

2017-2018

# CANADIAN HISTORY SINCE WORLD WAR 1

CHC2D1

Grade 10

Academic

Outline of Course of Study



**School: As-Sadiq Islamic School**

Principal: Mr. Marcello D'Agostino

Canadian and World Studies Department

Course Creator: Mr. Nihal Jamal

Course development date: June 1<sup>st</sup> 2015

Course updated: June 12,<sup>st</sup> 2017

Updated by: Ms. Jeanine Habibullah

<b>Course Title:</b>	Canadian History Since World War 1
<b>Course Code:</b>	CHC 2D1
<b>Course Type:</b>	Academic
<b>Grade:</b>	10
<b>Credit Value:</b>	1.0
<b>Prerequisites:</b>	None
<b>Co requisites:</b>	None
<b>Course Developer:</b>	Mr. Nihal Jamal
<b>Date:</b>	June 1 <sup>st</sup> 2015
<b>Course Revised by:</b>	Ms. Jeanine Habibullah
<b>Revision Date:</b>	June 12 <sup>th</sup> , 2017
<b>Curriculum Policy Document:</b>	
Canadian and World Studies, <i>The Ontario Curriculum</i> , Grade 9 and 10, 2013, Revised.	

**AS-SADIQ ISLAMIC SCHOOL**  
**Course of Study – Grade 10 – Canadian History Since World War 1 (Academic) –**  
**CHC 2D1**

**Introduction**

The study of history fulfils a fundamental human desire to understand the past. It also appeals to our love of stories. Through the narrative of history, we learn about the people, events, emotions, struggles, and challenges that produced the present and that will shape the future. The study of history enables students to become critically thoughtful and informed citizens who are able to interpret and analyse historical, as well as current, issues, events, and developments, both in Canada and the world.

**Course Description**

This course explores social, economic, and political developments and events and their impact on the lives of different groups 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 Canadian identity, citizenship, and heritage. 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. (Canadian and World Studies, *The Ontario Curriculum*, Grade 9 and 10, 2013, Revised. Page 107)

**Overview of the course:**

Strands	Overall Expectation
<b>Historical Inquiry and Skill Development</b>	A1. Historical Inquiry: use the historical inquiry process and the concepts of historical thinking when investigating aspects of Canadian history since 1914  A2. Developing Transferable Skills: apply in everyday contexts skills developed through historical investigation, and identify some careers in which these skills might be useful
<b>Canada, 1914–1929</b>	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)

	<p>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)</p> <p>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)</p>
<p><b>Canada 1929–1945</b></p>	<p>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)</p> <p>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)</p> <p>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: Historical Significance; Historical Perspective)</p>
<p><b>Canada 1945–1982</b></p>	<p>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)</p>

	<p>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)</p> <p>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 (FOCUS ON: Historical Significance; Cause and Consequence)</p>
<p><b>Canada 1982 to the Present</b></p>	<p>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)</p> <p>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)</p> <p>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 (FOCUS ON: Historical Significance; Cause and Consequence)</p>

(Canadian & World Studies, Ontario Curriculum, 2013, Page 107-109)

## Outline of Course Content

Unit Title	Unit Description	Approximate Time
Growing Pains	This unit will set the stage for the study of Canada since World War I. topics to be pursued in this introductory unit include: social change, inventions and technological innovations, life style changes, the role of women and the war to end all wars, World War One.	20 Hours
Roaring Twenties to WWII	The second unit of the course will focus on the economic prosperity that Canada experienced in the 1920's and how this all changed with the Stock Market Crash in 1929. The years to come were desperate for the nation's people. Students will get a sense of life during that time and about the hardships that people had to endure. They will also have the chance to learn about the role Canada played in W.W. II.	25 Hours
A New Global Nation	This unit looks into the role of Canada in North America, the country's political climate and Canada in the global view. Within North America, the economic situation was changing quickly with the formation of the labour movement. Students will continue to learn about the changes taking place in Canada's political climate as a new province and flag are introduced and they will learn about the global involvement that Canada begins to become known for: Peacekeeping.	25 Hours
Rapid Change	This time period was a time of many economic and politic changes. Students will learn about Prime Minister Pierre Trudeau and the involvement of his government in the lives of Canadians of this time. One province which experienced strong political changes was Quebec.	20 hours
The New Millennium	The final unit in this course takes students through the changes in the Canadian economy including the	20 Hours

	Free Trade agreement, the Charlottetown Accord and the Meech Lake Accord. A more in-depth look into the role of Canadian peace keeping and the evolution of our relationship with the United States and the rest of the world after 9/11 will form a key part of the unit.	
Total # of hours:		110 Hours

### **Teaching & Learning Strategies**

Students are exposed to a variety of genres throughout the course and develop skills to analyze and evaluate the effectiveness of texts which may include poems, short stories, novels, non-fiction texts, plays, videos, and other media texts from a wide range of cultures and time periods. Students identify and use various strategies including building vocabulary, learning to understand and use features and organization of texts, and developing knowledge of conventions.

Throughout the course, students develop into stronger readers, writers, and oral communicators. Since the over-riding aim of this course is to help students use language skillfully, confidently and flexibly, a wide variety of instructional strategies are used to provide learning opportunities to accommodate a variety of learning styles, interests and ability levels. These include:

- Activating Prior Knowledge
- Modeled, shared and guided instruction
- Think- Pair- Share
- Independent research
- Group Discussion
- Cooperative Group Learning
- Accountable Talk
- Independent Application & Consolidation
- Inquiry Based Learning
- Reflection

### **Strategies for Assessment & Evaluation of Student Performance**

#### *Basic Considerations*

The primary purpose of assessment and evaluation is to improve student learning. Information gathered through assessment helps teachers to determine students' strengths and weaknesses in their achievement of the curriculum expectations in each course. This information also serves to guide teachers in adapting curriculum and instructional approaches to students' needs and in assessing the overall effectiveness of programs and classroom practices.

Assessment is the process of gathering information from a variety of sources (including assignments, demonstrations, projects, performances, and tests) that accurately reflects

how well a student is achieving the curriculum expectations in a course. As part of assessment, teachers provide students with descriptive feedback that guides their efforts towards improvement. Evaluation refers to the process of judging the quality of student work on the basis of established criteria, and assigning a value to represent that quality (Growing Success, Page 22).

This course will draw upon the insight of *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, First Edition, Covering Grades 1 to 12, 2010* to continue to maintain high standards, improve student learning, and benefit students, parents, and teachers. Keeping in mind that assessment and evaluation are designed to improve student learning, it is imperative the assessment and evaluation pieces are a collection of meaningful information that help inform instruction decisions, promote student engagement and improve student learning. (Canadian & World Studies, Ontario Curriculum, 2013, Page 29)

To ensure that assessment, evaluation and reporting are valid, reliable and promote student success, they will be:

- Fair, transparent and equitable for all students;
- Support all students – special education, learning the language of instruction (English/French), and those who are First Nations, Metis, or Métis, or Inuit;
- Carefully planned and relate to curriculum expectations and learning goals, interests, learning styles and preferences, needs and experience of all students;
- Communicated clearly to students and parents at the beginning of the school year or course and at other appropriate points throughout the school year or course;
- On-going, 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 on-going descriptive feedback that is clear, specific, meaning and timely to support improved learning and achievement;
- Develop students' self-assessment skills to enable them to assess their own-learning and set specific goals, and plan next steps for their learning. (Growing Success, 2010, Page 6)

Baring these goals in mind, assessment will a systematic process of collecting information or evidence about a student's progress towards meeting the learning expectations. The assessment pieces will be embedded in the instructional activities throughout each unit of study. The expectations for the assessment tasks will be clearly articulated and purposefully planned to provide students with the opportunity to experience success. The intention of each assessment will be to gather the data or evidence that enables the teacher to provide meaningful feedback to the student about how to improve or sustain the performance in the course. Rubrics will be used to allow the student to visually recognize their level of achievement and guide them on how to achieve the next level.

As stated in the *Canadian and World Studies Curriculum*, “[...] evaluation refers to the process of judging the quality of student learning on the basis of established performance standards and assigning value to represent that quality” (Canadian & World Studies, Ontario Curriculum, 2013, Page 31). Therefore, it is essential for students to understand that their evaluation pieces of serve

as a means of communicating to parents, teachers, employers, post-secondary institutions, and themselves what he/she knows and can do with respect to the *overall curriculum expectations*. Keeping in mind that evaluation is based on assessment of learning, it is imperative that they are planned at strategic times throughout the course of study.

In regards to determining a report card grade, it will encompass the interpretation of evidence collected through observations, conversations, and student products such as: tests/exams, assignments for evaluation alongside the teacher’s professional judgment.

As stated in the *Canadian and World Studies Curriculum*, Seventy percent (70%) of the final grade (a percentage mark) in the course will be based on evaluation conducted throughout the course. This portion of the grade should reflect the student’s most consistent level of achievement, with special consideration given to more recent evidence. Thirty percent (30%) will be based on a final evaluation administered at or towards the end of the course. (Canadian & World Studies, Ontario Curriculum, 2013, Page 32)

### **THE ACHIEVEMENT CHART FOR HISTORY**

According to the Growing Success document, the achievement chart that follows identifies four categories of knowledge and skills in History. The achievement chart is a standard province-wide guide to be used by teachers.

It enables teachers to make judgments about student work that are based on clear performance standards and on a body of evidence collected over time.

The purpose of the achievement chart is to: provide a common framework that encompasses all curriculum expectations for all courses outlined in this document; guide the development of quality assessment tasks and tools (including rubrics); help teachers to plan instruction for learning; assist teachers in providing meaningful feedback to students; provide various categories and criteria with which to assess and evaluate students’ learning.

<b>Assessment &amp; Evaluations Breakdown</b>		
<u>Term = 70% of Final Grade</u>	<u>Final Evaluation= 30% of final Grade</u>	<u>Final Grade = Term Total (70%) + Final Evaluation Total (30%)</u>
<b><u>Term Breakdown</u></b>	<b><u>Final Evaluation Breakdown</u></b>	
Unit Tests = 25%	ISP/Culminating Activity = 10%	
Quizzes = 10%	Final Exam = 20%	
Assignments = 25%		
Participation = 10%		
<b><u>TERM KICA</u></b>	<b><u>FINAL EVALUATION KICA</u></b>	<b><u>Or –</u></b>
Knowledge/Understanding =30%	Knowledge/Understanding =30%	Throughout the Course all the student's work will be graded according to the following KICA percentages:
Inquiry/Thinking =25%	Inquiry/Thinking =25%	Knowledge/Understanding - 25%
Communication =25%	Communication =25%	Inquiry/Thinking = 25%
Application = 20%	Application = 20%	Communication = 25%
		Application = 25%

**Categories of Knowledge & Skills:**

**Knowledge and Understanding:** Subject-specific content acquired in each grade/course (knowledge), and the comprehension of its meaning and significance (understanding)

**Thinking:** The use of critical and creative thinking skills and/or processes

**Communication:** The conveying of meaning through various forms

**Application:** The use of knowledge and skills to make connections within and between various contexts (Growing Success, 2010, Page 17)

Level of Achievement			
Level 1	Level 2	Level 3	Level 4
Represents achievement that falls much below the provincial standard. The student demonstrates the specified knowledge and skills with limited effectiveness. Students must work at significantly improving learning in specific areas, as necessary, if they are to be successful in the next grade/course.	Represents achievement that approaches the provincial standard. The student demonstrates the specified knowledge and skills with some effectiveness. Students performing at this level need to work on identified learning gaps to ensure future success.	Represents the provincial standard for achievement. The student demonstrates the specified knowledge and skills with considerable effectiveness. Parents of students achieving at level 3 can be confident that their children will be prepared for work in subsequent grades/courses.	Identifies achievement that surpasses the provincial standard. The student demonstrates the specified knowledge and skills with a high degree of effectiveness. However, achievement at level 4 does not mean that the student has achieved expectations beyond those specified for the grade/course.

As per the Growing Success Document (2010), the following conversions of Achievement Level into Percentage will be used. It is expected that both mathematical calculations and professional judgement will inform the determination of percentage marks. The following conversion chart shows how the four levels of achievement are aligned to percentage marks:

Level	Percentage
4+	95 - 100
4	87 - 94
4	80 - 86
3+	77 - 79
3	73 - 76
3-	70 - 72

Level	Percentage
2+	67 - 69
2	63 - 66
2-	60 - 62
1+	57 - 59
1	53 - 56
1-	50 - 52

(Growing Success, 2010, Page 40)

A credit will be granted and recorded for every course in which a student final percentage mark is 50 percent or higher. In the case that a student achievement is below 50%, the teacher will use a percentage mark to indicate achievement below 50 percent. Conversely, since this is a Grade 9 course, teachers may use “I” on the final report to indicate that there is insufficient evidence is available to determine a letter grade or percentage mark. For the report card, the teacher will use his/her professional judgment to determine when the use of “I” is appropriate and in the best interests of the student. (Growing Success, 2010, Page 42)

**Assessment/Evaluation Strategies**

Assessment & Evaluation Strategies	Assessment & Evaluation Tools
<ul style="list-style-type: none"> <li>• Classroom Presentation</li> <li>• Conferences</li> <li>• Essays</li> <li>• Response Journals</li> <li>• Demonstrations</li> <li>• Interviews</li> <li>• Quizzes</li> <li>• Tests</li> <li>• Exams</li> <li>• Observation</li> <li>• Question &amp; Answers</li> <li>• Self-Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Checklists</li> <li>• Exemplars</li> <li>• Rubrics</li> <li>• Self &amp; Peer Assessment</li> <li>• Anecdotal Notes</li> </ul>

As mentioned in the Growing Success Document, learning skills and work habits are an integral part of student learning. (Growing Success, 2010, Page 10). Therefore, learning skills will be monitored and recorded throughout the course to help promote student success. Teachers will report achievement on the five Learning Skills using letter symbols: E = Excellent, G = Good, S = Satisfactory, N = Needs Improvement. Learning Skills clearly affect levels of achievement, but they are *not* part of the evaluation of achievement and are not included in the midterm mark or final course mark.

Responsibility	Organization	Independent Work	Collaboration	Initiative	Self-Regulation
<p>Fulfills responsibilities and commitments within the learning environment.</p> <p>Completes and submits classwork, homework and assignments according to agreed upon timelines.</p> <p>Takes responsibility for and manages own behaviour</p>	<p>Devises and follows a plan and process for completing work and tasks.</p> <p>Establishes priorities and manages time to complete tasks and achieve goals.</p> <p>Identifies, gathers, evaluates and uses information, technology and resources to complete tasks.</p>	<p>Independently monitors, assesses and revises plans to complete tasks and meet goals.</p> <p>Uses class time appropriately to complete tasks.</p> <p>Follows instructions with minimal supervision.</p>	<p>Accepts various roles an equitable share of work in a group.</p> <p>Responds positively to the ideas, opinions, values and traditions of others.</p> <p>Builds healthy peer relationships through personal and media assisted interactions.</p> <p>Works with other to resolve conflicts and</p>	<p>Looks for and acts on new ideas and opportunities for learning.</p> <p>Demonstrates the capacity for innovation and a willingness to take risks.</p> <p>Demonstrates curiosity and interest in learning.</p> <p>Approaches new tasks with a positive attitude.</p> <p>Recognizes and advocates</p>	<p>Sets own individual goals and monitors progress towards achieving them.</p> <p>Seeks Clarification or assistance when needed.</p> <p>Assesses and reflects critically on own strengths, needs and interests.</p> <p>Identifies learning opportunities, choices and strategies to</p>

			<p>build consensus to achieve group goals.</p> <p>Shares information , resources and expertise and promotes critical thinking to solve problems and decisions.</p>	<p>appropriately for the rights of self and others.</p>	<p>meet personal needs and achieve goals.</p> <p>Perseveres and makes an effort when responding to challenges.</p>
--	--	--	--	---	--

**THE ACHIEVEMENT CHART: CANADIAN AND WORLD STUDIES, GRADES 9–12**

<b>Categories</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
<b>Knowledge and Understanding</b> – Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding)				
	The student:			
<b>Knowledge of content</b> <i>(e.g., facts, terms, definitions)</i>	demonstrates limited knowledge of content	demonstrates some knowledge of content	demonstrates considerable knowledge of content	demonstrates thorough knowledge of content
<b>Understanding of content</b> <i>(e.g., concepts, ideas, theories, interrelationships, procedures, processes, methodologies, spatial technologies)</i>	demonstrates limited understanding of content	demonstrates some understanding of content	demonstrates considerable understanding of content	demonstrates thorough understanding of content

Thinking – The use of critical and creative thinking skills and/or processes				
	The student:			
<b>Use of planning skills</b> <i>(e.g., organizing an inquiry; formulating questions; gathering and organizing data, evidence, and information; setting goals; focusing research)</i>	uses planning skills with limited effectiveness	uses planning skills with some effectiveness	uses planning skills with considerable effectiveness	uses planning skills with a high degree of effectiveness
<b>Use of processing skills</b> <i>(e.g., interpreting, analysing, synthesizing, and evaluating data, evidence, and information; analysing maps; detecting point of view and bias; formulating conclusions)</i>	uses processing skills with limited effectiveness	uses processing skills with some effectiveness	uses processing skills with considerable effectiveness	uses processing skills with a high degree of effectiveness
<b>Use of critical/creative thinking processes</b> <i>(e.g., applying concepts of disciplinary thinking; using inquiry, problem-solving, and decision-making processes)</i>	uses critical/creative thinking processes with limited effectiveness	uses critical/creative thinking processes with some effectiveness	uses critical/creative thinking processes with considerable effectiveness	uses critical/creative thinking processes with a high degree of effectiveness
Communication – The conveying of meaning through various forms				
	The student:			
<b>Expression and organization of ideas and information</b> <i>(e.g., clear expression, logical organization) in oral, visual, and written forms</i>	expresses and organizes ideas and information with limited effectiveness	expresses and organizes ideas and information with some effectiveness	expresses and organizes ideas and information with considerable effectiveness	expresses and organizes ideas and information with a high degree of effectiveness

Application – The use of knowledge and skills to make connections within and between various contexts				
	The student:			
<b>Application of knowledge and skills</b> (e.g., concepts, procedures, spatial skills, processes, technologies) <b>in familiar contexts</b>	applies knowledge and skills in familiar contexts with limited effectiveness	applies knowledge and skills in familiar contexts with some effectiveness	applies knowledge and skills in familiar contexts with considerable effectiveness	applies knowledge and skills in familiar contexts with a high degree of effectiveness
<b>Transfer of knowledge and skills</b> (e.g., concepts of thinking, procedures, spatial skills, methodologies, technologies) <b>to new contexts</b>	transfers knowledge and skills to new contexts with limited effectiveness	transfers knowledge and skills to new contexts with some effectiveness	transfers knowledge and skills to new contexts with considerable effectiveness	transfers knowledge and skills to new contexts with a high degree of effectiveness
<b>Making connections within and between various contexts</b> (e.g., between topics/issues being studied and everyday life; between disciplines; between past, present, and future contexts; in different spatial, cultural, or environmental contexts; in proposing and/or taking action to address related issues; in making predictions)	makes connections within and between various contexts with limited effectiveness	makes connections within and between various contexts with some effectiveness	makes connections within and between various contexts with considerable effectiveness	makes connections within and between various contexts with a high degree of effectiveness

### **Considerations for Program Planning:**

*English As a Second Language (ESL):* Appropriate accommodations in teaching, learning, and evaluation strategies will be made to help ESL students gain proficiency in English, since students taking ESL at the secondary level have limited time in which to develop this proficiency.

*Career Education:* Expectations in the English program include many opportunities for students to apply their language skills to work-related situations, to explore educational and career options, and to become self-directed learners. Regardless of their post-secondary destination, all students need to realize that literacy skills are employability skills.

*Cooperative Education and Other Workplace Experiences:* The knowledge and skills students acquire in this courses will assist them in their senior level cooperative-education and work-experience placements related to this course. General information about cooperative education courses can be found at

(<http://www.edu.gov.on.ca/eng/document/curricul/secondary/coop/cooped.pdf>)

*Healthy Relationships & Canadian and World Studies:* In recognizing the importance of mental health, how learning environments impact students. It will be imperative to create a classroom that allows student feel safe, cared for, free from violence and harassment. The design of learning activities will provide student opportunities to experience themselves as valued and connected members of an inclusive social environment, involved in healthy relationships with their peers, teachers, and school community. These character traits, values, and habits of mind - collaboration, cooperation, empathy, fairness, inclusiveness, and respect - are associated with responsible and active citizenship. This bridges curriculum to “real life” experience of our students. As the learning environment allows students explore and develop and foster not only positive character attributes and responsible, active citizenship but also healthy relationships, both inside and outside the classroom.

*Equity and Inclusive Education in the Canadian and World Studies Program:* In planning and designing learning activities, diversity will be valued to promote student engagement and support student success. Keeping this in mind, the learning activities and materials used to support the curriculum will reflect the diversity of Ontario society. Furthermore, differentiate instruction and assessment strategies will consider the background, experiences, interests, aptitudes, and learning needs of all students.

*Literacy, Mathematic Literacy and Inquiry Skills in Canadian and World Studies:* Literacy involves a range of critical-thinking skills and is essential for learning across the curriculum. Thus, literacy will be embedded within instruction practice and learning activities. Throughout the course, student will be required to use appropriate and correct terminology, concepts to precisely and effectively communicate with others their understanding of course content. The design of the course will draw up “Me Read? And How! Ontario Teachers Report on How to Improve Boys” Literacy Skills, 2009 • and “Think Literacy: Cross-Curricular Approaches, Grades 7–12”, 2003 to integrate literacy skills within instructional practice and learning activities. Furthermore, student will be given numerous opportunities to reinforce their mathematical literacy in areas involving computational strategies and data management as they will be practicing their abilities to read, interpret, analyze and construct graph and non-textual forms of quantitative data. Students will be encouraged to develop their ability to ask questions and to explore a variety of possible answers to those questions. In doing so, students will be required to locate relevant information from a variety of print and electronic sources. Students will gain practice in evaluating and determining the validity and relevance of the source and how to implement it in appropriate ways, which will set the stage from them to become independent learners capable of critical thinking in an ever growing and connected world.

*Critical Thinking & Critical Literacy in Canadian and World Studies:* The course will provide student will multiple opportunities to refine and consolidate their critical thinking skills of: questioning, predicting, analysing, synthesizing, examining opinions, identifying values and issues, detecting bias, what is present, what is missing, analyze author intent and distinguishing between alternatives. Critical literacy is not only develop through texts but also cultural points of view, context, the background of the interacting with the text, intertextuality, gaps in the text and silence in the text. Thus, student will be given opportunities to interact with books, media, movies, webpages, advertising, music, gestures, oral texts, visual art works, maps, graphs, graphic texts and other means of expression to develop critical thinking and literacy skills. By

integrating and embedding these skills within instructional practice and learning activities, student will move their understanding from superficial to complex and multifaceted conclusions, which will enrich their inquiry process and agitate students to moving towards making a difference in their world via self-reflection. Students will be encouraged to reflect on their own thought process by continuously revisiting and rethinking their work, thus deepening the inquiry process. Students will take a more active role in their learning to reflect on their strengths and need to set goals and monitor their achievement towards those goals. In doing so, students will not only gain a more holistic understanding and stance towards issues related to fairness, equity and social justice but also bridge the what skills they are learning in class to real life in authentic ways.

*Role of The School Library In Canadian and World Studies:* The school library plays a key role in the development of information literacy, as it encourage students to read widely, teaches them how examine and read many forms of texts for understanding/enjoyment, help improve research skills and effectively use that information. The library will be used as a collaborative resource to develop the literacy, critical literacy, and research and inquiry skills of students.

*The Role of Information and Communications Technology (ICT) In Canadian and World Studies Program:* Throughout the course, students will be provided with numerous opportunities to interact with a range of tools to extend and enrich instructional strategies and support student learning. ICT tools implemented in the course will include but are not limited to: multimedia resources, databases, websites, digital cameras, and word-processing programs. The use of these tools will be to help students to collect, organize, and sort the data they gather and to write, edit, and present reports on their findings. Furthermore, ICT will be used to connect students to a more global learning community. ICT programs will be used throughout the inquiry process as they gather, organize, and analyze information, data, and evidence, and as they write, edit, and communicate their findings. ICT programs will be used to develop spatial skills, whereby students can extract and analyse information using on-line interactive mapping and graphing programs. These programs can also help students organize and present information in maps and graphs. Students will develop their ability to use GIS to layer information when analysing and creating new maps. ICT will be used as part of field studies, when students are engaging in a field study. ICT will be used as simulations to provide hands-on visual engagement to support student learning.

Before and during the implementation of ICT within the course, students will be made aware of issues related to 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.

*Health and Safety In The Canadian and World Studies Program:* Students will be made aware that health and safety are everyone's responsibility – at home, at school, and in the workplace. As part of instruction practice, teachers will model safe practices and communicate safety requirements to students in accordance with school board and Ministry of Education policies and Ministry of Labour regulations. In planning field trips and field studies, the learning environment will be previewed and activities planned carefully by the teacher to protect students' health and safety.

*Ethics In The Canadian and World Studies Program:* Throughout the course, students will be provided with opportunities to learn about ethical issues and the role of ethics in both public and personal decision making. As students engage in the inquiry process, students may need to make ethical judgments when evaluating evidence and positions on various issues, and when drawing their own conclusions about issues, developments, and events. As part of instruction practice and planning, the teacher may help students determine appropriate factors to consider when making such judgments. Teachers will play an active supervision role throughout the inquiry process, to ensure students are aware of potential ethical concerns and address them in acceptable ways. The teacher will supervise inquiry activities to ensure respect, dignity, privacy, and confidentiality of their participants. Furthermore, teachers will fully address the issue of plagiarism with students by encouraging students to in his/her own voice and how to appropriately acknowledging the work of others.

### **Policies and Procedures:**

Students are reminded to become familiar with the As-Sadiq Islamic School policy concerning plagiarism (See Code of Conduct in Course calendar)

### **Course Materials & Resources**

Shaw-Freeman, E. et al., Canadian Sources: Investigated – 1914 to the Present. (2014)

Ontario Ministry of Education. Canadian and World Studies Curriculum (Revised). (2013)

Ontario Ministry of Education. Growing Success: Assessment, Evaluation and Reporting in Ontario Schools. (2010)

Variety of Print and Electronic Materials

Historical Databases and Journals