

Course Outline

School Name:	KEEWAYTINOOK INTERNET HIGH SCHOOL
Department Name:	Canadian and World Studies
Ministry of Education Course Title:	Canadian History
Grade Level:	10
Ministry Course Code:	CHC2L

Teacher's Name: Thomas Choong

Developed by: Thomas Choong Date: February 2017

Revision Date: September 2019

Developed from: Course Profile: Canadian History. Public and Catholic District School Board Writing Partnership

Text: None

Prerequisite: None

Credits: 1.0

Length: 110 hours

Principal's Name: Angela Batsford-Mermans

Principal's Approval: 

Approval Date: September 12, 2019

Course Description/Rationale

This course focuses on the connections between the student and key people, events, and themes in Canadian history from World War I to the present. Students prepare for the Grades 11 and 12 Workplace Preparation history courses through the development and extension of historical literacy and inquiry skills.

Students explore a variety of topics highlighting individuals and events that have contributed to the story of Canada. The major themes of Canadian identity, internal and external relationships, and changes since 1914, are explored through guided investigation.

Students have the opportunity to extend analytical skills with a focus on identifying and interpreting events and perspectives and making connections. Students practise reading, writing, visual, and oral literacy skills, and mathematical literacy skills to identify and communicate ideas in a variety of forms.

Overall Curriculum Expectations

IDV.01 • identify and describe the manner in which selected individuals, groups, and events have contributed to the emergence of Canadian identity;

IDV.02 • make connections between a series and a variety of historic and contemporary individuals, issues, and events that have contributed to the emergence of Canadian identity;

IDV.03 • apply guided historical inquiry, critical thinking, and literacy skills to explore Canadian identity and communicate their understanding in a variety of forms.

REV.01 • describe selected events that characterize internal relationships between individual Canadians, groups of Canadians, the provinces, and the federal government;

REV.02 • make connections among selected historical examples of Canada's past, contemporary global relationships, and their everyday lives;

REV.03 • apply guided historical inquiry, critical thinking, and literacy skills to explore Canadian relationships and communicate their understanding in a variety of forms.

CHV.01 • explain how and why selected economic, political, and technological changes have affected Canadians;

CHV.02 • connect learning about significant change throughout Canadian history to current changes in Canadian society;

CHV.03 • apply guided historical inquiry, critical thinking, and literacy skills to explore change in Canadian society and communicate their understanding in a variety of forms.

Course Content

Unit	Length
1. Early Canada and World War I	16.00 hrs
2. Between the Two Wars	16.00 hrs
3. World War II	16.00 hrs
4. Canada and its relationships	37.00 hrs
5. What does it mean to be Canadian?	25.00 hrs
Total	110.00 hrs

Unit Descriptions

Unit 1 – Early Canada and World War I

In this unit, students will start with getting an early sense of their own Canadian identity. They will be then be taken on a journey through World War I, a tragedy that resulted in an immense loss of life but also helped play a pivotal role in defining Canada's role on the world stage. Students will then get a glimpse of the domestic issues that Canadians faced at this time in our country's history.

Unit 2 – Between the Two Wars

This time in Canadian history is often noted as a time of great prosperity. Starting with Canada's signing the Treaty of Versailles and membership in the League of Nations, Canada established its own identity, not just a member of the British Commonwealth. Discussion shifts to seeing developments in Canada on a social, sporting, and artistic level. The chapter ends examining Canada's fall under the weight of the global financial crisis, the Great Depression.

Unit 3 – World War II

This discussion on World War II is approached with less optimism than the unit on World War I. Students are introduced to the infamous dictator Adolf Hitler and the horrible atrocities that accompanied World War II. Canada's role in the war were both up and down, and unfortunately, many of Canada's wartime policies left a black mark on Canadian history.

Unit 4 – Canada and its Relationships

In this unit, students will examine various key relationships that have changed throughout the history of this country. Canada will examine its long history and relationship with our southern neighbour, the United States of America and the Cold War which we fought alongside them for the better part of the 50 years after WWII. Students will also examine our domestic relationships that the government has had with the French, the First Nations people, and the many groups of Canadians who, over time, obtain the right to vote.

Unit 5 – What does it mean to be Canadian?

In this unit, students will look over some of the different aspects of Canada that we are best known for today. Looking at medicine, sports, entertainment, technology and peacekeeping, students will get a sense of the different aspects of being Canadian that we take great pride in. Lastly, students will look over some of the issues in today's Canada, and re-examine their understanding of their national identity.

Teaching/Learning Strategies

The course is delivered to students via Internet to computers set up at KIHS classrooms in the communities. Most communication between students and the teacher is done using the Internet connection with the teacher mentor assuming the role as liaison between the course instructor and the student.

The teaching of lessons incorporate the following list of instructional strategies:

- Reading,
- Structured discussion,
- Practical exercise,
- Brainstorming,
- Research project,
- Independent study,
- Interpretation.

Learning goals will be discussed at the beginning of each assignment and success criteria will be provided to students. The success criteria will be used to develop the assessment tools in this course, including rubrics, checklists, and exemplars.

Evaluation

The final grade will be determined as follows (Ontario Ministry of Education, 2010):

- 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 (p. 47).

Ontario Ministry of Education. (2010). *Growing success: Assessment, evaluation and reporting in Ontario schools*. Toronto ON: Queen's Printer for Ontario.

Type of Assessment	Category	Detail	Weighting (%)
70%	Knowledge/ Understanding	<ul style="list-style-type: none"> - Knowledge of content (e.g., facts, terms, definitions). - Understanding of content (e.g., concepts, ideas, theories, procedures, processes, methodologies, and/or technologies) 	13%
	Thinking	<ul style="list-style-type: none"> - Use of planning skills (e.g., focusing research, gathering information, organizing an inquiry, asking questions, setting goals) - Use of processing skills (e.g., analysing, generating, integrating, synthesizing, evaluating, detecting point of view and bias) - Use of critical/creative thinking processes (e.g., inquiry process, problem-solving process, decision-making process, research process) 	19%
	Communication	<ul style="list-style-type: none"> - Expression and organization of ideas and information (e.g., clear expression, logical organization) in oral, written, and visual forms - Communication for different audiences (e.g., peers, adults) and purposes (e.g., to inform, to persuade) in oral, written, and visual forms - Use of conventions (e.g., conventions of form, map conventions), vocabulary, and terminology of the discipline in oral, written, and visual forms 	19%
	Application	<ul style="list-style-type: none"> - Application of knowledge and skills (e.g., concepts, procedures, processes, and/or technologies) in familiar contexts - Transfer of knowledge and skills (e.g., concepts, procedures, methodologies, technologies) to new contexts - Making connections within and between various contexts (e.g., past, present, and future; environmental; social; cultural; spatial; personal; multi-disciplinary) 	19%
Summative	Culminating Activity (15%)	Knowledge/Understanding	3%
		Thinking	4%
		Communication	4%
		Application	4%
	Exam (15%)	Knowledge/Understanding	3%
		Thinking	4%
		Communication	4%
		Application	4%
Total			100%

Assessment/Evaluation Strategies

A variety of assessment and evaluation methods, strategies and tools are required as appropriate to the expectation being assessed. These include diagnostic, formative and summative within the course and within each unit.

Assessment information is obtained through a variety of means, including the following:

- rating scales
- projects
- presentations
- assignments tests
- examinations checklists
- diagrams
- self-evaluation
- conversations
- observations
- work sheets

Resources

Adolf Hitler, Dictator: Mini Bio.

http://www.youtube.com/watch?time_continue=1&v=0rZ4xwuAWFE

Bragg, Billy, Hill, Joe, Frederick Root, George. "There is power in a union."

<https://www.youtube.com/watch?v=DwbzxemJZlc>

Crosby, Bing, Harburg, Yip, Gorney, Jay. "Brother can you spare a dime."

<https://www.youtube.com/watch?v=0I8-CbJYGMA>

Canadian Refugee Policy - <http://www.cic.gc.ca/english/refugees/welcome/index.asp>

Declaration of Human Rights - <http://www.un.org/en/universal-declaration-human-rights/index.html>

Desnomie, T. (2008). *Second stories: It had to Be done*. National Film Board, 2008.

Retrieved from https://www.nfb.ca/film/second_stories_it_had_to_be_done/

Hadashi no Gen - Release the bomb."

https://www.youtube.com/watch?v=D22kzf_bDvg&t=104s

“Hiroshima: Dropping the Bomb.” BBC Studios.

<https://www.youtube.com/watch?v=NF4LQaWJRDg>

Holocaust Survivor - <https://www.youtube.com/watch?v=dU7q04r5iW4>

Jewish Refugees rejected -

http://www.vaniercollege.qc.ca/events/holocaust04/st_louis.html

Legacy of Hope Foundation. (2018). Where are the children? Healing the legacy of the residential schools. Retrieved from <http://wherearethechildren.ca/en/>

Ontario Ministry of Education. (2010). *Growing success: Assessment, evaluation and reporting in Ontario schools*. Toronto ON: Queen’s Printer for Ontario.

Ontario Ministry of Education. (2017). Indigenous education strategy. Retrieved from <http://www.edu.gov.on.ca/eng/aboriginal/>

Ontario Ministry of Education. (2016). Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements. Retrieved from <http://edu.gov.on.ca/eng/document/policy/os/index.html>

“On to Ottawa.” 1992. Directed by Sara Diamond, Produced by the On to Ottawa Historical Society and The Women's Labour History Project.

<https://www.youtube.com/watch?v=YeH7aEBhW-g>

“Stolen Children: Residential School survivors speak out.” CBC News, the National.

<https://www.youtube.com/watch?v=vdR9HcmiXLA&t=465s>

UN Introduction - <http://www.un.org/en/sections/un-charter/introductory-note/index.html>

United Nations Association in Canada. *The Canadian Contribution to United Nations Peacekeeping*. http://unac.org/wp-content/uploads/2013/07/CdnUNPkpgBooklet_e.pdf

WWII Propaganda Posters -

http://www.warmuseum.ca/cwm/exhibitions/propaganda/second_e.shtml

Program Planning

This course is offered to Indigenous 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 material is presented in this manner, with approved print materials available as a 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. . Students may also receive support from various programs at KiHS, including the First Nation Student Success Program and the Special Education Program.

Indigenous and local content is used throughout the course to meet students' learning needs. Considerations are made to the learning preferences of the student population and lessons can be adjusted for individual students as required.