

Histoire du Canada depuis 1914

CHC2D4/5

Grade 10, Academic: Credit Value 1.0

Canadian and World Studies Department - Extended French and French Immersion Programs •
Malvern C.I. • Toronto District School Board

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Equity Statement

Malvern CI stands together for human rights. Our school community stands together to recognize that we are all entitled to a life of equality, dignity, and respect — a life free from discrimination.

Course Content

Description	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.
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Ministry of Education. (2013). *The Ontario Curriculum Grades 9 and 10: Canadian and World Studies*, pg. 107

Prerequisite	None
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| Resource Materials | <ul style="list-style-type: none">● Individual subject binder, loose leaf paper and writing utensils● Brightspace will have explanations of projects, rubrics for the assessments, review sheets for tests and a few supplemental resources to support learning.● There is no current textbook available in French for this course but one will be used from time to time. |
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Major Units	A: Historical Inquiry and Skill Development B: Canada, 1914–1929 C: Canada, 1929–1945 D: Canada, 1945–1982 E: Canada, 1982 to the Present
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Assessment, Evaluation and Reporting

Achievement Category Weightings	<ul style="list-style-type: none"> <table border="0"> <tr> <td>Knowledge / Understanding</td> <td>Thinking</td> <td>Communication</td> <td>Application</td> </tr> <tr> <td>25%</td> <td>25%</td> <td>25%</td> <td>25%</td> </tr> </table> 	Knowledge / Understanding	Thinking	Communication	Application	25%	25%	25%	25%
Knowledge / Understanding	Thinking	Communication	Application						
25%	25%	25%	25%						
Term Grades throughout the Year	<ul style="list-style-type: none"> The grade for each reporting period is based on evaluations that have been conducted to that point in the course, and will be preliminary and tentative. They will be based on the <i>most consistent level of achievement</i> to that point in time, but some of the overall expectations, strands, and units will not have been addressed. The student's grades will most likely change when their entire work is evaluated at the end of the course. 								
Course Work 70%	<ul style="list-style-type: none"> 70% of the final grade will be based on evaluations undertaken throughout the course. Consideration will be given to the most recent evaluations. Missed or incomplete assignments will have an impact on the final grade when a significant number of curriculum expectations have not been evaluated. 								
Course-Culminating Activities 30%	<ul style="list-style-type: none"> 30% of the final grade will be based on evaluations administered towards the end of the course. Final Exam = written in exam period in <u>January</u>. Worth 15% of final mark Culminating Activity = worth 15% of final mark. Details TBC All work will be completed in class. No work can be done at home. 								
Learning Skills	<ul style="list-style-type: none"> Students will also be assessed for development in a variety of learning skills: <table border="0" style="margin-left: 20px;"> <tr> <td>Responsibility</td> <td>Organization</td> <td>Independent Work</td> </tr> <tr> <td>Collaboration</td> <td>Initiative</td> <td>Self-Regulation</td> </tr> </table> Learning skills play a critical role in the achievement of curriculum expectations and student success. Students are expected to be academically honest by submitting their own original work. The marks they receive are intended to reflect their own academic achievement. Academic Integrity: See <i>School Evaluation Policy</i> Attendance is crucial for satisfactory achievement. Regular attendance and active participation are expected. Students cannot replace the in-class experience by simply getting notes or handouts. All assignments have an impact on students' growth and final achievement in each unit as well as the final evaluations; therefore, students are expected to submit work in each unit in order to meet course expectations. Students are expected to manage their time and workload, and to respect the time constraints imposed. End of reporting period "catch-up" submissions are discouraged, and may not be possible. 	Responsibility	Organization	Independent Work	Collaboration	Initiative	Self-Regulation		
Responsibility	Organization	Independent Work							
Collaboration	Initiative	Self-Regulation							
Rules for Tests, Quizzes, and Assignments	<ul style="list-style-type: none"> Students are responsible for providing evidence of their achievement of the overall expectations within the time frame specified by the teacher and should understand that there could be consequences for not completing assignments or for submitting them late. All assignments are expected to be handed in on their assigned due dates. Extenuating circumstances should be discussed with the teacher in advance of due dates. Extensions may be negotiated in certain unforeseeable situations. While credit rescue opportunities will be 								

