



GEORGE S. HENRY ACADEMY COURSE OUTLINE



Canadian History since World War I

COURSE CODE	CHC2P	GRADE	10
TEACHER(S)	R.Sri	CREDIT VALUE	1.0
DEPARTMENT	Social & Global Studies	PREREQUISITE	N/A

COURSE DESCRIPTION:	<p>This course focuses on the social context of historical developments and events and how they have affected the lives of people in Canada since 1914. Students will explore interactions between various communities in Canada as well as contributions of individuals and groups to Canadian heritage and identity. Students 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 the continuing relevance of historical developments and how they have helped shape communities in present-day Canada.</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.

CONCRETE LEARNING RESOURCES	DIGITAL LEARNING RESOURCES
i.e. Textbook (Replacement Cost)	i.e. My School Day App - An app that allows you to stay up-to-date with in-class tasks and receive reminders about upcoming evaluations.
History Uncovered: Canadian History Since World War I (\$80)	

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 and 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, procedural skills, use of tools)</p> <p>Understanding of content (concepts, ideas, theories, interrelationships, procedures, processes, methodologies, spatial technologies)</p>
T	17.5	<p>Use of planning skills – understanding the problem (e.g., formulating and interpreting the problem, making inferences) – making a plan for solving the problem (e.g., organizing an inquiry; formulating questions; gathering and organizing data, evidence, and information; setting goals; focusing research)</p> <p>Use of processing skills – carrying out a plan (e.g., collecting data, interpreting, analysing, synthesizing, and evaluating data, evidence, and information; analysing maps; detecting point of view and bias; formulating conclusions) – looking back at the solution (e.g., evaluating reasonableness, making convincing arguments, reasoning, justifying, proving, reflecting)</p> <p>Use of critical/creative thinking processes (e.g., applying concepts of disciplinary thinking; using inquiry, problem-solving, and decision-making processes)</p>
C	17.5	<p>Expression and organization of ideas and information (e.g., 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 a solution, express an argument) in oral, visual, and written forms</p> <p>Use of conventions (e.g., terms, symbols) in oral, visual, and written forms</p>
A	17.5	<p>Application of knowledge and skills in familiar contexts (e.g., concepts, procedures, spatial skills, processes, technologies)</p> <p>Transfer of knowledge and skills to new contexts (e.g., concepts of thinking, procedures, spatial skills, methodologies, technologies)</p> <p>Making connections within and between various contexts (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)</p>

FINAL EVALUATION (30% of your overall grade)

Type	Description	%
Culminating Task(s)	TBD	20
Exam	i.e. written exam during exam week, performance exam, N/A, etc.	10

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

Each course in Grade 10 history has five strands. Strand A, Historical Inquiry and Skill Development, is followed by four content strands, which are divided chronologically.

The five strands are as follows:

A: What is history? Historical Inquiry and Skill Development

The first unit of this course addresses the definition of history. Following this, students will identify the skills needed for studying history, and how those skills can be applied to various careers. Students will also compare types of sources, and they will delve into misconceptions within the discipline. This unit is designed to prepare students for studying the concepts covered in later units.

B: Canada, 1914–1929

In this unit, students will begin with the knowledge of Canada as a fairly new country and begin to understand its evolution as a country through international and national events. Students will learn about Canada's participation in the First World War and its influence on nationalism. They will also learn about the involvement of women's and First Nations group in the war effort. Students will also get a glimpse at life in the 1920's and the growth of the Canadian economy, unions, women's rights and culture.

C: Canada, 1929–1945

In the third unit of this course, students will begin by learning about the causes and effects of the Great Depression. They will develop an understanding of life at the time and government policy to remedy the suffering experience by many Canadians. From there, they will gain an understanding of the causes of the Second World War and Canada's participation in the war effort. They will have a chance to learn about the similarities and differences between the First and Second World War. They will also learn about many injustices which occurred during this period including the height of Residential Schooling and the Internment of many Japanese-Canadians.

D: Canada, 1945–1982

Students will have a chance to explore life after the Second World War and the 'boom' that came with it, including increases in birth rates, immigration and quality of life. They will learn about the birth of Suburbia and teen cultures. They will also have a chance to analyze tensions surrounding French-English relations in Canada and what would eventually lead to the October Crisis. They will also continue to learn about further atrocities against First Nations communities in Canada including the "Sixties Scoop". As a final assignment, students will create a presentation on a topic of their choice which could include inventions such as the Avro

Arrow or Canada's participation in the Cold War.**E: Canada, 1982 to the Present**

In the final unit of the course, students will have the opportunity to learn about Canada's most recent historical events. This unit will focus on Canada's role in international agreements such as NAFTA as well as many domestic developments (Quebec Referendum, Amendments to the Indian Act). Students will learn about important social movements such as Idle No More and the continuing development of a Canadian national identity.

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