



# COURSE DESCRIPTION 2011-2012

<b>COURSE NAME:</b>	History and Citizenship Histoire & Education à la Citoyenneté	<b>LEVEL:</b>	Cycle 1, Year 1
<b>COURSE CODE:</b>	587-203 / 087-203	<b>PERIODS PER CYCLE:</b>	Term 1: 6/8
<b>TEACHERS:</b>	<b>E-MAIL ADDRESS:</b>		
Ms. Tracy Smith	<a href="mailto:smith.t@gaa.qc.ca">smith.t@gaa.qc.ca</a>		
Ms. Anne Marier (French)	<a href="mailto:marier.a@gaa.qc.ca">marier.a@gaa.qc.ca</a>		

## **S** **Subject Area Competencies:**

<b>1.</b>	<b>The student examines social phenomena from a historical perspective</b>
	The student considers social phenomena in their complexity (aspects including: cultural economic, political territorial and social issues)
	The student contemplates the past of social phenomena (context of the period, origins beliefs and attitudes)
	The student considers social phenomena in terms of duration (synchrony, elements of change and continuity, causes, immediate consequences and enduring consequences)
<b>2.</b>	<b>The student interprets social phenomena using the historical method</b>
	The student establishes the factual basis of social phenomena (actors, actions, circumstances, facts, spatiotemporal framework, and aspects)
	The student explains social phenomena (explanatory factors, immediate consequences and enduring consequences)
	The student puts her interpretation of social phenomena in perspective (similarities and differences between two societies during the same period)
<b>3.</b>	<b>The student constructs her consciousness of citizenship through the study of history</b>
	The student understands the purpose of public institutions and establishes the contribution of social phenomena to democratic life (elements of change and continuity)
	The student considers the factors that govern social participation (connections between human action and social change, types of actions possible and opportunities for social participation)
	The student seeks the foundations of her social identity (aspects of her social identity and diversity of social identities)

## **Term Evaluations:**

*All competencies work together to a final evaluation of 100%*

- Term work will be worked together to count for **60%** of the final grade.
  - Within this percent the breakdown will be as follows:
 

Tests and Major Assignments:	70%
Small assignments and quizzes:	30%
- The June (Final) exam will count for **40%** of the final grade.

## **Tutoring:**

Will be offered once a cycle for both French and English sections during lunch time on **day 2.**

## Class Content and Assessment

	Themes and Content	Projected Activities for Evaluation
	<b>What is History?</b> How do we measure it?	<ul style="list-style-type: none"><li>• Timeline Project</li><li>• Unit Test</li></ul>
	<b>Early man and the First Civilizations</b> Paleolithic and Neolithic lifestyles Mesopotamia	<ul style="list-style-type: none"><li>• Make your own prehistoric tool assignment</li><li>• Unit test</li></ul>
	<b>Ancient Egypt</b> Cultural aspects of early civilizations	<ul style="list-style-type: none"><li>• Research one aspect of Ancient Egyptian culture</li><li>• Teacher for a day</li><li>• Unit test</li></ul>
	<b>Ancient Greece</b> Democracy and public institutions	<ul style="list-style-type: none"><li>• Research and newspaper article</li><li>• Unit test</li></ul>
<b>JUNE EXAM</b>		

### **ADDITIONAL POINTS OF NOTE:**

- 1) The expectation is for 30 - 45 minutes of homework for each one hour of class time.