**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 makes a country wealthy?How does what I have affect what I get?Who has more?Does money buy everything?What is wealth? What defines wealth?What does my country tell me about me?What level of importance do different countries place on being wealthy?How do countries think about resources differently?Who owns natural resources?What is our responsibility to those less fortunate than us?How do we balance the need for technology/ jobs/development with the need to protect the environment?Why is the world an unequal place?What is “the good life”? |
| **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. |
| **RW 7.1:** Explain the role of barter, trade, and sharing in traditional economies in Canada and the circumpolar and Pacific Rim countries. **RW 7.2:** Investigate the influence of resources upon economic conditions of peoples in circumpolar and Pacific Rim countries. **RW 7.3:** Assess the ecological stewardship of economies of Canada and the circumpolar and Pacific Rim 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. |
| * Barter, trade and sharing were the basis of traditional economy and they are still part of our modern economy.
* There are similarities and differences between economies.
* Resources can renewable or non-renewable.
* People and their technology have affected and are affecting the environment.
* People are the caretakers of the Earth, and are responsible for it.
* Our past has a way of impacting our future.
* Resources are unequally distributed throughout the world.
* The level of industry determines the type of work, wealth and conditions of an area.
* Industry can be primary, secondary, or tertiary.
* GNP determines the level of trade a country will have and whether it relies on imports and exports.
* Standard of life is measured by GNP, GDP, and quality of life index measures (wealth and non-wealth measures).
* Not all countries are good ecological stewards.
* We can all be stewards of natural resources.
* Sustainable resources determine the wealth of a country.
* The level of sustainability of an economy can be increased.
 | * What are the differences and similarities among bartering, trade and sharing? How do traditional economies relate to modern economies? (How have these transactions changed? How have they stayed the same?)
* How are economies similar and different?
* How did people come to use currency/money?
* Why do different countries have different currencies?
* Why can’t a poor country just print more of its money?
* How can we place value on non-monetary things?
* How do wealth and non-wealth measures determine standard of living?
* How does Canada compare to other places in the world for standard of living, education, health, happiness, etc.?
* Who is responsible for our Earth?
* How do beliefs about the resources and wealth differ around the world?
* Whose responsibility is it to ensure our needs are met today, while also protecting for the future?
* What determines the wealth of a country?
* How does the level of industry impact an area?
* How is GNP linked to resource and industry?
* How does economy impact ecology?
* How can a country increase its economic sustainability?
* What does stewardship have to do with sustainability?
* Why do some people and countries act irresponsibly toward sustainability and environmental stewardship when we know so much about it? In other words...why can we talk the talk but not walk the walk?
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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.  |
| * Ex’s of barter/trade/sharing (local community) (RW 7.1a,b).
* Define “natural resource” and contrast renewable/non-renewable resources (RW 7.2a).
* Impacts of natural resources on local communities (RW 7.2b).
* Differentiate primary/secondary/tertiary industry (RW 7.2c).
* Presence of resources & industries affects GNP (RW 7.2d).
* Standard of living may be measured using material wealth measures (gross national product, gross domestic product) and/or non-material measures (the quality of life index, happiness index) (RW 7.2e).
* Origins & current meanings “steward”, “stewardship” (RW 7.3a).
* Define “sustainable” vs “unsustainable” with respect to resources and industry (RW 7.3b).
* Practices which might 🡹 the level of sustainability (RW 7.3c).
* Basic research skills including source location, source reliability, citing, note-taking, and sorting information.

**Terms to Know:**Barter Trade SharingSustainable Resource Renewable ResourceNon-renewable Resource Primary Industry Secondary IndustryTertiary Industry GNP Pacific RimCircumpolar Goods & Services Standard of LivingGDP Quality of Life Index Happiness IndexCircumpolar Unsustainable Natural ResourceSteward Stewardship | * *Role play* barter/trade/sharing to gain goods/services (RW 7.1a).
* *Describe* local community ex’s of barter/trade/sharing (RW 7.1b).
* *Present* experiences of community Elders & seniors regarding barter/sharing/trade (RW 7.1c).
* *Question* sustainability of barter/trade/sharing economies (RW 7.1d).
* *Formulate* a definition of natural resource, and *differentiate* between renewable vs non-renewable resources (RW 7.2a).
* *Identify* locations of natural resources of circumpolar/Pacific Rim countries using maps, and *analyze* the impact of resources on local communities (RW 7.2b).
* *Correlate* presence of resources & industries to the gross national product of circumpolar/Pacific Rim countries (RW 7.2d).
* *Draw conclusions* about standard of living in Pacific Rim & circumpolar countries using material wealth measures & non-material measures (RW 7.2e).
* *Research* & *illustrate* origins and current meanings of “steward” and “stewardship” (RW 7.3a).
* *Define* “sustainable”, and *discriminate* between sustainable and unsustainable as they apply to resources & industry (RW 7.3b).
* *Examine* sustainability of economies of circumpolar/Pacific Rim countries, and *propose* practices to 🡹 sustainability (RW 7.3c).
* Compare and contrast.
* Describe examples.
* Draw conclusions and support opinion with evidence.
* Propose solutions to issues/problems/concerns.
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