**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). |
| **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? | |
| **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 Force  Influence Resources Organization  Numbers Treaties Contract  Covenant Dictatorship Oligarchy  Democracy | | * *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. | |