

Course Outline

History of Québec and Canada 324

Grade 9 (Secondary Cycle 2, Year 1)

John Rennie High School
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Contact Information

Teacher : Mr. Mansour

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

Google : mansour jrhs

E-mail : Concerns about assignments, projects, tests and exams should be brought to the teacher's attention during class time or by calling the school and asking me to call you.

Class Location

Please refer to your school schedule.

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 are 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; Inter-colonial 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; Socio-demographic 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)

Although no longer prescribed by the Basic School Regulations, this history course will attempt to develop the following three competencies: 1) Examines social phenomena from a historical perspective; 2) Interprets social phenomena using the historical method; 3) Constructs his/her consciousness of citizenship through the study of history.

Textbooks and Resource Materials

- New MEES approved textbook and/or workbook (t.b.d.)
- Material may also 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, written and posted notes, handouts, pencils, and pens 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.