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| *euclid:Users:Home:Desktop:crest.jpg* | **Grand River Collegiate Institute**COURSE OUTLINE*For students and their families.* |

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| **Course Name: Canadian History Since World War I,** **Grade 10, Academic** *Curriculum Document* [*http://www.edu.gov.on.ca/eng/curriculum/secondary/*](http://www.edu.gov.on.ca/eng/curriculum/secondary/)**Course Code: CHC 2DI** | **Prerequisite:** None |
| **Textbook:** Colyer, Jill and others. *Creating Canada: A History - 1914 to the Present*. Toronto:  McGraw-Hill Ryerson, 2014. |
| **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.**Essential Learnings/Expectatons/Skills:** **KNOW:** **Based on the time period 1914-2000s, the students will:*** Describe some key social, economic, and political events, trends, and developments, 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, and how they affected Canadian society and politics,
* Explain how significant individuals, groups, organizations, events, and social changes contributed to the development of identity, citizenship, and heritage in Canada.

**DO:*** Use the historical inquiry process to investigate topics in Canadian history,
* Use concepts of historical thinking (historical significance, cause and consequence, continuity and change, and historical perspective) to investigate key individuals, issues, and events in Canadian history since 1914.

**EVALUATION:****Term Work: 70 %****Summative Evaluation: 30%*****Refer to the GRCI Web Site***[*www.grc.wrdsb.ca*](http://www.grc.wrdsb.ca) *for Assessment, Evaluation and Reporting Policies as well as Academic Honesty and Late Policies.* |
| UNITS/STRANDSUnit 1: Canada, 1914-1929Unit 2: Canada, 1929-1945Unit 3: Canada, 1945-1982Unit 4: Canada, 1982 to the PresentProcedures:**Late and Missing Assignments:** It is important for students to develop good personal management skills (such as time management and planning). These skills will be reflected in the **learning skills** area of the report card. It is expected that students will complete and submit all essential tasks as they are the opportunity for you to demonstrate your learning to your teacher.**Attendance:** Attendance in classes is an important part of learning, and absences should be avoided. When a student is absent, a parent/guardian must call the school’s attendance line on the date of absence, or provide a note explaining the absence for the student to submit the following day. Students are responsible for what they missed during their absence.**Cheating and Plagiarism:** It is important for students to do their own best work. Most assignments for this class are done within the classroom, observed by the teacher, and this helps to minimize the chances of cheating and plagiarism. In the event that cheating or plagiarism occurs, the following consequences may be implemented, in consultation with administration, depending on the situation:1. The student may be required to redo all or part of the assignment or assessment.
2. The student may be required to complete an alternate assignment or assessment.
3. The student’s work may be treated as a missed assignment.

There may also be other consequences that are determined to be appropriate (e.g. detention, suspension, etc.) as per the school’s progressive discipline process. Parents/guardians will be informed about the infraction and the consequences. **Please refer to the school website:** [**http://grc.wrdsb.ca/about/policies**](http://grc.wrdsb.ca/about/policies) **for more details on these policies and other academic procedures.**  |
| SignaturesPlease sign below indicating you have read and understand the requirements for successful completion of this course.

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| Student |  | Parent/Guardian |

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