development outlined in *A Curriculum Framework for Social Studies: Navigating the Future*, and the manner in which the committee was selected to work on this project.

The overview described the detailed workings of the Canadian Studies Working Group, the Department of Education's curriculum consultant, and the contract writer. Through this reflection it is possible to identify distinctly different roles assumed by the working group at different junctures in the development process. During the work on the content areas, course themes, course goals (understandings, competencies and dispositions), specific curriculum outcomes and the initial PEs for the theme *Prelude to Nationhood: 1759-1867*, the committee worked collaboratively through the drafting, editing and authorisation stages.

During the development of the PEs for themes two to six, I was contracted to do all of the drafting work. The consultant took responsibility to do an initial round of editing. The only role remaining for the curriculum committee was final editing and authorisation. There

can be no doubt that the committee took this work very seriously and made major revisions, additions and deletions to the draft PEs submitted to them in November 1995 and January 1996.

In contrast, the committee was provided far less opportunity, and expressed less interest, in developing the remaining sections of the curriculum guide. The work completed by me and the consultant on the rationale, purpose, instructional strategies and student evaluation was adopted without amendment by the curriculum committee.

Chapter four of the thesis provides a critical reflection and commentary on this process. Three specific questions direct this critical reflection. They are:

1. To what extent was the deductive model of curriculum development adhered to in the creation of Canadian History 1201?
2. To what extent was the process collaborative as recommended by the Royal Commission?
3. How did the composition of the committee and the role relationship of the various committee members influence both the process and the product?

This critical analysis and detailed examination of this curriculum development event makes possible the following sets of recommendations. The first deals with some possible research questions into the realm of curriculum development in Newfoundland and Labrador. The second provides some opportunity for improving the curriculum development process as I viewed it as a participant.

Recommendations on Further Research Questions

- To what degree is collaboration in the curriculum development process, in Newfoundland and Labrador, consistent or different across subject areas and school grade levels?

- ▶ To what extent is the deductive model of curriculum development been faithfully adhered to by curriculum development committees in Newfoundland and Labrador?
- ▶ What are the implications for the curriculum development process when a curriculum committee fails to discuss and agree on an overall educational philosophy and curriculum orientation for the project?
- ▶ Do practicing teachers prefer Performance Expectations that are written as instructional strategies or as strictly measurable objectives?
- ▶ How does the curriculum development process in Newfoundland and Labrador differ from the curriculum development process used by other members of the Atlantic Provinces Education Foundation?

Recommendations on Improving Curriculum Development Based on this Case Study

- ▶ The Division of Program Development establish a technical curriculum writer in each subject area to replace the existing practice of contracting the work on each project.
- ▶ The Division of Program Development establish a template for the presentation of curriculum guides, including generic items such as, student evaluation and instructional approaches, for all subject areas and at all grade levels.
- ▶ The Department of Education establish clear and consistent guidelines for the use of a deductive model approach to curriculum development.
- ▶ The Division of Program Development place greater expectation and responsibility on curriculum committee members to involve themselves in the whole curriculum development process.
- ▶ The Department of Education provide greater release time for teachers serving on provincial curriculum development committees.
- ▶ Where possible, fifty percent of the members serving on curriculum committees should be practicing teachers
- ▶ The Division of Program Development establish a selection process which will ensure current subject expertise and broad societal representation, including non-educators, on curriculum development committees.

In speculating on the degree to which this case study is generalizable, or representative of the curriculum development process in Newfoundland and Labrador three important facts must be considered. First, the committee did have complete authority regarding content and the presentation of course goals, outcomes and performance expectations. The latter is obvious when one considers the degree of inconsistency that appeared during discussions surrounding the issue of instructional strategies and the prescriptiveness of performance expectations. Second, the Division of Program Development did encourage the concept of consistency in curriculum guide documentation, especially as it related to evaluation and instructional approaches. This was also apparent, in the Division's insistence that all curriculums be aligned to the APEF's essential graduation learnings. Third, the committee was allowed to wander from a strictly deductive approach as they worked to develop the Canadian History 1201 curriculum.

On reflection, these three facts appear to point to a Department of Education approach to curriculum development which aims to achieve a consistency in curriculum guide presentation, while providing, through accident or design, flexibility to curriculum committees in the process they assume in accomplishing their task and the level of prescriptiveness they provide for in the curriculum expectations they adopt.

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Appendix A

Initial Performance Expectations Prior to Review by Consultant

Theme 2: The New Nation 1867 - 1911

Specific Curriculum Outcome

The student will:

- 2.1 examine selected significant issues facing the MacDonald and Mackenzie governments.

Performance Expectations

The student will:

- 2.1.1 identify: Joseph Howe, Sir Hugh Allan, Lord Monck, Alexander MacKenzie
- 2.1.2 list the primary reasons for the rise of the movement to repeal confederation in Nova Scotia
- 2.1.3 analyze the effect American interests had on the Canadian Pacific Railway Scandal 1873
- 2.1.4 assess the action of government and business leaders leading up to the Canadian Pacific Railway scandal
- 2.1.5 describe the impact the Canadian railway scandal had on the government and government policy
- 2.1.5 *The consultant felt that word Parliamentarians should be included in this PE. He felt that this would provide teachers the opportunity to explore the role Donald Smith had in the Canadian Railway Scandal. In several of the brainstorming sessions the consultant expressed a great admiration for the role Donald Smith played in early Canadian History.*
- 2.1.6 examine conflicts between the Governor General and Canadian Prime Ministers that helped determine the extent of the Governor General's real authority
- 2.1.7 analyze the key issues surrounding the Manitoba Schools Question controversy
- 2.1.8 assess the federal government's reaction to the Manitoba Schools Question controversy

Specific Curriculum Outcome

The student will:

- 2.2 recognize the major events which led to the development of Western Canada.

Performance Expectations

The student will:

- 2.2.1 define: Immigration, Hudson Bay Company
- 2.2.1 *The consultant felt that this PE should include push-pull factors in the definitions. This is a commonly used geographic term and is often used when discussing immigration.*
- 2.2.2 calculate, with the use of a map, the land area of Rupert's land in square km
- 2.2.3 determine the land area ratio of Rupert's land to Canada as it existed in 1867
- 2.2.4 assess the negotiated settlement between the governments of Canada and Great Britain and the Hudson Bay Company allowing for the transfer of Rupert's land to Canada
- 2.2.5 list the dates of entry of the provinces of Manitoba, Alberta, Saskatchewan and British Columbia
- 2.2.6 create a time line listing the issues surrounding the entry of British Columbia, Manitoba, Saskatchewan and Alberta into Confederation
- 2.2.7 draw a map of Western Canada outlining the route of the Canadian Pacific Railway and the Canadian Northern Railway
- 2.2.8 assess the impact the railways had on western expansion
- 2.2.9 describe how the Dominion Lands Act, 1872 attempted to encourage immigration to the West
- 2.2.10 illustrate, through the use of a graph, the yearly immigration totals to Canada from 1876 to 1913
- 2.2.11 construct and analyze the finding of a bar graph showing the population change in Saskatchewan, Manitoba, Alberta, Nova Scotia, New Brunswick and Prince Edward Island from 1901 to 1911
- 2.2.12 determine the rationale and effect of the Laurier governments policy of targeting

certain nations with poster and pamphlets to encourage immigration to Western Canada

2.2.13 evaluate the role of the North West Mounted Police in the settlement of Western Canada

2.2.14 construct a bar graph comparing the population, number of saloons, churches, newspapers and banks in Dawson City prior to and during the Klondike gold rush period

In addition, the consultant wanted several PEs added to section 2.2 to cover the following objective concepts:

- a) identification of major immigration groups and countries of origin from 1876-1913*
- b) identification of push-pull factors of this period*
- c) examination of the economic and social consequences of the Klondike Gold Rush*

Specific Curriculum Outcome

The student will:

2.3 assess the impact of the National Policy on the economic and social development of Canada

Performance Expectations

The student will:

2.3.1 define: Tariffs, Urbanization, Reciprocity

2.3.2 describe the three primary elements of the National Policy as described by John A. MacDonald

2.3.3 Compare the concept of the National Policy with the concept of Reciprocity

2.3.4 write an article, from the point of view of a farmer in Western Canada, in which they describe the disadvantages of the National Policy

2.3.5 write an article, from the point of view of a factory worker in Central Canada, in which you describe the advantages of the National Policy

2.3.6 assess the National Policy as a method of encouraging East/West Trade in Canada

- 2.3.7 explain why encouraging immigration of farmers to Western Canada was an essential element of the National Policy.
- 2.3.8 analyze the role of the National Policy on early Canadian urbanisation

Specific Curriculum Outcome

The student will:

- 2.4 examine the causes and consequences of the Metis Rebellions

Performance Expectations

The student will:

- 2.4.1 define: Metis
- 2.4.2 describe the lifestyle of the Metis people in the Red River Valley
- 2.4.3 assess the impact the Rupert's land transfer negotiations had on the Metis
- 2.4.4 list the actions of the Metis and Canadian government resulting in the Red River rebellion, 1870
- 2.4.5 explore possible options the Canadian government could have followed in dealing with the Red River Rebellion
- 2.4.6 identify the consequences of the Red River Rebellion
- 2.4.7 research and write a biographical sketch of Louis Riel
- 2.4.8 list the actions of the Metis and Canadian government resulting in the North-West Rebellion, 1885
- 2.4.9 compare the government's reaction to the North-West Rebellion with it's reaction to the Red River Rebellion
- 2.4.10 discuss the significance the Canadian Pacific Railway during the North-West Rebellion
- 2.4.11 role play a Regina court room in which arguments for an against the conviction

of Riel are heard

- 2.4.12 examine French and English Canada's reaction to Riel
- 2.4.13 assess the impact of Riel's execution on French-English relations in Canada

In addition, the consultant wanted two PEs. added to section 2.4 to express the following objective concepts:

- a) *Identify Louis Riel, Gabriel Dumont, Thomas Scott and Chief Poundmaker*
- b) *Examine the justice of Louis Riel's sentence*

Specific Curriculum Outcome

The student will:

- 2.5 examine the growth and prosperity of Canada during the Laurier era

Performance Expectations

The student will:

- 2.5.1 research and prepare a biographical sketch of Sir Wilfred Laurier
- 2.5.2 list the technological advancements that aided the West in becoming a bread basket in the early 1900s
- 2.5.3 list the Maritime industries that prospered in the early 1900s
- 2.5.4 examine how the National Policy help generate Canada's economic prosperity in the early 1900s
- 2.5.5 assess the degree to which the Laurier government maintain and built upon the three primary components of the National Policy
- 2.5.6 compare the working conditions and standard of living of the turn of the century industrial worker with the working conditions and standard of living of the modern day industrial worker
- 2.5.7 present to the class a short excerpt of a work of literature from an early twentieth century Canadian writer
- 2.5.8 discuss the impact the invention and production of the automobile, electric light bulb, telephone and moving pictures had on Canadian life

- 2.5.9 construct a chart describing the working conditions and democratic rights of women prior to 1911 and of women today
- 2.5.10 compare the extravagant life-style of Toronto's Sir Henry Pellatt with the life-style of the average Canadian
- 2.5.11 illustrate, using a graph, change in the percentage of Canadians living in urban and rural settings from 1871 to 1911
- 2.5.12 construct a bar graph showing the total number of immigrants to Canada in the years from 1900 to 1913, and speculate on the impact this immigration had on Canada's social and economic development

Specific Curriculum Outcome

The student will:

- 2.6 examine the impact major issues during the Laurier era had on French-English relations and Canadian nationalism

Performance Expectations

The student will:

- 2.6.1 define: Imperialism, Nationalism
- 2.6.2 analyze the degree to which Laurier's compromise solution to Manitoba Schools Question, 1896, contributed to English-French tensions in Canada
- 2.6.3 describe the issue surrounding the Alaska Boundary Dispute
- 2.6.4 evaluate the impact the Alaska Boundary Dispute had on the Canadian nationalism
- 2.6.5 examine the reasons for and against Canadian participation in the Boer War
- 2.6.6 analyze the reaction of English and French Canadians to Laurier's solution to the question of Canadian involvement in the Boer War
- 2.6.7 outline why, in 1909, Britain wanted Canada to contribute funds to build ships for the British navy

- 2.6.8 analyze the reaction of French and English Canadians to Britain's Naval request
- 2.6.9 describe the Laurier government's solution to the Naval crisis

In section 2.6 consultant felt that there wasn't enough emphasis on French English relations. In this instance the contract writer disagreed strongly with the consultant, he believed that all the PE were about French English relations. As a result, no major changes were made to section 2.6 prior to the review of the committee.

Theme 3: 1912 -1929 The Great War and its Aftermath

Specific Curriculum Outcome

The student will:

- 3.1 examine the involvement of Canada and Newfoundland on the Western Front during World War I

Performance Expectations

The students will:

- 3.1.1 define: militarism, trench warfare, Canada's hundred days
- 3.1.2 describe the alliance system operating in Europe in 1914
- 3.1.3 list the events following the assassination of the Archduke Ferdinand leading to the outbreak of World War I
- 3.1.3 *The consultant wanted this PE restated so that students would have demonstrate that they could construct a time-line rather than simply listing the events.*
- 3.1.4 know that Canada and Newfoundland as members of the British Empire had no option but to support the British war effort
- 3.1.5 in group work, propose a number of possible ways Newfoundland and Canada could have supported the British war effort to be discussed by the entire class
- 3.1.5 *The consultant did not like the reference to group work or the mandated use of class discussion in the PE. This would become a recurring theme: Should the PE indicate instructional strategies.*
- 3.1.6 assess the decision by both the Canadian and Newfoundland governments to send

soldiers to support the war effort

- 3.1.7 construct a graph illustrating:
 - the change in the manpower strength of the Canadian Armed Forces from 1914 to 1920
 - the change in Canadian Defence spending as a percentage of total government spending from 1910 to 1925
- 3.1.8 describe the conditions that soldiers experienced in the trenches on the Western Front
- 3.1.9 develop a chart outlining the battle plan, the Canadian role in the battle, the Canadian losses in the battle, the results of the battle, the dates of the battle for each of the following World War I battles: Ypres, the Somme, Vimy Ridge and Passchendaele.
- 3.1.10 discuss why one historian stated that "At Vimy Ridge Canada became a nation."
- 3.1.11 determine the extent to which and why the Royal Newfoundland Regiment was destroyed in the Battle of the Somme
- 3.1.12 assess the effects the use of new weapons such as, the machine gun, the submarine, chlorine gas, the air plane and the tank had on the methods of warfare
- 3.1.13 identify why William Avery Bishop, John George Pattison and Roy Brown are considered World War I heroes
- 3.1.13 *The consultant felt that the Newfoundland hero Tommy Ricketts should also be included in this PE.*
- 3.1.14 discover, by writing a letter to the Winnipeg City Council, why that city renamed Pine Street after World war I to Valour Road
- 3.1.14 *The consultant wanted the PE changed so as to eliminate the letter writing to the Winnipeg city council. He felt that they would not appreciate the flood of letters they would receive if all teachers had their student do this. Here again was a decision to remove an instructional strategy from a PE.*
- 3.1.15 interpret the poem In Flanders Field, by John McCrae
- 3.1.16 analyze the Canadian government's decision to permit Native people to enlist for military service after initially deciding that Native people would not be allowed to volunteer for enlistment

- 3.1.17 identify David Kisek and Francis Pegahmagabow as Native people decorated for bravery during the First World War

Consultant also wanted to add two PE's in section 3.1 so that the following objectives would be covered:

- a) *assess the effects of the Newfoundland losses at Beaumont Hamel had on Newfoundland society*
- b) *investigation of the origin of the gas mask, a Canadian invention*

Specific Curriculum Outcome

The student will:

- 3.2 examine the involvement of Canada and Newfoundland on the Home Front in World War II

Performance Expectations

The student will:

- 3.2.1 define: enemy aliens, pacifism, suffragists, conscription, union government
- 3.2.2 list contributions, other than soldiers, that Canada and Newfoundland made to the war effort
- 3.2.3 construct a table outlining the reason and type of sacrifices Canadians and Newfoundlanders were asked to make in name of the war effort
- 3.2.4 consider the size and effects the Newfoundland war debt had on the dominion's future
- 3.2.5 list the powers to suspend civil liberties provided for in the War Measures Act, 1914
- 3.2.6 debate whether the actions taken by government toward Canadian Germans and Austrians were necessary during the war
- 3.2.7 describe various non-traditional roles Canadian women filled during the war years
- 3.2.8 compare working conditions of women and men during the First World War

- 3.2.9 research and write a biographical sketch of Nelli McClung
- 3.2.10 as a class, formulate reasons for and against women having the right to vote in both provincial and federal elections
- 3.2.10 *The consultant wanted this PE reworded so as to make it a debate. Interestingly the concern for neutrality in prescribing instructional approaches was not universally maintained. In this instance it was considered appropriate for a specific teaching approach to be prescribed*
- 3.2.11 analyze the Wartime Election Act, 1917, in terms of:
- women's rights
 - political considerations
 - civil liberties
- 3.2.12 assess the impact the war had on Canadian agricultural production and manufacturing industries
- 3.2.13 referring to the graph developed in 3.1.7, identify ways the government raised money to pay for the war effort
- 3.2.14 create government propaganda poster designed to achieve the following goals:
- Recruiting soldiers
 - Selling Victory Bonds
 - Limiting Home Consumption
 - Donating to the Patriotic Fund
- 3.2.15 develop an argument in either support of or against the following statements:
- During World War One there were no good reasons for a person to be a pacifist
 - There is a difference between a person who fights as a soldier and a person who contributes as a munition worker
- 3.2.16 identify why Prime Minister Borden believed conscription was necessary
- 3.2.17 propose explanations for the lower level of volunteer enlistment in Quebec and the Maritimes
- 3.2.18 construct a table containing the groups supporting and opposing conscription and the reasons for their position
- 3.2.19 assess the success or failure of conscription on the Canadian war effort

- 3.2.20 describe Quebec reaction to conscription

Specific Curriculum Outcome

Specific Curriculum Outcome

The student will:

- 3.3 examine the economic, political, social and cultural conditions in Canada and Newfoundland following World War I

Performance Expectations

The student will:

- 3.3.1 Using information from 3.1.7 and 3.2.11 consider the effects the end of the war had on employment, working women and industry
- 3.3.2 assuming the role of a returning soldier, write a letter to their Member of Parliament complaining about the high level of unemployment
- 3.3.3 list the reasons for the rise of the union movement following the First World War
- 3.3.4 describe the events leading to the Winnipeg General Strike, 1919
- 3.3.5 in a role play, demonstrate the position of unionized workers, employers and government members by having the workers draft a list of demands and the employers explaining to government members why they refuse to negotiate with the unions
- 3.3.6 determine the size and impact of the Corner Brook Pulp and Paper development project of 1925
- 3.3.7 draw a line graph of Federal election results from 1911 to 1926 and assess the effect of the Progressive Movement on Canadian Politics
- 3.3.8 explain the reasons for and consequences of probation in Canada
- 3.4.9 describe the Chanak Affair and it's impact on Canadian independence
- 3.4.10 describe the events surrounding the King-Byng controversy and it's impact on

Canadian independence

- 3.3.11 compare and contrast the fashions of the 1920s with present day fashions
- 3.3.12 assess the impact the development of the radio and mass production of the automobile had on Canadian life
- 3.3.13 identify the Canadian natural resources that were in high demand in the mid to late thirties
- 3.3.14 assess the influence the advent of consumer credit had on the Canadian economy in the 1920s
- 3.3.15 analyze how the methods of American investors transformed the Canadian economy in the 1920s
- 3.3.16 research and write a biographical sketch of Emily Murphy and discuss her significance in the Women's Rights Movement
- 3.3.17 recognize Canadian born Mary Pickford as a major Hollywood Movie Star in the 1920s
- 3.3.18 determine what was significant about the Edmonton Grads basketball team in the 1920s and 30s
- 3.3.19 compare jazz with other forms of music
- 3.3.19 *The consultant wanted this PE changed so as to specifically compare the influence of Jazz in the 1920' and 30's with that of other music.*
- 3.3.20 construct a chart comparing the slang of the 1920s and 1990s with the intended meanings
- 3.3.21 construct a bar graph showing the total immigration to Canada from 1913 to 1922 to analyze immigration trends during and immediately following the First World War
- 3.3.22 research and write a biographical sketch of Sir Frederick Banting

Specific Curriculum Outcome

The student will:

- 3.4 recognize the effect of World war I on Canada's international status

Performance Expectations

The student will:

- 3.4.1 Define: League of Nations, Treaty of Versailles, Statute of Westminster
- 3.4.2 list the arguments made by Prime Minister Robert Borden for a greater voice for Canada in foreign affairs
- 3.4.3 describe Canada and Newfoundland's role at the Paris Peace Conference
- 3.4.4 assess how Canada's role at the Paris Peace Conference affected its standing in the international community
- 3.4.5 analyze key articles of the Treaty of Versailles with relation to the following:
- established and maintained peace
 - established and maintained social stability
 - established and maintained economic stability
 - judicious to all
- 3.4.6 describe the nature and purpose of, and Canada's position in, the League of Nations
- 3.4.7 compare the size and scope of Canada's Armed Forces before and after the First World War
- 3.4.8 examine how Prime Minister Mackenzie King's actions at the 1923 and 1926 Imperial Conferences enhanced Canada's position with respect to Great Britain
- 3.4.11 list the two areas in which Canada did not become totally independent under the Statute of Westminster, 1931
- 3.4.12 taking the role of a Canadian or Newfoundland newspaper reporter, describe the events surrounding the settlement of the Labrador boundary dispute 1927

Specific Curriculum Outcome

The student will:

- 3.5 consider the causes of the economic collapse within Canada

Performance Expectations

The student will:

- 3.5.1 define: stock market, depression
- 3.5.2 describe how buying on credit allowed consumers to enjoy a lifestyle they could not afford
- 3.5.3 assess the impact credit buying had on production
- 3.5.4 using a circular flow chart illustrate the four components of the business cycle
 - Prosperity
 - Recession
 - Depression
 - Recovery
- 3.5.5 construct a chart showing the percentage of specific Canadian goods produced for export
- 3.5.6 examine international circumstances providing a favourable export situation for Canada
- 3.5.7 explain how overproduction, in the late 1920s led to worker layoffs and declining stock prices
- 3.5.8 in the role of an investor, consider their options after being notified by their stock broker that the stock bought on margin is decreasing in value
- 3.5.9 analyze the stock market crash of 1929 and consider the extent to which the practice of buy stock on margin contributed to the crash
- 3.5.10 analyze Canadian wheat prices from 1925 to 1937 and discuss the effects low wheat prices would have on the following:
 - farmer consumer confidence
 - sale of farm equipment
 - sale of automobiles and other luxury goods
 - railroad workers

- 3.5.11 in the role of the average factory worker consider their options on the following when informed by their employer that they must either take a wage cut or risk closure of the factory:
- purchasing new furniture on the instalment plan
 - buying life insurance
 - taking a vacation
- 3.5.12 assess the extent to which the following aggravated the economic collapse in Canada:
- high American ownership of industry
 - increased tariffs on international trade

Theme 4: 1930 -1945 A Time of Turmoil: Depression and War

Specific Curriculum Outcome

The student will:

- 4.1 examine the economic, social conditions during the Great depression

Performance Expectations

The student will:

- 4.1.1 define: drought, relief, transient, deflation, Bennett buggies
- 4.1.2 compare the decline in average income by province from 1928 to 1933 and generate possible reasons for the differences across Canada
- 4.1.3 construct a graph of the Canadian unemployment rate from 1926 to 1938
- 4.1.4 explain how the following contributed to the desperate conditions of Western farmers:
- Over working the land
 - Drought
 - Grasshopper plague
 - Low wheat prices
- 4.1.5 describe the events leading to Newfoundland's surrender of national independence in 1933

- 4.1.6 list the demands of the "On-to-Ottawa" trekkers
- 4.1.7 take the role of either an "On-to-Ottawa" trekker or a business leader and debate the government reaction to the Regina Riot, 1935
- 4.1.8 assess the validity and sentiment of the following statement by John David Eaton, "I'm glad I grew up then. It was a good time for everyone."
- 4.1.9 prepare a table listing the cost of certain, pre-chosen, commodities and compare them with today's cost
- 4.1.10 compare the working and living conditions of depression era factory workers with that of Western farmers and Eastern fishermen
- 4.1.11 discuss the impact the Great Depression had on social class relations
- 4.1.12 examine the extent to which the effects of the Great Depression could be repeated
- 4.1.13 analyze and draw conclusions regarding international reaction to the birth of the Dionne quintuplets
- 4.1.14 construct a bar graph of total Canadian immigration from 1926 to 1939, and speculate on possible reasons and results of the trend

In section 4.1, the consultant wanted two PE's added to provide for the following objectives:

- a) *examination of how the Dionne Quintuplets were raised and reasons for legal grievances in later life.*
- b) *Study of a poem, prose or work of art that showed the human impact of the Great Depression.*

Specific Curriculum Outcomes

The student will:

- 4.2 appraise the actions of the Bennett and King governments

Performance Expectations

The student will:

- 4.2.1 research and write a biographical sketch of R.B. Bennett and W.L.M. King

- 4.2.2 take the role of a Canadian citizen in a province ruled by the Conservative Party and write a letter to the editor of the local newspaper reacting to Prime Minister Kings "five cents speech"
- 4.2.3 define and assess the impact laissez-faire economics had on the governments initial reaction to the Great Depression
- 4.2.4 assess the use of relief grants and relief camps as adequate methods of dealing with rising unemployment
- 4.2.5 create a chart indicating the different forms and methods of distribution of government assistance in 1932 and 1995
- 4.2.6 compare 1932 family relief payments in Toronto, Quebec and Newfoundland
- 4.2.7 assess the impact high tariffs had on Canadians living on the Prairies, in Central Canada and the Maritimes
- 4.2.8 list the measures proposed in Bennett's New Deal
- 4.2.9 analyze the courts decision to rule that most of the Bennett New Deal was unconstitutional
- 4.2.10 describe the public's reaction, in the 1935 election, to Bennett's New Deal
- 4.2.11 examine the events leading to the Royal Commission on Dominion-Provincial Relations, 1937
- 4.2.12 list the function of the Canadian Wheat Board established in 1935
- 4.2.13 analyze the government decision to create the following institutions in terms of national unity and the Canadian economy:
 - The Canadian Broadcasting Corporation ,1936
 - The Bank of Canada, 1935
 - TransCanada Airlines,1937
- 4.2.14 discuss the impact the Great Depression had on peoples attitude towards governments involvement in the economy

Specific Curriculum Outcome

The student will:

- 4.3 examine the reasons for the rise of new political parties within Canada and the platform of those parties

Performance expectations

- 4.3.1 develop a chart listing reasons why Western Canadians and Quebecers in the 1930s might support new political parties
- 4.3.2 research and write a biographical sketch of one of the following and present it to the class:
- J.S. Woodsworth
 - William Aberhart
 - Maurice Duplessis
- 4.3.3 identify the impact of the Communist Party and Reconstruction Party on Canadian politics in the 1930s
- 4.3.4 outline the political platforms of the Co-operative Commonwealth Federation, the Social Credit Party and the Union Nationale Party
- 4.3.5 complete the following organizational table:

Political Parties	CCF	Social Credit	Union Nationale
Causes of the Depression			

- 4.3.6 create a line graph of Canadian Federal election results from 1926 to 1940 and speculate why the CCF and Social Credit Party did not have greater success
- 4.3.7 create and display Depression Era election posters for one of the following parties that attempts to attract voters by highlighting the party's major policies:
- Conservative Party
 - Liberal party
 - Co-operative Commonwealth Federation
 - Social Credit Party

- Union Nationale
- Communist Party
- Reconstructionist Party

Specific Curriculum Outcome

The student will:

- 4.4 examine Canadian and Newfoundland involvement in World War II

Performance Expectations

The student will:

- 4.4.1 define: reparations, Fascism, appeasement
- 4.4.2 list reasons why many Canadians, in the late 1930s, favoured a policy of appeasement toward Germany
- 4.4.3 Create a time line marking significant events from 1936 to 1939 leading to Canada's declaration of war
- 4.4.4 as a class, discuss how the Second World War may have been avoided
- 4.4.5 compare how Canada's and Newfoundland's relationship with Britain in 1939 had changed since 1914
- 4.4.6 explain how the Canadian Parliament's deliberation regarding involvement in the Second World War was markedly different from it's 1914 deliberations
- 4.4.7 assess how the rapid defeat of Western Europe affected the role of Canada in the Second World War
- 4.4.8 list Newfoundland's military contribution to the War effort
- 4.4.9 construct a line graph of illustrating:
 - the change in manpower strength of the Canadian Navy, Army and Air Force from 1939 to 1945
 - the change in Defence spending as percentage of total government spending from 1939 to 1945

- 4.4.10 research and complete the following table describing the role of Canadian forces in World War Two actions:

	Defence of Hong Kong	Dieppe	Invasion of Sicily	D-Day Invasion	Liberation of Holland	Liberation of Aleutian Islands
Describe position and goal of Canadians						
Number of Canadians involved						
Number of Canadian deaths						
Success/Failure						

- 4.4.11 as a class, write and perform a short play dramatizing the fate of Canadians captured at Hong Kong, 1941
- 4.4.12 take a position, and debate the extent to which the Dieppe Raid was a success or failure

In section 4.4 the consultant wanted to add a PE that required students to examine Canadian and Newfoundland war poetry.

He also questioned if there should be something related to the Atlantic Charter(1941). The writer felt that this topic would be better dealt with under the SCO 4.5

Specific Curriculum Outcome

The student will:

- 4.5 recognize the contribution of Canadians and Newfoundlanders on the Home Front during World War II

Performance Expectations

- 4.5.1 Define: Victory Garden, Victory Bond
- 4.5.2 list the products, military and non-military, that Canadians provided for the war effort
- 4.5.3 research and produce a display illustrating a product rationed in Canada or Newfoundland and the reason for its scarcity
- 4.5.4 design a propaganda poster listing the items that people could save to assist the war effort
- 4.5.5 construct a table listing the similarities and differences in the role of women in WW II and WW I
- 4.5.6 explain the purpose of the National Selective Service
- 4.5.7 describe the British Commonwealth Air Training Plan (BCATP)
- 4.5.8 explain the impact of the BCATP on the war effort
- 4.5.9 identify the purpose of Camp X
- 4.5.10 identify the purpose of the National Resources Mobilization Act
- 4.5.11 analyze the Lend-Lease, 1940 agreement between Britain and the United States
 - was it in the interest of Newfoundland?
 - was it in the interest of Canada?
 - What were the motives of the British and Americans
- 4.5.12 discuss the importance of the Hyde Park, 1940, between Canada and the United States
- 4.5.13 outline Canada's contribution to the Manhattan Project
- 4.5.14 role play a 1939 federal cabinet meeting in which it is debated whether the Jewish immigrant ship "The St. Louis" should be allowed entry into Canada

Specific curriculum Outcome

The student will:

- 4.6 recognize the impact of World War II on Canadian and Newfoundland society

Performance Expectations

The student will:

- 4.6.1 define: plebiscite, continentalism
- 4.6.2 identify why Prime Minister King believed conscription was necessary
- 4.6.3 analyze the results of the 1942 conscription plebiscite and assess French-English sentiment on the issue
- 4.6.4 compare the 1917 and 1944 Quebec reaction to conscription
- 4.6.5 discuss the necessity of conscription in 1944 to the Canadian war effort
- 4.6.6 as a class, evaluate the government's conscription slogan "Not necessarily conscription, but conscription if necessary," in terms of:
- intended message
 - perceived message
 - public reaction
- 4.6.7 assess the impact of WW II on Canadian- U.S. relations
- 4.6.8 describe the rationale for the creation of Unemployment Insurance , 1940, and Children's Allowance, 1944
- 4.6.9 on a map of Newfoundland, mark the location of Canadian and American bases established during the Second World War
- 4.6.10 write a letter to the United States Embassy in Ottawa requesting the following information:
- number of American servicemen station in Newfoundland during and following WW II
 - level of American expenditures in Newfoundland during and following WW II
- 4.6.11 assess the impact American military bases had on the Newfoundland economy and society

- 4.6.12 list the reasons for the internment of Japanese Canadians during WW II
- 4.6.13 take the position of a Japanese Canadian during WW II, and write a letter to your member of Parliament arguing the injustice of internment
- 4.6.14 describe how government influence in the national economy change during WW II
- 4.6.15 describe the effect the War had Canada and Newfoundland's primary and secondary industries
- 4.6.16 research and write a biographical sketch of C.D. Howe
- 4.6.17 construct a graph showing the pattern of total immigration from 1938 to 1948
- 4.6.18 compare the graph in 3.3.21 with 4.6.17 and speculate on reasons for any similarities or differences

Theme 5: 1946-1967: A Time of Transition

Specific Curriculum Outcome

The student will:

- 5.1 examine Canada's changing role on the international stage

Performance expectations

The student will:

- 5.1.1 define: Cold War, Foreign Policy, Super Power, Middle Power, NATO, NORAD
- 5.1.2 through research complete the following chart showing the rank of the five largest navies, armies and air forces in 1945:

In the space provided place in rank order the name of the countries with the largest armies, navies and air forces in 1945	Navy	Army	Air Force
	1)	1)	1)
	2)	2)	2)
	3)	3)	3)
	4)	4)	4)

	5)	5)	5)
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- 5.1.3 evaluate and discuss the validity of the following statement:
"In 1945 Canada was a major middle power but could never be a great power."
- 5.1.4 describe the organization and role of the United Nations' Security Council and General Assembly
- 5.1.5 Identify Igor Gouzenko
- 5.1.6 assess the impact the Gouzenko Affair had on Canadian's world view
- 5.1.7 research and write a biographical sketch of Lester B. Pearson
- 5.1.8 describe Canada's involvement in the Korean Conflict
- 5.1.9 describe Canada's contribution in resolving the 1956 Suez Crisis
- 5.1.10 analyze the Gouzenko Affair, Suez Crisis and Korean Conflict in terms of the Cold War
- 5.1.11 recognise international peacekeeping as a Canadian Concept
- 5.1.12 on a wall map, mark the areas and describe the context in which Canadian Peacekeepers have served
- 5.1.13 brainstorm possible reasons for why Canada participated in the Marshall Plan and provided aid to European countries after World War II
- 5.1.14 describe the reason for the creation of NATO
- 5.1.15 describe the reasons for the creation of NORAD
- 5.1.14 and 5.1.15 The consultant wanted these PES. strengthen to have the students analyze rather than merely describe.*
- 5.1.16 create a table listing the advantages and disadvantage of Canada's involvement in NATO and NORAD
- 5.1.17 compare Canada's position in the Commonwealth of Nations with it's position in the old British Empire

- 5.1.18 describe Canada's influence in the Commonwealth of Nations with regards to South African Apartheid
- 5.1.19 draw a graph illustrating Canada's expenditures on foreign aid from 1950 to 1967
- 5.1.20 analyze Canada's involvement in the following areas with regard to foreign policy:
- United Nations
 - NORAD
 - NATO
 - Commonwealth of Nations
 - Peacekeeping
 - Foreign Aid
- 5.1.21 discuss why the 1950s and 60s are considered Canada's Golden Age of Diplomacy
- 5.1.22 identify Vincent Massey as Canada's first native-born Governor General, 1952

Specific Curriculum Outcome

The student will:

- 5.2 assess the reasons for and the impact of Newfoundland's entry into Confederation

Performance Expectations

- 5.2.1 identify the purpose of the Newfoundland National Convention elected in 1946
- 5.2.2 research and write a brief biographical sketch of Joseph Smallwood
- 5.2.3 list the arguments for Newfoundland joining Canada
- 5.2.4 list the arguments against Newfoundland joining Canada
- 5.2.5 complete the following table:

Reasons for Newfoundlanders to join Canada	Groups that would be swayed by each reason	Reasons against Newfoundlanders joining Canada	Groups that would be swayed by each reason

5.2.5 *consultant felt an additional PE may be required prior to the table activity to allow students the opportunity to identify the groups in question.*

5.2.6 list and assess other options, other than Confederation or Responsible Government, considered by Newfoundlanders

5.2.7 draw and display a referendum poster which illustrates the message of either the confederate or responsible government movement

5.2.8 describe the results of the first Newfoundland referendum held in 1948

5.2.9 as a class, discuss the first referendum results and the decision to hold a follow-up referendum

5.2.10 describe the results of the second Newfoundland referendum held in 1948

5.2.11 using a map of Newfoundland, distinguish the electoral districts that voted for confederation and those that voted for responsible government and analyze the geographic centres of support

5.2.12 list the main elements of Newfoundland's terms of union with Canada

5.2.13 create a chart comparing the social, economic and political benefits and costs of confederation with Canada

In section 5.2 the consultant wanted two additional PEs dealing with the following objectives:

- a) *assess the impact of political personalities during the Newfoundland referendum*
- b) *suggest reasons as to why the referendum result was so close*

Specific Curriculum Outcome

The student will:

5.3 assess the rise of post-war Quebec nationalism

Performance Expectations

- 5.3.1 define: nationalism, quiet revolution
- 5.3.2 describe the social and economic policies of the Maurice Duplessis government in Quebec
- 5.3.3 research the events surrounding the 1949 asbestos strike in Asbestos, Quebec and determine the following:
 - the provincial government's reaction
 - the companies reaction
 - the demands of the strikers
 - the reaction of the Roman Catholic Church
- 5.3.4 analyze the social and economic policies of the Duplessis government and determine how they affected the following groups:
 - French Quebecers
 - English Quebecers
 - The Catholic Church
 - American Business Interests
- 5.3.5 in the role of a French Canadian Labourer, write a letter to their MLA describing their resentment at being passed over for a promotion because they do not speak English as well as a younger less experienced worker
- 5.3.6 determine why the government of Jean Lesage is viewed as the beginning of the Quiet Revolution in Quebec
- 5.3.7 list some of the reforms made by the Lesage government in Quebec
- 5.3.8 assess what Jean Lesage meant when he used the slogan "Maitres chez nous" - "Masters in our own house"
- 5.3.9 using the findings of the Royal Commission on Bilingualism and Biculturalism, create bar graphs illustrating the following:
 - 1960 annual income by ethnic group
 - population by ethnic group
- 5.3.10 describe the events surrounding the 1967 visit of French President Charles De Gaulle to Montreal

- 5.3.11 compare the tactics used by both the Front de Liberation du Quebec, founded in 1963, and the Parti Quebecois founded in 1967, to encourage Quebec sovereignty
- 5.3.11 *The consultant felt that this PE was repeated, and best dealt with, in PE 6.2.*
- 5.3.12 In a class debate, argue, from a pre 1967 position, the following statement:
"French Canadians have not prospered equally as one of the founding Canadian cultures"

Specific Curriculum Outcome

The student will:

- 5.4 examine the special relationship between Canada and the USA

Performance Expectation

The student will:

- 5.4.1 know that Canada and the United States share the longest undefended border in the world
- 5.4.2 list ways in which Canadians are influenced by American culture
- 5.4.3 after conducting a school survey to determine the students ten top television programs, determine the nation of origin for each program
- 5.4.4 recognize the role given to the following institutions during the 1960s in preserving a distinct Canadian culture:
- Canadian Broadcasting Corporation
 - National Film Board
 - The Canada Council
 - The Canadian Radio-Television Commission
- 5.4.4 *The consultant wanted Radio Canada included in the list of institutions*
- 5.4.5 use the following table to list ways in which Canada and the United States are similar

Political Similarities	Cultural Similarities	Social Similarities	Economic Similarities

- 5.4.5 *The consultant felt if this PE needed to have a balancing PE to look at the dissimilarities or maybe reworded to examine ways in which Canada and U.S.*

are bound to each other.

- 5.4.6 describe how Canada and the United States became closer as a result of World War II and the Cold War
- 5.4.7 generate a list of goods and services traded between Canada and the United States
- 5.4.8 assess the major sections of the autopact and explain how and why it is beneficial to Canada
- 5.4.9 outline the contribution of Canada and the United States in the building of the St. Lawrence Seaway
- 5.4.10 determine the total value of goods exported to the United States in 1967 and using the population figures for that year calculate the per capita value of Canada's trade with the United States
- 5.4.11 for the years 1960, 1970 and 1980 create a bar graph comparing the value of American goods exported to the following countries:
 - Canada
 - England
 - Japan
 - Mexico

In section 5.4 the consultant wanted two additional PEs highlighting the following objectives:

- a) explore some of the common myths or assumptions that Americans and Canadians hold about each other.*
- B) evaluate the impact selected individual Canadians have had in American society.*

Specific Curriculum Outcome

The student will:

- 5.5 examine the economic, social and cultural trends in the 1960s

Performance Expectation

The student will:

- 5.5.1 define: hippie, generation gap, baby boomers, Trudeaumania

- 5.5.2 identify 1960 as the year Canada's first peoples won the right to vote in federal elections
- 5.5.3 identify that the satellite "Alouette" made Canada the third nation in space
- 5.5.4 research and write a short essay describing the events and mood surrounding Expo 67
- 5.5.5 create a collage or drawing, to be displayed, illustrating the fashions of the 1960s
- 5.5.6 using the table below outline ways youth in the 1960s opposed the existing set of social values

Ways youths in the 60s opposed established values			
Music	Issues	Fashion	Lifestyle

- 5.5.7 listen and reflect on music by the following artists:
- Gordon Lightfoot
 - Neil Young
 - Buffy Sainte-Marie
 - Joni Mitchell
- 5.5.8 describe the reforms in education, both secondary and post-secondary, that occurred during the 1960s
- 5.5.9 identify Ronald Turpin and Arthur Lucas as the last people to be executed in Canada
- 5.5.10 collect, recreate and display the various flags considered during the flag debate 1965
- 5.5.11 research and write a brief biographical sketch of Pierre Elliott Trudeau
- 5.5.12 using the following table determine some of the reasons Pierre Elliott Trudeau was such a popular political choice in 1968

Image	Message	Political Opponents	Experience in Cabinet	Experience prior to entering politics

- 5.5.13 discuss how the Cuban Missile Crisis and the Vietnam war affected Canadian public opinion
- 5.5.14 assess the impact the introduction of the following social programs had on Canadians:
- Medicare 1962 (Saskatchewan) 1968 (Nationally)
 - Social Insurance Cards 1964
 - Canada Assistance Plan 1965
 - Canada Pension Plan 1966
- 5.5.15 brainstorm ways in which the protest movements of the 1960s have affected corporate and public policy today
- 5.5.15 *The consultant wanted the brainstorming aspect of the PE dropped, preferring that the students make suggestions.*

In section 5.5 the consultant questioned if there was enough exploration of the economic trends of the 60s. The contract writer agreed to add a couple of PEs in this area.

Theme 6: Contemporary Canada: 1967 to Present

Specific Curriculum Outcome

The student will:

- 6.1 explore the economic, social and cultural re-structuring of Canadian Society

Performance Expectation

The student will:

- 6.1.1 identify the reasons for establishing the Canada Development Corporation, 1972, and the Foreign Investment Review Agency, 1974
- 6.1.2 identify the goals of the National Energy Policy, 1980
- 6.1.3 take the role of political, business or community leaders and debate in class the benefits or perils of American foreign investment in Canada
- 6.1.4 construct a bar graph showing the level of federal government spending in 1971-

72 and 1981-82

- 6.1.5 assess the reasons why the Trudeau government increased government spending on Unemployment Insurance, Family Allowance and Regional Development after 1972
- 6.1.6 construct a graph illustrating the change in Canada's national debt and deficit from 1970 to 1992
- 6.1.7 identify the goals of Investment Canada, 1984
- 6.1.8 analyze the decision by the Mulroney government to abandon FIRA and establish Investment Canada, how did this signify a change in government policy
- 6.1.9 outline the major elements of the Free Trade Agreement, 1989
- 6.1.10 understand why the Free Trade Agreement with the United States became the issue of the 1988 federal election
- 6.1.11 outline the major elements of the North American Free Trade Agreement, 1994
- 6.1.12 assess the impact the national debt had on the changes made to the Canadian social welfare system during the Mulroney years
- 6.1.13 identify ways in which the Trudeau government followed a policy of "multiculturalism within a bilingual framework"
- 6.1.14 construct a bar graph for 1971, 1981 and 1991, comparing the number of Canadians claiming one of the following as their mother tongue:
 - English
 - French
 - Italian
 - German
 - Chinese
 - Ukrainian
 - Indo-Iranian
 - Aboriginal
- 6.1.14 *The consultant wanted East European to be added to the list.*
- 6.1.15 recognize the accomplishments of at least seven of the following Canadians:
 - Gerhard Herzberg (Nobel Prize in Chemistry, 1973)
 - Pauline McGibbon (First Female Lieutenant-Governor in Commonwealth, 1974)
 - Antonine Maillet (Winner of the Prix Goncourt - for novel *Pelagie-la-*

- Charette- 1979)
- Terry Fox (Marathon of Hope, 1981)
- Bertha Wilson (Canada's first female Supreme Court Justice, 1982)
- Jeanne Sauve (Canada's first female Governor-General, 1983)
- Marc Garneau (First Canadian in Space, 1984)
- John Polanyi (Nobel Prize Chemistry, 1986)
- Audrey McLaughlin (First female national party leader, 1989)
- Ferguson Jenkins (First Canadian elected to the Baseball Hall of Fame, 1991)
- Rita Johnson (Canada's first female premier, 1991)
- Michael Ondaatje (Winner of Booker Prize - for novel The English Patient- 1992)
- Kurt Browning (World Figure Skating Champion, 1993)

- 6.1.16 review and discuss the events and emotions surrounding the Canada - USSR 1972 hockey series

Specific Curriculum Outcome

The student will:

- 6.2 examine the significant issues and events surrounding the independence movement in Quebec

Performance Expectation

The student will:

- 6.2.1 define: sovereignty association, constitutional patriation, War Measures Act
- 6.2.1 *The consultant felt that the term Separatiste should be added to the list of definable terms*
- 6.2.2 list the objectives of the Front de Liberation du Quebec (FLQ) as outlined in their manifesto
- 6.2.3 compare the tactics of the FLQ and the Parti Quebecois (1968) in attempting to achieve Quebec independence
- 6.2.4 on a time line chart the events of the October Crisis from 5 October to 28 December

- 6.2.5 using a role play re-enact the events surrounding the October Crisis from the following points of view:
- the federal government
 - the Quebec government
 - the Laporte and Cross families
 - the FLQ cells
- 6.2.6 write a letter to the editor of the Globe and Mail either denouncing or praising the decision to enact the Wars Measures Act
- 6.2.7 identify the major elements of Bill 22 and Bill 101
- 6.2.8 lists the reasons for and against Bill 101
- 6.2.9 research and write a brief biographical sketch of Rene Leveque
- 6.2.10 know the question asked Quebecers during the 1980 sovereignty association referendum
- 6.2.11 using the table below list the reasons for voting yes and no in the 1980 sovereignty association referendum

Reasons for voting "No" in 1980 referendum	Reasons for voting "Yes" in the 1980 referendum

- 6.2.12 analyze the results of the 1980 referendum and discuss implications for the future
- 6.2.13 recognize that the government of Quebec felt betrayed by English Canada during the 1982 patriation of the Constitution
- 6.2.13 *The consultant felt that the verb in this PE could be changed from recognize to evaluate*
- 6.2.14 determine why the government of Quebec felt betrayed by English Canada during the 1982 patriation of the Constitution
- 6.2.14 *The consultant felt that the changes to PE 6.2.13 made this PE unnecessary*
- 6.2.15 outline the major components and goals of the 1987 Meech Lake Accord

- 6.2.16 describe the role of the following individuals in the death of the Meech Lake Accord:
- Elijah Harper
 - Clyde Wells
- 6.2.17 identify Lucien Bouchard as the founder of the Bloc Quebecois 1990
- 6.2.18 assess the impact the failure of the Meech Lake Accord had on the creation of the Bloc Quebecois
- 6.2.19 understand why the Meech Lake Accord was considered the “Quebec Round” of constitutional negotiations and the Charlottetown Accord was the “Canada Round”
- 6.2.20 outline the major components and goals of the Charlottetown Accord
- 6.2.21 using the chart below compare and contrast the Meech Lake Accord and the Charlottetown Accord

	Meech Lake Accord	Meech Lake Accord
	Similarities	Differences
Charlottetown Accord		

- 6.2.22 list the groups that supported and opposed the Charlottetown Accord during the 1992 referendum
- 6.2.23 analyze the results of the 1992 referendum and discuss implications for the future
- 6.2.24 know the question asked Quebecers during the 1995 Quebec referendum
- 6.2.25 identify the role of the following people during the 1995 Quebec referendum:
- Jacques Parizeau
 - Daniel Johnson
 - Lucien Bouchard
 - Jean Charest
 - Jean Chretien

- 6.2.26 analyze the results of the 1995 Quebec referendum and discuss implications for the future

Specific Curriculum Outcome

The student will:

- 6.3 explore selected issues surround federal/provincial relations

Performance Expectation

The student will:

- 6.3.1 define: Federalism, Western Alienation
6.3.1 *The consultant felt that "Government Down-sizing" should be added to the list of definable terms*
- 6.3.2 create a time line of events surrounding the creation of the Canadian Constitutional Act and the Charter of Rights and Freedoms from 1980 to 1982
- 6.3.3 research and role play a meeting of first ministers in September 1980 and November 1981
- 6.3.4 assess the importance of the "notwithstanding clause" in achieving constitutional patriation in 1982
- 6.3.5 identify the goals of the National Energy Policy
- 6.3.6 describe the reaction of Alberta to the National Energy Policy
- 6.3.7 determine how the political environment changed from 1987 to 1990 making it impossible for the Meech Lake Accord to be ratified
- 6.3.8 identify the "Distinct Society" clause of the 1987 Meech Lake Accord as the major point of concern for several provincial premiers
- 6.3.9 describe Joseph Clark's role in development of the Charlottetown Accord
- 6.3.10 on a map of Canada highlight the provinces that supported and rejected the Charlottetown Accord, indicating the overall results in each province

- 6.3.11 propose reasons for the failure of the Charlottetown Accord in Western Canada
- 6.3.12 list major policy platforms of the Reform Party
- 6.3.13 using the table below discuss factors leading to the collapse of the Progressive Conservative Party in the 1993 federal election

Brian Mulroney	Kim Campbell	Government Policy	Other Parties	Election Campaign

- 6.3.14 on a map of Canada, colour code by province the representation of each federal political party in parliament

In section 6.3 the consultant wanted an additional PE, dealing with the following objective:

- a) *Discuss the political, social and economic implications of "down-sizing" by the federal and provincial governments.*

Specific Curriculum Outcome

The student will:

- 6.4 examine the goals of Canada's First Peoples and the strategies used to achieve them

Performance Expectation

The student will:

- 6.4.1 define: First Peoples, Native Self-Government
- 6.4.1 *The consultant wanted Land Claims, Reservations, Status Indian added to the list of definable terms.*
- 6.4.2 discuss the implications of the Indian Act, prior to 1951, making it illegal to raise funds to pursue land claims
- 6.4.3 know that in 1973 the Supreme Court recognized the existence of Aboriginal rights
- 6.4.4 know the role of the Assembly of First Nations

- 6.4.5 write a case study illustrating the challenges facing the native people of Davis Inlet, Labrador
- 6.4.5 *The consultant wanted the PE to specifically refer to the Innu of Davis Inlet*
- 6.4.6 compare the Aboriginal rights mentioned in the 1982 Constitution to the proposed rights in the Charlottetown Accord
- 6.4.7 identify the details of the following major land claim settlements:
 - Northern Quebec
 - Nunavut
- 6.4.8 research Innu and Inuit land claims in Labrador
- 6.4.8 *The consultant wanted the Micmac Indians in Newfoundland included in this PE*
- 6.4.9 describe the tactics used by native people in Labrador attempting to draw attention to their land claims
- 6.4.10 create a time line listing the events surrounding the Oka Crisis in Quebec, 1990
- 6.4.11 in an essay, argue whether native people should be allowed to bear arms to protect their interests
- 6.4.12 know the difference between native land claims and specific claims against existing treaties

In section 6.4 the consultant wanted a PE that required students to examine the world view of Canada's aboriginal peoples.

He also expressed some concern that this entire SCO maybe too "non-native" in perspective. The contract writer could not see any other way of writing the PEs but did agree to adding a PE dealing with traditional native homelands. The issue was not discussed further.

Specific Curriculum Outcome

The student will:

- 6.5 examine Canada's contemporary role in international affairs

Performance Expectation

The student will:

- 6.5.1 Define: Peacekeeping, Refugee
6.5.1 *The consultant wanted "Peacemaking".added to the list of definable terms.*
- 6.5.2 recognize the significance of Canada opening diplomatic relations with the People's Republic of China in 1970
- 6.5.3 assess the future implications of Canada's unilateral decision to adopt a 200 nautical mile costal fishing zone in 1976
- 6.5.4 compare the Canadian peacekeeping missions to Cyprus and Bosnia
- 6.5.5 describe Canada's reaction to the 1980 hostage incident at the American Embassy in Iran
- 6.5.6 list ways in which the 1976 and 1980 summer Olympic games affected Canada's image abroad
- 6.5.7 identify Canada's major involvement in the following international organizations:
- La Francophonie
- Commonwealth
- United Nations
- NATO
- Organization of American States
- 6.5.8 construct a graph illustrating the increase in Canadian foreign aid from 1968 to 1992
- 6.5.9 on a world map colour code Canadian foreign aid contribution by continent
- 6.5.10 debate the arguments for and against the spending of taxpayers money on foreign aid
- 6.5.11 identify the reasons for and scope of Canada's involvement in the cruise missile project
- 6.5.12 determine why Pierre Trudeau won the 1984 Albert Einstein Peace Award
- 6.5.13 on a map of northern Canada outline the route taken by the vessel Polar Sea in 1985
- 6.5.14 appreciate why many Canadians were offended by the Polar Sea incident

- 6.5.15 research the 1985 Shamrock Summit in Quebec City and determine why it was a milestone in North American relations
- 6.5.16 determine why the Canadian rescue of 115 Tamils off Newfoundland in 1986 sparked a debate over refugees entering Canada
- 6.5.17 write to his/her MP arguing for or against greater restrictions on immigration
- 6.5.18 describe Canada's involvement in Desert Shield and Desert Storm
- 6.5.19 analyze Canada's involvement in the Persian Gulf in 1990-91 and discuss whether Canada should have supplied troops and equipment
- 6.5.20 identify Somalia and Bosnia on a world map
- 6.5.21 list the consequences, regarding racism in the armed forces, of the Somalia Affair
- 6.5.22 create a time line showing the major events surrounding the turbot dispute between Canada and the European Union
- 6.5.23 identify how the GATT and NAFTA force Canadians to think globally
- 6.5.24 discuss how the collapse of Communism in Europe may affect Canada's international objectives

After making editorial changes requested by the consultant but prior to submitting the above SCO, the contract writer inserted three PE reflecting the most up-to-date current events. The consultant approved the additions:

- 6.5.21 *describe Canada's humanitarian mission to Somalia*
- 6.5.23 *compare Canada's role in the United Nations mission to its role in the NATO mission to the former Yugoslavia*
- 6.5.27 *explain Canada's position towards Nigeria at the 1995 Commonwealth Conference in New Zealand*

Appendix B

Canadian History 1201 Curriculum Guide

CANADIAN HISTORY 1201

CURRICULUM GUIDE

(DRAFT)

Government of Newfoundland and Labrador
Department of Education and Training
Division of Program Development
December, 1995

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CANADIAN HISTORY 1201

Canadian history [after earlier aboriginal history] began when the Vikings carried their maritime frontier of fish, fur, and farm across the North Atlantic to Iceland and Greenland. At the end of the fifteenth century that northern passage was resumed by the traders of Bristol and the fishermen of Normandy. From that obscure beginning Canada had a distinct, a unique, a northern destiny. Its modern beginnings are not Columbian but Cabotan. And when the French followed Cartier up the St. Lawrence, they were at once committed by the development of the fur trade to the exploitation of the Canadian Shield.

W. L. Morton

I never realized that there was history, close at hand, beside my very own home. I did not realize that the old grave that stood among the brambles at the foot of our farm was history.

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Chapter 1

Canadian History and the Social Studies Program

1.1 History as a Discipline

History is the branch of knowledge dealing with the records of the past, especially those involving human affairs. As a discipline, history has been praised, scorned and minimized. Lamartine, in a 1847 speech in Macon stated that, "History teaches everything, even the future." In 1919, under oath, Henry Ford declared, "History is bunk." Voltaire believed history to be nothing more than a picture of crimes and misfortunes.

Commager and Muessig (1980) maintained that history can have two distinct meanings. It is the past and all its happenings and it is a record of the human experience. Even though history is concerned with the past, the key to fully understanding the meaning of history is to have an understanding of the record of human experiences.

It is the role of the historian to record events of the human experience and interpret these events in a meaningful and orderly manner. Historians must also make generalizations, discover trends and explain the behaviour of people and society in a given era. Also, they may constantly seek underlying causes and relationships to explain the events of the past. Garvionski (1975) noted that historians must philosophize about events and listen to the facts; if not, they would become nothing more than bookkeepers and the recorded history would read like an accountant's ledger. History is more than a record of human experiences. Garvionski maintained that history is an interpretative study of the record of human existence, undertaken to develop an understanding of human activity, not only in the past but also the present. The interpretation of recorded events can be organized in a variety of ways, such as:

- ▶ **History as a Story**

- ▶ This was the original character of history. Historical events were told in the form of a story in an appealing manner. For example, the Illiad and Odyssey.

- ▶ **History as Literature**

- ▶ This is where the interpretation of historical events is written in a distinct style making history come alive. For example, the writing of Winston Churchill and Samuel Morrison.

- ▶ **History as Philosophy**

- ▶ In most cases, the historian's interpretation of events teaches moral lessons; shows the triumph of good over evil, rise and fall of empires, religious intolerance, etc.

- ▶ **History as Science**

- ▶ History can be classified as a science, but not in the sense of biology or chemistry. Historic events cannot be controlled and tested under lab conditions. However, events can be examined in a problematic manner, excluding its drama and literary variables.

History can be written in a variety of ways and it can also be told in a number of different approaches/models.

- ▶ **Chronological Model**

- ▶ This is the traditional pattern of studying history. In most cases, it is the application of names to time spans, beginning in most cases in Egypt and Greece. The main criticism of this approach is that it isolates people and events into time lines, creating a blinkered view of history.

- ▶ **Political History Model**

- ▶ In this approach, history is organized around the boundaries of nations. It is the most convenient and popular framework, mainly because of the accessibility of primary sources which are organized around political events of nations.

► **History as Biography Model**

- This form parallels and contributes significantly to all the other models. It is the most popular form of history, easy to read, dramatic, colourful, and it puts a human face on complex problems.

There is no one model of every aspect of historical analysis. To prevent a narrow view of the past, each event should open onto new events. Commager (1980) purported that to tackle any major issue in history, one must become involved in politics, economics, international relationships - "history is all-embracing as life itself" (p.29).

History has tended to be viewed and written from dominant perspectives such as Eurocentrism, great man theories, politics and war. Since the 1930s Canadian historiography has been heavily influenced by the Laurentian thesis. That is, that the history of Canada revolves around the importance of the St. Lawrence water route and the paramount role of Central Canada and its connection to Britain. In recent years this thesis has declined as a controlling concept in Canadian History. The ties to Britain have weakened, the influence of North-South continentalism have increased, and regionalism within Canada has gained greater emphasis.

There exists a growing recognition that history must respect the diversity and interconnectiveness of the Western and non-Western world and emphasize social, cultural intellectual and economic themes. History must avoid "promoting a monolithic, nationalistic spirit, blindly supporting the present federal system of government, or a belief in a single Canadian identity." (Bennett, 1980). Canadian history has reflected this change in perspective in the following ways:

- Increase awareness of the impact of Urbanization
- Greater recognition of French Canadian tradition and culture

- ▶ Stronger emphasis on Economic History
- ▶ Increased awareness of Social History
- ▶ Less emphasis on Political History
- ▶ Greater recognition of regional traditions and cultures

The value of history as a secondary school subject, Ravitch (1985) argues, is that history “endows its students with a broad knowledge of other times, other cultures, other places. It leaves its students with cultural resources on which they may draw for the rest of their lives.” William Bennett (1986) emphasizes the vital importance of the study of history as a foundation for an informed citizenry. He argues for the need for students to know the inherited principals of a liberal democracy. History also offers students, through the assessment and knowledge of past decisions and events, the opportunity to enhance their understanding of human interaction, “By examining the causes, alternatives, and consequences inherent in the critical issues of history,... students develop deeper insight into the complexity of human affairs.”(Crabtree, 1991)

1.2 Canadian History 1201 and *A Curriculum Framework for Social Studies: Navigating the Future*

Social Studies is defined in *A Curriculum Framework for Social Studies: Navigating the Future* (1993) as an area of study that explores human interaction, spatially and temporally, and how they effect and are affected by the physical and cultural environment. The overall two-fold purpose of social studies is:

To provide an enabling process whereby learners develop such personal qualities as knowing, inquiring, reflecting, and valuing; and to promote personal development as a catalyst for positive participation in the provincial, national, and global community. (Framework, p.7)

Social studies accomplishes the above mission through the fostering of understandings, competencies and dispositions. The understandings strands are: Historical Literacy, Geographic Literacy, Economic Literacy, Cultural Literacy, Political-Legal Literacy, Global Literacy, and Technological Literacy. The dispositions strands are: Tolerance, Empathy, Participatory Citizenship, and Stewardship. The Competencies strands are: Thinking, Participatory, Information Acquisition, Information Utilization (Framework, p.20-31). The attainment of these understandings, competencies and dispositions are the goals of social studies education in Newfoundland and Labrador. In order to achieve these goals social studies promotes:

... learning experiences that have both a distinct content focus and process focus. The latter provides opportunities for learners to become actively involved with summarizing, translating, interpreting, judging and utilizing knowledge. (Framework, p.10)

Canadian History 1201 is designed to meet both the content focus and process focus outlined as being necessary in acquiring the core understandings, competencies and dispositions.

Each theme is constructed so that all competencies and disposition strands are accommodated.

Canadian History 1201, places major emphases on the Historical, Political-Legal, Cultural and Economic literacies without excluding consideration of the Geographic and Technological literacies. For example, **Canadian History 1201** incorporates some of the basic features of historical literacy as outlined in **The Framework** (P.21). A *sense of historical empathy* is facilitated for students by increasing their understanding of the motives and movements behind the birth and growth of a new nation - Canada. Students will explore the options and reasons for difficult decisions made by political leaders, political parties, and the people. Students will be exposed to different social and economic conditions and will compare them with today.

Canadian History 1201 includes learning outcomes that examines past and contemporary cultural trends and expressions. Students will achieve a greater *sense of time and chronology* concerning the history of Canada. They will be able to appreciate historical sequence and understand the chronological order of events and issues affecting Canadians. An *Understanding of cause and effect* and the *reasons for continuity and change* will become clear as students deal with substantive issues and developments in Canadian history. Above all, students will have a deeper *understanding of the memory of human group experiences* as it applies to those who have lived in Canada and contributed to its growth. Each generation re-interprets their own history as they seek to build upon previous foundations for a secure today and hopeful future.

Canadian History 1201 includes the following six themes: Prelude to Nationhood 1759 - 1867, The New Nation 1867 - 1911, The Great War and its Aftermath 1912 - 1929, A Time of Turmoil: Depression and War 1930 - 1945, A Time of Transition 1946 - 1967, Contemporary Canada 1967- Present. These themes closely match the areas of emphases outlined in the Framework:

Areas of emphases include: the social, political, cultural, and economic forces shaping the Canadian nation; specific themes include the early stages of nation building; the development of the Canadian political system; Canada at war; economic problems and prosperity; social conditions and lifestyles; the late twentieth century: a time of change; constitutional renewal; and Canada in the global context. (Framework, p.49).

1.3 Statement of Purpose

Canadian History 1201 will enable students to understand and evaluate how past experiences, contributions of individuals, groups and institutions have helped shape the present and affect the future.

1.4 Canadian History and the Essential Graduation Learnings

The following Essential Graduation Learnings have been developed by the Atlantic Provinces Education Foundation. All graduates from the public schools of Atlantic Canada will demonstrate knowledge, skills and attitudes in the following areas: **Aesthetic Expression, Citizenship, Communication, Personal Development, Problem Solving and Technological Competence.**

I. Aesthetic Expression

II. Citizenship

III. Communication

IV. Personal Development

V. Problem Solving

VI. Technological Competence.

Chapter 2

Course Goals

2.1 Understandings

Understandings:

Students will demonstrate an understanding of:

1. the problems faced by Canadian leaders during the Confederation process.
2. the consequences of decisions made during the Confederation process.
3. the National Policy and its effects on early Canadian social and economic development
4. the causes, events, and consequences of the Great Depression.
5. the political aspirations of the diverse groups within Canada.
6. how the evolution of individual and minority rights have impacted on Canadian life.
7. the development and institutionalization of government's role in Canadian economic and social life.
8. how Canada's status as a trading nation has affected the development, and public policy of the nation.
9. Canada's contribution to global and regional diplomatic, military and peace-keeping efforts.
10. the factors that have resulted in life-style changes through different generations of Canadians.
11. the cultural contribution of Canada's peoples.
12. the contributing factors leading to and consequences of official bilingualism and multiculturalism.
13. the achievements of Canadians in medicine, the arts, science and technology.

2.2 Competencies

Competencies

Students will demonstrate competencies in:

1. analyzing cause and effect relationships.
2. objectively analysing conflicting historical interpretations.
3. retrieving and categorizing information from a variety of sources.
4. analyzing maps, charts , diagrams and time lines in determine the relationship between time and location.
5. critical thinking, decision-making and problem-solving activities.
6. effectively presenting information through the use of the written word, oral and graphic presentation.
7. developmenting and refining of collaborative skills through practice in working group situations.
8. future extrapolations based on an analysis of past and present events.

2.3 Dispositions

Dispositions

Students will demonstrate an appreciation of:

1. the importance that historical study has in understanding present day issues.
2. the issues of historical significance to the future of Canada.
3. the rights, responsibilities and benefits of citizenship within a democratic Canada.
4. the ability to participate in a democratic Canada as an active, understanding and concerned citizen.
5. history as the product of interaction and conflict between different aspirations, personalities, ideals and cultures.
6. the contribution that different cultures have made to Canadian society.
7. the individual and group contribution of men and women of all ages to the development of Canada.
8. value peace, and appreciate that while war may be necessary in extreme situations it is economically, socially, culturally and politically destructive.
9. appreciate the role of informed and rational discussion in the process of hypothesizing and decision making.
10. value the right of democratic self-determination within a democratic society.

Chapter 3

Course Content

3.1 Course Structure

The following organizational themes compile the basic structure for Canadian History 1201: Prelude to Nationhood: 1759-1867, The New Nation: 1867-1911, The Great war and its Aftermath: 1912-1929, A Time of Turmoil - Depression and War: 1930-1945, A Time of Transition: 1946-1967, Contemporary Canada: 1967-Present. Students are required to do each theme, all specific curriculum outcomes and selection of performance expectations.

Prelude to Nationhood: 1759-1867 examines the relationship between the founding European cultures in North america, the political difficulties of a united Canada prior to Confederation, the issues and conferences leading to Confederation, the issues and conferences leading to Confederation, and the components of the BNA Act.

The New Nation: 1867-1911 examines significant issues facing the early governments, the major events leading to the development of the war, the significant impact of the National Policy, the causes and consequences of the Meti Rebellions, the theme concludes with the growth and prosperity of the Laurier era, and issues affecting French- English relations and Canadian Nationalism.

The Great war and its Aftermath: 1912-1929 looks at the involvement of Canada and Newfoundland on the Western and Home fronts during World War I, and determines the post-war effect on domestic conditions and Canada's international status. The theme concludes with the causes of economic collapse in the late 1920s.

A Time of Turmoil - Depression and War: 1930-1945 examines the period of the depression, the actions of the governments of the day, and the rise of alternative political parties. The second half of the theme examines Canadian and Newfoundland involvement in World War II, and its impact on their societies.

A Time of Transition: 1946-1967 views Canada's changing international position, Newfoundlands entry into Confederation, the rise of post-war Quebec nationalism, Canada-U.S. relations, and the economic, social and cultural trends in the 1960s.

Contemporary Canada: 1967-Present explores the restructuring of Canadian society, the independence movement in Quebec, federal-provincial relations, Canada's first peoples, and Canada's contemporary role in international affairs.

In the content articulation in section 3.2, the themes , specific curriculum outcomes and performance expectations relate to a generic set of general curriculum outcomes outlined in Chapter 2. The understandings in section 2.1, the competencies in section 2.2 and the dispositions in section 2.3 are incorporated into the performance expectations for each theme. Students are required to demonstrate cognitive understandings, learning competencies, and the development of dispositions. As well, the performance expectations are specific in terms of the three major levels of cognitive taxonomy: acquiring basic information (knowing), using information in selected situations (applying), critically and reflectively processing information (integrating). The distribution of the taxonomies in the performance expectations reflects an approximate weighting of 40% at the knowledge level, 35% at the application level and 25% at the integration level. Course work assessment and comprehensive examination should match these relative weightings. A specific breakdown of taxonomies is articulated in the table of specifications in section 5.2.

Each theme in Canadian History 1201 provides opportunities for students to understand the political, economic, social and cultural content in which history was unfolding. Students will define basic concepts and terms, and identify organizations and individuals and the chronology attached to these. However, the course attempts to go beyond the traditional recitation of places,

names, events and dates. Students are asked to research background information, write biographical sketches, analyze political maps, assess political cartoons, create charts, construct graphs, write letters, interpret poems, role-play, debate, and discuss a range of issues and events ranging from the impact the Great Depression had on people's attitudes toward government involvement in the economy to the events and emotions surrounding the Canada-USSR 1972 hockey series. The statement of Purpose in section 1.3 intends that students will understand and evaluate how the past has helped shape the present and will affect the future. Canadian History 1201, in accomplishing this overall goal, gives students the chance to build on Canada's previous successes while avoiding her past mistakes.

3.2 Specific Curriculum Outcomes and Performance Expectations

Theme 1: Prelude to Nationhood 1759 - 1867

Specific Curriculum Outcome

The student will examine

- 1.1 the relationship between the founding European cultures in North America 1759 - 1838.

Performance Expectations

The student will:

- 1.1.1 define the United Empire Loyalists, British North America, Upper and Lower Canada. (K)
- 1.1.2 list the essential elements of the Treaty of Paris. (K)
- 1.1.3 determine the effects of the Treaty of Paris on French-English relations in North America. (I)
- 1.1.4 assess the general reaction of First Peoples to the Treaty of Paris. (I)
- 1.1.5 given a map, trace the migration of United Empire Loyalists to British North America. (A)
- 1.1.6 list the essential elements of the Quebec Act, 1774. (K)
- 1.1.7 assess the impact of the Quebec Act on french-english relations. (I)
- 1.1.8 explain the reasons for Lord Durham's appointment to Upper and Lower Canada. (K)

1.1.9 analyze the political impact of Durham's Report upon french-english relations. (A)

1.1.10 list the essential elements of the Act of Union, 1840. (K)

Specific Curriculum Outcome

The student will examine:

- 1.2 the political difficulties of a united Canada.

Performance Expectations

The student will:

- 1.2.1 define: representative government, responsible government, legislative assembly. (K)
- 1.2.2 construct a graph to illustrate the population representation for Canada East and Canada West for the Canadian Legislative Assembly. (A)
- 1.2.3 analyze how political deadlock affected decision-making in Canada East and Canada West. (A)
- 1.2.4 examine the consequences of an English dominated industrial society. (A)

Specific Curriculum Outcome

The student will examine:

- 1.3 the issues and conferences leading to Confederation.

Performance Expectations

The student will:

- 1.3.1 define: Fenians, reciprocity. (K)
- 1.3.2 research and compare, through the use of a fact sheet the lives of John A. MacDonald and George E. Cartier (I)
- 1.3.3 list the reasons for the Charlottetown Conference, 1864. (K)
- 1.3.4 Identify the interests of each of the participating groups. (K)
- 1.3.5 assume the role of selected participant groups to illustrate the outcomes of the Charlottetown Conference. (I)
- 1.3.6 analyze the results of the Quebec Conference, 1864. (A)
- 1.3.7 assess the impact of external factors leading to Confederation. (A)
- 1.3.8 list the essential elements of the London Conference, 1866. (K)
- 1.3.9 assess the contributions of selected key personalities in the Confederation debates. (A)

Specific Curriculum Outcomes

The student will examine:

- 1.4 the components of the BNA act.

Performance Expectations

The student will:

- 1.4.1 define: constitutional monarchy, Dominion. (K)
- 1.4.2 using a flow chart, outline the structure of the Canadian Parliamentary system of government. (A)
- 1.4.3 describe the role of the Governor General at the time of Confederation. (K)
- 1.4.4 compare the structure of the House of commons with the structure of the Senate in the BNA Act. (A)
- 1.4.5 contrast the role of the House of commons with that of the Senate in the BNA Act. (A)
- 1.4.6 list the division of powers between the federal and the provincial governments as specified in the BNA Act. (K)
- 1.4.7 explain how the BNA Act protected the rights of the French-Canadians. (K)
- 1.4.8 examine the degree to which Canada was an independent nation. (I)

Theme 2: The New Nation 1867 - 1911

Specific Curriculum Outcome

The student will:

- 2.1 examine selected significant issues facing the MacDonald and Mackenzie governments.

Performance Expectations

The student will:

- 2.1.1 identify: Joseph Howe, Sir Hugh Allan, Lord Monck, Alexander MacKenzie, Bishop Etienne Tache (K)
- 2.1.2 list the primary reasons for the rise of the movement to repeal confederation in Nova Scotia (K)
- 2.1.3 assess the action of government and business leaders leading up to the Canadian Pacific Railway scandal (I)
- 2.1.4 describe the impact the Canadian railway scandal had on the parliamentarians, government and government policy (A)
- 2.1.5 examine conflicts between the Governor General and Canadian Prime Ministers that helped determine the extent of the Governor General's real authority (A)
- 2.1.6 analyze the key issues surrounding the Manitoba Schools Question controversy (I)
- 2.1.7 assess the federal government's reaction to the Manitoba Schools Question controversy (I)

Specific Curriculum Outcome

The student will:

- 2.2 recognize the major events which led to the development of Western Canada.

Performance Expectations

The student will:

- 2.2.1 define: Immigration, Push-Pull Factors, Hudson Bay Company (K)
- 2.2.2 determine, with the use of a map, the land area ratio of Rupert's land to Canada as it existed in 1867 (A)
- 2.2.3 assess the negotiated settlement between the governments of Canada and Great Britain and the Hudson Bay Company allowing for the transfer of Rupert's land to Canada (I)
- 2.2.4 create a time line listing the issues surrounding the entry of British Columbia, Manitoba, Saskatchewan and Alberta into Confederation (A)
- 2.2.5 referring to a map of the CPR and CNR routes, assess the impact the railways had on western expansion (A)
- 2.2.6 illustrate, through the use of a graph, the yearly immigration totals to Canada from 1876 to 1913 (A)
- 2.2.7 construct and analyze a bar graph comparing the population change in the Canadian Prairies with that of the Maritimes for 1901 and 1911(A)
- 2.2.8 identify the major immigration groups and their countries of origin from 1876 - 1913 (K)
- 2.2.9 identify the push-pull factors affecting immigration between 1876-1913 (K)
- 2.2.10 determine the rationale and effect of the Laurier governments policy of targeting certain nations with poster and pamphlets to encourage immigration to Western Canada (A)
- 2.2.11 evaluate the role of the North West Mounted Police in the settlement of Western Canada (I)
- 2.2.12 determine the economic and social consequences of the Klondike gold rush (K)

Specific Curriculum Outcome

The student will:

- 2.3 assess the impact of the National Policy on the economic and social development of Canada

Performance Expectations

The student will:

- 2.3.1 define: Tariffs, Urbanization, Reciprocity (K)
- 2.3.2 describe the three primary elements of the National Policy as described by John A. MacDonald (K)
- 2.3.3 Compare the concept of the National Policy with the concept of Reciprocity (A)
- 2.3.4 describe the consequences of the National Policy for a farmer in Western Canada and a factory worker in Central Canada. (A)
- 2.3.5 assess the effectiveness of the National Policy as a method of encouraging East/West Trade in Canada. (A)
- 2.3.6 explain why encouraging immigration of farmers to Western Canada was an essential element of the National Policy. (K)
- 2.3.7 analyze the impact of the National Policy on early Canadian urbanisation. (A)

Specific Curriculum Outcome

The student will:

- 2.4 examine the causes and consequences of the Metis Rebellions

Performance Expectations

The student will:

- 2.4.1 define: Metis. (K)
- 2.4.2 identify Louis Riel, Gabriel Dumont, Thomas Scott, Chief Poundmaker. (K)
- 2.4.3 describe the lifestyle of the Metis people in the Red River Valley. (K)
- 2.4.4 assess the impact the Rupert's land transfer negotiations had on the Metis. (A)
- 2.4.5 list the actions of the Metis and Canadian government resulting in the Red River rebellion, 1870. (K)
- 2.4.6 explore possible options the Canadian government could have followed in dealing with the Red River Rebellion. (I)
- 2.4.7 describe the consequences of the Red River Rebellion. (K)
- 2.4.8 research and develop a biographical sketch of Louis Riel. (I)
- 2.4.9 list the actions of the Metis and Canadian government resulting in the North-West Rebellion, 1885. (K)
- 2.4.10 compare the government's reaction to the North-West Rebellion with it's reaction to the Red River Rebellion. (A)
- 2.4.11 examine French and English Canada's reaction to Riel. (A)
- 2.4.12 debate the question: Was the judgement and sentence of Louis Riel just? (I)
- 2.4.13 assess the impact of Riel's execution on French-English relations in Canada. (A)

Specific Curriculum Outcome

The student will:

- 2.5 examine the growth and prosperity of Canada during the Laurier era

Performance Expectations

The student will:

- 2.5.1 research and develop a biographical sketch of Sir Wilfred Laurier. (I)
- 2.5.2 list the technological advancements that aided the West in becoming a bread basket in the early 1900s. (K)
- 2.5.3 list the Maritime industries that prospered in the early 1900s. (K)
- 2.5.4 assess the degree to which the Laurier government maintained and built upon the three primary components of the National Policy. (I)
- 2.5.5 present a short excerpt of a work of literature from an early twentieth century Canadian writer. (I)
- 2.5.6 discuss the impact the invention and production of the automobile, electric light bulb, telephone and moving pictures had on Canadian life. (A)
- 2.5.7 construct a chart describing the working conditions and democratic rights of women prior to 1911 and of women today. (A)
- 2.5.8 compare the extravagant life-style of Toronto's Sir Henry Pellatt with the life-style of the average Canadian. (A)
- 2.5.9 illustrate, using a line graph, change in the percentage of Canadians living in urban and rural settings from 1871 to 1911. (A)
- 2.5.10 construct a bar graph showing the total number of immigrants to Canada in the years from 1900 to 1913, and describe the impact this immigration had on Canada's social and economic development. (A)

Specific Curriculum Outcome

The student will:

- 2.6 examine the impact major issues during the Laurier era had on French-English relations and Canadian nationalism

Performance Expectations

The student will:

- 2.6.1 define: Imperialism, Nationalism. (K)
- 2.6.2 identify Henri Bourassa. (K)
- 2.6.3 analyze the degree to which Laurier's compromise solution to Manitoba Schools Question, 1896, contributed to English-French tensions in Canada. (I)
- 2.6.4 describe the issue surrounding the Alaska Boundary Dispute. (K)
- 2.6.5 evaluate the impact the Alaska Boundary Dispute had on the Canadian nationalism. (A)
- 2.6.6 examine the reasons for and against Canadian participation in the Boer War. (I)
- 2.6.7 outline why, in 1909, Britain wanted Canada to contribute funds to build ships for the British navy. (K)
- 2.6.8 describe the Laurier government's solution to the Naval crisis. (K)
- 2.6.9 assess the impact the Boer War and Naval Crisis had on English-French tensions in Canada. (A)

Theme 3: 1912 -1929 The Great War and its Aftermath

Specific Curriculum Outcome

The student will:

- 3.1 examine the involvement of Canada and Newfoundland on the Western Front during World War I

Performance Expectations

The students will:

- 3.1.1 define: militarism, trench warfare, Canada's hundred days, alliance system. (K)
- 3.1.2 describe the alliance system operating in Europe in 1914. (K)
- 3.1.3 construct a time line of events following the assassination of the Archduke Ferdinand leading to Canada and Newfoundland's involvement in World War I. (A)
- 3.1.4 propose a number of ways Newfoundland and Canada could have supported the British war effort. (I)
- 3.1.5 assess the decision by both the Canadian and Newfoundland governments to send soldiers to support the war effort. (I)
- 3.1.6 construct a line graph illustrating: (A)
- the change in the manpower strength of the Canadian Armed Forces from 1914 to 1920
 - the change in Canadian Defence spending as a percentage of total government spending from 1910 to 1920
- 3.1.7 describe the conditions that soldiers experienced in the trenches on the Western Front. (K)
- 3.1.8 develop a chart outlining the Canadian role in the battle, the Canadian losses in the battle, the results of the battle, the dates of the battle for each of the following World War I battles: Ypres, the Somme, Vimy Ridge and Passchendaele. (A)

	Ypres	The Somme	Vimy Ridge	Passchendaele
Role in Battle				

Losses/ Casualties				
Results of Battle				
Date of Battle				

- 3.1.9 discuss why one historian stated that "At Vimy Ridge Canada became a nation." (I)
- 3.1.10 determine the extent to which and why the Royal Newfoundland Regiment was destroyed in the Battle of the Somme. (A)
- 3.1.11 assess the effects the use of new technology had on the methods of warfare. (A)
- 3.1.12 investigate the origins of the gas mask in World War I. (I)
- 3.1.13 identify why William Avery Bishop, Tommy Ricketts, John George Pattison, Roy Brown and others are considered World War I heroes. (K)
- 3.1.14 determine why the Winnipeg City Council, renamed Pine Street after World War I to Valour Road. (K)
- 3.1.15 interpret the poem In Flanders Field, by John McCrae. (I)
- 3.1.16 analyze the Canadian government's decision to permit Native people to enlist for military service after initially deciding that Native people would not be allowed to volunteer for enlistment. (I)
- 3.1.17 identify David Kisek and Francis Pegahmagabow as Native people decorated for bravery during the First World War. (K)

Specific Curriculum Outcome

The student will:

- 3.2 examine the involvement of Canada and Newfoundland on the Home Front in World War I

Performance Expectations

The student will:

- 3.2.1 define: enemy aliens, pacifism, suffragists, conscription, union government. (K)
- 3.2.2 list contributions, other than soldiers, that Canada and Newfoundland made to the war effort. (K)
- 3.2.3 evaluate the possible affect the Newfoundland Losses at Beaumont Hamel had on Newfoundland Society. (A)
- 3.2.4 list the powers to suspend civil liberties provided for in the War Measures Act, 1914. (K)
- 3.2.5 evaluate whether the actions taken by government toward Canadian Germans and Austrians were necessary during the war. (I)
- 3.2.6 describe various non-traditional roles Canadian women filled during the war years. (K)
- 3.2.7 compare the treatment of working women and men during the First World War. (I)
- 3.2.8 research and develop a biographical sketch of Nelli McClung . (I)
- 3.2.9 analyze the Wartime Election Act, 1917, in terms of: (A)
- women's rights
 - political considerations
 - civil liberties
- 3.2.10 assess the contribution of Canadian agricultural production and manufacturing industries to the war effort. (A)
- 3.2.11 create a government propaganda poster designed to achieve the following goals: (A)
- Recruiting soldiers
 - Selling Victory Bonds
 - Limiting Home Consumption

- Donating to the Patriotic Fund
- Promoting new income tax legislation

3.2.12 develop an argument in either support of or against the following statements:(I)

- During World War One there were no good reasons for a person to be a pacifist
- There is a difference between a person who fights as a soldier and a person who contributes as a munition worker

3.2.13 propose explanations for the lower level of volunteer enlistment in Quebec and the Maritimes. (I)

3.2.14 construct a table containing the groups supporting and opposing conscription and the reasons for their position. (A)

3.2.15 assess the success or failure of conscription on the Canadian war effort. (I)

Specific Curriculum Outcome

The student will:

- 3.3 examine the economic, political, social and cultural conditions in Canada and Newfoundland following World War I

Performance Expectations

The student will:

- 3.3.1 Using information from 3.1.7 and 3.2.11 consider the effects the end of the war had on employment, working women and industry. (A)
- 3.3.2 list the reasons for the rise of the union movement following the First World War. (K)
- 3.3.3 consider the size and effects the Newfoundland war debt had on the dominion's future. (A)
- 3.3.4 describe the events leading to the Winnipeg General Strike, 1919. (K)
- 3.3.5 determine the size and impact of the Corner Brook Pulp and Paper development project of 1925. (A)
- 3.3.6 draw a line graph of Federal election results from 1911 to 1926 and assess the effect of the Progressive Movement on Canadian Politics. (A)
- 3.3.7 explain the reasons for and consequences of prohibition in Canada. (K)
- 3.3.8 determine how the following impacted on Canadian independence: (A)
 - Chanak Affair
 - King-Byng controversy
- 3.3.9 develop a cultural comparison between the 1920s and the present day using the following: (I)
 - slang
 - fashion
 - music

- 3.3.10 assess the impact the development of the radio and mass production of the of automobile had on Canadian life. (A)
- 3.3.11 identify the Canadian natural resources that were in high demand in the mid to late twenties. (K)
- 3.3.12 assess the influence the advent of consumer credit had on the Canadian economy in the 1920s. (A)
- 3.3.13 analyze how the methods of American investors transformed the Canadian economy in the 1920s. (I)
- 3.3.14 recognize the significant accomplishment(s) of the following: (K)
- Mary Pickford
 - the Edmonton Grads
 - Emily Murphy
 - Sir Wilfred Grenfell
 - Mary Travers (La Bolduc)
- 3.3.15 construct a bar graph showing the total immigration to Canada from 1913 to 1922 to analyze immigration trends during and immediately following the First World War. (A)
- 3.3.16 research and develop a biographical sketch of Sir Frederick Banting. (I)

Specific Curriculum Outcome

The student will:

- 3.4 recognize the effect of World war I on Canada's international status

Performance Expectations

The student will:

- 3.4.1 Define: League of Nations, Treaty of Versailles, Commonwealth of Nations, Statute of Westminster. (K)
- 3.4.2 list the arguments made by Prime Minister Robert Borden for a greater voice for Canada in foreign affairs. (K)
- 3.4.3 compare Canada and Newfoundland's role at the Paris Peace Conference. (A)
- 3.4.4 assess how Canada's role at the Paris Peace Conference affected it's standing in the international community. (A)
- 3.4.5 analyze key articles of the Treaty of Versailles with relation to the following: (A)
- established and maintained peace
 - established and maintained social stability
 - established and maintained economic stability
 - judicious to all
- 3.4.6 describe the nature, purpose and position of Canada in the League of Nations. (K)
- 3.4.7 compare the size and scope of Canada's Armed Forces before and after the First World War. (A)
- 3.4.8 examine how Prime Minister Mackenzie King actions at the 1923 and 1926 Imperial Conferences enhanced Canada's position with respect to Great Britain. (A)
- 3.4.9 list the two areas in which Canada did not become totally independent under the Statute of Westminster, 1931. (K)
- 3.4.10 assume the role of a Canadian or Newfoundland newspaper reporter, describe the events surrounding the settlement of the Labrador boundary dispute 1927. (A)

Specific Curriculum Outcome

The student will:

- 3.5 consider the causes of the economic collapse within Canada

Performance Expectations

The student will:

- 3.5.1 define: stock market, depression. (K)
- 3.5.2 describe how buying on credit allowed consumers to enjoy a lifestyle they could not afford. (K)
- 3.5.3 assess the impact credit buying had on production. (A)
- 3.5.4 use a chart or graph to illustrate the four components of the business cycle. (K)
- Prosperity
 - Recession
 - Depression
 - Recovery
- 3.5.5 construct a chart showing the percentage of specific Canadian goods produced for export in 1929. (A)
- 3.5.6 examine international circumstances providing a favourable export situation for Canada. (I)
- 3.5.7 explain how overproduction, in the late 1920s led to worker layoffs and declining stock prices. (A)
- 3.5.8 analyze the stock market crash of 1929 and consider the extent to which the practice of buying stock on margin contributed to the crash. (A)
- 3.5.9 analyze Canadian wheat prices from 1925 to 1937 and discuss the effects low wheat prices had on the following: (A)
- farmer consumer confidence
 - sale of farm equipment
 - sale of automobiles and other luxury goods
 - railroad workers

3.5.10 in the role of the average factory worker consider his/her options on the following when informed by his/her employer that they must either take a wage cut or risk closure of the factory: (I)

- purchasing new furniture on the instalment plan
- buying life insurance
- taking a vacation

3.5.11 assess the extent to which the following aggravated the economic collapse in Canada:
(A)

- high American ownership of industry
- increased tariffs on international trade

Theme 4: 1930 -1945 A Time of Turmoil: Depression and War

Specific Curriculum Outcome

The student will:

- 4.1 examine the economic, social conditions and political growth during the Great depression

Performance Expectations

The student will:

- 4.1.1 define: drought, relief, transient, deflation, Bennett buggies. (K)
- 4.1.2 compare the decline in average income by province from 1928 to 1933 and generate reasons for the differences across Canada. (I)
- 4.1.3 construct a graph of the Canadian unemployment rate from 1926 to 1938. (A)
- 4.1.4 explain how the following contributed to the desperate conditions of Western farmers:
(A)
 - Over working the land
 - Drought
 - Grasshopper plague
 - Low wheat prices
- 4.1.5 describe the events leading to Newfoundland's surrender of national independence in 1933. (K)
- 4.1.6 list the demands, tactics and government reaction to the "On-to-Ottawa" trekkers. (K)

- 4.1.7 assess the validity and sentiment of the following statement by John David Eaton, "I'm glad I grew up then. It was a good time for everyone." (I)
- 4.1.8 compare the working and living conditions in urban and rural areas during the depression. (A)
- 4.1.9 interpret a poem, prose, song or work of art that expresses the human impact of the Great Depression. (I)
- 4.1.10 examine the extent to which the effects of the Great Depression could be repeated. (I)
- 4.1.11 analyze and draw conclusions regarding international reaction to the birth of the Dionne quintuplets. (A)
- 4.1.12 construct a bar graph of total Canadian immigration from 1926 to 1939, and give reasons for and results of the trend. (A)

Specific Curriculum Outcomes

The student will:

- 4.2 appraise the actions of the Bennett and King governments

Performance Expectations

The student will:

- 4.2.1 research and develop a biographical sketch of R.B. Bennett and W.L.M. King. (I)
- 4.2.2 take the role of a Canadian citizen in a province ruled by the Conservative Party and write a letter to the editor of the local newspaper reacting to Prime Minister Kings "five cents speech." (I)
- 4.2.3 define and assess the impact laissez-faire economics had on the governments initial reaction to the Great Depression. (A)
- 4.2.4 create a chart indicating the different forms and methods of distribution of government assistance in 1932 and the present day. (A)
- 4.2.5 compare 1932 family relief payments in Toronto, Quebec and Newfoundland. (A)
- 4.2.6 assess the impact high tariffs had on Canadians living on the Prairies, in Central Canada and the Maritimes. (A)
- 4.2.7 list the measures proposed in Bennett's New Deal. (K)
- 4.2.8 analyze the courts decision to rule that most of the Bennett New Deal was unconstitutional. (I)
- 4.2.9 describe the public's reaction, in the 1935 election, to Bennett's New Deal. (K)
- 4.2.10 describe the events leading to the Royal Commission on Dominion-Provincial Relations, 1937. (K)
- 4.2.11 list the function of the Canadian Wheat Board established in 1935. (K)
- 4.2.12 analyze the government decision to create the following institutions in terms of national unity and the Canadian economy: (A)
 - The Canadian Broadcasting Corporation ,1936

- The Bank of Canada, 1935
- TransCanada Airlines, 1937

4.2.13 discuss the impact the Great Depression had on people's attitudes towards government involvement in the economy. (A)

Specific Curriculum Outcome

The student will:

- 4.3 examine the reasons for the rise of new political parties within Canada and the platform of those parties

Performance expectations

- 4.3.1 list reasons why some Western Canadians and Quebecers in the 1930s supported new political movements. (K)
- 4.3.2 research and develop a biographical sketch of one of the following and present it to the class: (I)
- J.S. Woodsworth
 - William Aberhart
 - Maurice Duplessis
- 4.3.3 identify the impact of the Communist Party and Reconstruction Party on Canadian politics in the 1930s. (K)
- 4.3.4 complete the following organizational table, indicating the founder and platform of each party along with its attributed causes of the Great Depression: (I)

	CCF	Social Credit	Union Nationale
Believed causes of the Depression			
Party Platform			
Founder			

- 4.3.5 analyze why the CCF and Social Credit Party did not have greater success in federal elections in the years between 1926 and 1940.'(I)
- 4.3.6 create a Depression Era election poster(s) for one of the following parties that attempts to attract voters by highlighting the party's major policies: (A)
- Conservative Party
 - Liberal party
 - Co-operative Commonwealth Federation
 - Social Credit Party
 - Union Nationale
 - Communist Party
 - Reconstructionist Party

Specific Curriculum Outcome

The student will:

- 4.4 examine Canadian and Newfoundland involvement in World War II

Performance Expectations

The student will:

- 4.4.1 define: reparations, Fascism, appeasement. (K)
- 4.4.2 list reasons why many Canadians, in the late 1930s, favoured a policy of appeasement toward Germany. (K)
- 4.4.3 Create a time line marking significant events from 1936 to 1939 leading to Canada's declaration of war. (A)
- 4.4.4 discuss how the Second World War may have been avoided. (I)
- 4.4.5 compare how Canada's and Newfoundland's relationship with Britain in 1939 had changed since 1914. (A)
- 4.4.6 determine why the early defeat of Western Europe affected the role of Canada in the Second World War. (A)
- 4.4.7 list Newfoundland's military contributions to the War effort. (K)
- 4.4.8 construct a line graph illustrating: (A)
 - the change in manpower strength of the Canadian Navy, Army and Air Force from 1939 to 1945
 - the change in Defence spending as percentage of total government spending from 1939 to 1945

4.4.9 research and complete the following table describing the role of Canadian forces in World War Two actions: (I)

	Defence of Hong Kong	Dieppe	Invasion of Sicily	D-Day Invasion	Liberation of Holland	Liberation of Aleutian Islands
Describe the mission of Canadians						
Number of Canadians involved						
Number of Canadian casualties						
Success/Failure						

4.4.10 take a position, and debate the extent to which the Dieppe Raid was a success or failure. (I)

4.4.11 select passages from Canadian and Newfoundland war poets and discuss the ideas and sentiments expressed. (I)

4.4.12 determine the role of North Atlantic convoys during World War II. (K)

4.4.13 research and create displays outlining the Battle of the Atlantic. (I)

Specific Curriculum Outcome

The student will:

- 4.5 recognize the contribution of Canadians and Newfoundlanders on the Home Front during World War II

Performance Expectations

- 4.5.1 Define: Victory Garden, Victory Bond. (K)
- 4.5.2 list products, military and non-military, that Canadians provided for the war effort. (K)
- 4.5.3 design a propaganda poster listing the items that people could save to assist the war effort. (A)
- 4.5.4 list the similarities and differences in the role of women in WW II and WW I. (K)
- 4.5.5 explain the purpose of the National Selective Service. (K)
- 4.5.6 describe the impact of the British Commonwealth Air Training Plan (BCATP) on the war effort. (A)
- 4.5.7 identify the purpose of Camp X. (K)
- 4.5.8 identify the purpose of the National Resources Mobilization Act. (K)
- 4.5.9 analyze the Lend-Lease, 1940, agreement between Britain and the United States to determine: (A)
 - the interest of Newfoundland
 - the interest of Canada
 - the motives of the British and Americans
- 4.5.10 discuss the importance of the Hyde Park conference, 1940, between Canada and the United States. (A)
- 4.5.11 recognize Canada's contribution to the Manhattan Project. (K)
- 4.5.12 analyze Canada's position regarding the Jewish immigrant ship "The St. Louis". (I)
- 4.5.13 describe events surrounding the following: (K)
 - German U-boat attack off Bell Island, Nfld.

- Argentinia Conference/Atlantic Accord
- German U-boat sinking of the passenger ship "Caribou" off Nfld.

4.5.14 on a map of Newfoundland and Labrador, identify known WWII German land-based sites. (A)

Specific curriculum Outcome

The student will:

- 4.6 recognize the impact of World War II on Canadian and Newfoundland society

Performance Expectations

The student will:

- 4.6.1 define: plebiscite, continentalism. (K)
- 4.6.2 evaluate Prime Minister King's conscription slogan "Not necessarily conscription, but conscription if necessary," in terms of: (A)
- intended message
 - perceived message
 - public reaction
- 4.6.3 analyze the results of the 1942 conscription plebiscite and assess French-English sentiment on the issue. (A)
- 4.6.4 compare the 1917 and 1944 Quebec reaction to conscription. (A)
- 4.6.5 assess the impact of WW II on Canadian- U.S. relations. (A)
- 4.6.6 locate on a map of Newfoundland the Canadian and American naval and air bases established during the Second World War. (A)
- 4.6.7 research the following information:(I)
- number of American servicemen station in Newfoundland during and following WW II
 - level of American expenditures in Newfoundland during and following WW II
- 4.6.8 assess the impact American military bases had on the Newfoundland economy and society. (A)
- 4.6.9 assess the reasons for the internment of Japanese Canadians during WW II. (A)
- 4.6.10 take the position of a Japanese Canadian during WW II, and write a letter to your member of Parliament arguing the injustice of internment. (I)
- 4.6.11 describe how government influence in the national economy changed during WW II. (K)

- 4.6.12 describe the rationale for the creation of Unemployment Insurance , 1940, and Children's Allowance, 1944. (K)
- 4.6.13 describe the effect the War had on Canada and Newfoundland's primary and secondary industries. (K)
- 4.6.14 research and develop a biographical sketch of C.D. Howe. (I)
- 4.6.15 construct a graph showing the pattern of total immigration from 1938 to 1948. (A)
- 4.6.16 compare the graph in 3.3.21 with 4.6.17 and give reasons for any similarities or differences. (A)

Theme 5: 1946 - 1967 : A Time of Transition

Specific Curriculum Outcome

The student will:

- 5.1 examine Canada's changing role on the international stage

Performance expectation

The student will:

- 5.1.1 define: Cold War, Foreign Policy, Super Power, Middle Power, United Nations, NATO, NORAD, Commonwealth of Nations. (K)
- 5.1.2 through research complete the following chart showing the rank order of the five largest navies, armies and air forces in 1945: (K)

In the space provided place in rank order the name of the countries with the largest armies, navies and air forces in 1945	Navy	Army	Air Force
	1)	1)	1)
	2)	2)	2)
	3)	3)	3)
	4)	4)	4)
	5)	5)	5)

- 5.1.3 evaluate and discuss the validity of the following statement: (I)
" In 1945 Canada was a major 'middle power' but could never be a great power."
- 5.1.4 describe the organization of and Canada's role in the United Nations' Security Council and General Assembly. (K)
- 5.1.5 analyze the reasons for Canada's participation in the Marshall Plan. (K)
- 5.1.6 research and develop a biographical sketch of Lester B. Pearson. (A)
- 5.1.7 assess the impact the Gouzenko Affair had on Canadian's world view. (A)

- 5.1.8 describe Canada's involvement in the Korean Conflict. (K)
- 5.1.9 describe Canada's contribution in resolving the 1956 Suez Crisis. (K)
- 5.1.10 recognize international peacekeeping as a Canadian Concept. (K)
- 5.1.11 on a map, identify the areas and describe the context in which Canadian Peacekeepers have served. (A)
- 5.1.12 create a table listing the advantages and disadvantages of Canada's involvement in NATO and NORAD. (A)
- 5.1.13 describe Canada's influence in the Commonwealth of Nations with regard to the South African Apartheid policy. (K)
- 5.1.14 interpret a graph illustrating Canada's expenditure on foreign aid from 1950 to 1967.(A)
- 5.1.15 discuss why the 1950s and 60s are considered to be Canada's Golden Age of Diplomacy. (I)
- 5.1.16 research and develop a biographical sketch of Vincent Massey. (A)

Specific Curriculum Outcome

The student will:

- 5.2 assess the reasons for and the impact of Newfoundland's entry into Confederation

Performance Expectations

The student will:

- 5.2.1 identify the purpose of the Newfoundland National Convention elected in 1946. (K)

- 5.2.2 research and develop a brief biographical sketch of Joseph Smallwood. (I)

- 5.2.3 complete the following table: (A)

Reasons for Newfoundlanders to join Canada	Groups for Nfld joining Canada	Reasons against Newfoundlanders joining Canada	Groups against Nfld joining Canada
--	--------------------------------	--	------------------------------------

- 5.2.4 list and assess options, other than Confederation or Responsible Government, considered by Newfoundlanders. (A)

- 5.2.5 research the propaganda methods of either the confederate or responsible government movement and illustrate one. (A)

- 5.2.6 analyze the results of the first and second Newfoundland referendums held in 1948. (A)

- 5.2.7 as a class, discuss the first referendum results and the decision to hold a follow-up referendum. (I)

- 5.2.8 describe the impact that the confederation debate had on individuals, families, and community relations. (A)

- 5.2.9 assess the impact of political personalities on the Newfoundland referendums. (A)

- 5.2.10 suggest reasons as to why the final referendum results were close. (I)

- 5.2.11 list the main elements of Newfoundland's terms of union with Canada. (K)

- 5.2.12 evaluate the social, economic and political impact of confederation with Canada. (A)

Specific Curriculum Outcome

The student will:

- 5.3 assess the rise of post-war Quebec nationalism

Performance Expectations

The student will:

- 5.3.1 define: nationalism, Quiet Revolution. (K)
- 5.3.2 describe the social and economic policies of the Maurice Duplessis government in Quebec. (K)
- 5.3.3 analyze the social and economic policies of the Duplessis government and determine how they affected the following groups: (I)
- French Quebecers
 - English Quebecers
 - The Catholic Church
 - American Business Interests
- 5.3.4 research the events surrounding the 1949 asbestos strike in Asbestos, Quebec and determine the following: (A)
- the provincial government's reaction
 - the companies reaction
 - the demands of the strikers
 - the reaction of Roman Catholic Church
- 5.3.5 determine why the government of Jean Lesage is viewed as the beginning of the Quiet Revolution in Quebec. (A)
- 5.3.6 list some of the reforms made by the Lesage government in Quebec. (K)
- 5.3.7 assess what Jean Lesage meant when he used the slogan "Maitres chez nous" - "Masters in our own house". (I)
- 5.3.8 Using the findings of the Royal Commission on Bilingualism and Biculturalism, create bar graphs illustrating the following: (A)
- 1960 annual income by ethnic group

- population by ethic group

5.3.9 describe the events surrounding the 1967 visit of French President Charles De Gaulle to Montreal. (K)

5.3.10 debate the following statement: (I)

"French Canadians have not prospered equally as one of the founding Canadian cultures"

Specific Curriculum Outcome

The student will:

- 5.4 examine the special relationship between Canada and the USA

Performance Expectations

The student will:

- 5.4.1 know that Canada and the United States share the longest undefended border in the world. (K)
- 5.4.2 list ways in which Canadians are influenced by American culture. (K)
- 5.4.3 discuss the role given to the following institutions during the 1960's in preserving a distinct Canadian culture: (A)
- Canadian Broadcasting Corporation
 - Radio Canada
 - National Film Board
 - The Canada Council
 - The Canadian Radio-Television Commission
- 5.4.4 identify ways in which Canadians and Americans are similar and dissimilar. (K)

Political Similarities	Cultural Similarities	Social Similarities	Economic Similarities

Political Dissimilarities	Cultural Dissimilarities	Social Dissimilarities	Economic Dissimilarities

- 5.4.5 describe how Canada and the United States became closer as a result of World War II and the Cold War. (K)
- 5.4.6 analyze the government's decision to cancel the Avro Arrow project and determine to what degree the government was influenced by American interests. (I)

- 5.4.7 generate a list of major goods and services traded between Canada and the United States. (K)
- 5.4.8 describe the main sections of the autopact and explain how and why it is beneficial to Canada. (K)
- 5.4.9 outline the contribution of Canada and the United States in the building of the St. Lawrence Seaway. (K)
- 5.4.10 determine the total value of goods exported to the United States in 1967 and using the population figures for that year calculate the per capita value of Canada's trade with the United States. (A)
- 5.4.11 evaluate the impact selected individual Canadians have had in American Society. (I)

Specific Curriculum Outcome

The student will:

- 5.5 examine the economic, social and cultural trends in the 1960s

Performance Expectations

The student will:

- 5.5.1 define: hippie, generation gap, baby boomers, Trudeaumania. (K)
- 5.5.2 understand the significance of 1960 in the history of Canada's first peoples. (K)
- 5.5.3 explain the importance of the satellite "Alouette" in Canadian History. (K)
- 5.5.4 research and write a short essay describing the events and mood surrounding Expo 67. (I)
- 5.5.5 identify ways Canadian youth in the 1960s opposed established values and traditions: (I)

Ways youths in the 60s opposed established values			
Music	Issues	Fashion	Lifestyle

- 5.5.6 listen and reflect on music by Canadian Artists of the 1960s, such as:(I)

- Gordon Lightfoot
- Neil Young
- Buffy Sainte-Marie
- Joni Mitchell
- Beau Dommage
- Gilles Vigneault

- 5.5.7 describe the reforms in education, both secondary and post-secondary, that occurred during the 1960s. (K)
- 5.5.8 understand and assess the decision to abolish capital punishment in Canada. (I)
- 5.5.9 understand the positions of the various players in the flag debate 1965.(A)

5.5.10 research and develop a brief biographical sketch of Pierre Elliott Trudeau. (I)

5.5.11 analyze reasons why Pierre Trudeau won the 1968 election (I)

5.5.12 assess the impact the introduction of the following social programs had on Canadians:(A)

- Medicare 1962(Saskatchewan) 1968 (National)
- Social Insurance Cards 1964
- Canada Assistance Plan 1965
- Canada Pension Plan 1966

5.5.13 suggest ways in which the protest movements of the 1960s have affected corporate and public policy today. (I)

5.5.14 using a line graph, chart the change, using constant dollars, in Canada's Gross Domestic Product from 1959 to 1970. (A)

5.5.17 using a line graph, chart the the change in Canadian motor vehicle production from 1961 to 1970. (A)

Theme 6: Contemporary Canada: 1967 to Present

Specific Curriculum Outcome

The student will:

- 6.1 explore the economic, social and cultural re-structuring of Canadian Society

Performance Expectations

The student will:

- 6.1.1 identify the reasons for establishing the Canada Development Corporation, 1972 and the Foreign Investment Review Agency, 1974. (K)
- 6.1.2 identify the goals of the National Energy Policy, 1980. (K)
- 6.1.3 determine the benefits and perils of American investment in Canada. (A)
- 6.1.4 construct a bar graph comparing the level of federal government spending in 1971-72 with 1981-82. (A)
- 6.1.5 assess the reasons why the Trudeau government increased government spending on Unemployment Insurance, Family Allowances and Regional Development after 1972. (I)
- 6.1.6 construct a graph illustrating the change in Canada's national debt and deficit from 1970 to the present. (A)
- 6.1.7 analyze the decision by the Mulroney government to abandon FIRA and establish Investment Canada. (A)
- 6.1.8 outline the major elements of the Free Trade Agreement, 1989. (K)
- 6.1.9 determine why the Free Trade Agreement with the United States became the issue of the 1988 federal election. (A)
- 6.1.10 outline the major elements of the North American Free Trade Agreement, 1994. (K)
- 6.1.11 assess the impact the national debt had on the changes made to the Canadian social welfare system during the Mulroney years. (I)
- 6.1.12 identify ways in which the Trudeau government followed a policy of "multiculturalism"

within a bilingual framework". (K)

6.1.13 construct a bar graph, for 1971, 1981 and 1991, comparing the number of Canadians claiming one of the following as their mother tongue: (A)

- English
- French
- Italian
- German
- Chinese
- Ukrainian
- Indo-Iranian
- Aboriginal
- East European

6.1.14 recognize the accomplishments of prominent Canadians, such as: (K)

- | | |
|---------------------|--|
| - Gerhard Herzberg | Nobel Prize in Chemistry 1973 |
| - Pauline McGibbon | First Female Lieutenant-Governor in Commonwealth 1974 |
| - Antonine Maillet | winner of the Prix Goncourt (for novel <i>Pelagie-la-Charette</i>) 1979 |
| - Terry Fox | Marathon of Hope 1981 |
| - Bertha Wilson | Canada's first female Supreme Court Justice 1982 |
| - Jeanne Sauvé | Canada's first female Governor-General 1983 |
| - Marc Garneau | First Canadian in Space 1984 |
| - John Polanyi | Nobel Prize Chemistry 1986 |
| - Audrey McLaughlin | First female national party leader 1989 |
| - Ferguson Jenkins | First Canadian elected to the Baseball Hall of Fame 1991 |
| - Rita Johnson | Canada's first female premier 1991 |
| - Michael Ondaatje | winner of Booker Prize (for novel <i>The English Patient</i>) 1992 |
| - Roberta Bondar | First female Canadian in Space 1992 |
| - Kurt Browning | World Figure Skating Champion 1993 |

6.1.15 review and discuss the events and emotion surrounding the Canada - USSR 1972 hockey series. (A)

Specific Curriculum Outcome

The student will:

- 6.2 examine the significant issues and events surrounding the independence movement in Quebec

Performance Expectations

- 6.2.1 define: sovereignty association, constitutional patriation, War Measures Act, Separatiste. (K)
- 6.2.2 list the objectives of the Front de Liberation du Quebec (FLQ) as outlined in their manifesto. (K)
- 6.2.3 compare the strategies used by the FLQ with those used by the PQ to achieve Quebec independence. (A)
- 6.2.4 on a time line chart the events of the 1970 October Crisis from 5 October to 28 December. (A)
- 6.2.5 assess the impact the event surrounding the October Crisis had on the following groups: (A)
- the federal government
 - the Quebec government
 - the Laporte and Cross families
 - the FLQ cells
 - the detainees
- 6.2.6 express his/her view either denouncing or praising the decision to enact the War Measures Act using methods such as: (I)
- songs
 - letters
 - cartoons
 - poems
 - posters
- 6.2.7 identify the major elements of Bill 22. (K)
- 6.2.8 list the arguments for and against Bill 101. (K)

6.2.9 research and develop a brief biographical sketch of Rene Leveque. (I)

6.2.10 identify the question asked Quebecers during the 1980 sovereignty association referendum. (K)

6.2.11 using the table below compare the reasons for voting Oui and Non in the 1980 sovereignty association referendum. (A)

Reasons for voting "Oui" in 1980 referendum	Reasons for voting "Non" in the 1980 referendum

6.2.12 identify the results of the 1980 referendum (K)

6.2.13 evaluate why the government of Quebec felt betrayed by English Canada during the 1982 patriation of the Constitution. (I)

6.2.14 outline the major components and goals of the 1987 Meech Lake Accord. (K)

6.2.15 describe the role of the following individuals in the death of the Meech Lake Accord. (K)

- Elijah Harper
- Clyde Wells

6.2.16 research and develop a biographical sketch of Lucien Bouchard. (A)

6.2.17 assess the impact the failure of the Meech Lake Accord had on the creation of the Bloc Quebecois. (A)

6.2.18 understand why the Meech Lake Accord was considered the "Quebec Round" of constitutional negotiations and the Charlottetown Accord was the "Canada Round". (K)

6.2.19 outline the major components and goals of the Charlottetown Accord. (K)

6.2.20 identify the results of the 1992 referendum and discuss the implications for the future. (K)

6.2.21 identify the question asked Quebecers during the 1995 Quebec referendum. (K)

6.2.22 identify the role of the following people during the 1995 Quebec referendum: (K)

- Jacque Parizeau
- Daniel Johnson
- Lucien Bouchard
- Jean Charest
- Jean Chretien

6.2.23 analyze the results of the 1995 Quebec referendum and discuss implications for the future. (A)

Specific Curriculum Outcome

The student will:

- 6.3 explore selected issues surrounding federal/provincial relations

Performance Expectations

- 6.3.1 Define: Federalism, Western Alienation, government downsizing, regionalism. (K)
- 6.3.2 outline the major elements of the Canadian Constitutional Act and Charter of Rights and Freedoms, 1982. (K)
- 6.3.3 describe the reaction of Alberta to the National Energy Policy. (K)
- 6.3.4 list major policy platforms of the Reform Party. (K)
- 6.3.5 discuss the factors leading to the collapse of the Progressive Conservative Party in 1993. (A)
- 6.3.6 on an electoral map of Canada, analyze the current representation of each federal political party in parliament. (A)
- 6.3.7 discuss the political, social and economic implications of "downsizing" by the federal and provincial governments. (I)
- 6.3.8 describe the provincial and federal role in fisheries management. (K)
- 6.3.9 assess the impact of the collapse of the Atlantic Fishery and the federal government's response. (I)
- 6.3.10 assess the impact of the transfer of powers from the federal government to the provincial governments. (I)

Specific Curriculum Outcome

The student will:

- 6.4 examine the goals of Canada's First Peoples and the strategies used to achieve them

Performance Expectations

- 6.4.1 Define: First Peoples, Native Self-Government, land claims, treaties, reservations, status indian. (K)
- 6.4.2 describe the traditional way of life and the world view of one of Canada's first peoples. (K)
- 6.4.3 discuss the implication of the Indian Act, prior to 1951, making it illegal to raise funds to pursue land claims. (I)
- 6.4.4 identify the 1973 decision of the Supreme Court regarding Aboriginal rights. (K)
- 6.4.5 identify the role of the Assembly of First Nations. (K)
- 6.4.6 using a case study, illustrate the challenges facing the Innu people of Davis Inlet, Labrador. (A)
- 6.4.7 compare the Aboriginal Rights mentioned in the 1982 Constitution to the proposed rights in the Charlottetown Accord. (A)
- 6.4.8 identify the details of one major land claim settlements: (K)
- 6.4.9 research and report on either Innu or Inuit land claims in Newfoundland and Labrador. (I)
- 6.4.10 describe the tactics used by native people in Labrador attempting to draw attention to their land claims. (K)
- 6.4.11 create a time line listing the events surrounding the Oka Crisis in Quebec, 1990. (A)
- 6.4.12 discuss whether native people should be allowed to bear arms to protect their interests. (I)
- 6.4.13 research and develop a biographical sketch of Ovide Mercredi. (I)

6.4.14 identify, on a map of Canada, the traditional homelands of four of Canada's First Peoples. (A)

Specific Curriculum Outcome

The student will:

- 6.5 examine Canada's contemporary role in international affairs

Performance Expectations

- 6.5.1 Define: Peacekeeping, Peacemaking, Refugee. (K)
- 6.5.2 recognize the significance of Canada opening diplomatic relations with the People's Republic of China in 1970. (K)
- 6.5.3 assess the future implications of Canada's unilateral decision to adopt a 200 nautical mile coastal fishing zone in 1976. (I)
- 6.5.4 compare the Canadian peacekeeping missions in Cyprus and Bosnia. (A)
- 6.5.5 describe Canada's involvement in the 1980 hostage incident at the American Embassy in Iran. (K)
- 6.5.6 list ways in which the 1976 and 1980 Summer Olympic games affected Canada's image abroad. (K)
- 6.5.7 identify Canada's major involvement in the following international organizations: (K)
- La Francophonie
 - Commonwealth
 - United Nations
 - NATO
 - Organization of American States
 - The G7
 - APEC
- 6.5.8 construct a graph illustrating the change in Canadian foreign aid from 1968 to the present. (A)
- 6.5.9 analyze Canada's foreign aid contribution by continent. (A)
- 6.5.10 debate the spending of taxpayers' money on foreign aid. (I)
- 6.5.11 identify the reasons for and scope of Canada's involvement in the cruise missile project. (K)

- 6.5.12 determine why Pierre Trudeau won the 1984 Albert Einstein Peace Award. (I)
- 6.5.13 evaluate why many Canadians were offended by the 1985 Polar Sea incident. (I)
- 6.5.14 research the 1985 Shamrock Summit in Quebec City and determine why it was a milestone in North American relations. (A)
- 6.5.15 determine why the Canadian rescue of 115 Tamils off Newfoundland in 1986 sparked a debate over refugees entering Canada. (A)
- 6.5.16 describe Canada's involvement in Desert Shield and Desert Storm. (K)
- 6.5.17 discuss whether Canada should have supplied troops and equipment to Operation Desert Shield and Desert Storm. (I)
- 6.5.18 describe Canada's humanitarian mission to Somalia. (K)
- 6.5.19 list the consequences for Canada of the Somalia Affair. (K)
- 6.4.20 compare Canada's role as peace keeper with the United Nations mission to that of peace maker in the NATO mission to the former Yugoslavia. (A)
- 6.5.21 outline the major events surrounding the turbid dispute between Canada and the European Union. (A)
- 6.5.22 identify how the GATT and NAFTA force Canadians to think globally. (A)
- 6.5.23 explain Canada's position towards Nigeria at the 1995 Commonwealth Conference in New Zealand. (K)

Chapter 4

Instructional Approaches

4.1 Instructional Approaches

The general pedagogical approaches and teacher practices that constitute effective instruction in **Canadian History 1201** are outlined in *A Curriculum Framework for Social Studies: Navigating The Future* (1993). The principles of effective instruction identified in the **Framework** and cited below are considered appropriate for **Canadian History 1201** teachers:

Effective Instruction is Resource-Based

The position on resource-based learning is reflected in the following policy statements (*Learning to Learn*, 1991, page 4):

1. The philosophy of resource-based learning shall guide the development of curriculum in the Province; and
2. The development of [competencies] for life-long learning through carefully planned resource based learning experiences will be an integral part of the instructional process.

Effective Instruction is Eclectic

The teacher, as an instructional decision-maker, selects from an array of teaching methodologies in accordance with sound educational criteria. *The Design for Social Studies, K-VI* (1981), suggests, "there is no one best method, rather, there is a method which, in a particular situation, for a definite purpose, at a **specific** grade level, with certain resources available, will be effective' (p. vii). According to Joyce Showers, and Rolheiser-Bennett (1987), "when models and strategies are combined, they have even greater potential to improve learning" (p. 13).

Effective Instruction is Determined by Learner Success

Success has to do with attainment, achievement, and accomplishment. The purpose of instruction

is "to ensure that each learner is successful [at attaining performance expectations] and that each learner is provided with the kind of [performance expectations] where s/he can experience success (Schlechty, 1990, p. 53).

Effective Instruction Facilitates Holistic Learning

Holistic **learning** makes connections between understandings, dispositions, and competencies. One way of facilitating holistic learning is through integrated studies. "Integrated studies implies a holistic approach to learning and to curriculum since the terms **integrated** and **holistic** imply the notion of connections" (Miller, Cassie, and Drake, 1990, p. 2).

At the transmission level, studies are integrated by linking the content of different subjects. At the transactional level, integrated studies is facilitated through problem-solving and inquiry-based approaches. At the transformational level, intuition and perceptions are integrated into the development of understandings and the use of competencies.

Effective Instruction is Empowered Professional Practice

Instructional judgment must be encouraged and nurtured in classroom professionals so that they acquire the flexibility needed to adapt instructional practice to meet a wide variety of learner needs.

Effective Instruction is Generative and Dynamic

Ongoing change affects instructional decision-making. Educators are encouraged to extend their range of instructional approaches based on a foundation of research, a wide range of practical and theoretical knowledge, and a regard for learners as active participants in the learning process.

Effective Instruction is an Art as Well as a Science

Effective instruction results from a blend of the art and the science of teaching. The science of instruction, which has predominated in the past, needs to achieve a balance with the artistry involved in the successful teaching act.

Effective Instruction is Empowered by a Comprehensive Understanding of the Instructional Cycle

Teachers begin the instructional cycle by assessing individual learner needs, interests, and strengths through observation and consultation. They then determine the instructional approaches required, deliver instruction in a manner appropriate to the learner's abilities and styles, and evaluate learner growth and understanding. The cycle concludes with teacher self-reflection and further teacher-learner consultation.

Effective Instruction is Best Achieved When Educators Collaborate to Develop, Implement, and Refine Their Professional Practices

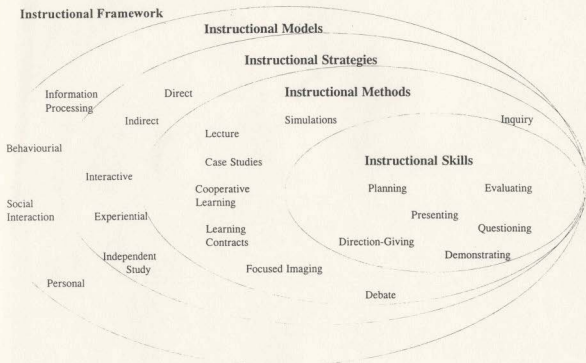
Instructional practice can be improved through sustained systematic professional development. Teachers improve their own instructional practices by participating in professional development programs or working with peers and other educators. (The last five items are adapted from Saskatchewan Education, 1991, pp. 2-3).

Effective Instruction Meets the Needs of the Exceptional Learner

Learners are considered exceptional when their educational program must be altered to meet their unique needs. The term **exceptional learner** applies to "...those who have difficulty realizing their full human potential (due to) their intellectual, emotional, physical, or social performance falling below or rising above that of other children" (Winzer, Rogan, and David, 1987, p. 3). The Special Education Policy (1992) for the Province of Newfoundland and Labrador states that "all learners identified as potentially falling within one or more categories of exceptionality will be ... provided effective instructional programming, (and appropriate) learning strategies and methods at the learner level of

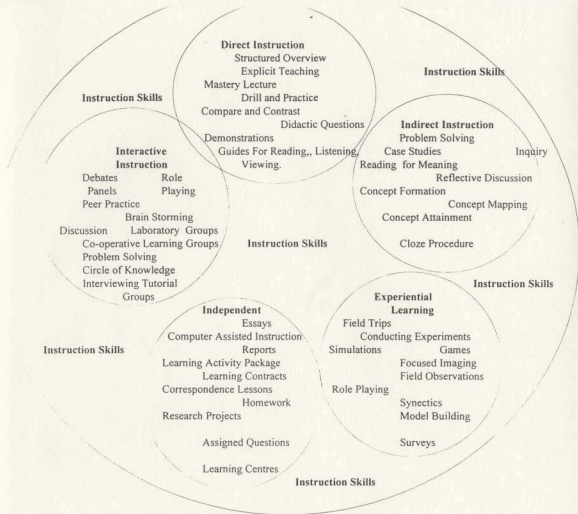
among instructional approaches that when properly used, are acknowledged to be consistent with sound educational practice. Although an eclectic selection of instructional strategies are desirable,

Canadian History 1201 teachers should consider in particular a selection of specific instructional skills highlighted by indirect instruction, interactive instruction, experiential learning and independent study as illustrated in the second diagram.



Source: Quoted in *A Curriculum Framework for Social Studies: Navigating The Future*, (1993, p. 58).

from Saskatchewan Education (1991), *Instructional Approaches: A Framework for Professional Practice*. Regina, SK: Saskatchewan Education, Government of Saskatchewan.



Source: Quoted in A Curriculum Framework for Social Studies: Navigating The Future, (1993, p. 59).

from Saskatchewan Education (1991), *Instructional Approaches: A Framework for Professional Practice*. Regina, SK: Saskatchewan Education, Government of Saskatchewan.

Chapter 5

Evaluation

5.1 General Approaches

Evaluation is a continuous, comprehensive and systematic process. It consists primarily of questioning, collecting pertinent data, and organizing and analyzing such data to determine student progress and performance in relation to performance expectations. The process is essentially a cycle which can be entered into at any point and revisited as is necessary. Effective evaluation will provide essential information both to teachers and students as to the effectiveness of the teaching, the value of program content in relation to students needs, progress, strengths and weaknesses, and the future direction of teaching and learning.

Effective and continuous evaluation is crucial to the successful teaching of **Canadian History 1201**. The *Framework* indicates that “evaluation is conducted within the context of identified [performance expectations]” which should be “clearly understood by learners before teaching and evaluation take place”. Students must understand the basis on which they will be evaluated and what teachers expect of them.

Evaluation should occur in three forms: **diagnostic**, **formative**, and **summative**. Diagnostic evaluation will focus on the assessment and identification of the needs of learners and possible program modification to deal with identified learning difficulties. Formative evaluation will occur during the instructional period and will focus on the improvement of instruction and learning. Summative evaluation will take place at the conclusion of a designated period of time. It will enable the teacher to determine learning achievement and effectiveness.

There are a variety of techniques or instruments which can be used by the teacher in the evaluation process. Teachers should use techniques with which they are comfortable and which are practical, suitable and effective within their individual teaching circumstance. They should be consistently valid and accurate, easy to administer and not too time consuming. Students should be informed of the nature and purpose of the instrument or technique, how it will be utilized and how it might impact on student performance and achievement. For **Canadian History 1201**, teachers might select from the following techniques:

- ▶ teacher-prepared tests

- ▶ student/teacher interviews
- ▶ student presentations
- ▶ debates
- ▶ anecdotal records
- ▶ student seat work
- ▶ journals

It is important that **Canadian History 1201** teachers be familiar with the different strategies and instruments of evaluation which will enable them to effectively assess performance expectations. In consideration of this, teachers may refer to the following resources:

The Evaluation of Students in the Classroom: A Handbook and Policy Guide. Department of Education, Government of Newfoundland and Labrador, 1990.

A Curriculum Framework for Social Studies: Navigating the Future. Department of Education, Government of Newfoundland and Labrador, 1993.

Teachers Make a Difference: A Resource Guide for Teachers. Department of Education, Government of Newfoundland and Labrador, 1995.

5.2 Table of Specifications

The Department of Education document *The Evaluation of Students in the Classroom - A Handbook and Policy guide (1990)* points to the need for a congruence between the emphasis on product and process in a course and the emphasis on product and process the evaluation of student learning. In other words, students should be evaluated the way they are taught. A program which relies heavily upon transactional approaches, for example, should not primarily make use of transmissional approaches in evaluating student achievement of course goals.

The following table of specifications lists the major themes in **Canadian History 1201** and relates them to the three cognitive levels designated by the performance expectations. Students are required to complete all six themes and all Specific Curriculum Outcomes in each theme. Effort has been made to provide a sufficient number of Performance Expectations in each cognitive level to provide for teacher discretion in instructional planning. The purpose of the table of specifications is to facilitate the design of instruction, theme tests and comprehensive examinations, by outlining the relative emphasis placed on knowing, applying and integrating skills in this course.

Canadian History 1201: Table of Specifications

THEMES	COGNITIVE LEVELS %			
	Knowledge (K)	Application (A)	Integration (I)	Total
Prelude to Nationhood	3	3	2	8
The New Nation	5	6	4	15
The Great War and its...	6	6	4	16
A Time of Turmoil...	7	7	6	20
A Time of Transition	9	6	4	19
Contemporary Canada	10	7	5	22

Chapter 6

RESOURCES

6.1 Authorized Resources

6.1.1 Teacher Resources

To Be Determined

6.1.2 Student Resources

To Be Determined

6.2 Recommended Resources

6.2.1 News/Issues

CBC News-In-Review (Video)
The Globe and Mail
The Globe and Mail Classroom Edition
The Evening Telegram
The Western Star
McClean's Magazine
Canadian Heritage Post
Canadian Heritage Minutes (Video)

6.2.2 General

Canada: A Nation Unfolding. McGraw-Hill Ryerson 1994. ISBN 0-07-551425-7

Canada: Understanding Your Past. Irwin 1990. ISBN 0-7725-1730-4

Canadians in the Twentieth Century. McGraw-Hill Ryerson 1987. ISBN 0-07-548855-8

SpotLight Canada. Oxford 1996. ISBN 0-19-541041-6

The Canadian Global Almanac. MacMillian Canada (current year)

The Language of Canadian Politics: A Guide to Important Terms and Concepts. Wilfred Laurier University Press 1995. ISBN 0-88920-230-3

Canada: Land of Diversity. Prentice-Hall 1989, 1996. ISBN 0-13-506775-8

Chronicle of the Twentieth Century: J. L. International Publishing, Liberty, Missouri 1992. ISBN 1-872031-02-1

The Aboriginal Rights Provisions in the Constitution Act 1982. University of Saskatchewan, Native Law Centre, 1988.

Human Rights: Canadian Policy Towards Developing Countries. North South Institute

Teaching About Peacekeeping. United Nations Department of Public Information.

Canada - A History to the Twentieth Century, Reidmore Books 1992 ISBN 1-895073-04-9

How are We Governed in the 90s?, Irwin Publishing 1991 ISBN 0-7725-1712-6

Canada in the Twentieth Century Series, Fitzhenry and Whiteside ISBN 0-88902-1745

Canada: The Twentieth Century, Fitzhenry and Whiteside ISBN 0-88902-5355

Horizon Canada, Centre for the Study of Teaching Canada, Laval University 1987
ISBN 2-89205-337-4

The Canadians Series, Fitzhenry and Whiteside

Canada: Immigrants and Settlers, Gage 1991 ISBN 0 -7715-8172-6

House of Common at Work, Cheneliene 1993 ISBN 2-89310-164-X

6.2.3 Software

True North - arrivals, McGraw-Hill Ryerson

History Alive, IDON East Corp. Ottawa, Ont.

Adventure Canada, Software Plus

E-Stat. CD-Rom, Statistics Canada

P.C. Globe 4.0., P.C. Globe Inc.

E-Map, Breakwater Books

