Ontario eSecondary School
Course Outline
2023-2024

Ministry of Education Course Title: Canada: History, Identity, and Culture
Ministry Course Code: CHI4U
Course Type: University Preparation
Grade: 12
Credit Value: 1.0
Prerequisite(s): Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities
Department: Canadian and World Studies

Course developed by: **Gregory Wilson**	**Date: February 20th, 2019**
Updates by: Jacklyn Lather	**Date: June 30th, 2020**
Length: **One Semester**	**Hours:** **110**

This course has been developed based on the following Ministry documents:
1. Canadian and World Studies, The Ontario Curriculum, Grades 11 and 12, 2015, (revised)
2. *Growing Success: Assessment, Evaluation, and Reporting in Ontario's Schools (2010)*
3. *Learning for All (2013)*

COURSE DESCRIPTION/RATIONALE

This course traces the history of Canada, with a focus on the evolution of our national identity and culture as well as the identity and culture of various groups that make up Canada. Students will explore various developments and events, both national and international, from precontact to the present, and will examine various communities in Canada and how they have contributed to identity and heritage in Canada. Students will investigate the development of culture and identity, including national identity, in Canada and how and why they have changed throughout the country's history. They will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, as they investigate the people, events, and forces that have shaped Canada.

OVERALL CURRICULUM EXPECTATIONS

Unit 1

By the end of this course, students will:
1. Historical Inquiry: use the historical inquiry process and the concepts of historical thinking when investigating aspects of Canadian history, with a focus on the development of identity and culture;
2. Developing Transferable Skills: apply in everyday contexts skills developed through historical investigation, and identify careers in which these skills might be useful.

Unit 2

By the end of this course, students will:
1. Setting the Context: analyse the significance, for different groups in Canada, of various social/ cultural, economic, and political practices and developments prior to 1774
2. Interactions and Interdependence: analyse activities of and interactions between various groups in Canada prior to 1774 and how these groups and their interactions contributed to the development of Canada, including the development of identity in Canada
3. Diversity and Citizenship: assess the impact of various individuals, groups, and colonial policies prior to 1774 on the development of identity, citizenship, and heritage in Canada

Unit 3

By the end of this course, students will:
1. Setting the Context: analyse various social/cultural, economic, and political events, trends, and/or developments that occurred in or affected Canada between 1774 and 1867, and assess their impact
2. Interactions and Interdependence: analyse the impact on the development of Canada of various interactions between different groups in Canada, as well as between Canada, Great Britain, and the United States, from 1774 to 1867
3. Diversity and Citizenship: analyse how various individuals and groups contributed to the social and political development of Canada between 1774 and 1867 and to the evolution of identity and citizenship in Canada.

Unit 4

By the end of this course, students will:
1. Setting the Context: analyse how various social/cultural, economic, and political events, trends, and/or developments in Canada from 1867 to 1945 contributed to the development of the country
2. Interactions and Interdependence: analyse how various interactions at both the national and international level between 1867 and 1945 contributed to the development of Canada
3. Diversity and Citizenship: analyse challenges facing various groups in Canada between 1867 and 1945 as well as the contributions of various groups and individuals to the development of identity, culture, and citizenship in Canada.

Unit 5

By the end of this course, students will:

1. Setting the Context: analyse various social/cultural, economic, and political events, trends, and/or developments in Canada since 1945 and their impact on the development of the country
2. Interactions and Interdependence: analyse how various interactions at both the national and international level since 1945 have contributed to the development of Canada, including the development of identity in Canada
3. Diversity and Citizenship: analyse how various individuals and groups have contributed to the development of identity, culture, and citizenship in Canada since 1945.

COURSE CONTENT

Unit	Length
Unit 1: Historical Inquiry, Learning About Bias, and Skill Development	8 hours
Unit 2: Canada- Origins to 1774	23.5 hours
Unit 3: British Canada Before Canada - 1774-1867	21.5 hours
Unit 4: From Confederation to 1939 - Developing an Initial Identity	22 hours
Unit 5: Moving Towards the Future - Canada 1939 - Present	23 hours
Unit 6: Project Culminating Task	9 hours
Final Exam	3 hours
Total	**110 Hours**

UNIT DESCRIPTIONS

UNIT 1: HISTORICAL INQUIRY AND SKILL DEVELOPMENT
Students identify and describe reasons to study history, while working to understand different ways of reading text, developing a critical understanding of bias and why bias occurs, learning to identify the difference between primary and secondary sources, and examine different career paths that use skills developed by studying history.

UNIT 2: CANADA, ORIGINS TO 1774
Students are given the opportunity to: analyse the different ways that FNMI communities understand the world, through teachings, legends, and cultural practices. Students will examine why Europeans first came to North America, how these visitors changed the balance of power within North America, the conflict that arose between the different groups, both European and FNMI, and then how England came to dominate the European control of the continent.

UNIT 3: CANADA, 1774–1867
Students are given the opportunity to: demonstrate an understanding of the effects of the American Revolution on British North America, including why BNA did not join the revolution, examine the different groups that made up Loyalists and their effect outside of the United States, study the reasons and effects of the War of 1812, and then analyze life within the different colonies leading up to Confederation, including the Upper and Lower Canada Rebellions.

UNIT 4: CANADA, 1867–1939
This unit provides students with opportunities to apply research strategies as students examine the growth of the West after Confederation, as well as examining key Canadians leading up to the 20th Century. After

students have researched and analyzed the effects of WWI on soldiers and citizens at home, they will have an opportunity to demonstrate an understanding of key social and economic events from the 1920s and 1930s.

UNIT 5: CANADA SINCE 1939
Students will analyse the elements that brought about WWII and how Canada responded internationally and at home. Students will then examine and research how life changed within Canada post-WWII as seen through the lens of women, immigrants, Francophones, and FNMI communities. The unit will end with the students having an opportunity to demonstrate an understanding of events surround changing the constitution, and an examination of current international and domestic issues.

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.

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.

Teachers are encouraged to share goals with students early in the course and to connect unit learning experiences frequently and explicitly with big ideas, overall expectations, and performance tasks. The teacher is encouraged to involve students in the discussion, modification, or creation of rubrics, and teach students to use rubrics as a learning tool.

ASSESSMENT ACTIVITIES

- ❏ Homework assignments
- ❏ Diagnostic writing tasks
- ❏ Free-writing journals/blogs
- ❏ Critical Analysis Activities
- ❏ Reflections
- ❏ Oral presentations & Active Listening
- ❏ Research Assignments
- ❏ Biography Development
- ❏ Presentations
- ❏ Powerpoint Development
- ❏ Exam
- ❏ Essay Writing
- ❏ Evaluations

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 will 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)

Weightings	
Course Work	**70**
Knowledge/Understanding (K)	15
Thinking/Inquiry (T)	20
Communication (C)	15
Application (A)	20
Final	**30**
Culminating Assignment (3.75K, 3.75T, 3.75C, 3.75A)	15
Final Exam (5.4K, 4T, 2.9C, 2.7A)	15

TERM WORK EVALUATIONS (70%)

Evaluation Item	Description	Category
Mid-Unit 2 Task	Students are to expected to demonstrate an understanding of the ideas, concepts, and teachings presented in the first half of the unit.	K, T, C, A
End Unit 2 Task	Students are to complete a powerpoint file that focuses on one idea, or multiple ideas the Unit. Students are expected to demonstrate a solid understanding of the topic, an ability to analyze, while also being able to research, find, and analyze their own resources	K, T, C, A
Mid-Unit 3 Task	Students are to prepare a summary of the key ideas presented to this point within the unit. This will be done through the collection and analysis of resources, while summarizing and compiling information on the topics.	K, T, C, A
End of Unit 3 Task	Students are to research, compile, and complete a biography on a key individual from the time period studied within the unit.	K, T, C, A
Mid-Unit 4 Task	Students are to expected to demonstrate an understanding of the ideas, concepts, and teachings presented in the first half of the unit.	K, T, C, A
End of Unit 4 Task	Students are to complete an essay on a topic explored within the unit. To finish the essay students will complete an original researched, designed, and written essay.	K, T, C, A
Mid-Unit 5 Task	Students are to prepare a summary of the key ideas presented to this point within the unit. This will be done through the collection and analysis of resources, while summarizing and compiling information on the topics.	K, T, C, A
End of Unit 5 Task	Students are to complete an original presentation on a topic covered within the unit. The students will record it and submit for completion of the unit.	K, T, C, A

FINAL EVALUATIONS (30%)

Evaluation Item	Description	Category
Summative Project	The Summative Project brings together the main topics and concepts of the course into one final assignment where students are to create their own company.	K, T, C, A
Final Exam	The Final Exam assesses students on contents and topics from all units of the course.	K, T, C, A

AFL/AAL/AOL TRACKING SHEET

Unit 1: Historical Inquiry, Learning About Bias, and Skill Development

AAL	AFL	AOL
Lesson 1.1.2 How to Think Historically	Quick Research Project	
Lesson 1.1.4 Bias Within History	End of Unit 1 Feedback (video conference)	

Unit 2: Canada-Origins to 1774

AAL	AFL	AOL
Lesson 2.2 Initial Contact		Lesson 2.4 - Mid-Unit 2 Assignment
Lesson 2.5 Expansion, Conflict and Loss		Lesson 2.6 - End of Unit 2 Assignment

Unit 3: British Canada Before Canada - 1774-1867

AAL	AFL	AOL
Lesson 3.2 United Empire Loyalists	End of Unit 3 Feedback (video conference)	Lesson 3.4 - Mid-Unit 3 Assignment
Lesson 3.5 Life after the War and examining the 1837 Rebellion		Lesson 3.7 - End of Unit Assignment

Unit 4: From Confederation to 1939 - Developing an Initial Identity

AAL	AFL	AOL
Lesson 4.1 Growth in the West		Lesson 4.4 - Mid-Unit 4 Assignment
Lesson 4.5 The 1920s		Lesson 4.7 - End of Unit 4 Assignment

Unit 5: Moving Towards the Future - Canada 1939-Present

AAL	AFL	AOL
Lesson 5.2 A Changing Canada: Transformation After the War	End of Unit 5 Feedback (video conference)	Lesson 5.4 - Mid-Unit 5 Assignment
Lesson 5.5 Idle No More and Truth and Reconciliation Committee		Lesson 5.8 - End of Unit 5 Assignment

Finals

AOL
Summative Assignment
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.