***Program Rationale and Philosophy***

* Social studies provides opportunities for students to develop the attitudes, skill and knowledge that will enable them to become engaged, active, informed and responsible citizens.
* **Recognition and respect for individual and collective identity is essential in a pluralistic and democratic society.**
* Social studies helps students develop their sense of self and community, encouraging them to affirm their place as citizens in an inclusive, democratic society.

***Program Vision***

* The program emphasizes the importance of diversity and respect for differencesas well as the need for social cohesion and the effective functioning of society.
* Central to the vision of the Alberta social studies program is the recognition of the diversity of experiences and perspectivesand the pluralistic nature of Canadian society**.**
* A pluralistic view recognizes that citizenship and identity are shaped by multiple factors such as culture, language, environment, gender, ideology, religion, spirituality and philosophy.

***General Intended Learning Outcomes***

1. 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.
2. Students will demonstrate an understanding and appreciation of how political, demographic, economic and social changes that have occurred since Confederation have presented challenges and opportunities for individuals and communities.

***General Outcome 7.1: Towards Confederation***

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.

**Values and Attitudes:**

*Students will:*

* + 1. appreciate the influence of diverse Aboriginal, French and British peoples on events leading to Confederation.

***7.1.2***appreciate the challenge of co-existence among peoples.

***Knowledge and Understanding:***

* + 1. compare and contrast diverse social and economic structures within the societies of Aboriginal, French and British peoples in pre-Confederation Canada
    2. assess, critically, the economic competition related to the control of the North American fur trade
    3. assess, critically, the political competition between the French and the British in attempting to control North America
    4. assess, critically, how political, economic and military events contributed to the foundations of Canada

***General Outcome 7.2: Following Confederation: Canadian Expansions***

Students will demonstrate an understanding and appreciation of how political, demographic, economic and social changes that have occurred since Confederation have presented challenges and opportunities for individuals and communities.

**Values and Attitudes:**

*Students will:*

* + 1. *recognize the positive and negative aspects of immigration and migration*
    2. *recognize the positive and negative consequences of political decisions*
    3. *appreciate the challenges that individuals and communities face when confronted with rapid change*

***Knowledge and Understanding:***

* + 1. assess, critically, the role, contributions and influence of the Red River Métis on the development of western Canada
    2. evaluate the impact of Confederation and of subsequent immigration on Canada from 1867 to the First World War
    3. assess, critically, the impacts of social and political changes on individual and collective identities in Canada since 1918
    4. assess, critically, the impact of urbanization and of technology on individual and collective identities in Canada

***Current Events:***

Students will read and interpret newspaper articles of local, regional, national and international interest and relate their opinions, understanding and interpretations of the issues and articles.

* Students will complete 2 Current Event Booklets per month.
* Students will develop skills in identifying main idea and supporting material.

***Late Assignments:***

In order to equip students with the skills and attitudes that they will need to be successful in school and at future jobs, assignment completion deadlines are set for each quarter.  Students need to ensure that their assignments are up to date by the end of each quarter.

* + Q1 - November 9
  + Q2 - January 25
  + Q3 – April 9
  + Q4 - June 21

When a student does not complete an assignment, it will be marked as **Not Yet Handed In**.

**Students who are missing many assignments will be taken off a number grade and will only receive an anecdotal report.**

**\*All assignments must be completed and handed in by the above mentioned deadlines to qualify for exemption!**

***Assessment of Student Achievement:***

The evaluation of the Social Studies 7 Program is divided into four equally weighted reporting periods. The year’s work will be worth 80% of the student’s final mark. The remaining 20% of the student’s final grade will be determined through the use of a Mid-Term Exam and the Social Studies 7 Exam to be held in June.

*.*

***Reporting Period Assessment of Student Achievement:***

Students will be assessed in the following areas each reporting period:

**Assignments**: 35%

**Tests & Exams:** 30%

**Current Events:** 15%

**Mid-Term:** 10%

**Final Exam:** 10%

* **Students must have an average of 90% and have completed and handed all assignments to qualify for an exemption on the Final Exam.**

**Cell Phones in the Classroom:**

To maintain a quality learning environment for all students in the class, I will be asking that students **not** bring their cell phones to any of my classes. I have a phone in my class that students can access for **important matters** and you can contact them by phoning the school and asking to be put through to my class (room 150). Those students who choose to bring their cell phones to class will be asked to place them in their locker the first time. If they choose to repeatedly bring their phone, I will confiscate the phone and have it placed in the office where students can pick it up at the end of the day. I will send you an email if your child’s cell phone has been confiscated. If you have any questions or concerns about these expectations, please contact me for further discussion.

***Student Materials:***

Students require the following materials to successfully organize hand-outs, notes and assignments:

* School agenda or equivalent
* 1 three-ringed binder (at least 2")
* Highlighting pens (3 different colors)
* Pen (darker colors only)

**Success begins with an understanding of the expectations!**

**Students are expected to share the information in the Social 7 Course Outline with their parents. To ensure you have had the opportunity to read this course outline and discuss it with your child, please complete the following section on the next page.**

**I can be contacted at the school:**

Phone number: (403) 381 – 0953

Email address: [hayh@holyspirit.ab.ca](mailto:hayh@holyspirit.ab.ca)

I also have a web page under the heading “Teacher Pages” on http://www.holyspirit.ab.ca/flvt/

This page has important assignment information on it for your child when they are absent along with due dates.

Please detach the following and return:

-------------------------------------------------------------------------------------------------------------------------------

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(please print)

Preferred phone number for contact: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent email address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(please print)