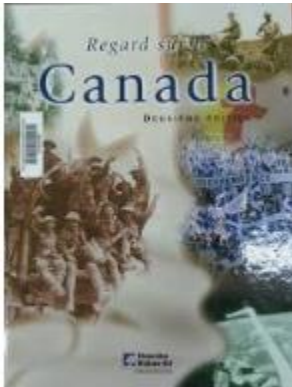




Course Code: CHC 2DI/CHC 2DE (credit value 1.0)

Course Name: Canada Since World War I (français: immersion et intensif)

Grade 10

<p>Literature/Resources</p>  <div data-bbox="427 541 797 642" style="border: 1px solid black; padding: 5px;"> <p>Regard sur le Canada, 2^{ième} Édition</p> </div> <p>Students in the French Immersion or French Extended Program should have their own French/English dictionary, <u>Bescherelle</u>, and French Language dictionary.</p> <div data-bbox="107 970 386 1045" style="border: 1px solid black; padding: 5px;"> <p>Prerequisite: None</p> </div>	<p>Course Description:</p> <p>This course explores the social, economic, and political developments and events and their impact on the lives of different groups 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 Canadian identity, citizenship, and heritage. 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.</p>
<p>Overall Course Expectations</p> <ul style="list-style-type: none"> • use the historical inquiry process and the concepts of historical thinking when investigating aspects of Canadian history since 1914 • apply in everyday contexts skills developed through historical investigation, and identify some careers in which these skills might be useful • describe some key social, economic, and political events trends, and developments between 1914 and the present, and assess their significance for different groups in Canada • analyse some key interactions within and between different communities in Canada and the international community from 1914 to present, how they affected Canadian society and politics, and the changes that resulted from them • explain how various individuals, organizations, and specific social changes between 1914 and the present contributed to the development of identity, citizenship, and heritage in Canada 	
<p>Learning Resources: Growing Success Document Canadian History Curriculum</p>	<p>Assessment – For, As & Of Learning: See page 31 of Growing Success for a more detailed description of Assessment</p>



Units of Study

- Partie 1: le Canada pendant la Première Guerre mondiale
- Partie 2 : Du boom au krach : Le Canada durant les années 1920 et 1930
- Partie 3 : La démocratie menacée : le Canada et la Deuxième Guerre mondiale
- Partie 4 : Un pays prend son essor : le Canada de 1945 à 1968
- Partie 5 : Le Canada contemporain : de 1968 à aujourd’hui

Assessments:

The following table provides a summary description of achievement levels and the corresponding percentage grade:

Categories:

Knowledge and Understanding; Thinking; Communication; Application

Percentage	Achievement	Summary Description
80%-100%	Level 4	A very high to outstanding level of achievement. Achievement is above the provincial standard.
70-79%	Level 3	A high level of achievement. Achievement is at the provincial standard.
60 -69%	Level 2	A moderate level of achievement. Achievement is below but approaching the provincial standard.
50-59%	Level 1	A passable level of achievement. Achievement is below the provincial standard.

Below 50%: Insufficient achievement of curriculum

A student’s demonstration of learning skills will be reported separately from the achievement of curriculum expectations using a four-point score:

Excellent: E

Good: G

Satisfactory: S

Needs improvement: N



Assessment and Evaluation Strategies:

In order to ensure that assessment and evaluation are valid and reliable, and lead to improvement of students learning, teachers of this course use a variety of the following strategies to assess student learning and to provide them with feedback:

- Teacher observation
- Oral presentations
- Debates
- Responses to written material
- Quizzes, tests, examinations
- Self-assessment, peer assessment
- Check lists, rubrics
- Questions and answers
- Dramatizations
- Simulations
- Daily classroom interaction

Summative assessments will include unit tests and oral and/or written projects for each unit as well as the culminating task and final examination.

Reporting of Student Achievement

70% of final grade will be based on assessments, assignments, and evaluation conducted throughout the course.

30% based on a culminating task (10%) and a final examination (20%)

Support for Higher learning:

When accommodations are made to address student-learning needs, or alternative or modified expectations are identified for a student, these accommodations, modifications or alternative expectations will be outlined in an Individual Education Plan (IEP) and will be communicated to parents.