

**Canadian History (Histoire canadienne)**

Course Code:	CHC2DF (Taught in French)	Grade/ Level:	10, Academic (French Immersion)
Credit Value:	1 Credit	Teacher:	D. Dumas, C. Zongor, H. Lorimer
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Textbook:	Regard sur le Canada	Program Developers:	C. Zongor, H. Lorimer, D. Dumas
Replacement cost	\$125.00	Department Head:	C. Zongor

Source and foundation of course- *The Ontario Curriculum, Grades 9 and 10: Canadian and World Studies, 2013*

**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.

**(THIS COURSE IS TAUGHT IN FRENCH)****Enduring Understandings:**

All students taking French Immersion History will work on the same enduring understandings throughout their studies. As students progress through the course of study, they will have a deeper understanding of these overall key concepts. The table below will outline the development of the enduring understandings throughout the grade 10 History course. All students must know, understand and be able to demonstrate the following enduring understandings by the completion of the course.

- Pivotal events and experiences can contribute to a nation's identity
- Economic, political, and social structures contribute to a society's evolution
- Individuals, groups, and communities have impacted culture and society
- Nations take steps toward becoming autonomous while working in the international context
- History involves gathering, evaluating, interpreting, and communicating information and placing it in a broader context

Formative assessment of student performance strengths, weaknesses and areas for improvement is based on many in-class activities which are not marked, only reviewed. Formal evaluation of student skills and learning is conducted at the end of each unit of study, and at the end of the course. The final mark is based on end-of-unit activities, like tests or projects etc. and a final, two-part 'summative' activity at the end of the course.

<b>Final Grade</b>	
<b>Term Work (According to Achievement Categories)</b>	<b>70%</b>
<b>Culminating project</b>	<b>10%</b>
<b>Final Exam</b>	<b>20%</b>
<b>Total</b>	<b>100%</b>

**Summative and formative assignments:**

Students best succeed in a course when they diligently complete the formative assignment and implement the feedback received on these assignments (changes/suggestions/corrections etc.) in their summative tasks.

You will be told in advance of when assignments are due. It is your responsibility to plan, prepare, complete and submit the assignment by the due date. If you require extra help, you may make these arrangements well in advance with your teacher.

**Homework:**

Homework will be checked regularly and will be visible on mygradebook.com. This will not count towards their grade; however will be indicated through learning skills on the report card.

**Course Content:**

The grade 10 History course is a compulsory course. Students will gain an understanding of historical inquiry: use the historical inquiry process and the concepts of historical thinking when investigating aspects of Canadian history since 1914 and develop transferable skills: apply in everyday contexts skills developed through historical investigation, and identify some careers in which these skills might be useful

Course Outline		Learning Strategies	
Unit	Subjects: What are you expected to learn?	How will you demonstrate what you've learned?	
	Key Learning Focus	Your learning will be demonstrated by what you say, write and do.	Texts, Materials & Learning Opportunities
1	<b>Canada: 1914-1929</b> <ul style="list-style-type: none"> <li>➤ Social, economic and political context</li> <li>➤ Communities, conflict and cooperation</li> <li>➤ Identity, citizenship and heritage</li> </ul>	<ul style="list-style-type: none"> <li>● Family History presentation</li> <li>● Quiz</li> <li>● Letter from a soldier</li> <li>● Unit test</li> </ul>	Textbook Homework questions Various Readings Selected videos Activities
2	<b>Canada: 1929-1945</b> <ul style="list-style-type: none"> <li>➤ Social, economic and political context</li> <li>➤ Communities, conflict and cooperation</li> <li>➤ Identity, citizenship and heritage</li> </ul>	<ul style="list-style-type: none"> <li>● Analyzing sources project</li> <li>● Quiz</li> <li>● Unit test</li> </ul>	Textbook Homework questions Various Readings Selected videos Activities
3	<b>Canada: 1945-1982</b> <ul style="list-style-type: none"> <li>➤ Social, economic and political context</li> <li>➤ Communities, conflict and cooperation</li> <li>➤ Identity, citizenship and heritage</li> </ul>	<ul style="list-style-type: none"> <li>● Historical essay</li> <li>● Quiz</li> <li>● Unit test</li> </ul>	Textbook Homework questions Various Readings Selected videos Activities
4	<b>Canada: 1982-present</b> <ul style="list-style-type: none"> <li>➤ Social, economic and political context</li> <li>➤ Communities, conflict and cooperation</li> <li>➤ Identity, citizenship and heritage</li> </ul>	<ul style="list-style-type: none"> <li>● Quiz</li> <li>● Unit test</li> </ul>	Textbook Homework questions Various Readings Selected videos Activities

**Class Trips:**

The order of the following units of study might be modified to accommodate class trips. A few class trips are dependent on weather and therefore must be booked accordingly depending on the season.

**Grade 10 Literacy Test Preparation (EQAO):**

To better prepare students at John F. Ross for the grade 10 literacy test, the grade 10 History classes will concentrate on the ability to write an opinion piece. Each unit will concentrate on a relevant topic and this skill will be worked on throughout the CHC2DF course.

**You will be expected to demonstrate your achievement of learning through your knowledge, thinking, communication and application of the learning.**

### Achievement Categories

#### Knowledge (“What” questions) – 25%

- Knowledge of content (e.g., terminology, political theorists, ideologies, case studies)

#### Thinking (“Why” questions) – 25%

- Use of planning skills (e.g., generating ideas, gathering information, focusing research, organizing information)
- Use of processing skills (e.g., drawing inferences, interpreting, analysing, synthesizing, evaluating)
- Use of critical/creative thinking processes (e.g., oral discourse, research, critical analysis, critical literacy, metacognition)

#### Communication (Products / Performances) – 25%

- Expression and organization of ideas and information (e.g., clear expression, logical organization) in oral, graphic, and written forms, including media forms
- Communication for different audiences and purposes (e.g., use of appropriate style, voice, point of view) in oral, graphic, and written forms, including media forms
- Use of conventions (e.g., grammar, spelling, punctuation, usage), vocabulary, and terminology of the discipline in oral, graphic, and written forms, including media forms

#### Application (“How” questions) – 25%

- Application of knowledge and skills (e.g., terminology, concepts, and theories) familiar contexts
- Transfer of knowledge and skills (e.g., terminology, concepts, and theories) to new contexts
- Making connections within and between various contexts (e.g., between the text and personal knowledge and experience, and the world outside school)

**Your skills as a learner and your work habits will be assessed:**

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



## Student Responsibilities

### Language of Communication:

We would like to reinforce the fact that it is crucial for students to regularly practice speaking and writing in French in order to achieve a level of bilingualism. As stated by the Ministry of Education, "French must be the language of communication in class, so students can practice speaking in French and consistently hear French spoken." (The Ontario Curriculum)

In order to improve overall level of communication, **ALL** French Immersion courses will adhere to the following criteria: **10% of the term mark** will be for the use of French in the classroom at all times (communication with the teacher, in class discussions, with classmates in group work settings, with classmates in informal settings) with the exception of extenuating circumstances, such as medical or situational emergencies.

Attendance	Regular and punctual attendance is essential for the successful completion of each course. If you are absent for any classes, you are responsible for obtaining the notes and work missed. For more information of consequences for non-attendance, refer to the Student Handbook or school website.
Academic Honesty	John F. Ross requires academic honesty from all students. Academic dishonesty, including plagiarism, <b>use of translation sites</b> and cheating on test or exams, will result in a zero for the evaluation. Refer to the Student Handbook for the complete policy.
Tests, In-class work and Assignments will constitute 70% of the final grade	<p>If a student is to be absent for a test or presentation, a parent or guardian must advise the teacher before the test, or on the day of the test by a phone call to the school. If a student is absent because of a school-sponsored activity, she/he may write the test at a pre-arranged time that is convenient for the teacher. In extenuating circumstances, the make-up policy may be waived if, in the teacher's opinion, it is justifiable. If a test or an assignment is missed for any reason, the teacher may opt to give an alternative form of evaluation for that unit.</p> <p>Late assignments will be subjected to a late penalty of 10%. The student will then have 5 days to submit their assignment, after which, it will only be accepted for a completion mark. After the window of opportunity closes, a mark of '0' will be applied.</p> <p>Students will be told in advance when assignments are due. It is the student's responsibility to plan, prepare, complete and submit the assignment by the due date. If extra help is required, students may make these arrangements with their teacher prior to the due date.</p>
Final 30%	It is your responsibility to attempt all final evaluations. Any parts not attempted will be given a mark of "zero". Family trips and employment are not acceptable reasons for missing culminating activities or examinations. A doctor's note will be required to allow a student to complete a missed culminating activity or examination. Refer to the Student Handbook for the complete policy.

### How will you be Assessed and Evaluated?

- Assessment and evaluations are your opportunity to provide evidence of your learning.
- You will be assessed and evaluated on your level of achievement of the Ministry expectations under the categories of Knowledge and Understanding, Thinking, Application and Communication.
- Learning Skills will also be recorded and reported as part of the Ontario Provincial Report Card under the areas of Responsibility, Organization, Independent Work, Collaboration, Initiative, and Self-Regulation.

### Upper Grand District School Board Expectations

This course incorporates, as appropriate, considerations for program planning that align with ministry and board policy and initiatives (e.g., planning related to students with special education needs, English language learners, environmental education, equity and inclusive education, financial literacy education, the Ontario First Nation, Métis, and Inuit education policy framework, the role of information and communications technology, health and safety, etc.).

Additional information for this course is available on our school website at <http://www.ugdsb.on.ca/jfr/>, under department websites and course websites. This information includes Ministry Expectations, Course Enduring Understandings, Unit Concepts and Essential Questions, and the Skills, Understandings and Demonstrations necessary to be successful in this course. There will also be a description about the specific types of assessments to be completed by students throughout the course. Please visit this site to review all of the information, then please sign, detach, and return the acknowledgement below to the course teacher.

**PLEASE SIGN AND RETURN THIS SHEET TO YOUR TEACHER****1) Course Outline (Mandatory)**

Thank you for taking the time to read all of the provided information! In order to ensure full transparency and accountability, I will require multiple signatures below.

Please sign and date this portion of the course outline to confirm that you have read and understand the information provided. If you have any questions or concerns, please feel free to write on this portion of paper or contact me at \_\_\_\_\_@ugdsb.on.ca

**In signing this document, I confirm that...**

- ✓ I have read the course outline and the communication rubric and understand what is expected of French Immersion students in the CHC2DF Course as well as the French Immersion Program.
- ✓ I have read the Additional Information Package, which outlines classroom expectations, text message updates, and gradebook sign-up instructions.

Name of student \_\_\_\_\_

Parent/ Guardian \_\_\_\_\_ Signature \_\_\_\_\_ Date: \_\_\_\_\_

Parent #1/ Guardian Name: \_\_\_\_\_ Email: \_\_\_\_\_

Parent #2/ Guardian Name: \_\_\_\_\_ Email: \_\_\_\_\_

**2) Mygradebook (Optional)- See handout for more explanation**

- Understanding that mygradebook.com is a 3<sup>rd</sup> party website, I give permission for my child's information to be stored within this site.

Please sign here to give written permission for the above statement: \_\_\_\_\_

- YES, I would like my child's grades to be sent to my email account.** In checking this box, I also give permission for my child to receive grades through their email account. Teacher will use above email address to send grade updates.
- NO, I DO NOT** want my child's grades to be sent to my email account.

**3) Remind.com (Optional)- See handout for more explanation**

- YES,** I give my child permission to receive text messages from a 3<sup>rd</sup> party APP named **Remind.com**. Student and parents will need to register for APP using instructions provided on handout.

Please sign here to give written permission: \_\_\_\_\_

- NO,** I do not want my child to use this APP. In checking this box, the student's account will not be activated.