



Beaconsfield High School History and Citizenship Education Cycle 2 Year 2 Course Outline

Teacher: Mr. Sean O’Neill
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Class website: <http://oneillshistory.weebly.com/>
Office: B 302
Classroom: B 201
Remediation: **TBD** (Mr. O’Neill will inform students once his supervision schedule is finalized) **OR**
email/speak to Mr. O’Neill for other times

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.



***Time Periods Covered:**

- Term 1:
 - **Chapter 1: Formation of the Canadian Federal System: 1840-1896**
- Term 2:
 - **Chapter 2: Nationalism and the Autonomy of Canada: 1896-1945**
- Term 3:
 - **Chapter 3: The Modernization of Quebec and the Quiet Revolution: 1945-1980**
 - **Chapter 4: From 1980 to Our Times-Societal Choices in Contemporary Quebec**

****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% of school year)	%	Term 2 (20% of school year)	%	Term 3 (60% of school year)	%
Unit Quizzes/pop quizzes	45	Unit Quizzes/pop quizzes	40	Unit Quizzes/pop quizzes	40
Chapter Tests (1 per chapter)	35	Chapter Tests (1 per chapter)	25	Chapter Tests (1 per chapter)	30
Assignments & Projects	20	Mid-Year Exam	35	End of year exam	30
TOTALS	100		100		100

****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.****

The Class website

- <http://oneillshistory.weebly.com/>
- The class website is used by the teacher to communicate with students and parents/guardians. All class updates, including dates of quizzes/tests (and the content covered in these evaluations) will be included on the home page of the website.
- It is HIGHLY recommended that both students and parents/guardians visit the website on a regular basis to stay updated as to what is going on in the class. This is especially important if a student has missed class time due to illness and/or extra-curricular activities.



****Student Responsibilities:

This section will be discussed at length during class time at the start of the school year. It includes, but is not limited to:

- Arrive to class on time everyday
- To be respectful to each other, to the teacher, any guests and to the classroom itself (THIS MEANS NO TALKING WHEN SOMEONE ELSE HAS THE ATTENTION OF THE CLASS)
- To treat all textbooks or any other materials lent to the student with respect and to return them upon request of the teacher or school
- Be prepared to listen to the teacher, any guests and other students during class time WITHOUT being disruptive
- Student participation in class discussions with an open mind
- Arrive prepared for class with all course materials and a positive attitude
- Reviewing class notes/lessons at home each day on your own – ESPECIALLY IF THE STUDENT HAS MISSED CLASS TIME DUE TO ILLNESS AND/OR EXTRA-CIRRICULAR ACTIVITIES. It is the student's responsibility to catch-up on any content missed.
- Research all work assigned (homework, projects and in-class evaluations)
- Hand in all assignments on time (when specified)
- Seeking help when needed (this includes emailing and/or speaking with the teacher when a student does not understand a concept or needs help clarifying any course content)
- **Missed quizzes and/or tests:** Students that miss an in class evaluation MUST email the teacher to set up a makeup for the missed evaluation for THE FOLLOWING MORNING before the start of classes. Any student that does not do this may earn a grade of '0' on the evaluation (unless there are extenuating circumstances)
- **TO ARRIVE TO CLASS WITHOUT ANY PERSONAL ELECTRONIC DEVICES:** ANY STUDENT THAT ARRIVES TO CLASS WITH AN ELECTRONIC DEVICE (UNLESS NEEDED BY THE STUDENT AND IS APPROVED BY ADMINISTRATION AND THE RESOURCE DEPARTMENT THROUGH AN IEP) WILL BE ASKED TO SUBMIT THE DEVICE TO THE TEACHER FOR SAFE KEEPING UNTIL THE END OF THE CLASS. ANY STUDENT THAT REFUSES TO SUBMIT HIS/HER ELECTRONIC DEVICE TO THE TEACHER WILL BE IMMEDIATELY ASKED TO MEET WITH THE CYCLE II ADMINISTRATOR. THERE WILL BE NO DISCUSSION ON THIS TOPIC – THE HISTORY OF QUEBEC AND CANADA PROGRAM CONTAINS A LARGE AMOUNT OF CONTENT AND THE TEACHER CANNOT WASTE TIME ON THE USE OF ELECTRONIC DEVICES IN CLASS.

****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 are 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>

Required Materials

The following items are essential to ensure success in this course and therefore, the student must be in class at all times with these items.

Textbook:

- '*Reflections: 1840 to the Present*'. Fortin, S., Lapointe, D., Lavoie, R., Parent, A. Cheneliere Education. 2017 (lent by the school- 1 copy per student - if lost or severely damaged, the student is required to pay the cost to replace the lost or damaged book based on the publisher's prices and applicable taxes)

Worksheets/class (fill in the blank) notes/ other hard copy materials:

- Fill in the blank notes will be provided each lesson. These notes will coincide with the class PowerPoints. They will also be available for download on the class website (indicated at the beginning of the outline). Most other hard copy materials should also be available for download on the class website.

Class materials required (student should attend class with these materials at all times):

- Binder (preferably a 5" binder)
- 3-5 dividers (to separate notes per chapter)
- lined paper (if needed for additional notes students may want to write down)
- Pencils (VERY IMPORTANT) – all evaluations are to be written IN PENCIL
- Eraser (good quality)
- Pencil sharpener (with receptacle)
- Pens (blue, black and red)
- 1 (functioning) highlighter
- GAFE account access (LBPSB Google account including Gmail and Google Slides)



Extra Assistance

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

Have a great school year!

****** Please sign and return the signature form found on PAGE 7******



*****To be read, signed and given back to the teacher*****

By signing this form, you (student and parent/guardian) are indicating that you have read and understood the terms of Mr. O’Neill’s grade 10 history class.

- **Student and parent/guardian: Please read, fill-in and sign in the appropriate spaces**
- **Then *please detach this pages and return to the teacher by the end of the first week of class***

I (print student name in pen), _____, have read and understand the information contained in the course outline for Mr. O’Neill’s secondary IV History of Quebec & Canada course.

Student signature (in pen): _____

Date (MM/DD/YYYY): _____

Parent’s/ Guardian’s signature (in pen): _____

Date (MM/DD/YYYY): _____