

# Social 7 Course Outline

## Unit Descriptions

Social 7 is divided into 2 separate areas of study. The following is a description of each:

### 1. Toward Confederation

Students will learn to appreciate the influence of diverse Aboriginal, French, and British peoples and appreciate the challenges of their coexistence. Students will compare and contrast the social and economic structures within the societies of Aboriginal, French, and British peoples. Students will assess the political and economic competition relating to the control of North America. Students will be able to assess how political, economic, and military events contributed to the foundations of Canada.

### 2. Following Confederation: Canadian Expansions

Students will recognize the positive and negative aspects of immigration and political decisions. Students will appreciate the challenges that communities face when confronted with change. Students will critically assess the role, contributions and influence of the Red River Metis on the development of Western Canada. Students will evaluate the impact of Confederation on Canada from 1867 to WWI. Students will critically assess the impacts of social and political changes on individual identities in Canada since 1918.

## Grade 7 Social Studies Timeline

The following information shows the order of the units in each of the 2 terms. The timeline indicated for each term is tentative and may need to be adjusted as the school-year progresses.

Units of Study
<ul style="list-style-type: none"><li>● <b>Aboriginal People</b></li><li>● <b>Imperialism and European Explorers</b></li></ul>
<ul style="list-style-type: none"><li>● <b>European Explorers and the Fur Trade</b></li><li>● <b>Conflict between British, French and First Nations</b></li></ul>
<ul style="list-style-type: none"><li>● <b>Factors Leading to Confederation</b></li></ul>
<ul style="list-style-type: none"><li>● <b>Canadian Confederation and Impacts</b></li><li>● <b>Louis Riel, Red River Resistance</b></li></ul>
<ul style="list-style-type: none"><li>● <b>Shaping Canada(1867-WWI)</b></li><li>● <b>Urbanization, society &amp;Technology on Canadian Identity</b></li></ul>

### **Assessment Standards**

The following standards will be used in the assessment process. They will appear in PowerSchool GradeBook and on the term report cards. Parent/Guardians will be provided with a log-in to the parent portal so they can monitor their child's progress throughout each term:

- Engage in Current Affairs
- Use evidence to support opinions through critical thinking
- Communicate in a variety of ways
- Geographical thinking (construct and interpret maps)
- Display an understanding of the challenges leading to pre & post confederation
  - Aboriginal Groups
    - Imperialism & European Explorer
    - The Fur Trade
    - Conflict between British, French and First Nations
    - Factors Leading to Confederation
    - Canadian Confederation and Impacts
    - Louis Riel and the Red River Resistance
    - Shaping Canada (1867-WWI)
    - Urbanization, society and technology on Canadian Identity

A variety of assessment methods will be used throughout the year, including but not limited to:

- in-class assignments
- research projects
- exams
- oral presentations
- homework assignments
- Final exam in June

### **Achievement Indicators**

The level of understanding for each concept will be communicated using the following achievement indicators:

**EL** – Excelling – Demonstrates exemplary performance in relation to the learner outcomes

**PR** – Proficient - Demonstrates strong performance in relation to the learner outcomes

**SA** - Satisfactory - Demonstrates adequate performance in relation to the learner outcomes

**BG** – Beginning - Demonstrates basic performance in relation to the learner outcomes

**LT**- Limited- Demonstrates limited performance in relation to the learner outcomes or incomplete understanding

Please note that if your child was absent from school and so was unable to be assessed for a particular concept, an assessment indicator of 'U' will be recorded.