

Course Outline

School Name: Keewaytinook Internet High School

Department Name: Canadian and World Studies

Ministry of Education Course Title: Canadian History Since World War I, Grade 10, Applied

Grade Level: 10

Ministry Course Code: CHC2P

Teacher's Name: Melissa Black

Developed by: Melissa Black Date: September 2014

Revision Date: September 2015

Developed from: The Ontario Curriculum, Grades 9 and 10: Canadian and World Studies, 2013

Text: None

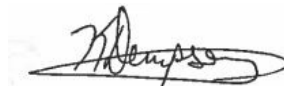
Prerequisite: None

Credits: 1.0

Length: 110 hours

Principal's Name: Kevin Dempsey

Principal's Approval (signature)



Approval Date: September 16, 2015

Course Description/rationale

This course focuses on the social context of historical developments and events and how they have affected the lives of people in Canada since 1914. Students will explore interactions between various communities in Canada as well as contributions of individuals and groups to Canadian heritage and identity. Students will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating the continuing relevance of historical developments and how they have helped shape communities in present-day Canada.

Overall Curriculum Expectations

Strand A: Historical Inquiry and Skill Development

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

Strand B: CANADA, 1914–1929

B1. Social, Economic, and Political Context: describe some key social, economic, and political events, trends, and developments in Canada between 1914 and 1929, and assess how they affected the lives of people in Canada (FOCUS ON: Historical Significance; Historical Perspective)

B2. Communities, Conflict, and Cooperation: describe some key interactions between different communities in Canada, and between Canada and the international community, from 1914 to 1929, and explain their effects (FOCUS ON: Cause and Consequence)

B3. Identity, Citizenship, and Heritage: describe how some individuals, organizations, and domestic and international events contributed to the development of identity, citizenship, and/or heritage in Canada between 1914 and 1929 (FOCUS ON: Continuity and Change; Historical Perspective)

Strand C: CANADA, 1929–1945

C1. Social, Economic, and Political Context: describe some key social, economic, and political events, trends, and developments in Canada between 1929 and 1945, and explain how they affected the lives of people in Canada (FOCUS ON: Cause and Consequence)

C2. Communities, Conflict, and Cooperation: describe some significant interactions between different communities in Canada, and between Canada and the international community, from 1929 to 1945, and explain what changes, if any, resulted from them (FOCUS ON: Continuity and Change)

C3. Identity, Citizenship, and Heritage: describe how some individuals, organizations, symbols, and events, including some major international events, contributed to the development of identity, citizenship, and/or heritage in Canada between 1929 and 1945 (FOCUS ON: Historical Significance; Historical Perspective)

Strand D: CANADA, 1945–1982

D1. Social, Economic, and Political Context: describe some key social, economic, and political trends, events, and developments in Canada between 1945 and 1982, and explain how they affected the lives of people in Canada (FOCUS ON: Continuity and Change)

D2. Communities, Conflict, and Cooperation: describe some key developments that affected interactions between different communities in Canada, and between Canada and the international community, from 1945 to 1982, and assess their significance (FOCUS ON: Historical Significance; Historical Perspective)

D3. Identity, Citizenship, Heritage: describe how some individuals, organizations, and social and political developments and/or events contributed to the development of identity, citizenship, and/or heritage in Canada between 1945 and 1982 (FOCUS ON: Historical Significance; Cause and Consequence)

Strand E. CANADA, 1982 to the Present

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 impact on the lives of different people in Canada (FOCUS ON: Historical Significance; Historical Perspective)

E2. Communities, Conflict, and Cooperation: describe some significant issues and/or developments that have affected interactions between different communities in Canada, and between Canada and the United States, from 1982 to the present, and explain some changes that have resulted from these issues/developments (FOCUS ON: Continuity and Change)

E3. Identity, Citizenship, Heritage: describe how some individuals, groups, and events, both national and international, have contributed to the development of identity, citizenship, and/or heritage in Canada from 1982 to the present (FOCUS ON: Historical Significance; Cause and Consequence)

Course Content

<i>Unit</i>	<i>Length</i>
Canada and the Great War 1914-1919	14 hours
Boom to Bust: Canada in the 1920s and 1930s	14 hours
Canadians in World War II 1939-1945	14 hours
Changing Values 1945-1968	14 hours
Trudeau Mania, Conflicts, and Economic Challenges 1968-1982	14 hours
Post Cold War Era 1984-2001	14 hours

Contemporary Canada, Living in the Post 9-11 Era 2001 - Present	14 hours
Culminating Activity -	12 hours
Total	110 hours

Unit Descriptions

Unit 1 - Canada and the Great War - 1914-1919

In this unit students are introduced to the basics of historical inquiry and historical thinking as they explore the events that shaped Canada at the start of the twentieth century. Students will focus on the social history aspects of WW I through the exploration of several individuals with a focus on Aboriginal individuals. Students will be asked to determine historical significance of events such as Vimy Ridge to Canada's history.

Unit 2 - Boom to Bust: Canada in the 1920s and 1930s

This unit deals with Canadian history in the inter-war decades. Students will investigate the impact of social action during this time, especially as it was found in the emerging middle class. Focus in this unit will be on economic and social history. Included in this unit is a Financial literacy component. The Historical Thinking Skills Cause and Consequence, and Historical Perspective will be prominent during this unit. Several individuals and groups will be looked at closely as examples of the time including Dr. Dafoe and the Dionne quintuplets. .

Unit 3 - Canadians in World War II -1939 - 1945

Students will explore the technological and social impacts on Canadian society during World War II. Students will look critically at Canada's response to minorities at home and abroad during this time period, including Aboriginal veterans such as Tommy Prince.

Unit 4 - Changing Values 1945 - 1968

This unit explores the changes that took place in Canada in the two decades after World War II. Students use concepts familiar in their own lives such as security and change as the basis for an understanding of Canada's social, political, and economic changes domestically as well as the connections the country had with the world. The Historical Thinking Skill of Continuity and Change and Historical Significance are highlighted during this time period.

Unit 5 - Trudeau Mania, Conflicts, and Economic Challenges 1968-1982

In this unit, students examine the conflicts and economic challenges that Canadians faced in the period 1968-1983. Examining primary and secondary sources and further developing a variety of historical skills that were introduced in earlier units introduce students introduced to the key events that have shaped modern Canada as we enter the twenty-first century. The Historical Thinking Skills of Continuity and Change and Historical Significance are highlighted during this time period.

Unit 6 - Towards the 21st Century 1983-2001

Students will examine key issues and persons of interest during this time period including NAFTA, Meech Lake, Elijah Harper, federal-provincial relations and Environmental issues. Historical Significance will be prominent in the lessons.

Unit 7 - Contemporary Canada: Living in the Post 9-11 Era

In this unit, students examine key issues that Canadians have faced from 2001 to the present. Students develop Historical Perspective and deduce Historical Significance to Canadians of international events such as the Sept. 11th 2001 attacks on the World Trade Centers in the United States, and Canada's role in Afghanistan.

Unit 8 - Culminating Activity - History Fair

In this unit, students perform the culminating tasks of the course through a teacher-led research project. Students will create several timelines showing the continuity and changes of different groups and subjects during the time periods covered by CHC2P.

Differentiation of final product will allow for students to highlight their talents and abilities in showcasing their learning in the course.

Teaching/Learning Strategies

This course provides students the opportunity to develop historical inquiry and thinking skills. While each unit may highlight certain Historical Thinking Skills, students will apply the skills throughout the course as they explore, analyse, and reflect on history. A myriad of diverse teaching and learning strategies are chosen to prepare students for study at the University level in the Senior Secondary classes. These strategies will include formulating a thesis, identifying bias and viewpoint, debating, analysing primary sources and secondary sources, and problem solving are a focus of many activities. Focused inquiry, differentiating between primary and secondary sources, data analysis, note-taking, and guided Internet searches are examples of the research skills that students practice. Students have multiple opportunities to hone their skills in communication through formal presentations, response journals, artwork, writing in role, and persuasive paragraph writing. Tasks are designed to develop skills and concepts across a range of student learning styles with differentiation of product allowed on many assignments within teacher-selected options. Many important skills are developed in the activities. Students are asked to demonstrate a synthesis of their learning by participating in the culminating course activity (Unit 8).

In contrast to CHC2D, this course will have a focus on social history and in particular, the biographies of men and women famous and ordinary. Special effort is given to the inclusion of First Nations, particularly Oji-Cre, Ojibwe, and Cree, stories from Northwestern Ontario to help students identify with the subject content.

The subject discipline of History has its own particular ways in which language is used to express concepts. In order to help students, especially ESL/ELD students, teaching and learning strategies show formative attention to the following aspects of language in written and oral forms:

- specialized vocabulary/idioms
- wide range of tense use, active and passive voice
- words, phrases, and causal structures that indicate
- sequence/chronology
- cause-and-effect relationships-contrast/comparatives/superlatives
- statements of opinion, interpretation, inference
- statements of speculation, hypothesis, prediction

- statements of belief, intent, necessity, persuasion, evaluation, definition
- explanations of reason
- formation of questions for formal and informal circumstances, oral or written
- active listening skills, e.g., phrases and syntax that express encouragement, requests for repetition, clarification, and restatement
- activities such as reading/listening tasks (case study/video viewing) need a specific and concrete product expected of students
- completion of a graphic organizer/re-enactment or structured oral response
- note-taking/summarizing
- non-verbal communication skills, of particular importance to presentation tasks

Language development and the expression of concepts taught are greatly facilitated if written tasks are reinforced by oral tasks, and vice versa. Learners with difficulties benefit greatly if models or scaffolds for oral and written expressive communicative functions are initially provided by their teachers.

Evaluation

The final grade will be determined as follows:

- Seventy per cent of the grade will be based on evaluation conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement.
- Thirty per cent of the grade will be based on a final evaluation administered at or towards the end of the course. This evaluation will be based on evidence from one or a combination of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content. The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course.

Growing Success: Assessment, Evaluation and Reporting in Ontario Schools. Ontario Ministry of Education Publication, 2010 p.41

Type of Assessment	Category	Details	Weighting (%)
Term Work (70%)	Knowledge/ Understanding	- explain how local, national, and global influences have helped shape Canadian identity - list the technological changes in Canada apparent after WWII	13
	Thinking /Inquiry	- explain why Canada did not have a choice to fight in WW1 -provide an opinion on whether Trudeau was overreacting when he ordered the War Measures Act in effect	19

	Communication	-interview a community member about changes in the community over time -create a time capsule -create a budget for a depression era family		19
	Application	-explain the point of view of one of the woman's rights activists -develop interview questions you would ask a famous person. -write a reflection on the historical significance of an event.		19
Final Assessment (30%)	Culminating Activity	Teacher-led research project. Students will create several timelines showing the continuity and changes of different groups and subjects during the time periods covered by CHC2P. Differentiation of final product will allow for students to highlight their talents and abilities in showcasing their learning in the course.	K/U	3
			T/I	4
			C	4
			A	4
	Final Exam	Covers all time periods studied in the course as well as Historical Thinking skills.	K/U	3
			T/I	4
			C	4
			A	4
TOTAL				100

Assessment/Evaluation Strategies

rating scales	rubrics
personal communication	video
projects	presentations
assignments	tests
quizzes	work sheets
examinations	checklists
rating scales	maps
diagrams	timelines
photographic study	
self evaluation	

Resources

Active History <http://activehistory.ca/>

Canada's History Society: <http://www.historysociety.ca/edu.asp?subsection=web>

CBC Archives <http://www.cbc.ca/archives/>

First Nations History Theme Page: http://www.cln.org/themes/fn_history.html

Growing Success, Assessment, Evaluation, and Reporting in Ontario Schools. *First Edition*
Covering Grades 1 to 12, 2010.

Heritage Minutes Videos: <https://www.historicacanada.ca/content/videos>

The Toronto Star (print or electronic) www.thestar.ca

Veteran's Affairs <http://www.veterans.gc.ca/eng/remembrance>

Program Planning

This course is offered to students living in isolated northern Ontario communities which do not have access to regular high school facilities, equipment, or teachers associated with secondary education. This course uses the internet for instruction, demonstration and research. It utilizes a student centered semi-virtual classroom which capitalizes on the strengths of internet program delivery to minimize the disadvantages of geographic remoteness.

Students are presented with instruction/activity via the internet. All lessons, assignments, questions and course materials are presented in this manner, with approved print materials available as student resources in each classroom. The student and instructor communicate via the internet, while a classroom mentor (a fully qualified teacher) assists students in completing tasks in a timely manner and provides tutoring as required.