

## Course Statement

### CHC2DZ

# *Lambton Central Collegiate and Vocational Institute*

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Welcome to **Canadian History, French Immersion**. This is a summary sheet for parents and students which outlines our course evaluation and expectations.

**Course Name:** Canadian History Since World War I

**Course Code:** CHC 2DZ

**Credit Value:** 1.0 credit

**Ministry Document:** The Ontario Curriculum, Grade 9 and 10: Canadian and World Studies

**Development Date:** 2018

**Text:** Regard sur le Canada

#### **Mission Statement:**

Teachers at LCCVI are dedicated to providing the following:

- ✓ access for all students
- ✓ a safe learning environment
- ✓ quality educational opportunities
- ✓ high professional standards

#### **Course Description:**

This course explores social, economic, and political developments and events and their impact on the lives of different individuals, groups, and communities, including First Nations, Métis, and Inuit individuals and communities, 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 identities, citizenship, and heritage in Canada. Students will develop an understanding of some of the political developments and government policies that have had a lasting impact on First Nations, Métis, and Inuit individuals and communities. 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.

#### **Overall and Specific Curriculum Expectations:**

Refer to the Ministry of Education document entitled "The Ontario Curriculum, Grades 9 and 10 – Canadian and World Studies" which is available on the Ministry of Education website at <http://www.edu.gov.on.ca/eng/curriculum/secondary/canworld910curr2018.pdf>

#### **Course Content Outline:**

Strand A	Historical Inquiry * strand A is woven through course
Strand B	Canada, 1914-1929
Strand C	Canada, 1929-1945
Strand D	Canada, 1945-1982
Strand E	Canada, 1982 to the Present

**Assessment and Evaluation Strategies:** There are four achievement categories of knowledge and skills that encompass all the curriculum expectations in the Ontario Curriculum Grade 10 Academic History course. The four categories and their value for the term are as follows:

<b>Knowledge</b>	<b>30%</b>	<b>Thinking</b>	<b>30%</b>	<b>Communication</b>	<b>20%</b>	<b>Application</b>	<b>20%</b>
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**The breakdown of your mark will be based on your level of achievement as follows:**

**Term Work - 70%**

The above achievement categories will be used to evaluate tests, quizzes, assignments, etc. as part of your term mark.

**Final Activities – 30%**

All students must participate in the culminating summative activities toward the end of the course.

**Learning Skills**

Provincial Report Cards will be marked with each student's performance in the five Learning Skills areas:

- 1. Responsibility    2. Organization    3. Independent Work    4. Collaboration    5. Initiative    6. Self-Regulation**

These Learning Skills will be assessed regularly by your teacher. They are an important statistic to understand how well students perform in the class. These are not considered in the determination of the final grade. For each of the Learning Skills one of the following achievement letters will be given:

**E = Excellent    G = Good    S = Satisfactory    N = Needs Improvement**

**ATTENDANCE**

Regular attendance is vital to the process of learning. When the process and content of learning is disrupted by irregular attendance, both the individual and his/her classmates suffer a loss of experience that cannot be entirely regained. Students who miss class will suffer in the process because their participation and achievement cannot be fully assessed. Students are expected to complete any expectations missed due to absence.

**LATE POLICY**

The staff and students of LCCVI recognize that deadlines need to be in place to help students develop time management skills and strategies. Where in the teacher's professional judgment it is appropriate to do so, a number of strategies may be used to help prevent and/or address late and missed assignments. After many of these strategies have been implemented and documented, the teacher may deduct marks for a late assignment.

Students are expected to submit all assignments within the time frame specified by the teacher. Teachers will consider extenuating circumstances when assignments are late. If an assignment is late, 10% MAY be deducted per school day, up to a maximum of **30%**. Once assignments have been returned to students, any late submissions MAY receive a mark of zero.

**ACADEMIC HONESTY**

In classes where French is the target language, students will be evaluated on the assumption that the work submitted in French is his or her own, unless stated otherwise. Therefore, the use of electronic translation tools (such as Google Translate) IS NOT permitted for any assignment and will be considered plagiarism. Please refer to the section "Academic Honesty" in the Student Planner.

**TECHNOLOGY POLICY**

Grade 9 and 10 students are expected to bring their Board-provided devices to class on a daily basis, charged and with specified apps downloaded. Devices are to be used for educational purposes only. Cell phones are NOT permitted to be used during class time unless specified by the teacher.

**Should you have any questions or concerns, please contact the teacher at 519-882-1910.**