

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, Academic
Grade Level:	10
Ministry Course Code:	CHC2D

Teacher's Name: Malik Rafaqat

Developed by: Ben Gallup Date: September 2018

Revision Date: September 2022

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.

Text: None

Prerequisite: None

Credits: One

Length: 110 hours

Principal's Name: Angela Batsford-Mermans

Principal's Approval: 

Approval Date: September 14, 2022

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

Historical Inquiry and Skill Development

- Use the historical inquiry process and the concepts of historical thinking when investigating aspects of Canadian history since 1914;
- Apply in everyday contexts skills developed through historical investigation, and identify some careers in which these skills might be useful.

Canada, 1914 - 1929

- Describe some key social, economic, and political events, trends, and developments between 1914 and 1929, and assess their significance for different groups in Canada (Historical Significance; Historical Perspective)
- Analyse some key interactions within and between different communities in Canada, and between Canada and the international community, from 1914 to 1929, and explain how they affected Canadian society and politics (Cause and Consequence)
- Describe how some individuals, organizations, and specific social changes between 1914 and 1929 contributed to the development of identities, citizenship, and/or heritage in Canada between 1914 and 1929 (Continuity and Change; Historical Perspective)

Canada, 1929 - 1945

- Describe some key social, economic, and political events, trends, and developments between 1929 and 1945, and assess their impact on different groups in Canada (Cause and Consequence, Historical Perspective)
- Analyse some key interactions within and between different 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 (Cause and Consequence; Continuity and Change)
- Explain how various individuals, groups, and events, including some major international events, contributed to the development of identity, citizenship, and heritage in Canada between 1929 and 1945 (Historical Significance; Historical Perspective)

Canada, 1945 - 1982

- 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 a (Historical Significance, Continuity and Change)
- Analyse some key experiences 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 (Continuity and Change, Historical Perspective)
- Analyse ho 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 (Historical Significance; Cause and Consequence)

Canada, 1982 to the Present

- 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 (Historical Significance; Continuity and Change)

- 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 (Continuity and Change, Historical Perspective)
- 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 (Historical Significance; Cause and Consequence)

Course Content

Unit	Length
1. Canada and the Great War, 1914 - 1919	15.7 hours
2. Boom to Bust: Canada in the 1920s and 1930s	15.7 hours
3. Canadians in World War II, 1939 - 1945	15.7 hours
4. Changing Values, 1945 - 1968	15.7 hours
5. Trudeau Mania, Conflicts, and Economic Challenges, 1968-1982	15.7 hours
6. Towards the 21st Century, 1982 - 2001	15.7 hours
7. 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 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 key battles that changed global perceptions of Canada as an autonomous nation.

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 global connections. Also discussed are Canadian historical travesties such as the 60s Scoop, and other related changes for Indigenous people in Canada.

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. Students are introduced to the key events that have shaped modern Canada such as changing attitudes within French Canada, new approaches to immigration, and development of the current welfare state.

Unit 6 – Towards the 21st Century, 1982 - 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 is organized into an eight-week series of lessons and activities that are 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. Mentors in the classrooms assume the role of liaison between the teacher and student while also supporting a holistic approach to motivate, engage and support each individual student.

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 prepare for university and higher levels of academia, students will learn to express historical concepts in written form including sequence/chronology, cause-and-effect relationships-contrast/comparatives, statements of opinion, interpretation, inference, statements of speculation, hypothesis, prediction, statements of belief, intent, necessity, persuasion, evaluation, definition, and explanations of reason. The use of templates and graphic organizers will scaffold students as they write their first essays.

Learning goals are discussed at the beginning of each assignment and success criteria is 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 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 (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	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 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
	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 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 *for* learning and assessment *as* learning is obtained through a variety of means, including the following:

- Ongoing descriptive feedback
- Journal writing from a historical perspective
- Mentor observations
- Diorama of battlefield scene or battle
- Questionnaires
- Evaluation of Primary Documents
- Interpretations and deconstructions of secondary documents and evidence
- Descriptive point-of-view paragraphs
- Informational Cause-and-Consequences paragraphs
- Explanations of ethical judgements
- 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
- Media presentations
- Conversations with students
- Culminating activity (historical essay);
- 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

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- Unwin, P. (Director). (2007). *Elijah* [Film]. Mongrel Media.

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.