



## CHC2D Course Outline – *Canadian History Since World War 1*, Grade 10, Academic (revised Sept. 2019)

ONE FULL CREDIT

Social and Global Studies, Harbord Collegiate Institute, TDSB

### COURSE DESCRIPTION:

This course explores social, cultural, economic, legal, and political developments and events and their impact on the lives of different groups in Canada and abroad since 1914. Students will examine the role of conflict and cooperation in society, Canada's evolving role within the global community, and the impact of various individuals, organizations, and events on Canadian identity, citizenship, and heritage. This course recognizes that, today and in the future, students need to be critically literate in order to synthesize information, make informed decisions, communicate effectively, and thrive in an ever-changing global community. It is a goal of this course that students see themselves in what is taught, how it is taught and how it is applied to the world at large. This course recognizes that the needs of learners are diverse, and helps all learners develop the knowledge, skills, and perspectives they need to be informed, productive, caring and responsible Canadians.

### TEACHING STRATEGIES:

History involves the study of diverse individuals, groups, and institutions as well as significant events, developments, and issues in the past. This course provides students with an overview of Canadian history from the eve of World War 1 to the present. The course conveys a sense of the dynamic nature of Canada and of its interconnections with other parts of the world. Students learn that Canada has many stories and that each one is significant and requires thoughtful consideration. Students will develop their ability to apply the concepts of historical thinking in order to deepen their understanding of modern Canada. Students will also develop their ability to apply the historical inquiry process and gather, interpret, and analyze historical evidence and information from a variety of primary and secondary sources in order to investigate and reach conclusions about historical issues, developments, and events. Peter Seixas, author of *Benchmarks of Historical Thinking* states, "competent historical thinkers understand both the vast differences that separate us from our ancestors and the ties that bind us to them; they can analyze historical artefacts and documents, which can give them some of the best understanding of times gone by; they can assess the validity and relevance of historical accounts, events and developments." Understanding Canada now requires following the threads of current issues back in history to grasp their origins and evolution.

### COURSE RESOURCES:

Bauer, Mark B. *Social & Global Studies*. Mark Bauer. Web. <[www.socialglobalstudies.com](http://www.socialglobalstudies.com)>.

*Creating Canada: A History - 1914 to the Present*. McGraw-Hill Ryerson, 2015.

Haskins-Winner, Jan. *Canadian Sources Investigated*. Toronto: Emond Montgomery, 2011.

\*These textbooks will be used as in-class resources. If signed out, a student will be responsible for returning the book in good condition with normal wear and tear from academic use. Student must replace damaged or lost textbooks.

### INSTRUCTORS: I. Ayala, M. Bauer, L. Michael, A. Magney, TBA.

These teachers can be reached in the Social and Global Studies Office at 416-393-1650 ext. 20085 except L. Michael who can be reached in the Moderns Office at ext. 20091

Course Leaders: A. Magney (English), L. Michael (French)

Social & Global Studies Department  
Assistant Curriculum Leader: A. Magney

## UNIT DESCRIPTION AND EVALUATION:

**COURSE WORK (Units 1 to 5 and the ongoing Historical Critical Thinking Portfolio mark) is 70% of your final mark** (includes class work portfolio that can bump up your mark as much as 5 %).  
**THE COURSE CULMINATING EXAM (Unit 6) is 30% of your final mark.**

All course evaluations, including course culminating evaluations, are equally weighted across all four categories of achievement and designed to allow students the opportunity to exhibit learning across the *Achievement Chart for Canadian and World Studies*. The Achievement Chart is published in *The Ontario Curriculum, Grades 9 to 12: Program Planning and Assessment, 2000*.

**NOTE:** This Course is designed with 5 STRANDS. The first strand, *Historical Inquiry and Skill Development*, is interwoven with instruction and learning related to the expectations from the other four strands which are 1982-Present, 1914-1929, 1929-1945, 1945-1982. Units 1-5 correspond directly with these 5 strands.

UNIT → Title & Description	EVALUATION (400 Possible Coursework Marks)
<p><b>Unit 1: Historical Thinking</b></p> <p><u>The Big Six Historical Concepts</u>            In the first unit students explore six big historical concepts that are essential to success in this course. Students also explore powerful questions and criteria and begin to master their use of the six big concepts. Finally, students investigate and develop techniques for expressing their thoughts, ideas and arguments about history through applying the <i>Big Six</i>.</p>	<p><b>Oka Crisis Photo Analysis,</b>            (Research &amp; Critical Thinking Analysis Project),            40 marks (approx. 10 %)</p> <p>K/U: /10            T: /10            COM: /10            APP: /10</p>
<p><b>Unit 2: 1982 to Present</b></p> <p><u>New Rights, New Participation, and New Partnerships &amp; Globalization</u>            Students examine primary and secondary sources and further develop a variety of historical skills that were introduced in Unit 1. Students will be introduced to the key events that have shaped the emergence of modern Canada as we enter the twenty-first century. Topics include Canadian identity, diversity in Canada, individual versus collective rights, international trade, Canada's foreign policy, gender and social roles, and Indigenous rights and relations.</p>	<p><b>History, Individual Rights, &amp; National Identity,</b>            (Research &amp; Analysis Project),            40 marks (approx. 10 %)</p> <p>K/U: /10            T: /10            COM: /10            APP: /10</p>
<p><b>Unit 3: 1914 to 1929</b></p> <p><u>Canada Transformed by World Events</u>            Students explore Canada's coming of age through an examination of the march to war in Europe and role of Canadians both at home and on the front lines. Relationships with international partners before &amp; after World War I, Canada's emergence as an independent voice on global matters, the historical significance of the war &amp; the causes &amp; consequences of total war are focal points of this unit. Students then study historical perspectives, continuity and change, &amp; the ethical issues in the post war years &amp; during Canada's emergent prosperity in the 1920s. Inequality will be a dominant theme when investigating global pandemics, labour rights, women's rights &amp; the cultural genocide of Indigenous Peoples.</p>	<p><b>Critical Thinking Analysis of WW1/1920s</b>            (Test/Mapping History Activity/Did 1920s Roar for all Canadians?),            40 marks (approx. 10 %)</p> <p>K/U: /10            T: /10            COM: /10            APP: /10</p>
<p><b>Unit 4: 1929 to 1945</b></p> <p><u>A Maturing Canada Amidst a World of Extremes</u>            Students will examine the causes and consequences of economic depression and the resulting rise of political uncertainty and extremes abroad and at home. Students will study the major progression of WW2 and the particular challenges posed in the defeat of fascism. Students will look for continuity and change within Canada and through Canada's role on the international stage in response to the aggression of fascist nations in Europe and the Pacific Rim. Students will examine the ethical dimensions of war, the use of propaganda, the Holocaust and the ten steps of genocide, and the dawn of the nuclear age.</p>	<p><b>WWII Causes &amp; Consequences Analysis,</b>            40 marks (approx. 10 %)</p> <p>K/U: /10            T: /10            COM: /10            APP: /10</p> <p><b>Dieppe Raid Analysis</b>            (Analysis of Primary Source Material), 40 marks (approx. 10 %)</p> <p>K/U: /10            T: /10            COM: /10            APP: /10</p>

<p><b>Unit 5: 1945 to 1990</b></p> <p><u>Canada's Path in a Bipolar World</u> Students study the relationships between events of historical significance during the post war rise in international liberalism and human rights. In this unit, students study the events, issues, conflicts and economic and social challenges that Canadians faced in this period of shifting global power. Particular focus falls to the Cold War, the fall of the Berlin Wall, and the October Crisis back home.</p>	<p><b>Forces of History and Analytical Timeline,</b> 40 marks (approx. 10 %)</p> <p>K/U: /10 T: /10 COM: /10 APP: /10</p>
<p><b>HISTORICAL CRITICAL THINKING and RESEARCH PORTFOLIO</b></p> <p>This will consist of an ongoing series of collected classwork including graphic organizers, small in class assignments, presentations and activities, small tests and other evaluations that reflect and track the student's knowledge, thinking, communication and application of historical critical thinking skills practiced and taught within each unit and throughout the course. Teachers will apply their informed professional judgement to evaluate more recent and most consistent demonstrations of the relevant historical critical thinking and research skills to evaluate the students progress with regards to use of critical thinking and research skills.</p>	<p><b>10% of overall mark, included in coursework mark</b></p> <p>Over the course, these evaluations will be spread approximately equally between the four assessment categories (K,T,C,A). This portfolio mark will be summarized as a mark weighted and reflected as ten percent of the student's mark. This mark out of 10% will reflect the more recent and most consistent level of demonstration of critical thinking and research skills across the 4 assessment categories.</p>
<p><b>Unit 6: History Culminating</b></p> <p><u>Research, Writing &amp; Project Final Copy</u> In this final unit, students perform the culminating tasks for the course by researching historical moments of justice, injustice and change. They create a thesis that ties these events together using chosen historical critical thinking skills and connect the events together through a theme that clearly impacted Canadian identity. Students demonstrate an understanding of significant events in 20<sup>th</sup> and 21<sup>st</sup> Century and the effective use of critical thinking skills and methods of historical inquiry.</p>	<p><b>PART A: ANNOTATED BIBLIOGRAPHY</b> 10% of overall Mark</p> <p><b>PART B: THESIS DEFENCE PRESENTATION</b> 5% of overall Mark</p> <p><b>PART C: Project OUTLINE</b> 5% of overall Mark</p> <p><b>PART D: PROJECT FINAL PRODUCT</b> 10% of overall Mark</p>

Evaluation other than the culminating activity is subject to change based on informed professional judgment of the instructor, other teachers delivering the course and the curriculum leader of Social & Global Studies.

This course incorporates considerations for program planning that align with ministry and board policy and initiatives (e.g., planning related to students with special education needs, English language learners, equity and inclusive education, financial literacy education, the *Ontario First Nation, Métis, and Inuit* education policy framework, and cooperative education). Every effort is made to maximize student learning and success within the guidelines, policies and procedures specified by *Growing Success, Assessment, Evaluation and Reporting in Ontario Schools* and the Toronto District School Board.

## **Levels of Achievement**

### **LEVEL 1**

Level 1 represents achievement that falls well below the provincial standard. The student demonstrates the specified knowledge and skills with limited effectiveness. Students must work at significantly improving in specific areas, as necessary, if they are to be successful in the course or at the next grade level.

### **LEVEL 2**

Level 2 represents achievement that approaches the standard. The student demonstrates the specified knowledge and skills with some effectiveness. Students performing at this level need to work on identified learning gaps to ensure future success.

### **LEVEL 3**

Level 3 represents the provincial standard for achievement. The student demonstrates the specified knowledge and skills with considerable effectiveness. Parents of students achieving at level 3 can be confident that their child will be prepared for work in subsequent courses.

### **LEVEL 4**

Level 4 identifies achievement that surpasses the provincial standard. The student demonstrates the specified knowledge and skills with a high degree of effectiveness. However, achievement at level 4 does not mean that the student has achieved expectations beyond those specified for the course.

**CHC2D is based on *The Ontario Curriculum, Grades 9, 10: Canadian and World Studies, 2018*. Students will be expected to demonstrate the following ministry curriculum overall expectations:**

A “*big idea*” is an enduring understanding, an idea that we want students to delve into and retain long after they have forgotten many of the details of the course content. The big ideas address basic questions such as “Why am I learning this?” or “What is the point?” Through exploration of the big ideas, students are encouraged to become creators of understanding and not passive receivers of information. Many of the big ideas are transferable to other subjects and, more broadly, to life itself. In many cases, they provide the opportunity for students to think across disciplines in an integrated way. The big ideas are connected to the overall expectations and the related concepts of disciplinary thinking in each strand. The big ideas are also connected to the general framing questions that are provided for each strand. The big ideas combined with the framing questions are intended to stimulate students’ curiosity and critical thinking and to heighten the relevance of what they are studying. The framing questions are broad and often open-ended and can be used to frame a set of expectations or an entire strand.

Strand A

<b>A: Historical Inquiry and Skill Development</b>
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

Strands B–E

Overall Expectations and Related Concepts of Historical Thinking	Big Ideas*	Framing Questions*
<b>B: Canada, 1914–1929</b>		
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 and communities in Canada, including First Nations, Métis, and Inuit communities (FOCUS ON: Historical Significance; Historical Perspective)	National and international events, trends, and developments during this period affected various groups and communities in Canada in different ways.	Why might different individuals and communities in Canada view the same event, trend, or development in different ways?  Why might we view it differently now? In what ways did government policy during this period create or contribute to divisions in Canadian society?
B2. Communities, Conflict, and Cooperation: analyse some key interactions within and between different communities in Canada, including First Nations, Métis, and Inuit communities, and between Canada and the international community, from 1914 to 1929, and how these interactions affected Canadian society and politics (FOCUS ON: Historical Significance; Cause and Consequence)	This was a period of major conflict and change in Canada and abroad.	Was this period a turning point for women in Canada?  In what ways did the lives and struggles of different individuals, groups, and communities help shape Canada during this period? What lasting impact did they have on Canada?
B3. Identity, Citizenship, and Heritage: explain how various individuals, organizations, and specific social changes between 1914 and 1929 contributed to the development of identities, citizenship, and heritage in Canada (FOCUS ON: Continuity and Change; Historical Perspective)	During this period, predominant attitudes towards women, immigrants, First Nations, Métis, Inuit, and racialized groups and communities affected the development of identities and citizenship in Canada.	
<b>C: Canada, 1929–1945</b>		

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 and communities in Canada, including First Nations, Métis, and Inuit communities (FOCUS ON: Cause and Consequence; Historical Perspective)	Major events during this period, including the Great Depression and World War II, resulted from a variety of social, economic, and political factors, and affected various groups and communities in Canada in different ways.	Why is it important to consider a variety of perspectives when analysing events, trends, or developments from this period? How did colonialism continue to have an impact on Indigenous individuals and communities in Canada during this period?
C2. Communities, Conflict, and Cooperation: analyse some key interactions within and between communities in Canada, including First Nations, Métis, and Inuit communities, 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)	This was a period of strained and shifting relationships between different communities in Canada as well as between Canada and other countries.	In what ways did events during this period reflect Canadians' views on human rights?  Did the Canadian government respect the human rights of all people during this period? What impact did events during this period have on Canada's response to later human rights issues?
C3. Identity, Citizenship, and Heritage: explain how various individuals, groups, and events, including some major international events, contributed to the development of identities, citizenship, and heritage in Canada between 1929 and 1945 (FOCUS ON: Historical Significance; Historical Perspective)	The actions of various individuals and communities had a major impact on the continuing development of Canada during this period.	
<b>Overall Expectations and Related Concepts of Historical Thinking</b>	<b>Big Ideas*</b>	<b>Framing Questions*</b>
<b>D: Canada, 1945–1982</b>		
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 individuals, groups, and/or communities in Canada, including First Nations, Métis, and Inuit individuals and communities (FOCUS ON: Historical Significance; Continuity and Change)	Canadian society experienced major changes during this period, as a result of a variety of national and international social, cultural, and political factors.	What impact did international politics and movements during this period have on the quality of life of people in Canada?  Why do times of change lead to both conflict and cooperation?  What factors contributed to the development of social movements in Canada during this period?
D2. Communities, Conflict, and Cooperation: analyse some key experiences of and interactions between different communities in Canada, including First Nations, Métis, and Inuit communities, 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)	Although this period was marked by conflict and tensions, both nationally and internationally, Canada also participated in cooperative ways in the international community.	In what ways did colonialist government policies continue to have an impact on First Nations, Métis, and Inuit individuals and communities during this time?  Which event or development during this period made the most significant contribution to the development of identities in Canada? What criteria can we use to make that judgement?
D3. Identity, Citizenship, and Heritage: analyse how significant events, individuals, and groups, including Indigenous peoples, Québécois, and immigrants, contributed to the development of identities, citizenship, and heritage in Canada between 1945 and 1982 (FOCUS ON: Historical Significance; Cause and Consequence)	This was a time of major transformation in identities in Canada.	
<b>E: Canada, 1982 to the Present</b>		
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 and communities in Canada, including First Nations, Métis, and Inuit communities (FOCUS ON: Historical Significance; Continuity and Change)	National and international cultural, social, economic, political, and technological changes since 1982 have had a major impact on people in Canada.	What impact have changing demographics had on different groups in Canada since 1982?  What impact has regionalism had on Canada and on identities in Canada?

<p>E2. Communities, Conflict, and Cooperation: analyse some significant interactions within and between various communities in Canada, including First Nations, Métis, and Inuit communities, 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)</p>	<p>Historical factors continue to influence interactions and relationships between different groups, communities, and governments in Canada.</p>	<p>Why have people in Canada become more aware of the impact of hundreds of years of colonialist policy on Indigenous individuals and communities? What actions have individuals and communities been taking to change this colonial relationship?</p>
<p>E3. Identity, Citizenship, and Heritage: analyse how various significant individuals, groups, organizations, and events, both national and international, have contributed to the development of identities, citizenship, and heritage in Canada from 1982 to the present (FOCUS ON: Historical Significance; Cause and Consequence)</p>	<p>Various social and political developments and events, as well as cultural icons, have had an impact on the development of heritage in Canada in these years.</p>	<p>Which individuals or groups made the greatest contribution to heritage in Canada during this period? How can we measure that contribution?</p>