***Oakwood Collegiate Institute***

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

*Website:* [*http://schools.tdsb.on.ca/oakwoodci/*](http://schools.tdsb.on.ca/oakwoodci/)

***Course Outline: Canadian History Since World War I***

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| ***Academic Year 2019-2020*** | | ***Teacher Name:*** | |
| ***Department: Canadian & World Studies*** | | ***ACL: G. Clarke*** | |
| **Course Title** | Canadian History Since WWI | **Course Code** | CHC2P |
| **Prerequisite** | None | **Grade** | 10 |
| **Level** | Applied | **Credit Value** | 1 |

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| **Course Description** |
| **Ontario Ministry of Education Document:** |
| This course focuses on the social context of historical developments and events and how they have affected the lives of people in Canada, including First Nations, Métis, and Inuit individuals and communities, since 1914. Students will explore interactions between various communities in Canada as well as contributions of individuals and groups to heritage and identities in Canada. Students will develop an understanding of some key political developments and government policies that have had an 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 the continuing relevance of historical developments and how they have helped shape communities in present-day Canada. |
| **Textbook and Other Resources:** |
| Canadian History: A Sense of Time, (Newman), ($71.00); History Uncovered, (Armstrong), $63.95; TDSB profile; and other resource materials. |

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| **Course Overview: Instructional Strands/Units** | | | |
| ***Unit Titles*** | ***Approximate***  ***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 | TBA |
| Strand C: Canada, 1929 – 1945 | 9 weeks | The Great Depression and WWII | TBA |
| Strand D: Canada, 1945 – 1982 | 8 weeks | Post WWII, Cold War and Social Change | TBA |
| Strand E: Canada, 1982 to the Present | 8 weeks | Economic Hardship, Political Instability | TBA |
| Culminating Activity | 6 weeks | Culminating project |  |

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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), 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 | 25% (of 70%) | Culminating Project | 30% |
| Thinking | 25% (of 70%) |  |  |
| Communication | 25% (of 70%) |  |  |
| Application | 25% (of 70%) |  |  |
| *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 | No Interview | No Interview |

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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. Students, who are more than 20 minutes late for class, will be marked absent.  **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 OR MISSED 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 and ultimate deadlines will be communicated to students in advance and it is the expectation that not meeting these deadlines can 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 or presentation, the student is expected to bring a note from a parent/guardian explaining the absence on the day of their return to school. An additional doctor’s note may also be required. NOTE: The missed test or presentation will be written or presented on the first day the student returns to school.  ACADEMIC DISHONESTY / PLAGIARISM: Cheating, plagiarism, copying the work of others, taking credit for the intellectual property of another individual, failure to appropriately reference, cite or paraphrase a source or any other form of academic dishonesty is not tolerated. Any such behaviour will result in the mark of zero, a phone call home, and a referral to the Vice-Principal’s office. This behaviour may also lead to the failure and repeating of the course.  OTHER CLASSROOM ROUTINES AND PROCEDURES: Please be reminded of the restricted use of personal electronic equipment at O.C.I and make yourself aware of your own teacher’s rules regarding food and drink in his/her classroom (to be announced at the beginning of the school year). In addition, students are reminded that student responsibilities such as punctuality, attendance and bringing your own classroom materials to class are strictly enforced in this course**.** |