

Grade 7 Social Studies Course Outline

Credit Value: 0 - Grade 7 Course (SS 7)

McCreary School
Course Code: 0042
Grade 7
Semester 1 & 2

Teacher: Mr. Dodds
mdodds@trsd.ca
(204) 835-2083
Business Room

Prerequisites – None

Social Studies Credit – The acquisition of a grade 7 social studies course is suggested to successfully learn grade 8 & 9 social studies outcomes.

Course Description/Overview

The grade seven social studies course is designed to help students better understand the diverse cultures and lands worldwide. More specifically, it is a course that encourages us to see how different cultures around the world are connected in how they grow our food, create their clothing and living spaces, how they interact with others and enjoy recreation and how they worship, among others. Yes, there are differences, and we will explore those as well; however, we will be surprised that we have so much in common with people living in lands far away from us.

We will also understand the importance of basic Human Rights, freedom and democracy, the effects of power and wealth, and its inequitable distribution worldwide. A final part of the course will be to encourage students to ask essential questions about how we can use the resources we all share to ensure that future generations can also enjoy the wonderful places we call home on this planet.

Objectives and Purpose of the Course

Social studies foster student understanding of and involvement in practical and ethical issues that face their communities and humankind. Social studies are integral to enabling students to understand who they are, what they want to become and the society in which they want to live.

Four clusters are covered as follows:

Cluster 1: World Geography & Describing this Planet

- Where in the World
- Our Physical World
- Our Human World

Cluster 2: Global Quality of Life

- Quality of life
- Universal Human Rights
- Democratic Values and Principles
- Power and Wealth in Today's World
- Working Together Around the Globe

Cluster 3: Societies and Ways of Life in Africa, Asia or Eurasia

- Society and Culture
- Adapting to the Natural Environment
- Indigenous Peoples of the World
- Comparing Cultural Expressions
- Changing Peoples and Places
- Health and Well-Being Across the World

Cluster 4: Ecological Effects of Modern Societies in Europe or the Americas

- People and Places of Europe
- People and Places of the Americas
- Influences of the Past
- Moving to the Cities

- Toward a Sustainable World
- Sharing the Planet

Learning Outcomes:

Cluster 1: World Geography & Describing this Planet

- Explain the purpose of latitude, longitude, parallels, and meridians
- Locate the time zones on a world map and explain their purpose
- Explain standards related to time zones.
- Compare the accuracy of various map projections and describe their influence on perceptions of the size and importance of the continents
- Locate on a world map the continents, major landforms, and major bodies of water.
- Locate on a world map and describe the significant climatic and vegetation zones.
- Appreciate the diversity of the global natural environment.
- Locate on a world map the major population clusters and explain the relationship between population distribution and the natural environment.
- Locate on a world map the major francophone countries.
- Identify factors that influence the movement of people around the world.
- Identify the more and less developed nations on a world map and explain why a nation is considered more or less developed.

Cluster 2: Global Quality of Life

- Describe the impact of various factors on quality of life in Canada and elsewhere.
- Describe ways in which their actions may affect the quality of life for people elsewhere in the world.
- Identify diverse cultural and social perspectives regarding the quality of life.
- Identify reasons why people emigrate.
- Give examples of government decisions that affect the quality of life.
- Be willing to take action to support the quality of life of people around the world.
- Describe the impact of discriminatory attitudes and practices on quality of life.
- Describe the influence of various factors on personal identity.
- Identify universal human rights and explain their importance.
- Respect the inherent dignity of all people
- Respect others' rights to express their points of view.
- Describe the impact of various factors on citizenship rights in Canada and elsewhere.
- Give examples of ways in which quality of life may be enhanced within a democracy.
- Recognize Remembrance Day as a commemoration of Canadian participation in world conflicts.
- Acknowledge that the rights of citizenship involve limitations on personal freedom for the sake of collective quality of life.
- Be willing to contribute to their groups and communities.
- Compare and contrast various types of power and authority.
- Explain the relationship between power and access to wealth and resources.
- Identify various individuals who influence world affairs.
- Give examples of the uneven distribution of wealth and resources worldwide and describe the impact on individuals, communities, and nations.
- Demonstrate concern for people affected by discrimination, injustice, or abuse of power.
- Appreciate the positive contributions of various individuals to world affairs.
- Appreciate that quality of life is not solely determined by access to wealth, resources, and technologies.
- Give examples of events and achievements that enhance understanding among peoples and nations.
- Give examples of global cooperation to solve conflicts or disasters.
- Identify various international organizations and describe their role in protecting or enhancing the global quality of life.
- Value the contributions of international agencies and humanitarians to quality of life.

Cluster 3: Societies and Ways of Life in Africa, Asia or Eurasia

- Identify elements that all societies have in common
- Be willing to broaden personal perspectives and experiences beyond the familiar.
- Demonstrate interest in the ways of life of other societies in the world.
- Identify on a map the major cities, landforms, and bodies of water of a society of Asia, Africa, or Australasia.
- Give examples of the influence of the natural environment on ways of life in a society of Asia, Africa, or Australasia.
- Give examples of cultural factors that shape ways of life in a society of Asia, Africa, or Australasia.
- Give examples of the artistic expression of culture in a society of Asia, Africa, or Australasia.
- Describe the influence of westernization in a society of Asia, Africa, or Australasia.
- Describe characteristics of indigenous ways of life in a society of Asia, Africa, or Australasia.
- Appreciate the importance of cultural and linguistic diversity in the world.
- Demonstrate concern for the loss of indigenous ways of life.
- Identify historical events that continue to affect the societies of Asia, Africa, or Australasia.

- Give examples of the impact of government and the justice system on ways of life in a society of Asia, Africa, or Australasia.
- Describe factors that affect health in a society of Asia, Africa, or Australasia.
- Identify major economic activities in a society of Asia, Africa, or Australasia.
- Describe the impact of urbanization and industrialization on indigenous peoples in a society of Asia, Africa, or Australasia.
- Give examples of the impact of changing technologies on ways of life in a society of Asia, Africa, or Australasia.
- Identify issues related to work and trade in a society of Asia, Africa, or Australasia.

Cluster 4: Ecological Effects of Modern Societies in Europe or the Americas

- Identify on a map the major cities, landforms, and bodies of water of a society in Europe or the Americas.
- Describe diverse approaches to land and natural resource use in a society of Europe or the Americas.
- Give examples of the impact of human activity on the natural environment in a society of Europe or the Americas.
- Identify major economic activities in a society of Europe or the Americas.
- Describe sustainable development issues in a society in Europe or the Americas.
- Be willing to take action to help sustain the natural environment in Canada and the world.
- Give reasons for increased urbanization in a society of Europe or the Americas.
- Identify common challenges faced by large urban centres.
- Identify historical events that continue to affect the society of Europe or the Americas.
- Appreciate history as an important way to understand contemporary life.
- Identify human activities that contribute to climate change.
- Describe the social, environmental, and economic consequences of climate change.
- Identify ways government decisions may affect the human impact on the natural environment.
- Identify issues related to food production and distribution in a society of Europe or the Americas.
- Give examples of consumerism's environmental and social impact on the local community and a society of Europe or the Americas.
- Be willing to consider the consequences of their consumer choices.

Grade 7 Pacing schedule: (Tentative schedule that is subject to change)

Cluster 1 – Sept/Oct

Cluster 2 – Nov -Jan

Cluster 3 – Feb-March

Cluster 4 – April-May

Review – June

Required Materials

- Binder
- Loose-leaf paper
- Pencil
- Red pen
- USB stick

You are asked to acquire the above materials quickly and bring them to EVERY class. Should you not have already done so, please ensure that your Internet user agreement has been signed, thus allowing you to access the computers.

Textbook:

World Today

Classroom Rules and Expectations

All members of the classroom will:

- Commit to making the classroom a safe space, including respecting the opinions, ideas, and culture of all others.
- Respect the right of all others to learn in an environment free of distractions.
- Use only technology that is allowed in the class (no personal electronic devices permitted in class) and in a relevant and respectful manner.
- Attend class regularly, on time, and prepared for all classes.

Academic Evaluation and Assessment

In general, Social Studies skills are grouped into four categories:

- Skills for Active Democratic Citizenship
- Skills for Managing Ideas and Information
- Critical and Creative Thinking Skills
- Communication Skills

Assessment will be based on a variety of activities that cater to the various learning styles of students. Individual and group research presentations, textbook exercises, tests, quizzes, assignments, class discussions, and activities will be part of the course evaluation. Both peer and self-assessment will be used on several assignments throughout the year. A checklist will be used for both formative and summative assessments.

For each task, you will be given a set of evaluation guidelines to help you do your best work. It is your responsibility to examine the guidelines & assignment criteria in advance to ensure you have the opportunity to ask any/all questions. Remember, if you need clarification on an assignment, chances are that a number of your peers have the same questions, so PLEASE ASK! Late assignments will be dealt with in accordance with school policy.

Should you be absent for whatever reason, it is your responsibility to check the missed assignment folder, take responsibility for all missed work, and take down any missed notes. Regular attendance is crucial for success in this course.

Assessment will be ongoing and include participation in daily classroom activities, homework checks, quizzes, unit tests, and projects. Please refer to the evaluation format below.

Evaluation Methods and Specific Assessment

Students will receive formative and summative assessments for each of the abovementioned units. The work in this course will reflect the cumulative compilation of each of the units covered. The approximate evaluation breakdown for each unit will be:

40% on unit tests

10% on quizzes

40% on four research projects

10% for attendance, participation and attitude.

There will be no final exam.

Manitoba Provincial Report Card Policy and Guidelines Evaluation

As per **section 4.3** of the Manitoba Provincial Report Card Policy and Guidelines Evaluation document, a 1-4 *ordinal scale* is used to report on achievement in each subject category. The *percentage scale* is used to report overall subject grades.

I encourage you to come to see me or email me at any point with your questions about this course. I will be available to provide extra help or answer any questions upon special arrangement. Just Ask!

Academic Integrity and Honesty

Students guilty of cheating (copying, plagiarizing, etc.) will receive a **zero**, and their guardians will be notified.

Incomplete Work / Late Assignments / Homework Policy

Incomplete work and late assignments may be deducted in marks, as per McCreary School's late policy, developed in accordance with the Provincial Assessment Policy.

The guidelines for late assignments are as follows:

1. Teachers will set and communicate reasonable timelines for assignments
2. Teachers will share timelines and reminders with students through various formats (ex., course outline, email, post in classroom, etc.)
3. Teachers will assist students in meeting timelines – monitor progress, check-ins
4. Students who struggle will require additional support from the teacher
5. Extensions will be granted at the teacher's discretion, for valid and legitimate reasons only (ex. Illness)
6. Teachers will communicate with parents or set up parent/teacher/student conferences to discuss late/incomplete assignments
7. Teachers will arrange with the student to complete the work
8. Teachers will create alternative assignments for diverse learning needs

A mark deduction will apply if the above guidelines have been followed and assignments are not fully completed or handed in by the given due date. Upon teacher discretion, a maximum of 5% may be deducted for every day the assignment is not turned in. If the assignment is not turned in after two weeks or at the start of a new unit, the assignment will receive a mark of **zero**

Student Support and Attendance Policy

The teacher will be available for additional student support outside of classroom hours, and the student must arrange a time with the teacher. Students will be responsible for catching up on work they miss in the case of their absence (of which the teacher must be informed in advance, where possible). Students who do not attend class regularly will be referred to the 'Learning to 18' Coordinator.

Use of Technology Policy

Turtle River School Division recognizes that Information and Communication Technologies (ICT) are essential in today's learning environment. Technology provided to students and teachers are unique and powerful ways to enhance how they teach/learn. Turtle River School Division's objective is to ensure student/staff members interact positively when using ICT both at school and in the community.

Successful operation of the network requires that account holders regard Turtle River file servers and computers as shared resources. Members must conduct themselves responsibly while using the network. Refer to page 134 of the TRSD Instructional policy document for more information on guidelines and consequences for inappropriate use.

There are no cell phones to be used by students during class time. Students must keep cell phones in their lockers per the Turtle River School Division policy or hand them in at the beginning of class. Please refer to the TRSD Instructional policy document for more information.

Behavioural Assessment

Students will be assessed as per the guidelines from the Manitoba provincial report card in the areas as follows:

Personal Management Skills

- Organizes material, uses class time productively, works independently, completes all work on time, persists when faced with challenges, seeks help when needed, demonstrates a strong work ethic, shows patience, demonstrates on-task behaviour, sets personal management goals

Active Participation in Learning

- Shows interest, asks questions, takes initiative, self-assesses work quality based on criteria, uses feedback to improve learning, uses criteria to provide feedback, uses a variety of media for communication, investigates questions, hypothesizes, analyzes

Social Responsibility

- Works and interacts well with others, is welcoming and positive, shares resources and equipment with others, respects school values, respects and follows classroom routines, takes an equitable share in group work, is courteous, respects the need for safety, sets personal management goals

Please sign and return the following form, indicating that you have read and understood the course and classroom expectations.

Student's Name: _____

Student's Signature: _____ Date: _____

Parent's Name: _____ Email: _____ Phone: _____

Parent's Signature: _____ Date: _____

Any initial comments or concerns:

