

ROSEDALE HEIGHTS SCHOOL OF THE ARTS

CHC2D: Canadian History

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.

1914-1929:

Students explore Canada's history in the first two decades of the twentieth century with emphasis on Canada's emerging identity by the end of World War I. Students explore the social and economic changes that took place in Canada and the world in the post-war period.

1929- 1945

Students explore the social and economic changes that took place in Canada and the world in the post-war period. Students consider how Canada became involved in these historical events, the impact and significance of these events on Canadians and on Canada. Students explore the causes and the impact of World War. Students explore Canada's participation in the conflict, the impact of the war on Canada, the Holocaust and the war in the Pacific.

1945 -1982

Students explore the Cold War and its impact on Canada and the World. Students also explore the different dimensions of post-war prosperity. Students examine key issues that Canadians have faced in the 1960's, focussing on the issues of French English relations, the Women's Movement and the emergence of the Counter Culture, and Native Rights.

Course Culminating Activity : Exploring the Historical Significance of Canadian and World Events

Students perform the culminating tasks of the course by developing their ideas in both a formal examination and by creating a product which demonstrates an understanding of significant events in post war Canadian and world history. Students also demonstrate the effective use of methods of historical inquiry.

Assessment and Evaluation of Student Achievement:

The Ontario curriculum for Grade10 comprises *content standards* and *performance standards*. The content standards are the overall and specific curriculum expectations outlined above. The performance standards are outlined in the achievement chart below. The achievement chart is used as a framework within which to assess and evaluate student achievement.

Evaluation:	
Term Work:	70 %
Culminating Activity:	30%

	Knowledge & Understanding	Thinking & Inquiry	Communication	Application
Skills	<p>Knowledge of content(e.g., facts, terms, definitions,)</p> <p>Understanding of content (e.g., <i>concepts, theories, ideas, processes; relationship between theory and action</i>)</p>	<p>Use of planning skills (e.g., formulating questions, identifying problems, generating ideas, gathering and organizing information, focusing research, selecting strategies)</p> <p>Use of processing skills (e.g., <i>analysing, detecting point of view and bias, interpreting, evaluating, synthesizing, forming conclusions</i>)</p> <p>Use of critical/creative thinking processes (e.g., <i>goal setting, decision making, problem solving, invention, critiquing, reviewing</i>)</p>	<p>Organization and expression of ideas, information, and understandings in oral, visual, and/or written forms (e.g., oral: <i>role plays, interviews, presentations, debates</i>; visual: <i>demonstrations, multimedia presentations, posters, graphic organizers</i>; written: <i>pamphlets, journals, reports, web pages</i>)</p> <p>Communication for different audiences</p> <p>Use of conventions (e.g., <i>research conventions such as surveys, documentation conventions, communication conventions</i>),</p>	<p>Application of knowledge and skills (e.g., <i>concepts, procedures, processes, methodologies, technologies</i>) in familiar contexts</p> <p>Application of knowledge and skills (e.g., <i>concepts, procedures, processes, methodologies, technologies</i>) in familiar contexts</p> <p>Making connections within and between various contexts (e.g., <i>past, present, future; social, religious, cultural, socio-economic contexts</i>)</p>
Tasks	<p>Test, Quizzes, use of research in both oral and written tasks.</p>	<p>Formal research based essay writing. Development of thesis, and arguments in written essays and oral debates.</p>	<p>Debates, role plays for different audiences & purposes. Formal essays, personal responses, position papers</p>	<p>Writing news stories, dialogues, role plays.</p>

