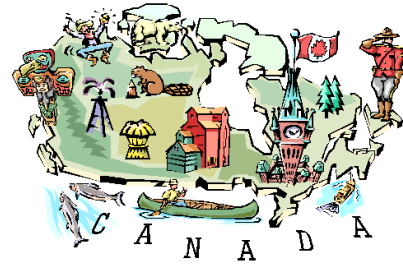


Social Studies 7
Mayerthorpe Junior Senior High School
2025-2026

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Room 122



LAND ACKNOWLEDGEMENT

We acknowledge that we are on Treaty 6 Territory, the traditional meeting grounds, gathering place and travelling route to the Nakota Sioux, Cree, Saulteaux, Blackfoot, Dene and Metis. We acknowledge the many First Nations, Metis, and Inuit whose footsteps have marked these lands for generations. We are grateful for the traditional Knowledge Keepers and Elders who are still with us today and those who have gone before us. We recognize the land as an act of reconciliation and gratitude to those whose territory we reside on or are visiting.

RATIONALE

Throughout Social Studies 7, students will learn about the people and events from before and after **Confederation**. Grade 7 students will acquire an understanding of how Canada has changed into a multicultural, bilingual, pluralistic and diverse society; and they will appreciate how these characteristics of Canada have affected citizenship and identity over time.

COURSE TOPICS/UNITS

The course follows a chronological order through Canadian history. There are two units:

- Toward Confederation
- Following Confederation

STUDENT ASSESSMENT

Assessment for Learning (Formative Assessment) is a systematic process of collecting information or evidence about student learning and is not assigned a grade/mark for the report card. **Assessment of Learning (Summative Assessment)** the judgment we make about the assessments of student learning based on established criteria and a mark/grade is recorded for the report card. The purpose of assessment is to improve student learning. This means that judgments of student performance must be criterion-referenced so that descriptive feedback can be given that includes clearly expressed next steps for improvement. Tools of varying complexity are used by the teacher to facilitate this. For the more complex evaluations, the criteria are incorporated into a rubric where levels of performance for each criterion are stated in language that can be understood by students. Where possible, students will be engaged in their own assessment through self-reflection and the construction of rubrics

Assessment is embedded within the instructional process throughout each unit rather than being an isolated event at the end. Often, the learning and assessment tasks are the same, with formative assessment provided throughout the unit. In every case, the desired demonstration of learning is articulated clearly and the learning activity is planned to make that demonstration possible. This process of beginning with the end in mind helps to keep focus on the expectations of the course curriculum outcomes. The evaluations are expressed as a percentage/mark/grade based upon levels of achievement.

Social Studies 7: Outcomes & Assessments

There are two major sections in Social Studies 7. The specific outcomes for each section are outlined below. **Each unit will include a variety of formative and summative assessments, as well as chapter exams.** The approximate unit dates are also included.

Topic 1: Toward Confederation	Approximate Dates: September - January
Students will demonstrate an understanding and appreciation of the distinct roles of, and the relationships among, the Aboriginal, French and British peoples in forging the foundations of Canadian Confederation.	
<i>Students will:</i> <ul style="list-style-type: none">➤ appreciate the influence of diverse Aboriginal, French and British peoples on events leading to Confederation➤ appreciate the challenges of co-existence among peoples➤ compare and contrast diverse social and economic structures within the societies of Aboriginal, French and British peoples in pre-Confederation Canada➤ assess, critically, the economic competition related to the control of the North American fur trade➤ assess, critically, the political competition between the French and the British in attempting to control North America➤ assess, critically, how political, economic and military events contributed to the foundations of Canada	
Topic 2: Following Confederation: Canadian Expansions	Approximate Dates: February – June
Students will demonstrate an understanding and appreciation of how the political, demographic, economic and social changes that have occurred since Confederation have presented challenges and opportunities for individuals and communities.	
<i>Students will:</i> <ul style="list-style-type: none">➤ recognize the positive and negative aspects of immigration and migration➤ recognize the positive and negative consequences of political decisions➤ appreciate the challenges that individuals and communities face when confronted with rapid change➤ assess, critically, the role, contributions and influence of the Red River Métis on the development of western Canada➤ evaluate the impact of Confederation and of subsequent immigration on Canada from 1867 to the First World War➤ assess, critically, the impacts of social and political changes on individual and collective identities in Canada since 1918➤ assess, critically, the impact of urbanization and of technology on individual and collective identities in Canada	



RESOURCES/TEXTS/SUPPLIES

1. Textbook: **Voices and Visions: A Story of Canada** (Oxford Canada)
2. Teacher Provided Resources – Maps, YouTube



MATERIALS

Students are required to bring to each class:

- binder with lined paper and handouts
- writing utensil (blue or black pen, or pencil)
- pencil crayons
- assigned textbook

ASSMENT OF LEARNING

SOCIAL STUDIES 7	Independent Individual Assignments (Summative)	20%
	Tests and Quizzes (Summative)	60%
	Mid-term Exam and Final Exam (Summative)	20%
	Class work – completed as a group (Formative)	N/A

NOTE:

1. The final grade is based only on work which is completed independently within the classroom.
2. Students may re-write a quiz outside of class time but chapter tests and exam marks are final.

APPEALS PROCESS

Should a situation arise where a student is not satisfied with an assessment outcome, first discuss the matter with the teacher outside of class time. If the teacher and the student are unable to resolve the issue, then the teacher will approach another teacher to assess the assignment. (The teacher will not have prior knowledge of the student's name or the previous grade for the given assignment). If there is still an issue, a meeting will be set up between the student, teacher, parents, and administration to resolve the matter. The commencement of an appeal must occur in a timely manner; within 48 hours of receiving the marked assignment. In return, the appeal process will be completed as soon as possible.

GRADE DETERMINATION

Term grade determination: Grade will be based upon evaluations conducted throughout the course. This portion of the grade will reflect the student's most consistent level of achievement throughout the course, although special consideration will be given to more recent evidence of achievement.

Final grade determination: Grade will be based on the accumulation of term grade evidence and a final examination administered at the end of the course (this exam will be based on an evaluation of all units of the course). This grade will reflect the student's most consistent level of achievement throughout the course, although special consideration will be given to more recent evidence of achievement.

When the teacher's professional judgment indicates the student is in a position to demonstrate learning on a summative assessment with greater success than the initial attempt, such an alternative or additional summative assessment will be provided at a time agreed upon by the student and the teacher.

GOOGLE CLASSROOM INFORMATION

1. Social 7 has its own google classroom. All students are added into the classroom.
2. Students can access the text book there – each chapter is uploaded separately.
3. Deadlines for assessments are clearly posted in the classroom.
4. Announcements are posted in the stream within this classroom.
5. When busses are not able to run – students can utilize the classroom to contact the teacher or check for announcements.



EXPECTATIONS OF THE STUDENT

General Classroom Rules:

- a. Follow all school rules and expectations within the classroom as well as in the hallway before, during and after class time.
- b. Show respect to others within the classroom.
- c. Be prepared for class.
- d. Students are responsible for cleaning up after themselves while in the classroom.
- e. Cell phones cannot be in the classroom during class time.
- f. On days when busses do not run – students can check google classroom for the plan for the day.

Assignments/Projects Rules

- a. Complete all assignments.
- b. Any classwork done as a group – you can use your neighbor's to complete your class copy.
- c. If a student is not handing in their assignments in a timely manner, parents will be contacted, and the student may be required to attend support time. Continuing to not hand in assignments may result in the administration becoming involved.

Tests/Quizzes/Essays Rules

- a. If a student is away on the day of a test, quiz or essay, then they will write it immediately on their return.
- b. All tests, quizzes and essays are singular events that **MUST** be completed in the prescribed timeframe. Students will not be given extra time unless preapproved by the teacher.

Plagiarism Rules

- a. Plagiarism is defined as: wrongfully using another's language, thoughts, ideas or expressions as your own. This includes, copy and pasting from the internet.
- b. It is **unacceptable** that students plagiarize OR cheat. Such actions are considered a discipline issue.
- c. Student will be evaluated based on any evidence of work completed by him/her within the plagiarized piece.
- d. Parents will be notified of the event. If behaviour continues, a meeting with administration will occur.
- e. If you are unsure then you should ask the teacher, or reference the ideas/thoughts that you are using

Digital Citizenship

Because we will be frequently using chrome books, students must also abide by the digital citizenship agreement (Administrative Procedure 140) with Northern Gateway.

If student abuses the privilege, he/she will be required to complete work other ways (example: pen and paper). Misuse of any devices will be dealt with according to the student agenda policy.



Exam Exemption Policy

MHS has a Final Exam Exemption Policy. I will review the policy with students several times as we work towards the final exam. Students can read the requirements on the school website. Students will apply through the main office. The school administration team determines which students qualify for this exemption.

Dear Student and Parent,

Thank you for reading this course outline! Please note that on days when busses do not run, our google classroom will be updated with a plan for the classtime. If you have any questions or concerns, I can be reached at 786-2624 or shelley.knott@ngps.ca. Return calls and emails will always be completed outside of instructional time. Should there be an emergency, please contact the main office at MHS.

Sincerely,

Shelley Knott

Mrs. S. Knott

Please Note: I will use both the email provided and personal phone calls for individual student concerns.

