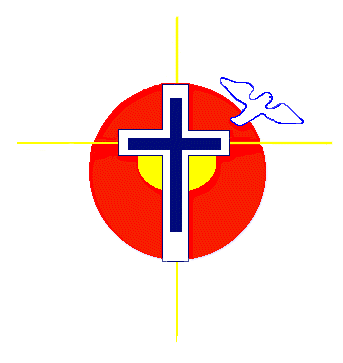
**[](http://www.cdsbeo.on.ca/)Catholic District School Board of Eastern Ontario**

**St. Thomas Aquinas Catholic High School**

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| **Discipline Name:** | History |
| **Course Name:** | Canadian History since WW1, Grade 10 Academic |
| **Course Code:** | CHC 2D |
| **Prerequisites:** | none |
| **Hours of Instruction:** | 110 hours |
| **Secondary School Policy:** | *The Ontario Curriculum Grades 9 and 10, Canadian and World Studies, 2013.* |
| **Credit Value:** | 1 Credit |
| **Text:** | Cranny, Michael & Garvin Moles. Thinking History: Canadian History Since 1914. Toronto: Pearson Canada, 2016. |
| **Course Teacher:** | Mr. L. LeTendre |
| **Required Materials:** | * ruler, eraser, pen, pencils, markers, etc. * binder with lined paper and dividers |

**Course Description**

This course explores Canadian participation in global events and traces our development as a nation through the changes in population, economy, and technology. Students analyse the elements that constitute Canadian identity, understand and interpret the stories of both individuals and communities, and study the evolution of political and social structures. Students examine differing interpretations of the past and come to understand the importance in historical studies of chronology and cause‑and‑effect relationships. They also learn to develop and support a thesis, conduct research and analysis, and effectively communicate the results of their inquiries.

**Catholic School Graduate Expectations**

One of the strongest themes found in the teachings of the Catholic Church concerns social justice. This theme refers to a number of issues raised in this course. The respect for human rights includes the respect for individual rights, Aboriginal rights, labour rights, feminist rights, and cultural group rights. The teachings of Christ concerning the need for community are reflected in Canadas constant struggle to define that community. This course presents students with historic issues faced by Canadians and interprets them in light of the gospel teachings. Students recognize that there are certain gospel values such as social justice values that transcend history and are still relevant for the future. Students recognize that the story of Canada is not simply dates, events, and personalities but also the struggle to incorporate values in the face of rapid changes and challenges.

**Course Expectations**

The Student will:

1. ***Historical Inquiry and Skill Development***

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| **A1.** | **Historical Inquiry:** use the historical inquiry process and the concepts of historical thinking when investigating aspects of Canadian history since 1914; |
| **A2.** | **Developing Transferable Skills:** apply in everyday contexts skills developed through historical investigation, and identify some careers in which these skills might be useful. |

1. **Canada, 1914-1929**

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| **B1.** | **Social, Economic, and Political Context:** describe some key social, economic, and political events, trends, and developments between 1914 and 1929, and assess their significance for different groups in Canada; |
| **B2.** | **Communities, Conflict, and Cooperation:** analyse some key interactions within and between different communities in Canada, and between Canada and the international community, from 1914 – 1929, and how they affected Canadian society and politics; |
| **B3.** | **Identity, Citizenship, and Heritage:** explain how various individuals, organizations, and specific social changes between 1914 and 1929 contributed to the development of identity, citizenship, and heritage in Canada. |

1. **Canada, 1929-1945**

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| **C1.** | **Social, Economic, and Political Context:** describe some key social, economic, and political events, trends, and developments between 1929 and 1945, and assess their impact on different groups in Canada; |
| **C2.** | **Communities, Conflict, and Cooperation:** analyse some key interactions within and between different communities in Canada, and between Canada and the international community, from 1929 – 1945, with a focus on key issues that affected these interactions and changes that resulted from them; |
| **C3.** | **Identity, Citizenship, and Heritage:** explain how various individuals, groups, and events, including some major international events, contributed to the development of identity, citizenship, and heritage in Canada between 1929 and 1945. |

1. **Canada, 1945-1982**

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| **D1.** | **Social, Economic, and Political Context:** describe some key social, economic, and political events, trends, and developments between 1945 and 1982, and assess their significance for different groups in Canada; |
| **D2.** | **Communities, Conflict, and Cooperation:** analyse some key experiences of and interactions between different communities in Canada, and between Canada and the international community, from 1945 – 1982 and the changes that resulted from them; |
| **D3.** | **Identity, Citizenship, and Heritage:** analyse how significant events, individuals, and groups, including Aboriginal peoples, Québécois, and immigrants, contributed to the development of identity, citizenship, and heritage in Canada between 1945 and 1982. |

1. **Canada, 1982 to the Present**

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| **E1.** | **Social, Economic, and Political Context:** describe some key social, economic, and political events, trends, and developments in Canada from 1982 to the present, and assess their significance for different groups in Canada; |
| **E2.** | **Communities, Conflict, and Cooperation:** analyse some significant interactions within and between various communities in Canada, and between Canada and the international community, from 1982 to the present, and how key issues and developments have affected these interactions; |
| **E3.** | **Identity, Citizenship, and Heritage:** analyse how various significant individuals, groups, organizations, and events, both national and international, have contributed to the development of identity, citizenship, and heritage in Canada from 1982 to the present. |

**Units of Study**

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| **UNIT 1** | **CANADA, 1914 – 1929** |
|  | Chapter 1 – A Different Nation: Canada Enters the 20th Century |
|  | Chapter 2 – Trial by Fire: Canada Enters World War One |
|  | Chapter 3 – Canada and the Post-War Years: The Roaring Twenties |
| **UNIT 2** | **CANADA, 1929 – 1945** |
|  | Chapter 4 – Decade of Despair: Canada in the Great Depression |
|  | Chapter 5 – World on Fire: Canada and World War Two |
| **UNIT 3** | **CANADA, 1945 – 1982** |
|  | Chapter 6 – Refining Identity: Canada in the Post-War Years |
|  | Chapter 7 – Social Upheaval: Canada from 1960 to 1982 |
| **UNIT 4** | **CANADA, 1982 TO THE PRESENT** |
|  | Chapter 8 – A New Direction: Redefining Our Values at Home and Abroad |
|  | Chapter 9 – Facing the Future: Canada and the Post-9/11 World |

The order and content of the units may be changed at any time at teacher’s discretion. Students will be given prior notice of changes within a reasonable time.

**Evaluation of Student Achievement**

Each student will be given a variety of opportunities to demonstrate the extent to which she/he has met the expectations of this course. The final grade will be a percentage, which represents the student’s overall achievement of curriculum expectations based on his/her most consistent level of achievement.

70% Summative assessments throughout the semester

30% Final assessment including examination

Each student must complete all final assessments in order to receive the credit. One of the goals of any course is the development of work and study skills needed to succeed in the workforce and life. These skills will be monitored throughout the semester and will be recorded on the report card as follows:

E= Excellent, G= Good, S= Satisfactory, N= Needs Improvement

These apply to the following categories:

Independent Work, Responsibility, Organization, Collaboration, Initiative, Self-Regulation

**Student Responsibility**

Each student is expected to …

* arrive on time and be prepared with all required materials
* pay attention and stay on task
* complete all assignments
* respect teacher and colleagues
* follow directions
* respect school and classroom policy (e.g., uniforms, behaviour requirements)

**Attendance**

Regular attendance is an integral part of learning and evaluation. Students are responsible for all of the material studied in this class. In addition, attendance is part of the evaluation process. When assignments are collected or checked on a day when a student is absent, the due date and mark for that work will be at the discretion of the teacher. The student is required to accompany the late summative assignment with a note from the parent/guardian explaining the absence. If the student is absent for pre-planned group work, his/her mark that day may be zero.

**Assignments / Tests**

Students will be given advance notice of major tests, however, minor quizzes may be given at any time. Students are expected to keep up to date on work. Students who fail to hand in a summative assignment on a due date will receive a reduction of marks on a daily basis for up to three consecutive days. Upon the fourth day, a mark of zero will be recorded. Formative assignments are ongoing throughout a unit and will be collected for feedback until the end of the unit.

**Notebook Policy**

It is the student’s responsibility to complete all homework and to correct them as we discuss them in class. These will form study notes. Notebooks should contain some kind of organizational structure including titles/headings, dates, and no additional graphics.

*The Course Website*

A website for this course has been created to assist you in your learning. You can access the website via the St. Thomas Aquinas CHS main webpage at [**www.sta-russell.com**](http://www.sta-russell.com), then follow the “*Class Webpages*” link and select the desired teacher/course webpage. Links to general arts websites and specific web pages will be posted on the course web site. Links to general history websites and specific web pages will be posted on the course web site. I strongly encourage you to utilize the links posted on the website. The differentiated instructional approaches, interactive exercises and animations, helpful resources can be a powerful aid in clarifying difficult topics.

**Plagiarism**

Plagiarism is the taking of someone else’s ideas and presenting them as your own. The rules against this activity are strict and will be treated severely. Anyone caught plagiarizing will receive a mark of zero on the plagiarized assignment.

**Electronic Devices**

The use of electronic recording devices during class, other than those sanctioned by the course instructor, is strictly prohibited. In particular, video recording devices. School policy dictates that all cell phones, pagers, Blackberry’s are to be left in the student’s locker. Therefore, no such devices are permitted in the classroom. Possessing any such electronic devices in class may result in a temporary confiscation of the device.