

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: CHC2D

Teacher's Name: Kevin Dempsey

Developed by: Kevin Dempsey Date: January 2010

Revision Date:

Developed from: The Ontario Curriculum, Canadian and World Studies, 2005

Profile Name: Not available for revised curriculum, based on Canadian History in the Twentieth Century, Grade 10, Academic

Text: Canadian History, Irwin Publishing Ltd., 2000.

Prerequisite: None

Credits: 1.0

Length: 110 hours

Principal's Name: Darrin Potter

Principal's Approval (signature) _____

Approval Date:

Course Description/rationale

This course explores some of the pivotal events and experiences that have influenced the development of Canada's identity as a nation from World War I to the present. By examining how the country has responded to economic, social, and technological changes and how individuals and groups have contributed to Canadian culture and society during this period, students will develop their ability to make connections between historical and current events. Students will have opportunities to formulate questions, locate information, develop informed opinions, and present ideas about the central issues and events of the period.

Overall Curriculum Expectations

Communities: Local, National, and Global

- explain how local, national, and global influences have helped shape Canadian identity;
- analyse the impact of external forces and events on Canada and its policies since 1914;;
- analyse the development of French-English relations in Canada, with reference to key individuals, issues, and events;
- assess Canada's participation in war and contributions to peacekeeping and security.

Change and Continuity

- analyse changing demographic patterns and their impact on Canadian society since 1914;
- analyse the impact of scientific and technological developments on Canadians;
- explain how and why Canada's international status and foreign policy have changed since 1914.

Citizenship and Heritage

- analyse the contributions of various social and political movements in Canada since 1914;
- assess how individual Canadians have contributed to the development of Canada and the country's emerging sense of identity.

Social, Economic, and Political Structures

- analyse how changing economic and social conditions have affected Canadians since 1914;
- analyse the changing responses of the federal and provincial governments to social and economic pressures since 1914.

Methods of Historical Inquiry and Communication

- formulate questions on topics and issues in the history of Canada since 1914, and use appropriate methods of historical research to locate, gather, evaluate, and organize relevant information from a variety of sources;
- interpret and analyse information gathered through research, employing concepts and approaches appropriate to historical inquiry;
- communicate the results of historical inquiries, using appropriate terms and concepts and a variety of forms of communication.

Course Content

<i>Unit</i>	<i>Length</i>
1914-1928: War, Dreams of Peace and the Roaring Twenties	16 hours
1929-1945: Depression and the Horrors of War	22 hours
1946-1967: Pursuit of Security, Prosperity, and Unity	20 hours
1968-1983: Conflicts and Economic Challenges	18 hours
1984-Present: North American Reality	20 hours
Course Culminating Activity: The Twentieth Century: Defining Canada	14 hours
Total	110 hours

Unit Descriptions

Unit 1 - 1900-1928 - Growth, Sacrifice, and Dreams of Peace

In this unit students explore Canada's history in the first three decades of the twentieth century with emphasis on Canada's emerging identity. The unit begins with an exploration of events that shape a person and a nation, and moves to a study of Canada at the turn of the century with emphasis on immigration and immigration policy as a factor in Canadian identity. This element is followed by an exploration of the extent to which Great Britain and the United States influenced the young nation. Students then research the impact of World War I, on Canada. The final activity of the unit is an examination of the aftermath of war and the mood of the 1920s. Through the production of a radio show on the 1920s, a poster on World War I, writing in role, and drawing political cartoons; students explore events that helped define Canada socially, politically and economically from 1900 to 1928. Students review, are introduced to and given an opportunity to practise and apply the skills of historical research, detecting and presenting point of view in written and role playing activities, oral, written and visual presentations and argumentative defences leading to the Culminating Activity which will incorporate these in a summative performance. In Unit 1, students are introduced to the concept of "defining moment" which will be woven throughout the course and lead to the course Culminating Activity. As part of this process, students are to maintain a research folder called My Canada Folder in which they will keep their reflections, research material, resource lists, bibliography and any other material relevant to the Course Culminating Activity.

Unit 2 - 1929-1945: Depression and the Horrors of War

This unit deals with Canadian history between the years 1929 to 1945. Within this time period Canadians experienced two major traumatic events: The Great Depression and World War II. Students investigate aspects of these two events, and consider how Canada became involved in these historical events, the impact and significance of these events on Canadians and on Canada. Students practise a variety of historical skills in the process.

Unit 3 - 1946-1967: Pursuit of Security, Prosperity, and Unity

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 unit culminates in a series of debates on issues related to those changes.

Unit 4 - 1968-1983: Conflicts and Economic Challenges

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.

Unit 5 - 1984-Present: North American Reality

In this unit, students examine key issues that Canadians have faced from 1984 to the present. Students investigate issues from a regional perspective that is established in Activity 1 and build to a culminating activity where students create a national newspaper. The newspaper focuses on: federal-provincial relations, individual versus collective rights, NAFTA, the impact of modern technology, Canada's foreign policy, and Canadian identity in a North American culture. Students complete this unit by practising the historical process of selecting the 'most important' events/issues to impact on the development of Canadian identity since 1984 from the perspective of a region. Students are then reorganized into home groups to create a national newspaper for the unit culminating activity. The activities and skills developed in this unit build towards the Course Culminating Activity.

Unit 6 - Defining Canada: Significant Events in the Twentieth Century

In this unit, students perform the culminating tasks of the course by writing a formal argumentative essay and producing a dramatization of a "Canadian Defining Moment." Students demonstrate an understanding of significant events in 20th Century Canadian History. Students also demonstrate the

effective use of methods of historical inquiry.

Teaching/Learning Strategies

This course provides students the opportunity to explore, analyse, and reflect on history through diverse teaching and learning strategies. Critical thinking skills such as formulating a thesis, identifying bias and viewpoint, debating, analysing primary sources, and problem solving are a focus of many activities. Focussed inquiry, data analysis, note-taking, and guided Internet searches are examples of the research skills that students practise. Students have multiple opportunities to hone their skills in communication through formal presentations, role playing, response journals, writing in role, and persuasive paragraph writing. Co-operative group learning is another important active learning strategy fundamental to many activities. 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 (Unit 6).

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 should 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

-non-verbal communication skills, of particular importance to presentation tasks

Language development and the expression of concepts taught are greatly facilitated if written tasks are reinforced by oral tasks, and vice versa. Learners with difficulties benefit greatly if models or scaffolds for oral and written expressive communicative functions are initially provided by their teachers.

Evaluation

The student's final grade for the course will be determined as outlines in Program Planning and Assessment 2000 (p.15).

Seventy per cent (70%) of the grade will be based on evaluations conducted throughout this course. This portion of the grade should reflect the students' *most consistent level of achievement* throughout the course, although special consideration should be given to the more recent evidence of achievement.

Thirty per cent (30%) of the grade will be based on a final evaluation in the form of an examination, performance, essay and /or other method of evaluation suitable to the course

content and administered towards the end of the course.

Type of Assessment	Category	Details	Weighting (%)	
Formative (70%)	Knowledge/ Understanding	<p>Knowledge of content (e.g., facts, terms, definitions).</p> <p>Understanding of content (e.g., concepts, ideas, theories, procedures, processes, methodologies, and/or technologies).</p>	13	
	Thinking/ Inquiry	<p>Use of planning skills (e.g., focusing research, gathering information, organizing an inquiry, asking questions, setting goals)</p> <p>Use of processing skills (e.g., analysing, generating, integrating, synthesizing, evaluating, detecting point of view and bias)</p> <p>Use of critical/creative thinking processes (e.g., inquiry process, problem-solving process, decision-making process, research process)</p>	19	
	Communication	<p>Expression and organization of ideas and information (e.g., clear expression, logical organization) in oral, written, and visual forms</p> <p>Communication for different audiences (e.g., peers, adults) and purposes (e.g., to inform, to persuade) in oral, written, and visual forms</p> <p>Use of conventions (e.g., conventions of form, map conventions), vocabulary, and terminology of the discipline in oral, written, and visual forms</p>	19	
	Application	<p>Application of knowledge and skills (e.g., concepts, procedures, processes, and/or technologies) in familiar contexts</p> <p>Transfer of knowledge and skills (e.g., concepts, procedures, methodologies, technologies) to new contexts</p> <p>Making connections within and between various contexts (e.g., past, present, and future; environmental; social; cultural; spatial; personal; multi-disciplinary)</p>	19	
Summative (30%)	Culminating Activity	<p>Students will research and explain a defining moment from each of six themes in Canadian History: war and peace, immigration, French-English relations, First Nations people, social movements, technology.</p> <p>Students will create a time capsule with recreated artefacts or memorabilia from each defining moment. They will select three of these defining moments and will more fully explain the significance of three of these events with more facts, details and relevant graphics.</p> <p>Finally, in they will create a video Heritage Moment to represent this defining moment.</p>	Knowledge/ Understanding	3
			Thinking/ Inquiry	4
			Communication	4
			Application	4

	Final Exam	Written on all the work done in the course. Exam total is 100 marks. Students have 150 minutes to complete 2 essay and 6 short answer questions.	Knowledge/ Understanding	3
			Thinking/ Inquiry	4
			Communication	4
			Application	4
			TOTAL	

Assessment/Evaluation Strategies

Online submissions
rating scales
rubrics
Performance Methods
projects
presentations
assignments
tests
quizzes
work sheets
examinations

Other exemplars
checklists
rubrics
rating scales
Performance Methods
projects
presentations
map
diagrams
Personal Communication
online discussions
self evaluation

Resources

Name of Approved Text: Canadian History 1900-2000, Hundey, Ian; Magarrey, Michael L., Irwin Publishing Ltd., 2000.

Web Sites (Including but not limited to the below sites)

Canada's History Society: <http://www.historysociety.ca/edu.asp?subsection=web>

CBC In Depth: <http://www.cbc.ca/news/background/cdnmilitary/peacekeeping.html>

Howard Davies Images: http://www.exileimages.co.uk/HowardD/Howard_D.html

First Nations History Theme Page: http://www.cln.org/themes/fn_history.html

Library and Archives Canada Primary Sources: <http://www.collectionscanada.ca/education/king>

Canadian Mysteries: <http://www.canadianmysteries.ca/indexen.html>

Ontario History Quest: <http://ohq.tpl.toronto.on.ca/gr10-index.jsp>

Historica: <http://www.histori.ca/minutes>

Program Planning

This course is offered to 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 800 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 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.