

CHC2D Course Outline	
Name of School	Learning Languages Institute
Department	Canadian and World Studies
Course Developer	Ms. Jennifer Naccarato
Course Development Date	June 2016
Course Reviser/Revision Date	Hassan Mirzai
Course Title	Canadian History since World War I
Grade	N/A
Course Type	Open
Ministry Course Code	CHC2D
Credit Value	1.0
Developed From	1.The Ontario curriculum, grades 9 and 10- Canadian and World studies (2013) 2. Growing Success (2010)
Prerequisite	None

Course Description

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

Throughout this course, students will:

A. HISTORICAL INQUIRY AND SKILL DEVELOPMENT

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.

B. CANADA, 1914–1929

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)

C. CANADA, 1929–1945

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)

D. CANADA, 1945–1982

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)

E. CANADA, 1982 TO THE PRESENT

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)

Course Content

Unit	Length
A.HISTORICAL INQUIRY AND SKILL DEVELOPMENT	20 hours
B.CANADA, 1914-1929	25 hours
C. CANADA, 1929-1945	25 hours
D. CANADA, 1945-1982	20 hours
E. CANADA, 1982 TO THE PRESENT	20 hours
	<i>Total</i>
	110 hours

Unit content and sequence of delivery

Unit Titles and Descriptions	Time
<p>1914-1918: First World War</p> <p>This unit discusses Canada's role in the First World War, and how it contributed to Canadian identity. It will address the issues of Canadian sovereignty, French- English relations, and the Aboriginal contribution to the war effort. The unit will also examine how, during this period and because of</p>	17 hours

<p>the war, the economy, the status of women, and immigration policy all changed.</p>	
<p>1918-1928: The Roaring Twenties?</p> <p>This unit will address the following questions: How did Canada exert and gain sovereignty during this period? Why is it significant that Canada's sovereignty was recognized by other nations? How did the political climate of Canada change during this period of time? Why were these changes significant? How did the economic state of regions of Canada, Canada as a whole, and the world, influence events and attitudes in Canada during this time? How have Canadian attitudes towards human rights changed since the 1920s?</p>	<p>15 hours</p>
<p>1929-1938: The Great Depression</p> <p>This unit examines the ways in which the Great Depression affected Canadians' daily lives, as well as the changes in Canadian domestic and international policies. This period marks the rise of Socialism, the Cooperative Commonwealth Federation, and new social welfare policies. In keeping with the course's larger themes, this unit also addresses the issue of Canadian identity and sovereignty with the introduction of the Statute of Westminster (1931).</p>	<p>15 hours</p>
<p>1939-1945: Second World War</p> <p>The Second World War was a major turning point in Canadian (and World) history. WWII was the deadliest conflict in human history. This, in addition to the mass slaughter of civilians during this time, led to massive social,</p>	<p>17 hours</p>

<p>political, and economic changes in Canada, and throughout the world. International organizations were implemented to make sure atrocities, such as the Holocaust, would never occur again. Citizens felt entitled to more rights and a higher standard of living after what they had contributed to their country. This led to the formation of many human rights organizations, and the implementation of new social welfare policies.</p>	
<p>1946-1967: Challenge and Change</p> <p>This unit examines in greater depth the social, political and cultural themes from the previous unit. During this era, racist policies were removed from immigration orders, the fight for equal pay for women began in earnest, and status Aboriginals were finally given the right to vote without having to give up being status Aboriginals. Refugees, once turned away from Canada's borders, entered by the hundreds of thousands. However, despite these improvements to human rights, conflict continued. The Cold War started immediately after WWII between western capitalist democracies and eastern communist dictatorships, both sides testing nuclear bombs in Korea, Vietnam and elsewhere.</p>	<p>15 hours</p>
<p>1968-1983: Canadian Identity</p> <p>This unit deals with the era in Canada that spans Trudeau's time as Prime Minister (with an interlude in 1979 of Joe Clark's premiership). It was a time when Québec nationalism turned to sovereignties, when the West's wealth grew rich through hard work in the oil fields, and when Acadians fought for access to the same services as their English compatriots. Canada was forever changed directly by Trudeau's changes, like his policies on</p>	<p>15 hours</p>

<p>bilingualism, multiculturalism and environmentalism. The Charter of Rights and Freedoms, which Canadians celebrate and enjoy to this day, is also a legacy of Trudeau's government. On the other hand, much of modern history can be seen as a <i>reaction to</i> Trudeau's policies. The Québec referenda in 1980 and 1995 were held partly in response to Trudeau's hard-line federalism. Civil rights groups still debate his response to terrorism in 1970, and financial analysts still debate his attitude towards the country's money.</p>	
<p>1984-2012: Global Context</p> <p>This unit examines the theme of French-English relations with a discussion of the partition of the constitution and the failure of the Meech Lake and Charlottetown accords, and the Québec referendum in 1995. It will also study the fall of the Berlin Wall in 1989, and the end of the Cold War. With only one super-power left in the world, politics became, in some ways, more complex. The European Union was born; Iraq became an enemy state to the West; Yugoslavia and Rwanda became notorious during periods of intense violence. Undoubtedly, the greatest sea-change was the terrorist attack of September 11, 2001, and the world's response to it, which continues to this day.</p>	<p>16 hours</p>
<p>Total</p>	<p>110 hours</p>

Teaching and Learning Strategies:

The strategies used are varied to meet the needs and the range of learning styles encountered and they include the following:

Course Specific	Language	Collaborative
Direct teaching	Oral presentation	Cooperative learning
Teaching notes	Class Discussion	Peer-evaluation
Work and tasks sheets	Small group discussion	Brainstorming
Homework	Teacher-student	Group discussion
Independent reading	conferencing	Student-teacher conferencing
Independent study	Peer-evaluation	Peer-evaluation
Problem solving	Personal response notes	
Research	Reading and answering	
Portfolio	questions	
Reflection	Socratic Dialogue	
Presentation	Information Analysis	
Decision making		
Group Assignments		
Brainstorming Diagrams		
Problem-based learning		
Self-evaluation		

Strategies for Assessment and Evaluation of Student Performance

	UNITS	Duration	Expectation	AFL	AAL	AOL	Assessed Categories			
							K 25%	I 25%	C 25%	A 25%
70%	A	20 hrs	A1-A2	Homework / worksheet	Historical Thinking Journal	Historical Thinking Diagram	x	x	x	x
	B	25 hrs	B1-B3	Assigned Questions Discussion	Class Discussion	Letter from the Trenches Internet Scavenger Hunt	x	x	x	x
	C	25 hrs	C1-C4	Discussion Worksheet	Reflecting on Cause and Consequence	Unit Test	x	x	x	x
	D	20 hrs	D1-D3	Homework Discussion	Why Study History Response Journal	Icons and Images of Cultural Icons in Canadian Society –	x	x	x	x

						Short Essay				
	E	20 hrs	E1-E3	Discussion	Self-Assessment	Museum Exhibit	x	x	x	x
30%	Final Exam		A1-E3	Final Exam			x	x	x	x

Consideration for Program Planning

CONSIDERATIONS FOR PROGRAM PLANNING

Instructional Approaches

Teachers in the school are expected to:

- clarify the purpose for learning
- help students activate prior knowledge
- differentiate instruction for individual students and small groups according to need
- explicitly teach and model learning strategies
- encourage students to talk through their thinking and learning processes
- provide many opportunities for students to practise and apply their developing knowledge and skills
- apply effective teaching approaches involve students in the use of higher-level thinking skill
- encourage students to look beyond the literal meaning of texts

Teachers use a variety of instructional and learning strategies best suited to the particular type of learning. Students have opportunities to learn in a variety of ways:

- individually
- cooperatively
- independently with teacher direction
- through investigation involving hands-on experience
- through examples followed by practice
- by encouraging students to gain experience with varied and interesting applications of the new knowledge. Rich contexts for learning open the door for students to see the “big ideas” of mathematics that will enable and encourage them to reason mathematically throughout their lives.

Program Considerations for English Language Learners

Teachers must incorporate appropriate strategies for instruction and assessment to facilitate the success of the English language learners in their classrooms. These strategies include:

- modification of some or all of the subject expectations depending on the level of English proficiency
- use of a variety of instructional strategies (e.g., extensive use of visual cues, graphic organizers, scaffolding; previewing of textbooks; pre-teaching of key vocabulary; peer tutoring; strategic use of students' first languages)
- use of a variety of learning resources (e.g., visual material, simplified text, bilingual dictionaries, and materials that reflect cultural diversity)
- use of assessment accommodations (e.g., granting of extra time; use of oral interviews, demonstrations or visual representations, or tasks requiring completion of graphic organizers and cloze sentences instead of essay)

questions and other assessment tasks that depend heavily on proficiency in English).

Anti Discrimination Education

Learning resources reflect students' interests, backgrounds, cultures, and experiences. Learning materials:

- involve protagonists of both sexes from a wide variety of backgrounds
- reflect the diversity of Canadian and world cultures, including those of contemporary First Nations, Métis, and Inuit peoples
- include, in English, use of short stories, novels, magazine and newspaper articles, television programs, and films
- provide opportunities for students to explore issues relating to their self-identity
- make students aware of the historical, cultural, and political contexts for both the traditional and non-traditional gender and social roles represented in the materials they are studying.

Literacy and Inquiry/Research Skills

The school emphasizes the importance of the following:

- using clear, concise communication in the classroom involving the use of diagrams, charts, tables, and graphs
- emphasizing students' ability to interpret and use graphic texts.
- acquiring the skills to locate relevant information from a variety of sources, such as books, newspapers, dictionaries, encyclopaedias, interviews, videos, and the Internet.

- learning that all sources of information have a particular point of view
- learning that the recipient of the information has a responsibility to evaluate it, determine its validity and relevance, and use it in appropriate ways.

Role of Technology

Information and communications technologies (ICT) tools used in many ways:

- Students use multimedia resources, databases, Internet websites, digital cameras, and word-processing programs.
- They use technology to collect, organize, and sort the data they gather and to write, edit, and present reports on their findings.
- Students are encouraged to use ICT to support and communicate their learning. For example, students working individually or in groups can use computer technology and/or Internet websites to gain access to museums and archives in Canada and around the world.
- Students use digital cameras and projectors to design and present the results of their research to their classmates.
- The school plans to use ICT to connect students to other schools and to bring the global community into the classroom.
- Students are made aware of issues of Internet privacy, safety, and responsible use, as well as of the potential for abuse of this technology, particularly when it is used to promote hatred.

Career Education

Students are given opportunities to develop career-related skills by:

- applying their skills to work-related situations
- exploring educational and career options
- developing research skills
- practising expository writing
- learning strategies for understanding informational reading material
- making oral presentations
- working in small groups with classmates to help students express themselves confidently and work cooperatively with others.

Academic Honesty

Students who present the work of others as their own are guilty of plagiarism and will receive a mark of zero for the work and will have the details of the plagiarism noted in their school records. Students who are guilty of cheating on tests or examinations will receive a mark of zero on the test or examination and have the details of the cheating noted in their school records.

Late Assignments

Students are responsible for providing evidence of their achievement of the overall expectations within the time frame specified by the teacher, and in a form approved by the teacher. There are consequences for not completing assignments for evaluation or for submitting those assignments late.

Resources

The Ontario Curriculum Grades 9 and 10 2013 Canadian and World Studies GEOGRAPHY • HISTORY • CIVICS (POLITICS)

<http://www.edu.gov.on.ca/eng/curriculum/secondary/canworld910curr2013.pdf>

Growing Success: Assessment, Evaluation and Reporting in Ontario Schools

<http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>

Canadian War Museum:

<http://www.warmuseum.ca/firstworldwar/introduction/key-canadian-events/?anchor=37>; Newfoundland and Labrador-

The First World War:

<http://www.heritage.nf.ca/first-world-war/articles/beauport-hamel-en.php>;

Vimy Foundation:

<http://www.vimyfoundation.ca/significance-of-vimy-ridge/>;

End of WW1:

<http://www.bbc.co.uk/schools/0/ww1/25403869>

The Treaty of Versailles

<http://www.history.com/topics/world-war-i/treaty-of-versailles>

Indian Act and Residential Schools

<http://www.thecanadianencyclopedia.ca/en/article/residential-schools/>

The Famous Five:

https://www.youtube.com/watch?v=if_pyx5dm9Y

Immigration Act 1919

<http://www.pier21.ca/research/immigration-history/immigration-act-amendment-1919>

The Roaring 20's

<http://www.canadahistoryproject.ca/1920s/>

The Winnipeg General Strike

<http://www.cpha.ca/en/programs/history/achievements/10-sw/winnipeg.aspx>

The Group of Seven

<http://www.mcmichael.com/paintingcanada/tomthomsonandthegroupofseven.html>

Canada in the 1930's

<https://vimeo.com/99010053>

<https://vimeo.com/channels/799444/99212657>

Lead-up to WWII

<http://www.history.com/topics/world-war-ii/world-war-ii-history>

Joseph Stalin

<http://www.history.com/topics/joseph-stalin>

Adolf Hitler

<http://www.history.com/topics/world-war-ii/adolf-hitler>

Canada Remembers the War

<http://www.veterans.gc.ca/eng/remembrance/history/historical-sheets/material>

Courage Remembered, by Kingsley Ward and Major Edwin Gibson.

A Brief History of Canada and the Holocaust

<http://www.cic.gc.ca/english/multiculturalism/holocaust/history.asp>

Japanese Internment

<http://www.cbc.ca/history/EPISCONTENTSE1EP14CH3PA3LE.html>

Women at War

<https://www.veterans.gc.ca/pdf/cr/pi-sheets/women.pdf>

Essay Writing Help:

Writing Ninjas: How To Write A Strong Thesis Statement

https://www.youtube.com/watch?v=6nof_bR5aoc

History Writing 101-- How to Write a Thesis Driven Essay

<https://www.youtube.com/watch?v=O-oqw88MWj8>

How to Write an Essay - Basic Essay Structure in 3 Minutes

<https://www.youtube.com/watch?v=p1KbANXoWlo>

APA format Help:

APA video:

<https://www.youtube.com/watch?v=sE574ZnC77o>

How to Make Sure your Research Sources are Credible

Evaluating the Credibility of Your Sources

<https://www.college.columbia.edu/academics/integrity-sourcecredibility>

Research Resources (these are only suggested resources, feel free to do additional research and use other credible books, journal and internet resources):

Japanese Internment: British Columbia wages war against Japanese Canadians

<http://www.cbc.ca/history/EPISCONTENTSE1EP14CH3PA3LE.html>

1988: Government apologizes to Japanese Canadians

<http://www.cbc.ca/archives/entry/1988-government-apologizes-to-japanese-canadians>

B.C. government apologizes for treatment of Japanese-Canadians

<http://news.nationalpost.com/news/canada/b-c-government-apologizes-for-treatment-of-japanese-canadians>

Canada's Immigration Policy since 1945

https://www.jstor.org/stable/40202881?seq=1#page_scan_tab_contents

Canada's immigration history one of discrimination and exclusion

https://www.thestar.com/news/immigration/2013/02/15/canadas_immigration_history_one_of_discrimination_and_exclusion.html

Canada: A History of Refuge

<http://www.cic.gc.ca/english/games/teachers-corner/refugee/refuge.asp>

Cultural Diversity in Canada: The Social Construction of Racial Difference

http://www.justice.gc.ca/eng/rp-pr/csj-sjc/jsp-sjp/rp02_8-dro2_8/p3.html

150 years of immigration in Canada

<http://www.statcan.gc.ca/pub/11-630-x/11-630-x2016006-eng.htm>

Hate Crime in Canada: An Overview of Issues and Data Sources

<http://publications.gc.ca/Collection-R/Statcan/85-551-XIE/0009985-551-XIE.pdf>

What is a hate crime?

<http://www.cbc.ca/news/canada/what-is-a-hate-crime-1.1011612>

CONSTITUTION ACT, 1982

<http://laws-lois.justice.gc.ca/eng/const/page-15.html>

S.S. St. Louis and human rights

<http://www.ohrc.on.ca/en/living-rights-and-creed/ss-st-louis-and-human-rights>

Canada turned away Jewish refugees

<http://thechronicleherald.ca/novascotia/1174272-canada-turned-away-jewish-refugees>

'None is too many': Memorial for Jews turned away from Canada in 1939

<http://news.nationalpost.com/news/none-is-too-many-memorial-for-jews-turned-away-from-canada>

Deepa Mehta

<http://www.thecanadianencyclopedia.ca/en/article/deepa-mehta/>

Multiculturalism

<http://www.thecanadianencyclopedia.ca/en/article/multiculturalism/>

Omar Khadr

<http://www.thecanadianencyclopedia.ca/en/article/omar-khadr-case/>

Regionalism

<http://www.cbc.ca/news/canada/the-growing-tensions-between-ottawa-and-the-provinces-1.1168229Government/Policy>

<http://www.thecanadianencyclopedia.ca/en/article/regional-economics>

Bill C31

<http://indigenousfoundations.arts.ubc.ca/home/government-policy/the-indian-act/bill-c-31.html>

Renewable Energy

<http://www.nrcan.gc.ca/energy/renewable-electricity/7295>