**North East School Division Planning Organizer**



**Social Studies Grades 6-9**

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| **Stage 1 – Begin With the End in Mind** |
| **Big Ideas** What do we want students to remember 40 years from now? |
| How are we all connected? |
| **Goals**  |
| **Interactions and Interdependence*** examine the local, indigenous, and global interactions and interdependence of individuals, societies, cultures, and nations (IN)
 | **Dynamic Relationships*** analyse the dynamic relationships of people with land, environments, events, and ideas as they have affected the past, shape the present, and influence the future (DR)
 | **Power and Authority*** investigate the processes and structures of power and authority, and the implications for individuals, communities, and nations (PA)
 | **Resources and Wealth*** examine various worldviews about the use and distribution of resources and wealth in relation to the needs of individuals, communities, nations, and the natural environment (RW).
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| **Themes:** Gr. 6 – Canada and Our Atlantic Neighbours Gr. 7 – Canada and Our Pacific Neighbours Gr. 8 – The Individual in Canadian Society Gr. 9 – The Roots of Society |
| **Outcomes** Circle the verbs or skills, underline the qualifiers |
| **IN6.1** Evaluate and represent personal beliefs and values by determining how culture and place influence them.**Evaluate 🡪 beliefs & values (personal)****Represent 🡪 beliefs & values**Determining 🡪 influence (culture & places on themselves)**IN6.2** Examine the social and cultural diversity that exists in the world, as exemplified in Canada and a selection of countries bordering the Atlantic Ocean.**Examine 🡪 social and cultural diversity****IN6.3** Develop an understanding that global interdependence impacts individual daily life in Canada and a selection of countries bordering the Atlantic Ocean.**Develop 🡪 understanding of the impact of global interdependence****IN6.4** Explore aspects of cultural change over time, including: \* reasons for cultural change  \* examples of cultural change \* how cultural change affects youth \* how youth respond to cultural change*.***Explore🡪 aspects (reasons, examples, effect on youth, response of youth)** |
| **Understandings** What do we hope students will come to understand as a result of learning? Think: Students will understand that… | **Essential Questions** Questions for deeper understanding that invite deep thinking about the ideas and issues throughout the unit. |
| * That roles differ from family to family, community to community and nation to nation.
* That roles and responsibilities change through life.
* That responsibilities shift within a family and community.
* That we are drawn to art that we connect with personally.
* That history impacts culture, which impacts personal values.
* That life in Canada is not isolated from the influence of other countries.
* That people emigrate to fill a need.
* That there are places where global interdependence does not benefit an individual because of war, lack of power, poverty, etc.
* That citizens & immigrants are both impacted by immigration because life changes when ‘new’ people move in
* That international agencies are successful because of international cooperation
* That international agencies are needed because of power imbalances.
* That everyone is capable of helping other human beings.
* That people from a variety of cultural backgrounds have contributed to making life in Canada better.

THAT:* people are culturally diverse based on where they come from
* we can gain a deeper understanding of our own culture by understand other cultures
* indigenous peoples have contributed to the local, provincial, national, and global communities
* our provincial idea of culture comes from many areas around the world
* Cultural Diversity is what makes us different but helps us understand one another
* That the degree of impact of cultural change will change over time
* That sometimes when cultures interact, people can segregate, assimilate, accommodate or live pluralistically
* That when cultures interact, the values both hold influence the cultural changes that occur
 | * Do certain responsibilities come with certain roles?
* How does where we are (and who we’re with) impact who we are?
* How do roles changing from one member affect another’s roles?
* What does art say about culture?
* What does my art say about me?
* How are you influenced by other countries?
* How can cooperation between countries improve life?
* How does immigration or emigration affect you?
* How is human welfare improved by people from different cultural backgrounds?
* How does where we’re from affect who we are?
* How does understanding someone else’s culture help me understand my culture?
* How have indigenous people contributed to our various communities?
* How have other cultures contributed, historically and present day, to our provincial culture?
* What is the significance of cultural diversity to us and others around the world?
* How does time affect the degree of cultural change a nation experiences?
* How do permanent changes occur when cultures interact? What variables lead to permanent changes?
* What are the ways people can interact when cultures come together?
* How do the values of a culture affect the changes cultures experience when they come in contact with each other?
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| **Students need to know:** What is essential knowledge for students to have in order to demonstrate their understanding of the outcomes?  | **And be able to do:** What should they eventually be able to do as a result of their learning experiences in order to achieve the outcome? Should reference the indicators. Think: verb.  |
|  * Who is family?
* What is community
* examples of roles
* What is art?
* research skills
* how to glean important info
* Define segregation, assimilation, accommodation, pluralism & cultural diversity
* Pluralism - A condition in which numerous distinct ethnic, religious, or cultural groups are present and tolerated within a society. The belief that such a condition is desirable
* Accommodation: a process of mutual adaptation between persons or groups, usually achieved by eliminating or reducing hostility, as by compromise or arbitration.
* lists
* reasons for emigration
* (applied to “Atlantic Neighbours”)
* What is immigration / emigration?
* How to make a multimedia presentation
* Who are international agencies?
* Research skills
* Who has made efforts to improve human welfare?
* What type of activities improve human welfare?
* A What are: define
	+ kinship patterns
	+ cultural traditions
	+ traditional worldviews of Atl. Neighbor Cult
* B. Research 🡪how to use jot notes, works cited, etc./reliability of websites (no Wikipedia and why) GENERALLY
* Cultural traditions: language
* Cultural celebrations:
* The arts: (art, lit., drama, music)
* Cultural sports:
* C. Indigenous Peoples’ Contributions can be: political, business, health, education, sport, music, literature, art, dance, or architecture 🡪 handout
* D. Saskatchewan has several cultural groups who have contributed to society in the past and still today: choose from student or school population, significant cultural representation to research
* E. Venn or Chart Form: Compare and Contrast
* Define significant:
* ( Choose 3 A. N. Cultures and 3 Canadian Cultures. How does location affect the culture? What is the significance of cultural diversity?
* Definition of culture, change (short term and long term)
* Reasons for changes in culture over time
* Definition of cultural group
* Definition of host community
* Examples of change by cultural interaction in Atlantic Countries
* How culture affects youth
* Changes on youth due to cultural changes
 | * Identify personal roles responsibilities in family & community
* draw connections between art they value and what they personally value
* look at examples of art (Treaty kit)
* assess the connection among history, culture and personal values
* create inventory of how daily life is influenced by interdependence
* (list where household items come from)
* assess why people want to move to Canada from “Atlantic Neighbours”
* create a multimedia presentation addressing the impact of immigration on worldviews (citizens & immigrants)…(Beothuk)
* be aware of international agencies’ roles (research jigsaw??)
* investigate contributions of
* Canadian individuals or organizations
* someone not born in Canada
* Aboriginal
* towards enhancing human welfare in Canada
* 1. Compare
* 2. Represent 🡪 chart/symbols etc
* a)kinship patterns b) cultural traditions c)traditional world views of SFN, Metis, Inuit, to other Atl. Neighbour cultures
* Research the effect of cultural traditions, celebrations, “the arts”, and sports on culture
* Investigate indigenous peoples, contributions to local, provincial, national, and global communities 🡪 handout
* Research Sask. Based cultural grps contributions, historically and today, based on classroom cultural representation or school representation IE) Ukranian, FN, French, English, German etc.
* Tell how Atlantic Neighbors cultures are the same and different from different Canadian cultural areas.
* Write a multi-paragraph essay on the significance of diversity.
* Describe how cultures change over time
* Discuss examples – cultural interaction (Canada and other Atlantic countries)
* Propose reasons for changes
* Explain the relationship of youth on culture and culture on youth
* Assess the response of youth to changes from cultural interaction
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