**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 our interactions impact others? Why should we care how our choices impact others?How are nations interdependent and how does that impact our morality?How do responsibilities govern/dictate our relationships?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 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?Do the benefits of technology and globalization out-weight the risks?Are “fair” and “equal” the same?Who governs the world? |
| **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).
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| **Theme:** Gr. 7 – Canada and Our Pacific Neighbours |
| **Outcomes:** Circle the verbs or skills, underline the qualifiers. |
| **IN 7.1:** Investigate examples of conflict, cooperation, and interdependence between Canada and circumpolar and Pacific Rim countries.**IN 7.2:** Examine the effects of globalization on the lives of people in Canada and in circumpolar and Pacific Rim countries.**IN 7.3:** Analyze the relationship of technology to globalization. |
| **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. |
| * Countries may have substantial differences, but certain values, beliefs, goals, etc. are shared.
* People and their technology have affected and continue to affect the environment.
* Technology and globalization have multifaceted benefits and risks.
* Even “have” countries like Canada are dependent on other countries.
* As the world gets “smaller”, we become more interconnected. What affects us ultimately affects others, and vice versa. Awareness has heightened, and responsibility must be accepted and embraced as the world becomes a global village.
* People are the caretakers of the Earth, and are responsible for it.
* Our past has a way of impacting our future.
* People 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.
* The United Nations has historical, ethical, geographical and political significance.
 | * How do people of the world cooperate for the greater good? What are examples of local, national, and global cooperation?
* Why is the UN an important organization and what does it do?
* What are the Millennium Development Goals and who is responsible for meeting them?
* Is there such a thing as a “world parliament”?
* How is Canada dependent on other nations? For what purposes?
* How are other nations dependent on Canada? For what purposes?
* How have examples of past injustices shaped relationships today?
* How has globalization impacted people in Canada as well as around the world?
* What are the effects of globalization? Who benefits? Who suffers? Why and how?
* What is the link between globalization and technology? How has history been made by the relationship between these two things?
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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.  |
| * Reasons for a current or historical conflict involving Canada and a circumpolar or Pacific Rim country (IN 7.1c).
* Ways in which Canada and circumpolar and Pacific Rim countries are interdependent (IN 7.1d).
* Define globalization and examples of globalization (IN 7.2c).
* Effects of globalization on the environment (as tied to economics) (IN 7.2d).
* Main arguments for and against globalization (IN 7.2e).
* Effects of globalization on the local community (IN 7.2f).
* Technological connections that exist in the student’s life (local, national, international) (IN 7.3a).
* Risks and benefits of technologies (IN 7.3b).
* Ways technology and globalization impact societies (IN 7.3c).
* Basic research skills including source location, source reliability, citing, note-taking, and sorting information.

**Terms to Know:**Millennium Development Goals United Nations Exports Declaration of Human Rights League of Nations Imports Non-governmental Organizations Ethnic Cleansing PovertyLester B. Pearson Craig Kielburger Technology Less Developed Global Village Red Cross Globalization Pacific Rim GoodsEnvironment Malnourished Aid Circumpolar   | * *Examine* mission/goals/structure of an organization whose mandate is national or international co-operation (IN 7.1a).
* *Critique* influence of an organization with a mandate for national or international co-operation (contributions toward conflict, cooperation, self-reliance, & interdependence) (IN 7.1b).
* *Identify* countries of origin of people/objects/tools (IN 7.2a)
* *Investigate* international links of a SK business (IN 7.2b).
* *Identify* examples of globalization in local community (IN 7.2c).
* *Analyze* economic impact of globalization in relation to effects on the environment (IN 7.2d).
* *Conduct* an inquiry to determine effects of globalization on local community (IN 7.2f).
* *Classify* technological connections in student’s life as local, national, or international (IN 7.3a).
* *Analyze* risks and benefits of various technologies (IN 7.3b).
* *Argue* impact of technology & globalization on societies (IN 7.3c).
* Compare and contrast.
* Describe examples.
* Draw conclusions and support opinion with evidence.
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