

Grade 7 History

Course Information and Outline

Welcome to another exciting school year at Woodbine Junior High! The following is some important information pertinent to your success in the History program:

Materials:

The following is a list of materials that you need to bring to each class:

- A 3-ring binder or duo-tang
- Blue/Black pen to take notes and write tests
- Red pen to correct homework, assignments and tests
- Pencil and eraser to draw diagrams, maps and graphs
- Extra pens and pencils, highlighters, pencil crayons, markers, etc.

Textbook: Canadian History 7 (Pearson)

The textbook that you receive at the beginning of the year is on loan and will be collected in June. **YOU ARE RESPONSIBLE FOR RETURNING YOUR TEXTBOOK IN THE SAME CONDITION IN WHICH IT WAS GIVEN TO YOU.** The replacement value for a lost textbook is **\$55**. The rebinding fee for damaged books is **\$10**.

Classroom Expectations:

1. Arrive on time and be prepared to work.
2. Complete all assignments.
3. Know and abide by the Code of Behaviour (see Student Agenda).
4. If you are having difficulty with the work, seek extra help.
5. If you are absent (due to illness) or know you will be absent (due to a field trip), it is your responsibility to catch up. If you are absent on the day of a test, it is your responsibility to arrange a time with the teacher to write the test on another date. This should be done immediately upon your return to school.

Assessment and Evaluation:

Students will be assessed using a variety of tools such as tests, quizzes, performance tasks, presentations, etc. In most cases, a rubric based on 4 levels of achievement will be used to assess mastery of the curriculum expectations.

Level 4	80 – 100%
Level 3 ★	70 – 79%
Level 2	60 – 69%
Level 1	50 – 59%
Level R (remediation required)	Below 50%

★ Level 3 is defined as the **provincial standard**. A student achieving at level 3 should be well prepared for work in the next grade level or the next course.

Course Outline:

The dates below are rough estimates and are intended only as guidelines!

Duration	Topic and Overall Expectations	Description
September	Introduction	Classroom expectations, course information and outline, introduction to textbook, etc.
September-October	New France <ul style="list-style-type: none"> • Outline the reasons why settlers came to New France • Identify the social, political, religious and economic factors that shaped the colony • Describe how settlers and fur traders interacted with the First Nation peoples • Use a variety of resources and tools to gather, process, and communicate information about how settlers in New France met the physical, social and economic challenges of the new land • Identify and explain similarities and differences in goals and interests of various groups in New France 	Text: Unit 1 Chapters 1-3 Concepts: Examine the roots and culture of French Communities in North America. Application Suggestions: <ul style="list-style-type: none"> ▪ Timelines of Historical Events ▪ Flowcharts of Political Organizations ▪ Charts ▪ Models of Settlements (Port Royal, Forts, Seigneurie) ▪ Re-enactments (Fur Trading) ▪ Murals depicting way of life or important events
October-November	British North America <ul style="list-style-type: none"> • Explain the origins of English settlement in British North America after the fall of New France • Describe the migration and settlement experiences of the various groups of settlers and outline the causes, events and results of the War of 1812 • Use a variety of resources and tools to gather, process and communicate information about the beginnings and development of the new British colonies • Identify some themes and personalities from the period and explain their relevance to contemporary Canada 	Text: Unit 2 Chapters 4-6 Concepts: Examine where and why colonists settled after the fall of New France. Application Suggestions: <ul style="list-style-type: none"> ▪ Plays or Skits (Loyalists) ▪ Biographies of important people ▪ Newspapers (Colonial Advocate) ▪ Diaries (War of 1812 correspondent) ▪ Music (Songs, Ballads)
December-January	Conflict and Change <ul style="list-style-type: none"> • Describe the causes, personalities and results of the rebellions of 1837-38 in Upper and Lower Canada • Use a variety of resources and tools to gather, process and communicate information about issues and conflicts in Upper and Lower Canada and about attempts to resolve them • Compare methods of conflict resolution in both historical and contemporary situations 	Text: Unit 3 Chapters 7-9 Concepts: Examine the causes of the rebellions of 1837-38 and the roles played by various men/women. Application Suggestions: <ul style="list-style-type: none"> ▪ Projects or Presentations (Oral and Power Point) ▪ Interviews (radio or TV interview with famous person)
Evaluation (on going)		<ul style="list-style-type: none"> • Tests • Presentations: Oral and Visual • Assignments • Reports

★ This course will be supplemented with a study of current events and issues. Related articles from newspapers, magazines, online sources, etc. will be discussed regularly in class. Students will be encouraged to connect what they are learning with what is happening in the world around them at all times!