

## Contents

<b>Acknowledgements</b>	<i>iii</i>
<b>Introduction</b>	<i>1</i>
Social Studies and the Creation of a Democratic Learning Community	<i>1</i>
Background	<i>1</i>
A Brief History of the Social Studies Curriculum	<i>1</i>
Contents of the Document	<i>2</i>
<b>Overview</b>	<i>3</i>
Social Studies in Manitoba—A Kindergarten to Grade 12 Overview	<i>3</i>
Definition	<i>3</i>
Vision	<i>3</i>
Goals of Social Studies	<i>3</i>
Citizenship as a Core Concept in Social Studies	<i>6</i>
Rationale for Citizenship Education	<i>6</i>
Active Democratic Citizenship in Canada	<i>7</i>
Canadian Citizenship for the Future	<i>7</i>
Citizenship in the Global Context	<i>8</i>
Environmental Citizenship	<i>8</i>
General Learning Outcomes	<i>9</i>
Social Studies Skills	<i>12</i>
Guiding Principles for Social Studies Learning, Teaching, and Assessment	<i>14</i>
Social Studies and the Learning Process	<i>14</i>
Instructional Strategies for Active Learning	<i>14</i>
Resource-Based Learning	<i>15</i>
Role of the Social Studies Teacher	<i>16</i>
Dealing with Controversial Issues	<i>16</i>
Social Studies as a Curriculum <i>of and for</i> Diversity and Equity	<i>17</i>
Inclusive Social Studies Classrooms	<i>17</i>
Towards a Pedagogy for Social Justice	<i>19</i>
The Transformative Curriculum: Education for Social Justice	<i>20</i>
Diversity and Inequity: The Historical Context	<i>20</i>
Identity, Culture, and Race	<i>21</i>
Towards an Inclusive and Anti-Bias Identity	<i>21</i>
Towards an Anti-Bias/Anti-Racist Identity	<i>22</i>
Applying Racial Identity Development Concepts in the Classroom	<i>22</i>
Isolation and Identity	<i>23</i>
Strategies to Develop Positive Attitudes towards Diversity	<i>24</i>
Points to Consider When Using Multicultural Resources in the Classroom	<i>24</i>

Social Studies and Classroom-Based Assessment	26
Purpose of Assessment	26
Assessment and the Stages of Learning	27
Collecting Assessment Information	29
Assessment Tools and Strategies	29
Self-Assessment and Reflection	31
A Social Studies Model for Classroom-Based Assessment	33
Document Components and Structure	34
Conceptual Map	34
Document Components	35
Core Concept	35
Diverse Perspectives	35
General and Specific Learning Outcomes	35
Skills Learning Outcomes	35
Knowledge and Values Learning Outcomes	36
Distinctive Learning Outcomes	36
Document Structure	36
Grade Overview	36
Cluster Descriptions	36
General and Specific Learning Outcomes	36
Learning Experiences	37
Kindergarten to Grade 8 Social Studies: Skill Categories and Cluster Titles	38
Guide to Reading the Learning Outcome Code	39
Guide to Reading a Learning Experience	40
<b>Grade 7: People and Places in the World</b>	<b>41</b>
Grade Overview	42
Cluster Descriptions	43
Suggested Teaching Scenario for Grade 7 Social Studies	44
Travel Portfolio	44
Selecting Countries to Study	44
Ongoing Activities	45
Useful Material	45
Grade 7 Skills—Specific Learning Outcomes	46
Core Concept Citizenship—Knowledge and Values Specific Learning Outcomes	50
General Learning Outcomes—Knowledge and Values Specific Learning Outcomes	51

## Contents

Cluster 1: People and Places in the World	57
Learning Experiences: Overview	58
Cluster Assessment: Tools and Processes	60
Cluster Description	60
Engaging Students in the Cluster	61
Learning Experiences Summary	61
7.1.1 Mapping the Globe	62
7.1.2 The Global Natural Environment	74
7.1.3 Global Population Trends	82
Connecting and Reflecting	92
Cluster 2: Global Quality of Life	93
Learning Experiences: Overview	94
Cluster Assessment: Tools and Processes	96
Cluster Description	96
Engaging Students in the Cluster	97
Learning Experiences Summary	97
7.2.1 What Is the Good Life?	98
7.2.2 Universal Human Rights	110
7.2.3 Democratic Citizenship and Quality of Life	120
7.2.4 Power, Wealth, and Justice	130
7.2.5 Global Cooperation	140
Connecting and Reflecting	150
Cluster 3: Ways of Life in Asia, Africa, or Australasia	151
Learning Experiences: Overview	152
Cluster Assessment: Tools and Processes	154
Cluster Description	154
Engaging Students in the Cluster	155
Learning Experiences Summary	155
7.3.1 Elements of Societies	156
7.3.2 Natural Environment	162
7.3.3 Cultural Influences and Expressions	166
7.3.4 Historical Influences	176
7.3.5 Economy and Well-Being	184
Connecting and Reflecting	194

Cluster 4: Human Impact in Europe or the Americas	195
Learning Experiences: Overview	196
Cluster Assessment: Tools and Processes	198
Cluster Description	198
Engaging Students in the Cluster	199
Learning Experiences Summary	199
7.4.1 Geography	200
7.4.2 Environmental Impact	206
7.4.3 Urbanization	214
7.4.4 Historical and Political Influences	222
7.4.5 Living in the Global Village	228
Connecting and Reflecting	238

**References** 239**Appendices**

Appendix A: Skills Assessment
Appendix B: Blackline Masters
Appendix C: Charts and Checklists
Appendix D: Vocabulary Strategies
Appendix E: Grades 5 to 8 Cumulative Skills Chart
Appendix F: Recommended Learning Resources
Alphabetical List of Resources by Cluster
Additional Aboriginal Resources Available from The Manitoba Textbook Bureau
Out-of-Print Titles
Appendix G: Resources Organized by Learning Experiences
Appendix H: Teacher Notes