

Thunder Bay Catholic District School Board

St. Patrick High School

Course Information Sheet



COURSE TITLE: Canadian History

GRADE: 10

CODE: CHC2L1

YEAR:

CREDIT VALUE: 1

PREREQUISITES: N/A

TEACHER:

Course Description

This course explores the local, national, and global forces that have shaped Canada's national identity from World War I to the present. Students will investigate the challenges presented by economic, social, and technological changes and explore the contributions of individuals and groups to Canadian culture and society during this period. Students will use critical-thinking and communication skills to evaluate various interpretations of the issues and events of the period and to present their own points of view.

How This Course Supports The Ontario Catholic School Graduate Expectations

One of the strongest themes found in the teachings of the Catholic Church concerns social justice. This theme refers to a number of issues raised in this course. The respect for human rights includes the respect for individual rights, Aboriginal rights, labour rights, feminist rights, and cultural group rights. The teachings of Christ concerning the need for community are reflected in Canada's constant struggle to define that community. This course presents students with historic issues faced by Canadians and interprets them in light of the gospel teachings. Students recognize that there are certain gospel values such as social justice values that transcend history and are still relevant for the future. Students recognize that the story of Canada is not simply dates, events, and personalities but also the struggle to incorporate values in the face of rapid changes and challenges.

Course Resources and Materials

Making History
Atlas
Maps
Audio/Visual

Main Areas of Study

Strand	Strand Details
Communities: Local, National, and Global Change and Continuity Citizenship and Heritage Social, Economic, and Political Structures Methods of Historical Inquiry and Communication	Explain and analyze how local, national and global influences have helped shape Canadian Identity since 1914. Explain and analyze how demographic patterns, technological advancements and Canada's international relations have changed since 1914. Analyze and assess how individuals and social and political movements have shaped Canadian identity. Analyze how changing economic and social conditions have affected Canadians and the various levels of Canadian government since 1914. Interpret, analyze and communicate historical information using the inquiry method.

Unit Titles

Unit #1:	General review of pre-WWI history	5	hours
Unit #2:	World War I	25	hours
Unit #3:	1920's and 1930's	20	hours
Unit #4:	World War II	25	hours
Unit #5:	1945-Present	25	hours

Work Ethics and Learning Skills/Attitudes

It is expected that students will demonstrate the following learning skills:

- Works Independently
- Teamwork
- Organization
- Work Habits
- Initiative

These learning skills are evaluated using a four point scale (**E** – Excellent, **G** – Good, **S** – Satisfactory, **N** – Needs Improvement). Learning skills will be included on the report card but not reflected in the mark.

For successful life long learning, learning skills are an integral part of all learning and are aligned with the Conference Board of Canada – Employability Skills.

Assessment and Evaluation of Student Learning

Student achievement of the learning expectations will be evaluated according to the following breakdowns. The percentage balances of achievement chart categories are derived from the approximate proportion of expectations that fit within each category.

CATEGORY
Knowledge and Understanding
Thinking / Inquiry
Communication
Application

TERM	70 %
FINAL EVALUATION	30 %
TOTAL	100 %

Evaluating Student Learning Using the Achievement Chart

The achievement chart provides a reference point for all assessment practice and a framework within which to assess and evaluate student achievement.

Percentage Grade Range	Achievement Level	Summary Description
80 – 100%	Level 4	A very high to outstanding level of achievement. Achievement is above the provincial standard.
70 – 79%	Level 3	A high level of achievement. Achievement is at the provincial standard.
60 – 69%	Level 2	A moderate level of achievement. Achievement is below, but approaching, the provincial standard.
50 – 59%	Level 1	A passable level of achievement. Achievement is below the provincial standard.
Below 50%		Insufficient achievement of curriculum expectations. A credit will not be granted.

Communication

Parents/guardians are strongly encouraged to constantly monitor student progress throughout the semester. Parents/guardians are always welcome to contact the teacher at the school if they are concerned about student progress. Student achievement will be formally communicated to parents at mid-term and at the end of the semester with the Provincial Report Card. It is the student's responsibility to monitor their achievement and to approach their teacher if they require extra help.