

COURSE INFORMATION SHEET

DATE: January 1, 2007

SECONDARY SCHOOL: BREBEUF C.H.S., TCDSB

DEPARTMENT HEAD: B. Margou

TEACHER: N. Segou B. Margou, T. Santo, M. Loconte, M. Dacosta, D. DiMauro

DEPARTMENT: Canadian and World Studies



Curriculum Policy Document:		Canadian and World Studies, 1999	
Course Title:	Canadian History Since WWI	Course Code	CHC2P1
Pre-requisite:	No Prerequisite	Grade & Type	10 Applied
Full Year / Semester:	Semester	Credit Value	1
COURSE DESCRIPTION (AS SPECIFIED IN MINISTRY OF EDUCATION POLICY DOCUMENT)			
<p>This course traces Canadian history from Wilfrid Laurier’s pronouncement that the twentieth century belongs to Canada to the United Nations’ recognition of Canada as one of the best countries in which to live. Students will learn about various expressions of Canadian identity, the stories of individuals and communities, and changes in political and social structures. Students will discover the importance in historical studies of chronology and cause-and-effect relationships. As well, they will be given opportunities to formulate appropriate questions, develop informed opinions, and present information in a variety of ways.</p> <p><u>How This Course Supports The Ontario Catholic School Graduate Expectations</u></p> <p>One of the strongest themes found in the teachings of the Catholic Church concerns social justice. This theme relates to a number of issues raised in this course. The respect for human rights includes the respect for individual rights, aboriginal rights, labour rights, women’s rights and cultural group rights. The teachings of Christ concerning the need for community are reflected in Canada’s constant struggle to define that community. This course will present students with historic events faced by Canadians and interpret them in the light of the gospel teachings such as social justice and toleration. Students will recognize that there are certain values that transcend history and are still relevant for the future. Students will recognize that the story of Canada is not simply one of dates, events and personalities but also the struggle to incorporate values in the face of rapid changes and challenges in the nation. That struggle reminds students of their call to individual responsibility.</p>			
Strand / Unit Titles	Hours	Overall Expectations / Unit Description	
Unit 1 1914-1928 - Forming an Identity in a New Century Unit 2 1929-1945 - Values Tested-Crash, Depression and War Unit 3 1946-1963 - The Pursuit of Prosperity, Security and Unity Unit 4 1963-1984 - The Challenge for Justice in Canada Unit 5 1984-1999 - Canada Redefined Unit 6 What Do We Take With Us?	20 Hours 20 Hours 18 Hours 18 Hours 18 Hours 16 Hours	By the end of the course, students will: <ul style="list-style-type: none"> ➤ demonstrate an understanding of the elements of Canadian identity ➤ explain ways in which outside forces and events have influenced Canada’s policies ➤ describe the development of French – English relations in Canada during the twentieth century ➤ demonstrate a knowledge of Canada’s participation in war, peace, and security ➤ demonstrate an understanding of the changing demographic and social patterns within Canada since 1900 ➤ describe the impact of technological developments on Canadians ➤ explain how and why Canada’s international status and foreign policy have changed ➤ demonstrate a knowledge of the contributions of various social and political movements to Canadian History In the 20th C. ➤ demonstrate an understanding of how individual Canadians have contributed to the development of Canada and to an emerging sense of Canadian identity ➤ demonstrate a knowledge of how and why changing economic conditions and patterns have affected Canadians ➤ demonstrate an understanding of the changing role of Canadian governments from World War 1 to the present, including the evolution of Canada’s social support programs 	

STUDENT EVALUATION CRITERIA						
TERM – 70%			FINAL – 30%		FINAL REPORT CARD GRADE CALCULATION – 100%	
10 ≤ RELATIVE EMPHASIS / WEIGHTING ≤ 40			RELATIVE EMPHASIS / WEIGHTING		TERM TOTAL + FINAL TOTAL = REPORT CARD MARK	
KNOWLEDGE/UNDERSTANDING	17	Written exam	20			
INQUIRY/THINKING	15	Final Assign.	10			
COMMUNICATION	15					
APPLICATION	23					
TERM TOTAL	70	FINAL TOTAL	30			
ASSESSMENT FORMAT USED						
WRITTEN		PERFORMANCE		OTHER		
Papers/Reports		Presentations		Teacher Observation		
Tests, quizzes		Projects		Poetry Analysis		
Diagramming		Simulation/role playing activities		Case Studies		
Graphic organizers		Debates		Computer-assisted learning		
Argumentative paragraph		Demonstrations		Cooperative Learning		
Response journals		Use of Powerpoint/Projector		Lectures		
Political cartoon analysis		Poster Making		Artifact analysis		
Editorial analysis		Surveys		Timeline		
Document analysis		Documentation of Sources		Researching the Internet		
Diary		Collage		Short Story Analysis		
Scenario Writing		Video/Audio documentary		Memory box assembly/time capsule		
RESOURCES (EXAMPLES PROVIDED)						
TEXTBOOK	Canadian History: 1900-2000, Hundey, et.al., Irwin, 2000 \$50					
STUDENT MATERIALS	binder, calculator, ruler, pens, paper, internet very helpful					
EXCURSIONS	t.b.a.					
COMPUTER USE	Connection to the internet at home very useful but not mandatory					
COURSE RELATED WEBSITES	http://eclass.tcdsb.org/					

DEPARTMENT POLICIES, PROCEDURES AND STUDENT EXPECTATIONS

WRITTEN WORK

- Teachers in this subject area are required under most circumstances to give at least a ONE week due date notice for all evaluations or assignments. Unit culminating assignments require at least a TWO week notice. Thus, the final due date will have passed 7 days (i.e. or 14 days for major assignments) for the student at the start of the class period to receive a “no mark” **unless** prior to the due date alternate arrangements are made with the teacher (e.g. for family emergencies, extended school trips, special educational considerations, etc.,). The teacher will also accept a late assignment handed in along with a written explanation as to why the assignment was late and use his/her professional judgment as to whether the assignment will be evaluated. The teacher will take into consideration legitimate extenuating circumstances for the assignment not having been submitted electronically or by other means by the student on time. The teacher will also provide an alternative assignment in cases where the assignment was already handed back to the class and where the student explanation was deemed appropriate by the teacher. The teacher will also provide a **no** mark for skill related assignments (e.g., paragraph structure, bias, graphing, etc) and will provide a new due date to make up the skill related work. The onus is on the student to approach the teacher for any alternative opportunity. All “no marks” will be translated into zeros at the official reporting period if expectations are not met in alternate ways. The teacher during the official reporting period will also consider the student’s most consistent level of achievement within the 4 evaluative categories and will use professional judgment to adjust.

PLAGIARISM:

- Students shall be reminded that the use of an author's ideas in a student paper without giving proper credit to the author constitutes plagiarism. Likewise the use of an author's words without providing proper citation is plagiarism. All information and ideas taken from a source must be noted! One must use a footnote or endnote to give proper credit to the author. Also, works (i.e. including images) taken from the internet must adhere to copyright laws. Finally, a bibliography is a requirement for all major research papers.
- Students submitting other students' work in full or partially will be deemed as plagiarism and both the copier and provider (i.e. if provider has prior knowledge or through negligence) will receive a mark of zero.
- Students must hand in original copies and are expected to produce upon request a second copy of all research information and rough copies and drafts within 24 hours of the request. Failure to meet the requested expectations will result in a zero mark given. *This also means that students are expected to have duplicate copies of all major assignments at hand to be submitted to the teacher if necessary.*

SEMINAR OR ORAL PRESENTATIONS

- Attendance for a seminar or oral presentation on the date assigned is an academic responsibility, both to a student's classmates and to the teacher. Firstly, cancellation of a seminar will create serious curriculum problems for the teacher. Only a certain amount of planned time is allotted for such seminars so that the core curriculum specified through the Ministry of Education is covered. Secondly, your classmates also plan their agenda in accordance with what is to be covered on a particular class day. Therefore, the consequences for missing a seminar are more severe compared to any other assignment.
- In the case of a medical or family emergency, the following procedures must be adhered to, otherwise a mark of zero will be assigned:
 1. Phone the school office by 8:00 a.m. and leave a brief message with the secretary **or** e-mail your teacher
 2. Upon return to school, provide the teacher with a medical certificate explaining your absence. For family emergency situations, please have your parent leave a message via an e-mail or directly on the teacher's voice mail box if this is indicated by the teacher to be the preferred method.
 3. Upon return to school, provide the teacher with proof that the presentation is complete.

*Please note that the above three expectations may be waived by the teacher if the absent student has switched dates with a classmate. Written proof of such is highly recommended along with teacher approval.

GROUP WORK EXPECTATIONS

Successful group work depends upon the individual effort and participation of each of the members of the group. It is therefore the student's responsibility to be present and actively involved in group discussions and presentations. To ensure that a student and the group are not penalized because of an absence, it is essential that:

- the group chairperson have at least rough copies of all the members' work
- the group be prepared to present even in the absence of one or more members
- it is the student's responsibility to call or e-mail each member of the group and the teacher prior to the presentation in the event of a crisis that prevents his participation.

ABSENCES FROM CLASS

Please note that it is the responsibility of the student to find out what work has been missed in his absence. Whenever possible, see the teacher to receive class assignments prior to an absence if it is known ahead of time (e.g. sporting events). If that is not possible, use the e-mail system. (your own teacher or margouv@tcdsb.org --Dept. Head)

In case an assignment was due on the day of an absence (with the exception of homework—show the teacher first day back), the student is responsible to either e-mail the assignment or deliver it to the teacher by some other means on the due date. Failure to deliver the assignment on the due date would result in an assigned mark of zero. Tests and quizzes must be written first day back accompanied by a parental note and in consultation with the teacher's preference of time (i.e., usually before school begins).

HOMEWORK	-all homework lessons for most courses are given at the start of the semester— they may also be found on e-class.
TEACHER CONTACTS	<u>your own teacher or margouv@tcdsb.org --Dept. Head</u>
EXTRA HELP	-please make arrangements with the teacher outside of class time -e-class website -- http://eclass.tcdsb.org/
REPORTING DATES	Early "Warning" letter within first month approx., print out of class mark whenever requested by student or parent, mid-term report card & final report card.

Learning Skills Criteria

In each reporting period, the quality of the learning skills demonstrated by the student in each of the FOLLOWING categories WILL BE identified on the report card using the following letter symbols.

E–EXCELLENT G–GOOD S–SATISFACTORY N–NEEDS IMPROVEMENT

SKILL: WORKS INDEPENDENTLY

INDICATORS:

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|---|---|
| <ul style="list-style-type: none"> • accomplishes tasks independently • accepts responsibility for completing tasks • follows instructions • regularly completes assignments on time and with care • demonstrates self-direction in learning • independently selects, evaluates, and uses appropriate learning materials, resources, and activities | <ul style="list-style-type: none"> • demonstrates persistence in bringing tasks to completion • uses time effectively • uses prior knowledge and experience to solve problems and make decisions • reflects on learning experiences |
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SKILL: ORGANIZATION

INDICATORS:

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|--|---|
| <ul style="list-style-type: none"> • organizes work when faced with a number of tasks • devises and follows a coherent plan to complete a task • follows specific steps to reach goals or to make improvements • revises steps and strategies when necessary to achieve a goal | <ul style="list-style-type: none"> • manages and uses time effectively and creatively • demonstrates ability to organize and manage information • follows an effective process for inquiry and research • uses appropriate information technologies to organize information and tasks |
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SKILL: INITIATIVE

INDICATORS:

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|---|---|
| <ul style="list-style-type: none"> • seeks out new opportunities for learning • responds to challenges and takes risks • demonstrates interest and curiosity about concepts, objects, events, and resources • seeks necessary and additional information in print, electronic, and media resources • identifies problems to solve, conducts investigations, and generates questions for further inquiry • requires little prompting to complete a task, displaying self-motivation and self-direction | <ul style="list-style-type: none"> • approaches new learning situations with confidence and a positive attitude • develops original ideas and devises innovative procedures • attempts a variety of learning activities • seeks assistance when needed • uses information technologies in creative ways to improve learning for self or others |
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SKILL: TEAMWORK

INDICATORS:

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| <ul style="list-style-type: none"> • works willingly and cooperatively with others • shares resources, materials, and equipment with others • responds and is sensitive to the needs and welfare of others • solves problems collaboratively • accepts various roles, including leadership roles • takes responsibility for his or her own share of the work to be done • works to help achieve the goals of the group or the class • helps to motivate others, encouraging them to participate • contributes information and ideas to solve problems and make decisions | <ul style="list-style-type: none"> • questions the ideas of the group to seek clarification, test thinking, or reach agreement • shows respect for the ideas and opinions of others in the group or class • listens attentively, without interrupting • in discussions, paraphrases points of view and asks questions to clarify meaning and promote understanding • recognizes the contribution of group members by means of encouragement, support, or praise • seeks consensus and negotiates agreement before making decisions |
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SKILL: WORK HABITS/HOMEWORK

INDICATORS:

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|---|---|
| <ul style="list-style-type: none"> • completes homework on time and with care • puts forth consistent effort • follows directions • shows attention to detail • uses materials and equipment effectively | <ul style="list-style-type: none"> • begins work promptly and uses time effectively • perseveres with complex projects that require sustained effort • applies effective study practices |
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