

HALIBURTON HIGHLANDS SECONDARY SCHOOL



Canadian and World Studies Department

Evaluation Policy

for Grade 10 Academic Extended French Canadian History



Course Code:	CHC 2DE	Teacher Contact Information:
Level:	Grade 10 Academic	Teacher: Mrs. R. Borgdorff
Credit Value:	1.0	By Phone: (705) 457-2950 ext: 574
Period:	Period 4 (on a Week 1)	By E-mail: r.borgdorff@tldsb.on.ca
Room Number:	2	
Department Head:	Mr. P. Longo	

Course Description:

This course explores Canadian participation in global events and traces our development as a country through changes in population, economy, and technology. Students will analyse the elements that constitute Canadian identity, learn the stories of both individuals and communities, and study the evolution of political and social structures. Students will learn about differing interpretations of the past, and will come to understand the importance in historical studies of chronology and cause-and-effect relationships. They will also learn to develop and support a thesis, conduct research and analysis, and effectively communicate the results of their inquiries.

Strands of Study and Overall Expectations include:

- demonstrate an understanding of the elements of Canadian identity;
- demonstrate an understanding of the ways in which outside forces and events have shaped Canada's policies;
- demonstrate an understanding of the main steps in the development of French-English relations;
- demonstrate an understanding of Canada's participation in war, peace, and security;
- demonstrate an understanding of the changing demographic patterns within Canada since 1900;
- demonstrate an understanding of the impact of technological developments on Canadians;
- explain how and why Canada's international status and foreign policy have changed since 1914;
- demonstrate an understanding of the contributions of various social and political movements to Canadian history during the twentieth century;
- demonstrate an understanding of how individual Canadians have contributed to the development of Canada and an emerging sense of Canadian identity;
- evaluate how and why changing economic conditions and patterns have affected Canadians;
- demonstrate an understanding of the changing role of Canadian governments from World War I to the present, including the evolution of Canada's social support programs;
- ask questions, identify problems, and effectively use historical research methods to investigate topics and issues in history

Efforts will be made to meet the individual learning needs of students in order to ensure these expectations are being met.

Course Outline / Units of Study:

Le Canada à l'aube du XXe siècle et la première guerre mondiale: 1900 à 1918

Les hauts et les bas de l'économie : Les Années 20 et 30

Le Canada et la Deuxième Guerre Mondiale

Le Canada dans les Années 1950 et 1960

Les Relations français et anglais

Envers le monde moderne

Evaluation Structure:

Knowledge/Understanding 25%

Thinking/Inquiry 25%

Communication 25%

Application 25%

The above is reflected both in the term work (worth 70% of the final mark) and the summative culminating activities (worth 30% of the final mark). The culminating activity is a 10% project and a 20% final exam.

Resources:

Textbook:

Policy Document:

The Ontario Curriculum Grades 9 & 10
Canadian and World Studies – 2005 & 2013

Evaluation:

Students will be assessed & evaluated according to the work produced & skills displayed. Methods of providing feedback will include assessing work in process & evaluating completed assignments, tests, co-operative learning activities, simulations and presentations. Peer & self-evaluations will also be utilized.

Student marks will be determined by evaluating process & product according to 4 categories & 4 levels. Please see the chart below for specific skills and key words used to determine student competency in the different categories.

Category	Level 1: 50-59%	Level 2: 60-69%	Level 3: 70-79%	Level 4: 80-100%
Knowledge/Understanding <ul style="list-style-type: none"> ➤ Knowledge of language forms and conventions ➤ Understanding of content 	Limited display of knowledge, skills and ability to apply concepts	Some success in displaying knowledge, skills and application of concepts	Considerable display of knowledge skills and ability to apply concepts	Thorough understanding of concepts and ability to communicate, think creatively and apply concepts
Thinking/Inquiry <ul style="list-style-type: none"> ➤ Critical thinking skills ➤ Creative thinking skills ➤ Inquiry Skills 				
Communication <ul style="list-style-type: none"> ➤ Communication of ideas & information ➤ Use of language ➤ Communication for different audiences and purposes ➤ Oral & written communication 				
Application <ul style="list-style-type: none"> ➤ Applications in familiar contexts ➤ Use of language in new contexts ➤ Making connections 				

Learning Skills: Students are expected to reflect the following skills throughout the course:

Responsibility: Fulfils responsibilities. Completes & submits work ON TIME. Manages own behaviour.

Organization: Devises & follows a plan. Establishes priorities & manages time. Uses resources to complete tasks.

Independent Work: Monitors, assesses & revises plans to complete tasks & meet goals. Uses class time wisely. Follows instructions with minimal supervision.

Collaboration: Accepts various roles in a group. Responds positively to ideas, opinions of others. Builds healthy peer relationships. Resolves conflict and builds consensus. Shares resources and promotes critical thinking to solve problems and make decisions.

Initiative: Looks for and acts on new ideas. Innovative and takes risks. Demonstrates curiosity and an interest in learning. Approaches new tasks with a positive attitude. Advocates for all appropriately.

Self-Regulation: Sets goals. Seeks help when needed. Reflects on own strengths, needs & interests. Identifies learning opportunities, choices and strategies. Perseveres and makes an effort when responding to challenges.

Students will receive the following letter grades: **E** - Excellent **G** - Good **S** - Satisfactory **N** - Needs Improvement

HALIBURTON HIGHLANDS SECONDARY SCHOOL

COURSE EXPECTATIONS AND EVALUATION POLICY

Bienvenue à CHC 2DE!

As your teacher, I am excited to empower you as you learn about our amazing Canadian History in one of our official languages—French!



Attendance

Regular attendance is essential for academic success in school. It is the student's responsibility to inform the teacher beforehand of any planned absences. It is the student's responsibility to get notes assignments and any other information missed while absent from class. This should be done on the student's first day back, either during class, lunch hour or after school. **Any student that is truant the last three days of a semester will not be allowed to write his/her final examination.**

Tests

Students must be prepared to write tests on the assigned day. Students who miss a test for no valid reason will receive a mark of zero. Any student who knows that he/she will be absent for a valid reason during a test must make arrangements with the teacher before the period in which the test is to be written. Students who miss a test for any reason should be prepared to write the test on the first day back at school or should make suitable arrangements with the teacher on the first day back.

Assignments

If a student is absent on the day work is assigned, it is his/her responsibility to get the assignment from the teacher. If a student is absent when an assignment is collected, it is to be submitted at the beginning of the period on the first day back.

Late Assignment Policy "Not Done is not Acceptable"

Please adhere to our new HHSS Late Assignment Policy. Students received this in their period one class on the first day of the semester.

Plagiarism

Plagiarism is the act of taking someone else's ideas or writing and passing it off as your own. Whatever material students consult in the preparation of essays/projects should be properly credited to the writer or source. Material may be quoted if the student identifies it as a quotation and cites the author. Copying another student's work is cheating, and is also called plagiarism. **A first offense may result in a mark of zero or an opportunity to redo/resubmit the evaluation, after consultation with the student, parent, teacher, department head and school administrator. A second offense will result in a mark of zero, a call home and the student will be referred to the Principal. A third offense will result in a mark of zero and may result in an in-school suspension.**

Computers are tools for education; not entertainment devices. Students who are not on task may have their computer account disabled for the remainder of the day (or longer.)

I hereby acknowledge that I am fully aware of the expectations and evaluation in **CHC 2DE** course.

Student Signature: _____ **Parent's/Guardian Signature:** _____

Should it be necessary to contact you about your child's progress, it would be helpful if you would provide the appropriate information below:

Parent(s)/Guardian(s):

_____ Phone: (H) _____ (W) _____

E-mail: _____

_____ Phone: (H) _____ (W) _____

E-mail: _____

For students 18 years of age and over or who will turn 18 during the course:

I give permission for my teacher to contact my parents/guardians with regard to this course: _____

