



## Ontario eSecondary School Course Outline 2023-2024

<b>Course Title: Canadian History since World War I</b>	
<b>Course Code: CHC2D</b>	
<b>Course Type: Academic</b>	
<b>Grade: 10</b>	
<b>Credit Value: 1.0</b>	
<b>Prerequisites: None</b>	
<b>Department: Canadian and World Studies</b>	
<b>Course developed by:</b> Stephanie Menard	<b>Date: June 2018</b>
<b>Course revised by:</b> Samantha Campbell	<b>Date: August 2019</b>
<b>Length:</b> One Semester	<b>Hours:</b> 110
<b>Course based on Ministry curriculum document:</b> <ol style="list-style-type: none"> <li>1. Canadian and World Studies, The Ontario Curriculum, Grades 9 and 10, 2018,</li> <li>2. Growing Success: Assessment, Evaluation, and Reporting in Ontario's Schools (2010)</li> <li>3. <i>Learning for All</i> (2013)</li> </ol>	

## COURSE DESCRIPTION

This course explores social, economic, and political developments and events and their impact on the lives of different individuals, groups, and communities, including First Nations, Métis, and Inuit individuals and communities, in Canada since 1914. Students will examine the role of conflict and cooperation in Canadian society, Canada's evolving role within the global community, and the impact of various individuals, organizations, and events on identities, citizenship, and heritage in Canada. Students will develop an understanding of some of the political developments and government policies that have had a lasting impact on First Nations, Métis, and Inuit individuals and communities. They 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 key issues and events in Canadian history since 1914.

## OVERALL CURRICULUM EXPECTATIONS

The course has five strands. Instruction and learning related to the expectations in strand A are to be interwoven with instruction and learning related to expectations from the other four strands. Strand A must not be seen as independent of the other strands. Student achievement of the expectations in strand A is to be assessed and evaluated throughout the course.

### Strand A

A: Historical Inquiry and Skill Development Overall Expectations

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

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 and communities in Canada, including First Nations, Métis, and Inuit communities (FOCUS ON: Historical Significance; Historical Perspective)

B2. Communities, Conflict, and Cooperation: analyse some key interactions within and between different communities in Canada, including First Nations, Métis, and Inuit communities, and between Canada and the international community, from 1914 to 1929, and how these interactions affected Canadian society and politics (FOCUS ON: Historical Significance; Cause and Consequence)

B3. Identity, Citizenship, and Heritage: explain how various individuals, organizations, and specific social changes between 1914 and 1929 contributed to the development of identities, citizenship, and heritage in Canada (FOCUS ON: Continuity and Change; Historical Perspective)

### Strand C

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 and communities in Canada, including First Nations, Métis, and Inuit communities (FOCUS ON: Cause and Consequence; Historical Perspective)

C2. Communities, Conflict, and Cooperation: analyse some key interactions within and between communities in Canada, including First Nations, Métis, and Inuit communities, 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 (FOCUS ON: Cause and Consequence; Continuity and Change)

C3. Identity, Citizenship, and Heritage: explain how various individuals, groups, and events, including some major international events, contributed to the development of identities, citizenship, and heritage in Canada between 1929 and 1945 (FOCUS ON: Historical Significance; Historical Perspective)

### Strand D

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 individuals, groups, and/or communities in Canada, including First Nations, Métis, and Inuit individuals and communities (FOCUS ON: Historical Significance; Continuity and Change)

D2. Communities, Conflict, and Cooperation: analyse some key experiences of and interactions between different communities in Canada, including First Nations, Métis, and Inuit communities, as well as interactions between Canada and the international community, from 1945 to 1982 and the changes that resulted from them (FOCUS ON: Continuity and Change; Historical Perspective)

D3. Identity, Citizenship, and Heritage: analyse how significant events, individuals, and groups, including Indigenous peoples, Québécois, and immigrants, contributed to the development of identities, citizenship, and heritage in Canada between 1945 and 1982 (FOCUS ON: Historical Significance; Cause and Consequence)

### Strand E

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 and communities in Canada, including First Nations, Métis, and Inuit communities (FOCUS ON: Historical Significance; Continuity and Change)

E2. Communities, Conflict, and Cooperation: analyse some significant interactions within and between various communities in Canada, including First Nations, Métis, and Inuit communities, and between Canada and the international community, from 1982 to the present, and how key issues and developments have affected these interactions (FOCUS ON: Continuity and Change; Historical Perspective)

E3. Identity, Citizenship, and Heritage: analyse how various significant individuals, groups, organizations, and events, both national and international, have contributed to the development of identities, citizenship, and heritage in Canada from 1982 to the present (FOCUS ON: Historical Significance; Cause and Consequence)

## COURSE CONTENT

<i>Unit</i>	<i>Length</i>
Unit 1: Introduction to Canadian History and Historical Thinking	7 hours
Unit 2: Canada 1914 - 1929	35 hours
Unit 3: Canada 1929 - 1945	24 hours
Unit 4: Canada 1945 - 1982	19 hours
Unit 5: Canada 1982 - present	13 hours
Culminating Task and Exam	12 hours
<b>Total</b>	<b>110 Hours</b>

### UNIT DESCRIPTIONS

#### 1: Introduction to Canadian History and Historical Thinking

This first unit allows students to have an introduction to Canadian history and learning history. Students will explore the elements of historical inquiry as well as historical thinking. They will have the ability to show their understanding through basic inquiry assignments. This unit will prepare them to use these skills throughout the course and their education in history. Students will be expected to complete a final assignment to demonstrate their understanding of historical thinking concepts.

## **2: Canada 1914 - 1929**

In this unit, students will begin with the knowledge of Canada as a fairly new country and begin to understand its evolution as a country through international and national events. Students will learn about Canada's participation in the First World War and its influence on nationalism. They will also learn about the involvement of women's and First Nations group in the war effort. Students will also get a glimpse at life in the 1920's and the growth of the Canadian economy, unions, women's rights and culture. Students will conclude their learning by creating a multimedia assignment on one aspect of 1920s culture.

## **3: Canada 1929 - 1945**

In the third unit of this course, students will begin by learning about the causes and effects of the Great Depression. They will develop an understanding of life at the time and government policy to remedy the suffering experience by many Canadians. From there, they will gain an understanding of the causes of the Second World War and Canada's participation in the war effort. They will have a chance to learn about the similarities and differences between the First and Second World War. They will also learn about many injustices which occurred during this period including the height of Residential Schooling and the Internment of many Japanese-Canadians. Students will conclude their learning with an assignment focusing on the lives of Japanese-Canadians in internment camps.

## **4: Canada 1945 - 1982**

Students will have a chance to explore life after the Second World War and the 'boom' that came with it, including increases in birth rates, immigration and quality of life. They will learn about the birth of Suburbia and teen cultures. They will also have a chance to describe tensions surrounding French-English relations in Canada and what would eventually lead to the October Crisis. They will also continue to learn about further atrocities against First Nations communities in Canada including the "Sixties Scoop". As a final assignment, students will create a presentation on a topic of their choice which could include inventions such as the Avro Arrow or Canada's participation in the Cold War.

## **5. Canada 1982 – Present**

In the final unit of the course, students will have the opportunity to learn about Canada's most recent historical events. This unit will focus on Canada's role in international agreements such as NAFTA as well as many domestic developments (Quebec Referendum, Amendments to the Indian Act). Students will learn about important social movements such as Idle No More and the continuing development of a Canadian national identity. Students will be expected to explain their understanding of the period by creating a final timeline of important events.

### **Culminating Task/ Final Exam**

As a final task, students are expected to select an era studied throughout the course and further explore the political, social, economic and national aspects of that time. With this information, they will create a newspaper with various elements to showcase their understanding of the events of this time and their importance. They will need to explore the cause and consequence of many of these events and the historical perspective of those involved.

Students will also be expected to complete a final exam based on the information learned throughout the course. This information should have been obtained through coursework, discussions, notetaking and assignments.

## **TEACHING AND LEARNING STRATEGIES**

**In this course, students will experience the following activities.**

**Presentations with embedded videos** are utilized to outline concepts, explain theory with the use of examples and practice questions, and incorporate multi-media opportunities for students to learn more (e.g. online simulations, quizzes, etc.).

**End of unit conversations and Poodlls** are opportunities for students to express their ideas, problem solving, and thought processes with a teacher who provides timely feedback.

**Reflection** is an opportunity for students to look back at concepts and theories with new eyes, to relate theory to practice, and to align learning with their own values and beliefs.

**Discussions with the instructor** are facilitated through video conferencing, discussing the concepts and skills being studied. This enables two-way communication between the student and the instructor, to share ideas and ask questions in dialogue. This also helps to build a relationship between the student and instructor.

**Instructor demonstrations** (research skills, etc.) are opportunities for the instructor to lead a student through a concept or skill through video conferencing, videos, or emailing with the student.

**Discussion forums** are an opportunity for students to summarize and share their ideas and perspectives with their peers, which deepens understanding through expression. It also provides an opportunity for peer-to-peer feedback.

**Practical extension and application of knowledge** are integrated throughout the course. The goal is to help students make connections between what they learn in the classroom and how they understand and relate to the world around them and their own lives. Learning becomes a dynamic opportunity for students to be more aware that their learning is all around them and enable them to create more meaning in their lives.

**Individual activities/assignments** assessments are completed individually at a student's own pace and are intended to expand and consolidate the learning in each lesson. Individual activities allow the teacher to accommodate interests and needs and to assess the progress of individual students. For this reason, students are encouraged to discuss IEPs (Individual Education Plans) with their teacher and to ask to modify assessments if they have a unique interest that they feel could be pursued in the assessment. The teacher plays an important role in supporting these activities by providing ongoing feedback to students, both orally and in writing.

**Research** is an opportunity to apply inquiry skills to a practical problem or question. Students perform research to gather information, evaluate quality sources, analyze findings, evaluate their analysis, and synthesize their findings into conclusions. Throughout, students apply both creative thinking and critical thinking. New questions are also developed to further learning.

**Writing** as a learning tool helps students to think critically about course material while grasping, organizing, and integrating prior knowledge with new concepts. Good communication skills are important both in and out of the classroom.

**Brainstorming, charts, and graphs** are a great way for students to synthesize their knowledge of subject matter visually through graphic organizers, pictures, and texts.

**Readings** are an opportunity for students to gain insight from a variety of texts online and further develop literacy skills. Students may print out the reading material to use it to highlight, take notes, and have with them when a computer is not available.

**Articles** are examples of concepts and theories being discussed in the public realm and with respect to current events. They are snapshots not only of why theories/concepts/applications are relevant but also provide a window into the broader context of subject matter knowledge and understanding. Students learn through reading and analysis that the subject matter is deeply related to, and intertwined with, society and the diverse perspectives of lived experience.

**Oral presentations** in an online environment are opportunities for students to present live or record presentations, expressing their ideas and understanding orally.

**Reflective/comparative analysis and evaluation of written work** is very important in this course. Concepts and skills are modelled in examples (exemplars), which students can refer to and utilize to self-evaluate their own work. A variety of texts are shared, and students are encouraged to make comparisons with different texts, real life situations, and their own writing.

**Journals** provide an opportunity for students to self-reflect on the subject matter and see their growth over time. It supports students to express their thoughts and skills learned in a personal way.

## ASSESSMENT, EVALUATION, AND REPORTING

**Assessment:** The process of gathering information that accurately reflects how well a student is achieving the identified curriculum expectations. Teachers provide students with descriptive feedback that guides their efforts towards improved performance.

**Evaluation:** Assessment of Learning focuses on Evaluation which is the process of making a judgement about the quality of student work on the basis of established criteria over a limited, reasonable period of time.

**Reporting:** Involves communicating student achievement of the curriculum expectations and Learning Skills and Work Habits in the form of marks and comments as determined by the teacher's use of professional judgement.

## STRATEGIES FOR ASSESSMENT

Assessment practices can nurture students' sense of progress and competency and information instruction. Many diagnostic tools, e.g. checklists and inventories, are used at regular intervals throughout the units to encourage students' understanding of their current status as learners and to provide frequent and timely reviews of their progress. Assessment of student acquisition of listening and talking, reading and viewing and writing skills also occurs regularly through unobtrusive teacher observation and conferencing.

## ASSESSMENT ACTIVITIES

- Homework assignments
- Individual conference meetings
- Discussion Forums
- Diagnostic tests and writing tasks
- Graphic Organizers
- Interactive content activities (multiple choice, word match)
- Oral presentations
- Tests
- Essay Writing
- Writing Assignments
- Inquiry-based research assignments

Weightings	
<b>Course Work</b>	<b>70</b>
Knowledge/Understanding (K)	17.5
Thinking/Inquiry (T)	17.5
Communication (C)	17.5
Application (A)	17.5
<b>Final</b>	<b>30</b>
Culminating Activity (4.4K, 4.4T, 4.4C, 6.8A)	20
Final Exam (2.5K, 2.5T, 2.5C, 2.5A)	10

## Term Work Evaluations (70%)

Evaluation Item	Description	Category	Weight
Unit 1: Historical Thinking Analysis	After learning the different historical thinking concepts, students will pick a historical event of their choice and evaluate it using these tools.	K, T, C, A	5
Unit 2: World War I Technologies Essay	Students will pick a technological development from the First World War and write an essay describing its impact/effects on warfare.	K, T, C, A	10
Unit 2: Advertisement	The 'Roaring 20s' was a time of creation in art and culture. Students will pick one aspect of culture (fashion, music, art) and create an advertisement for the topic of their choice.	K, T, C, A	10
Unit 3: Indigenous Acts Presentation	Students will examine different acts created by the government in response to Indigenous Issues. Students will research and create an interactive presentation on the topic.	K, T, C, A	10
Unit 3: Japanese Internment Camp Writing	After learning about Japanese internment camps, students will write diary entries from the point of view of a Japanese-Canadian living in a camp during the Second World War. These fictional letters should be based on historical events.	K, T, C, A	10
Unit 4: War Brides Letter	Students will write a letter from the point of view of a Canadian War Bride who has just recently immigrated to Canada. This letter should be fictional however, based on actual facts or events from War Brides.	K, T, C, A	10
Unit 4: Video presentation on major event/social movement	Students will complete an inquiry-based research assignment on a major event or social movement from the period of 1945-82. They will create a video presentation on the topic of their choice.	K, T, C, A	10
Unit 5: Timeline assignment	Students will create a historical timeline on a minimum of 10 events from the period of 1982-present.	K, T, C, A	5

## Final Evaluations (30%)

Evaluation Item	Description	Category	Weight
Culminating Task	Students will create a newspaper based on one of the eras studied in Canadian history. The newspaper should include several sections based on social, cultural, political and economic events.	K, T, C, A	20
Final Exam	A final exam based on the units covered throughout the course.	K, T, C, A	10

## AFL/AAL/AOL TRACKING SHEET

### Unit 1: Introduction to Canadian History and Historical Inquiry

AAL	AFL	AOL
Lesson 1.3 Historical Thinking Match	Lesson 1.1 KWL Chart Assignment	Lesson 1.3 Historical Thinking Assignment
	Lesson 1.2 Death on Painted Lake Assignment	

### Unit 2: Canada, 1914-1929

AAL	AFL	AOL
Lesson 2.1 Canada Pre-1914 Forum	Lesson 2.1 Canada Pre-WWI Forum	Lesson 2.4 First World War Technologies Assignment
Lesson 2.2 Match the Groups	Lesson 2.4 Vimy Ridge & Canadian Identity Forum	Unit 2 Final Assignment
Lesson 2.2 Causes of World War I Questions	Lesson 2.5 Recruitment Poster Assignment	
Lesson 2.2 Causes of the First World War	Lesson 2.9 Person's Case Forum	
Lesson 2.6 Mix and Match Wartime Economy	End of Unit 2 Feedback	

### Unit 3: Canada, 1929-1945

AAL	AFL	AOL
Lesson 3.2 Wheat Board Questions	Lesson 3.1 Major Events Post-War Questions	Lesson 3.3 Indigenous Acts Assignment
Lesson 3.2 Relief Camps Questions	Lesson 3.1 Cause & Consequence: The Great Depression Assignment	Lesson 3.5 Japanese Internment Camp Assignment
Lesson 3.3 Stories of Resistance Forum		



Lesson 3.4 The Second World War Forum		
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Unit 4: Canada, 1945-1982

AAL	AFL	AOL
Lesson 4.1 United Nations Questions	Lesson 4.1 Aftermath of the Second World War Forum	Lesson 4.2 Canadian War Brides Assignment
Lesson 4.2 Immigration Post-War Questions	Lesson 4.5 Canadian Identity Forum	Final Assignment Unit 4

Unit 5: Canada, 1982-Present

AAL	AFL	AOL
Lesson 5.1 Editorial Cartoon Forum	Lesson 5.1 A New Era Forum	Unit 5 Final Assignment
Lesson 5.3 Quebec Referendum Match		

**Finals**

AOL
Culminating Project
Final Exam

## CONSIDERATION FOR PROGRAM PLANNING

### PLANNING PROGRAMS FOR STUDENTS WITH SPECIAL EDUCATION NEEDS

Classroom teachers are the key educators of students who have special education needs. They have a responsibility to help all students learn, and they work collaboratively with special education teachers, where appropriate, to achieve this goal. Special Education Transformation: The Report of the Co-Chairs with the Recommendations of the Working Table on Special Education, 2006 endorses a set of beliefs that should guide program planning for students with special education needs in all disciplines. Those beliefs are as follows: All students can succeed. Universal design and differentiated instruction are effective and interconnected means of meeting the learning or productivity needs of any group of students. Successful instructional practices are founded on evidence-based research, tempered by experience.

### PROGRAM CONSIDERATIONS FOR ENGLISH LANGUAGE LEARNERS

Ontario schools have some of the most multilingual student populations in the world. The first language of approximately 20 percent of the students in Ontario's English language schools is a language other than English. Ontario's linguistic heritage includes several Aboriginal languages; many African, Asian, and European languages; and some varieties of English, such as Jamaican Creole. Many English language learners were born in Canada and raised in families and communities in which languages other than English were spoken, or in which the variety of English spoken differed significantly from the English of Ontario classrooms. Other English language learners arrive in Ontario as newcomers from other countries; they may have experience of highly sophisticated educational systems, or they may have come from regions where access to formal schooling was limited. When they start school in Ontario, many of these students are entering a new linguistic and cultural environment.

## THE ROLE OF TECHNOLOGY IN THE PROGRAM

Information and communications technologies (ICT) provide a range of tools that can significantly extend and enrich teachers' instructional strategies and support students' language learning. ICT tools include multimedia resources, databases, Internet websites, digital cameras, and word-processing programs. Tools such as these can help students to collect, organize, and sort the data they gather and to write, edit, and present reports on their findings. Information and communications technologies can also be used to connect students to other schools, at home and abroad, and to bring the global community into the local classroom. Whenever appropriate, therefore, students should be encouraged to use ICT to support and communicate their learning.

## ACCOMMODATIONS

Accommodations will be based on meeting with parents, teachers, administration and external educational assessment reports. The following three types of accommodations may be provided:

- ☐ **Instructional accommodations:** such as changes in teaching strategies, including styles of presentation, methods of organization, or use of technology and multimedia.
- ☐ **Assessment accommodations:** such as allowing additional time to complete tests or assignments or permitting oral responses to test questions.

Other examples of modifications and aids, which may be used in this course, are:

- ☐ Provide step-by-step instructions.
- ☐ Help students create organizers for planning writing tasks.
- ☐ Allow students to report verbally to a scribe (teacher/ student) who can help in note taking.
- ☐ Permit students a range of options for reading and writing tasks.
- ☐ Where an activity requires reading, provide it in advance.
- ☐ Provide opportunities for enrichment.

## Internet Resources:

<https://thecanadianencyclopedia.ca/en/>

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

<https://www.historicacanada.ca/>

<https://www.historymuseum.ca/>

<https://www.thestar.com/>

<http://www.veterans.gc.ca/>

<https://www.warmuseum.ca/>

<https://www.youtube.com/>