



TFS High School
 5635 Yong St. Suite 204,
 Toronto, Ontario M2M 3S9
COURSE OUTLINE
Canadian History since World War I
CHC2D (Academic)

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| Department | Canadian and World Studies |
| Instructor | Ms. Saren Saunders |
| Course Development Date | September 2018 |
| Ministry Course Code | CHC2D |
| Credit Value | 1.00 |
| Ministry Curriculum Document | <i>Canadian and World Studies, The Ontario Curriculum, Grades 9 and 10, 2018 (Revised)</i> http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf |
| Prerequisites | None |
| Course Revision Date (TFS) | September 2020 |

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 Expectations – CHC2D

| A. HISTORICAL INQUIRY AND SKILL DEVELOPMENT | |
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| 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. |
| B. CANADA, 1914–1929 | |
| 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 in Canada (FOCUS ON: Historical Significance; Historical Perspective) |
| B2 | Communities, Conflict, and Cooperation: analyse some key interactions within and between different communities in Canada, and between Canada and the international community, from 1914 to 1929, and how they 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 identity, citizenship, and heritage in Canada (FOCUS ON: Continuity and Change; Historical Perspective) |
| C. CANADA, 1929–1945 | |
| 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 in Canada (FOCUS ON: Cause and Consequence; Historical Perspective) |
| C2 | Communities, Conflict, and Cooperation: analyse some key interactions within and between communities in Canada, 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 identity, citizenship, and heritage in Canada between |

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| | 1929 and 1945 (FOCUS ON: Historical Significance; Historical Perspective) |
| D. CANADA, 1945–1982 | |
| 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 groups in Canada (FOCUS ON: Historical Significance; Continuity and Change) |
| D2 | Communities, Conflict, and Cooperation: analyse some key experiences of and interactions between different communities in Canada, 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 Aboriginal peoples, Québécois, and immigrants, contributed to the development of identity, citizenship, and heritage in Canada between 1945 and 1982 (FOCUS ON: Historical Significance; Cause and Consequence) |
| E. CANADA, 1982 TO THE PRESENT | |
| 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 in Canada (FOCUS ON: Historical Significance; Continuity and Change) |
| E2 | Communities, Conflict, and Cooperation: analyse some significant interactions within and between various communities in Canada, 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 identity, citizenship, and heritage in Canada from 1982 to the present (FOCUS ON: Historical Significance; Cause and Consequence) |

Units of Study

| Unit Titles and Descriptions | Time and Sequence |
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| <p>Unit 1: Canada, 1914-1929</p> <p>During the first three decades of the 20th century, many events shaped Canada and its diverse population. International recognition, domestic changes, acts of tolerance, and economic hardships forced many Canadians to ask hard questions about who they were and what they valued. The tragedy and triumph of the First World War saw Canada begin to come of age as an independent nation while still a proud and valued Dominion within the British Empire. (Focus Question: What defied Canada in the early 1900s, and what attitudes and expectations did Canadians have for the century ahead?)</p> | 27 hours |

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| <p>Unit 2: Canada, 1929-1945</p> <p>Canada was tested again during the 1930s and the Second World War One was the Great Depression and another more devastating global conflict. The boom of the 1920s hid, temporarily, deep economic problems created by the war and helped bring Adolf Hitler and other dictators to power. Canadians suffered during the Great Depression. Canada went to war to stop Hitler and other aggressors bent on world domination. These two crises shaped Canadian identity in new and unexpected ways. (Focus Question: what were the causes and the consequences of, and responses to, the Great Depression?)</p> | 26 hours |
| <p>Unit 3: Canada, 1945-1982</p> <p>Nuclear tensions and a cold war during the post-war years Canada's role in the world evolve. Attitudes, economy, and national identity were reshaped as Canada struggled to find its place as a neighbor to one of the world's military and economic superpowers-the United States. Canadian society and identity were influenced by renewed questions regarding immigration, multiculturalism, Aboriginal rights, and the role of Quebec. In addition, the rise of youth culture changed how Canadian society understood itself and its values. (Focus Question: How did Canadian political decisions reflect a concern about the growing influence of the United States over Canada?)</p> | 26 hours |
| <p>Unit 4: Canada, 1982 to the Present</p> <p>By the end of the millennium, Canada was continuing to define its identity at home and abroad. A second Quebec referendum would show that nearly 50 percent of Quebecois wanted sovereignty-a vote that rocked the nation. A few years later, the United States would experience the devastating attack known as 9/11. Once again, Canada chose to support its closest ally while following its own foreign policy. Throughout the new century, Canada adapted to a new digital universe and to the new business models ushered in by technology. Old conflicts found new voices, such as the peaceful protest movement Idle No More, which presented new challenges to the traditional concept of governance in the 21st century. (Focus Question: How did Canada and Canadian identity change as a consequence of social, economic, and cultural trends at the millennium and beyond?)</p> | 28 hours |
| Final Assessment | |
| <p>Exam</p> <p>The Final exam is worth 30% of your total grade.</p> | 3 hours |
| Total | 110 hours |

Teaching & Learning Strategies:

The Canadian and world studies courses will prepare students for a life of responsible citizenship in which they think critically about events, developments and issues in their daily lives. In the history courses, the goal is to help students develop a sense of time. At their own pace, students will work towards:

- developing an understanding of past societies, developments, and events that enables them to interpret and analyze historical, as well as current, issues;
- analyzing how people from diverse groups have interacted and how they have changed over time;
- understanding the experiences of and empathizing with people in past societies;
- Developing historical literacy skills by analyzing and interpreting evidence from primary and secondary sources.

Assessment and Evaluation and Reporting Strategies of Student Performance:

As summarized in [Growing Success 2010](#), the primary purpose of assessment and evaluation is to improve student learning. Information gathered through assessment helps the teacher to determine students' strengths and weaknesses in their achievement of the curriculum expectations in each course. This information also serves to guide the teacher in adapting curriculum and instructional approaches to students' needs and in assessing the overall effectiveness of programs and classroom practices. As part of assessment, teacher provides students with descriptive feedback that guides their efforts towards improvement. Evaluation refers to the process of judging the quality of student work on the basis of established criteria, and assigning a value to represent that quality. All curriculum expectations must be accounted for in instruction, but evaluation focuses on students' achievement of the overall expectations. A students' achievement of the overall expectations is evaluated on the basis of his or her achievement of related specific expectations. Teacher will use her professional judgment to determine which specific expectations should be used to evaluate achievement of overall expectations, and which ones will be covered in instruction and assessment but not necessarily evaluated. In order to ensure that assessment and evaluation are valid and reliable, and that they lead to the improvement of student learning, teacher must use assessment and evaluation strategies that:

- Address both what students learn and how well they learn
- Are based both on the categories of knowledge and skills and on the achievement level descriptions given in the achievement chart
- Are varied in nature, administered over a period of time, and designed to provide opportunities for students to demonstrate the full range of their learning
- Are appropriate for the learning activities used, the purposes of instruction, and the needs and experiences of the students
- Are fair to all students
- Accommodate students with special education needs, consistent with the strategies outlined in their Individual Education Plan
- Accommodate the needs of students who are learning the language of instruction
- Ensure that each student is given clear directions for improvement
- Promote students' ability to assess their own learning and to set specific goals
- Include the use of samples of students' work that provide evidence of their achievement
- Are communicated clearly to students and parents at the beginning of the school year and at other appropriate points throughout the school year.

The achievement chart for History outlines four categories of knowledge and skills. They include; knowledge and understanding, thinking, communication and application. Teacher will ensure that student work is assessed and/or evaluated in a balanced manner with respect to the four categories, and that achievement of particular expectations is considered within the appropriate categories. A final grade is recorded for this course, and a credit is granted and recorded for this course if the student's grade is 50% or higher. The final grade for this course will be determined as follows:

- Seventy percent of the grade will be based on evaluations 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 and administered towards the end of the course.

Evaluation:

Evaluation is based on **assessment of learning** that provides evidence of student achievement at strategic times throughout the course, often at the end of a period of learning.

Each student's achievement of the overall expectations is evaluated on the basis of the student's achievement of related specific expectations. The overall expectations are broad in nature, and the specific expectations define the particular content or scope of the knowledge and skills referred to in the overall expectations.

Teacher will use her professional judgement to determine which specific expectations should be used to evaluate achievement of the overall expectations, and which ones will be accounted for in instruction and assessment but not necessarily evaluated. Determining a report card grade involves the interpretation of evidence collected through **observations, conversations, and student products** (tests/exams, assignments for evaluation), combined with the teacher's professional judgement and consideration of factors such as the number of tests/exams or assignments for evaluation that were not completed or submitted and the fact that some evidence may carry greater weight than other evidence. **Seventy per cent of the final grade** (a percentage mark) in a course will be based on evaluation conducted throughout the course. This portion of the grade will reflect the student's most consistent level of achievement, with special consideration given to more recent evidence. **Thirty per cent** will be based on a final evaluation administered at or towards the end of the course.

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| Term work: | <p>25% Knowledge & Understanding: subject-specific content acquired (knowledge), and the comprehension of its meaning and significance (understanding).</p> <p>25 % Application: the use of knowledge and skills to make connections within and between various contexts.</p> <p>25 % Thinking: the use of critical and creative thinking skills and/or processes.</p> <p>25 % Communication: the conveying of meaning through various forms (oral, visual, and/or written).</p> |
| Final Exam: | <p>Exam (Out of 100,K/25, A/25, T/25,C/25) (weight 30% of final mark)</p> <ul style="list-style-type: none"> 30% of the final grade will be based on final evaluations administered at the end of the course. The final assessment is a combination of both a long answer questions and a presentation. |
| Your final grade will be calculated by combining your Term (70%) grade and your Final exam (30%). | |

THE ACHIEVEMENT CHART: CANADIAN AND WORLD STUDIES, GRADES 9–12

| Categories | 50-59% (Level 1) | 60-69% (Level 2) | 70-79% (Level 3) | 80-100% (Level 4) |
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| Knowledge and Understanding – Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding) | | | | |
| | The student: | | | |
| Knowledge of content (e.g., facts, terms, definitions) | demonstrates limited knowledge of content | demonstrates some knowledge of content | demonstrates considerable knowledge of content | demonstrates thorough knowledge of content |
| Understanding of content (e.g., concepts, ideas, theories, interrelationships, procedures, processes, methodologies, spatial technologies) | demonstrates limited understanding of content | demonstrates some understanding of content | demonstrates considerable understanding of content | demonstrates thorough understanding of content |
| Thinking – The use of critical and creative thinking skills and/or processes | | | | |
| | The student: | | | |
| Use of planning skills (e.g., organizing an inquiry; | uses planning skills with limited | uses planning skills with some | uses planning skills with considerable | uses planning skills with a high degree |

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| formulating questions; gathering and organizing data, evidence, and information; setting goals; focusing research) | effectiveness | effectiveness | effectiveness | of effectiveness |
| Use of processing skills (e.g., interpreting, analysing, synthesizing, and evaluating data, evidence, and information; analysing maps; detecting point of view and bias; formulating conclusions) | uses processing skills with limited effectiveness | uses processing skills with some effectiveness | uses processing skills with considerable effectiveness | uses processing skills with a high degree of effectiveness |
| Use of critical/creative thinking processes (e.g., applying concepts of disciplinary thinking; using inquiry, problem-solving, and decision-making processes) | uses critical/creative thinking processes with limited effectiveness | uses critical/creative thinking processes with some effectiveness | uses critical/creative thinking processes with considerable effectiveness | uses critical/creative thinking processes with a high degree of effectiveness |
| Communication – The conveying of meaning through various forms | | | | |
| | The student: | | | |
| Expression and organization of ideas and information (e.g., clear expression, logical organization) in oral, visual, and written forms | expresses and organizes ideas and information with limited effectiveness | expresses and organizes ideas and information with some effectiveness | expresses and organizes ideas and information with considerable effectiveness | expresses and organizes ideas and information with a high degree of effectiveness |
| Communication for different audiences and purposes (e.g., to inform, to persuade) in oral, visual, and written forms | communicates for different audiences and purposes with limited effectiveness | communicates for different audiences and purposes with some effectiveness | communicates for different audiences and purposes with considerable effectiveness | communicates for different audiences and purposes with a high degree of effectiveness |
| Use of conventions (e.g., mapping and graphing conventions, communication conventions), vocabulary, and terminology of the discipline in oral, visual, and written forms | uses conventions, vocabulary, and terminology of the discipline with limited effectiveness | uses conventions, vocabulary, and terminology of the discipline with some effectiveness | uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness | uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness |
| Application – The use of knowledge and skills to make connections within and between various contexts | | | | |
| | The student: | | | |
| Application of knowledge and skills (e.g., concepts, procedures, spatial skills, processes, technologies) in familiar contexts | applies knowledge and skills in familiar contexts with limited effectiveness | applies knowledge and skills in familiar contexts with some effectiveness | applies knowledge and skills in familiar contexts with considerable effectiveness | applies knowledge and skills in familiar contexts with a high degree of effectiveness |
| Transfer of knowledge and skills (e.g., concepts of thinking, procedures, spatial skills, methodologies, technologies) to new contexts | transfers knowledge and skills to new contexts with limited effectiveness | transfers knowledge and skills to new contexts with some effectiveness | transfers knowledge and skills to new contexts with considerable effectiveness | transfers knowledge and skills to new contexts with a high degree of |

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| | | | | effectiveness |
| Making connections within and between various contexts (e.g., between topics/issues being studied and everyday life; between disciplines; between past, present, and future contexts; in different spatial, cultural, or environmental contexts; in proposing and/or taking action to address related issues; in making predictions) | makes connections within and between various contexts with limited effectiveness | makes connections within and between various contexts with some effectiveness | makes connections within and between various contexts with considerable effectiveness | makes connections within and between various contexts with a high degree of effectiveness |

Potential Resources:

Think History: Canadian History Since 1914. Michael Cranny. Garvin Moles. Pearson

Social Sciences and Humanities, The Ontario Curriculum, Grades 9 to 12, 2013 (revised)

<http://www.ontario.ca/edu>.

Learning Skills:

Learning Skills are skills and habits are essential to success in school and in the workplace. Teachers report achievement on the six Learning Skills in the table below using letter codes:

E = Excellent

G = Good

S = Satisfactory

N = Needs Improvement.

| Learning Skills | Sample Behaviors |
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| Responsibility | The student fulfils responsibilities and commitments within the learning environment; completes and submits class work, homework, and assignments according to agreed-upon timelines; takes responsibility for and manages own behavior. |
| Organization | The student devises and follows a plan and process for completing work and tasks; establishes priorities and manages time to complete tasks and achieve goals; identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks. |
| Independent Work | The student independently monitors, assesses, and revises plans to complete tasks and meet goals; uses class time appropriately to complete tasks; follows instructions with minimal supervision. |
| Collaboration | The student accepts various roles and an equitable share of work in a group; responds positively to the ideas, opinions, values, and traditions of others; builds healthy peer-to-peer relationships through personal and media-assisted interactions; works with others to resolve conflicts and build consensus to achieve group goals; shares information, resources, and expertise and promotes critical thinking to solve problems and make decisions. |
| Initiative | The student looks for and acts on new ideas and opportunities for learning; demonstrates the capacity for innovation and a willingness to take risks; demonstrates curiosity and interest in learning; approaches new tasks with a positive attitude; recognizes and advocates appropriately for the rights of self and others. |

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| Self-Regulation | The student sets own individual goals and monitors progress towards achieving them; seeks clarification or assistance when needed; assesses and reflects critically on own strengths, needs, and interests; identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals; perseveres and makes an effort when responding to challenges. |
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ETHICS IN THE CANADIAN AND WORLD STUDIES PROGRAM

During the inquiry process, students may need to make ethical judgements when evaluating evidence and positions on various issues, and when drawing their own conclusions about issues, developments, and events. Teacher may need to help students in determining appropriate factors to consider when making such judgements. In addition, the teacher provide support and supervision to students throughout the inquiry process, ensuring that students engaged in an inquiry are aware of potential ethical concerns and address them in acceptable ways. Teacher ensures that she thoroughly address the issue of plagiarism with students. In a digital world in which we have easy access to abundant information, it is very easy to copy the words of others and present them as one's own. Students will be reminded of the ethical issues surrounding plagiarism, and the consequences of plagiarism will be clearly discussed before students engage in an inquiry.

EDUCATION AND CAREER/LIFE PLANNING THROUGH THE CANADIAN AND WORLD STUDIES CURRICULUM

Teacher support students in education and career/life planning by providing them with learning opportunities, filtered through the lens of the four inquiry questions, that allow them to apply subject-specific knowledge and skills to work-related situations; explore subject-related education and career/life options; and become competent, self directed planners. The curriculum expectations in Canadian and world studies provide opportunities to relate classroom learning to education and career/life planning that will prepare students for success in school, work, and life.