

Forest Hill Collegiate Institute Fall 2019/Spring2020
Course of Study and Evaluation Statement

Canadian History since World War I, Grade 10: Academic

Note 1: All Ontario Ministry of Education curriculum documents with full course content information can be located at <http://www.edu.gov.on.ca/eng/curriculum/secondary/subjects.html>

Note 2: Detailed information on Ministry of Education assessment, evaluation, and reporting policy is provided in *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools*
<http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>

1. Course Details

- Program Area: Canadian and World Studies
- Course title: Canadian History Since World War I, Grade 10 Academic (CHC2D). Credit Value 1.0
- Prerequisites: None
- Textbook(s) and resource materials that are essential to the course: *The Canadian Challenge*, By: D. Quinlan et al, Oxford University Press Canada, 2008. \$100

2. Overall Goals

- 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.

- 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. 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

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: Historical Significance; Historical Perspective)

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 (FOCUS ON: Historical Significance; Cause and Consequence)

E. Canada, 1982 to the 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 (FOCUS ON: Historical Significance; Cause and Consequence)

• Specific Curriculum Expectations

Please refer to Ontario Ministry of Education curriculum document for details of Overall and Specific Expectations, found at <http://www.edu.gov.on.ca/eng/curriculum/secondary/canworld910curr2013.pdf>

• Course content:

Unit 1 1914-1929 – War and Dreams of Peace 20 hours

World War I – people, events and aftermath

1920s – economic, social and technological boom

Unit 2 1929-1945 – Depression and the Horrors of War 20 hours

Economic and social causes and effects of the Great Depression

Canada's road to independence

World War II – people, events and aftermath

Unit 3 1945-1968 – Pursuit of Security, Prosperity and Unity 20 hours

Changing face of Canada – social and political change

Coming of age – Bill of Rights, social safety net, Trudeaumania

One nation, many regions - consumer revolution, regional growth

Global relations - Auto Pact, UN Peacekeeping, Cold War

Unit 4 1968-1983 – Conflicts and Economic Challenges 20 hours

Canadian-American Relations – OPEC, NAFTA, regional variations

Federalism and Separatism

Unit 5 1984 to the Present: North American Reality 20 hours

Multiculturalism and demographic change
Canadian Sovereignty and Global Role

3. Program Planning Considerations

- *Individual Education Plan*: Accommodations to meet the needs of exceptional students as set out in their Individual Education Plan will be implemented within the classroom program. Additional assistance is available through the Special Education program.
- *The Role of Technology in the Curriculum*. Using information technology will assist students in the achievement of many of the expectations in the curriculum regarding research, written work, analysis of information, and visual presentations.
- *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 this course include many opportunities for students to explore educational and career options, and to become self-directed learners.
- *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>

4. Learning Skills

Learning Skills are skills and habits that are essential to success in school and in the workplace. The Learning Skills evaluated are: Responsibility, Organization, Independent Work, Collaboration, Initiative and Self-regulation. Teachers report achievement on the six 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.

5. Academic Honesty: Cheating and Plagiarism

Students are expected to submit only their own original work on evaluations done in class or out of class. Plagiarism the passing off the ideas or writings of another as one's own. Cases of academic dishonesty (cheating and/or plagiarism) will be dealt with on a case-by-case basis, but each case will involve an investigation, communication with the student and his/her parent/guardian, and a mark of zero for the plagiarized work. Whether the student has an opportunity to demonstrate his/her learning in another assignment will be at the discretion of the teacher and/or Principal.

6. Teaching Strategies

Teachers use a variety of teaching strategies to maximize student learning. The following teaching strategies will be used in this course:

- *Direct Instruction* is highly teacher-directed. This strategy includes methods such as lecture, didactic questioning, explicit teaching, practice and drill, and demonstrations.
- *Indirect Instruction* is mainly student-centred. Indirect Instruction includes inquiry, induction, problem solving, decision making, and discovery.
- *Interactive Instruction* relies heavily on discussion and sharing among participants. Interactive instruction may include total class discussions, small group discussions or projects, or student pairs or triads working on assignments together.
- *Experiential Learning* is inductive, learner centred, and activity oriented. In Experiential Learning, students participate in an activity; critically look back on the activity to clarify learnings and feelings; draw useful insights from such analysis; and/or put learning to work in new situations.
- *Independent Study* refers to the range of instructional methods that are purposefully provided to foster the development of individual student initiative, self-reliance, and self-improvement. The focus is on planned independent study by students under the guidance or supervision of a classroom teacher.

7. Assessment and Evaluation Strategies

Assessment and Evaluation of Student Achievement

The primary purpose of assessment and evaluation is to improve student learning. Assessment is the process of gathering information from 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 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. In Ontario secondary schools, the value assigned will be in the form of a percentage grade.

- This course is structured for students interested in pursuing a university or college education. The class features many characteristics of an introductory university/college level social science course: weekly readings, lectures, seminars, essays, debates, tests and final examination. This method of program delivery is an attempt to facilitate the transition from secondary education to post-secondary education. Since Grade 10 Canadian history is a mandatory junior course and students will be exposed to various teaching strategies. Some of these include: teacher-directed instruction (e.g. lectures and didactic questioning); indirect instruction (e.g. student-centred inquiry); interactive instruction (e.g. small and large group discussion); experiential learning (e.g. role play and analysis) and independent study (e.g. guided library research).

Active participation in class discussion and regular reading of the text and assigned readings are essential for the successful completion of this course. Students will be required to take part in group presentations and performance tasks. There will be unit tests, research and writing, opinion pieces, theory application and a final exam. Students will practice writing opinion paragraphs, creating theses and paraphrasing before they complete formal assessments. Research skills will be developed throughout the course. The final summative assignment will be a research essay and a final exam.

8. Achievement Chart

The achievement chart provides a standard, province-wide method for teachers to use in assessing and evaluating their students' achievement. Students are evaluated according to the major categories or strands in each course. Ministry curriculum documents provide detailed description of student achievement levels.

In this course, students are evaluated in four strands, according to the weightings shown:

Knowledge/Understanding (25%)	Thinking and Inquiry (25%)	Communication (25%)	Application (25%)
Subject-specific content acquired in each course (knowledge of facts and terms), and the comprehension of its meaning and significance (understanding of concepts, principles, and theories and their relationships).	The use of critical and creative thinking skills and/or processes, as follows: – planning skills (e.g., focusing research, gathering information, organizing an inquiry) – processing skills (e.g., analysing, evaluating, synthesizing) – critical/creative thinking processes (e.g., inquiry, problem solving, decision making, research)	The conveying of meaning through various forms, as follows: – oral (e.g., role play, presentation, debate) – written (e.g., report, research essay, interview) – visual (e.g., model, chart, movement, video, computer graphics)	The use of knowledge and skills to make connections within and between various contexts. – application of ideas and skills in familiar contexts – transfer of concepts, skills, and procedures to new contexts – making connections (e.g., between personal experiences and the subject, and the world)

9. 70% Mark on Course Work

• Students need to demonstrate achievement of all the overall expectations of the course. 70% of the final mark in the course will be based on work done prior to the culminating activities. Evaluations that are late, missing, and/or incomplete will affect a student's 70% grade. See FHCI Evaluation Policy as printed in the Student Agenda Book for information about late, missed, and/or incomplete assignments.

The course is made up of a series of formative assessments and summative assignments for each unit. In each unit students will practice opinion paragraph writing and development of a thesis. For example, in the first unit students will write paragraphs on the causes of WWI and conscription then in unit three they will apply the same topics to WWII. Summative assignments include opinion writing, analysis of graphs, written tests and quizzes. Review and practice will be developed before formal evaluations.

A formal examination will be incorporated into the course mark (20%) along with a culminating project (10%).

10. 30% Grade Based on Course Culminating Activities

- All students must take part in the culminating activities for each course at every grade and level of study. The steps to follow when a student is absent from one or more culminating activities is included in the FHCI evaluation policy as printed in the Student Agenda Book.
- Culminating activities that occur in class are held within the last two weeks of classes. Culminating activities that are formal examinations occur within the last nine days of the semester. The in-class component is worth 10%.

The student is required demonstrate achievement of all the overall expectations of the course. Missed and/or incomplete assignments will have an impact on the final grade where there are a significant number of curriculum expectations that have not been evaluated because of missed assignments.

1. A formal examination within the last nine days of the semester. 20%

- A 1.5 hour exam written during the exam period
- Format and review will be provided prior to the exam
- Evaluation will be based on the four categories of knowledge/skills in the achievement chart

11. Determining Marks for the Midterm Provincial Reports in November and April

This grade will be based on the evaluations that have been conducted to the midterm point in the course. Some of the Overall Expectations, categories/strands, and units will not have been addressed by the midterm, and the students' grades will most likely change when the students' entire work is evaluated by the end of the course.

12. Determining the Mark for the Final Report Card

The mark for the final will report card will be the sum of the 70% mark and the 30% mark.

13. Department -Specific Information

History Office
Room 132
416-393-1860 – Extension 20085

Extra Help: Available before and after school by arrangement with the teacher.