

# Westmount High School

## STANDARDS & PROCEDURES WORKSHEET

Department or Subject:	Secondary 3 and 4 History and Citizenship (Canadian History)
Teacher(s):	M. Bouvy, C. Clabrough, C. Drakopoulos, T. Fairservice, E. Leclaire, F. Patterson
School Year:	2016-2017

Term 1 (20%)		
<i>Competencies Targeted</i>	<i>Evaluation Methods (e.g., End-of-term Evaluation Situation, Tests, Projects)</i>	<i>General Timeline (e.g., end of term, midterm, etc.)</i>
<input type="checkbox"/> <b>Competency 1</b> – Characterizes a period in the history of Quebec and Canada  <input type="checkbox"/> <b>Competency 2</b> – Interprets a social phenomenon	Evaluations may include: <ul style="list-style-type: none"> <li><input type="checkbox"/> Tests and quizzes</li> <li><input type="checkbox"/> Vocabulary Assignments</li> <li><input type="checkbox"/> Workbook exercises</li> <li><input type="checkbox"/> Projects</li> <li><input type="checkbox"/> Analysis of visual or written documents</li> <li><input type="checkbox"/> Oral presentations</li> <li><input type="checkbox"/> Dramatic presentations</li> <li><input type="checkbox"/> Class participation</li> </ul>	All competencies will be evaluated by the end of term
<b>Communication to Students and Parents (e.g., note home, website, agenda, report cards)</b> Teachers may communicate with parents: <ul style="list-style-type: none"> <li><input type="checkbox"/> School notes</li> <li><input type="checkbox"/> Website</li> <li><input type="checkbox"/> Agenda notes</li> <li><input type="checkbox"/> Report cards</li> <li><input type="checkbox"/> Emails</li> <li><input type="checkbox"/> Phone calls</li> </ul>	<b>Other Pertinent Information</b> Both courses are designed to facilitate development in the subject-specific competencies, outlined in the Quebec Education Program (QEP) through an exploration of Canada's History  Secondary 3 examines Canadian history through a chronological approach.  Secondary 4 examines Canadian through a thematic approach. Over the course of the year the following themes are explored: <ul style="list-style-type: none"> <li><input type="checkbox"/> Population and settlement</li> <li><input type="checkbox"/> Economy and development</li> <li><input type="checkbox"/> Culture and currents of thought</li> <li><input type="checkbox"/> Official power and countervailing powers</li> </ul>	

<b>Term 2 (20%)</b>		
<b>Competencies Targeted</b>	<b>Evaluation Methods (e.g., End-of-term Evaluation Situation, Tests, Projects)</b>	<b>General Timeline (e.g., end of term, midterm, etc.)</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Competency 1</b> – Characterizes a period in the history of Quebec and Canada</li> <li><input type="checkbox"/> <b>Competency 2</b> – Interprets a social phenomenon</li> </ul>	Evaluations may include: <ul style="list-style-type: none"> <li><input type="checkbox"/> Tests, quizzes and exams</li> <li><input type="checkbox"/> Vocabulary Assignments</li> <li><input type="checkbox"/> Workbook exercises</li> <li><input type="checkbox"/> Projects</li> <li><input type="checkbox"/> Analysis of visual or written documents</li> <li><input type="checkbox"/> Oral presentations</li> <li><input type="checkbox"/> Dramatic presentations</li> <li><input type="checkbox"/> Class participation</li> </ul>	All competencies will be evaluated by the end of term
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<b>Term 3 (60%)</b>		
<b>Competencies Targeted</b>	<b>Evaluation Methods (e.g., End-of-term Evaluation Situation, Tests, Projects)</b>	<b>General Timeline (e.g., end of term, midterm, etc.)</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Competency 1</b> – Characterizes a period in the history of Quebec and Canada</li> <li><input type="checkbox"/> <b>Competency 2</b> – Interprets a social phenomenon</li> </ul>	Evaluations may include: <ul style="list-style-type: none"> <li><input type="checkbox"/> Tests, quizzes and exams</li> <li><input type="checkbox"/> Vocabulary Assignments</li> <li><input type="checkbox"/> Workbook exercises</li> <li><input type="checkbox"/> Projects</li> <li><input type="checkbox"/> Analysis of visual or written documents</li> <li><input type="checkbox"/> Oral presentations</li> <li><input type="checkbox"/> Dramatic presentations</li> <li><input type="checkbox"/> Class participation</li> </ul>	All competencies will be evaluated by the end of term

<b>Communication to Students and Parents (e.g., note home, website, agenda, report cards)</b>	<b>End of Year Evaluation (e.g., complementary exam, uniform exam, etc.)</b>	<b>Other Pertinent Information</b>
		<p>Both courses are designed to facilitate development in the subject-specific competencies, outlined in the Quebec Education Program (QEP) through an exploration of Canada's History</p> <p>Secondary 3 examines Canadian history through a chronological approach</p> <p>Secondary 4 examines Canadian through a thematic approach. Over the course of the year the following themes are explored:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Population and settlement</li> <li><input type="checkbox"/> Economy and development</li> <li><input type="checkbox"/> Culture and currents of thought</li> <li><input type="checkbox"/> Official power and countervailing powers</li> </ul>
<p>Teachers may communicate with parents:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> School notes</li> <li><input type="checkbox"/> Website</li> <li><input type="checkbox"/> Agenda notes</li> <li><input type="checkbox"/> Report cards</li> <li><input type="checkbox"/> Emails</li> <li><input type="checkbox"/> Phone calls</li> </ul>	<p>Secondary 3: year end exam Secondary 4: MELS uniform year end exam</p>	

**Additional Information / Specifications (e.g., materials required):**

<p><b>Material Required:</b></p> <ul style="list-style-type: none"> <li>- Memory stick for saving digital work</li> <li>- Workbooks for each chapter/unit</li> <li>- Binder with loose-leaf and/or Hilroy notebook</li> <li>- Binder dividers [Notes/Assignments/Tests]</li> <li>- A pen, pencil, and set of coloured pencils</li> </ul>
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