

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: Thomas Choong

Developed by: Ben Gallup Date: September 2018

Revision Date: September 2019

Developed from: The Ontario Curriculum, Grades 9 and 10:
Canadian and World Studies, 2018

Text: None

Prerequisite: None

Credits: 1.0

Length: 110 hours

Principal's Name: Angela Batsford-Mermans

Principal's Approval (signature):



Approval Date: September 12, 2019

Course Description/Rationale

This course explores social, economic, and political developments and events and their impact on the lives of different groups 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 Canadian identity, citizenship, and heritage. 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

Strand A: Historical Inquiry and Skill Development

- A1. Use the historical inquiry process and the concepts of historical thinking when investigating aspects of Canadian history since 1914;
- A2. 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. Describe some key social, economic, and political events, trends, and developments between 1914 and 1929, and assess how they affected the lives of people in Canada, including First Nations, Métis, and Inuit individuals and communities (Historical Significance; Historical Perspective)
- B2. Describe some key interactions between different communities in Canada, including First Nations, Métis, and Inuit communities, and between Canada and the international community, from 1914 to 1929, and explain their effects (Cause and Consequence)
- B3. Describe how some individuals, organizations, and domestic and international events contributed to the development of identities, citizenship, and/or heritage in Canada between 1914 and 1929 (Continuity and Change; Historical Perspective)

Strand C: Canada, 1929–1945

- C1. 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, including First Nations, Métis, and Inuit individuals and communities (Cause and Consequence)
- C2. Describe some significant interactions between different communities in Canada, including First Nations, Métis, and Inuit communities, and between Canada and the international community, from 1929 to 1945, and explain what changes, if any, resulted from them (Cause and Consequence; Continuity and Change)
- C3. Describe how some individuals, organizations, symbols, and events, including some major international events, contributed to the development of identities, citizenship, and/or heritage in Canada between 1929 and 1945 (Historical Significance; Historical Perspective)

Strand D: Canada, 1945–1982

D1. 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, including First Nations, Métis, and Inuit individuals and communities (Continuity and Change)

D2. Describe some key developments that affected interactions between different communities in Canada, including First Nations, Métis, and Inuit communities, and between Canada and the international community, from 1945 to 1982, and assess their significance (Historical Significance; Historical Perspective)

D3. Describe how some individuals, organizations, and social and political developments and/or events contributed to the development of identities, citizenship, and/or heritage in Canada between 1945 and 1982 (Historical Significance; Cause and Consequence)

Strand E. Canada, 1982 to the Present

E1. 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, including First Nations, Métis, and Inuit individuals and communities (Historical Significance; Historical Perspective)

E2. Describe some significant issues and/or developments that have affected interactions between different communities in Canada, including First Nations, Métis, and Inuit communities, and between Canada and the United States, from 1982 to the present, and explain some changes that have resulted from these issues/ developments (Continuity and Change)

E3. Describe how some individuals, groups, and events, both national and international, have contributed to the development of identities, citizenship, and/or heritage in Canada from 1982 to the present (Historical Significance; Cause and Consequence)

Course Content

<i>Unit</i>	<i>Length</i>
Canada and the Great War 1914-1919	15.7 hours
Boom to Bust: Canada in the 1920s and 1930s	15.7 hours
Canadians in World War II 1939-1945	15.7 hours
Changing Values 1945-1968	15.7 hours
Trudeau Mania, Conflicts, and Economic Challenges 1968-1982	15.7 hours
Post Cold War Era 1984-2001	15.7 hours

Contemporary Canada, Living in the Post 9-11 Era 2001 - Present	15.8 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 through analysis of Primary and Secondary documents related to Indigenous history. Particular attention will be given to how Canada interacted with the international community with a focus on political history. Students will be asked to determine historical significance of events such as Vimy Ridge.

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 and in relation to Residential Schools. 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.

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. Examples of people and places especially relevant to the local Ojibway and Cree population including Indigenous responses to World War II will be used to help the Indigenous school population connect to this time period in history, in particular the video-first-hand accounts of Mishkeegogamang and other NAN territory veterans.

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, Federal-Provincial relations and Environmental issues. Ojibway politician Elijah Harper and the increasing political participation of other First Nations peoples will be examined through the study of the Meech Lake accord. 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. Students will examine recent history of First Nations' relationship within Canada, particularly within the Idle No More movement and Residential School apology.

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. Some instructional 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. Tasks are designed to develop skills and concepts across a range of student learning styles. Each unit overview states specific teaching/learning strategies. 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.

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

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

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.

Ontario Ministry of Education Publication. (2010). *Growing Success: Assessment, Evaluation and Reporting in Ontario Schools*. Toronto ON: Queen's Printer for Ontario

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	- 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 - draw a coat of arms that you feel is more reflective than the present one	19
	Communication	-interview a community member about changes in the community over time -create a time capsule -write a journal entry imagining you are a farmer during the depression coming to the city for work	19
	Application	-explain the point of view of one of the woman's rights activists -develop five questions you would ask a residential school survivor -write a reflection on how technology has changed the life of your interviewee	19
Final Evaluation (30%)	Culminating Activity (15%)	Knowledge/Understanding	3
		Thinking	4
		Communication	4
		Application	4
	Final 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 utilized in student assessment. Students have multiple opportunities to hone their historical skills through formal presentations, response journals, artwork, writing in role, and persuasive paragraph writing. Assessment information is obtained through a variety of means with differentiation of product allowed on many assignments (within teacher-selected options) supporting Universal Design principles.

Assessment options include:

- Journal writing from a historical perspective

- Ongoing descriptive feedback
- Diorama of battlefield scene or battle
- Questionnaires
- Evaluation of primary documents
- Interpretations and deconstructions of secondary documents and evidence
- Historical Thinking Skills Graphic Organizers

Evidence of student achievement is collected from various sources with a focus on most consistent work with consideration given to most recent work. These include:

- Media presentations
- History Fair Culminating Activity
- Final Exam

Resources

Active History. (2018). *Home*. Retrieved from <http://activehistory.ca/>

Canada's History. (2018). *Home*. Retrieved from <https://www.canadashistory.ca>

CBC. (2018). *Archives*. Retrieved from <http://www.cbc.ca/archives/>

Community Learning Network. (n.d.). *First Nations history theme page*. Retrieved from http://www.cln.org/themes/fn_history.html

Desnomie, T. (2008). *Second stories: It had to be done.* National Film Board.
Retrieved from https://www.nfb.ca/film/second_stories_it_had_to_be_done/

Elijah, 2007, Mongrel Media

Kanehsatake: 270 Years of Resistance, National Film Board of Canada

Historica Canada. (n.d.). *Heritage minutes videos*. Retrieved from <https://www.historicacanada.ca/content/videos>

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

Ontario Ministry of Education Publication. (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>

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

Veteran's Affairs. (2018). *Remembrance*. Retrieved from <http://www.veterans.gc.ca/eng/remembrance>

Program Planning

This course is offered to First Nations students living in remote northern Ontario communities. This course uses the internet for instruction, demonstration, and research. It utilizes a student centered blended classroom which capitalizes on the strengths of internet program delivery to minimize the disadvantages of geographic remoteness.

Students are presented with 1320 minutes of instruction/activity via the internet over one week. All lessons, assignments, questions and course material is 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. 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.