



T.I.S.S.

Thousand Islands Secondary School



This is the basic information and includes the credit value and any prerequisites required,

Course Name: **Canadian History Since World War I**
Course Code: CHC2D
Teacher: C. Boston
Department: Social and Environmental Studies

Credit Value: 1.0
Prerequisite: None
Date: 3-Feb-2011
Program Leader: W. Suttner

Course Description: (Ministry Document: **Canadian and World Studies 2005**)

Canadian History Since World War I, Grade 10, Advanced Placement (CHC2D)

This course explores the local, national, and global changes and explore the contributions of individuals. Students will use critical-thinking and communication skills to analyze historical events of the period and to present their own points of view.

This description is directly from the Ministry document. The document is listed should you want to read more. They can be found at: <http://www.edu.gov.on.ca/eng/curriculum/secondary>

Resources:

Textbook: **Canada: A Nation Unfolding**
Additional Resources: none
Consumable Cost: none, which will be used

Replacement Cost: \$55

Any school-provided resources are listed here along with the cost of replacing any lost resources. Students are responsible for resources loaned to them from the school.

Extra Help:

The staff of TISS is committed to the success of all students. Students are strongly encouraged to seek extra help from the teacher both in and out of the classroom. I am available each and every day to assist students in need of support. I can be available at lunch or after school.

The staff at TISS are committed to our students and their success. Each teacher will detail here their availability for support.

Communication:

Please feel free to contact me at the school, 613-342-1100, if you have any questions or concerns. My voicemail extension is 335, and my email address is chris.boston@ucdsb.on.ca.

Regular communication is essential. Each teacher will indicate their preferred mode to establish regular communication with parents.



Assessment & Evaluation – Ministry of Education’s Fundamental

Principles: *The primary purpose of assessment and evaluation is to improve student learning.* To ensure that assessment, evaluation, and reporting are valid and reliable, and that they lead to the improvement of learning for all students, teachers use practices and procedures that:

- are fair, transparent, and equitable for all students;
- support all students, including those with special educational needs, those who are learning the language of instruction (English or French), and those who are First Nation, Métis, or Inuit;
- are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and needs of individual students;
- are communicated clearly to students and parents at appropriate points throughout the learning process;
- are ongoing, varied in form, and encourage students to demonstrate their learning in ways that are meaningful to them;
- provide ongoing descriptive feedback to students about their learning and achievement;
- develop students’ self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning.

These Seven Fundamental Principles come from the Ministry of Education document “Growing Success” and serve to guide teachers in their professional judgements to differentiate instruction, assess and evaluate students and in helping students understand how to improve. (Growing Success, pgs. 6-8)

Learning Skills: Teachers use their professional judgment to provide authentic and relevant opportunities to help students develop their learning skills and work habits.

Responsibility	<p>The student:</p> <ul style="list-style-type: none"> • Fulfils responsibilities and commitments within the learning environment. • Completes and submits assignments and projects on time. • Takes responsibility for learning.
Organization	<p>The student:</p> <ul style="list-style-type: none"> • Devises and follows a plan to complete tasks. • Establishes priorities and manages time. • Identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks.
Independent Work	<p>The student:</p> <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.
Collaboration	<p>The student:</p> <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.
Initiative	<p>The student:</p> <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.
Self-Regulation	<p>The student:</p> <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.

These are the non-academic skills that are essential to learning. These are assessed separately from the academic content of the courses. (Growing Success, pgs. 10-14)





Overall Course Expectations:

(See table "Summative Tasks" for corresponding evaluation tools)

OVERALL EXPECTATIONS		1	2	3	4	5	6	7	8	9	10	11	12	13	14
Communities, Local, National, & Global	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 & Continuity	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 & Heritage	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, & Political	analyse how changing economic and social conditions have affected Canadians since 1914;				*	*	*	*			*	*	*		
	analyse the changing federal and provincial roles to social and economic conditions since 1914.										*	*	*		
Methods of Historical Inquiry & Communication	formulate questions and issues in the history since 1914, and use appropriate methods of historical research to gather, evaluate, and communicate relevant information of sources;														
	interpret and analyse the information gathered through research, employing concepts and methods appropriate to historical inquiry;														
	communicate the results of their inquiries, using appropriate terms and concepts and a variety of forms of communication.														

The Overall Expectations come from the Curriculum document. These are the essential ideas that students must understand in order to acquire the credit for the course. This table shows how these ideas will be taught and evaluated multiple times and in a variety of different ways. The numbers across the top correspond to the assignments the teachers give the students to mark their achievement. They are listed below.

Teachers will ensure that student learning is assessed and evaluated in a balanced manner with respect to the four categories of knowledge and skills:
Knowledge and Understanding - Subject-specific content acquired in each grade/course(knowledge), and the comprehension of its meaning and significance(understanding)
Thinking & Inquiry - The use of critical and creative thinking skills and/or processes
Communication - The conveying of meaning through various forms
Application - The use of knowledge and skills to make connections within and between various contexts
 (Growing Success, p. 17)

Assessment & Evaluation Tools: The primary purpose of assessment and evaluation is to improve student learning. The assessments will cover the four areas of the achievement chart, namely
 1) **Knowledge & Understanding**, 2) **Thinking & Inquiry**, 3) **Communication**, 4) **Application**





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Summative Tasks come at the end of a lesson or unit. They document student performance and provide a basis for assigning grades. This is also known as the 'Evaluation' of student performance. This differs from 'Assessment' which is the feedback along the way in preparation for the 'evaluation.'

Summative Tasks(Numbers correspond to Course Expectations table ...)					
1.	Historical Inquiry Quiz – Wk 2	6.	Stock Market Crash Essay	11.	1960's Presentation
2.	Cause of WWI report – Wk 3	7.	1930's Museum Display assignment	12.	1970's Essay Outline
3.	World War I Test Wk 4	8.	Road to WWII Quiz	13.	1980's Test
4.	WWI Portfolio assignment – Photo Essay	9.	Battles of WWII Powerpoint	14.	Culminating Project: Research Essay
5.	1920's Boom to Bust Diary	10.	WWII Test		

The Ministry mandates that 70% of a final grade will be based on evaluation conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement. This comes from the tasks listed above.

30% of the final grade will be based on a final evaluation that comes towards the end of the course. This can come in the form or combination of: an exam, a performance, an essay, and/or another method of evaluation suitable to the course content. This will allow students to demonstrate comprehensive achievement of the overall expectations.

Teachers will identify how the final evaluation will be calculated and indicate when the culminating 30% activity will be scheduled so that parents can ensure that students are present.

Final Mark: Assessing, evaluating and reporting on the demonstration of learning skills and work habits is separate from the achievement of curriculum expectations. This should not be considered in the determination of a student's grade.

The final grade will be determined as follows:

- Term work: **70%**
- Culminating Activities: **30%**
 - Culminating Activities in this course include:
 - **Research Essay: Due by last day of classes = 15%**
 - **Final Exam: In the Exam Schedule = 15%**

