

Course Outline

History of Québec and Canada 324

Secondary Cycle 2, Year 1

John Rennie High School
514-697-3210 • <http://johnrennie.lbpsb.qc.ca>



Contact Information

Teacher : Mr. Mansour

Web Site : <http://mansour.webhop.net>

Google : mansour jrhs

E-mail : Any concerns should be brought to the teacher's attention during class time or communicated through the student's agenda.

Class Location

Room 500

Course Description

The History of Québec and Canada program required by the Ministère de l'Éducation et de l'Enseignement supérieur (MEES) as of September 2016 is part of the new Quebec Education Program (QEP) for Cycle 2 and will be taught over a two year period.

The educational aims of this program is to enable students to acquire knowledge of the history of Québec and Canada, to help them develop the intellectual skills associated with the study of history, and to help them develop critical thinking and discussion skills conducive to social participation.

Course Objectives & Competencies

In secondary III, the History of Québec and Canada course will focus on four themes:

Unit 1: The experience of the Native peoples and the colonization attempts (30 000 BCD to 1608; First occupants of the territory; Social relations among the Native peoples; Native trade networks; Native alliances and rivalries; First contacts; Exploration and occupation of the territory by the French)

Unit 2: The evolution of colonial society under French rule (1608 to 1760; Monopoly of chartered companies; Royal Government; French territory in North America; Native warfare; Fur trade; Catholic Church & evangelization; Population growth; Cities in Canada; Seigneurial system; Economic diversification & Mercantilism; Adaptation of the colonists; Native population; Intercolonial wars; War of the conquest – Seven Years' War)

Unit 3: The conquest and the change of empire (1760 to 1791; Military regime; Royal Proclamation & assimilation; Governor Murray; Protests; Status of Native peoples; Quebec Act; American invasion; Loyalists; Colonial economy; Sociodemographic situation; Allegiance; Catholic Church; Anglican & Protestant Churches)

Unit 4: The demands and struggles of nationhood (1791 to 1840; Constitutional Act; Parliamentary debates; Liberal and republican ideas; Nationalisms; Parliamentarism; Bourgeoisie; Population; Rebellions of 1837-38; Capital and infrastructure; Agriculture; Fur trade; Timber trade; Migration flows; British-American War of 1812; Anglican & Protestant Church; Durham's report)

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

While maintaining a critical sense, students will be fuelled by interest and curiosity, and will develop a concern for the historical periods defined by key events in the history of Québec and Canada. Students will establish methods for the interpretation of historical actions and events which will in turn permit them to establish facts and situate them in time.

Competency 2: Interprets a social phenomenon (historical actions and events)

Students will find answers to questions, explain and make sense of historical actions and events in a given sociohistorical context. Interpreting a social phenomenon (historical actions and events) will help in the development of historical thinking, which in turn will prepare students for discussions on current issues and promote social participation.

Textbooks and Resource Materials

- New MEES approved textbook (t.b.d.)
- Brian Maddock. (2007). History & Citizenship Education 3. Beaconsfield, QC.
- Miscellaneous resource materials may be provided to students in printed and/or electronic format.

Suggested Materials

- Binder (1" blue D-ring)
- Paper (ruled 3-hole loose-leaf)
- Pencils, eraser, blue pens
- Binder dividers (pack of 8 – Avery 23181)
- Highlighters (2 different colors)

Attendance

- Attendance is recorded at the beginning of each class.
- If a student has been absent, a note signed by the parent is to be shown to the attendance monitor at the start of the day. Students will then have their absence noted and stamped in their agenda and this must be shown to the teacher in order to be admitted to class.

Student Responsibilities

- Write down your homework in your agenda book.
- Make sure all your homework is completed. Refer to your class rules for the consequences of not submitting your homework on time.
- When you are absent, ask your classmates to help you catch up and for homework missed.
- Keep your course binder well organized.
- Always bring your binder, your workbook, pencils, pens, calculator, and ruler to class.

Evaluation

The following will be used to assess and evaluate students:

- ♦ Learning and Evaluation Situations (LES);
- ♦ Evaluation Situations (ES);
- ♦ Formal assessments (tests);
- ♦ Take home assignments;
- ♦ In-class work;
- ♦ Participation;
- ♦ Projects;
- ♦ Mid-year exam;
- ♦ End-of-year exam; and
- ♦ Workbook.

Extra Assistance

If you have any problems, questions, or concerns, please feel free to ask. Extra assistance is always available upon request. Don't be shy to ask for help!

Cheating and Plagiarism

Cheating refers to any dishonest or deceptive practice. Plagiarism is a form of cheating in which part or all of someone else's work is passed as one's own. For useful guidelines to help you avoid plagiarism, consult the following document:

<https://www.uottawa.ca/about/sites/www.uottawa.ca.about/files/plagiarism.pdf>

Penalties for cheating or plagiarism may include a mark of zero for the assignment, E.S., L.E.S., project, test, or exam. It may result in my reporting your case to the Vice-Principal and/or Principal for further steps to be taken at their discretion.