



# Northern Secondary School – History Department

## Course Outline: CHC2P1 Canadian History Since World War I

*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 artifacts and documents, which can give them some of the best understandings of times gone by; they can assess the validity and relevance of historical accounts, when they are used to support entry into a war, voting for a candidate, or any of the myriad decisions knowledgeable citizens in a democracy must make. All this requires “knowing the facts”, but “knowing the facts” is not enough. Historical thinking does not replace historical knowledge: the two are related and interdependent.*

Peter Seixas, “Scaling Up’ the Benchmarks of Historical Thinking” (2008)

Course and Contact Information	
<b>Course Title:</b> Canadian History Since World War I <b>Course Code:</b> CHC 2P <b>Grade:</b> 10 <b>Credit Value:</b> 1 <b>Level:</b> Applied <b>Academic Year :</b> 2015 – 2016 <b>Department:</b> History <b>Curriculum Leader:</b> Mr. Dingwall <b>Teachers:</b> Ms. Ivens	<b>Email Contacts:</b> <a href="mailto:tamara.ivals@tdsb.on.ca">tamara.ivals@tdsb.on.ca</a>  <b>Telephone Contact:</b> 416-393-0284 x 20085

Course Summary
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.

Overall Expectations
By the end of this course, students will: Use the historical inquiry process and the concepts of historical thinking when investigating aspects of Canadian history since 1914; apply in everyday contexts skills developed through historical investigation, and identify some careers in which these skills might be useful; describe some key social, economic, and political events, trends, and developments in Canada between 1914 and 1929, and assess how they affected the lives of people in Canada; describe some key interactions between different communities in Canada, and between Canada and the international community, from 1914 to 1929, and explain their effects; 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; describe some key social, economic, and political events, trends, and developments in Canada between 1929 and 1945, and explain how they affected the lives of people in Canada; 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; 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; describe some key social, economic, and political trends, events, and developments in Canada between 1945 and 1982, and explain how they affected the lives of people in Canada; 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; 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; 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; 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 the present, and explain some changes that have resulted from these issues/developments; 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

Academic Integrity
Ongoing evaluations in a variety of forms provide students the opportunity to provide evidence of their learning. In order for teachers to accurately assess student learning all tests/exams and assignments must be the student's own work and must be submitted on time. Cheating, plagiarism, not completing work and submitting work late may result in a mark of “0” for part or all of the evaluation opportunity. Consequences will adhere to Northern Secondary School and TDSB policy and will be determined by the student’s teacher, the Curriculum Leader and, at times, the student’s guidance counsellor and Vice-Principal. Northern policies are outlined in the student handbook. Students and their parents should review these policies together. Additional resources addressing plagiarism are available from the U of T Writing Centre at <a href="http://www.writing.utoronto.ca/advice/using-sources">http://www.writing.utoronto.ca/advice/using-sources</a> . Students and their parents should pay particular attention to the Writing Centre’s “How Not To Plagiarize” <a href="http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize">http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize</a> .



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<p><b>Attendance and Punctuality</b></p> <p>Every class is an opportunity to think, learn and socialize. Every class missed is that opportunity lost. The consistent decision to skip, or arrive late to class, and forgo knowledge and betterment eventually becomes irrevocable. Though attendance is not worth marks, better attendance usually translates to better grades and a more complete individual. It is your responsibility to be in class and on time.</p>
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<p><b>Course Materials</b></p>	
<p><b>Texts:</b> DesRivieres, Dennis. <u>Experience History</u>. Toronto: Oxford University Press, 2006.</p> <p>Armstrong, Julia. <u>History Uncovered</u>. Toronto: Nelson Education Ltd, 2014.</p>	<p><b>Replacement Cost to Student:</b> \$89.95 \$74.94</p>
<p><b>Supplies:</b> Three-ring binder, pen, pencil, internet and books for additional research.</p>	

Unit Number	Unit of Study	Explanation
Unit I	<b>Historical Inquiry and Skill Development</b>	Students are briefly introduced to Historical Thinking Skills that will be employed to examine Canadian History throughout the course.
Unit II	<b>1914-1929: Trial by Fire – World War I and the Roaring Twenties</b>	The causes and conditions of War; injustice and protest - social, political, economic and technological evolution.
Unit III	<b>1929-1945: Courage and Triumph through Darkness – The Great Depression and World War II</b>	Economic collapse and the rise of totalitarianism; Canada’s battlefield contributions, the Homefront and the Holocaust.
Unit IV	<b>1945-1982: Canada Post War – Conflict, Prosperity and Identity</b>	The Cold War and peacekeeping, the suburbs and consumerism, the Quiet Revolution and Separatism, the counter-culture, a Just Society, and a developing identity.
Unit V	<b>1982-the Present: Contemporary Canada – Justice, Unity and Diversity</b>	Rights, multiculturalism, regionalism, globalization and constitutional challenges, Canada on the World’s stage.
Unit VI	<b>Final Summative Evaluation</b>	Applying Historical Thinking in an examination of Canadian History in the 20 <sup>th</sup> and 21 <sup>st</sup> Centuries.

**\*Units and topics are subject to change. Every effort will be made to avoid any alteration.**

Evaluations	
<p>Students will be evaluated through summative and final summative evaluations. Evaluations aim to be a valuable reflection, demonstration and assessment of classroom and independent learning.</p>	
<p><b>Term Evaluations</b></p> <p>Term evaluations will comprise 70% of the final grade divided evenly through the achievement categories.</p>	<p><b>Final Evaluations</b></p> <p>Final evaluations will comprise 30% of the final grade divided evenly through the achievement categories.</p>
<p><b>Achievement Categories</b></p> <p>Students will be evaluated through term summative evaluations and final summative evaluations in the following achievement categories used to arrive at a percentage grade on the Provincial Report Cards:</p> <p><b>Knowledge and Understanding</b> (knowledge &amp; understanding of content) 17.5% of final grade</p> <p><b>Thinking</b> (use of planning skills, processing skills, &amp; of critical/creative thinking processes) 17.5% of final grade</p> <p><b>Communication</b> (expression and organization of ideas and information, communication for different and purposes, &amp; the use of conventions, vocabulary, and terminology of the discipline in oral, visual, and/or written forms) 17.5% of final grade</p> <p><b>Application</b> (application of knowledge and skills in familiar contexts, transfer of knowledge and skills to new contexts, &amp; making connections within and between various contexts) 17.5% of final grade</p> <p>The Achievement Chart: Canadian and World Studies is can be found on pp. 36-37 of Ontario Curriculum Grade 9 &amp; 10: Canadian and World Studies available <a href="http://www.edu.gov.on.ca/eng/curriculum/secondary/canworld910curr2013.pdf">http://www.edu.gov.on.ca/eng/curriculum/secondary/canworld910curr2013.pdf</a></p>	<p><b>Learning Skills</b></p> <p>Learning skills are reported on the Provincial Report Card separately from the percentage mark. They will indicate your demonstration of those skills required to be successful in history. These skills are grouped under the following headings:</p> <p><b>Responsibility</b> (commitment, deadlines, timelines)</p> <p><b>Organization</b> (planning, process)</p> <p><b>Independent Work</b> (class time, homework, dedication)</p> <p><b>Collaboration</b> (positive relationships, conflict resolution, sharing, teamwork)</p> <p><b>Initiative</b> (opportunistic, innovative, positive attitude, hard-working)</p> <p><b>Self-Regulation</b> (goal oriented, critical reflection, perseverance)</p>