

RICHVIEW COLLEGIATE INSTITUTE

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| PROGRAM AREA: Canadian and World Studies | COURSE NAME: Canadian History Since World War I |
| COURSE CODE: CHC 2D1 | GRADE/LEVEL: Grade 10, Academic. |
| PREREQUISITE: None | CREDIT VALUE: 1 |
| TEACHER(S): Ms. McDonagh-Vella (Assistant Curriculum Leader) Ms. Stuart Mr. Eng | CONTACT DETAILS: 416 394 7980 EXT. 20075 |
| TEXTBOOKS(S)/RESOURCES: <u>Spotlight Canada, 4th Edition</u> by J. Bradley Cruxton and W. Douglas Wilson Canadian History – Selected Readings provided by teacher. **Cost of Textbook/equipment replacement: \$81.25 (if lost or damaged)** Additional Course Costs: \$00.00 | |

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.

CURRICULUM STRANDS (A-E) and OVERALL 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 four strands.

Strand A - Historical Inquiry and Skill Development

Overall Expectations:

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

Overall Expectations and Related Concepts of Historical Thinking:

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)

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Strand C - Canada, 1929–1945

Overall Expectations and Related Concepts of Historical Thinking:

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

Overall Expectations and Related Concepts of Historical Thinking:

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

Overall Expectations and Related Concepts of Historical Thinking:

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)

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ASSESSMENT AND EVALUATION

Assessment and Evaluation are based on the expectations and levels of achievement outlined in the 2013 Ontario curriculum document for each subject. A wide range of assessment and evaluation opportunities allows students to demonstrate their learning in a variety of ways. This information provides the basis for reporting student grades on the Provincial Report Card.

A final mark will be calculated using the following categories or strands:

70% Course Evaluation: *(based on the following % breakdown of KTAC categories):*

All four achievement categorie/strands do not need to be evaluated in each evaluation task.

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| Knowledge and Understanding | Subject-specific content acquired in each grade or course (knowledge), and the comprehension of its meaning and significance (understanding). | 25 (%) | <i>Essays Tests Presentations Minor Assignments</i> |
| Thinking and Inquiry | The use of critical and creative thinking skills and/or processes. | 25 (%) | <i>Essays Tests Presentations Minor Assignments</i> |
| Communication | The conveying of meaning and expression through various forms. | 25 (%) | <i>Essays Tests Presentations Minor Assignments</i> |
| Application | The use of knowledge and skills to make connections within and between various contexts. | 25 (%) | <i>Essays Tests Presentations Minor Assignments</i> |

30% Final Evaluation: *(based on the above % breakdown of categories).*

Components of Summative Evaluation:

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| 1. Historical Simulation (i.e. History Fair, United Nations, Futures Conference (Selection is dependent upon departmental discretion) | 20 (%) |
| 2. In-Class Evaluation | 10 (%) |

**** A detailed explanation of the culminating activity/activities will be distributed to students in the class.**

Learning Skills: *The report card provides a record of the learning skills, demonstrated by the student in every course in the following six categories: Works Independently, Teamwork, Organization, Work Habits/Homework, Initiative and Self-Regulation. The learning skills are evaluated using a four-point scale (E-Excellent, G-Good, S-Satisfactory, N-Needs Improvement).*

Please refer to the Student Agenda Planner for details regarding the Achievement Chart and Learning Skills.