



St. Matthew Catholic High School

Grade 7 History and Geography



Description and Overall Expectations: The history and geography programs will enable students to become responsible, active citizens within the diverse communities to which they belong. As well as becoming critically thoughtful and informed citizens who value an inclusive society, students will have the skills they need to solve problems and communicate ideas and decisions about significant developments, events, and issues.

HISTORY- NEW FRANCE AND BRITISH NORTH AMERICA: aspects of the lives of various groups in Canada between 1713 and 1800, and compare them to the lives of people in present-day Canada; use the historical inquiry process to investigate perspectives of different groups on some significant events, developments, and/or issues related to the shift in power in colonial Canada from France to Britain; various significant events, developments, and people in Canada between 1713 and 1800, and explain their impact

HISTORY- CANADA 1800-1850: analyse aspects of the lives of various groups in Canada between 1800 and 1850, and compare them to the lives of people in Canada in 1713–1800; use the historical inquiry process to investigate perspectives of different groups on some significant events, developments, and/or issues that affected Canada and/or Canadians between 1800 and 1850; describe various significant events, developments, and people in Canada between 1800 and 1850, and explain their impact

GEOGRAPHY- PHYSICAL PATTERNS IN A CHANGING WORLD: analyse some challenges and opportunities presented by the physical environment and ways in which people have responded to them use the geographic inquiry process to investigate the impact of natural events and/or human activities that change the physical environment, exploring the impact from a geographic perspective; demonstrate an understanding of significant patterns in Earth's physical features and of some natural processes and human activities that create and change those features

GEOGRAPHY- NATURAL RESOURCES AROUND THE WORLD: analyse aspects of the extraction/harvesting and use of natural resources in different regions of the world, and assess ways of preserving these resources; use the geographic inquiry process to investigate issues related to the impact of the extraction/harvesting and/or use of natural resources around the world from a geographic perspective; demonstrate an understanding of the sources and use of different types of natural resources and of some of the effects of the extraction/harvesting and use of these resources

Subject Resources: [Key resource\(s\) along with supplementary resources / digital tools and sites / passwords; include replacement cost for resources if lost/damaged.](#)

Catholic Graduate Expectations: Our goal for all students is to experience an education based on our Catholic Graduate Expectations. <http://www.iceont.ca>

We work in community to develop graduates that are:

- Discerning Believers Formed in the Catholic Faith Community
- Effective Communicators
- Reflective and Creative Thinkers
- Self-Directed, Responsible, Life-Long Learners
- Collaborative Contributors
- Caring Family Members
- Responsible Citizens

Assessment, Evaluation and Reporting: The primary purpose of assessment and evaluation is to improve student learning. Students will understand what is expected of them, using learning goals, and success

criteria, based on the overall expectations. Feedback (self, peer, teacher) supports learning, and plays a critical role in academic achievement and success.

The development of learning skills and work habits is a key indicator of future success. The following learning skills and work habits will be developed, assessed, and reported during this course:

1. Responsibility fulfills responsibilities and commitments (*e.g. accepts and acts on feedback*)
2. Organization manages time to complete tasks and achieve goals (*e.g. meets goals, on time*)
3. Independent work uses class time appropriately to complete tasks (*e.g. monitors own learning*)
4. Collaboration works with others, promotes critical thinking (*e.g. provides feedback to peers*)
5. Initiative demonstrates curiosity and an interest in learning (*e.g. sets high goals*)
6. Self-Regulation sets goals, monitors progress towards achieving goals (*e.g. sets, reflects goals*)

Group work supports collaboration, an important 21st century skill. This will be assessed only as a learning skill. Homework may also be assessed as a learning skill. Evaluation completed in class will be based only on individual student work. Regular attendance is important to support group work, various forms of feedback, and to allow students to demonstrate evidence of their learning. Students are responsible for providing evidence of their own learning in class, within given timelines. Next steps in response to academic integrity issues, such as lack of work completion, plagiarism, or other forms of cheating, range from providing alternate opportunities, to a deduction of marks.

The achievement chart identifies four levels, based on achievement of the overall expectations:

Level 1	achievement falls below the provincial standard	(50-59%)
Level 2	achievement approaches the provincial standard	(60-69%)
Level 3	achievement is at the provincial standard	(70-79%)
Level 4	achievement surpasses the provincial standard	(80-100%)

Reporting on Student Learning:

Student learning will include a variety of assessment tasks designed to demonstrate students' development in their knowledge and understanding, thinking, communication and application of all overall expectations.

The fall progress report gives feedback on learning skills (i.e. needs improvement, satisfactory, good or excellent) and emerging student achievement (i.e. progressing with difficulty, progressing well, progressing very well)

The report card grade will be based on evidence of student learning, including observations, conversations and student products. Consideration will be given to more recent evidence (skill development) and the most consistent level of achievement.

Student and Parent/Guardian Acknowledgement

We have read the above course outline and are aware of the student responsibilities to attend class on a regular basis and to provide evidence of learning within the established timelines.

Student's Name (print): _____ Student's Signature: _____

Parent/Guardian Name (print): _____ Parent/Guardian Signature: _____