



St. Augustine CHS
Canadian and World Studies
Course Information Sheet



Course Title: Canadian History Since World War I	Course Code: CHC2DE	Prerequisite: None
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<p>COURSE DESCRIPTION</p> <p>This course explores the local, national, and global forces that have shaped Canada's national identity from World War I to the present. Students will investigate the challenges presented by economic, social, and technological changes and explore the contributions of individuals and groups to Canadian culture and society during this period. Students will use critical-thinking and communication skills to evaluate various interpretations of the issues and events of the period and to present their own points of view.</p>
<p>CONNECTION TO OUR CATHOLIC FAITH</p> <p>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 Canada's 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.</p>
<p>E-LEARNING HISTORY PROGRAM</p> <p>St. Augustine CHS's vision of technology is to integrate the use of information technologies in the classroom as a tool for the <i>enhancement, extension</i> and <i>application</i> of the curriculum. The e-Learning history program follows the same ministry curriculum guidelines as the Grade 10 Academic History course, and consequently the same evaluation breakdown. Where it differs is that it incorporates technology-based lessons, activities and resources that will provide students with new and varied learning opportunities. The e-Learning History program is designed to provide students with a platform for achieving a deeper understanding and appreciation of Canada's history through the use of information technologies.</p>

Strands	Overall Expectations/Unit Description
Communities: Local, National and Global	<ul style="list-style-type: none"> * explain how local, national, and global influences have helped shape Canadian identity; * analyse the impact of external forces and events on Canada and its policies since 1914; * analyse the development of French-English relations in Canada, with reference to key individuals, issues, and events; * assess Canada's participation in war and contributions to peacekeeping and security.
Change and Continuity	<ul style="list-style-type: none"> * analyse changing demographic patterns and their impact on Canadian society since 1914; * analyse the impact of scientific and technological developments on Canadians; * explain how and why Canada's international status and foreign policy have changed since 1914.
Citizenship and Heritage	<ul style="list-style-type: none"> * analyse the contributions of various social and political movements in Canada since 1914; * assess how individual Canadians have contributed to the development of Canada and the country's emerging sense of identity.
Social, Economic and Political Structures	<ul style="list-style-type: none"> * analyse how changing economic and social conditions have affected Canadians since 1914; * analyse the changing responses of the federal and provincial governments to social and economic pressures since 1914.
Methods of Historical Inquiry and Communication	<ul style="list-style-type: none"> * formulate questions on topics and issues in the history of Canada since 1914, and use appropriate methods of historical research to locate, gather, evaluate, and organize relevant information from a variety of sources; * interpret and analyse information gathered through research, employing concepts and approaches appropriate to historical inquiry; * communicate the results of historical inquiries, using appropriate terms and concepts and a variety of forms of communication.

Units and Approximate Timelines	
Unit Title	Time
Forging An Identity: 1914-1945	40 hours
Developing An Identity: 1945-1967	15 hours
Challenging The Canadian Identity: 1968-1992	15 hours
Challenge, Change, & Continuity: 1993-Present	15 hours
Culminating Performance Tasks	15 hours

Instructional strategies: modeled, shared and guided instruction, cooperative group learning, accountable talk, independent application and consolidation, experiential learning, inquiry-based learning, robust thinking (critical analysis and reflection).

Assessment and Evaluation Breakdown				
CATEGORIES 100%		TERM 70%	FINAL 30%	
Knowledge/Understanding	25 %			CPT
Thinking	25 %	10%		20%
Communication	25 %			
Application	25 %			

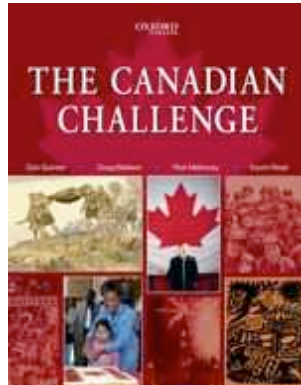
Assessment and Evaluation Strategies: classroom presentations, conferences, essays, response journals, demonstrations, interviews, learning logs, quizzes, tests, and exams, observations, performance tasks, portfolios, question and answers, self-assessment. **Assessment and Evaluation Tools:** Checklists, exemplars, rating scales, rubrics, metacognition reflections, self and peer assessment, and anecdotal notes.

Focus on Learning Skills:

Responsibility	Organization	Independent Work	Collaboration	Initiative	Self-Regulation
<ul style="list-style-type: none"> ▪ Fulfils responsibilities and commitments within the learning environment. ▪ Completes and submits class work, homework, and assignments according to agreed-upon timelines. ▪ Takes responsibility for and manages own behaviour. 	<ul style="list-style-type: none"> ▪ Devises and follows a plan and process for completing work and tasks. ▪ Establishes priorities and manages time to complete tasks and achieve goals. ▪ Identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks. 	<ul style="list-style-type: none"> ▪ Independently monitors, assesses, and revises plans to complete tasks and meet goals. ▪ Uses class time appropriately to complete tasks. ▪ Follows instructions with minimal supervision. 	<ul style="list-style-type: none"> ▪ Accepts various roles and an equitable share of work in a group ▪ Responds positively to the ideas, opinions, values, and traditions of others. ▪ Builds healthy peer-to-peer relationships through personal and media-assisted interactions. ▪ Works with others to resolve conflicts and build consensus to achieve group goals. ▪ Shares information, resources, and expertise, and promotes critical thinking to solve problems and make decisions. 	<ul style="list-style-type: none"> ▪ Looks for and acts on new ideas and opportunities for learning. ▪ Demonstrates the capacity for innovation and a willingness to take risks. ▪ Demonstrates curiosity and interest in learning. ▪ Approaches new tasks with a positive attitude. ▪ Recognizes and advocates appropriately for the rights of self and others 	<ul style="list-style-type: none"> ▪ Sets own individual goals and monitors progress towards achieving them. ▪ Seeks clarification or assistance when needed. ▪ Assesses and reflects critically on own strengths, needs, and interests. ▪ Identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals. ▪ Perseveres and makes an effort when responding to challenges.

N.B. Additional Information Found in Student's School Agenda/Board Policy:

Lates, Absences and Missed Assignments follow the [YCDSB Assessment & Evaluation Guidelines](#), in compliance with the Ministry of Education Policy on Assessment, Evaluation and Reporting.



Our Textbook: The Canadian Challenge

Replacement Cost: \$75.00

Student Signature

Parent/Guardian Signature



Teacher Contact Information:



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