



# THAMES VALLEY DISTRICT SCHOOL BOARD

London Central Secondary School



## COURSE OUTLINE 2019-2020

<b>Course Name:</b>	<b>Canadian History Since World War I</b>	<b>Course Code:</b>	<b>CHC 2D</b>
<b>Course Type:</b>	<b>Grade 10 - ACADEMIC</b>	<b>Credit Value:</b>	<b>1.0</b>
<b>Teacher(s):</b>	Mr. J. Cox, Mr. M. Harris, Ms. A. McNall, Mr. N. Paranosic		

### Course Description:

This course explores social, economic, and political developments and events and their impact on the lives of different groups 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.

<b>Strand A</b>	<b>Overall Expectations</b>
<b>Historical Inquiry and Skill Development</b>	<b>A1. Historical Inquiry:</b> use the historical inquiry process and the concepts of historical thinking when investigating aspects of Canadian history since 1914
	<b>A2. Developing Transferable Skills:</b> apply in everyday contexts skills developed through historical investigation, and identify some careers in which these skills might be useful
<b>Strand B</b>	<b>Overall Expectations</b>
<b>Canada, 1914-1929</b>	<b>B1. Social, Economic, and Political Context:</b> 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: <i>Historical Significance; Historical Perspective</i> )
	<b>B2. Communities, Conflict, and Cooperation:</b> 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: <i>Historical Significance; Cause and Consequence</i> )
	<b>B3. Identity, Citizenship, and Heritage:</b> 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: <i>Continuity and Change; Historical Perspective</i> )
<b>Strand C</b>	<b>Overall Expectations</b>
<b>Canada, 1929-1945</b>	<b>C1. Social, Economic, and Political Context:</b> 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: <i>Cause and Consequence; Historical Perspective</i> )
	<b>C2. Communities, Conflict, and Cooperation:</b> 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: <i>Cause and Consequence; Continuity and Change</i> )

	<b>C3. Identity, Citizenship, and Heritage:</b> 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: <i>Historical Significance; Historical Perspective</i> )
<b>Strand D</b>	<b>Overall Expectations</b>
<b>Canada, 1945-1982</b>	<b>D1. Social, Economic, and Political Context:</b> 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: <i>Historical Significance; Continuity and Change</i> )
	<b>D2. Communities, Conflict, and Cooperation:</b> analyse some key experiences of an 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: <i>Continuity and Change; Historical Perspective</i> )
	<b>D3. Identity, Citizenship, and Heritage:</b> analyse how significant events, individuals, and groups. Including Aboriginal peoples, Quebecois, and immigrants, contributed to the development of identity, citizenship, and heritage in Canada between 1945 and 1982 (FOCUS ON: <i>Historical Significance; Cause and Consequence</i> )
<b>Strand E</b>	<b>Overall Expectations</b>
<b>Canada, 1982 to the Present</b>	<b>E1. Social, Economic, and Political Context:</b> 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: <i>Historical Significance; Continuity and Change</i> )
	<b>E2. Communities, Conflict, and Cooperation:</b> 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: <i>Continuity and Change; Historical Perspective</i> )
	<b>E3. Identity, Citizenship, and Heritage:</b> 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: <i>Historical Significance; Cause and Consequence</i> )

## Assessment and Evaluation Strategies:

The purpose of assessment and evaluation is to improve student learning. Assessment and evaluation is based on the provincial curriculum expectations and the achievement levels outlined in the curriculum document. In order to ensure that assessment and evaluation are valid and reliable, and that they lead to the improvement of student learning, teachers use a variety of strategies throughout the course, including: providing students with feedback about their work (known as assessment for learning), helping to set learning goals and monitor their own progress (known as assessment as learning), and evaluation and reporting of progress in the form of grades and marks (known as assessment of learning).

<p style="text-align: center;"><b>Unit Overview</b></p>	<p style="text-align: center;"><b>Assessment and Evaluation Methods (May include major evaluations)</b></p>
<p><b>Unit 1: World War 1 to the Start of the Great Depression.</b> This unit looks at these questions and looks at the events of the Great War and Canada's role. The unit also looks at the period of the 1920s looking at how the post-war society changed, with specific focus on societal changes that were driven by technology and culture.</p>	<p>Diagnostic, Formative and Summative assessments will be used in the forms of : tests, quizzes, posters, presentations, literacy test preparation activities, unit culminating activities (major assignment).</p>
<p><b>Unit 2 : The Great Depression to the End of WWII</b> The unit looks at the causes and effects of the Great Depression and also the significant factors that caused Canada to be pulled into another world war by the end of the 1930s. This unit explores the military campaigns and events during WWII with a specific focus on Canada's contributions to the war. What role did Canada play in helping to defeat Nazi Germany and its allies? It also examines the ramifications that the war had back at home -- especially in regards to the treatment of minorities.</p>	<p>Diagnostic, Formative and Summative assessments will be used in the forms of : tests, quizzes, posters, presentations, literacy test preparation activities, unit culminating activities (major assignment).</p>
<p><b>Unit 3 : Canada Comes of Age: 1945-1982</b> The unit begins by looking at the start of the Cold War, as Canada was increasingly pulled into international organizations (NATO, NORAD, and the UN). It further explores the fears, concerns and challenges (especially for the youth of Canada) in the new nuclear age. This unit then looks at the major political and social changes that occurred during this time period – especially those that were driven by youth culture. This unit details the significant events and policies (such as multiculturalism) that helped to define modern Canada during the Diefenbaker, Pearson and Trudeau years. There is a special focus on Canada's developing sense of identity (e.g. Expo '67, peace-keeping), the development of significant social programs (e.g. Medicare, CPP), the economic problems of the 1970s, bilingualism and the rise of the Quebec sovereignty movement up to the signing of the Charter of Rights and Freedoms.</p>	<p>Diagnostic, Formative and Summative assessments will be used in the forms of : tests, quizzes, posters, presentations, literacy test preparation activities, unit culminating activities (major assignment).</p>

<p><b>Unit 4 : Canada and the modern world: 1982 to the present day</b>  This unit looks at the modern challenges Canada has had in staying distinct and unified. This unit focus on changes (or attempts to change) the constitution through initiatives such as the Meech Lake Accord and its effect on Quebec sovereignty. Also, Canada's responses to the increasing Americanization of Canadian society and the Canadian economy. The unit will focus on the changing face of Canada as immigration and demographic change shape the Canadian identity. As well, the unit will look at how Canadian pride has been shaped or grown in the last 30 years. Finally, the unit looks at Canada's response to terrorism and how that has characterized how Canadians have behaved or interacted. This unit also provides a comparison to the first unit, by looking at whether or not Canada has progressed.</p>	<p>Diagnostic, Formative and Summative assessments will be used in the forms of : tests, quizzes, posters, presentations, literacy test preparation activities, unit culminating activities (major assignment).</p>
<p><b>Course Culminating Activity/Independent Study</b></p>	<p>Final Essay and Presentation</p>
<p><b>Final Exam</b></p>	

**Assessment and Evaluation Categories and Weights:**

Achievement Chart Categories	
Achievement Category	Percentage
Knowledge/Understanding	30
Thinking/Inquiry	20
Communication	30
Application	20

Evaluation/Weight of Marks	
Evaluation	Percentage
Term Evaluation	70
Final Evaluation	
• ISP	15
• Exam	15

**Learning Skills and Work Habits Assessment:**

The development of learning skills and work habits is an integral part of student learning. These skills are:

- Responsibility
- Organization
- Independent Work
- Collaboration
- Initiative
- Self-Regulation

Learning skills and work habits influence student achievement and are included as a formal part of the assessment and evaluation process. Learning skills and work habits will be assessed through a variety of teacher strategies. (e.g. observation, student /teacher conference, self-reflection, checklists, exit cards, etc.) These important learning skills and work habits will be formally reported on the Provincial Report Card according to the following scale: E- Excellent, G- Good, S- Satisfactory, N- Needs Improvement.

**Academic Dishonesty - Cheating and Plagiarism:**

Learning tasks that students complete, as well as all assignments, tests and exams which students submit for evaluation must be their own work. Cheating and plagiarism is a serious offence which will not be condoned. Academic consequences will result.

## **Late and Missed Assignments - Student Roles and Responsibilities**

Students are expected to:

- be 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;
- understand that there will be consequences for not completing assignments for evaluation and/or for submitting those assignments late;
- use class time productively;
- in extenuating circumstances, request an extension from the teacher before the due date.

***Mark deductions for late and missed assignments may apply to major assignments only.***

**Mark deductions are as follows: 10% for the first day, 5% additional on each successive day for a maximum of 30% before the mark becomes 0.**

**References:** *TVDSB Assessment & Evaluation Policy*, September 2011; *Growing Success - Assessment and Evaluation, and Reporting in Ontario Schools*, 2010.  
*Student Planner and School Web site*