



COURSE STANDARDS AND PROCEDURES 2025-2026

COURSE:

History and Citizenship Education (Year 1)

CLASS RESOURCES: Course Content Workbook : *History of the World* (v.f. *Histoire à la carte*) by Les Éditions CEC

COURSE DESCRIPTION: The History and Citizenship Education 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. In terms of reasoning, history and citizenship education enables students to learn to seek information and to analyze and interpret social phenomena, and leads to a gradual enrichment of the conceptual framework they use to understand the social world. Finally, it allows students to grasp the impact of human actions on the course of history, and thus to become aware of their responsibilities as citizens.

MYP AIMS ADDRESSED BY THE COURSE:

MYP Course Aims	MEES Course Objectives
<ul style="list-style-type: none">-Appreciate human and environmental commonalities and diversity.-Understand the interaction and interdependence of individuals, societies, and the environment.-Understand how both environmental and human systems operate and evolve.-Identify and develop concern for the well-being of human communities and the natural environment.	<p>The History and Citizenship Education program has two educational aims: to enable students to develop their understanding of the present in the light of the past, and to prepare them to participate as informed citizens in the social life of a democratic, pluralistic society that is receptive to a complex world.</p>

FUNDAMENTAL IB CONCEPTS: Change; Relationships; Global Interactions; Time, place and space; Systems

KEY INSTRUCTIONAL STRATEGIES/APPROACHES TO LEARNING: Content will be delivered using the workbooks (projected on SmartBoard as well), but will also be shared digitally: through Google Classroom (assignments, slides, and notes). Students will develop communication skills, through written and oral expression of viewpoints; critical thinking skills, during class discussions, reflection assignments, and debates; social skills, in interactions with classmates and teachers.

IB MYP LEARNER PROFILE ATTRIBUTES: Inquirers, Open-minded, Knowledgeable, Reflective

FORMATIVE & SUMMATIVE ASSESSMENT INCLUDING MYP ASSESSMENT:

***NB* Term 2 Not Evaluated (Semestered Course)**

Terms 1 and 3		
<i>Competencies targeted</i>	<i>Evaluation methods</i>	<i>Timeline</i>
<p>The mark on 100 will be based on the three competencies together:</p> <p>1-Examines social phenomena from a historical perspective</p> <p>2– Interprets social phenomena using the historical method</p> <p>3 – Constructs his/her consciousness of citizenship through the study of history</p>	<p>Quizzes, worksheets, projects, class participation during activities, debates & discussions (total: 70%)</p> <p>Chapter tests (30%)</p>	<p>To be completed by</p> <p>-November 6th (Term 1)</p> <p>-June 12th (Term 3)</p>
<i>Communication to students and parents</i>	<i>Materials required</i>	
Google Classroom Stream, Emails, Student Agenda, Phone Calls, Mozaik (for marks)	Notebook, course content workbook, Duo-tang, highlighters, pencils	
<i>IB MYP Criterion</i>	<i>Examples of assessment/feedback both formative and/or summative</i>	
<p>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.</p> <p>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.</p> <p>C: Communicating- Students develop skills to organize and communicate information and ideas using document sources through writing reflections.</p> <p>D: Thinking critically- Students will begin to learn how to synthesize information, evaluate</p>	<p>Formative: Timelines, drawings depicting changes in human survival activities, quizzes outlining the main characteristics of historical periods</p> <p>Summative: Chapter tests, projects, presentations</p> <p>Feedback: Oral and written</p>	

sources, and interpret different historical perspectives in order to make valid arguments.	
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This course does not have a final exam. The final course grade comes entirely from the school course grade. Classroom teachers will administer chapter tests during class time.



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). The final course grade is determined by taking 50% of the school course grade and 50% of the MEES exam. Please note that the final course grade is subject to MEES moderation.