***Oakwood Collegiate Institute***

*991 St. Clair Ave, West. Toronto, Ontario M6E 1A3 416-393-1780*

*Website:* [*http://schoolweb.tdsb.on.ca/oakwoodci/Home.aspx*](http://schoolweb.tdsb.on.ca/oakwoodci/Home.aspx)

***Course Outline: Canadian History Since 1914***

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| ***Academic Year 2019-2020*** | ***Teacher Name: G. Clarke***  |
| ***Department: Canadian & World Studies*** | ***ACL: G. Clarke***  |
| **Course Title** | Canadian History Since 1914 | **Course Code** | CHC2D |
| **Prerequisite** | None | **Grade**  | 10 |
| **Level** | Academic | **Credit Value** | 1 |

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| **Course Description** |
| **Ontario Ministry of Education Document:** |
| 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. |
| **Textbook and Other Resources:**  |
| Canada: Face of a Nation; Bolotta, Hawkes et al. Gage Educational Publishing (2000) $102.95, TDSB profile, and other resource materials. |

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| **Course Overview: Instructional Strands/Units** |
| ***Strand Titles*** | ***Approx******Timeline*** | ***Unit Description*** | ***Assessment & Evaluation Tasks*** |
| Strand A: Historical Inquiry & Skill Development | Throughout Course | While studying the strands below, students will be expected to learn about historical inquiry and the concepts of historical thinking, plus develop transferable skills to further investigate aspects of Canadian history. | Throughout Course |
| Strand B: Canada, 1914 - 1929  | 9 weeks | World War I and the Roaring Twenties | Project, Unit Test |
| Strand C: Canada, 1929 – 1945  | 9 weeks | The Great Depression and WWII | Project, Unit Test |
| Strand D: Canada, 1945 – 1982  | 8 weeks | Post WWII, Cold War and Social Change | Project, Quiz |
| Strand E: Canada, 1982 to the Present  | 8 weeks | Economic Hardship, Political Instability | Project, Quiz |
| Culminating Activity  | 6 weeks  | Culminating Task | Culminating TaskFinal Exam |

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| **Learning Supports for Students** |
| Supports for Students with Individual Education Plans (IEP’s)Subject teachers provide accommodations and modifications as outlined on student IEP’s. Supports may include: organizational support, additional time, graphic organizers, reduced work load, chunking of information, note-taking assistance, assistive technology (computer), and preferential seating. |
| Extra Help* Teachers post the time that they are available for extra help in their classrooms. Students are encouraged to speak with their teachers to arrange other times as required.
* Students can also see their Guidance Counselor for information on other academic supports available.
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| **Student Evaluation Criteria** |
| **Term Work** | **Culminating Activities** |
| **Curricular Strands** |
| Knowledge/Understanding | 17.5% | Exam | 15 % |
| Thinking | 17.5% | Essay  | 15 % |
| Communication | 17.5% |  |  |
| Application | 17.5% |  |  |
| *Term Work 70%* | *Culminating Activity Total 30%* |

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| **Report Card Schedule** |
|  | **1st Report Card** | **2nd Report Card** | **Interim****Report Card** | **Final****Report Card** |
| **Report Cards** | Nov. 20th /19 | Feb. 7th /20 | April 16th /20 | June 25th /20 |
| **Parent-Teacher Interviews** | Nov. 28th /19 | Feb. 13th /20 | N/A | N/A |

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| In addition to a Report Card grade, students will be assessed of their**Learning Skills** including: |
| **Independent Work** – Uses class time appropriately to complete tasks |
| **Collaboration** – Accepts various roles and an equitable share of work in a group |
| **Organization** - Arrives to class prepared and on time, meets deadlines with quality work and maintains a complete notebook |
| **Responsibility** – Fulfils responsibilities and commitments within the learning environment |
| **Initiative** – Looks for and acts on new ideas and opportunities for learning |
| **Self-Regulation** – Sets own individual goals and monitors progress towards achieving them |

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| **Department Expectations, Policies and Procedures** |
| STUDENT RESPONSIBILITIES**PUNCTUALITY** – When the bell rings, students are expected to be at their desks, with notebooks and materials out, ready to begin. **ATTENDANCE** – If students are absent, they are expected to bring a note explaining the absence and to complete missed work.**MATERIALS** – Students are required to bring the following items to each class: pen/pencil, lined paper, three ringed binder, textbook and any other items as requested by the teacher.**FOLLOW THE BEHAVIOUR EXPECTATIONS** – Please see the school handbook and code of conduct.LATE ASSIGNMENTS - Submitting course work on time is an important aspect of student learning and time management. As such, late assignments will be reported on as part of the learning skills on the report card and a variety of strategies will be used for dealing with late assignments: (parent / student conferences, counseling with student success and guidance, student contracts, as well as mark deductions.) Deadlines will be communicated to students in advance and it is the expectation that not meeting these deadlines will result in **mark deductions for late assignments, up to and including the full value of the assignment. (PR.614)**MISSED TESTS / PRESENTATIONS - If a student is absent on the day of a test, the student is expected to bring a note from a parent/guardian explaining the absence on the day of their return to school. A doctor’s note may be required. The missed test or presentation will be written on the first day of return to school or on a date agreed upon by the teacher.ACADEMIC DISHONESTY / PLAGIARISM: Plagiarism is copying, reproducing or paraphrasing more than 5 words of someone else’s published or unpublished material, and representing these as one’s own by not acknowledging the appropriate source or by failure to use the appropriate quotation marks. If a student is found guilty of plagiarism, one or more of the following penalties will apply: inform parents/guardians for students under the age of 18 years old, requirement for submission of a new piece of work, total loss of marks on the assignment. OTHER CLASSROOM ROUTINES AND PROCEDURES: Students are expected to follow the provincial, school, and classroom codes of conduct. Use of personal mobile devices is prohibited unless agreed upon by the teacher. Please keep room need and tidy ☺ If you need extra help, your teacher is available during lunch and after school. Please make an appointment. **Electronic Communication:** Email: gillian.clarke@tdsb.on.caRemind101 - Block E: message:@chc2d1bl Block H: message: @chc2d101d to 289-216-0027Class D2L page: <https://tdsb.elearningontario.ca> (AW – Resources – Brightspace) |