



The Active History Program has always followed the "Student Inquiry Process," outlined by the Ministry of Education (2011)

Active History Program Waterdown District High School N. Tidridge, Semester One –Room 2048

Description:

This program is influenced by the T.R.Y. program established in the 1980s by Ann Hobbs.

The Active History Program was developed in 2009 for Grade Nine and Ten students and follows the same guidelines as T.R.Y. while students try to achieve their GLC20 (Careers), CHV20 (Civics), and CHC2P (Canadian and World Studies) credits. Active History also endeavours to develop students' understandings of the skills necessary to enhance relationships with their peers, family, friends, as well as the school community. Throughout the semester students are encouraged to relate skills such as listening, understanding feelings, building trust, affirmations, taking responsibility for your actions, empathy, resolving conflict, anger management, as well as respect to their courses of study. Students will learn the principles of self-esteem and its importance in achieving success. The Bhutanese-inspired Pillars of Value (described later in this package) were adopted in 2010.

Candidates can be self-identified, or nominated by administration and/or teachers. Intake is based on an interview between the parents, students, teachers, social worker and representatives from the high school administration. The teacher reserves the right to reject an application of a student.



Active History Students attending a VIP Luncheon after meeting Her Royal Highnesses The Prince of Wales and Duchess of Cornwall, 2009



In 2012 students planted a commemorative tree honouring the Diamond Jubilee of Queen Elizabeth II and the 200th Anniversary of the War of 1812 in Waterdown's Memorial Park.

This course has its own website!:

www.tidridge.com

(Click on "Active History" Heading)

Outcomes:

By the end of the Active History Program students will:

- Demonstrate an understanding of self-concept and its role in effective communication
- Understand the elements of communication
- Demonstrate effective interaction with others and apply it to the relations between national and international communities.
- Understand the basic nature of conflict and how it is resolved (using modern conflicts, as well as WWI and WWII).
- Understand the decision making process in real life situations
- Identify the elements of successful employment and lifestyle planning (looking at 20th and 21st century trends and patterns).
- Understand the personal resources necessary to make a smooth transition from adolescence to adulthood (comparing this to Canada's transition into an independent state during the 20th century)
- To increase self-esteem, self-confidence
- To develop goals and to execute action plans which achieve those goals
- To attain a positive attitude toward the achievement and maintenance of an acceptable level of well-being and place within the community (both historical and contemporary).
- Understand the development of "youth" culture.
- Reengage students back into a regular school setting
- Encourage students to be accountable to themselves, their families, and the larger school community
- Increased self-esteem and self-confidence
- Learn respect for themselves and others as young men and women in the 21st century



Attendance Issues:

Consistent attendance is mandatory.

Attendance (this includes punctuality) can be one of the biggest hindrances to a student's success – especially in a student's junior grades. Every month a student's participation in the Active History Program will be reviewed for its effectiveness. If a student has chronic attendance issues their participation in the program can be terminated (to make room for someone else).

Language:

Offensive language in the classroom and on school trips will not be tolerated.

Since 2013 students have been visiting the Woodland Cultural Centre and Mohawk Institution (Residential School) on Six Nations Territory

Trips:

Part of the Active History Program will be out-of-school trips to various locations. Participation in these trips are integral to the success of the Active History Program. A permission form is included in this package – it must be completed and filed with the teacher.

In 2010 students in the Active History Program traveled to Toronto to hear a lecture on compassion given by His Holiness the 14th Dalai Lama



Students meet with Bob Bratina, Mayor of Hamilton (October 23rd, 2012)

Breakdown of a typical day in Active History:

Period Four	Period Five
Mr. Tidridge (Room 2048)	Mr. Tidridge (Room 2048)

Proposed breakdown of a typical week:

Monday	Tuesday	Wednesday	Thursday	Friday
Farm Day <small>*Hands on learning on a working farm</small>	Periods 4 & 5 Room 2048	Periods 4 & 5 Room 2048	Periods 4 & 5 Room 2048	Periods 4 & 5 Room 2048

*Schedule is subject to change as opportunities and new subjects present themselves

Marks granted after the successful completion of the Active History Program:

CHC2P (Canadian and World Studies)

GLC2O (Careers)

CHV2O (Civics)

***ALL of these credits are compulsory for the granting of a high school diploma.**

In November 2009, students were able to participate in the Royal Visit of Their Royal Highnesses The Prince of Wales and Duchess of Cornwall to Dundurn Castle. This event linked history, civics, and local volunteerism together.



Active History's Four Pillars of Value



The King of Bhutan

The Kingdom of Bhutan has a very different approach to measuring the value of a country. Instead of using GNP (Gross National Product) as a unit of measure, Bhutan recognizes GNH (Gross National Happiness).

GNH rests on four pillars of value:

Environmental Conservation	Cultural Preservation & Promotion	Sustainable & Equitable Development	Good Governance, including Active and Responsible Citizenship.
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Active History has adopted the Bhutanese Pillars of Value, as well as the kingdom's approach to education. Bhutanese Prime Minister Jigmi Y. Thinley explains that the goal of their education system is to produce "... human beings, with human values, that gives importance to relationships, that are eco-literate, contemplative, [and] analytical." One of its goals is to have students realize that happiness is found in giving happiness to the surrounding community.

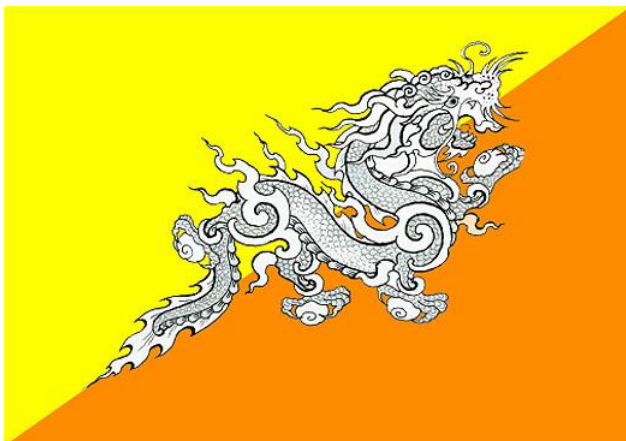
Both the Pillars of Value and Prime Minister Thinley's approach to education can be integrated with the Ontario Curriculum, especially in the CHV20 (Civics) program.

Learn more about Gross National Happiness at www.grossnationalhappiness.com

The future of our nation depends on the worth, capabilities and motivation of today's youth.

- His Majesty, King Khesar, The 5th Druk Gyalpo of Bhutan

Seven Factors that affect our Happiness:



- ❖ Our financial situation (income)
- ❖ Our health
- ❖ Our family relationships
- ❖ Our work
- ❖ Our community and friends
- ❖ Our personal freedom, autonomy and choice
- ❖ Our personal values

Excepting health and income, all of these are concerned with the quality of our relationships

Unit Breakdown

Unit One & Two – Differences—People, Culture, Government & Conflict; Consequences of Conflict

<p>Areas of exploration:</p>	<ul style="list-style-type: none"> • Types of government (Totalitarian, Monarchy, Democracy, Constitutional Monarchy) and their “personalities” – how governments act like individuals (relationship to human emotions and reactions) • Development of the First World War & Second World War • The Roaring Twenties as a reaction to trauma (personal connections will be made) • The Great Depression as a reaction to the extremes of the Roaring Twenties (personal & contemporary connections will be made) • Different Ideologies and views of society • Make-up of a school (as an example of society) • World perspective on culture and differences
<p>Curriculum covered</p>	<p>CHC2L/P</p> <p>A1. Historical Inquiry: use the historical inquiry process and the concepts of historical thinking when investigating aspects of Canadian history since 1914. A2. Developing Transferable Skills: apply in everyday contexts skills developed through historical investigation, and identify some careers in which these skills might be useful.</p> <p>B1. Social, Economic, and Political Context: describe some key social, economic, and political events, trends, and developments between 1914 and 1929, and assess their significance for different groups in Canada. B2. Communities, Conflict, and Cooperation: analyse some key interactions within and between different communities in Canada, and between Canada and the international community, from 1914 to 1929, and how they affected Canadian society and politics. B3. Identity, Citizenship, and Heritage: explain how various individuals, organizations, and specific social changes between 1914 and 1929 contributed to the development of identity, citizenship, and heritage in Canada.</p> <p>CHV2O</p> <p>A1. Political Inquiry: use the political inquiry process and the concepts of political thinking when investigating issues, events, and developments of civic importance A2. Developing Transferable Skills: apply in everyday contexts skills developed through investigations related to civics and citizenship education, and identify some careers in which civics and citizenship education might be an asset Change and Continuity B1. Civic Issues, Democratic Values: describe beliefs and values associated with democratic citizenship in Canada, and explain how they are related to civic action and to one's position on civic issues B2. Governance in Canada: explain, with reference to a range of issues of civic importance, the roles and responsibilities of various institutions, structures, and figures in Canadian governance B3. Rights and Responsibilities: analyse key rights and responsibilities associated with citizenship, in both the Canadian and global context, and some ways in which these rights are protected C1. Civic Contributions: analyse a variety of civic contributions, and ways in which people can contribute to the common good C2. Inclusion and Participation: assess ways in which people express their perspectives on issues of civic importance and how various perspectives, beliefs, and values are recognized and represented in communities in Canada C3. Personal Action on Civic Issues: analyse a civic issue of personal interest and develop a plan of action to address it</p>

GLC20

- use a self-assessment process to develop a personal profile for use in career development planning;
- evaluate and apply the personal-management skills and characteristics needed for school success, document them in their portfolio, and demonstrate their use in a variety of settings;
- demonstrate effective use of interpersonal skills within a variety of settings.
- identify a broad range of options for present and future learning, work, and community involvement.

Unit Three – Band of Brothers

<p>Areas of exploration:</p>	<ul style="list-style-type: none"> • Rise of Hitler & the Second World War • The Holocaust & Genocide • Responsibility to society • Review of Ideology • Residential School System in Canada • Participating in society – actively developing a place in our community (work, G1, S.I.N. card, resume)
<p>Curriculum covered</p>	<p>CHC2P</p> <p>A1. Historical Inquiry: use the historical inquiry process and the concepts of historical thinking when investigating aspects of Canadian history since 1914.</p> <p>A2. Developing Transferable Skills: apply in everyday contexts skills developed through historical investigation, and identify some careers in which these skills might be useful.</p> <p>C1. Social, Economic, and Political Context: describe some key social, economic, and political events, trends, and developments between 1929 and 1945, and assess their impact on different groups in Canada.</p> <p>C2. Communities, Conflict, and Cooperation: analyse some key interactions within and between communities in Canada, and between Canada and the international community, from 1929 to 1945, with a focus on key issues that affected these interactions and changes that resulted from them.</p> <p>C3. Identity, Citizenship, and Heritage: explain how various individuals, groups, and events, including some major international events, contributed to the development of identity, citizenship, and heritage in Canada between 1929 and 1945.</p> <p>CHV2O</p> <p>A1. Political Inquiry: use the political inquiry process and the concepts of political thinking when investigating issues, events, and developments of civic importance</p> <p>A2. Developing Transferable Skills: apply in everyday contexts skills developed through investigations related to civics and citizenship education, and identify some careers in which civics and citizenship education might be an asset</p> <p>B1. Civic Issues, Democratic Values: describe beliefs and values associated with democratic citizenship in Canada, and explain how they are related to civic action and to one's position on civic issues</p> <p>B2. Governance in Canada: explain, with reference to a range of issues of civic importance, the roles and responsibilities of various institutions, structures, and figures in Canadian governance</p> <p>B3. Rights and Responsibilities: analyse key rights and responsibilities associated with citizenship, in both the Canadian and global context, and some ways in which these rights are protected</p> <p>C1. Civic Contributions: analyse a variety of civic contributions, and ways in which people can contribute to the common good</p> <p>C2. Inclusion and Participation: assess ways in which people express their perspectives on issues of civic importance and how various perspectives, beliefs, and values are recognized and represented in communities in Canada</p> <p>C3. Personal Action on Civic Issues: analyse a civic issue of personal interest and develop a plan of action to address it</p> <p>GLC2O</p> <ul style="list-style-type: none"> • use a self-assessment process to develop a personal profile for use in career development planning; • evaluate and apply the personal-management skills and characteristics needed for school success, document them in their portfolio, and demonstrate their use in a variety of settings;

	<ul style="list-style-type: none">• demonstrate effective use of interpersonal skills within a variety of settings.• use a research process to locate and select relevant career information from a variety of sources for inclusion in a portfolio;• identify current trends in society and the economy and describe their effect on work opportunities and work environments;• identify a broad range of options for present and future learning, work, and community involvement.• use appropriate decision-making and planning processes to set goals and develop a career plan;• analyse changes taking place in their personal lives, their community, and the economy, and identify strategies to facilitate smooth transitions during change;• demonstrate an understanding of, and the ability to prepare for, the job-search process.
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Unit Four – Contradictions

<p>Areas of exploration:</p>	<ul style="list-style-type: none"> • French/English relations • Notions of rebellion (French, Teenage, Canadian, #Idlenomore) • Canada after the Second World War • “Canada as a teenager” • Canada’s place in the world • Personal Portfolio/Journal (Culminating assignment)
<p>Curriculum covered</p>	<p>CHC2P</p> <p>A1. Historical Inquiry: use the historical inquiry process and the concepts of historical thinking when investigating aspects of Canadian history since 1914.</p> <p>A2. Developing Transferable Skills: apply in everyday contexts skills developed through historical investigation, and identify some careers in which these skills might be useful.</p> <p>D1. Social, Economic, and Political Context: describe some key social, economic, and political events, trends, and developments in Canada between 1945 and 1982, and assess their significance for different groups in Canada.</p> <p>D2. Communities, Conflict, and Cooperation: analyse some key experiences of and interactions between different communities in Canada, as well as interactions between Canada and the international community, from 1945 to 1982 and the changes that resulted from them.</p> <p>D3. Identity, Citizenship, and Heritage: analyse how significant events, individuals, and groups, including Aboriginal peoples, Québécois, and immigrants, contributed to the development of identity, citizenship, and heritage in Canada between 1945 and 1982.</p> <p>CHV2O</p> <p>A1. Political Inquiry: use the political inquiry process and the concepts of political thinking when investigating issues, events, and developments of civic importance</p> <p>A2. Developing Transferable Skills: apply in everyday contexts skills developed through investigations related to civics and citizenship education, and identify some careers in which civics and citizenship education might be an asset Change and Continuity</p> <p>B1. Civic Issues, Democratic Values: describe beliefs and values associated with democratic citizenship in Canada, and explain how they are related to civic action and to one’s position on civic issues</p> <p>B2. Governance in Canada: explain, with reference to a range of issues of civic importance, the roles and responsibilities of various institutions, structures, and figures in Canadian governance</p> <p>B3. Rights and Responsibilities: analyse key rights and responsibilities associated with citizenship, in both the Canadian and global context, and some ways in which these rights are protected</p> <p>C1. Civic Contributions: analyse a variety of civic contributions, and ways in which people can contribute to the common good</p> <p>C2. Inclusion and Participation: assess ways in which people express their perspectives on issues of civic importance and how various perspectives, beliefs, and values are recognized and represented in communities in Canada</p> <p>C3. Personal Action on Civic Issues: analyse a civic issue of personal interest and develop a plan of action to address it</p> <p>GLC2O</p> <ul style="list-style-type: none"> • use a self-assessment process to develop a personal profile for use in career development planning; • evaluate and apply the personal-management skills and characteristics needed for school success, document them in their portfolio, and demonstrate their use in a variety of settings; • demonstrate effective use of interpersonal skills within a variety of settings.

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Unit Five – T.B.D.

Areas of exploration:	<ul style="list-style-type: none">• Issues impacting Canada and the world• Future goals in education• T.B.A.
Curriculum covered	<p>CHC2P</p> <p>A1. Historical Inquiry: use the historical inquiry process and the concepts of historical thinking when investigating aspects of Canadian history since 1914.</p> <p>A2. Developing Transferable Skills: apply in everyday contexts skills developed through historical investigation, and identify some careers in which these skills might be useful.</p> <p>E1. Social, Economic, and Political Context: describe some key social, economic, and political events, trends, and developments in Canada from 1982 to the present, and assess their significance for different groups in Canada.</p> <p>E2. Communities, Conflict, and Cooperation: analyse some significant interactions within and between various communities in Canada, and between Canada and the international community, from 1982 to the present, and how key issues and developments have affected these interactions.</p> <p>E3. Identity, Citizenship, and Heritage: analyse how various significant individuals, groups, organizations, and events, both national and international, have contributed to the development of identity, citizenship, and heritage in Canada from 1982 to the present.</p> <p>CHV2O</p> <p>A1. Political Inquiry: use the political inquiry process and the concepts of political thinking when investigating issues, events, and developments of civic importance</p> <p>A2. Developing Transferable Skills: apply in everyday contexts skills developed through investigations related to civics and citizenship education, and identify some careers in which civics and citizenship education might be an asset</p> <p>B1. Civic Issues, Democratic Values: describe beliefs and values associated with democratic citizenship in Canada, and explain how they are related to civic action and to one's position on civic issues</p> <p>B2. Governance in Canada: explain, with reference to a range of issues of civic importance, the roles and responsibilities of various institutions, structures, and figures in Canadian governance</p> <p>B3. Rights and Responsibilities: analyse key rights and responsibilities associated with citizenship, in both the Canadian and global context, and some ways in which these rights are protected</p> <p>C1. Civic Contributions: analyse a variety of civic contributions, and ways in which people can contribute to the common good</p> <p>C2. Inclusion and Participation: assess ways in which people express their perspectives on issues of civic importance and how various perspectives, beliefs, and values are recognized and represented in communities in Canada</p> <p>C3. Personal Action on Civic Issues: analyse a civic issue of personal interest and develop a plan of action to address it</p> <p>GLC2O</p> <ul style="list-style-type: none">• use a self-assessment process to develop a personal profile for use in career development planning;• evaluate and apply the personal-management skills and characteristics needed for school success, document them in their portfolio, and demonstrate their use in a variety of settings;• demonstrate effective use of interpersonal skills within a variety of settings.• use a research process to locate and select relevant career information from a variety of sources for inclusion in a portfolio;• identify current trends in society and the economy and describe their effect on work opportunities and work environments;• identify a broad range of options for present and future learning, work, and community

	<p>involvement.</p> <ul style="list-style-type: none">• use appropriate decision-making and planning processes to set goals and develop a career plan;• analyse changes taking place in their personal lives, their community, and the economy, and identify strategies to facilitate smooth transitions during change;• demonstrate an understanding of, and the ability to prepare for, the job-search process.
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The Lanigan Farm “Simpler Thyme”

1749 Hwy 6
905 659-1576



Ann Lanigan

Simpler Thyme Organic

This past weekend Tanny, Ella and I went to visit my family in Waterdown. We got to town a little early and decided to pay a visit to Simpler Thyme Organic Farm . We passed it the first time, seeing the brightly painted sign a little too late (crying baby in the back seat!) but when we turned around and drove into the farm we were happy to find a lovely little store and a very friendly and enthusiastic host Ann.

Ann and her husband Mike play host to many visitors to Canada, letting them exchange their time in the “gardens” for room and board. Their gardens are expansive and very well organised from what we could see. The day we were there a young man from Japan, one from Korea and a young women from Waterdown had just returned from picking asparagus. We readily picked some from their baskets and ate it the next night - delicious! We also bought some mixed salad greens and spinach. Excellent taste and very crisp - even after a few days in our fridge they are still fresher than grocery store produce. Makes me think we should have planted some lettuce in our garden.

Simpler Thyme also carries produce from other farms, organic milk, grains and meats. They raise chickens for meat and eggs (about 200 and 100 respectively).

Anne publishes a weekly email newsletter detailing the activities on the farm and what produce is currently available. We received our first one on Tuesday.

If you're in Waterdown be sure to check them out.

LocalEating.ca, 2009