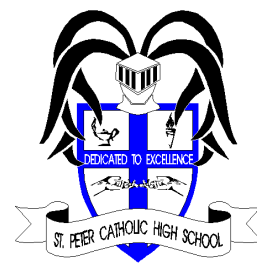


St. Peter Catholic High School Specific Course Outline Information



Teacher: Mr. D. Maillet
School Year: 2017-2018
Course Title: The Ontario Curriculum – Social Sciences – **History (HE 700), (HI 700)**
Grade: 7

Course Summary

In Grade 7 history, students will examine social, political, economic, and legal changes in Canada between 1713 and 1850. They will explore the experiences of and challenges facing different groups in Canada during this period, and will compare them to the experiences of present-day Canadians. In this grade, students will be introduced to the historical inquiry process and will apply it to investigate different perspectives on issues in eighteenth- and early-nineteenth-century Canada, including issues associated with the shift in power from France to Britain. Students will learn about various groups that existed in colonial Canada and how they were affected by the conflicts and changes that characterized this period. They will begin to apply the concepts of historical thinking to their study of Canadian history, leading to deeper and more meaningful explorations of life in colonial Canada. Students will also develop their ability to gather and critically analyse evidence from primary sources in order to form their own conclusions about historical issues and events

Catholic Graduate Expectations

Distinct expectations for graduates of Catholic Schools are determined and shaped by the vision and destiny of the human person emerging from our faith tradition. This Christian anthropology or worldview reveals the dignity and value of the person. Catholic education views human life as an integration of body, mind and spirit. Rooted in this vision, Catholic education fosters the search for knowledge as a lifelong spiritual and academic quest. The expectations of Catholic graduates, therefore, are described not only in terms of knowledge and skills, but also in terms of values, attitudes and actions.

The expectations are separated into seven sections:

1. A discerning believer formed in the Catholic Faith community who celebrates the signs and sacred mystery of God's presence through words, sacrament, prayer, forgiveness, reflection, and moral living.
2. An effective communicator, who speaks, writes and listens honestly and sensitively, responding critically in light of gospel values.
3. A reflective, creative and holistic thinker who solves problems and makes responsible decisions with an informed moral conscience for the common good.
4. A self-directed, responsible, lifelong learner who develops and demonstrates their God-given potential.
5. A collaborative contributor who finds meaning, dignity, and vocation in work which respects the rights of all and contributes to the common good.
6. A caring family member who attends to family, school, parish, and the wider community.
7. A responsible citizen who gives witness to Catholic social teaching by promoting peace, justice, the sacredness of human life.

All students in every course, in every grade, will be working towards the achievement of these expectations.

The Christian vision of the human journey is best understood within the context of relationship and how every community is shaped by the values, attitudes, and actions of its diverse people. It is our hope that students will come to understand and appreciate that to live in relationship requires knowledge, acceptance, and a deep awareness of the perspectives of others.

Core Content and Sequence

New France and British North America (1713-1800): In studying New France and the British North America during the eighteenth century, students will analyze aspects of the lives of various groups in Canada, compare them to the lives of people in present-day Canada and 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. They will also describe various significant events, developments, and people in Canada between 1713 and 1800.

Canada 1800–1850: Conflict and Challenges: In studying conflict and change at the beginning of the nineteenth century, students will analyze 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. They will 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. They will also describe various significant events, developments, and people in Canada between 1800 and 1850, and explain their impact.

Texts for this course

Core: Their Stories, Our History – Canada's Early Years

Nelson History 7

Immersion: Leurs récits, notre histoire

The Report Card

Student assessment is based on the following four categories of knowledge and skills in Social Sciences:

1. Knowledge and Understanding
2. Thinking
3. Communication
4. Application

For each of these categories, there are four levels of achievement. Please refer to the following standards.

Achievement Chart

Achievement Level	Percentage Mark	Range Summary
4+ 4 4-	90 to 100 85 to 89 80 to 84	A very high to outstanding level of achievement. Student has demonstrated the required knowledge and skills. Achievement exceeds the provincial standard
3+ 3 3-	77 to 79 73 to 76 70 to 72	A high level of achievement. Student has demonstrated most of the required knowledge and skills Achievement meets the provincial standard
2+ 2 2-	67 to 69 63 to 66 60 to 62	A moderate level of achievement. Student has demonstrated some of the required knowledge and skills Achievement is below, but approaching the provincial standard
1+ 1 1-	57 to 59 53 to 56 50 to 52	A passable level of achievement. Student has demonstrated some of the required knowledge and skills in limited ways. Achievement falls much below the provincial standard
Below level 1 (< 1)	Below 50	Insufficient achievement of curriculum expectations Student has not demonstrated the required knowledge and skills. Extensive remediation is required