



St. Paul High School
Grade 10 Canadian History Since WWI CHC2D
2018

Teacher: Ruth Bouttell

Prerequisite Course: None

Description and Overall Expectations: 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

HISTORICAL INQUIRY AND SKILL DEVELOPMENT: 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: 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; 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; 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: describe some key social, economic, and political events, trends, and developments between 1929 and 1945, and assess their impact on different groups in Canada, including First Nations, Métis, and Inuit communities; 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; 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: 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, including First Nations, Métis, and Inuit communities; 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; 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 present: 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, including First Nations, Métis, and Inuit communities; 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; 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 Resources: Key resource(s) along with supplementary resources / digital tools and sites / passwords; include replacement cost for resources if lost/damaged.

Catholic Graduate Expectations: Our goal for all students is to experience an education based on our Catholic Graduate Expectations. (<http://www.iceont.ca>) We work in community to develop graduates that are:

- Discerning Believers Formed in the Catholic Faith Community
- Effective Communicators
- Reflective and Creative Thinkers
- Self-Directed, Responsible, Life-Long Learners
- Collaborative Contributors
- Caring Family Members
- Responsible Citizens

Assessment, Evaluation and Reporting: The primary purpose of assessment and evaluation is to improve student learning. Students will understand what is expected of them, using learning goals, and success criteria, based on the overall expectations. Feedback (self, peer, teacher) supports learning, and plays a critical role in academic achievement and success.

The development of learning skills and work habits is a key indicator of future success. The following learning skills and work habits will be developed, assessed, and reported during this course:

1. Responsibility fulfills responsibilities and commitments (*e.g. accepts and acts on feedback*)
2. Organization manages time to complete tasks and achieve goals (*e.g. meets goals, on time*)
3. Independent work uses class time appropriately to complete tasks (*e.g. monitors own learning*)
4. Collaboration works with others, promotes critical thinking (*e.g. provides feedback to peers*)
5. Initiative demonstrates curiosity and an interest in learning (*e.g. sets high goals*)
6. Self-Regulation sets goals, monitors progress towards achieving goals (*e.g. sets, reflects goals*)

Group work supports collaboration, an important 21st century skill. This will be assessed only as a learning skill. Homework may also be assessed as a learning skill. Evaluation completed in class will be based only on individual student work. Regular attendance is important to support group work, various forms of feedback, and to allow students to demonstrate evidence of their learning. Students are responsible for providing evidence of their own learning (with references where required), in class, within given timelines. Next steps in response to academic integrity issues, such as lack of work completion, plagiarism, or other forms of cheating, range from providing alternate opportunities, to a deduction of marks.

The achievement chart identifies four levels, based on achievement of the overall expectations:

Level 1	achievement falls below the provincial standard	(50-59%)
Level 2	achievement approaches the provincial standard	(60-69%)
Level 3	achievement is at the provincial standard	(70-79%)
Level 4	achievement surpasses the provincial standard	(80-100%)

The report card grade will be based on evidence of student performance, including observations, conversations and student products. Consideration will be given to more recent evidence (skill development) and the most consistent level of achievement.

Mark Breakdown:

Term Work (70%) will include a variety of assessment tasks designed to demonstrate students' development in their knowledge and understanding, thinking and inquiry, communication and application, of all overall expectations. Summative evaluation (30%) takes place towards the end of the semester, is completed in class, and provides the final opportunity for students to demonstrate what they know, and the skills they have learned, based on the overall expectations. In CHC2DI, the summative evaluation will consist of a rich summative assessment task (10%) and a final exam (20%).

Awarding of Course Credit: Students who demonstrate evidence of achievement of overall expectations, **and** earn a mark of 50% or greater, will earn one credit for the course with the following exception: Students who do not complete their summative evaluation (exam and/or end of year summative task) will not earn their credit regardless of their mark.

Student and Parent/Guardian Acknowledgement We have read the above course outline and are aware of the student responsibilities to attend class on a regular basis and to provide evidence of learning within the established timelines.

Student's Name (print): _____ Student's Signature: _____

Parent/Guardian Name (print): _____ Parent/Guardian Signature: _____