



COURSE NAME

COURSE CODE	CHC2D1	GRADE	10
TEACHER(S)	C.Doig	CREDIT VALUE	1
DEPARTMENT	Social Global	PREREQUISITE	N/A

COURSE DESCRIPTION:	<p>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.</p> <p>Additional information can be found at: http://www.edu.gov.on.ca/eng/curriculum/secondary/subjects.html</p>
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COMMUNICATION

Please direct all questions or concerns regarding student progress or program of study to the course teacher. Please call the main office to leave a message at 416-395-3240. Email christine.doig@tdsb.on.ca

CONCRETE LEARNING RESOURCES	DIGITAL LEARNING RESOURCES
Creating Canada Textbook - \$60.00 (will be used as an in class tool only)	My School Day App - An app that allows you to stay up-to-date with in-class tasks and receive reminders about upcoming evaluations.
	Google Classroom - daily work and assessments are posted on this online tool
	Infographics, videos, slide presentations

GEORGE S. HENRY ACADEMY’S COURSE WORK POLICY

For each evaluation, the teacher will inform students of the **due date** and the **ultimate deadline**. The ultimate deadline is the last opportunity for students to submit an assignment for evaluation. Teachers may also use a variety of other methods for dealing with late and missed assignments at their discretion.

Strategies to assist students in meeting deadlines include:

- Peer tutoring
- Using the school app
- Using a personal agenda
- Seeking extra help from teachers
- Requesting for assistance with time management and organizational skills
- Getting help from parents/guardians
- Getting help from a caring adult in the school

ASSESSMENT AND EVALUATION OF STUDENT ACHIEVEMENT

Each course follows an achievement chart which enables teachers to make judgements about student work that are based on clear performance standards and on a body of evidence collected over time. Additional information can be

found on the Ministry of Education website noted within the course description.

ACHIEVEMENT CHART CATEGORIES

Knowledge and Understanding (K & U): Subject-specific content acquired in each course (knowledge), and the comprehension of its meaning and significance (understanding)

Thinking (T): The use of critical and creative thinking skills and/or processes

Communication (C): The conveying of meaning through various forms

Application (A): The use of knowledge and skills to make connections within and between various contexts

COURSE WORK (70% of your overall grade)

Categories	%	Possible Assessments of Learning
K & U	17.5	<p>Knowledge of content -facts, terms, dates</p> <p>Understanding of content</p> <ul style="list-style-type: none"> describe some key social, economic, and political events, trends, and developments and assess their significance for different groups in Canada
T	17.5	<p>Use of planning skills – making an inquiry (e.g., formulating an inquiry and, making conjectures) – making a plan for exploring the inquiry</p> <p>Use of processing skills – carrying out a plan (e.g., collecting data, questioning, revising, inferring, forming conclusions, evaluating resources, making convincing arguments, reasoning, justifying, proving, reflecting)</p> <p>Use of critical/creative thinking processes (e.g., problem solving, inquiry)</p> <ul style="list-style-type: none"> use the historical inquiry process (formulate questions, gather and organize evidence, interpret and analyze, evaluate and draw conclusions, communicate conclusions) and the concepts of historical thinking when investigating aspects of Canadian history since 1914 analyse some key interactions within and between different communities in Canada, and between Canada and the international community, and how they affected Canadian society and politics
C	17.5	<p>Expression and organization of ideas and information - clarity of expression, logical organization, using oral, visual, and written forms (e.g., pictorial, graphic, dynamic, concrete materials)</p> <p>Communication for different audiences and purposes (e.g., peers, teachers) and purposes (e.g., to present data, justify an argument) in oral, visual, and written forms</p> <p>Use of conventions (e.g., terms, format) in oral, visual, and written forms</p> <ul style="list-style-type: none"> explain how various individuals, organizations, and specific social changes contributed to the development of identity, citizenship, and heritage in Canada through a slide presentation or expository essay
A	17.5	<p>Application of knowledge and skills in familiar contexts</p> <p>Transfer of knowledge and skills to new contexts</p> <p>Making connections within and between various contexts - connections between concepts and eras, discussing how historical events lead to the identity of Canada today. Using prior knowledge to engage in and understand historical concepts</p> <ul style="list-style-type: none"> apply in everyday contexts skills developed through historical investigation, and identify some careers in which these skills might be useful

FINAL EVALUATION (30% of your overall grade)

Type	Description	%
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Culminating Task(s)	To be determined	15
Exam	written exam during exam week	15

UNITS OF STUDY/COURSE ROAD MAP (subject to change)

Eras of Study:

1. 1914 – 1918 (World War 1)
2. 1918 – 1929 (The Roaring Twenties)
3. 1929 – 1939 (The Great Depression)
4. 1939 – 1945 (World War 2)
5. 1945 – 1989 (The Cold War)
6. 1990 – Present (Contemporary Canada)

GEORGE S. HENRY ACADEMY'S LATE & MISSED EVALUATION POLICY

It is the responsibility of the student to make arrangements with their teacher for any missed course material and/or assignments. Extenuating circumstances will be considered on a case-by-case basis.

GEORGE S. HENRY ACADEMY'S ACADEMIC DISHONESTY POLICY

Cheating and plagiarism will not be condoned. For more information, refer to the Academic Honesty Policy found in the Student Handbook. The Student Handbook can be found in the George S. Henry Academy app.

SPECIALIST HIGH SKILLS MAJOR (SHSM) REQUIREMENTS

GRADE 11 AND 12 CREDITS	ENVIRONMENT	HEALTH & WELLNESS	HOSPITALITY & TOURISM
Major Credits	4	4	4
English (<i>including a CLA*</i>)	2	1	1
Mathematics (<i>including a CLA</i>)	1	1	1
Science or Social Sciences and Humanities (<i>including a CLA</i>) (<i>May be substituted with 1 coop credit</i>)	-	1	-
Business Studies or Science (<i>including a CLA</i>) (<i>May be substituted with 1 coop credit</i>)			1
Cooperative Education	2	2	2
TOTAL	9	9	9

*Contextualized Learning Activity