



Glendale Secondary School
History Course Outline 2012/2013
Canadian History Since World War I
Grade 10 Academic
CHC2D



PREREQUISITE: ENG1D/CGC1D HOURS: 110 CREDIT VALUE: 1

DEPARTMENT HEAD: Mr. G Simm

TEXTBOOK: *Canada: Face of a Nation*

REQUIRED MATERIALS: Stationary, paper and HWDSB computer authorization

GUIDELINE: The Ontario Curriculum Grades 9 and 10: Canadian and World Studies (2013)

The text will be provided without charge. The student is responsible for returning the book in reasonable condition. The student will be charged a cost of \$70 for lost or damaged books.

COURSE DESCRIPTION

CHC2D1 Canadian History Since World War I, Grade 10, Academic

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.

CURRICULUM STRANDS:

- A: Historical Inquiry and Skill Development
- B: Canada, 1914-1929
- C: Canada, 1929-1945
- D: Canada, 1945-1982
- E: Canada, 1982 to the Present

OVERALL EXPECTATIONS:

Historical Inquiry and Skill Development

By the end of this course, students will:

- use the historical inquiry process and the concepts of historical thinking when investigating aspects of Canadian history since 1914;

- apply in everyday contexts skills developed through historical investigation, and identify some careers in which these skills might be useful.

Canada, 1914–1929

By the end of this course, students will:

- describe some key social, economic, and political events, trends, and developments between 1914 and 1929, and assess their significance for different groups in Canada
- 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
- 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

By the end of this course, students will:

- describe some key social, economic, and political events, trends, and developments between 1929 and 1945, and assess their impact on different groups in Canada
- 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
- 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

By the end of this course, students will:

- 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
- 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
- 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–Present

By the end of this course, students will:

- 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

- 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
- 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

The primary purpose of assessment and evaluation is to improve student learning

ASSESSMENT

The process of assessing student learning is continuous and on-going. Teachers use information gathered through assessments to provide feedback for students, to guide instruction and develop individual learning goals for students. This is assessment *for* learning. Students use this feedback to continuously improve their achievement and set individual learning goals. This is assessment *as* learning. Information from assessments informs the teacher's professional judgment, but is not used in determining the student's level of achievement.

EVALUATION

Evaluation is the process of determining a level of student achievement of the Overall Expectations for a course, which is recorded as a mid-term or final grade on a report card.

Students will be given numerous and varied opportunities to demonstrate their achievement of the Overall Expectations across the four categories of achievement (Knowledge & Understanding, Thinking, Communication and Application). Evidence of student achievement of the Overall Expectations is collected over time from three different sources - observations, conversations and student products.

To be successful students **must demonstrate achievement of EACH of the Overall Expectations** for the course. If a student is missing evidence of achievement of one or more of the Overall Expectations then a lower limit will be determined by the teacher.

In determining a report card grade teachers use their professional judgment to interpret the evidence of student achievement which reflects the student's most consistent level of achievement with special considerations given to the more recent evidence.

The final grade is determined by the following breakdown:

70 % – evaluations made at the end of units throughout the semester.

30% – final demonstrations of learning (culminating activities and/or final examinations)

REPORT CARDS

Student progress is reported at 3 times during the semester.

Interim Report - October and March. Reports on student Learning Skills and Work Habits with next steps for improvement.

Mid-term Report Card - November and April. Reports on student achievement of the Overall Expectations to date. **Incomplete achievement** is reflected on Mid-term Report Cards, but replaced when learning has been demonstrated.

Final Report Card - February and July. Reports on student achievement of all of the Overall Expectations.

ACADEMIC HONESTY

Students are responsible for being academically honest in all aspects of their schoolwork. Academic dishonesty includes a variety of behaviours including cheating, plagiarism, facilitating or aiding academic dishonesty, and the unauthorized access or manipulating of student records, work and computer programs. Such behaviours impede the learning process and threaten the educational environment for all students.

Intentional academic dishonesty will result in disciplinary consequences. Teachers and parents should support students in striving for excellence and producing work with integrity.

ATTENDANCE AND LEARNING SKILLS

There is a direct link between good attendance and success at school. Students are expected to attend classes regularly and on time. Evidence of student achievement is gathered during classes through observations and learning conversations.

Learning Skills play an important role in a student's level of achievement. Students will be assessed on the following learning skills: responsibility, organization, independent work, collaboration, initiative, and self-regulation.

CELL PHONES/PERSONAL ELECTRONIC DEVICES

Teachers will determine when personal electronic devices, including cell phones, will be used as instructional tools/supports. At other times these devices (with the exception of electronic translators) are not to be used and must be turned off and be stored away. Consequences for inappropriate use of these devices may include removal of the device from the learning environment.

SCHOOL WIDE SUPPORTS

- ☺ Student Support Team (formerly know as Learning Resource)
 - In-class help
 - Test and exam support
 - Alternate learning environment
- ☺ English Language Learner Support Team
 - Lunch-time help
 - Test and exam support
- ☺ Math lunch-time help
- ☺ Math Homework Help - on-line support
- ☺ Information via school website @ <http://schools.hwdsb.on.ca/glendale/>
- ☺ School wide access to password protected wireless network
 - Access to on-line resources
- ☺ Literacy Coaching