**North East School Division Planning Organizer**



**Social Studies Grade 7**

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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 do responsibilities govern/dictate our relationships?  What is our responsibility to those less fortunate than us?  Can cultures of the world co-exist peaceably?  Can wronged cultures ever truly forgive and forget?  Who is responsible for the mistakes of the past?  How can we find hope within conflict and despair?  How has conflict changed over time? How has it stayed the same?  How do we balance the need for technology/ jobs/development with the need to protect the environment? | | | |
| **Goals:** Unit | | | |
| **Interactions and Interdependence**   * examine the local, indigenous, and global interactions and interdependence of individuals, societies, cultures, and nations (IN). | **Dynamic Relationships**   * analyze 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). |
| **Theme:** Gr. 7 – Canada and Our Pacific Neighbours | | | |
| **Outcomes:** Circle the verbs or skills, underline the qualifiers. | | | |
| **DR 7.1:** Analyze and use various types of maps (that provide differing perspectives and information for differing purposes) in order to situate current issues in Canada, and in a selection of Pacific Rim and northern circumpolar countries.  **DR 7.2:** Appraise the impact of human habitation on the natural environment in Canada, and in a selection of Pacific Rim and northern circumpolar countries.  **DR 7.3:** Analyze the relationship between current and historical events and the physical and social environments in Pacific and northern Canada and in a selection of Pacific Rim and circumpolar countries. | | | |
| **Enduring 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. | |
| * There are a variety of maps and each has advantages and disadvantages. * Population is rising, especially in city centers. * People and their technology have affected and are affecting the environment. * First Nations traditionally held a different view of land ownership. * Climate Change has different and devastating effects around the world. * People are the caretakers of the Earth, and are responsible for it. * Our past has a way of impacting our future. * People in power don’t always make the right choices, and relationships can be broken. * There is a deep connection between geography, population, and politics, and this connection has existed for all time. * Views about land and ownership differ in various cultures and these differences have impacted populations, settlement patterns, and how groups of people treat other groups of people. * The Northwest Passage has historical, geographical and political significance. | | * How have humans impacted, and continue to impact the environment? * How have examples of past injustices shaped relationships today? * If Climate Change continues unchecked, what will happen to our Earth in the future? * When people are displaced/relocated, what are the effects? What emotions are felt? * Who is responsible for Climate Change? * Who is responsible for our Earth? * What is the historical and present day importance of the Northwest Passage? * What happened to Japanese Canadians in WWII? What happened to Aboriginal children in the Residential School system? * What is the link between population and geography? How is politics a part of the connection? How have historical events been impact by these three things? * How do I know which map to use to meet my needs? * How do beliefs about the land differ around the world? * What factors impact populations? | |
| **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. | |
| * Variety of maps available, each has different uses, advantages and disadvantages (DR 7.1d,e). * Major population clusters and reasons for this (DR 7.1b). * Physical features affect the location of people (DR 7.2a). * People and their technology impact the environment, and the effects of this (DR 7.2b). * Changes in environment can result in the relocation of people. Know reasons for relocation and consequences (DR 7.2c). * Climate Change is currently causing movement of people (DR 7.2d). * First Nations have a different view of land ownership (DR 7.2e). * Effects of natural/human catastrophes on affected populations (DR 7.3b). * Effects of contact on Aboriginal peoples of Canada (DR 7.3c). * Effects of relocations and deportations (DR 7.3d). * Basic research skills.   **Terms to Know:**  Northwest Passage Anthropogenic Factors Climate Refugees  Mercator Map Peters’ Map Circumpolar Map  Robinson Projection Plate Tectonics Map Treaty Territory Map  Japanese Cdns WWII Residential Schools Pacific Rim | | * Able to *locate* and plot the locations of continents and oceans (as well as a selection of 20 significant physical features) on a world map (DR 7.1a). * *Identify* major population clusters (DR 7.1b). * Able to *locate* and *identify* the Treaty territories on a map of Canada (DR 7.1c). * *Generalize* and *describe* physical, political, population geography of Canada from maps/charts/graphs/etc. (DR 7.1f,g). * *Relate* current issues to location by maps (DR 7.3a). * *Debate* positions of circumpolar and Pacific Rim countries regarding Climate Change (DR 7.3g). * *Hypothesize* potential effects of Climate Change on human movement (DR 7.2d). * Compare and contrast. * Describe examples. * Draw conclusions and support opinion with evidence. | |