

SOUTH CARLETON HIGH SCHOOL
Ottawa-Carleton District School Board
COURSE OUTLINE
CHC2DF

Histoire canadienne depuis la Première Guerre Mondiale

Credit Value: 1 credit

Hours: 110

Course Overview

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.

Units of Study	Hrs.	Performance Tasks	Overall Expectations
1. Canada, 1982 to the Present	27.5	1. Tests and Quizzes 2. Culminating Activities 3. Group Work	Throughout this course, students will <ul style="list-style-type: none"> • 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 contexts skills developed through historical investigation, and identify some careers in which these skills might be useful. • By the end of the course, students will: <ul style="list-style-type: none"> • Social, Economic, and Political Context: describe some key social, economic and political events, trends, and developments in Canada and assess their significance for different groups in Canada. • Communities, Conflict, and Cooperation: analyse some significant interactions within and between various communities in Canada and between Canada and the international community and the changes that resulted from them. • Identity, Citizenship, and Heritage: analyse how significant events, individuals, and groups contributed to the development of identity, citizenship and heritage in Canada.
2. Canada, 1914-1929	27.5	4. Research Displays 5. Oral Presentations 6. Argumentative Essays 7. Visual Expression	
3. Canada, 1929-1945	27.5	8. Web Quests 9. Propaganda Projects 10. Role Plays 11. Debates	
4. Canada, 1945-1982	27.5	12. Document Analysis 13. Field Trips 14. Reflective Writing Summative Performance Tasks I. Argumentative Research Essay II. Oral Presentation	

STUDENT RESPONSIBILITIES

1. Students are required to attend classes regularly, participate in activities, and submit work on time. Absence for any reason does not remove the responsibility of a student to complete missed work.
2. Students who commit *academic fraud* i.e. *plagiarize or cheat*, and those who miss performance tasks without a legitimate and substantiated excuse risk the successful and timely completion of their work. Tasks consisting of academic fraud will be considered incomplete, as they do not provide a reliable demonstration of student learning.*
3. All incomplete work will be factored into the final mark. When a student fails to demonstrate learning on a performance task, for any reason, remedial work may be assigned at the teacher's discretion. In these cases, a reasonable timeline must exist to facilitate the completion and subsequent evaluation of the task.
4. Students may, on occasion, negotiate with the teacher to have an assignment submitted late. All work accepted beyond the original due date, for any reason, will be professionally evaluated. Please note that written feedback and anecdotal remarks on late submissions may not be possible based on time constraints. Additionally, it may be judged necessary to reconsider the value of such work when determining a student's final grade.

***Academic Fraud** is defined as any act of dishonesty purposely or carelessly intended to enhance academic performance. **Plagiarism** is defined as the act of taking the written word or original work of another person, without giving due credit, whilst passing it off as one's own.

Evaluation

Term Report		Final Report	
Assessment/Evaluation tools include tests/quizzes, assignments, performance tasks and rich assessment tasks		Term	70%
		Summative task	15%
		Final Exam	15%
Term	70%		100%
Summative Period			
Canadian and World Studies summatives will come due within the school's Summative and Evaluation Period.			
This period occurs two weeks before exams in January and June.			
<i>Absence from evaluations during these dates must be substantiated with a medical certificate or equivalent documentation as approved by administration.</i>			

TEXTBOOK: Newman, Garfield, et al. Regard sur le Canada. Montreal: Chenelière/McGraw-Hill, 2001

LITERACY

Success in Canadian and World Studies courses depends in large part on strong literacy skills. Many of the activities and tasks students undertake in CHC2DF involve the use of written, oral, and visual communication skills in French. The study of this subject will thus encourage students to use French language with greater care and precision and will enhance their ability to communicate effectively.

ANTIDISCRIMINATION POLICY

The Canadian and World Studies curriculum is designed to help students acquire the “habits of mind” essential for citizens in a complex world. Students are expected to demonstrate an understanding of the rights privileges, and responsibilities of citizenship, as well as a willingness to show respect, tolerance, and understanding towards individuals, groups, and cultures in the global community. They are also expected to understand that protecting human rights and taking a stand against racism and other expressions of hatred and discrimination are basic requirements of responsible citizenship.

ACCOMODATION FOR EXCEPTIONAL STUDENTS

The Canadian and World Studies Department makes every effort to accommodate the identified needs of exceptional (IPRC'd) students and will differentiate curriculum delivery methods, student modes of expression, and assessment methods as recommended by the student's individual education plan (IEP).