**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). |
| **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? | | |
| **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 | |