



THAMES VALLEY DISTRICT SCHOOL BOARD

London Central Secondary School



COURSE OUTLINE 2019-2020

Course Name:	Canadian History Since World War I	Course Code:	CHC 2P
Course Type:	Gr. 10 Applied	Credit Value:	1.0
Teacher(s):	Mr. N. Paranosic		

Course Description:

This course focuses on the social context of historical developments and events and how they have affected the lives of people in Canada since 1914. Students will explore interactions between various communities in Canada as well as contributions of individuals and groups to Canadian heritage and identity. Students 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 the continuing relevance of historical developments and how they have helped shape communities in present-day Canada.

Strand A	Overall Expectations
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
Strand B	Overall Expectations
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 how they affected the lives of people in Canada (FOCUS ON: <i>Historical Significance; Historical Perspective</i>)
	B2. Communities, Conflict, and Cooperation: describe some key interactions between different communities in Canada, and between Canada and the international community, from 1914 to 1929, and explain their effects (FOCUS ON: <i>Cause and Consequence</i>)
	B3. Identity, Citizenship, and Heritage: describe how some individuals, organizations, and domestic and international events contributed to the development of identity, citizenship, and/or heritage in Canada between 1914 and 1929 (FOCUS ON: <i>Continuity and Change; Historical Perspective</i>)
Strand C	Overall Expectations
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 explain how they affected the lives of people in Canada (FOCUS ON: <i>Cause and Consequence</i>)
	C2. Communities, Conflict, and Cooperation: describe some significant interactions between different communities in Canada, and between Canada and the international community, from 1929 to 1945, and explain what changes, if any, resulted from them (FOCUS ON: <i>Continuity and Change</i>)

	C3. Identity, Citizenship, and Heritage: describe how some individuals, organizations, symbols, and events, including some major international events, contributed to the development of identity, citizenship, and/or heritage in Canada between 1929 and 1945 (FOCUS ON: <i>Historical Significance; Historical Perspective</i>)
Strand D	Overall Expectations
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 explain how they affected the lives of people in Canada (FOCUS ON: <i>Continuity and Change</i>)
	D2. Communities, Conflict, and Cooperation: describe some key developments that affected interactions between different communities in Canada, and between Canada and the international community, from 1945 to 1982, and assess their significance (FOCUS ON: <i>Historical Significance; Historical Perspective</i>)
	D3. Identity, Citizenship, and Heritage: describe how some individuals, organizations, and social and political developments and/or events contributed to the development of identity, citizenship, and/or heritage in Canada between 1945 and 1982 (FOCUS ON: <i>Historical Significance; Cause and Consequence</i>)
Strand E	Overall Expectations
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 impact on the lives of different people in Canada (FOCUS ON: <i>Historical Significance; Historical Perspective</i>)
	E2. Communities, Conflict, and Cooperation: describe some significant issues and/or developments that have affected interactions between different communities in Canada, and between Canada and the United States, from 1982 to present, and explain some changes that have resulted from these issues/developments (FOCUS ON: <i>Continuity and Change</i>)
	E3. Identity, Citizenship, and Heritage: describe how some individuals, groups, and events, both national and international, have contributed to the development of identity, citizenship, and/or 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).

Unit Overview	Assessment and Evaluation Methods (May include major evaluations)
<p>Unit 1: World War 1 to the Start of the start of the Great Depression.</p> <p>Why did Canada fight in WWI? Should Canada be proud of its efforts? How did the war affect Canadian society and politics? This unit looks at these questions and develops interpretations of Canada and its role in the Great War. The unit also looks at the period of the 1920s looking at how the post-war society changed, with specific focus on society.</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>Unit 2 : The Great Depresssion to the End of WWII</p> <p>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. 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>Unit 3: Canada comes of Age: 1945 to 1982</p> <p>The unit begins by looking at the start of the Cold War and the fears, concerns and challenges (especially for the youth of Canada) in the new nuclear age. It then shifts to look at how cultural movements (especially amongst young people) helped to shape Canadian identity and issues. This unit looks at the major political and social changes that occurred during this time period. There is a special focus on Canada's developing sense of identity (e.g. Expo '67), the development of significant social programs (e.g. Medicare, CPP), economics problems of the 1970s, bilingualism and the rise of the Quebec sovereignty movement.</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>Unit 4: Canada and the modern world: 1980's, 1990's and the new century.</p> <p>What are the challenges of modern Canada? This unit focus on changes (or attempts to change) the constitution. Also, Canada's responses to the increasing Americanization of Canadian society and the Canadian economy. How immigration has changed the face of Canada. And finally, the unit will look at Canada has responded to terrorism and participated in the War on Terror. 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>Course Culminating Activity/Independent Study</p>	<p>Essay and Presentation</p>
<p>Final Exam</p>	

Assessment and Evaluation Categories and Weights:

Achievement Chart Categories	
Achievement Category	Percentage
Knowledge/Understanding	25
Thinking/Inquiry	20
Communication	25
Application	30

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.

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