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|  | **Lo Ellen Park Secondary School**  **Course Outline 2014 - 2015** |  |

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| **Course Name** | Canadian History Since World War 1 | **Course Code** | CHC2P0 |
| **Pathway** | Applied | **Credit Value** | 1.0 |
| **Prerequisite** | None | | |
| **Textbook** | *Canada: Continuity and Change* | | |
| **Teacher** | Mr. A. Ferri | | |

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| **Course Description** |
| This course focuses on the social context of historical developments and events and how they have affected the lives of people in Canada since 1914. Students will explore interactions between various communities in Canada as well as contributions of individuals and groups to Canadian heritage and identity. Students 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 the continuing relevance of historical developments and how they have helped shape communities in present-day Canada. |

**Curriculum Strands**

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| **Historical Inquiry and Skill Development** |
| Developing Transferable Skills |
| Social Economic and Political Contexts |
| Communities, Conflict, and Cooperation |
| Identity, Citizenship, and Heritage |

**Overall Expectations / Units of Study**

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| **Canada 1914 – Present** |
| Unit 1: The Great War and The Roaring Twenties – Canada: 1914 - 1929 |
| Unit 2: The Great Depression and World War 2 – Canada: 1929 – 1945 |
| Unit 3: A Global Nation and A Time of Rapid Change – Canada: 1945 – 1982 |
| Unit 4: A New Millennium and Canada Today – Canada: 1982 – Present |

**Assessment and Evaluation Categories and Weightings**

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| **Achievement Chart Categories** | | |
| **Achievement Category** | **Weightings** | **Assessment Strategies**  **(As, For, Of, Learning)** |
| **Knowledge/Understanding**  Subject specific content acquired in each course (knowledge), and the comprehension of its meaning and significance (understanding) | 25% | * Observation of student learning in class * Conversations with students * Entry/Exit Cards * Assignments * Projects * Quizzes * Tests * Students will be assessed based on their most consistent level of achievement of the curriculum expectations with consideration given to work done more recently. * Students are expected to complete all tasks by the assigned deadline. * Failure to complete assigned work can seriously affect a student’s achievement in the course. |
| **Thinking/Making Connections**  The use of critical and creative thinking skills and/or processes | 25% |
| **Communication**  The conveying of meaning through various forms. | 25% |
| **Application**  The use of knowledge and skills to make connections within and between various contexts. | 25% |

**TERM 70%**

**FINAL EVALUATION 30%** *Updated October 14, 2014*