

**SOUTH CARLETON HIGH SCHOOL**  
**Ottawa-Carleton District School Board**  
 STUDENT OUTLINE  
**CHC2D**  
**Canadian History Since WWI**

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. <b>Canada, 1982 to the Present</b>	27.5	1. Tests and Quizzes	Throughout this course, students will <ul style="list-style-type: none"> <li>• <b>Historical Inquiry:</b> use the historical inquiry process and the concepts of historical thinking when investigating aspects of Canadian history since 1914.</li> <li>• <b>Developing Transferable Skills:</b> apply in everyday contexts skills developed through historical investigation, and identify some careers in which these skills might be useful.</li> </ul> By the end of the course, students will: <ul style="list-style-type: none"> <li>• <b>Social, Economic, and Political Context:</b> describe some key social, economic and political events, trends, and developments in Canada and assess their significance for different groups in Canada.</li> <li>• <b>Communities, Conflict, and Cooperation:</b> 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.</li> <li>• <b>Identity, Citizenship, and Heritage:</b> analyse how significant events, individuals, and groups contributed to the development of identity, citizenship and heritage in Canada.</li> </ul>
2. <b>Canada, 1914-1929</b>	27.5	2. Culminating Activities	
		3. Group Work	
		4. Library Research	
		5. Oral Presentations	
		6. Argumentative Essays	
		7. Visual Displays	
3. <b>Canada, 1929-1945</b>	27.5	8. Web Quests	
		9. Propaganda Projects	
		10. Role Plays	
		11. Debates	
4. <b>Canada, 1945-1982</b>	27.5	12. Document Analysis	
		13. Field Trips	
		14. Reflective Writing	
		<b>Summative Performance Tasks</b>	
		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**

<b>Term Report</b> Assessment/Evaluation tools include tests/quizzes, assignments, performance tasks and rich assessment tasks	<b>Final Report</b>
Term	70%
	Summative task
	15%
	Final Exam
	15%
	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.**

***Absence from evaluations during these dates must be substantiated with a medical certificate or equivalent documentation as approved by administration.***

**TEXTBOOK:** J. Bradley Cruxton and W. Douglas Wilson. *Spotlight Canada*. Toronto: Oxford University Press, 2000.

**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 CHC2D involve the use of written, oral, and visual communication skills. The study of this subject will thus encourage students to use 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).