**Beaconsfield High School**

**Course Outline**

**History and Citizenship Education**

**Cycle 2 Year 2**

Teacher: Ms. D. Konan-Waidhet

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Class website: www. Mmekonan.weebly.com/

Office: B 302

Classroom: B 301

Remediation: Day 2 and 3 (lunch)

# Required Materiel:

* Mémoire.qc.ca de 1840 à nos jours
* Binder (preferably a 3’’ binder)
* 5 dividers
* lined paper
* Pencils,
* Eraser
* Pencil sharpener (with receptacle)
* Pens (blue or black)
* Highlighters
* GAFE account access

# Course Description and Objectives:

The History of Quebec and Canada program (History and Citizenship Education) course required by the Quebec Education Program for Cycle 2 is taught over a two year period (Cycle 2, Year 1 and 2). The overall educational aims of this course are to help students develop their understanding of the present in light of the past. Specifically, the program contributes to students’ general education in three ways:

* It allows them to see that the present is essentially a product of the past and to understand the present by approaching it from a historical perspective, which primarily involves taking duration and complexity into account.
* Second, it provides an opportunity for students to gradually enrich their knowledge base and the conceptual framework they use to understand the social world.
* Finally, it promotes the exercise of citizenship by helping students to grasp the impact of human actions on the course of history, and, by extension, the importance of fulfilling their responsibilities as citizens.

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# \*Time Periods Covered:

* Term 1:
	+ ***Formation of the Canadian Federal System: 1840-1896***
* Term 2:
	+ ***Nationalism and the Autonomy of Canada: 1896-1945***
* Term 3:
	+ ***The Modernization of Quebec and the Quiet Revolution: 1945-1980***
	+ ***From 1980 to the Present Day-Societal Choices in Contemporary Quebec***

*\*Because the new History of Quebec & Canada program is being taught for the first time during the 2017-2018 school year and therefore a concrete timeline is unknowns, the chapters covered per term may vary based on time needed for each chapter in order to provide students with adequate, detailed content.*

# \*\*Course Competencies Evaluated:

* **Competency 1: Characterizes a period in the history of Quebec and Canada:**

“Characterizing a period in the history of Quebec and Canada involves identifying the distinctive features of the period, establishing connections among them and describing them. These features constitute historical facts that have been established regarding a given period and a given territory whose natural features make it possible to understand the settlement and territory.” *(History of Quebec and Canada: Secondary III & IV*-(program document). Quebec Education Program. Page 9)

* **Competency 2: Interprets a social phenomenon:**

“Interpreting a social phenomenon means assigning meaning to it and explaining it. A social phenomenon encompasses all of the cultural, economic, political, social and territorial aspects of society. Once the object of interpretation is defined, it is analyzed. A number of considerations related to the historical perspective must be taken into account in order to ensure the validity of the interpretation.” *(History of Quebec and Canada: Secondary III & IV*-(program document). Quebec Education Program. Page 12)

*\*\*Student must successfully complete the cycle 2-year 2 history course (grade 10) to obtain their high school leaving diploma.*

# Cross-Curricular Competencies Evaluated:

* Term 1 and 3: Communicates effectively and exercises critical judgement

# \*\*\*Evaluation framework:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Term 1 (20%)** | **%** | **Term 2 (20%)** | **%** | **Term 3 (60%)** | **%** |
| Unit Quizzes/pop quizzes | 45 | Unit Quizzes/pop quizzes | 40 | Unit Quizzes/pop quizzes | 25 |
| Chapter Tests (1 per chapter)  | 35 | Chapter Tests (1 per chapter)  | 25 | Chapter Tests (1 per chapter)  | 30 |
|  |  |  |  | Assignments & projects | 15 |
| Assignments & Projects | 20 | Mid-Year Exam  | 35 | End of year exam | 30 |

*\*\*\*MELS reserves the right to moderate school grades to exam grades. Individual teachers may choose to restructure the evaluation framework.IN ADDITION, THE TERM 3 PROJECT IS SUBJECT TO CHANGE.*

\*\*\*\*It is important to remember that the Grade 10 History of Quebec and Canada course is NEEDED to obtain a high school leaving diploma for all students. It is up to students to put in the effort during class time AND AT HOME in order to be successful in this course. In addition, it is also up to the students to seek help when needed; the teacher will do their best to help students that ask for help. IN ADDITION TO THE STUDENT RESPONSIBILITIES ABOVE, PLEASE SEE THE STUDENT AGENDA FOR ADDITIONAL BEACONSFIELD HIGH SCHOOL STUDENT RESPONSIBILITIES/RIGHTS.

# Plagiarism / Cheating

 Plagiarism and/or cheating refer to any dishonest or deceptive practices and is considered as a serious offence. **All attempts** will be made by the teacher to ensure that students can properly cite any given document. However, students will be made aware that plagiarism is not allowed under the Beaconsfield High School Student Code of Respect 2017-2018 (pages 2-17 in the student agenda). Consequences for plagiarism can result in the student receiving a grade of ‘0’ for any work, assignment, or test where plagiarism and/or cheating have occurred. A report may also be filed with administration where further action may be taken at their discretion.

For useful guidelines to help you avoid plagiarism, please consult ‘***Plagiarism.org’s’*** website : <http://www.plagiarism.org/article/what-is-plagiarism>