

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: Kevin Dempsey

Developed by: Kevin Dempsey Date: September 2006

Revision Date: January 2010

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, Applied

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

- describe some of the major local, national, and global forces and events that have influenced Canada's policies and Canadian identity since 1914;
- explain the significance of some key individuals and events in the evolution of French-English relations in Canada since 1914;
- evaluate Canada's participation in war and contributions to peacekeeping and security.

Change and Continuity

- explain some major ways in which Canada's population has changed since 1914;
- evaluate the impact of some technological developments on Canadians in different periods;
- describe changes in Canada's international status and its role in the world since 1914.

Citizenship and Heritage

- describe the impact of significant social and political movements on Canadian society;
- describe how individual Canadians have contributed to the development of Canada and its emerging sense of identity.

Social, Economic, and Political Structures

- explain changing economic conditions and patterns and how they have affected Canadians;
- assess the changing role and power of the federal and provincial governments in Canada 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 - 1914-1928: War, Dreams of Peace, and the Roaring Twenties

Students explore Canada from WWI until the Depression. Through the production of a poster, time capsule, and museum of the period, students discover and explore the defining events that shaped Canada's economy, politics, society, and external relations. Students are introduced to and given an opportunity to practice 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 paragraphs in the activities leading to the culminating activity. These are incorporated in the summative performance task. Students are also introduced to the My Canada Folder and Unit 6 course culminating activity in relation to defining moments. In the folder, students keep their reflections made on defining moments in each unit, as well as research notes, 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 looks at the themes of economic disaster and global conflict in the context of the Great Depression and World War II. Students learn about the experiences of Canadians in the grip of economic and geopolitical forces. Students investigate the impact of these forces on Canadians, as individuals and groups, and the reactions and results for the nation. Students work toward a culminating demonstration of a series of in-role diaries from the period.

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

This unit deals with Canadian history 1946-1967, formative years in the shaping of Canada today. From the end of World War II to Canada's Centennial celebration, three themes are investigated: the pursuit of security in a time of international challenge; social and economic changes within Canada's borders; and the continuing search for a Canadian identity. By investigating these themes for the mid-20th century, students gain knowledge that enables them to reflect more fully on the nature of Canada at the beginning of the 21st century.

Unit 4 - 1968-1983: Conflicts and Economic Challenges

Students examine the conflicts and economic challenges that Canadians faced in the period 1968-1983. Students work towards a culminating activity in which they present small-group dramatizations of key events that encompass the themes in the activities and write a letter in role

to another character depicted in the dramatization. Students practise a variety of historical skills as they investigate topics dealing with Quebec nationalism, aboriginal issues, economic challenges, Canadian immigration policies, the Constitution and Human Rights, and Canadian identity and symbols.

Unit 5 - 1984-Present: North American Reality

Students explore key issues of present-day Canada through a hands-on approach that leads directly to a summative culminating activity entitled Making History. Throughout this unit, students examine primary sources and case studies dealing with contemporary Canadian and North American issues. Students continue to develop their historical inquiry skills through the investigation of topics such as 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.

Unit 6 - The Twentieth Century: Defining Canada

Students perform the culminating activity for the course. Through the production of an interactive classroom display by decade, theme, or topic, students identify and defend what they consider to be the most significant events that defined Canada. In a summary essay, students identify and defend their choice of the three events that shaped Canada into a nation.

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	Knowledge of content (e.g., facts, terms, definitions). Understanding of content (e.g., concepts, ideas, theories, procedures, processes, methodologies, and/or technologies).	13
	Thinking/ Inquiry	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	<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>	Knowledge/ Understanding	3
			Thinking/ Inquiry	4
			Communication	4
			Application	4
	Final Exam	<p>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.</p>	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.