

Course of Study: CHC 2D4/5

School:	Humberside CI, Toronto District School Board
Department:	Immersion and Extended French
Development date:	2023
Course code:	CHC 2D4/5
Course title:	Canadian History
Credit value:	1.0
Policy Documents:	<i>The Ontario Curriculum, Grades 9 and 10, Canadian and World Studies, 2018.</i>

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.

Outline of course content:

Please note: Factors such as time, student needs, and unforeseen events can affect the delivery of a course. Therefore, this plan is subject to change.

- 1: Les concepts de la pensée historique**
- 2: La Première Guerre mondiale**
- 3: Le Canada durant les années 1920 et 1930**
- 4: La Deuxième Guerre mondiale**
- 5: Le Canada durant les années 1946-1982**
- 6 : Le Canada durant les années 1982-présent**

Historical Thinking Skills:

Historical significance

This concept requires students to determine the importance of something in the past.

Cause and consequence

This concept requires students to determine the factors that affected or led to something and their effects.

Continuity and change

This concept requires students to determine what has stayed the same and what has changed over time.

Historical perspective

This concept requires students to analyse past actions, events, developments, and issues within the context of the time in which they occurred and many points of view.

Primary source evidence

This concept requires students to use evidence to support their conclusions and to construct accurate historical narratives.

Ethical Dimensions

This concept asks students to learn something from the past that helps us to face the ethical issues of today.

Evaluation:

Course Work: 70%

Assessments include:

- Artifact assignment
- First person historical letter
- Argumentative and analytical paragraphs using source materials
- Write a research essay
- Presentations, slide shows
- Quizzes, tests, exams
- Observations & Conversations

Knowledge & Understanding: 25%

Thinking & Inquiry: 25%

Communication: 25%

Application: 25%

Summative Evaluation: 30%

Culminating Activity: 15%

Exam: 15%

Program Planning Considerations

Education for Exceptional Students: Accommodations will be made for students who have been identified as exceptional by an IPRC or who have an IEP. Students should contact the Student Services department for information about services that are appropriate for their needs.

Due Dates for Assignments

Please hand in your work on time or discuss possible missed deadlines BEFORE the due date with your teacher. If late submissions are not approved in advance, marks may be deducted for lateness. If work has already been handed back to other students, creating an unfair advantage, a student will receive a mark of zero. Exceptions for extenuating circumstances may apply at the discretion of the teacher.

Missed Assignments, Tests and Exams

If you miss an important date (presentation/test/exam) a valid reason in writing must be received in advance or immediately if the absence was not expected. Please NOTE: a family holiday/vacation is NOT considered a valid reason to miss exams or major evaluations.

Academic Honesty

Students are expected to be academically honest and submit their own work, so that the mark received reflects their own academic achievement. Students are expected to be academically honest by submitting their own

original work, and the grades they receive are intended to reflect their own academic achievement. Academic dishonesty in any form is a serious offence.

An example of academic dishonesty is plagiarism. Plagiarism is the act of taking ownership of written material or ideas belonging to someone else, whether knowingly or unknowingly. At Humberside Collegiate Institute, plagiarism is dealt with according to the Board policies. If you are at all concerned or have questions about the policy, please ask your teacher.

*TDSB Academic Honesty - [Academic Honesty: Cheating and Plagiarism Grades 1 -12 All students in the Toronto District School Board are expected to submit](#)

ChatGPT and other generative AI tools

The use of generative artificial intelligence tools or apps, as well as translating apps, for assignments in this course is prohibited. This includes tools like ChatGPT, Google Translate, DeepL and other AI writing assistants. Students may not copy or paraphrase from any generative AI applications for the purposes of completing an assignment except when explicitly instructed by their teacher. Representing AI-generated and/or translated content as one's own work is considered an academic offence/plagiarism in this course and doing so may result in a grade of zero.

Assessment: The teacher will use several of these strategies to give the students the opportunity to learn and be assessed: quizzes, homework, small assignments, classroom discussions, self-evaluation, peer evaluation, and notebook checks.

Achievement Chart

Assignments and evaluation rubrics will be designed to reflect the categories outlined in the Achievement Chart.

Students must demonstrate achievement of the overall expectations of the course. Assignments and tests will be designed to provide students with the opportunity to show what they have learned in the course. Missed and/or incomplete assignments will have an impact on the final grade where there are a significant number of curriculum expectations that have not been evaluated because of missed assignments.

Grades for Provincial Reports throughout the Year

The grade for each reporting period is based on the evaluations that have been conducted to that point. This grade is preliminary and tentative. A student's grade will be based on the most consistent level of achievement but some of the overall expectations, strands and units will not have been addressed at that point. A student's grade will most likely change when the student's entire work is evaluated by the end of the course.

Communication

Extra help is available at the student's request. Students and parents are encouraged to communicate with the teacher using email.