

Canadian History since WWI, Grade 10, Academic

Course Title: Canadian History since WWI

Course Code: CHC2D

Grade: 10

Course Type: Academic

Credit Value: 1.0

Prerequisites: None

Curriculum Document: [Canadian and World Studies, Revised \(2018\)](#)

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Department: Canadian and World Studies

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Teacher(s):

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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 Title and Description	Time Allocated
<p>Unit 1: 1914-1918, First World War</p> <p>This unit discusses Canada's role in the First World War and how the war shaped Canadian identity. It addresses Canadian sovereignty, French-English relations, and Indigenous contributions to the war effort. Students also examine how the war impacted the economy, women's roles, and immigration policy.</p> <p><i>During unit one we will introduce many of the themes that seeing history through a Christian lens presents. Not only will we discuss how Christians should approach war, but also how the culture of Canada compares to the teachings of the bible, specifically examining how women, FNMI and immigrants were treated at this time.</i></p>	14 Hours
<p>Unit 2: 1918-1928, The Roaring Twenties</p>	14 Hours

<p>This unit examines the changing social and political climate throughout the roaring twenties. From a political standpoint, students explore post-war international relations, how Canada was received in international circles, and Canada's continued emergence as a sovereign nation. Shifting focus inward, students explore impacts of the booming-post war economy and what affect it had on women's roles, immigration, labour movements, and local politics.</p> <p><i>We will also examine the role the church played in the feminist movement of the 20s, the birth of the political left in Canada, and the churches response to the eugenics movement and other forms of discrimination.</i></p>	
<p>Unit 3: 1929-1938, The Great Depression</p> <p>This period marks the rise of socialism and new social welfare policies both in Canada, and abroad. Students make use of primary source material to get a sense of how the Great Depression was experienced by Canadians from all walks of life. Through examining international politics in the years leading up to the Second World War, students become familiar with the rise of Nazis and the oppression of Jewish peoples. On the home front, students uncover how Canada struggled with its own human rights transgressions. Residential schools intensified operations and racist immigration policies persisted throughout the economic downturn.</p> <p><i>As we explore the great depression, we will also see how the Church played a pivotal role in supporting those who had no other places to find food and comfort. Moreover, we will explore how two of the leaders of the growing political left in the prairies found their inspiration in the teachings of the Bible, and how that translated to their political decisions and eventual leadership. We will also explore the Christian voices that spoke out against the National Socialist (NAZI) party that took control of Germany during this time and other lessons Jesus taught about loving others how that translates to our understanding of human rights.</i></p>	15 Hours
<p>Unit 4: 1939-1945, Second World War</p> <p>The Second World War was a major turning point in Canadian and World history. Students explore how the war was experienced in Canada and abroad. During the war, Canadian women returned to workforce, men faced conscription, and many immigrants were interned and discriminated against. After the war, the global violence, destruction, and senseless loss of civilian life led to massive social and political change. Human rights organizations were founded and new social welfare policies were implemented all across the globe. Students critically examine international organizations that were designed to prevent atrocities like the Holocaust from ever happening again.</p> <p><i>As we explore the story of WWII we will once again consider the role Christian's should and did play during wartime, including the creation of the Christian Council of Churches during this time. We will also discuss how the interment of Japanese Canadians fails to reflect Christian values of loving our neighbour and caring for the foreigner in our midst.</i></p>	15 Hours
<p>Unit 5: 1946-1967, Challenge and Change</p> <p>Situating Canada in a larger global context, students explore how the post-war baby boom and economic boom ushered in a wave of social and political change. Social</p>	15 Hours

<p>welfare was at the forefront. The United Nations created the Declaration of Human Rights. Women fought for equal pay. Healthcare and other social support programs were established. Labour movements made significant gains for worker's rights. Immigration was made less restrictive. Indigenous people in Canada gained further political traction. Canada emerged as an international peace-keeper. Students examine how Cold War tensions remained constant between western capitalist democracies and eastern communist dictatorships amidst an era of prosperity and social reform.</p> <p><i>As we examine the various aspects of the post-war era we will continue to reflect on how Christians values did or did not make their way into the decisions that leaders made in the post-WWI era. Part of this will explore how Canada helped in the creation of peacekeepers with the UN, exploring whether this could be a new approach Christians could take in participating in armed conflict.</i></p>	
<p>Unit 6: 1968-1983, Canadian Identity</p> <p>Unlike the majority of the other units in this course, this unit has students focus more explicitly on internal politics. Social rights movements took on various forms throughout the country. Pierre Elliot Trudeau's government implemented Canada's own Charter of Rights and Freedoms. Separatists in Québec and several Indigenous groups in Canada fought for sovereignty. Feminist groups fought for women's rights. Students examine how rights and policies related to bilingualism, multiculturalism, and environmentalism were at play during Trudeau's time in office, and how these values have continued to shape Canadian identify.</p> <p><i>During this stage of Canadian history, we will examine the problem of leadership, and our role as Christians in following earthly leaders, whether political or not. We will also explore how movements that initially embodied values taught by Christ can be taken to a place that begins to conflict with many values Christians hold close.</i></p>	15 Hours
<p>Unit 7: 1984-Present, Global Context</p> <p>Students focus heavily on Indigenous people's fight for sovereignty, self-government, and truth and reconciliation. Students critically examine various influential Canadian political figures from the 1980s up until present day as they examine important international and domestic affairs that shaped the political climate in Canada.</p> <p><i>As the course concludes, students will be asked to reflect back on both the role Christians played in creating the country that we now have, as well as how their beliefs and values affect the way we interpret and understand past events and actors.</i></p>	14 Hours
<p>Final Assessment</p> <p>The final assessment in this course consists of a timeline exhibit and final exam. For the exhibit, students will produce a mock exhibit that explores a particular theme throughout Canadian history. Students document their theme by creating a timeline of events accompanied by historical imagery and text explanations. Together, these assessments are worth 30% of the student's overall grade.</p>	8 Hours

Overall Curriculum Expectations

Historical Inquiry and Skill Development

1. Historical Inquiry: use the historical inquiry process and the concepts of historical thinking when investigating aspects of Canadian history since 1914.
2. Developing Transferrable Skills: apply in everyday contexts skills developed through historical investigation, and identify some careers in which these skills might be useful

Canada, 1914-1929

1. 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
2. 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
3. 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

Canada, 1929-1945

1. 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
2. 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
3. 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

Canada, 1945-1982

1. 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
2. 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
3. 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

Canada, 1982 to the Present

1. 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
2. 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
3. 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

Resources Required:

This course is entirely online and does not require nor rely on any textbook. The materials required for the course are:

- Access to various web resources for guided research activities
- Access to voice recording or video recording tools (webcam, cell phone, etc.)

Teaching and Learning Strategies:

The Canadian and world studies courses prepare students for a life of responsible citizenship. Students are trained to think critically about events as they are experienced in daily life. One of the goals of the history courses is to help students develop a sense of time. At their own pace, students will work towards:

- developing an understanding of past societies, developments, and events that enables them to interpret and analyse historical, as well as current, issues;
- analysing how people from diverse groups have interacted and how they have changed over time;
- understanding the experiences of and empathizing with people in past societies;
- developing historical literacy skills by analysing and interpreting evidence from primary and secondary sources.

Assessment and Evaluation Strategies

Every student attending Christian Virtual School is unique. We believe each student must have the opportunities to achieve success according to their own interests, abilities, and goals. Like the Ministry of Education, we have defined high expectations and standards for graduation, while introducing a range of options that allow students to learn in ways that suit them best and enable them to earn their diplomas. Christian Virtual School's Assessment, Evaluation, and Reporting Policy is based on seven fundamental principles, as outlined in the [Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools](#) document.

When these seven principles are fully understood and observed by all teachers, they guide the collection of meaningful information that helps inform instructional decisions, promote student

engagement, and improve student learning. At Christian Virtual School, teachers use practices and procedures that:

- are fair, transparent, and equitable for all students;
- support all students, including those with special education needs, those who are learning English, and those who are First Nation, Métis, or Inuit;
- are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;
- are communicated clearly to students and parents or guardians at the beginning of the school year or course and at other appropriate points throughout the school year or course;
- are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement; and
- develop students' self-assessment skills to enable them to access their own learning, set specific goals, and plan next steps for their learning.

For more information on Christian Virtual School's assessment and evaluation strategies, you can refer to our [Assessment, Evaluation, and Reporting Policy](#).

Program Planning Considerations

Each of our courses have been designed by a team of educators to create an environment infused with creativity, flexibility, choice, and variety, with the goal to help every student succeed. We also take into consideration several topics that span disciplines and ensure we incorporate these into each of our courses.

Program Planning Considerations

Students with Special Needs

Christian Virtual School is committed to ensuring that all students are provided with the learning opportunities and supports they require to succeed. Our courses are made to offer flexible, personalized learning experiences. By maintaining an asynchronous model, students can move through their courses at their own pace, ensuring they are able to take the time they need to understand concepts or work with their teacher if they hit roadblocks. Christian Virtual School courses also incorporate choice, allowing students to submit work in a variety of mediums or formats to communicate their ideas.

In addition to the flexibility built into the courses, Christian Virtual School will implement the accommodations that are listed in a student's Individual Education Plan (IEP) that are applicable to the online learning environment. In these cases, the learning expectations will be the same as or similar to the expectations outlined in the curriculum document but supports will be provided to help students achieve those expectations. Common accommodations in the environment are reducing the workload, simplifying tasks and materials, providing extra time for tests and exams, allowing scribing or the use of specialized equipment, and not deducting marks for spelling.

English Language Learners

Although all our courses are only offered in English at this time, Christian Virtual School welcomes students learning the English language. Students do need to meet a baseline proficiency level to access the content, but Christian Virtual School teachers are responsible for helping students develop their English literacy skills no matter the course they are enrolled in.

Upon enrollment, students are asked if they would like to provide information about their English language background, and this information is used by our teachers to help them adjust their instruction and suggest accommodations within the courses. English language learners are encouraged to reach out to their teacher or the Christian Virtual School administration to talk about the accommodation options in their courses so that the appropriate opportunities are given to everyone.

Environmental Education

Christian Virtual School operates with 5 core values: responsibility, perseverance, integrity, compassion, and community. These core values determine our business operations, as well as exemplify what we, as educators, want to instill in our students. Environmental education, among other causes, are important to us as a school and we strive to promote learning about these issues and solutions within our courses. We work to educate students on the environment, its threats, and the importance of sustainability. We also work to inspire students to make an impact within their community and identify an alignment between their passions and the local, or global, needs.

Environmental education is woven throughout our course content, across all disciplines. Depending on the course and subject matter, this education can be subtle or explicit, but the goal is to ensure that students have the opportunity to acquire the knowledge, skills, perspective and practices needed to become an environmentally literate citizen.

Equity and Inclusive Education

Christian Virtual School stands on the belief that every person is unique and, regardless of ancestry, culture, ethnicity, sex, physical or intellectual ability, race, religion, sexual orientation, socio-economic status, or other similar factor, they are to be welcomed, included, accepted, treated fairly, and respected. As a school, we teach students about multiple worldviews, how to identify and acknowledge similarities and differences, and how to communicate with others in an inclusive, kind, loving, and compassionate way.

Diversity is valued at Christian Virtual School, and it is our goal to ensure all members of the community feel safe, comfortable, and accepted. Our courses are written to draw attention to the contributions of men and woman alike, the different perspectives of various cultural, religious, and racial communities, and the beliefs and practices of First Nations, Métis, and Inuit peoples, to showcase a wide range of backgrounds and allow all of our students to see themselves reflected in the curriculum.

As a school, we see and recognize the diversity of families, children, and people in the world in need of Christ's love. We work every day to spread the love and acceptance of Christ.

Financial Literacy Education

Whenever possible, Christian Virtual School emphasizes the importance of financial literacy. Making financial decisions has become an increasingly complex task, and students need to have knowledge in many areas and a wide range of skills in order to make informed decisions about financial matters. In addition to the concrete skills of numeracy and finances from a mathematical point of view, students need

to develop an understanding of the economic forces and ways in which they can respond to those influences.

Lessons that promote skill building in problem solving, inquiry, research, decision making, reflection, and critical thinking are present throughout Christian Virtual School courses. The goal is to help students acquire the knowledge and skills required to understand their own finances, as well as to develop an understanding of local and global effects of world economic forces and the social, environmental, and ethical implications of their own choices.

The Role of Information and Communication Technology

Technology is rapidly changing, and the requirements for literacy in technology is growing just as quickly. Students entering the workforce are expected to have a firm grasp of information and communication technologies and be skilled their use.

Due to the nature of Christian Virtual School courses, students are exposed to a wide range of technologies to both facilitate and communicate their learning. As a result, students will develop transferable skills through their experience with word processing, information processing, internet research, presentation software, communication tools, and more.

Career Education

Opportunities are present throughout Christian Virtual School courses to explore careers related to the different disciplines and subject areas. Students are exposed to a wide variety of modern careers, fields of study, and employment opportunities.

In addition, teachers are available to help the student prepare for employment in a number of diverse areas. With the help of teachers, students will learn to set and achieve goals and gain experience in making meaningful decisions concerning career choices. The skills, knowledge, and creativity that students acquire through our course are essential for a wide range of careers.

Health and Safety

In order to provide a suitable learning environment for the Christian Virtual School staff and students, it is critical that the courses and the learning environment complies with relevant federal, provincial, and municipal health and safety legislation and by-laws, including, but not limited to, the Workplace Safety and Insurance Act, the Workplace Hazardous Materials Information System (WHMIS), the Food and Drug Act, the Health Protection and Promotion Act, the Ontario Building Code, and the Occupational Health and Safety Act (OHSA).

Consideration of students' health and safety is taken when planning activities, investigations, and experiments for our courses to ensure that proper safety precautions are communicated to and attainable for students.