



PORT CREDIT S.S. COURSE OVERVIEW



Canadian History Since World War One - Academic

DEPARTMENT: Social Science

COURSE CODE: CHC2DO

TEXTBOOK: Colyer, C et al.. (2010) *Creating Canada* Toronto: McGraw-Hill Ryerson Limited

TEXTBOOK REPLACEMENT COST: \$100

PREREQUISITE: none

COURSE DESCRIPTION

This course explores 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.

OVERALL EXPECTATIONS

By the end of the course, students will:

- ✓ 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 1929, and assess their significance for different groups in Canada
- ✓ analyse some key interactions within and between different communities in Canada, and between Canada and the international community, from 1914 to 1929, and how they affected Canadian society and politics
- ✓ explain how various individuals, organizations, and specific social changes between 1914 and 1929 contributed to the development of identity, citizenship, and heritage in Canada
- ✓ describe some key social, economic, and political events, trends, and developments between 1929 and 1945, and assess their impact on different groups in Canada
- ✓ analyse some key interactions within and between communities in Canada, and between Canada and the international community, from 1929 to 1945, with a focus on key issues that affected these interactions and changes that resulted from them
- ✓ 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
- ✓ describe some key social, economic, and political events, trends, and developments in Canada between 1945 and 1982, and assess their significance for different groups in Canada
- ✓ analyse some key experiences of and interactions between different communities in Canada, as well as interactions between Canada and the international community, from 1945 to 1982 and the changes that resulted from them
- ✓ 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
- ✓ 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
- ✓ 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
- ✓ 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

PLAGIARISM & ACADEMIC DISHONESTY

Students are encouraged to research and use other people's ideas to help prove their hypothesis and argument. However, it is a crime to take these ideas and use them as their own. Students who do the following will be considered to have completed an act of academic dishonesty and/or plagiarism.

- ✓ Directly copy another person's work and claim it as their own
- ✓ Use less than the recommended number of footnotes or references per page
- ✓ Use a thesaurus to simply change some of the key words in a sentence without referencing
- ✓ Paraphrase without properly referencing
- ✓ Reference a work but do not paraphrase sufficiently
- ✓ Do not include a bibliography



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EVALUATION

Assessment and evaluation in this course will be based on provincial curriculum expectations. Evaluation throughout the course and the final evaluation will incorporate four broad categories.

A final grade will be calculated: Term Work = 70%; Final Evaluation = 30%

Knowledge & Understanding	Thinking	Communication	Application	Final Summative Evaluation	
TERM			WORK	= 70%	30%
Knowledge of facts & terms Understanding of concepts & relationships between concepts	Critical & creative thinking Inquiry skills (generating ideas, formulating questions, planning, selecting strategies & resources)	Communication of ideas & information through writing, visual & oral presentations	Application of concepts, skills & procedures in familiar contexts Transfer of concepts, skills & procedures to new contexts	May take the form of an examination, a final project, a presentation, a formal essay, or a combination of these tasks	

The exact weighting of these categories will vary depending on the subject, unit and type of evaluation. Students will also receive descriptive feedback as part of the assessments that will not form part of the student's final marks.

LEARNING SKILLS

The following learning skills will be taught and assessed throughout the course and rated on the report card:

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

These skills will not be included in the final numeric mark unless they are part of the provincial curriculum expectations for the course. However, it is important to remember that the development of these skills is critical to academic achievement and does have a direct bearing on the final mark.

AUDIO-VISUAL CURRICULUM DELIVERY

- ✓ Any Social Science curriculum has multi-media instruction as part of the delivery process.
- ✓ Peel District School Board Policy requires parental permission for any media rated 14A-18A by the Ontario Film Board, regardless of the age of the student. It is illegal to show R rated material in the classroom, regardless of parental consent or the age of the student.
- ✓ By signing this course outline, parents acknowledge that material up to and including 18A may be shown in the classroom. If you have any specific concerns, contact the individual teacher.

ACKNOWLEDGEMENT

I acknowledge that I have read & understood the expectations described in this course outline:

Student name (printed): _____

Parent/guardian signature: _____