



ST. LOUIS SCHOOL ANNUAL PLAN 2019-2020

SUBJECT / TEAM

HISTORY (S1-S3)

(I) Aims

- (a) Students can master critical thinking skills and the abilities to see, analyze, integrate and apply knowledge and information for decision making so that higher order thinking in learning is provoked.
- (b) Students can make use of the various generic skills in doing their group projects, written reports and oral presentations
- (c) Students' reading skills are improved as they have to read extensively in doing their group projects.
- (d) Students' writing skills of comprehensiveness, accuracy, and fluency with rich vocabulary are mastered and enhanced.
- (e) Students can cultivate interests in studying History inside and outside their History classes.
- (f) Students can relate current issues to the knowledge they have acquired in the history text.
- (g) Weaker students can have a better understanding of the subject content with the flexibility of learning & teaching strategies applied
- (h) Students are more equipped with generic skills and language abilities to cope with the SS subject – Liberal Studies

(II) Situational Analysis**(a) Strengths**

- i. Students' understanding and mastery of the subject content are evaluated and consolidated by the 'unit-mastery system'.
- ii. By bridging the past with the present and linking the 'dead' with the 'living'
- iii. Students are helped in the developing of the various critical thinking skills.
- iv. Many students have acquired the basic skills in doing group projects in other subjects and learning activities and teachers can give reinforcement by further developing and consolidating these skills.
- v. Students have general and basic understanding to the subject knowledge and show interests to particular topics like the two World Wars.

(b) Weakness

- i. Students have little incentive to spend time and make effort in studying history because they realize that it is only a 'minor' and 'junior' subject in this science-biased school. Such attitude of indifference in studying is most obvious among the S3 students.
- ii. Some students have language problems in studying the subject. They have difficulties in ideas expressing and words spelling.
- iii. Since most students are not used to writing essay-typed questions, some of them simply do not possess adequate English level to complete these questions fruitfully.

(c) Opportunities

- i. As Liberal Studies is a core and compulsory subject of the DSE Syllabus, students tend to be more attentive and serious towards Junior History. They start to realize the resemblance of Junior History and Liberal Studies facing them in S4. Therefore, more students view Junior History as a brief introduction of what they will have to learn in S4 regarding exam skills and knowledge.
- ii. It is observed and concluded that the correlation between History and NSS LS is quite high in the sense of pedagogy and generic skills required. When students gradually know this fact, they are becoming more serious towards History learning.

(d) Threats

- i. Some of the panel members were not professionally trained in teaching History, their subject knowledge in the discipline might hinder their mastery of the subject.
- ii. Due to a change of lesson allocation starting from 2017-2018, the total Junior History lessons will be reduced by 6 lessons @ form. The teaching schedule will be a bit tight and some topics will be covered not as detailed as previous years.

(III) Highlight

- (a) S1 to S3 Historical Enquiry Project
- (b) S1 to S3 – Parts of Hong Kong History will be included in the curriculum so as to enhance sense of identity of students and to better bridge up with the Liberal Studies curriculum (Module 2 – Hong Kong Today)

(IV) Short Term Direction

- (a) To enhance students' generic skills
- (b) To arouse learning interests in History and Art subjects

(V) Areas of Concern**1. Major Concern 1: To nurture students as visionary leaders possessing enhanced thinking skills, especially creativity and problem solving**

Program title (1): S3 History – historical enquiry project (jointly organized with the Chinese History Panel)

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	Person in charge	Resources Required
<p>Students are able to identify needs and devise ways to meet the needs when facing problems, especially those real-life problems.</p> <p>Students have solid and extensive knowledge area.</p>	<p><u>See Attachment 1</u></p>	<ol style="list-style-type: none"> 1. Students should be able to investigate some famous and interesting topics on S3 History Syllabus (from World War One to Cold War) so as to impress themselves and to acquire essential skills for LS IES. (starting from S4) 2. Students will be able to produce group projects using the various generic skills and present them to their classmates. 3. Students will be able to organized the collected data in a clear and logical way, not just some 	<p><u>Summary:</u></p> <ol style="list-style-type: none"> 1. The subject teacher will assess the outcome according to a uniform mark sheet (applicable to S1 to S3) 2. Peer evaluation will be included as a part of evaluation 3. Subject teachers will gather in the yaer-end evaluation meeting to evaluate the program implementation, students' performance and effectiveness 	<ol style="list-style-type: none"> 1. Preparation Stage: 9/2019-3/2020 2. Conduction Stage: 4/2019-6/2020 3. Assessment Stage: 6/2020 	<p>MS CHW</p>	<p>nil</p>

		<p>copy-and-paste work.</p> <p>4. Encourage students to read extensively and collect information from different sources.</p> <p>5. Help students to apply their critical thinking skills and abilities to see, analyze, integrate and apply knowledge and information for decision making by having more group discussion in class</p> <p><u>Summary:</u> Students can prepare group learning projects with their critical thinking skills and the abilities to gather, analyze, integrate and apply knowledge and information for decision making.</p>				
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Program title (2): S2 History – historical enquiry project

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	Person in charge	Resources Required
<p>Students have solid and extensive knowledge area.</p>	<p><u>See attachment 1</u></p>	<ol style="list-style-type: none"> 1. Subject teachers will be able to collaborate with each other and integrate different subject-based knowledge and skills to generate a inter-disciplinary enquiry project scheme. 2. Students will be able to produce group projects using the various generic skills and present them to their classmates. 3. Students will be able to organize the collected data in a clear and logical way, not just some copy-and-paste work. 	<p><u>Summary:</u></p> <ol style="list-style-type: none"> 1. The subject teacher will assess the outcome according to a uniform mark sheet (applicable to S1 to S3) 2. Peer evaluation will be included as a part of evaluation 3. Subject teachers will gather in the yaer-end evaluation meeting to evaluate the program implementation, students' performance and effectiveness 	<ol style="list-style-type: none"> 1. Preparation Stage: 9/2018-3/2019 2. Conduction Stage: 4/2018-6/2019 3. Assessment Stage: 6/2019 	<p>Ms KYF</p>	<p>nil</p>
	<ol style="list-style-type: none"> 4. Encourage students to read extensively and collect 					

		<p>information from different sources.</p> <p>5. Help students to apply their critical thinking skills and abilities to see, analyze, integrate and apply knowledge and information for decision making by having more group discussion in class.</p> <p><u>Summary:</u> Students can prepare group learning projects with their critical thinking skills and the abilities to gather, analyze, integrate and apply knowledge and information for decision making.</p>				
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Program title (3): S1 History – historical enquiry project

Targets/aims	Strategies and operation	Success Criteria	Methods of Evaluation	Time Scale	Person in charge	Resources Required
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<p>Students have solid and extensive knowledge area.</p>	<p><u>See Attachment</u></p>	<ol style="list-style-type: none"> 1. Students should be able to familiarize themselves with the aims, procedures, skills required and the assessment of an enquiry project. 2. Students should be able to broaden and deepen their historical knowledge and understanding of the Ancient Civilization (eg. Ancient Egyptian Civilization). 3. Students will be able to produce group projects using the various generic skills and present them to their classmates. 4. Encourage students to read extensively and collect information from different sources. 5. Help students to apply their critical thinking 	<p><u>Summary:</u></p> <ol style="list-style-type: none"> 1. The subject teacher will assess the outcome according to a uniform mark sheet (applicable to S1 to S3) 2. Peer evaluation will be included as a part of evaluation 3. Subject teachers will gather in the year-end evaluation meeting to evaluate the program implementation, students' performance and effectiveness 	<ol style="list-style-type: none"> 1. Preparation Stage: 9/2019-3/2020 2. Conduction Stage: 4/2019-6/2020 3. Assessment Stage: 6/2020 	<p>MS CYH</p>	<p>nil</p>
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		<p>skills and abilities to see, analyze, integrate and apply knowledge and information for decision making by having more group discussion in class.</p> <p><u>Summary:</u> Students can prepare group learning projects with their critical thinking skills and the abilities to gather, analyze, integrate and apply knowledge and information for decision making.</p>				
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Program title (4): Enriching program for language support of Junior History (LAC)

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	Person in charge	Resources Required
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<p><i>Teachers are able to master new technologies and effective ways to help students acquire essential knowledge and skills</i></p>	<p>1. History and English subject teachers are to jointly design a set of teaching resources to infiltrate language elements in Junior History 2. History subject teacher would distribute the set of teaching resources and teaches students some essential language skills such as interpreting and explaining messages in cartoons</p>	<p>1. Students can complete correctly the worksheet concerning the taught topic/skills 2. Students can perform better in the Data-based questions in the History Exam (scoring more than 60% of the section marks).</p>	<p>Exam scores</p>	<p>9/2019-6/2020</p>	<p>CHW</p>	<p>Some worksheets and teaching resources</p>
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Major Concern 2: To nurture Students as visionary leaders with necessary positive values including self-discipline and respect inculcated

Program title (1): Outreaching experiential leaning jointly held with the Moral and Civic Education Team: A Historical field-trip to the neighboring communities [Sheung Wan and West Point] (organized by CaChE 「長春社」)

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
<i>Students could listen and observe actively</i>	<ol style="list-style-type: none"> 1. Strengthen students' perception of self-discipline and respect through outreaching activities for experiential learning 2. 3. 1-2 experiential activities will be jointly held with the Liberal Studies and History/Chinese History Panels 4. The activities will mainly focus on broadening the experiences exposure of students to serving and respecting the community and neighbors of Hong Kong. 	<ol style="list-style-type: none"> 1. Students can apply historical knowledge and concepts learnt in History lessons to what they experience in the field trip tour. 2. Students can link up Hong Kong History and everyday life through participating the fieldtrip tour 3. Students can gather, integrate and analyse data and information collected in the fieldtrip your and deepen their understanding to Hong Kong History and the neighbourhood. 	<p><u>Summary:</u> Assessments of the projects will be done by the teacher and the student peers. Students will be asked to give feedback to the way the programme is conducted.</p> <p><i>**For details, please refer to the S1 History project mark sheet**</i></p>	<ol style="list-style-type: none"> 1. The fieldtrip will be held in the end of the first term. 2. The conduction period will be depended on the arrangement of the fieldtrip 	Ms CHW	\$800-1200

(VI) Provisional Scheme of work

Month	Events		PIC / VPIC
Sept 2019	S1-3 Historical Enquiry Project Stage 1: Preparation Stage	Enriching program for language support of Junior History (LAC)	Ms. CHW Ms CYH
Oct 2019			
Nov 2019			
Dec 2019			
Jan 2020			
Feb 2020			
Mar 2020			
Apr 2020	S1-3 Historical Enquiry Project Stage 2: Conduction Stage		
May 2020			
Jun 2020	S1-3 Historical Enquiry Project Stage 3: Evaluation Stage		
Jul 2020			
Aug 2020			

(VII) Budget and Other Resources

	Amount
EXPENDITURE	
A. General Panel / Team-based budget	
Sub-total (A) =	0

B. CEG	
B1.	
B2.	
	Sub-total (B) =
C. Furniture and Equipment (F & E)	
C1.	
	Sub-total (C) =
D. DLG	
D1.	
D2.	
	Sub-total (D) =
E. Reading Grant	
E1.	0
	Sub-total (E) = 0
F. Life Wide Learning Grant (LWLG)	
F1. Fees for "Sheung Wan traditional way of life of Chinese" [上環傳統華人生活之旅]	1,200.00
	Sub-total (F) = 1,200.00
G. Budget of items using other specific grant from EDB* : *Chinese History, NCS or Student Support grant	
G1.	
	Sub-total (G) =
H. Other Resources	

H1.	
	Sub-total (H) =
	Total Expenditure = 1,200.00

(VIII) Members

	Name of teachers	Forms/Class taught
1.	Ms. CHW (Panel chairperson)	S3A-D
2.	Ms. CHW (Panel chairperson)	S2A-D
3.	Ms. CYH (Panel member)	S1A-D

Attachment

History Investigation Project

Implementation stages	Strategies Descriptions
1. Choosing the topic	1. Students should choose a topic basing on interests and hand-in a draft to his History teacher for further approval of the investigation
2. Information collection	2. Encourage students to read extensively and collect information from different sources (e.g. books from the libraries, information on the internet & information gathered in visiting museums ...etc) before setting the topic
3. Information analysis and compilation	3. Help students to apply their <i>critical thinking skills</i> and abilities to see, <i>analyze, integrate and apply</i> knowledge and information for decision making by having more group discussion in class. Students should also raise questions facing them in the previous stages so as to better than investigation
4. Preparation for oral presentation	4. Students will prepare their projects and <i>oral presentations</i> with the supervision and guidance of their History teacher.
5. Assessing	5. Their presentations will count of their term assignment mark for that term. If possible, their product would be the blue print of their upcoming IES project in S4 LS

Topics to be chosen for each form

S1	S2	S3
1. My family and I 2. My School and I 3. Historical enquiry to the Ancient Civilization 4. Hong Kong History – Traditional Rural life of HK	1. Renaissance and Humanism 2. Age of Revolutions 3. A letter to a historical figure 4. Hong Kong History – Life of Chinese in Colonial HK	1. History of weapons/military history in Contemporary World 2. The two World Wars 3. Terrorism and peace 4. Hong Kong History – Life under Japanese Occupation (1941-45)