



**TORONTO INTERNATIONAL OSLIFE SCHOOL
COURSE OUTLINE**

Canadian History Since World War I, Grade 10 Academic

Name of School: Toronto International Oslife School

Department: Canadian & World Studies

Course Developer: Scott Moreash, B.A., B.Ed., M.Ed., OCT

Course Development Date: September 2025

Course Title & Grade: Canadian History Since World War I

Ministry Course Code: CHC2D

Course Type: Academic

Credit Value: 1.0

Developed from: The Ontario Curriculum, Canadian & World Studies, 2018 (Revised)

Prerequisite: None

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.

OVERALL EXPECTATIONS:

A. HISTORICAL INQUIRY AND SKILL DEVELOPMENT

A1. Historical Inquiry: use the historical inquiry process and the concepts of historical thinking when investigating aspects of Canadian history since 1914;

A2. Development Transferable Skills: apply in everyday contexts skills development through historical investigation and identify some career in which these skills might be useful.

B. CANADA, 1914–1929

B1. 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 in Canada (FOCUS ON: Historical Significance; Historical Perspective);

B2. Communities, conflict and Cooperation: analyse some key interactions within and between different communities in Canada and between Canada and the international community from 1914 to 1929, and how they affected Canadian society and politics (FOCUS ON: Historical Significance; Cause and Consequence);

B3. 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 (FOCUS ON: Continuity and Change; Historical Perspective).



C. Canada, 1929-1945

C1. 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 in Canada (FOCUS ON: Cause and Consequence; Historical Perspective);

C2. Communities, Conflict, and Cooperation: analyse some key interactions within and between communities in Canada, 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 (FOCUS ON: Cause and Consequence; Continuity and Change)

C3. 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 (FOCUS ON: Social, Economic, and Political Structures).

D. Canada, 1945-1982

D1. 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 groups in Canada (FOCUS ON: Historical Significance; Continuity and Change);

D2. Communities, Conflict, and Cooperation: analyse some key experiences of and interactions between different communities in Canada, as well as interactions between Canada and the international community, from 1945 to 1982 and the changes that resulted from them (FOCUS ON: Continuity and Change; Historical Perspective);

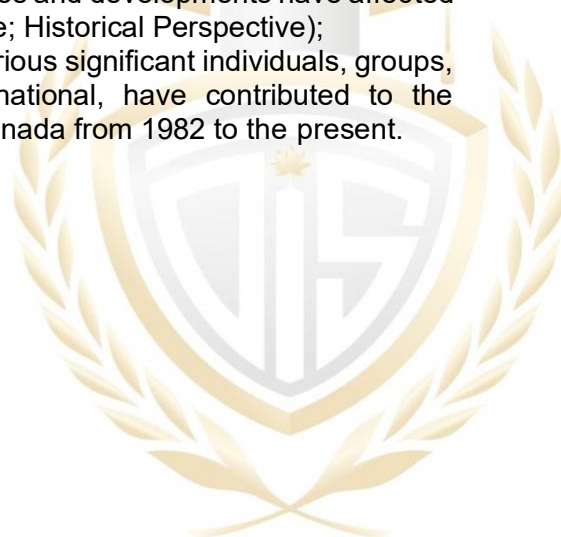
D3. Identity, Citizenship, and Heritage: analyse how significant events, individuals, and groups, including Aboriginal peoples, Québécois, and immigrants, contributed to the development of identity, citizenship, and heritage in Canada between 1945 and 1982.

E. Canada, 1982 – present

E1. 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 in Canada (FOCUS ON: Historical Significance; Continuity and Change);

E2. Communities, Conflict, and Cooperation: analyse some significant interactions within and between various communities in Canada, and between Canada and the international community, from 1982 to the present, and how key issues and developments have affected these interactions (FOCUS ON: Continuity and Change; Historical Perspective);

E3. 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.





COURSE CONTENT:

Unit Name	Time Allocation
1. Canada, 1914-1929	20
2. Canada, 1929-1945	21
3. Canada, 1945-1982	28
4. Canada, 1982-present	30
5. Culminating Assignment	11
Total Hours	110

TEACHING & LEARNING STRATEGIES:

Direct Instruction (teacher-led)	✓	Class Activity (teacher facilitation)	
Direct Instruction (discussion possible)		Experiential learning (learn by doing)	
Class Discussion (teacher facilitated)	✓	Worksheets/Surveys	✓
Small Group Discussion	✓	Individual or Group Research	✓
Partner Discussion/Conferencing		Teacher modeling	
1:1 Conferencing Teacher & Student	✓	Text-based modeling	
Teacher reading to class		Use of Computers / Internet	✓
Silent individual reading	✓	Use of video or audio materials	✓
Group based reading		Role Playing	
Independent Work (teacher facilitation)	✓	Presentations	✓
Group Work (teacher facilitation)		Guest Speaker / Interviews / Questions	
Brainstorming		Field Trip	

ASSESSMENT & EVALUATION:

Purpose: The primary purpose of assessment is to improve student learning. Assessment relates directly to the expectations for the course.

A variety of assessments for and as learning are conducted on a regular basis to allow ample opportunities for students to improve and ultimately demonstrate their full range of learning and in order for the teacher to gather information to provide feedback. Assessment tasks relate to the success criteria set out in lesson plans. Success criteria allow students to see what quality looks like.

Evaluation is the process of judging the quality of student work in relation to the achievement chart categories and criteria, and assigning a percentage grade to represent that quality. Evaluation is based on gathering evidence of student achievement through:

- Products
- Observations
- Conversations



Assessment for Learning - we provide feedback and coaching

Assessment FOR Learning is the process of seeking and interpreting evidence for the use of learners and their teachers to decide where the learners are in their learning, where they need to go, and how best to go there.

Assessment as Learning - we help students monitor progress, set goals, reflect on their learning

Assessment AS Learning is the process of the explicit fostering of students' capacity over time to be their own best assessors, but teachers need to start by presenting and modeling external, structured opportunities for students to assess themselves.

Assessment of Learning – we use assessments as ways of providing evaluative statements about the level of achievement of students

Assessment OF Learning is the assessment that becomes public and results in statements of symbols (marks/grades/levels of achievement) about how well students are learning. It often contributes to pivotal decisions that will affect students' future.

Grading

- The final grade is based on performance in 3 areas: products, observations and conversations.
- 70% of the grade is based on evaluations conducted throughout the course.
- 30% is based on a final evaluation/culminating activity.

Weighting of Categories:

Knowledge & Understanding	Thinking	Communication	Application
25%	25%	25%	35%

Assessment Tools: The following assessment tools are used in CHC2D at TIOS:

Marking schemes	✓	Rubrics	✓
Anecdotal comments	✓	Checklists	✓
Rating Scales			

Assessment Strategies: The following assessment strategies are used in CHC2D at TIOS:

Assessment for Learning		Assessment as Learning		Assessment of Learning	
Quizzes	✓	Journal	✓	Tests	✓
Tests		Exit and Entrance Cards	✓	Presentations	✓
Presentations		KWL Chart	✓	Journals	
Journals	✓	Self/Peer assessment	✓	Essays	✓
Essays		Logs		Models	
Models				Projects	✓
Projects				Demonstrations	
Demonstrations	✓			Conferencing	
Conferencing	✓			Questioning	



Questioning				Independent Study Assignment	✓
Independent Study Assignment				Art Exhibits	
Art Exhibits				Researching	
Researching	✓			Reading Aloud	
Reading Aloud				Problem Solving (process focused)	
Problem Solving (process focused)	✓			Debates	
Debates	✓			Work Sheets	✓
Work Sheets	✓			Role Playing	
Role Playing				Direct Instruction	
Direct Instruction					

CONSIDERATIONS FOR PROGRAM PLANNING:

Instructional Approaches

Teachers at TIOS are expected to:

- clarify the purpose for learning;
- help students activate prior knowledge;
- differentiate instruction for individual students and small groups according to need;
- explicitly teach and model learning strategies;
- encourage students to talk through their thinking and learning processes;
- provide many opportunities for students to practise and apply their developing knowledge and skills;
- apply effective teaching approaches involving students in the use of higher-level thinking skills;
- encourage students to look beyond the literal meaning of texts and artistic works;
- encourage students to rehearse, practice, apply, skills and strategies, and to make their own choices.

Teachers use a variety of instructional and learning strategies best suited to the particular type of learning. Students have opportunities to learn in a variety of ways:

- individually;
- cooperatively;
- independently with teacher direction;
- through investigation involving hands-on experience;
- through examples followed by practice;
- by using concrete learning tools;
- by encouraging students to gain experience with varied and interesting applications of the new knowledge. Rich contexts for learning open the door for students to see the “big ideas” of mathematics that will enable and encourage them;
- to reason throughout their lives.



Teaching Approaches

Critical thinking is at the heart of all social sciences and humanities courses, and the development of this skill is paramount as it will help students become and remain effective lifelong learners.

Effective teaching in the social sciences should provide adequate motivation to students, as well as to help them develop positive habits of mind, including curiosity and open-mindedness, a willingness to think/question/challenge/be challenges, as well as an understanding of the value of listening carefully, reading carefully, and communicating clearly.

The mindset that all students can be successful is important for a teacher to have if they are to have effective instruction and learning in the classroom.

Program Considerations for Students with Special Education Needs

Teachers must incorporate appropriate strategies for instruction and assessment to facilitate the success of students with special education needs in their classrooms. These strategies stem from the beliefs as laid out in *Special Education Transformation: The report of the Co-Chairs with the Recommendations of the Working Table on Special Education, 2006*:

- All students can succeed.
- Universal design and differentiated instruction are effective and interconnected means of meeting the learning or productivity needs of any group of students.
- Successful instructional practices are founded on evidence-based research, tempered by experience.
- Classroom teachers are key educators for a student's literacy and numeracy development.
- Each student has his or her own unique patterns of learning.
- Classroom teachers need the support of the larger community to create a learning environment that supports students with special education needs.
- Fairness is not sameness.

Teachers must plan their program that recognize the diversity of students' learning styles, needs, and responses, so students can have performance tasks that respect their abilities so they can derive the greatest possible benefit from the teaching and learning process.

Teachers must be mindful of three types of accommodations for students:

- Instructional Accommodations: changes in teaching strategies, including styles of presentation, methods of organization, or use of technology and multimedia
- Environmental Accommodations: changes that the student may require in the classroom and/or school environment, such as preferential seating or special lighting.
- Assessment accommodations: changes in assessment procedures that enable the student to demonstrate his or her learning, such as allowing additional time to complete tests or assignments, or permitting oral responses to test questions

No modifications to course expectations are made at this school.



Program Considerations for English Language Learners

TIOS Teachers will use appropriate strategies for instruction and assessment to facilitate the success of the English language learners in their classrooms. These strategies include (but are not limited to):

- modification of some or all of the subject expectations depending on the level of English proficiency;
- use of a variety of instructional strategies (e.g., extensive use of visual cues, graphic organizers, scaffolding;
- previewing of textbooks;
- pre-teaching of key vocabulary;
- peer tutoring;
- strategic use of students' first language;
- use of a variety of learning resources (e.g., visual material, simplified text, bilingual dictionaries and materials that reflect cultural diversity;
- use of assessment accommodations (e.g., granting of extra time); and
- use of oral interviews, demonstrations or visual representations or tasks requiring completion of graphic organizers and cloze sentences instead of essay questions and other assessment tasks that depend heavily on proficiency in English.

Environmental Education and Social Sciences

Acting Today, Shaping Tomorrow: A Policy Framework for Environmental Education in Ontario Schools outlines an approach to environmental education that recognizes the needs of all Ontario students and promotes environmental responsibility in the operations of all levels of the education system.

The goals outlined are surrounded around: teaching and learning, student engagement and community connections, and environmental leadership. By promoting the study of issues and solutions, the engagement of practicing and promoting environmental leadership and stewardship, and the importance of leadership through responsible promotion of environmentally safe and secure practices.

In the social sciences classroom, students have the opportunity to put in to practice many facets of environmental education. For example, family studies courses can give students opportunities to explore ways in which various people, families, communities, and societies use/overuse resources, and to understand the environmental impact of these choices. In social sciences and equity studies courses, students can examine the impact of climate change on individuals and diverse groups and communities, and how the poor and marginalized are disproportionately impacted. Religion courses can illustrate how environmental stewardship are key tenets of many major world religions, while philosophy courses can examine the ethics of different attitudes and actions with respect to the environment.

Equity & Inclusion

At Toronto International Oslife School, our mission is to inspire academic excellence for students and strong confidence for parents.

The following statements of belief are excerpted from the Peel District School Board document entitled *Empowering Modern Learners (Addendum 2020)* and help us to shape a foundation that determines our school's belief system about our students.



As a school, we are committed to ensuring that each student is represented and reflected in the learning experiences and learning environments we provide. This means that teachers and administrators at TIOS celebrate and value unique student interests, backgrounds, cultures and prior experiences. Our beliefs as a staff are founded on the following belief system that we bring to classrooms every day:

- We must actively confront inequities and barriers that uphold racism and other forms of oppression so learners of all identities are empowered through education that embraces their identities and lived experiences.
- Each learner is curious, competent and able to take an active role in his or her own learning.
- Effective educators empower all learners to achieve personal excellence by being open, flexible and responsive to their needs.
- A positive, innovative learning environment empowers all of us to grow through rich, authentic relationships both locally and globally.
- Together as a community of families, educators and leaders, we share responsibility to inspire our modern learners to be active, critically engaged, global citizens.

Culturally responsive pedagogy and modern digital tools offer unprecedented opportunities to empower historically under-served learners by providing barrier-free access to information and learning networks. This access generates new opportunities for learners to explore their passions, share their voices and consider diverse perspective.

Being an educator that embodies Modern Learning is more about the journey than the destination. As we acknowledge our past and commit to a new future, we will focus on instructional strategies that take in consideration student learning needs, and assessment practices that are equitable, transparent and focus on student achievement. Our classroom must foster critical thought, adaptability and innovation and understanding that these concepts look different and have different implications for each learner.

Literacy and Inquiry/Research Skills

TIOS emphasizes the importance of the following:

- using clear, concise communication in the classroom involving the use of diagrams, charts, tables, and graphs
- emphasizing students' ability to interpret and use graphic texts.
- acquiring the skills to locate relevant information from a variety of sources, such as books, newspapers, dictionaries, encyclopedias, interviews, videos, and the Internet.
- learning that all sources of information have a particular point of view
- learning that the recipient of the information has a responsibility to evaluate it, determine its validity and relevance, and use it in appropriate ways.

Specifically, students in social science programs are encouraged to develop their ability and skills in asking critical questions, and exploring a wide range of possible answers. They will also develop skills to locate these answers in a wide variety of sources. These skills become more advanced and refined as source bias becomes clear to students, and how they have the responsibility to evaluate the credibility, validity, and relevance of the source to their question.



The Role of Technology

Information and communications technologies (ICT) tools are used in many ways:

- Students use multimedia resources, databases, Internet websites, digital cameras, and word-processing programs.
- Students use databases, spreadsheets, dynamic geometry and statistical software, graphing software, computer algebra systems, and so on in order to quickly navigate through complex problems, to see the effect of dynamic data on their values and trends, and to see a graphical representation of data.
- They use technology to collect, organize, and sort the data they gather and to write, edit, and present reports on their findings.
- Students are encouraged to use ICT to support and communicate their learning. For example, students working individually or in groups can use computer technology and/or Internet websites to gain access to museums and archives in Canada and around the world.
- Students use digital cameras and projectors to design and present the results of their research to their classmates.
- The school plans to use ICT to connect students to other schools and to bring the global community into the classroom.
- Students are made aware of issues of Internet privacy, safety, and responsible use, as well as of the potential for abuse of this technology, particularly when it is used to promote hatred.
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Career Education

Students are given opportunities to develop career-related skills by:

- applying their skills to work-related situations;
- exploring educational and career options;
- developing research skills;
- developing key essential skills such as reading text, writing, computer use, measurement and calculation, and problem solving;
- practising expository writing;
- learning strategies for understanding informational reading material;
- making oral presentations;
- working in small groups with classmates to help students express themselves confidently and work cooperatively with others.

Health and Safety in the Social Sciences

In social science programs, students must be familiar with the concept that health and safety is everyone's responsibility at all times, not just in the school. While social science and humanities courses are, for the most part, very academic, there are still many opportunities to practice health and safety strategies.

For example, in food and fashion courses, there are many opportunities for students to be working hands-on with hot or sharp tools. Further, in the food courses, there must be protocols in place to avoid food spoilage, cross-contamination, and allergic reactions. Routines must be put in place in these types of classrooms to help students avoid physical injuries.



Field trips, while very beneficial to students educational experiences, are also opportunities for appropriate health and safety strategies to be planned and employed as there can be many unpredictable settings and events that take place outside of the classroom.

Financial Literacy

Students in social science programs have opportunities to learn skills required for personal and family financial management, and how macroeconomic factors can help or hinder the abilities of people and their families to meet their financial needs. Students in social sciences will also have opportunities to explore ethical questions arising from wealth distribution, needs vs. wants, as well as the operation of different types of economies.

Academic Honesty

Plagiarism occurs when someone presents the work of others as their own. This would include copying large amounts of text from the Internet or other written texts without crediting the original author. Plagiarism also occurs when someone copies the work of other students, pretending it to be their own. Surprisingly, the third instance of plagiarism occurs when a student copies an assignment from one course for use in a different course, pretending it to be original work. All three of these instances constitute plagiarism and are very serious breaches of academic honesty.

In many post-secondary institutions, students who are found to be guilty of academic dishonesty (plagiarism) are forced to withdraw from the course and/or the university.

At TIOS, we consider the issue of academic honesty to be very important. Since our goal is to inspire academic excellence for students, we believe that academic honesty is an important lesson to learn during high school. For this reason, teachers in each course will review the correct methods of footnoting sources so that students can avoid any suspicion of copying from outside sources. Using someone else's ideas to support your own is not the crime – but when you pretend that someone else's ideas are yours, that becomes the problem! Teachers throughout Ontario have access to online software that easily detects plagiarism, so it is important for students to pay careful attention to this issue.

As outlined in *Growing Success*, students must understand that the tests/exams they complete and the assignments they submit for evaluation must be their own work and that cheating and plagiarism will not be condoned.

- **Responsibilities of TIOS Students:** When the teacher asks you to use your own words and ideas, it means that you should use your own words and your own ideas. You must demonstrate to the teacher that you are capable of submitting work that is your own. When a teacher asks to put your ideas into your own words, it does not mean that there is a correct answer for the assignment. It means that you have to come up with your own ideas to give to the teacher.
- **Responsibilities of TIOS Teachers:** Teachers will help students avoid plagiarising by using some of the following strategies:
 - defining the term “plagiarism” and reminding students of the policy when setting out an assignment;
 - giving students examples of what plagiarism looks like;
 - emphasizing the importance of using process skills to arrive at a product;
 - teaching students research skills so they can avoid plagiarising: note taking, paraphrasing, summarizing;



- teaching students organizational skills: finding and organizing information to build understanding of a topic;
- teaching students how to make an outline for a report or research essay;
- having students keep a learning log to reflect on what they learned through the process: how research and organizational skills helped with the project, how could the product be improved, how can the research and organizational skills be improved;
- assessing the process steps: notes, outline, summary, bibliography, drafts, etc.; and/or
- informing students of the consequences of plagiarism.

Consequences for Academic Dishonesty at TIOS

Students found to have plagiarized assignments at TIOS will be subject to a series of escalating consequences:

- Instance #1: When plagiarism has been detected, the teacher will discuss the matter with the student. Both parents and the Principal will be informed of the details and the student will have the opportunity of redoing the assignment in a way that avoids plagiarism.
- Instance #2: When plagiarism is detected a second time, the student will receive a mark of zero for the assignment. Parents and the Principal will once again be informed and the Principal will note this in their school records.
- Instance #3: Repeat instances of plagiarism may result in withdrawal from the course and/or the school without refund of tuition. Similarly, students who are guilty of cheating on tests or examinations will receive a mark of zero on the test or examination and these details will also be noted in their school records.

Appeal

- A student may appeal the teacher's decision to the Principal after discussion with the teacher.

Late Assignments

Students are responsible for providing evidence of their achievement of the overall expectations within the time frame specified by the teacher and in a format approved by the teacher. There are consequences for not completing assignments for evaluation or for submitting those assignments late.

Resources

- Canada: Our Century, Our Story - Student Text, Nelson Thomson Learning © 2000;
- Canada: A Nation Unfolding, Ontario Edition, McGraw-Hill Ryerson © 2000;
- Moodle Website Dictionaries, Thesaurus etc.;
- Various Daily Newspapers, Magazines, and Periodicals (audio and video materials);
- CBC, The Fifth Estate, etc.
- Various Internet Resources: OWL English Purdue;
- The University of Toronto Library;
- The Ontario Ministry of Health and Long Term Care;
- The Toronto Star;
- The Globe and Mail;
- Wikipedia

