

**Grade 7 History and Geography, French Immersion**



**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. **The language of instruction for this subject is French.**

**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**: analyze aspects of the lives of various groups in Canada between 1800 and 1850; 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**: analyze some challenges and opportunities presented by the physical environment and ways in which people have responded to them; investigate the impact of natural events and/or human activities that change the physical environment; 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:** analyze aspects of the extraction/harvesting and use of natural resources in different regions of the world, and assess ways of preserving these resources; 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:** Nelson History 7; Nelson Geography 7

**Subject Materials – what to bring to class:**

* Social Studies Binder
* Lined paper and work from previous classes
* Homework
* Pencils and eraser
* Coloured pencils (for mapping)
* A positive attitude!

**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:

* Effective Communicators
* Reflective and Creative Thinkers
* Self-Directed, Responsible, Life-Long Learners
* Discerning Believers formed in the Catholic Faith Community
* 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. The following learning skills and work habits will be developed, assessed, and reported during this course:

1. Responsibility  4. Collaboration

*2.* Organization  5. Initiative

3. Independent work 6. Self-Regulation

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. 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 (50-59%) - achievement falls below the provincial standard

Level 2 (60-69%) - achievement approaches the provincial standard

Level 3 (70-79%) - achievement is at the provincial standard

Level 4 (80-100%) - achievement surpasses the provincial standard

**\* Classroom app: REMIND**

This year, we will be using the Remind application, which allows users to receive instant reminders to their phone or computer regarding important dates or upcoming assignments. Both students and parents are welcome to join! **NOTE: NO PHONES NUMBERS ARE SAVED OR VISIBLE WITH THIS APPLICATION.**

* This application is not mandatory. Homework will be posted in class. Assignments and upcoming events will still be posted on my website. For more information, please visit: **remind.com**
* Reminders will be sent for upcoming assignment deadlines and special events happening at our school. For example, “History tests go home tonight. Parents, please sign!”
* **To sign up**: please follow the instructions indicated on the Language course outline. Updates and reminders can be received directly to your phone or to your email.