# 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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Assistant Curriculum Leader: Nalini Graham Revised: September 2023

## **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.

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

# Prerequisite None Resource Materials 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. 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

# Assessment, Evaluation and Reporting

Knowledge / Understanding	Thinking	Communication	Application	
25%	25%	25%	25%	
conducted to that They will be base time, but some of been addressed	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.			
<ul><li>the course. Co</li><li>Missed or incon</li></ul>	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.			
<ul><li>the end of the c</li><li>Final Exam = w</li><li>Culminating A</li></ul>	30% of the final grade will be based on evaluations administered towards the end of the course.  Final Exam = written in exam period in January. 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.			
<ul> <li>skills: Responsition Collaboration</li> <li>Learning skills proceed to expectations and expectations are exported to expectations are exported to expect to exp</li></ul>	olity Organization Initiative of Initiative	in the achievement of the series of the seri	f curriculum submitting their own reflect their own  gular attendance not replace the ts. All assignments ment in each unit as expected to submit s. Students are espect the time	
achievement o specified by th consequences them late.	f the overall exp e teacher and s for not comple	pectations within the hould understand th ting assignments or	time frame at there could be for submitting	
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- available, they may be only for students achieving < 50%, and missed work can still result in a mark of zero.
- Should serious illness or extenuating circumstances (i.e.: beyond your control) occur on the day of an evaluation, it is the responsibility of the student to inform the teacher as soon as possible in writing and to provide the appropriate documentation.
- Note: The policies applicable to missed tests and late assignments are in line with the guidelines as outlined in TDSB policy and the Ministry of Education Policy document Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools (page 43).
  - The teacher will use their professional judgment to determine what other strategies, as outlined in *Growing Success*, may be used to help prevent and/or address late and missed assignments.

## **Plagiarism**

Where plagiarism or use of artificial intelligence (AI) or another person's work has been *suspected*, the student will be expected to conference with the teacher, a phone call to parents made and a meeting set up. If it is detected that a student plagiarized a paper by including information in an assignment without proper referencing, using a translation tool or AI to complete work, a mark of zero will be given.

## **Academic Honesty**

Student success is built upon the development of learning skills and strategies. Assignments are planned to ensure students have the opportunity to consult a variety of resources, select appropriate and authentic examples, and most importantly, contribute their own understanding of the given topic. The use of information or ideas without due credit to the author is a serious offense because it breaches an ethical code of honesty within the academic community. It is easily avoided when appropriate citation conventions are used, and students are expected to honour these conventions consistently. Using ANY translation site (such as Google Translate) to translate sentences or work, cheating on a test, assignment or other evaluation AND having someone else or any ARTIFICIAL INTELLIGENCE (including ChatGPT) do work are examples of academic dishonesty. Students are expected to demonstrate their own learning in order for assessment and evaluation to be considered valid.

# Consultation Please contact the course Madelle Cortes using the information below. Office Location: French immersion (3<sup>rd</sup> floor, Room 310A) Room: 306 Phone: 416-393-1480 ext. 20130 Email:\* Jo-Anne.Cortes@tdsb.on.ca (\* preferred) Help Extra help is available in the mornings prior to classes.Contact Madelle Cortes directly.