**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? |
| What increases or decreases the power of some over others? Does everyone have equal access to power? What are the barriers to distribution?How is power accessed?How do responsibilities govern/dictate our relationships?Can cultures of the world co-exist peaceably? |
| **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. |
| **PA 7.1:** Compare the sources of power for individuals, nations, and regions in a selection of Pacific Rim and circumpolar countries.**PA 7.2:** Investigate the structures and processes of democratic government in Canada.**PA 7.3:** Compare the strengths and weaknesses of oligarchy, dictatorship, and democracy as systems of government. |
| **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 different sources of power and each has advantages and disadvantages.
* Individuals, nations, and regions use power in different ways and for different purposes.
* There are different forms of government and each has strengths and weaknesses.
* What works for one individual/group/nation may not work for another individual/group/nation.
* First Nations traditionally held different views of power, authority, and influence than British settlers.
* Treaties are solemn agreements between two or more nations that create mutually binding obligations.
* 5 Treaties were signed in Sask.
* Canadian law has yet to recognize a broader scope of law-making powers or any aboriginal jurisdiction over the exercise of aboriginal rights.
* There are 3 levels in Canadian government, with different powers and responsibilities.
* 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.
 | * What is the relation between power and wealth, or other resources?
* What is the difference between types/sources of power? How do they compare (strengths/weaknesses)?
* What is the difference between forms of government? How do they compare (advantages/disadvantages)?
* How have examples of past injustices shaped relationships today?
* How do beliefs about the land differ around the world?
* How did democratic government evolve in Canada?
* How are decisions made in Canadian government?
* How are different powers and responsibilities divided among the levels of Canadian government?
* How do different cultures govern and coexist within Canada?
* How did First Nation and Crown perspectives of Treaties differ? What was the reason(s) for this difference in interpretation and understanding?
* How has the Canadian government honoured Treaties?
* How has the Canadian government yet to honour Treaties?
* How many Treaties were signed in SK and what do they entail?
* How did Settler - First Nations encounters and relationships impact the development of our present day nation?
* Why do governments feel challenged by honouring treaties?
* Why haven’t all countries turned to democracy?
* Can undemocratic practices exist in a democratic society? When, how and why?
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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.  |
| * Sources and forms of power (PA 7.1a).
* People use different sources/forms of power for different purposes (PA 7.1b)
* First Nations and Europeans held different powers in treaty negotiations (PA 7.1c).
* The principles of democracy; define democracy (PA 7.2a).
* There are different levels of government in Canada with different responsibilities (PA 7.2b).
* People in different roles of government have different responsibilities (PA 7.2c).
* There are different types/systems of governments: oligarchy, democracy, dictatorship. Know the defining criteria (PA 7.3c).
* There are strengths/weaknesses to different systems of government (PA 7.3d).
* Basic research skills.

**Terms to Know:**Power Authority ForceInfluence Resources OrganizationNumbers Treaties ContractCovenant Dictatorship OligarchyDemocracy | * *Describe* sources and forms of power used by individuals in a position of leadership in the local community/organization (PA 7.1 a).
* *Analyze* sources of power exercised by an individual, organization, or nation as described in a current events article (PA 7.1b).
* *Assess* sources of power held by First Nations and Europeans in treaty negotiations for the local area (PA 7.1c).
* *Compare* responsibilities of municipal, provincial/territorial, federal, and First Nations governments in Canada (PA 7.2b).
* *Describe* the roles of the elected representatives in different levels of government (PA 7.2c).
* *Chart* structures of Canadian government: local, provincial, and national levels (PA 7.2e).
* *Identify* criteria by which countries are described as dictatorships, oligarchies, or democracies (PA 7.3c).
* *Analyze* strengths/weaknesses of democracy, oligarchy, and dictatorship (PA 7.3d).
* Compare and contrast.
* Describe examples.
* Draw conclusions and support opinion with evidence.
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