

Course Outline

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

Teacher's Name: Jesse De France

Developed by: Thomas Choong

Date: February 2017

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Developed from:

Ontario Ministry of Education. (2013). *The Ontario curriculum, grades 9 and 10: Canadian and world studies*. Toronto ON: Queen's Printer for Ontario.

Ontario Ministry of Education. (2004). *Guide to locally developed courses, grades 9 to 12: Development and approval procedures*. Toronto, ON: Queen's Printer for Ontario.

Text: None

Prerequisite: None

Credits: One

Length: 110 hours

Principal's Name: Angela Batsford-Mermans

Principal's Approval:



Approval Date: September 22, 2021

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.

Emphasis will be placed on First Nations contributions to the development of Canada. This course also highlights the detrimental effects that colonialism had on First Nations Peoples in this country's development.

Overall Curriculum Expectation

- 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 hours
2. Between the Two Wars	16 hours
3. World War II	16 hours
4. Canada and its relationships	37 hours
5. What does it mean to be Canadian	25 hours
Total	110 hours

Unit Descriptions

Unit 1 – Early Canada and World War I

In this unit, students will start with developing a sense of their own First Nations identity within the Canadian identity. They will 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 get a glimpse of the domestic issues that Canadians faced at this time in our country's history. First Nations contributions to the War effort will be highlighted.

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. Students will focus on the history and legacy of Residential Schools and how First Nations peoples were affected, and continue to be affected. 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 was both up and down, and unfortunately, many of Canada's wartime policies left a black mark on Canadian history. Students will focus on the contributions of Nishnawbe Aski Nation veterans.

Unit 4 – Canada and its relationships

In this unit, students will examine various key relationships that have changed throughout the history of this country. Students will examine Canada's history and relationship with the United States of America. They will consider the two sides of this relationship as they learn about the Cold War. Students will also examine the 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 as it is known internationally. Looking at medicine, sports, entertainment, technology and peacekeeping, students will get a sense of the different aspects of being a First Nations person in Canada. Lastly, students will look over some of the issues in today's Canada, and re-examine their understanding of their personal, cultural and national identity.

Teaching/Learning Strategies

This course is organized into an eight-week series of lessons and activities that is presented to students in remote northern communities via the internet. The eighth week is used for course consolidation, review, and the final examination. Teacher and students communicate over the internet through timely activity feedback, emails, messages, video and audio calls. Classroom mentors assume the role of liaison between the teacher and student while also supporting a holistic approach to motivate, engage and support each individual student.

A variety of strategies will be used in the online delivery of this course. Some instructional strategies include:

- Pre-teaching of key vocabulary;
- Creating graphic organizers;
- 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 are used to develop the assessment tools in this course, including rubrics and checklists.

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 percent 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. 41).

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	Details	Weighting (%)
Term Work (70%)	Knowledge/ Understanding	Knowledge of content (e.g., facts, terms, definitions). Understanding of content (e.g., concepts, ideas, theories, procedures, processes, methodologies, and/or technologies)	13
	Thinking	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	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	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	19

		Making connections within and between various contexts (e.g., past, present, and future; environmental; social; cultural; spatial; personal; multi-disciplinary)	
Final Evaluation (30%)	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 *for* learning and assessment *as* learning is obtained through a variety of means, including the following:

- Ongoing descriptive feedback;
- Self-assessment;
- Rating scales;
- Mentor observations;
- Presentations;
- Conversations with student on a regular basis to verbalize observations, ask questions, and clarify understanding.

Evidence of student achievement (assessment *of* learning) is collected from various sources, including the following:

- Ongoing observations of most consistent work, with consideration given to most recent work;
- Conversations with students (eg. discussions about personal and cultural identity and what that means in Canada, today);
- Summative unit activities;
- Culminating activity;
- Exam.

The Ministry of Education's 2010 document, *Growing Success*, outlines the seven fundamental principles that guide best practice in the assessment and evaluation of students. KiHS teachers use practices that:

- are fair, transparent, and equitable for all students;
- support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Métis, or Inuit;
- are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;
- are communicated clearly to students and parents at the beginning of the course and at other points throughout the school year or course;
- are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;

- provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
- develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning (p.6).

Resources

Gini-Newman, G., Gini-Newman, L. (2006). *Canadian history: A sense of time*. Toronto, ON: McGraw Hill Ryerson

Government of Canada. (2020). *Treaties and agreements*. <https://www.rcaanc-cirnac.gc.ca/eng/1100100028574/1529354437231>

Government of Canada. (2020). *#WelcomeRefugees: Canada resettled Syrian refugees*. <https://www.canada.ca/en/immigration-refugees-citizenship/services/refugees/welcome-syrian-refugees.html>

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Ontario Ministry of Education. (2004). *Guide to locally developed courses grades 9 to 12: Development and approval procedures*. <http://www.edu.gov.on.ca/eng/document/curricul/secondary/localdev/locdeve.pdf>

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Toulouse, P.R. (2016). *What matters in Indigenous education: Implementing a vision committed to holism, diversity and engagement*. <https://peopleforeducation.ca/wp-content/uploads/2017/07/MWM-What-Matters-in-Indigenous-Education.pdf>

United Nations. (n.d.). *Origin & History*. <https://www.un.org/en/about-un/>

United Nations. (n.d.). *Universal Declaration of Human Rights*. <https://www.un.org/en/about-us/universal-declaration-of-human-rights>

Additional Resources

BuzzFeedVideo. (2016, May 22). *I survived the Holocaust*. YouTube [Video]. <https://www.youtube.com/watch?v=dU7q04r5iW4>

BBC Studios. (2017, Mar. 14). *Hiroshima: Dropping the bomb*. YouTube [Video]. <https://www.youtube.com/watch?v=3wxWNAM8Cso>

CBC. (n.d.). *Suez Canal crisis*. <https://www.cbc.ca/history/EPISCONTENTSE1EP15CH1PA3LE.html>

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<http://www.eyewitnesstohistory.com/pearl.htm>
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- History. (2019). *Rwandan genocide*. <https://www.history.com/topics/africa/rwandan-genocide>
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<http://www.thecanadianencyclopedia.ca/en/article/war-of-1812>
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- Rea, K. (2019). Nunavut. Britannica. <https://www.britannica.com/place/Nunavut>
- Top5s. (2016, Apr. 19). *Hiroshima & Nagasaki nuclear attacks: First atomic bombing in history*. YouTube [Video]. https://www.youtube.com/watch?v=W_IR50DIVKQ
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<http://www.thecanadianencyclopedia.ca/en/article/confederation>

Program Planning

This course is offered to Indigenous students living in isolated, northern Ontario communities. It is offered by qualified teachers in a blended classroom with a balance of academic, wellness, land-based learning, local language and culture to support the success of the whole student. 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 1320 minutes of instruction/activity via the internet over the period of one week. All lessons, assignments, questions and course material is presented in this manner, with approved print materials available as a student resource 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 support as required.

Indigenous and local content is used throughout the course to meet students' learning needs. Opportunities for outdoor activities and land-based learning are also incorporated and students are encouraged to use local knowledge in their products. Considerations are made to the learning preferences of the student population and lessons can be adjusted for individual students as required. Opportunities have been provided for students to apply ideas and concepts encountered in this course to their lives as an individual and as a member of a First Nations community. Teachers consult the Ontario Ministry of Education policies, guidelines and important initiatives when planning a comprehensive program in this area.