



# Waterdown District High School

## Course Outline 2015/2016

### CHI 4U1 – Canadian History, Identity and Culture, Grade 12 Academic



**TEACHER:** Mr. N. Tidridge

**PREREQUISITE:** CHC2D, 2P

**HOURS:** 110

**CREDIT VALUE:** 1

**DEPARTMENT HEAD:** Mr. C. Draksler **TEXTBOOK:** The Extraordinary History of Flamborough

**GUIDELINE:** The Ontario Curriculum, Grade 12, 2015

The text will be provided free of charge. However, the student is responsible for returning the book in reasonable condition. The student will be charged for loss or damage.

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#### **OVERALL EXPECTATIONS:**

A1. Historical Inquiry: use the historical inquiry process and the concepts of historical thinking when investigating aspects of Canadian history, with a focus on the development of identity and culture;

A2. Developing Transferable Skills: apply in everyday contexts skills developed through historical investigation, and identify careers in which these skills might be useful.

B1. Setting the Context: analyse the significance, for different groups in Canada, of various social/cultural, economic, and political practices and developments prior to 1774 (FOCUS ON: Historical Significance; Historical Perspective)

B2. Interactions and Interdependence: analyse activities of and interactions between various groups in Canada prior to 1774 and how these groups and their interactions contributed to the development of Canada, including the development of identity in Canada (FOCUS ON: Cause and Consequence; Continuity and Change)

B3. Diversity and Citizenship: assess the impact of various individuals, groups, and colonial policies prior to 1774 on the development of identity, citizenship, and heritage in Canada (FOCUS ON: Continuity and Change; Historical Perspective)

C1. Setting the Context: analyse various social/cultural, economic, and political events, trends, and/or developments that occurred in or affected Canada between 1774 and 1867, and assess their impact (FOCUS ON: Historical Significance; Continuity and Change)

C2. Interactions and Interdependence: analyse the impact on the development of Canada of various interactions between different groups in Canada, as well as between Canada, Great Britain, and the United States, from 1774 to 1867 (FOCUS ON: Cause and Consequence; Historical Perspective)

C3. Diversity and Citizenship: analyse how various individuals and groups contributed to the social and political development of Canada between 1774 and 1867 and to the evolution of identity and citizenship in Canada (FOCUS ON: Continuity and Change; Historical Perspective)

D1. Setting the Context: analyse how various social/cultural, economic, and political events, trends, and/or developments in Canada from 1867 to 1945 contributed to the development of the country (FOCUS ON: Continuity and Change; Historical Perspective)

D2. Interactions and Interdependence: analyse how various interactions at both the national and international level between 1867 and 1945 contributed to the development of Canada (FOCUS ON: Historical Significance; Cause and Consequence)

D3. Diversity and Citizenship: analyse challenges facing various groups in Canada between 1867 and 1945 as well as the contributions of various groups and individuals to the development of identity, culture, and citizenship in Canada (FOCUS ON: Continuity and Change; Historical Perspective)

E1. Setting the Context: analyse various social/cultural, economic, and political events, trends, and/or developments in Canada since 1945 and their impact on the development of the country (FOCUS ON: Cause and Consequence; Continuity and Change)

E2. Interactions and Interdependence: analyse how various interactions at both the national and international level since 1945 have contributed to the development of Canada, including the development of identity in Canada (FOCUS ON: Historical Significance; Continuity and Change)

E3. Diversity and Citizenship: analyse how various individuals and groups have contributed to the development of identity, culture, and citizenship in Canada since 1945 (FOCUS ON: Continuity and Change; Historical Perspective)

### **TEACHING STRATEGIES (include, but not limited to):**

- Providing appropriate accommodation for students on IEP's and for English Language Learners and for those who are First Nations, Metis or Inui;
- Utilizing Student Support and Student Alternative Support Programs;
- Contacting parents for support and assistance;
- Using diagnostic assessment and check-in points to monitor student progress;
- Providing differentiation of instruction and assessment to meet the needs of diverse learners;
- Providing ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved student learning;
- Creating lessons, and assessment and evaluations, that are carefully planned to relate to the curriculum expectations and learning goals, and as much as possible to the interests, learning styles and preferences of all students;
- Developing students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning.

### **ASSESSMENT AND EVALUATION OF WORK:**

Assessment and evaluation will be based on content standards (provincial curriculum expectations) and performance standards (as outlined in the Achievement Chart below). Teachers will ensure that the content of the curriculum is assessed and evaluated in a balanced manner with respect to the four categories of the chart (the balance of the categories will depend on the emphasis put on them in the curriculum expectations of the course).

#### **Achievement Chart:**

<b>Category</b>	<b>Criteria</b>	<b>Evidence of achievement can be determined from a variety of sources:</b>
Knowledge and Understanding	<ul style="list-style-type: none"><li>• Understanding of concepts</li><li>• Knowledge of content</li></ul>	<ul style="list-style-type: none"><li>• Quizzes</li></ul>

Application	<ul style="list-style-type: none"> <li>• Applying concepts and procedures relating to familiar and unfamiliar settings</li> </ul>	<ul style="list-style-type: none"> <li>• Unit tests</li> <li>• In-class assignments</li> <li>• Class presentations</li> <li>• Investigations</li> <li>• Projects</li> <li>• Open-ended questions</li> <li>• Observations</li> <li>• Conversations</li> <li>• Portfolios</li> <li>• Anecdotal records</li> <li>• Etc.</li> </ul>
Communication	<ul style="list-style-type: none"> <li>• Communicating reasoning orally, in written, and graphical formats</li> <li>• Using content specific language, symbols, visuals, and conventions</li> </ul>	
Thinking	<ul style="list-style-type: none"> <li>• Reasoning; formulating questions; interpreting information and forming conclusions</li> <li>• Selecting strategies; resources, technology and tools</li> <li>• Reflecting on the reasonableness of results</li> </ul>	

**MARK CALCULATION:**

Interim: A report will be given to reflect how well the student is progressing with suggestions for improvement.

Term Work: 70% of the overall grade (from all term evaluations)

Final Evaluation(s): 30% (15% Culminating Assignment & 15% Final Examination). Every Student will write the final examination and/or culminating activity that is based on the overall expectations.

**\*\*Teachers will take various considerations into account before making a decision about the grade to enter on the report card. Determining a report card grade will involve teacher's professional judgement and interpretation of the evidence and should reflect the student's most consistent level of achievement with special considerations given to the more recent evidence.**