



Course: CHC 2DF Canadian History Since World War I (Grade 10, Academic, French Immersion)

Teacher: E. Freeze

OVERVIEW:

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.

PREREQUISITE: NONE

| STRAND | OVERALL EXPECTATIONS |
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| | <i>Throughout this course, students will:</i> |
| A: Historical Inquiry and Skill Development | <ul style="list-style-type: none"> • 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 |
| | <i>By the end of this course, students will:</i> |
| B: Canada 1914-1929 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 |

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| | <p>ON: Continuity and Change; Historical Perspective)</p> <ul style="list-style-type: none"> • 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-Present | <ul style="list-style-type: none"> • 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) |

EVALUATION

| TERM | FINAL |
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| <p>Student work and performance will be assessed and evaluated based upon the curriculum's overall learning expectations for the course outlined by the Ministry of Education.</p> <p><i>When work is ASSESSED</i>, comments will be made on student work as feedback to support the student's ongoing learning and improvement. Examples of assessment may include observations, informal quizzes, rough drafts of assignments, or student /teacher discussions.</p> <p><i>When work is EVALUATED</i>, a level or percentage grade will be assigned to student work according to a rubric or marking scheme. Examples of evaluations may include formal quizzes, unit tests, mid-terms, lab reports, assignments, and final evaluation task(s).</p> | <p>Term Work 70% (<i>ex. Quizzes, Presentations, Debates, Essays, etc.</i>)</p> <p>Final Evaluation(s) (<i>Exam and/or other means of evaluating achievement -i.e.- project, interview...</i>) 30%</p> <p>Total Mark Allocation: 100%</p> |

REQUIRED MATERIALS:

It is recommended that all students have the required learning materials (such as a three ring binder, lined paper, pens, pencils, and erasers) to ensure student success. Students are welcome to bring their own tablet, laptop or other Wifi compatible devices, but are responsible for their safety and storage while on school property. Students are responsible for all of their personal property and may use these devices to enhance learning, **at the teacher's discretion.**

Please see **Student Planner** for policies on punctuality, absenteeism, examinations, academic fraud, and other student responsibilities.

The "Big Ideas":

The concepts of historical thinking are:

- Historical significance
- Cause and consequence
- Continuity and change
- Historical perspective

These concepts underpin thinking and learning in all history courses in the Canadian and world studies program. At least one concept of historical thinking is identified as the focus for each overall expectation in strands B–E of these courses.

COMMUNICATION:

The staff at Osgoode Township High School is **committed to the success of all students**. Students are strongly encouraged to seek extra help from the teacher, both in and out of the classroom when necessary. Please feel free to contact the school at (613)821-2241 if you have any questions or concerns.