

Toronto Central Academy

Course Outline

Department	Canadian and World Studies
Course title:	Canadian History since World War I, Grade 10
Course code:	CHC2D
Credit value:	1.0
Prerequisite(s):	None
Policy documents:	<i>The Ontario Curriculum, Grades 9 and 10: Canadian and World Studies, 2005 (revised)</i>
Developed By:	Denise Althouse
Development Date:	May 2006
Revised by:	George Vanderkuur
Revision Date:	July 2012
Reviewed by:	Daryl Bergman
Review Date:	October 2021

Course Description

This course explores the local, national, and global forces that have shaped Canada's national identity from World War I to the present. Students will investigate the challenges presented by economic, social, and technological changes and explore the contributions of individuals and groups to Canadian culture and society during this period. Students will use critical-thinking and communication skills to evaluate various interpretations of the issues and events of the period and to present their own points of view.

Overall Expectations

Communities: Local, National, and Global

By the end of this course, students will:

- 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

By the end of this course, students will:

- 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

By the end of this course, students will:

- 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

By the end of this course, students will:

- 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

By the end of this course, students will:

- 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.

Units: Titles and Timing

Unit	Titles	Time and Sequence
Unit 1	Growing Pains: (1867 - 1918) and The Roaring 20s	30 hours
Unit 2	The Depression and WW II (1918 - 1945)	24 hours
Unit 3	Canada - A New Global Nation (1945 - 1967)	20 hours
Unit 4	Time of Rapid Change (1967 - 1983) / Towards the Dawn of a New Millennium (1984 - 2020)	30 hours
	Final Evaluation	6 hours
	Total	110 hours

Teaching/Learning Strategies

- Share the rubrics for culminating activities at the beginning of the unit, so expectations are clear for students and can be used to support the learning in all activities of the unit.
- Develop rubrics with students, or involve them in translating them into student language.
- Emphasize the language of assessment and evaluation in your discussion with students.
- Provide sample work demonstrating achievement at different levels for students.
- Provide different opportunities to assess the achievement of the expectations.
- Provide opportunities for self- and peer assessment to be used as formative assessment to support and improve student learning.
- Provide multiple opportunities for students to demonstrate their achievement of expectations.
- Provide opportunities for students to retry assignments to demonstrate their learning.
- Develop tests that provide opportunities to demonstrate all categories on the Achievement Chart (not just knowledge) at all levels.
- Give practice tests as an opportunity for formative assessment.
- Use assessment tools that are appropriate for the expectations being addressed and relate to the categories on the Achievement Chart.
- Provide prompt feedback so that students can use it to improve their learning.
- Design a variety of assessment tasks to address different learning styles.
- Provide activities/assessment tasks to accommodate needs of the learners in the classroom.
- Provide opportunities for students to track their own progress.
 - use electronic technology as appropriate;
 - provide opportunities for genuine inquiry;
 - encourage students in self and peer evaluation;
 - make authentic connections with the classroom, the school, and the local community;
- Learning activities including the following:
 - Note-taking/summarizing.
 - Independent Research
 - Independent Study
 - Map Analysis
 - Guided Internet Research

Assessment & Evaluation of Student Achievement (Based on Achievement Chart)

Tools For Assessment and Evaluation

Course Specific Task	Assessment	Evaluation	E/A Tool
Interpreting Maps	X	X	Rating scale
Primary Documents	X	X	Marking Scheme
Generic Task	Assessment	Evaluation	E/A Tool
Self-Tests	X		Checklist
Internet Research	X		Rating scale

Research Projects	X		Anecdotal records
Issue Based Analysis	X		Checklist
Interpreting Pictures		X	Rating scale
Independent Research		X	Anecdotal records
Quiz	X		Marking scheme
Data Analysis		X	Marking scheme
Article Analysis		X	Anecdotal records
Research Paper		X	Rubric
Terms		X	Marking scheme
Test - selected response	X	X	Marking Scheme
Test-- constructed response	X	X	Marking Scheme
Student-teacher conference	X		Anecdotal Record
Investigations		X	Marking scheme
Unit Tests		X	Checklist
Final Exam		X	Marking Scheme

Evaluation

Student achievement of the learning expectations will be evaluated according to the following breakdown. The main evaluation strategy employs pencil and paper tests, a summative activity, and final examination

Categories of the Achievement Chart	Term	Final/Summative
Knowledge / Understanding	25%	25%
Thinking/ Inquiry / Problem Solving	25%	25%
Application	25%	25%
Communication	25%	25%
Total	100%	100%
Final Mark (the sum of)	70% of Term	30% of Final Exam or Summative Activity

Achievement Chart – Grades 9–10, Canadian And World Studies

Category	50-59% (Level 1)	60-69% (Level 2)	70-79% (Level 3)	80-100% (Level 4)
Knowledge/Understanding	The student:			
knowledge of facts and terms	Demonstrates limited knowledge of facts and terms	demonstrates some knowledge of facts and terms	demonstrates considerable knowledge of facts and terms	demonstrates thorough knowledge of facts and terms
understanding of concepts, principles, and theories	demonstrates limited understanding of concepts, principles, and theories	demonstrates some understanding of concepts, principles, and theories	demonstrates considerable understanding of concepts, principles, and theories	demonstrates thorough understanding of concepts, principles, and theories
understanding of relationships between concepts	demonstrates limited understanding of relationships between concepts	demonstrates some understanding of relationships between concepts	demonstrates considerable understanding of relationships between concepts	demonstrates thorough and insightful understanding of relationships between concepts

Thinking/ Inquiry	The student:			
critical thinking skills (e.g., conducting analysis, detecting point of view and bias)	uses critical thinking skills with limited clarity and effectiveness	uses critical thinking skills with moderate clarity and effectiveness	uses critical thinking skills with considerable clarity and effectiveness	uses critical thinking skills with a high degree of clarity and effectiveness
creative thinking skills (e.g., problem solving using multiple perspectives)	applies creative thinking skills with limited effectiveness	applies creative thinking skills with moderate effectiveness	applies creative thinking skills with considerable effectiveness	applies creative thinking skills with a high degree of effectiveness
inquiry skills (e.g., formulating questions; organizing and conducting research; analysing, interpreting, and evaluating information; drawing conclusions)	applies few of the skills involved in an inquiry process	applies some of the skills involved in an inquiry process	applies most of the skills involved in an inquiry process	applies all or almost all of the skills involved in an inquiry process
Communication	The student:			
communication of information and ideas	communicates information and ideas with limited clarity	communicates information and ideas with some clarity	communicates information and ideas with considerable clarity	communicates information and ideas with a high degree of clarity, and with confidence
use of symbols and visuals, including the use of technology (e.g., mapping and graphic skills)	uses symbols and visuals with limited accuracy and effectiveness	uses symbols and visuals with some accuracy and effectiveness	uses symbols and visuals with considerable accuracy and effectiveness	uses symbols and visuals with a high degree of accuracy and effectiveness
oral communication (e.g., debates, role-playing) for different audiences and purposes	communicates orally for different audiences and purposes with limited effectiveness	communicates orally for different audiences and purposes with some effectiveness	communicates orally for different audiences and purposes with considerable effectiveness	communicates orally for different audiences and purposes with a high degree of effectiveness
written communication (e.g., reviews, short essays, letters) for different audiences and purposes	communicates in writing for different audiences and purposes with limited effectiveness	communicates in writing for different audiences and purposes with some effectiveness	communicates in writing for different audiences and purposes with considerable effectiveness	communicates in writing for different audiences and purposes with a high degree of effectiveness
Application	The student:			
application of concepts, skills, and procedures in familiar contexts	applies concepts, skills, and procedures in familiar contexts with limited effectiveness	applies concepts, skills, and procedures in familiar contexts with moderate effectiveness	applies concepts, skills, and procedures in familiar contexts with considerable effectiveness	applies concepts, skills, and procedures in familiar contexts with a high degree of effectiveness
transfer of concepts, skills, and procedures to new contexts	transfers concepts, skills, and procedures to new contexts with limited effectiveness	transfers concepts, skills, and procedures to new contexts with moderate effectiveness	transfers concepts, skills, and procedures to new contexts with considerable effectiveness	transfers concepts, skills, and procedures to new contexts with a high degree of effectiveness
making logical conclusions or generalizations	infrequently makes logical conclusions or generalizations	sometimes makes logical conclusions or generalizations	usually makes logical conclusions or generalizations	always or almost always makes logical conclusions or generalizations
making predictions and planning courses of action	makes predictions and plans courses of action with limited effectiveness	makes predictions and plans courses of action with moderate effectiveness	makes predictions and plans courses of action with considerable effectiveness	makes predictions and plans courses of action with a high degree of effectiveness
use of technology, equipment, and materials	uses technology, equipment, and materials safely and correctly only with supervision	uses technology, equipment, and materials safely and correctly with some supervision	uses technology, equipment, and materials safely and correctly	demonstrates and promotes the safe and correct use of technology, equipment, and materials

making connections (e.g., between past, present, and future contexts and roles; between subjects; between subjects and the world outside the school)	makes connections with limited effectiveness	makes connections with moderate effectiveness	makes connections with considerable effectiveness	makes connections with a high degree of effectiveness
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Program Planning Considerations For Canadian And World Studies:

Considerations relating to the areas listed above that have particular relevance for program planning in Canadian and World Studies are noted here.

The Role of Technology in the Curriculum. Information and communications technology (ICT) provides a range of tools that can significantly extend and enrich teachers' instructional strategies and support students' learning in Canadian and world studies. These tools include simulations, multimedia resources, databases, and computer-assisted learning modules. Through Internet websites and CD-ROM technology, students can now access primary resources held in museums, libraries, archives, and public institutions across the country and around the world. ICT resources allow secondary students to conduct more far-ranging and authentic research than ever before. Applications such as databases, spreadsheets, word processors, and presentation software can be used to support various methods of inquiry. The technology also makes possible simulations of complex systems that are useful for problem-solving purposes or when field studies on a particular topic are not feasible.

English As a Second Language and English Literacy Development (ESL/ELD). Young people whose first language is not English enter Ontario secondary schools with diverse linguistic and cultural backgrounds. Some may have experience of highly sophisticated educational systems, while others may have had limited formal schooling. All of these students bring a rich array of background knowledge and experience to the classroom, and all teachers must share in the responsibility for their English-language development. Students who come to Ontario from other countries will find the study of the subjects within Canadian and world studies particularly useful. Through this study, they can develop an understanding of Canadian economics, geography, history, law, and politics that will help them to become well-informed Canadian citizens. This Canadian and World Studies course can provide a wide range of options to address the needs of ESL/ELD students. Assessment and evaluation exercises will help ESL students in mastering the English language and all of its idiosyncrasies. In addition, since all occupations require employees with a wide range of English skills and abilities, many students will learn how their own historical backgrounds can contribute to their success in the larger world. In particular, students have ample opportunities to demonstrate skills in interpretation of data and trends as well as problem solving in new and varied situations.

Antidiscrimination Education in Business Studies. The Canadian and world studies curriculum is designed to help students acquire the "habits of mind" essential for citizens in a complex democratic society characterized by rapid technological, economic, political, and social change. Students are expected to demonstrate an understanding of the rights, privileges, and responsibilities of citizenship, as well as willingness to show respect, tolerance and understanding towards individuals, groups, and cultures in the global community and respect and responsibility towards the environment. They are also expected to understand that protecting human rights and taking a stand against racism and other expressions of hatred and discrimination are basic requirements of responsible citizenship. In Canadian and world studies, students learn about the contributions of a variety of peoples, in the past and the present, to the development of Canada and the world. The critical thinking and research skills acquired in Canadian and world studies courses will strengthen students' ability to recognize bias and stereotypes in contemporary as well as historical portrayals, viewpoints, representations, and images. Learning activities and resources used to implement the curriculum should be inclusive in nature, reflecting diverse points of view and experiences, including Aboriginal perspectives. They should enable students to become more sensitive to the experiences and perceptions of others.

Career Education. Canadian and World Studies definitely helps prepare students for employment in a huge number of diverse areas. The skills, knowledge and creativity that students acquire through this course are essential for a wide range of careers. Being able to express oneself in a clear concise manner without ambiguity, interpret data, and

communicate in an electronic environment would be overall intentions of this Canadian and World Studies course, as these processes help students prepare for success in their working lives.

Literacy, Numeracy, and Inquiry/Research Skills Success in Canadian and world studies courses depends in large part on strong literacy skills. Many of the activities and tasks students undertake in Canadian and world studies courses involve the use of written, oral, and visual communication skills. For example, students use language to record their observations, to describe their inquiries in both informal and formal contexts, and to present their findings in oral presentations and written reports. The language of Canadian and world studies courses includes special terms associated with the subjects that the program encompasses. The study of these subjects will thus encourage students to use language with greater care and precision and will enhance their ability to communicate effectively. The Canadian and world studies curriculum also builds on and reinforces certain aspects of the mathematics curriculum. For example, clear, concise communication may involve the use of various diagrams, charts, tables, and graphs to organize, interpret, and present information. In all courses in Canadian and world studies, students will develop their ability to ask questions and to plan investigations to answer those questions. They need to learn a variety of research methods in order to carry out their investigations; they also need to know which methods to use in a particular inquiry. Students will learn how to locate relevant information from a variety of sources, such as books, newspapers, field studies and interviews, climate maps, aerial photographs and satellite images, diagrams and charts, and electronic sources.

Attendance, Late Assignment, Cheating, and Plagiarism Policies*

Late Assignment

Assessment activities are due on the date specified by the teacher. At the teacher's discretion, a mark of 0 may be assigned for assignments not submitted on time.

Missed Test

Should a test be missed for acceptable reasons, the student will write a make-up test on his or her return to school. Should the reason for the absence be unacceptable, a mark of 0 will be given.

Attendance

Regular classroom attendance is a significant factor in student success. The TCA Attendance Policy as described in the school course calendar will be adhered to.

Cheating and Plagiarism

A student is expected to know what constitutes academic integrity to avoid committing academic offenses and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offense, or who needs help in learning how to avoid offenses (e.g., plagiarism, cheating) or about rules for group work/collaboration should seek guidance from the course teacher.

* For information on penalties, students should refer to school course calendar: STUDENT CODE OF CONDUCT: RESPONSIBILITIES, ACHIEVEMENT, ATTENDANCE

Resources

Cranny, Michael, and Moles, (2016). Garvin *Think History: Canadian History Since 1914*, Pearson Canada Inc., Don Mills, ON.

Internet Sources: CBC news.ca, Google, The Canadian Encyclopedia, & youtube.com

<http://www.teachersupport.ca/> The 8th Fire Series and questions guidebook.