



NIAGARA ACADEMY COURSE OUTLINE

COURSE:	Canadian History since World War I, Academic, CHC2D
SCHOOL:	Niagara Academy
DEVELOPED BY:	M. Chudyk, 2003
REVISED BY:	M. Chudyk, 2005, C. Hillier, R. Lott, 2012, 2013, 2015, M. Chudyk, 2016, J. Pauls, 2018, 2019
COURSE TITLE:	Canadian History since World War I
COURSE TYPE:	Academic
COURSE GRADE:	Ten
COURSE CODE:	CHC2D
DEVELOPED FROM:	The Ontario Curriculum Grades 9 and 10, Canadian and World Studies, 2013, http://www.edu.gov.on.ca/eng/curriculum/secondary/canworld910curr2013.pdf
PREREQUISITE:	None
COURSE DURATION:	110 hours
COURSE VALUE:	1.0 credits
COURSE TEXT:	CREATING CANADA: A History - 1914 to the Present, 2nd Edition, Hogveen, Margaret, Sarah Murdoch, McGraw-Hill Ryerson, 2014,

COURSE DESCRIPTION AND RATIONALE

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 CURRICULUM EXPECTATIONS

The course has five strands. Instruction and learning related to the expectations in strand A are to be interwoven with instruction and learning related to expectations from The other two strands. Strand A must not be seen as independent of the other strands. Student achievement of the expectations in strand A is to be assessed and evaluated throughout the course.

Strand A. Historical Inquiry and Skill Development By the end of this course, students will:	
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

Strand B: Canada 1914-1929 By the end of this course, students will:	
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)

Strand C: Canada 1929-1945 By the end of this course, students will:	
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 1929 and 1945 (FOCUS ON: Historical Significance; Historical Perspective)

Strand D: Canada 1945-1982	
By the end of this course, students will:	
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)

Strand E: Canada 1982 to the Present	
By the end of this course, students will:	
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)

ASSESSMENT AND EVALUATION

Evaluation and Reporting of Student Achievement: Student achievement is communicated formally to students and parents twice per semester by means of the Provincial Report Card, Grades 9–12. The report card provides a record of the student’s achievement of the curriculum expectations in every course, at particular points in the school year or semester, in the form of a percentage grade. The percentage grade represents the quality of the student’s overall achievement of the expectations for the course which are described in the achievement chart on pages 36-37 of The Ontario Curriculum Grades 9 and 10, Canadian and World Studies, 20013, <http://www.edu.gov.on.ca/eng/curriculum/secondary/canworld910curr2013.pdf>.

Learning Skills will also be assessed and reported on the Provincial Report Card, Grades 9-12. The quality of the learning skills demonstrated by a student are recorded in six categories – Responsibility, Organization, Independent Work, Collaboration, Initiative, Self-Regulation – are assessed throughout the semester using a four-point scale (E - Excellent, G - Good, S - Satisfactory, N - Needs Improvement). Reference: page 11, Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, 2010, (<http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>) .

Assessment for Learning will be used as a process for seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go, and how best to get there. Teachers will use diagnostic assessment before instruction and formative assessment will occur frequently and in an ongoing manner to monitor students’ progress. Observation and conversation will be used to determine the needs of individual student learning.

Assessment as Learning will focus on the explicit fostering of student’s capacity over time to be their own best assessors, but teachers need to start by presenting and modelling external, structured opportunities for students to assess themselves. Formative assessment be used by students to monitor their own and their peers’ progress.

Assessment of Learning will be used as the assessment that becomes public and results in statements or symbols about how well students are learning. Summative assessment will be used by the teacher to summarize learning at a given point in time. (Ref: page 31 of Growing Success,)

The teacher will use assessment strategies that:

- are fair, transparent and equitable for all students;
- are clearly communicated to students at the beginning of the course and at other points throughout the semester
- 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
- 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

- 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
- ensure that each student is given clear directions for improvement

A final grade is recorded for every course, and a credit is granted and recorded for every course in which the student's grade is 50% or higher. The final grade for each course in Grades 9–12 will be determined as follows:

- Seventy per cent 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. Please see the chart below for an explanation of how course work marks will be obtained.
- Thirty per cent of the grade will be based on a final evaluation in the form of an examination, essay, and/or other method of evaluation suitable to the course content and administered towards the end of the course. This final evaluation consists of the following: Culminating Activity 10% and Final Exam 20%.

COURSE CONTENT AND EVALUATION

Unit	Description	Evaluation	Hours
Unit One	Canada 1914 to 1929 <i>Issue: Why is Canada the nation it is today?</i> 1. Canadian Identity 2. Diversity and Change 3. Canada's Constitution 4. Globalization 5. Canada in the World	22%	35 hrs
Unit Two	Canada 1914 to 1929 <i>Issue: Did World War 1 transform Canada</i> 1. World War I 2. A Changing Canada 3. Inequality in Canada	13%	20 hrs
Unit Three	Canada 1929 to 1945 <i>Issue: Did Canada grow up during World War II?</i> 1. Lead-up to War 2. World War II 3. The Home Front	14%	22 hrs
Unit Four	Canada 1945 to 1982 <i>Issue: Did Canada find its own pathway by 1982?</i> 1. Postwar Change 2. Canada: Global Citizen 3. Transforming Canada 4. Internal Strife 5. Finding a Canadian Way	21%	33 hrs
	Total Term Work	70%	110 hrs
Final Evaluation	Culminating Activity	10%	
	Final Exam	20%	
	Final Mark	100%	

Knowledge/Understanding	Thinking/Inquiry	Communication	Application/Making Connections
30%	30%	20%	20%
Oral Presentations Group Work Debates Discussion Communication Note-making Visual Displays Research Concepts	Analysis of specific Topics and Issues Tests Group Work Discussions Personal Journals Depth of Research Brainstorming Case Studies	Brainstorming Categorizing Oral and Written Communication Research Group Work Presentation Debating Project Planning	Portfolios Projects Reports Demonstrations Mind Mapping Power point

TEACHING AND LEARNING STRATEGIES

Each unit will include the Concepts of Historical Thinking: historical significance, cause and consequence, continuity and change and historical perspective (The Ontario Curriculum Grades 9 and 10, Canadian and World Studies, 2013, pp103-105). A key part of student learning strategy will be the use of applicable components of The Historical Inquiry Process: formulating questions, gathering and organizing, interpreting and analysing, evaluating and drawing conclusions, and communicating (The Ontario Curriculum Grades 9 and 10, Canadian and World Studies, 2013, pp. 105-106).

Assessment for Learning (see page3): Pre- and mid-unit of study checklists, journal reflections.
Assessment as Learning (see page 3): Presenting and modelling external, structured opportunities for students to assess themselves. Formative assessment be used by students to monitor their own and their peers' progress. Some examples include: weekly self-assessments, peer-assessments, and end of unit reflections. In addition, the following are teaching/learning strategies that may be used: scaffolding, descriptive feedback, observation/conversation, cooperative small-group learning, role playing, personal reflection, seminar presentations, writing process, constructive or creative dialogue.

CONSIDERATIONS FOR PROGRAM PLANNING

The planning and administering of this course is based on the premise that all students can be successful language learners. The teacher will provide quality instruction that respects students' strengths and address their learning needs, using assessment information to plan instruction. The teacher will recognize the needs of students with special needs and those who are English language learners to provide instruction that enables those students to be successful. Information and communications technology will be used throughout the course where it is appropriate. The program will also include opportunities for students to apply their language skills to work-related situations, to explore educational and career options, and to become self-directed learners. The program will provide students with an opportunity for cooperative education and other forms of experiential learning so that they can apply the skills they have developed in the classroom to real-life activities in the community and in the world of business and public service.

RESOURCES

- CANADA, Face of a Nation, Gage, ISBN 0-7715-8152-1
- Spotlight Canada, 4th Edition, Oxford University Press, 200, ISBN 019541500-0
- Appropriate websites, films and videos