

**SOUTH CARLETON HIGH SCHOOL**  
**Ottawa-Carleton District School Board**  
**STUDENT OUTLINE**  
**CHC2P**  
**Canadian History Since WWI**

Credit Value: 1 credit

Hours: 110 hours

**Course Overview**

This course explores the local, national, and global forces that have shaped Canada's national identity from World War I to the present. Students will investigate the challenges presented by economic, social, and technological changes and explore the contributions of individuals and groups to Canadian culture and society during this period. Students will use critical-thinking and communication skills to evaluate various interpretations of the issues and events of the period and to present their own points of view. As well, they are given opportunities to formulate appropriate questions, develop informed opinions, and present information in a variety of ways.

Units of Study	Hrs.	Performance Tasks	Overall Expectations
1. WWI: A Nation is Born (Modern War, Vimy, Home Front)	20	1. Tests and Quizzes	<p><b>Historical Inquiry:</b> use the historical inquiry process and the concepts of historical thinking when investigating aspects of Canadian history since 1914.</p> <p><b>Developing Transferable Skills:</b> apply in everyday contexts skills developed through historical investigation, and identify some careers in which these skills might be useful.</p> <p><b>Social, Economic, and Political Context:</b> 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.</p> <p><b>Communities, Conflict, and Cooperation:</b> describe some key interactions between different communities in Canada, and between Canada and the international community, from 1914 to 1929, and explain their effects.</p> <p><b>Identity, Citizenship, and Heritage:</b> 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.</p> <p><b>Social, Economic, and Political Context:</b> 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.</p> <p><b>Communities, Conflict, and Cooperation:</b> 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.</p> <p><b>Identity, Citizenship, and Heritage:</b> 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.</p> <p><b>Social, Economic, and Political Context:</b> 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.</p> <p><b>Communities, Conflict, and Cooperation:</b> 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.</p> <p><b>Identity, Citizenship, and Heritage:</b> 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.</p> <p><b>Social, Economic, and Political Context:</b> 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.</p> <p><b>Communities, Conflict, and Cooperation:</b> 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.</p> <p><b>Identity, Citizenship, and Heritage:</b> 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.</p>
2. Boom and Bust: 1920-1939 (Roaring Twenties, Dirty Thirties)	20	2. Culminating Activities	
3. WWII: The Horror of War (Axis, Allies, the Holocaust)	20	3. Group Work	
4. Prosperity and Security? (The Cold War, Multilateralism, The Quiet Revolution)	20	4. Research Displays	
5. Towards the Millennium (1970-2005: Introduction)	20	5. Oral Presentations	
6. Summative Performance Task	10	6. Opinion Pieces	
		7. Visual Expression	
		8. Web Quests	
		9. Propaganda Projects	
		10. Role Plays	
		11. Document Analysis	
		12. Field Trips	
		13. Formal Examination	

## STUDENT RESPONSIBILITIES

1. Students are required to attend classes regularly, participate in activities, and submit work on time. Absence for any reason does not remove the responsibility of a student to complete missed work.
2. Students who commit *academic fraud* i.e. *plagiarize or cheat*, and those who miss performance tasks without a legitimate and substantiated excuse risk the successful and timely completion of their work. Tasks consisting of academic fraud will be considered incomplete, as they do not provide a reliable demonstration of student learning.\*
3. All incomplete work will be factored into the final mark. When a student fails to demonstrate learning on a performance task, for any reason, remedial work may be assigned at the teacher's discretion. In these cases, a reasonable timeline must exist to facilitate the completion and subsequent evaluation of the task.
4. Students may, on occasion, negotiate with the teacher to have an assignment submitted late. All work accepted beyond the original due date, for any reason, will be professionally evaluated. Please note that written feedback and anecdotal remarks on late submissions may not be possible based on time constraints. Additionally, it may be judged necessary to reconsider the value of such work when determining a student's final grade.

\***Academic Fraud** is defined as any act of dishonesty purposely or carelessly intended to enhance academic performance. **Plagiarism** is defined as the act of taking the written word or original work of another person, without giving due credit, whilst passing it off as ones own.

## Evaluation

<b>Term Report</b> Assessment/Evaluation tools include tests/quizzes, assignments, performance tasks and rich assessment tasks  Term 70%	<b>Final Report</b> Term 70% Summative task 15% Final Exam 15% 100%
<b>Summative Period</b> <b>Canadian and World Studies summatives will come due within the school's Summative and Evaluation Period.</b> <b>This period occurs two weeks before exams in January and June.</b> <b><i>Absence from evaluations during these dates must be substantiated with a medical certificate or equivalent documentation as approved by administration.</i></b>	

**Course Text:** *Canada: Continuity and Change*

## LITERACY

Success in Canadian and World Studies courses depends in large part on strong literacy skills. Many of the activities and tasks students undertake in CHC2P involve the use of written, oral, and visual communication skills. The study of this subject will thus encourage students to use language with greater care and precision and will enhance their ability to communicate effectively.

## ANTIDISCRIMINATION POLICY

The Canadian and World Studies curriculum is designed to help students acquire the "habits of mind" essential for citizens in a complex world. Students are expected to demonstrate an understanding of the rights privileges, and responsibilities of citizenship, as well as a willingness to show respect, tolerance, and understanding towards individuals, groups, and cultures in the global community. They are also expected to understand that protecting human rights and taking a stand against racism and other expressions of hatred and discrimination are basic requirements of responsible citizenship.

## ACCOMMODATIONS FOR EXCEPTIONAL STUDENTS

The (name) department makes every effort to accommodate the identified needs of exceptional (IPRC'd) students and will attempt to differentiate curriculum delivery methods, student modes of expression, and assessment methods as recommended by the student's individual education plan (IEP).