

COURSE INFORMATION



DATE: September 2023

SCHOOL: Yeshiva High School of Ottawa

DEPARTMENT HEAD: Mr. Nathan Lawrie

TEACHER: Mr. Nathan Lawrie

DEPARTMENT: General Studies, English and Humanities

CURRICULUM POLICY DOCUMENT		Canadian and World Studies, 2018, Grades 9 and 10 (revised)	
COURSE TITLE	Canadian History Since World War I	COURSE CODE	CHC2D
PRE-REQUISITE	None	GRADE & TYPE	Grade 10 Academic
FULL YEAR / SEMESTER	Semester	CREDIT VALUE	1.0

COURSE DESCRIPTION

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

UNIT 1 — Canada 1914 - 1929

TIME: 30 HOURS

Students begin by looking at key events in the Laurier Years leading up to World War One and the causes of the first world war. Students then focus on Canada's involvement in World War One on both the European and Home Front. Finally, students look at the post war years, including the booming 20s and the developments in technology and economy for Canada.

Assignment 1: Students write a newspaper article on the Laurier Years and evaluate whether or not they should be considered 'golden'

Assignment 2: Students complete a source comparison which focuses on primary sources from World War One.

UNIT 2 — Canada 1929 - 1945

TIME: 30 HOURS

Students begin by looking at the causes and effects of the Great Depression. Students track the changes in the Canadian economy, before turning their attention to postwar Germany and assessing the rise of the Nazi party and the steps to World War Two. Students then look at the key events in World War Two and Canada's involvement in several deciding incidents.

Assignment 1: Students write a series of factor paragraphs on either the Great Depression, the causes of World War Two, or the rise of the Nazi Party.

Assignment 2: Students write a turning point essay on one key event during World War Two and evaluate whether it can be considered a true turning point.

UNIT 3 — Canada 1945 - 1982

TIME: 25 HOURS

Students track key political changes to the Canadian Landscape following World War Two and the achievements and actions of Canadian Prime Ministers. Students also look at the Nuclear Arms race and Canada's role as an international peacekeeper. Throughout this unit, the concept of hidden histories is introduced and students consider which events are rarely focused on in the history books and which groups are marginalized.

Assignment: Students focus on a key moment in history related to a marginalized group and create an informative website related to the event.

UNIT 4 — Canada 1982 - present **TIME: 15 HOURS**

Students begin by looking at the forces which helped shape the Canadian Charters of Rights and Freedoms. Students identify key changes in Canada over the course of the next few decades and evaluate which events are the most important in shaping Canada into the country we recognise today.

Assignment: Students work in groups to create a charter of rights that is relevant to them and explain areas that they have changed based on historical developments in the last 40 years.

UNIT 5 — Summative Assignment **TIME: 10 HOURS**

Students complete an interactive historical timeline assignment, focusing on one event per decade for the entire course. Students must include a variety of secondary and primary sources for each event. The events must be from a Canadian perspective or Canada must have played a key role.

STUDENT EVALUATION CRITERIA

TERM – 70%		FINAL – 30%		FINAL REPORT CARD GRADE CALCULATION
Knowledge/Understanding	25%	Knowledge/Understanding	25%	
Inquiry/Thinking	25%	Inquiry/Thinking	25%	
Communication	25%	COMMUNICATION	25%	
Application	25%	Application	25%	

ASSESSMENT METHODS

OBSERVATIONS:	CONVERSATIONS:	PRODUCTS:
<ul style="list-style-type: none"> ● Informal presentations ● Reading skills ● Writing process steps (graphic organizers, research notes, outlines, drafts, editing checklists) ● Listening and speaking skills ● Self-assessment ● Records of practice including checklists, anecdotal notes (homework, classroom contributions, metacognition charts, notetaking) 	<ul style="list-style-type: none"> ● Peer feedback / editing ● Group work records ● Conferences (student- teacher, group) ● Classroom contributions ● Composition/ arrangements ● Response Journals 	<ul style="list-style-type: none"> ● Review quizzes ● Unit tests ● Projects ● Oral presentations ● Assignments ● Summative tasks ● Final Examination (30%)

LEARNING SKILLS

Report Cards will include a letter grade for the following Learning Skills:

INDEPENDENT WORK

The student:

- accomplishes tasks independently
- accepts responsibility for accomplishing tasks
- follows instructions

COLLABORATION	<ul style="list-style-type: none"> ▪ regularly completes assignments on time and with care ▪ uses time effectively
	<p>The student:</p> <ul style="list-style-type: none"> ▪ works willingly and cooperatively with others ▪ listens attentively, without interrupting ▪ takes responsibility for his/her share of the work to be done ▪ helps to motivate others, encouraging them to participate ▪ shows respect for the ideas and opinions of others
	<p>The student:</p> <ul style="list-style-type: none"> ▪ organizes work when faced with a number of tasks ▪ devises and follows a coherent plan to complete a task ▪ demonstrates ability to organize and manage information ▪ follows an effective process for inquiry and research
	<p>The student:</p> <ul style="list-style-type: none"> ▪ completes homework on time and with care ▪ follows directions ▪ shows attention to detail ▪ perseveres with complex projects that require sustained effort ▪ applies effective study practices
	<p>The student:</p> <ul style="list-style-type: none"> ▪ seeks out new opportunities for learning ▪ seeks necessary and additional information ▪ requires little prompting to complete a task, ▪ approaches new learning situations with confidence and a positive attitude ▪ seeks assistance when needed
	<p>The student:</p> <ul style="list-style-type: none"> ▪ sets individual goals and monitors own progress ▪ seeks clarification or assistance when needed ▪ reflects and assesses critically own strengths, needs and interests ▪ perseveres and makes an effort when responding to challenges
ORGANIZATION	
RESPONSIBILITY	
INITIATIVE	
SELF-REGULATION	

NOTE: The above chart is a reformatting of the skills identified in the Ministry of Education's *Guide to the Provincial Report Card, Grades 9 – 12 : Appendix C: pages 27 to 29* .

POLICIES AND PROCEDURES	
ATTENDANCE	<p>The Ontario Ministry of Education requires 110 hours of instruction for each course. As such, it is essential for the students to arrive punctually to each class.</p> <p>Students arriving more than ten minutes late will be marked “Late” on their report card.</p> <p>Students who are absent for an acceptable reason (see below) still have to make up the number of hours missed under the supervision of a teacher or the principal according to their availability. It is the student’s duty to determine and arrange this supervision, and YHSO does not guarantee teacher’s or principal’s availability.</p> <p><i>Students who are absent for non-acceptable reasons will forfeit their credit.</i></p> <p>ACCEPTABLE REASONS FOR ABSENCE</p> <ul style="list-style-type: none"> • Medical reason (may require a physician’s note) • Family trips or special occasions (up to four missed classes per course) <p>Regardless of reason for an absence, if a student misses more than 26 classroom hours they will forfeit their credit.</p>
ASSIGNMENTS	<p>Students are responsible to complete all their assignments and homework on time. Teachers will write all assignments, homework and tests on a classroom board, along with their due dates, but</p>

	<p>students are accountable to complete these assessments punctually. <i>Assignments handed in late may result in a deduction of marks.</i></p> <p>Teachers will post all assessments and assignments and their due dates on Google Classroom. Students and their parents will have access to the Google Classroom for their courses.</p>
<p>BEHAVIOUR</p>	<p>Students may not act in any manner that disrupts the education of another, or distracts a teacher. This includes:</p> <ul style="list-style-type: none"> • Excessive noise • Physical disruptions • Eating (unless granted individual permission) • Use of technology not for schoolwork purposes • Acts of disrespect such as name calling, abusive or offensive language or gestures <p>Failure to adhere to these rules will result in disciplinary action as described in the Student Handbook and Course Calendar.</p>
<p>PLAGIARISM</p>	<p>Academic integrity and honesty is expected from every student in Yeshiva High School of Ottawa. We take all instances of suspected dishonesty, plagiarism, or any form of “cheating” very seriously. A student who submits work that is, in whole or in part, plagiarized, will be subject to academic penalties. Repeated infractions may result in the loss of a credit and further disciplinary action. A student who assists another student in academic dishonesty may face academic consequences, including revocation of a credit.</p>