

Canadian History Since World War I



Teacher	<u>Dr. Dan Aviv</u>
Office Hours	by appointment only
Phone / Txt	(437) 777-2372
E-mail	<u>drdan@adraba.ca</u>

Course Description

Course Code:	CHC2D
Grade:	10
Course Type:	Academic
Credit Value:	1.0
Prerequisite:	None
Curriculum Policy Document:	<u>The Ontario Curriculum, Grades 9 and 10: Canadian and World Studies, 2018, (revised)</u>
Developed:	2021 by Dr. Dan Aviv
Revised:	June 2023

This course explores social, economic, and political developments and events and their impact on the lives of different individuals, groups, and communities, including First Nations, Métis, and Inuit individuals and communities, 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 identities, citizenship, and heritage in Canada. Students will develop an understanding of some of the political developments and government policies that have had a lasting impact on First Nations, Métis, and Inuit individuals and communities. 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.

Overall Expectations

Throughout this course, you will:

- use the historical inquiry process and the concepts of historical thinking when investigating aspects of Canadian history.
- 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 since 1914, and assess their significance for different groups and communities in Canada.
- analyse some key interactions within and between different communities in Canada.
- explain how various individuals, organizations, and specific social changes since 1914 contributed to the development of identities, citizenship, and heritage in Canada.
- describe some key social, economic, and political events, trends, and developments since 1914, and assess their impact on different groups and communities in Canada.

Course Calendar

Our meetings take place on ZOOM on Mondays and Wednesdays from 7:00-8:30pm.

Oct 17+18, 2023	Nov 21+23	Jan 16+18	Feb 27+29	Apr 16+18
Oct 24+26	Nov 28+30	Jan 23+25	Mar 5+7	May 7+9
Oct 31+Nov 2	Dec 5+7	Jan 30+Feb 1	Mar 19+21	May 14+16
Nov 7+9	Dec 12+14	Feb 6+8	Mar 26+28	May 28+30
Nov 14+16	Jan 9+11, 2024	Feb 13+15	Apr 9+11*	June 4+6
				June 18+20

* 1-on-1 ZOOM consultations about your Culminating

* Asynchronous learning happens anytime, anywhere and anyplace.

Software / Hardware Requirements

You should have access to an internet connection, broadband wired or wireless preferred. You will need speakers, a microphone and a webcam. Laptops tend to have them built in.

Your machine should be running macOSX 10.7 or later or Windows XP (with SP3 or later), Windows Vista (with SP1 or later), Windows 7, 8 or 8.1, or Windows 10. It should have at least a Single Core 1Ghz or higher processor with a recommended 4GB of RAM.

You can also use a Surface PRO 2 or higher tablet running Windows 8.1 or higher, as well as iOS and Android devices.

You can also use the following browsers: IE 11+, Edge 12+, Firefox 27+, Chrome 30+ or Safari 7+

Units of Study

Units	
Unit One: Historical Thinking	4h 30m
Unit Two: Setting the Stage	4h 30m
Unit Three: 1914-1929	9h 0m
Unit Four: 1929-1939	9h 0m
Unit Five: 1939-1945	4h 30m
Unit Six: 1945-1960	4h 30m
Unit Seven: 1960-1967	4h 30m
Unit Eight: 1967-1984	22h 30m
Unit Nine: 1984-1993	13h 30m
Unit Ten: 1993-2006	9h 0m
Unit Eleven: 2006-2015	9h 0m
Unit Twelve: 2015–	18h 0m
CCT	
Culminating	5h 0m
Total Hours	117h 30m

Teaching/Learning Strategies

Brainstorming - group generation of initial ideas expressed without criticism or analysis

Carousel - expert groups or individuals prepare and deliver a carousel or presentation on specific topic for students who circulate from station to station in the carousel

Case Study - investigation of real and simulated problems/scenarios

Concept attainment - from a set of examples students are to determine the concept being illustrated

Conference - student-to-student and student to teacher discussion

Debate - formal group discussions with planned presentations

Essay - research using written text, Internet, visual and auditory media resulting in a written response in appropriate essay form

Guest and Student Speakers - use of guest speakers from other faiths and students from other denominations or faiths who share their stories and worldviews

Independent Study - students explore and research a topic of interest

Jigsaw - specialized group learning followed by home group sharing

Journal - individual reflections recorded in a journal

Kiosk - visual and oral presentations gathered into a display that summarizes selected learning in a cluster

Media Analysis - critique of media resources to support new learning

Media Presentation - use of technology to create and deliver presentation

Mind Map - a graphic method of presenting information using a central image, subsidiary concepts radiating outward, accompanied by symbols and texts

Portfolio - student work collected over the duration of the course and held in a folder

Role Play/Drama - visual expressions of ideas expressed through movement, word, and song, without criticism or analysis

Simulation Games - games that encourage reflection and interpretation of events/situations

Socratic presentation - teacher presentation of information using questioning and class discussion

Story-telling - presenting ideas through the art of story telling and reflective discussion

Story Writing/Telling - students create stories and record them for uploading to Youtube

Survey/Interview - collection of data

Taking a Stand - students move in the classroom to a place symbolic of a stance

Think/Pair/Share - students reflect on concept, then share with a partner, then students share the partner’s reflections with larger group

Course Requirements

Our course has **THREE** key components. The first is a face-to-face (**F2F**) interaction and learning with me via ZOOM. This will include an introduction to the topic, discussion and debate. The second component happens “offline,” when you will be working on your learning goals either individually, in pairs or teams of three or more - depending on the assignment.

	# hrs
Face to Face (F2F)	75h 0m
Asynchronous Learning (“Offline”)	37h 30m
The “Culminating”	5h 0m
	117h 30m

At the end of the year, there is a “culminating” (Course Culminating Task or CCT), the topic of which will be proposed by the individual and approved by me.

Students are expected to prepare for each F2F session by reviewing the assigned materials as indicated in the schedule.

The Course Culminating Task (CCT)

The CCT (or “Culminating”) will involve a topic you develop either individually or in conjunction with peers and me, the Educator.

This project will provide you with an opportunity to:

- make a defensible claim in the form of an evaluative thesis,
- support an argument using specific and relevant evidence.
- use reasoning to explain relationships among pieces of evidence.
- consider ways that diverse or alternative evidence could be used to qualify or modify an argument.



Course Culminating Task	
Overall Expectations	Success Criteria
<p>Create research plans, and locate and select information relevant to the chosen topic, using appropriate philosophical research and inquiry methods.</p> <p>Communicate the results of research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills.</p>	<p>K: Identify a question/thesis of historical significance. Locate valid sources.</p> <p>T: Research your question and gather evidence to address it.</p> <p>C: Reflect on your questions in light of “thinking” and “doing” history. Express your ideas in a coherent and clear manner. Justify your conclusions with evidence.</p> <p>A: Apply historical thinking in answering your question. Support your thesis with valid evidence. Produce an artefact that represents your ideas coherently and clearly.</p>
Specific Expectations	Learning Goals
<p>A2.1 create appropriate research plans to investigate their selected topics</p> <p>A2.2 locate and select information relevant to their investigations from a variety of primary sources and secondary sources</p> <p>A4.1 use an appropriate format to communicate the results of their research and inquiry effectively for a specific audience and purpose</p> <p>A4.2 correctly use terms relating to their chosen topics</p> <p>A4.3 clearly communicate the results of their inquiries</p> <p>A4.4 demonstrate an understanding of the general research process by reflecting on and evaluating their own research, inquiry, and communication skills</p>	<p>Reflect and respond to the following essential questions:</p> <p>What lessons have we learned from our past?</p> <p>How will we apply them going forward?</p>

Evaluation and Grading

Our theory of assessment and evaluation follows the Ministry of Education's Growing Success document, and it is our firm belief that doing so is in the best interest of learners.

Students will be assessed frequently throughout this course.

Many of the assessments will be informal, providing important data for feedback, such as short quizzes at the end of the F2F or exit tickets at the end of group work time.

Report cards will be issues at the end of January and at the end of the academic year in June. The mid-year report, with your consent, will be sent to your home school.

The final grade for this course will consist of two parts:

Formal Assessments	70%
CCT	30%

Seventy percent (**70%**) of the grade will be based on evaluations conducted throughout the course. This portion of the grade reflects the student's most consistent

level of achievement throughout the course, although special consideration will be given to more recent evidence of achievement.

Thirty percent (**30%**) of the grade is based on a final evaluation in the form of a performance, essay, and/or other method of evaluation suitable to the course content and administered toward the end of the course (*Program, Planning and Assessment: The Ontario Curriculum Grades 9 to 12*, p.15). In this course, it is suggested that an CCT be a culminating performance task.

The breakdown includes assessment for learning, assessment as learning and assessment of learning as well as achievement strategies which include observations and conversations in addition to student products so that a mark can be triangulated.

Triangulation is effective and accurate for determining student performance because it can demonstrate at what level a student most consistently performs. In addition, if a student struggles in one area but does significantly better in the other two areas, the teacher can work more effectively with that student to bring their overall performance to a more consistent level.

FYI	
4+	95 – 100
4	87 – 94
4-	80 – 86
3+	77 – 79
3	73 – 76
3-	70 – 72
2+	67 – 69
2	63 – 66
2-	60 – 62
1+	57 – 59
1	53 – 56
1-	50 – 52
%	Below 50
35-49%	accelerated makeup option

Program Considerations

Instructional Approaches

Effective instruction is key to student success. When planning what students will learn, teachers identify the main concepts and skills described in the curriculum expectations, consider the contexts in which students will apply the learning, and determine students' learning goals.

Instructional approaches are informed by the findings of current research on instructional practices that have proved effective in the classroom. A well-planned instructional program is at the student's level, but it also pushes them towards their optimal level of challenge for learning, while providing the support and anticipating and directly teaching the skills that are required for success.

Teachers continually build their awareness of students' learning strengths and needs by observing and assessing their readiness to learn, their interests, and their learning styles and preferences. As teachers develop and deepen their understanding of individual students, they can respond more effectively to the students' needs by differentiating instructional approaches – adjusting the method or pace of instruction, using different types of resources, allowing a wider choice of topics, even adjusting the learning environment, if appropriate, to suit the way their students learn and how they are best able to demonstrate their learning.

Lesson Design

Effective lesson design involves a wide array of instructional strategies to effectively introduce concepts, and consider how they will scaffold instruction in ways that will best meet the needs of their students. At the same time, they consider when and how to check students' understanding and to assess their progress towards achieving their learning goals. Teachers provide multiple opportunities for students to apply their knowledge and skills and to consolidate and reflect on their learning.

Instructional Approaches in Canadian History

Instruction in CanadianHistory helps students acquire the knowledge, skills, and attributes they need in order to achieve the curriculum expectations and to be able to think critically throughout their lives about issues related to geography, history, and civics. Effective instruction motivates students and instils positive habits of mind, such as curiosity and open-mindedness; a willingness to think, question, challenge, and be challenged; and an awareness of the value of listening or reading closely and communicating clearly. To be effective, instruction must be based on the belief that all students can be successful and that learning in Canadian History is important and valuable for all students.

Inquiry in Canadian History is not just about finding what others have found, and that they can use the inquiry process not only to uncover knowledge but also to construct understandings and develop their own positions on issues.

Indigenous Expertise and Protocols

Teachers can provide opportunities for Elders, Métis Senators, knowledge keepers, knowledge holders, residential school survivors and intergenerational survivors, and Indigenous experts in fields such as history, the environment, culture, governance, and law to offer their experience, skills, knowledge, and wisdom to benefit all students.

Connections to Current Events and Issues

Teachers integrate current events and issues within the curriculum expectations. They are not separate topics. In this manner, students make connections between what they are learning in class and past and present-day local, national, and global events, developments, and issues. The inclusion of current events in Canadian History will help keep the curriculum a relevant, living document.

Planning for Students With Special Educational Needs

We adhere to evolving provisions emerging from the application of the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, The Education Act and the regulations related to it as well as best practices related to the teaching and assessment of students with special educational needs. *Learning for All: A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12 (Draft 2011)* describes a set of beliefs, based in research, that guides program planning for students with special education needs in all disciplines. At ADRABA, we believe that all students can succeed. Each student has his or her own unique patterns of learning. Successful instructional practices are founded in evidence-based research, tempered by experience. An open and accessible learning environment with differentiated instruction are effective and interconnected means of meeting the learning or productivity needs of any group of students. Classroom teachers are the key educators for a student's literacy and numeracy development. Classroom teachers need the support of the larger community to create a learning environment that supports students with special education needs. And, finally, fairness is not sameness.

In planning Canadian History courses for students with special education needs, the teacher begins by examining both the curriculum expectations in the course appropriate for the individual student and the student's particular strengths and learning needs to determine which of the following options is appropriate for the student: no accommodations or modified expectations; or accommodations only; or modified expectations, with the possibility of accommodations; or alternative expectations, which are not derived from the curriculum expectations for a course and which constitute alternative programs and/or courses.

There are three types of accommodations. *Instructional accommodations* are changes in teaching strategies, including styles of presentation, methods of organization, or use of technology and multimedia. Some examples include the use of graphic organizers, photocopied notes, or assistive software. *Environmental accommodations* are changes that the student may require in the classroom and/or school environment, such as preferential seating or special lighting. *Assessment accommodations* are changes in assessment procedures that enable the student to demonstrate their learning, such as allowing additional time to complete tests or assignments or permitting oral responses to test questions.

For a detailed discussion of the ministry's requirements for IEPs, see Part E of *Special Education in Ontario*. (The document is available at bit.ly/specialedinontario) And for more examples of accommodations, see page E39.

Program Considerations for English Language Learners

In planning programs for students with linguistic backgrounds other than English, the teacher needs to recognize the importance of the orientation process, understanding that every learner needs to adjust to the new social environment and language in a unique way and at an individual pace. Responsibility for students' English-language development is shared by the classroom teacher, the ESL/ELD teacher (where available), and other school staff. Appropriate adaptations include modification of some or all of the subject expectations so that they are challenging but attainable for the learners at their present level of English proficiency, given the necessary support from the teacher, use of a variety of instructional strategies, use of a variety of learning resources and use of assessment accommodations.

For further information on supporting English language learners, refer to the following documents:

- *The Ontario Curriculum, Grades 9–12: English as a Second Language and English Literacy Development, 2007*
- *English Language Learners – ESL and ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12, 2007*
- *Supporting English Language Learners with Limited Prior Schooling: A Practical Guide for Ontario Educators, Grades 3 to 12, 2008*
- *Many Roots, Many Voices: Supporting English Language Learners in Every Classroom, 2005.*

Environmental Education and Canadian History

Ontario's education system will prepare students with the knowledge, skills, perspectives, and practices they need to be environmentally responsible citizens. Students will understand our fundamental connections to each other and to the world around us through our relationship to food, water, energy, air, and land, and our interaction with all living things. In Canadian History, students are able to explore various Canadian political policies and social movements related to the environment.

Healthy Relationships and Canadian History

Every student is entitled to learn in a safe, caring environment, free from violence and harassment. Healthy relationships are based on respect, caring, empathy, trust, and dignity, and thrive in an environment in which diversity is honoured and accepted. A climate of cooperation, collaboration, respect, and open-mindedness is vital in the Canadian History classroom. In examining issues from multiple perspectives, students develop not only an understanding of various positions on these issues but also a respect for different points of

view. Students develop empathy as they analyse events and issues from the perspectives of people in different parts of Canada, or from different historical eras. These attitudes and attributes provide a foundation on which students can develop their own identity, explore interconnectedness with others, and form and maintain healthy relationships.

Equity and Inclusive Education in Canadian History

In an environment based on the principles of inclusive education, all students, parents, caregivers, and other members of the school community – regardless of ancestry, culture, ethnicity, sex, physical or intellectual ability, race, religion, creed, gender identity/expression, gender, sexual orientation, socio-economic status, or other factors – are welcomed, included, treated fairly, and respected. These principles promote a school climate that encourages all students to strive for high levels of achievement, affirms the worth of all students, and helps students strengthen their sense of identity and develop a positive self-image.

The Canadian History draws attention to these principles through learning about the contributions of women, the perspectives of various ethnocultural, religious, and racial communities, and the beliefs and practices of First Nations, Métis, and Inuit peoples. Students also investigate injustices and inequalities within various communities, but not simply through the lens of victimization. Rather, they examine ways in which various people act or have acted as agents of change and can serve as role models for responsible, active citizenship.

Financial Literacy in Canadian History

The document *A Sound Investment: Financial Literacy Education in Ontario Schools, 2010* (p. 4) sets out the vision that “Ontario students will have the skills and knowledge to take responsibility for managing their personal financial well-being with confidence, competence, and a compassionate awareness of the world around them.”

Financial literacy education can help students develop broader skills in problem solving, inquiry, decision making, critical thinking, and critical literacy related to financial and class issues as well as an understanding of world economic forces and the effects of those forces at the local, national, and global level.

Literacy, Mathematical Literacy, and Inquiry Skills in Canadian History

Literacy involves a range of critical-thinking skills and is essential for learning across the curriculum. Literacy instruction takes different forms of emphasis in different subjects, but in all subjects, literacy needs to be explicitly taught. Literacy, mathematical literacy, and inquiry/research skills are critical to students’ success in all subjects of the curriculum and in all areas of their lives.

Students are required to use appropriate and correct terminology, including that related to the concepts of disciplinary thinking, and are encouraged to use language with care and precision in order to communicate effectively.

Canadian History also builds on, reinforces, and enhances mathematical literacy through opportunities to engage with computational strategies and data management and, in particular, the ability to read and construct graphs.

Inquiry and research are at the heart of learning in all subject areas. In Canadian History, students ask questions and to explore a variety of possible answers to those questions, acquiring the skills to locate relevant information from a variety of print and electronic sources, such as books, periodicals, dictionaries, encyclopedias, interviews, videos, and relevant Internet sources. The questioning they practise will become more sophisticated as they learn that all sources of information have a particular point of view and that the recipient of the information has a responsibility to evaluate it, determine its validity and relevance, and use it in appropriate ways. The ability to locate, question, and validate information allows a student to become an independent, lifelong learner.

Critical Thinking and Critical Literacy in Canadian History

Critical thinking includes skills such as questioning, predicting, analysing, synthesizing, examining opinions, identifying values and issues, detecting bias, and distinguishing between alternatives. In order to think critically, students need to examine the opinions and values of others, detect bias, look for implied meaning, and use the information gathered to form a personal opinion or stance, or a personal plan of action with regard to making a difference.

The development of these critical-thinking skills is supported in every course in the Canadian History curriculum by strand A on inquiry and skill development as well as by the concepts of disciplinary thinking that are identified as a focus for each overall expectation.

Critical literacy is the capacity for a particular type of critical thinking that involves looking beyond the literal meaning of a text to determine what is present and what is missing, in order to analyse and evaluate the text's complete meaning and the author's intent.

Critical literacy goes beyond conventional critical thinking by focusing on issues related to fairness, equity, and social justice. Critically literate students adopt a critical stance, asking what view of the world the text advances and whether they find this view acceptable, who benefits from the text, and how the reader is influenced.

Another aspect of critical thinking is metacognition, which involves developing one's thinking skills by reflecting on one's own thought processes. Metacognitive skills include the ability to monitor one's own learning. Acquiring and using metacognitive skills has emerged as a powerful approach for promoting a focus on thinking skills in literacy and across all disciplines.

The Role of the School Library in the Canadian History Program - N/A

The Role of Information and Communications Technology in the Canadian History Program

Information and communications technology (ICT) provides a range of tools that can significantly extend and enrich teachers' instructional strategies and support student learning. ICT can help students not only to collect, organize, and sort the data they gather and to write, edit, and present reports on their findings but also to make connections with other schools, at home and abroad, and to bring the global community into the local classroom.

ICT tools can be used in the inquiry process as they gather, organize, and analyse information, data, and evidence, and as they write, edit, and communicate their findings. ICT tools can be deployed to develop spatial skills. Students can extract and analyse information using on-line interactive mapping and graphing programs. It can also be relevant as part of field studies and simulations.

The Ontario Skills Passport - N/A

Education and Career/Life Planning Through the Canadian History Curriculum

The classroom teacher supports students in education and career/life planning by providing them with learning opportunities that allow them to apply subject-specific knowledge and skills to work-related situations; explore subject-related education and career/life options; and become competent, self-directed planners.

Cooperative Education and Other Forms of Experiential Learning, Planning Program Pathways and Programs Leading to a Specialist High Skills Major and Health and Safety in the Canadian History Program - N/A

Ethics in the Canadian History Program

The Canadian History curriculum provides varied opportunities for students to learn about ethical issues and to explore the role of ethics in both public and personal decision making. During the inquiry process, it is crucial that teachers provide support and supervision to students throughout, ensuring that students engaged in an inquiry are aware of potential ethical concerns and address them in acceptable ways.

The teacher will ensure that students are cognizant of the issue of plagiarism. Students need to be reminded, even at the secondary level, of the ethical issues surrounding plagiarism, and the consequences of plagiarism should be clearly discussed before students engage in an inquiry.

Attendance

Attendance at ADRABA is determined by two factors:

- Physical attendance — logged by the teacher.

- Evidence of current activity — determined by the teacher through evidence of student participation or work through Google classroom, ZOOM or other apps.

Academic Honesty

The following definitions of cheating and plagiarism come verbatim from “Questions and Answers on Academic Honesty For Parents and Students.”

Cheating is defined as the act of practicing deceit or breaking the rules. In the context of assessment and evaluation, cheating would be defined as the deviation from the behaviour expected in an evaluation situation. Examples include but are not limited to:

- Copying another student’s homework.
- Using another student’s work on a test or any other evaluation.
- Bringing unauthorized notes or notations into an evaluation.
- Asking for or giving someone an answer during an evaluation.
- Unauthorized use of electronic media to obtain answers during an evaluation. and
- Presenting assignments that have been completed by someone else as one’s own.

Plagiarizing is defined as the use or close imitation of the language and thoughts of another without attribution, in order to represent them as one’s own original work. (Growing Success 2010, p.151)

It can take many forms, including the following:

- Submitting an essay/assignment written by someone else, e.g., buying an essay online, downloading an essay from a website, having someone else complete one’s assignment, or copying or using work including homework done by another student.
- Piecing together material from one or several sources and adding only linking sentences.
- Quoting or paraphrasing material without citing the source of that material, including, but not limited to books, magazines, journals, websites, newspapers, television programs, radio programs, movies, videos, photographs, and drawings in print or electronic form.
- Copying and pasting from the internet or other electronic sites without citing the source. and
- Omitting quotation marks for direct quotations even if the sources have been cited.

Anything else determined by the teacher as cheating and plagiarism of any kind on an assignment, or assessment will result at least in an “R” for that assignment (and may, depending on the severity of the case, lead to an “R” for the entire course) and may be subject to referral for further action.

Being part of this course, I assume that you will adhere to the **kavod code** and will maintain the highest standards of academic integrity. I will as well.

Copyright

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