



**St. Matthew Catholic High School
Grade 8 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: CREATING CANADA: assess the impact of some key social, economic, and political factors, including social, economic, and/or political inequality, on various Canadians between 1850 and 1890 as well as on the creation and expansion of the Dominion of Canada; 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 1850 and 1890; describe various significant events, developments, and people in Canada between 1850 and 1890, and explain their impact

HISTORY- CANADA 1890-1914: analyse key similarities and differences between Canada in 1890–1914 and in the present day, with reference to the experiences of and major challenges facing different groups and/or individuals, and to some of the actions Canadians have taken to improve their lives; 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 1890 and 1914; describe various significant events, developments, and people in Canada between 1890 and 1914, and explain their impact

GEOGRAPHY - A GLOBAL SETTLEMENT: analyse some significant interrelationships between Earth's physical features and processes and human settlement patterns, and some ways in which the physical environment and issues of sustainability may affect settlement in the future; use the geographic inquiry process to investigate issues related to the interrelationship between human settlement and sustainability from a geographic perspective; demonstrate an understanding of significant patterns and trends related to human settlement and of ways in which human settlement affects the environment

GEOGRAPHY - GLOBAL INEQUALITIES: analyse some interrelationships among factors that contribute to global inequalities, with a focus on inequalities in quality of life, and assess various responses to these inequalities; use the geographic inquiry process to investigate issues related to global development and quality of life from a geographic perspective; demonstrate an understanding of significant patterns in and factors affecting economic development and quality of life in different regions of the world

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: _____