



École Secondaire LAURIER MACDONALD High School  
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### COURSE STANDARDS AND PROCEDURES

**COURSE:**

History 404- History of Quebec and Canada/Histoire du Québec et du Canada

**CLASS RESOURCES:** Journey's workbook & Google classroom/Mémoires et Google classroom

**COURSE DESCRIPTION:** *A Chronological review of Canadian history from 1840 to our times*

**MYP AIMS ADDRESSED BY THE COURSE:** What are the aims/objectives of the course? How do these relate to the MEES competencies?

MYP Course Aims	MEES Course Objectives
<ul style="list-style-type: none"><li>-Act as responsible citizens of local and global communities.</li><li>- Develop inquiry skills that lead towards conceptual understandings of the relationship between individuals, societies, and the environment in which they live.</li></ul>	<p>Understanding social phenomena - part of the process of becoming responsible citizens</p> <ul style="list-style-type: none"><li>- social literacy</li><li>- consciousness of citizens</li><li>- sense of belonging</li><li>- conceptual tools</li><li>- social integration</li></ul>
<ul style="list-style-type: none"><li>-Appreciate human and environmental commonalities and diversity.</li><li>- Understand the interactions and interdependence of individuals, societies and environment.</li><li>- Understand how both environmental and human systems operate and evolve.</li></ul>	<p>-Proficiency in subject-specific knowledge targeted in the Progression of Learning - Appropriate use of knowledge</p> <p>-Rigour of his/her historical reasoning</p>

**FUNDAMENTAL IB CONCEPTS:**

For individuals and societies global interactions focus on the interdependence of the larger human community, including the many ways that people come into conflict with and cooperate with each other, and live together in a highly interconnected world to share finite resources.

**KEY INSTRUCTIONAL STRATEGIES/APPROACHES TO LEARNING:**

A : Knowing and Understanding: Students will learn how to use terminology and demonstrate knowledge and understanding through document based analysis and writing of short paragraph answers.

B: Investigating: Students will develop research skills and learn how to formulate clear research questions, investigate and collect relevant information using documents and pictographic documents.

C: Communicating: Students develop skills to organize and communicate information and ideas using document sources through reflective essay writing.

D: Thinking critically: Students will be able to synthesize information, evaluate sources, interpret different historical perspectives in order to make valid arguments.

**IB MYP LEARNER PROFILE:** -Inquirers, Knowledgeable, Thinkers, Communicators, Reflective.

Students will learn how to analyze, explore, develop critical thinking skills, communicate and reflect on their learning development through historical concepts.

**FORMATIVE & SUMMATIVE ASSESSMENT INCLUDING MYP ASSESSMENT:**

Term 1 (20% of School Course Grade)		
<i>Competencies targeted</i>	<i>Evaluation methods</i>	<i>Timeline</i>
C1 : Characterizes the period C2 : Interprets the social Phenomenon	-Formative Assessment: Quizzes/Essay  - Summative Assessment: Chapter Test/Project IB  - Verbal and written feedback	November 6th, 2025
<i>Communication to students and parents</i>	<i>Materials required</i>	
<ul style="list-style-type: none"> <li>• Telephone or Email or Mozaik portal</li> <li>• Written communication (i.e. progress report)</li> <li>• Parent/teacher interviews</li> <li>• Report cards</li> <li>• Google classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Journey's Workbook/Cahier d'apprentissage Mémoires</li> <li>• Binder/ 4 dividers</li> <li>• Notebook, digital or handwritten notes</li> <li>• Pencils, pens, liquid paper, erasers, highlighters</li> </ul>	
<i>IB MYP Criterion</i>	<i>Examples of assessment/feedback both formative and/or summative</i>	
A. <i>Knowing and Understanding</i> B. <i>Investigating</i> C. <i>Communicating</i> D. <i>Thinking Critically</i>	-Formative Assessment: Quizzes/Part B and Part C Essay -Summative Assessment: Chapter Test /Part A/Project -Verbal and written feedback -Chpt 1 & 2 ( The formation of the Federal system & Nationalism and Autonomy)	

Term 2 (20% Course Grade)		
Competencies targeted	Evaluation methods	Timeline
C1 : Characterizes the period C2 : Interprets the social Phenomenon	-Formative Assessment: Quizzes/Essay  - Summative Assessment: Chapter Test/Project IB  - Verbal and written feedback	February 6th, 2026
Communication to students and parents	Materials required	
<ul style="list-style-type: none"> <li>• Telephone or Email or Mozaik portal</li> <li>• Written communication (i.e. progress report)</li> <li>• Parent/teacher interviews</li> <li>• Report cards</li> <li>• Google classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Journey's Workbook/Cahier d'apprentissage Mémoires</li> <li>• Binder/dividers</li> <li>• Notebook, digital or handwritten notes</li> <li>• Pencils, pens, liquid paper, erasers, highlighters</li> </ul>	
IB MYP Criterion	Examples of assessment/feedback both formative and/or summative	
A. Knowing and Understanding  B. Investigating  C. Communicating  D. Thinking Critically	-Formative Assessment: Quizzes/Part B and Part C Essay -Summative Assessment: Part A-Chapter Test/Project -Verbal and written feedback - Chpt 2 & 3 (Nationalism and Autonomy & Modernization of Quebec)	

Term 3 (60% Course Grade)		
Competencies targeted	Evaluation methods	Timeline
C1 : Characterizes the period C2 : Interprets the social Phenomenon	-Formative Assessment: Quizzes/Essay  - Summative Assessment: Chapter Test/Project IB  - Verbal and written feedback  - Final Exam with moderation	June 17th, 2026
Communication to students and parents	Materials required	
<ul style="list-style-type: none"> <li>• Telephone or Email or Mozaik portal</li> <li>• Written communication (i.e. progress report)</li> <li>• Parent/teacher interviews</li> <li>• Report cards</li> <li>• Google classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Journey's Workbook/Cahier d'apprentissage Mémoires</li> <li>• Binder/dividers</li> <li>• Notebook &amp; digital or handwritten notes</li> <li>• Pencils, pens, liquid paper, erasers, highlighters</li> </ul>	
IB MYP Criterion	Examples of assessment/feedback both formative and/or summative	
A. Knowing and Understanding  B. Investigating  C. Communicating  D. Thinking Critically	-Formative Assessment: Quizzes/Part B and Part C Essay -Summative Assessment: Part A/Chapter Test/Project -Verbal and written feedback -Chpt 3 & 4 (modernization of Quebec & Societal Choices in Contemporary Quebec)	

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- ☐ This course does not have a final exam. The final course grade comes entirely from the school course grade.
- ☐ This course has a final exam administered by the English Montreal School Board. The final course grade is determined by taking 70% of the school course grade and 30% of the school board exam.
- ☒ This course has a final exam administered by the *Ministère de l'Éducation et de l'Enseignement Supérieur* (MEES). Please note that the final course grade is subject to MEES moderation.