Course Description:

This course focuses on the social context of historical developments and events and how they have affected the lives of people in Canada since 1914. Students will explore interactions between various communities in Canada as well as contributions of individuals and groups to Canadian heritage and identity. Students 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.

Course Overarching Learning Goals:

By the end of the course, students will:
Goal One: Students formulate questions, that reflect concepts of historical thinking, to guide investigations into issues, events, and/or developments in Canadian history since 1914.

Goal Two: Students select and organize relevant evidence and information on aspects of Canadian history since 1914 from a variety of primary and secondary sources, ensuring that their sources reflect multiple perspectives. Students assess the credibility of sources of information relevant to investigations.

Goal Three: Students use concepts of historical thinking to interpret and analyze evidence and information relevant to investigations of historical issues, events and/or developments in Canada since 1914

Goal Four: Students evaluate and synthesize their findings, using concepts of historical thinking, to formulate conclusions and/or make informed judgments or predictions about historical issues, events, and/or developments in Canada since 1914.

Goal Five: Students communicate their ideas, arguments and conclusions about historical issues, events and/or developments in Canada since 1914 using formats and styles (text forms) that suit the purpose and audience.

Course Weighting

Term	70%
Knowledge	17.5
Thinking	17.5
Communication	17.5
Application	17.5
Final Exam/ Summative	**30%**

Course Strands and Expectations

Strand 1: Historical Inquiry Skills and Skills Development
- ***Historical Inquiry***: Use the historical inquiry process and the concepts of historical thinking when investigating aspects of Canadian history since 1914
- ***Developing Transferable Skills***: Apply in everyday context skills developed through historical investigation, and identify some careers where these skills might be useful

Strand 2: Canada, 1914-1929
- ***Social, Economic, and Political Context***: describe some key social, economic, and political events, trends, and developments in Canada between 1914 and 1929, and assess how they affected the lives of people in Canada
- ***Communities, Conflict, and Cooperation:*** describe some key interactions between different communities in Canada, and between Canada and the international community, from 1914 to 1929, and explain their effects
- ***Identity, Citizenship, and Heritage:*** describe how some individuals, organizations, and domestic and international events contributed to the development of identity, citizenship, and/or heritage in Canada between 1914 and 1929

Strand 3: Canada, 1929-1945
- ***Social, Economic, and Political Context***: describe some key social, economic, and political events, trends, and developments in Canada between 1929 and 1945, and explain how they affected the lives of people in Canada
- ***Communities, Conflict, and Cooperation:*** describe some significant interactions between different communities in Canada, and between Canada and the international community, from 1929 to 1945, and explain what changes, if any, resulted from them
- ***Identity, Citizenship, and Heritage:*** describe how some individuals, organizations, symbols, and events, including some major international events, contributed to the development of identity, citizenship, and/or heritage in Canada between 1929 and 1945

Strand 4: Canada, 1945-1982
- ***Social, Economic, and Political Context***: describe some key social, economic, and political trends, events, and developments in Canada between 1945 and 1982, and explain how they affected the lives of people in Canada
- ***Communities, Conflict, and Cooperation***: describe some key developments that affected interactions between different communities in Canada, and between Canada and the international community, from 1945 to 1982, and assess their significance
- ***Identity, Citizenship, and Heritage:*** describe how some individuals, organizations, and social and political developments and/or events contributed to the development of identity, citizenship, and/or heritage in Canada between 1945 and 1982

Strand 5: Canada, 1982-present
- ***Social, Economic, and Political Context***: describe some key social, economic, and political events, trends, and developments in Canada from 1982 to the present, & assess their impact on the lives of different people in Canada
- ***Communities, Conflict, and Cooperation***: describe some significant issues and/or developments that have affected interactions between different communities in Canada, and between Canada and the United States, from 1982 to the present, and explain some changes
- ***Identity, Citizenship, and Heritage***: describe how some individuals, groups, and events, both national and international, have contributed to the development of identity, citizenship, and/or heritage in Canada from 1982 to the present

Assessment and Evaluation - Key Terms and Definitions
Assessment for Learning: The ongoing process of gathering and interpreting evidence about student learning for the purpose of determining where students are in their learning, where they need to go, and how best to get there(e.g. portfolios, observations, conversation, Non-graded quizzes, pre-tests, minute papers, exit tickets, written assignments, concept maps, interviews, progress monitoring, performance). The information gathered is used by teachers to provide feedback and adjust instruction and by students to focus their learning. Assessment for learning is a high-yield instructional strategy that takes place while the student is still learning and serves to promote learning.

Assessment as Learning: The process of developing and supporting student metacognition. Students are actively engaged in this assessment process: that is, they monitor their own learning (e.g. learning logs, Metacognitive questions and self-assessment using Graphic Organizers, Interviews, Conferences); use assessment feedback from teacher, self, and peers to determine next steps; and set individual learning goals (e.g. goal setting). Assessment as learning requires students to have a clear understanding of the learning goals and success criteria (e.g. co-constructing rubrics/check lists, self assessment, peer assessment).

Assessment of Learning: The process of collecting and interpreting evidence for the purpose of summarizing learning at a given point in time, to make judgements about the quality of student learning on the basis of established criteria, and to assign a value to represent that quality. (e.g. test, summative assignment) The information gathered may be used to communicate the student's achievement to parents, other teachers, students themselves, and others. It occurs at or near the end of a cycle of learning.

*(*Assessments are based on **TRIANGULATION OF EVIDENCE** - observations, conversations and products - produced and collected over time)

STUDENT ASSESSMENT, EVALUATION, AND REPORTING IN PEEL SECONDARY SCHOOLS
(Growing Success Policy 2010 and Peel Policy 14)

Achievement Chart Category			
Knowledge	**Thinking/Inquiry**	**Communication**	**Application**
-Knowledge of content (e.g., facts, terms, definitions) standing of content (e.g., concepts, ideas, theories, procedures, processes)	- Use of planning skills(e.g., focusing research, gathering information,) -Use of processing skill (e.g., analysing, generating, integrating, synthesizing) -Use of critical/creative thinking processes (e.g., inquiry process, problem-solving)	- Expression and organization of ideas and information (e.g., clear expression) - Communication for different audiences and purposes in oral, written, and visual forms -Use of conventions vocabulary, and terminology of the discipline in oral, written, and visual forms	- Application of knowledge and skills (e.g., concepts, procedures, processes, and/or technologies) in familiar contexts -Transfer of knowledge and skills (e.g., concepts, procedures, methodologies, technologies) to new contexts -Making connections within and between various contexts

Triangulation of Evidence		
OBSERVATIONS	**CONVERSATIONS**	**PRODUCTS**
• Checklists • Problem solving group work • Presentations • Reading skills • Skills of written expression • Listening and speaking skills • Records of practice (e.g. anecdotal notes, photos etc.)	• Peer feedback • Group work records • Student-teacher conferences • Math journals • Student conferences • Self-assessments • Records of practice (e.g. anecdotal notes, drawings, photos etc.)	• Reader response journal • List of books read • Test scores • Writing portfolio • Records of practice (e.g. photos, video recording etc.)

Success Criteria for completing this course:

Student Responsibilities:
Students responsibilities are a cornerstone of academic success and include: attendance, punctuality, timely completion of homework and assignments, and academic integrity. Students are responsible for: self-advocacy; completion and submission of their own work; submission of required assignments on the assigned due date; striving for excellence; and completion of course requirements.

Learning Skills:
It is an expectation that each student is assessed not only on their academic achievement but also on their Learning Skills. These skills include: *Responsibility, Organization, Independent Work, Collaboration, Initiative, and Self Regulation.* Learning skills will not be factored into the grade for this course but will appear on the report card. It is important to remember that the development and consistent practice of these skills will influence academic achievement.

Late and Missed Assignments
Please see the Policy on Absence of Evidence of Student Achievement as outlined in the schools solution manual

Plagiarism and Cheating
Please see the Policy on Plagiarism and Cheating in the schools solution manual

Homework, Assignments and Effective Communication
To earn a credit students have a responsibility to submit sufficient evidence of understanding within established deadlines. It is in the student's best interest to submit evidence of learning at every opportunity that is provided, so that his/her grade accurately reflects what was learned. In the event that a student produces insufficient evidence in the key understandings for the course, the entire credit is at stake.

Movie Viewing Permission
We plan to show PG / PG-13 / PG-14 rated movies in full or as excerpts to enhance our class curriculum. Our school requires parental permission for your son/daughter to view movies that are used in our curriculum, or selected by our teachers, which are rated PG, PG-13, and PG-14. We believe showing your son/daughter certain movies enable them to benefit from another medium as a resource in their study of Canadian history. Movies, along with our hands-on activities such as reading, in-class discussion, and research projects, give students a well-rounded opportunity to discover Canada and the world. Movies go beyond dry facts and help bring events "alive". Be assured that we will use proper discretion when showing these movies. **Please check "Yes" or "No" below:**

_____ **Yes**, I approve my child's viewing of curriculum and school appropriate movies rated PG / PG-13 / PG-14.

_____ **No**, I do not approve my child's viewing of curriculum and school appropriate movies. I understand alternate learning experiences will be provided for my child while the movie is being watched.

Student Signature: _____   **Parent Signature:** _____