



**Grade 7
Social Studies**

*People and Places
in the World*

A Foundation for
Implementation

**GRADE 7 SOCIAL STUDIES
PEOPLE AND PLACES
IN THE WORLD**

*A Foundation for
Implementation*

2006

Manitoba Education, Citizenship
and Youth

Manitoba Education, Citizenship and Youth Cataloguing in Publication Data

304.2 Grade 7 social studies : People and places
in the world : a foundation for implementation

Includes bibliographical references.

ISBN-13: 978-0-7711-3628-3

ISBN-10: 0-7711-3628-5

1. Human geography—Study and teaching
(Middle school). 2. Social sciences—Study and teaching
(Middle school). 3. Social sciences—Study and teaching
(Middle school)—Manitoba. I. Manitoba. Manitoba Education,
Citizenship and Youth. II. Title: People and places in the world :
a foundation for implementation.

Copyright © 2006, the Crown in Right of Manitoba as represented by the Minister of Education,
Citizenship and Youth. Manitoba Education, Citizenship and Youth, School Programs Division,
1970 Ness Avenue, Winnipeg, Manitoba R3J 0Y9.

Every effort has been made to acknowledge original sources and to comply with copyright law. If
cases are identified where this has not been done, please notify Manitoba Education, Citizenship
and Youth. Errors or omissions will be corrected in a future edition. Sincere thanks to the authors
and publishers who allowed their original material to be adapted or reproduced. Some images
© 2006 www.clipart.com

Acknowledgements

Manitoba Education, Citizenship and Youth gratefully acknowledges the contributions of the following individuals in the development of *Grade 7 Social Studies: People and Places in the World: A Foundation for Implementation*.

Manitoba Framework Development Team

Kindergarten to Grade 4

Norma Armstrong	Bairdmore School	Pembina Trails S.D.
Lynne Courtemanche	École Laura-Secord	Winnipeg S.D.
Sophia de Witt	Crestview School	St. James-Assiniboia S.D.
Craig Laluk	École MacNeill	Mountain View S.D.
Nina Logan	Beaumont School	Pembina Trails S.D.
Sharon Conway	Aboriginal Curriculum Support Teacher	Winnipeg S.D.
Saira Rahman	Alhijra Islamic School	Independent Islamic School
Yolande Tétrault	École Saint-Joachim	Division scolaire franco-manitobaine

Grades 5 to 8

Emanuel Calisto	West St. Paul School	Seven Oaks S.D.
Wayne Davies	Selkirk Junior High	Lord Selkirk S.D.
Gordon Jones	Virden Junior High	Fort la Bosse S.D.
Mervin McKay	Eastwood School	Mystery Lake S.D.
Ron Munro	Independent Consultant	
Huguette Phaneuf	Collège Louis-Riel	Division scolaire franco-manitobaine
Myron Tarasiuk	R.F. Morrison School	Seven Oaks S.D.

Grades 9 to 12

Cécile Alarie-Skene	Collège Jeanne-Sauvé	Louis Riel S.D.
Jean-Paul Bergeron	Collège Churchill	Winnipeg S.D.
Peter Bjornson	Gimli High School	Evergreen S.D.
Georges Druwé	Independent Consultant	
Al Friesen	Neelin High School	Brandon S.D.
Linda McDowell	Independent Consultant	
Claude Michaud	École Pointe-des-Chênes	Division scolaire franco-manitobaine
Gareth Neufeld	River East Collegiate	River East Transcona S.D.
Arlin Scharfenberg	Rosenort School	Red River Valley S.D.
Natalie Tays	Neyo Ohtinwak Collegiate	Nelson House (Band Operated)

Grade 7 Foundation for Implementation Writers

Renée Gillis

Ron Munro

Academic Advisors

Robin Brownlie	Professor of History	University of Manitoba
Luc Coté	Professor of History	Collège universitaire de Saint-Boniface
Richard Harbeck	Professor of Education	University of Manitoba
Bill Norton	Professor of Geography	University of Manitoba
Ken Osborne	Professor Emeritus, Faculty of Education	University of Manitoba

Grade 5 to Grade 9 Foundation for Implementation Development Team

Bruce Backhouse	Consultant	Distance Learning and Information Technologies Unit Instruction, Curriculum and Assessment Branch
Loretta Basiuk	(Retired)	
Lisa Bruce	St. Laurent School	Prairie Rose S.D.
Emanuel Calisto	West St. Paul School	Seven Oaks S.D.
Rhona Churman	Laura Secord School	Winnipeg S.D.
Linda Connor	Gray Academy of Jewish Education	Winnipeg Board of Jewish Education
Lyne Courtemanche	Laura Secord School	Winnipeg S.D.
Carol Hill	Nordale School	Louis Riel S.D.
Debbie Houle	Joe A. Ross School	Individual Band Operated Schools
Darcy Kowalchuk	Strathclair Community School	Park West S.D.
Bernie Loeppky	Plum Coulee School	Garden Valley S.D.
Linda Mlodzinski	Consultant	Curriculum Unit Instruction, Curriculum and Assessment Branch
Colleen Nick-Johnson		River East Transcona S.D.
Dave Poersch		Pembina Trails S.D.
Patricia Roadley	Arthur A. Leach School	Pembina Trails S.D.
Arlin Scharfenberg	Rosenort School	Red River Valley S.D.
Myron Tarasiuk	R.F. Morrison School	Seven Oaks S.D.
Sid Williamson	Laura Secord School	Winnipeg S.D.
Connie Wyatt Anderson	Joe A. Ross School	Individual Band Operated

Acknowledgements

Manitoba Social Studies Steering Committee

Linda Connor	Joseph Wolinsky Collegiate	Independent
Arnold Dysart	Manitoba Association of School Superintendents	Frontier S.D.
Darcy Kowalchuk	Strathclair Community School	Park West S.D.
John Orlikow	Manitoba Association of School Trustees	Winnipeg S.D.
Alan Mason	Manitoba Teachers' Society	Pembina Trails S.D.
Linda McDowell	Faculty of Education	University of Winnipeg
Mervin McKay	Wapanohk-Eastwood Community School	Mystery Lake S.D.
Sharon Moolchan	Mapleton School	Lord Selkirk S.D.
Dave Najdich	Manitoba Social Science Teachers' Association	Winnipeg S.D.
Bill Norton	Department of Geography	University of Manitoba
Synthia Wright	Meadows School	Brandon S.D.
Doug Zintel	Manitoba Association of Parent Councils	Louis Riel S.D.

Manitoba Cultural Advisory Team

Oscar Calix	Manitoba Association of Teachers of Spanish	
Gemma Dalayoan	Manitoba Association of Filipino Teachers	Winnipeg S.D.
Diane Dwarka	School Programs Division	Manitoba Education, Citizenship and Youth
Jody Hagarty	Colony Educators of Manitoba	Border Land S.D.
Rick Hesch	Social Planning Council of Winnipeg	
Beryle Mae Jones	Manitoba Multicultural Resource Centre and Canadian Citizenship Federation	
Byron Jones	Black Educators Association of Manitoba	River East-Transcona S.D.
Walter Kampen	Manitoba Teachers of German	River East-Transcona S.D.
Manju Lodha	Manitoba Association for Multicultural Education	
Glenn Matsumoto	Manitoba Japanese Canadian Cultural Centre	River East-Transcona S.D.
Valerie Price	Manitoba Association for Rights and Liberties	
Saira Rahman	Manitoba Islamic Association	
Myron Tarasiuk	Manitoba Teachers of Ukrainian	
James Teoh	Winnipeg Chinese Cultural Centre	
Hersch Zentner	B'nai Brith Canada, League for Human Rights	

Manitoba Education, Citizenship and Youth Staff

Lee-Ila Bothe	Coordinator	Document Production Services Instruction, Curriculum and Assessment Branch
Diane Cooley	Project Manager	Development Unit Instruction, Curriculum and Assessment Branch
Ken Horton	Consultant	Implementation Unit Instruction, Curriculum and Assessment Branch
Janet Long	Desktop Publisher	Document Production Services Instruction, Curriculum and Assessment Branch
Linda Mlodzinski	Consultant	Development Unit Instruction, Curriculum and Assessment Branch
Grant Moore	Publications Editor	Document Production Services Instruction, Curriculum and Assessment Branch
Linda Palma	Administrative Assistant	Development Unit Instruction, Curriculum and Assessment Branch
Cyril Parent	Desktop Publisher	Document Production Services Instruction, Curriculum and Assessment Branch
Tim Pohl	Desktop Publisher	Document Production Services Instruction, Curriculum and Assessment Branch
Tony Tavares	Consultant	Development Unit Instruction, Curriculum and Assessment Branch

Contents

Acknowledgements	<i>iii</i>
Introduction	<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>
Overview	<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
Grade 7: People and Places in the World	41
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

Introduction

SOCIAL STUDIES AND THE CREATION OF A DEMOCRATIC LEARNING COMMUNITY



Welcome to the world of social studies, where students have opportunities to interact with each other in democratic groups and communities, and to acquire the knowledge, values, and skills they need to become active, responsible citizens within our Canadian society. As they grow and learn the skills of citizenship, they not only contribute to their learning communities, but also contribute to the betterment of our society.

What do active, responsible citizens look like? They are aware of the world in which they live, and they care about people around them—the people with whom they share this planet, both near and far away. They know that their actions affect others. They have informed opinions, and think critically about issues that concern themselves and others. They have the confidence to make their voices heard, to take a stand on issues, and to engage in social action when necessary. They are concerned with the well-being of the environment, and live their lives in ways that reflect that concern.

Background

This document was produced by Manitoba Education, Citizenship and Youth, in collaboration with Manitoba educators. It includes the core concept citizenship, and identifies general and specific learning outcomes. It integrates the four foundation skill areas of literacy and communication, problem solving, human relations, and technology, and provides ideas and strategies to support the implementation of social studies. It is mandated for use in all schools in Manitoba.



A Brief History of the Social Studies Curriculum

Just as knowing oneself means knowing one's history, fully understanding the new social studies curriculum requires knowing something of its history. The Manitoba curriculum was created through a culturally collaborative process; diverse voices guided the process, and the result is a social studies curriculum that better reflects the cultural reality of Canada.

The first stage of the process was the creation of the *Western Canadian Protocol (WCP) Common Curriculum Framework for Social Studies, Kindergarten to Grade 9 (2002)**. This was the first inter-provincial/territorial curriculum project to include both Aboriginal and francophone representatives as full and equal partners in the development process.

* In November 2003 the name was changed to the Western and Northern Canadian Protocol (WNCP) for Collaboration in Basic Education.

Manitoba Advisory Groups

- Social Studies Steering Committee
- K to S4 Framework Development Team
- Cultural Advisory Team



Manitoba's involvement in the Western and Northern Canadian Protocol project, and in the next stage of adapting the *WCP Framework* to produce *Kindergarten to Grade 8 Social Studies: Manitoba Curriculum Framework of Outcomes*, was guided by three advisory groups:

- The **Manitoba Social Studies Steering Committee**, including representatives from Manitoba educational stakeholders
- The **Manitoba Kindergarten to Grade 12 Framework Development Team**, comprising Early, Middle, and Senior Years teachers from English, français, and French Immersion Programs, as well as Aboriginal educators and consultants, and university advisors in history, geography, and education
- The **Manitoba Cultural Advisory Team**, with representatives from 15 ethnocultural organizations in Manitoba
(See the Acknowledgments section for a listing of team members and organizations.)

Manitoba also solicited feedback from educational stakeholders during the development of the WCP and Manitoba frameworks. Regional consultations took place, as did a province-wide mailout, resulting in feedback from hundreds of Manitoba educators and stakeholders, including the Manitoba First Nation Education Resource Centre and the Manitoba Métis Federation.

Contents of the Document

This document contains the following sections:

- **Introduction:** The introduction describes the purpose, background, and contents of this document.
- **Social Studies in Manitoba—A Kindergarten to Grade 12 Overview:** This section presents an overview of the Kindergarten to Grade 12 social studies program in Manitoba.
- **Document Components and Structure:** This section presents the components of the Manitoba social studies curriculum and explains how the learning outcomes and strategies for teaching, learning, and assessment are organized within this document.
- **Grade 7: People and Places in the World:** This section contains the grade overview; cluster descriptions; skills, knowledge, and values learning outcomes; suggested strategies for assessment; and strategies to activate, acquire, and apply learning.
- **References**
- **Appendices:** This sections contains the following appendices: A: Skills Assessment; B: Blackline Masters; C: Charts and Checklists; D: Vocabulary Strategies; E: Grades 5 to 8 Cumulative Skills Chart; F: Recommended Learning Resources; G: Learning Experiences Resources Package; and H: Teacher Background Information.

Overview**SOCIAL STUDIES IN MANITOBA—A KINDERGARTEN TO GRADE 12
OVERVIEW****Definition**

Social studies is the study of people in relation to each other and to the world in which they live. In Manitoba, social studies comprises the disciplines of history and geography, draws upon the social sciences, and integrates relevant content from the humanities. As a study of human beings in their physical, social, and cultural environments, social studies examines the past and present and looks toward the future. Social studies helps students acquire the skills, knowledge, and values necessary to become active democratic citizens and contributing members of their communities, locally, nationally, and globally.

**Vision**

Social studies has at its foundation the concepts of citizenship and identity in the Canadian and global contexts. Intended to reflect the many voices and stories that comprise the Canadian experience, past and present, the social studies curriculum is inclusive of Aboriginal, francophone, and diverse cultural perspectives.

Social studies engages students in the continuing debate concerning citizenship and identity in Canada and the world. Through social studies, students are encouraged to participate actively as citizens and members of communities, and to make informed and ethical choices when faced with the challenges of living in a pluralistic democratic society.

Goals of Social Studies

Social studies enables students to acquire the skills, knowledge, and values necessary to understand the world in which they live, to engage in active democratic citizenship, and to contribute to the betterment of society.

The goals of social studies learning span Kindergarten to Grade 12, and are divided into five categories:

- Canada
- The World
- The Environment
- Democracy
- General Skills and Competencies



With respect to **Canada**, social studies enables students to

- acquire knowledge and understanding of Canadian history and geography
 - appreciate the achievements of previous generations whose efforts contributed to the building of Canada
 - critically understand Canadian political structures and processes and the institutions of Canadian society
 - fulfill their responsibilities and understand their rights as Canadian citizens
- understand and respect the principles of Canadian democracy, including social justice, federalism, bilingualism, and pluralism
 - analyze Canadian public issues and take rationally and morally defensible positions
 - develop a sense of belonging to their communities and to Canadian society
 - respect Aboriginal perspectives, francophone perspectives, and the perspectives of the many cultural groups that have shaped Canada, past and present



With respect to the **world**, social studies enables students to

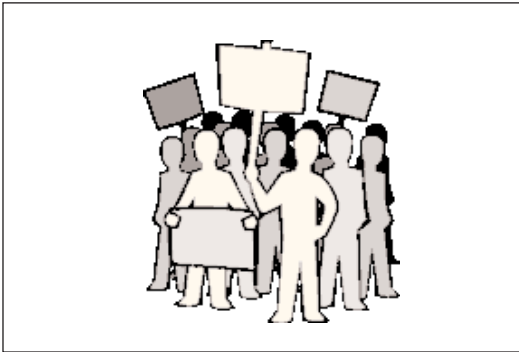
- acquire knowledge and understanding of world history and geography
 - respect the world's peoples and cultures through a commitment to human rights, equity, and the dignity of all persons
 - develop global awareness and a sense of global citizenship
 - understand and appreciate the role of international organizations
 - analyze global issues and take rationally and morally defensible positions
- develop a commitment to social justice and quality of life for all the world's peoples
 - assess questions of national self-interest and the interests of other countries and the world as a whole



With respect to the **environment**, social studies enables students to

- acquire and apply geographic skills, knowledge, and understanding
- recognize that a sustainable natural environment is essential to human life
- assess the impact of human interaction with the environment
- propose possible solutions to environmental problems
- live in ways that respect principles of environmental stewardship and sustainability

Overview



With respect to **democracy**, social studies enables students to

- critically understand the history, nature, and implications of democracy
- assess alternatives to democracy, past and present
- understand the history and foundations of parliamentary democracy in Canada
- demonstrate a commitment to democratic ideals and principles, including respect for human rights, principles of social justice, equity, freedom, dissent and differences, and willingness to take action for the public good

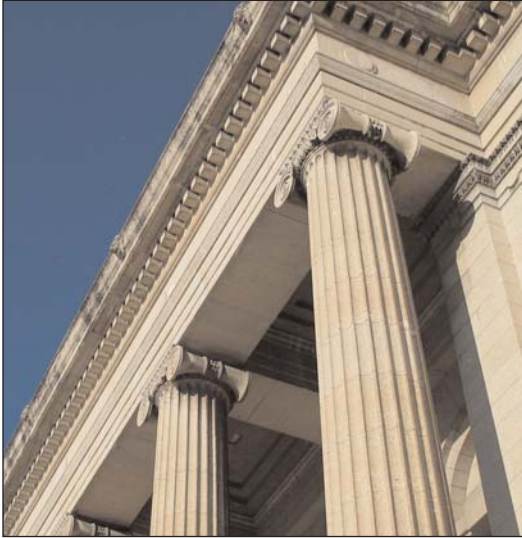
- participate in public affairs in accordance with democratic principles
- critically understand the role of various institutions in civil society
- recognize that democracy involves negotiation and that political and social problems do not always have simple solutions
- identify ways in which Canadian democracy could be improved, and work to improve it
- participate as informed citizens in the ongoing debates that characterize democracy in Canada and the world
- take a stand on matters of fundamental principle or individual conscience



With respect to **general skills and competencies**, social studies enables students to

- engage in disciplined inquiry, applying research skills, critical thinking, and decision making
- think historically and geographically
- critically analyze and research social issues, including controversial issues
- work collaboratively and effectively with others
- solve problems and address conflicts in creative, ethical, and non-violent ways

- develop openness to new ideas and think beyond the limits of conventional wisdom
- apply effective communication skills and enhance media literacy
- use and manage information and communication technologies

CITIZENSHIP AS A CORE CONCEPT IN SOCIAL STUDIES

Citizenship is the core concept that provides the learning focus for social studies at all grades. To identify the knowledge, values, and skills that students will need as active democratic citizens, social studies must take into account the society in which students live and anticipate the challenges they will face in the future. Citizenship is a fluid concept that changes over time: its meaning is often contested, and it is subject to interpretation and continuing debate.

Achievement of learning outcomes related to citizenship will prepare students to participate in the public dialogue that characterizes any democracy and that plays an important role in Canadian society. As students engage in this dialogue, they will enhance their understanding of citizenship in Canada and the world, and will be better prepared to become active participants in their communities, locally, nationally, and globally.

Rationale for Citizenship Education

Citizenship education is fundamental to living in a democratic society. The concept of citizenship takes on meaning in specific contexts and is determined by time and place. Diverse notions of citizenship have been used in the past and are being used in the present, for both good and ill. Throughout much of history, citizenship has been exclusionary, class-based, racist, and sexist. In Canada, for instance, First Nations parents were forced to send their children to residential schools in the interests of citizenship.

The concept of citizenship must be considered within the context of democracy, human rights, and public debate. Social studies provides opportunities for students to explore the complexities of citizenship in four areas:

- Active Democratic Citizenship in Canada
- Canadian Citizenship for the Future
- Citizenship in the Global Context
- Environmental Citizenship

Overview



Active Democratic Citizenship in Canada

Since citizenship issues are rooted in the past, Canadian history occupies an important place in the social studies curriculum. Canada is regionally diverse and geographically expansive. It is organized as a federal parliamentary monarchy, with a mixed, albeit largely capitalist, economy. It is a bilingual and multicultural country committed to pluralism, human rights, and democracy. Globally, Canada is regarded as a prosperous, peaceful, and democratic country, although it still has its share of economic and social injustices and inequities.

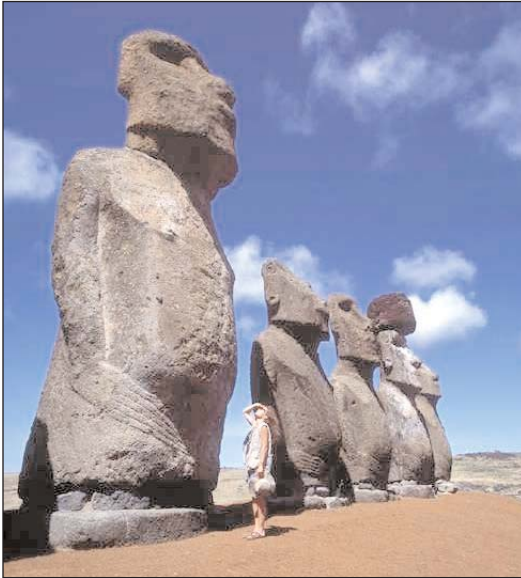
Canada is a complex country that requires special qualities in its citizens. These citizenship qualities include

- knowledge of Canadian history and geography
- understanding of the distinctive nature of Canadian society, the Canadian state, and its institutions
- the ability to approach public issues critically, rationally, and democratically
- informed involvement in public affairs
- respect for human rights and democratic ideals and principles
- a commitment to freedom, equality, and social justice
- the ability to work through conflicts and contradictions that can arise among citizens
- a willingness to live with ambiguity and uncertainty
- civility and tolerance for dissension and disagreement
- a willingness to balance the pursuit of private interests with concern for the public good
- the ability to balance personal claims of conscience and principle against the similar claims of others
- a sense of shared identity as Canadians, combined with a realization that Canadian identity is multi-faceted, open to debate, and not exclusive of other identities

Canadian Citizenship for the Future

For the foreseeable future, Canadian citizens will likely continue to face issues such as

- balancing the jurisdictional claims of the provinces, territories, and the federal government
- redressing past and present injustices inflicted on Aboriginal peoples and other groups in Canada
- coming to terms with the complexities of Québec's place in Canada
- balancing regional and cultural diversity with national unity
- protecting Canadian identity and sovereignty
- assuring access to social services and quality of life for all
- eliminating inequalities related to race, gender, sexual orientation, age, class, and ethnicity
- protecting the environment
- ensuring the successful functioning of the economy



Citizenship in the Global Context

Canada is part of a global community that is becoming increasingly interconnected and interdependent. Many of the most serious problems facing our world must be dealt with on a global basis. The nation-state—including Canada—is under increasing challenge, externally from the forces of globalization, and internally from demands for more local or regional autonomy. The world also continues to be characterized by severe disparities between rich and poor countries. This disparity violates the basic principles of social justice and human dignity, and, at the same time, gives rise to dangerous tensions and rivalries. War, terrorism, and violence continue to be a means of addressing internal and international disputes, and, because of developments in weapons technology, are becoming ever more destructive. In these circumstances, Canadian citizens need to think and act globally as well as nationally.

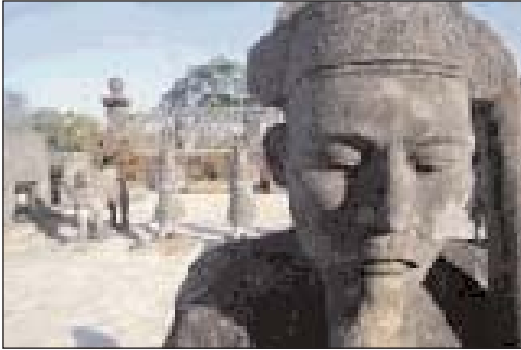
Environmental Citizenship

Underlying both national and global realities, and the responsibilities they impose on citizens, is the increasing fragility of our natural environment. Quality of life depends upon the sustainability of our environment. This places a particularly important responsibility on citizens, who must ultimately balance the demands of economic growth and high living standards against respect for the environment and the needs of future generations.

Overview

General Learning Outcomes

The following six general learning outcomes provide the conceptual structure for social studies from Kindergarten through Grade 12. They are the basis for the specific learning outcomes for each grade.



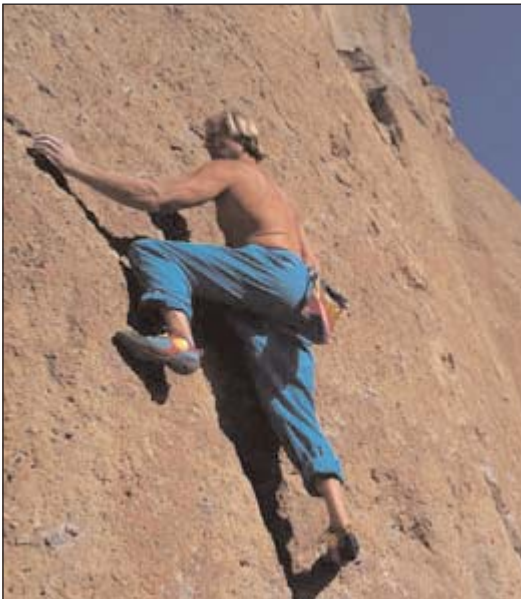
Identity, Culture, and Community

Students will explore concepts of identity, culture, and community in relation to individuals, societies, and nations.

Many factors influence identity and life in communities, including culture, language, history, and shared beliefs and values. Identity is subject to time and place, and is shaped by a multiplicity of personal, social, and economic factors. A critical consideration of identity, culture, and community provides students with

opportunities to explore the symbols and expressions of their own and others' cultural and social groups. Through a study of the ways in which people live together and express themselves in communities, societies, and nations, students enhance their understanding of diverse perspectives and develop their competencies as social beings. This process enables them to reflect upon their roles as individuals and citizens so as to become contributing members of their groups and communities.

The specific learning outcomes within Identity, Culture, and Community include concepts such as human interaction and interdependence, cultural diversity, national identities, and pluralism.



The Land: Places and People

Students will explore the dynamic relationships of people with the land, places, and environments.

People exist in dynamic relationships with the land. The exploration of people's relationships with places and environments creates an understanding of human dependence and impact upon the natural environment. Students explore how spatial and physical characteristics of the environment affect human life, cultures, and societies. They consider how connections to the land influence their identities and define their roles and responsibilities as citizens, locally, nationally, and globally.

The specific learning outcomes within The Land: Places and People focus on geographic understanding and skills, and concepts such as sustainability, stewardship, and the relationship between people and the land.



Historical Connections

Students will explore how people, events, and ideas of the past shape the present and influence the future.

The past shapes who we are. An exploration of Canadian and world history enables students to acquire knowledge and appreciation of the past, to understand the present, and to live with regard for the future. An important aspect of this process is the disciplined investigation and interpretation of history. Students learn to think historically as they explore people, events, ideas, and evidence of the past. As they reflect upon diverse perspectives, personal narratives, parallel accounts, and oral and

social histories, students develop the historical understanding that provides a foundation for active democratic citizenship.

The specific learning outcomes within Historical Connections enable students to develop an interest in the past, and focus on chronological thinking, historical understanding, and concepts such as progress, decline, continuity, and change.



Global Interdependence

Students will explore the global interdependence of people, communities, societies, nations, and environments.

People, communities, societies, nations, and environments are interdependent. An exploration of this interdependence enhances students' global consciousness and helps them develop empathy with respect to the human condition. Students critically consider diverse perspectives as they examine the connections that link local, national, and global communities. Consideration of global connections enables students to expand their knowledge of the world in which they live and to engage in active democratic citizenship.

The specific learning outcomes within Global Interdependence focus on human rights and responsibilities, diversity and commonality, quality of life and equity, globalization, international cooperation and conflict, and global environmental concerns.

Overview**Power and Authority**

Students will explore the processes and structures of power and authority, and their implications for individuals, relationships, communities, and nations.

Power and authority influence all human relationships. Students critically examine the distribution, exercise, and implications of power and authority in everyday life and in formal settings. They consider diverse forms of governance and leadership, and inquire into issues of fairness and equity. This exploration helps students develop a sense of personal empowerment as active democratic citizens.

The specific learning outcomes within Power and Authority include concepts such as political structures and decision making, governance, justice, rules and laws, conflict and conflict resolution, and war and peace.

**Economics and Resources**

Students will explore the distribution of resources and wealth in relation to individuals, communities, and nations.

The management and distribution of resources and wealth have a direct impact on human societies and quality of life. Students explore the effects of economic interdependence on individuals, communities, and nations in the global context. They examine economic factors that affect decision making, the use of resources, and the development of technologies. As students explore diverse

perspectives regarding human needs, wants, and quality of life, they critically consider the social and environmental implications of the distribution of resources and technologies, locally, nationally, and globally.

The specific learning outcomes within Economics and Resources include concepts such as trade, commerce, and industry, access to resources, economic disparities, economic systems, and globalization.

Social Studies Skills

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



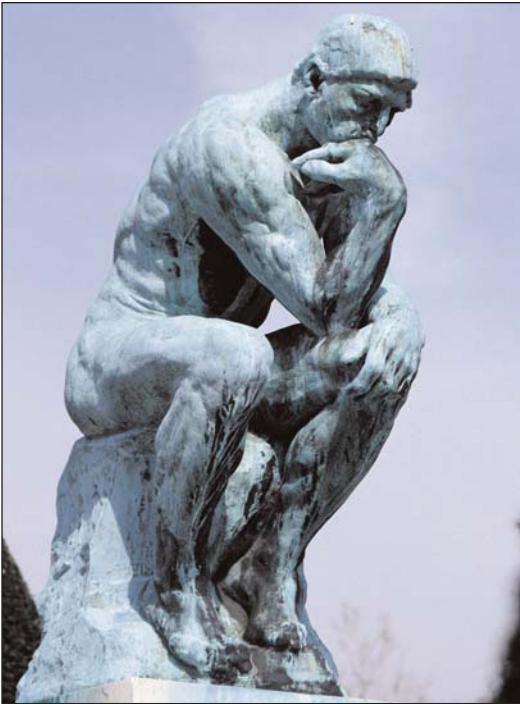
Skills for Active Democratic Citizenship

Citizenship skills enable students to develop good relations with others, to work in cooperative ways toward achieving common goals, and to collaborate with others for the well-being of their communities. These interpersonal skills focus on cooperation, conflict resolution, taking responsibility, accepting differences, building consensus, negotiation, collaborative decision making, and learning to deal with dissent and disagreement.



Skills for Managing Information and Ideas

Information-management skills enable students to access, select, organize, and record information and ideas, using a variety of sources, tools, and technologies. These skills include inquiry and research skills that enhance historical and geographical thinking.

Overview**Critical and Creative Thinking Skills**

Critical and creative thinking skills enable students to make observations and decisions, to solve problems, and to devise forward-thinking strategies. These skills involve making connections among concepts and using a variety of tools. Critical thinking involves the use of criteria and evidence to make reasoned judgments. These judgments include distinguishing fact from opinion and interpretation, evaluating information and ideas, identifying perspectives and bias, and considering the consequences of decisions and actions. Creative thinking emphasizes divergent thinking, the generation of ideas and possibilities, and the exploration of diverse approaches to questions.

**Communication Skills**

Communication skills enable students to interpret and express ideas clearly and purposefully using a variety of media. These skills include the development of oral, visual, print, and media literacy, and the use of information and communication technologies for the exchange of information and ideas.

GUIDING PRINCIPLES FOR SOCIAL STUDIES LEARNING, TEACHING, AND ASSESSMENT

Social Studies and the Learning Process

Learning in social studies is an active process. Active learning involves the construction of meaning through the interaction of prior knowledge, motivation and purpose, and new experiences. The process of learning varies from one individual to another, and is shaped by a multitude of factors, including personal, social, and cultural influences. Social studies learning is more meaningful when students are

- encouraged to broaden their perspectives through informed and focused interaction with others
- provided with opportunities to reflect critically on their own ideas and attitudes
- valued, respected, and acknowledged as individuals, whatever their situation or background

Social studies *knowledge, values, and skills* are interdependent aspects of learning, and need to be integrated in the learning process. Meaningful learning in social studies requires both depth and breadth of understanding. This includes the incorporation of basic general knowledge, as well as opportunities for more intensive study of selected topics.

Strategies to support student inquiry and interaction:

- cooperative and peer learning
- interviews
- project-based learning
- structured controversy or debate
- teacher- and student-initiated inquiry and research
- role-play
- sharing circles

Instructional Strategies for Active Learning

Social studies learning can be enhanced by using a variety of settings both in and outside of school, flexible student groupings, and numerous other strategies. A well-balanced social studies program includes individual, collaborative, and teacher-directed learning experiences, and provides students with a variety of conceptual tools and advance organizers.

Effective social studies instruction includes the use of strategies that promote student inquiry and interaction. These strategies include cooperative and peer learning, interviews, project-based learning, structured controversy or debate, teacher- and student-initiated inquiry and research, role-play, and sharing circles. These types of strategies make learning meaningful by encouraging critical reflection, questioning, and the consideration of diverse points of view.

It is through guided inquiry and interaction—within the school and in the community—that students construct meaning from their individual experiences. Students require opportunities to engage in authentic and relevant community issues and events. It is important that these experiences be integral to social studies learning, and not be contrived.



Overview

Active learning includes

- resource-based and experiential learning
- on-the-land experiences
- field studies
- guided tours
- participation in diverse cultural activities
- integrating literature and the arts
- using information and communication technologies

Active learning is encouraged through resource-based and experiential learning. These include on-the-land experiences, field studies, guided tours, and participation in diverse cultural activities. Social studies teaching offers the ideal opportunity to integrate literature and the arts, and to use information and communication technologies.

Effective practices in social studies actively engage students in democratic processes such as consensus building, collective decision making, student government, class meetings, student-generated topics of study, and school event planning. As well, social studies provides authentic opportunities for home and community involvement.

Activities that engage students in democratic processes:

- consensus building
- collective decision making
- student government
- class meetings
- student-generated topics of study
- classroom/school event planning

Resource-Based Learning

Social studies addresses a wide range of issues and topics at every grade. It is a subject that is particularly well suited to resource-based learning, which moves beyond the single textbook approach and provides students with a variety of information sources. (See Appendix F for a list of recommended learning resources.)

There is a rich abundance of social studies resources available to teachers and students. These include primary information sources, print media, electronic media, art and artifacts, simulations and games, maps, and field trips, as well as knowledgeable individuals from the local community.

Resource-based learning is a student-centred approach that adapts to student needs, interests, abilities, learning styles, and prior knowledge. An environment that is rich in resources allows students to explore and discover as they learn, and to make personal learning choices that are relevant and meaningful.

As our society continues to evolve, so do the roles of teachers and learners. The “sage on the stage” model is giving way to a more flexible model—one in which teachers facilitate the learning process, and students make decisions and assume responsibility for their learning. A resource-based learning approach ultimately helps students manage the information overload that typifies today’s society, and teaches them how to continue their learning outside of the school setting. While the development of fundamental knowledge is still essential in social studies, the student of the 21st century needs the skills to locate, access, and evaluate pertinent information.

Resource-based learning

- primary sources
- magazines and journals
- books
- television, radio
- DVDs and CDs
- audio/video tapes
- the Internet
- computer software and databases
- art and artifacts
- simulations and games
- maps
- neighbourhood walks
- museums
- art galleries
- cultural centres
- community sites
- guest speakers
- Elders
- live performances

Role of the Social Studies Teacher

Social studies accommodates a variety of teaching styles. Given the political nature of social studies issues and topics, a teacher’s personal beliefs and convictions may influence the presentation of content, as well as the selection of teaching strategies and learning resources. Complete neutrality is not always possible, nor necessarily desirable; however, teachers need to be aware of the implications of presenting their own beliefs and perspectives as fact rather than opinion.



Social studies is rich in opportunities to detect and analyze bias through the critical exploration of diverse points of view. When a classroom climate is open and fair, teachers and students together will establish a learning culture that integrates democratic principles and encourages active citizenship. It is important to note that student-centred classrooms are not necessarily democratic classrooms. Even activities that are democratic in nature, such as cooperative learning, can be undemocratic in practice, depending upon how they are used.

Finally, it is critical that teachers be well informed about social studies content and issues, and that they be prepared to provide students with guidance in selecting reliable information sources.

Dealing with Controversial Issues

A fundamental aspect of social studies learning and teaching—at all grade levels—is the consideration of controversial issues—issues that involve ethics, principles, beliefs, and values. Teachers should not avoid controversial issues. Diversity of perspectives, beliefs and values, disagreement, and dissension are all part of living in a democratic society. Furthermore, discussion and debate concerning ethical or existential questions serve to motivate students and make learning more personally meaningful.



The following guidelines will assist teachers in dealing with controversial issues in the classroom:

- approach all issues with sensitivity
- clearly define the issues
- establish a clear purpose for discussions
- establish parameters for discussions
- ensure that the issues do not become personalized or directed at individual students
- protect the interests of individual students by finding out in advance whether any student would be personally affected by the discussion
- exercise flexibility by permitting students to choose alternative assignments
- accept that there may not be a single “right answer” to a question or issue
- respect everyone’s right to voice opinions or perspectives
- help students clarify the distinction between informed opinion and bias
- help students seek sufficient and reliable information to support the various perspectives
- allow time to present all relevant perspectives fairly and to reflect upon their validity

Overview

SOCIAL STUDIES AS A CURRICULUM OF AND FOR DIVERSITY AND EQUITY**Inclusive Social Studies Classrooms**

The social studies classroom plays an important role in helping students become engaged and caring citizens, locally, nationally, and globally. To do so requires teachers to use social studies classrooms as living laboratories for a more equal and just society than the one in which we now live. Schools in general, and the social studies classroom specifically, support the continued development of the multicultural, multiracial, and pluralist democracy that is Canada—a democracy that is capable of addressing the serious social and ecological challenges that face us now, and which threaten our collective future.

The events that take place in our classrooms both shape, and are shaped by larger social currents that define who we are and where we are headed as a society. To be successful, schools, and social studies classrooms in particular, must be guided by democratic social goals and values that celebrate our human diversity and demonstrate a quest for greater equity in our institutions and in society as a whole.

Social studies curriculum and instruction must be both *visionary* and *practical*: *visionary* because we need to go beyond narrow educational goals and look toward our collective future with hope; *practical* because the work of reshaping educational practice and countering negative social forces and conditions requires daily effort.

Teaching practices, educational activism, and dedication and creativity on the part of teachers and other educational partners are all part of this process. Efforts to transform the social studies classroom need to grow from a common social and pedagogical vision that strives for an inclusive classroom focused on social justice. Curriculum and practice must reflect certain essential characteristics, which are described below.

Inclusive classrooms focused on social justice are

- multicultural, equity-focused, anti-biased in nature
- grounded in the lives of students
- culturally sensitive
- critical
- participatory and experimental
- hopeful, joyful, caring, visionary
- academically rigorous
- supportive of students as social activists and engaged citizens

1. Multicultural, equity-focused, and anti-bias in nature

A curriculum grounded in social justice and awareness of social diversity must be inclusive of every student in every classroom. With our increasingly diverse student population and nation, the social studies classroom needs to directly address issues related to race, class, gender, and other aspects of educational equity. We need to do more than simply celebrate diversity. We need to take on the “hard stuff” of exploring why some differences translate into wealth and power, while others become the basis for discrimination and injustice. Social studies classrooms exist in a multicultural and multiracial society, and need to honestly face the truth about our past and present. The often exclusionary, traditional stories of history need to be revised to include the experiences and voices of Aboriginal peoples and people of colour, women, working peoples, and other diverse groups in our society.

2. Grounded in the lives of students

Good teaching begins with respect and concern for children, their innate curiosity, and their capacity to learn. Curriculum needs to be rooted in the real lives and contexts of the students in the classroom. Creating effective learning environments requires that the lives of the students, as well as the topics they are exploring, provide the content of the classroom experience. Students need opportunities to consider and inquire how their lives connect to the broader society.

3. Culturally sensitive

Classrooms that are places for critical teaching and learning are built on the premise that teachers “don’t know it all.” Each new class presents opportunities for teachers to learn from students, and requires teachers to be good researchers and listeners. Teachers will often work with children of diverse cultural origins and ethnicities, and may need to call upon parents and others in order to understand the needs of their students. Teachers must also draw on the cultural diversity of their colleagues and community resources for insights into the communities they seek to serve.

4. Critical

The social studies curriculum should help equip students to engage in dialogue and to challenge the world. From Early Years onward, students need to develop skills and insights that allow them to pose essential questions. Who holds power and makes decisions in society? Who is left out? Who benefits and who suffers? What is fair practice? What is discriminatory or unfair practice? How is change created? Students should have opportunities to examine and question social reality through critiques of media, public policy decisions, foreign policy choices, newspapers, historical accounts, and school life itself. Wherever possible, student learning should encompass issues and problems in the world outside the classroom walls.

5. Participatory and experiential

Student involvement and initiative need to be emphasized; students should not be passive learners. Exploratory and experiential learning approaches, in which students are involved in planning and decision making, allow students to take responsibility for, and to manage, their own learning. Projects, role-plays, mock trials, and other learning activities involve students physically and cognitively. These are all essential to provoke students to develop democratic capacities: to question, to challenge, to make real decisions, and to solve problems collectively.

6. Hopeful, joyful, caring, and visionary

Classrooms in which children feel significant and cared for are at the heart of an inclusive school. Unless students feel safe—emotionally and physically—they will not reveal their true selves or their real thoughts and feelings, and discussions will be artificial and dishonest. Teachers need to design learning experiences that help students learn to trust and care for each other.

Overview

7. Academically rigorous

An inclusive classroom focused on social justice provides students with the skills they need to navigate the world, and to take action to change the world. When students create products for real audiences about significant issues, and discuss big ideas with compassion and intensity, academics come to life.

8. Supportive of students as social activists and engaged citizens

If we want students to see themselves as voices for justice and agents of change, it is important to encourage them to critique the world, and to be willing to act in ways that are meaningful. Part of the role of the social studies teacher is to reinforce the fact that ideas have real consequences and need to be acted upon. Students can draw inspiration from historical and contemporary individuals who struggled for social justice, peace, and human rights. A critical curriculum and classroom should reflect the diversity of people from all cultures and both genders who acted to make a difference, many of whom did so at great sacrifice. Students should feel connected to this legacy of resistance and social justice.

Creating inclusive and critical classrooms is not easy. It is complex and demanding work that requires vision, support, and resources. Sharing experiences with other educators, establishing support networks, and amassing diverse resources are critical components of inclusive classrooms.

Adapted from "Rethinking Our Classrooms: Teaching for Equity and Justice" from *Rethinking Schools* magazine (Fall 2003) by permission of Rethinking Schools Ltd. <www.rethinkingschools.org>. All rights reserved.

Towards a Pedagogy for Social Justice

A social studies curriculum that advocates social justice is built upon the integration and exploration of issues related to inclusion, diversity and racism. This approach requires a clear and well developed understanding of multicultural/anti-racist teaching approaches. It should not be assumed that simply providing students with learning resources that are "multicultural" or that deal with issues of inequality or diversity is sufficient to create an inclusive social studies classroom. To have a positive effect, as well as an anti-racist/anti-bias impact on the classroom, multicultural materials need to be part of meaningful learning experiences that encourage students to critically explore and analyze the significance of the issues discussed or information presented, personally and collectively.

The quotation that follows illustrates the importance of anti-racism pedagogy in the use of multicultural resources in the classroom, and in the planning and implementation of learning activities. It is critical that educators be clear how a specific learning resource and related activities fit into their plan for the year and the anti-racism objectives that have been established.

It should be remembered that multicultural curriculum can be taught in a traditional and racist way. The way out of this dilemma is through the intervention of anti-racist teaching. Anti-racist teaching would incorporate 'education' which is multicultural while the 'teaching' would be anti-racist. In this context, anti-racist teaching is seen as coming about through a teacher with the 'right' attitude, the appropriate knowledge, and the necessary skills to bring about learning that that will challenge racism and change the bias of the traditional ethnocentric and biased education to which we are accustomed in Canada. (Black Learners Advisory Committee [BLAC] Report on Education, December 1994, Nova Scotia)

The Transformative Curriculum: Education for Social Justice

An anti-racist pedagogy may be conceptualized as being education for change, social justice, or action. James Banks provides a conceptual model for analyzing the level of integration of multicultural content into the curriculum, which highlights the importance of a social action approach. In his perspective, a Transformation or Social Action Approach is essential if we wish to meaningfully address issues of diversity and inequality in the social studies classroom and in our schools.

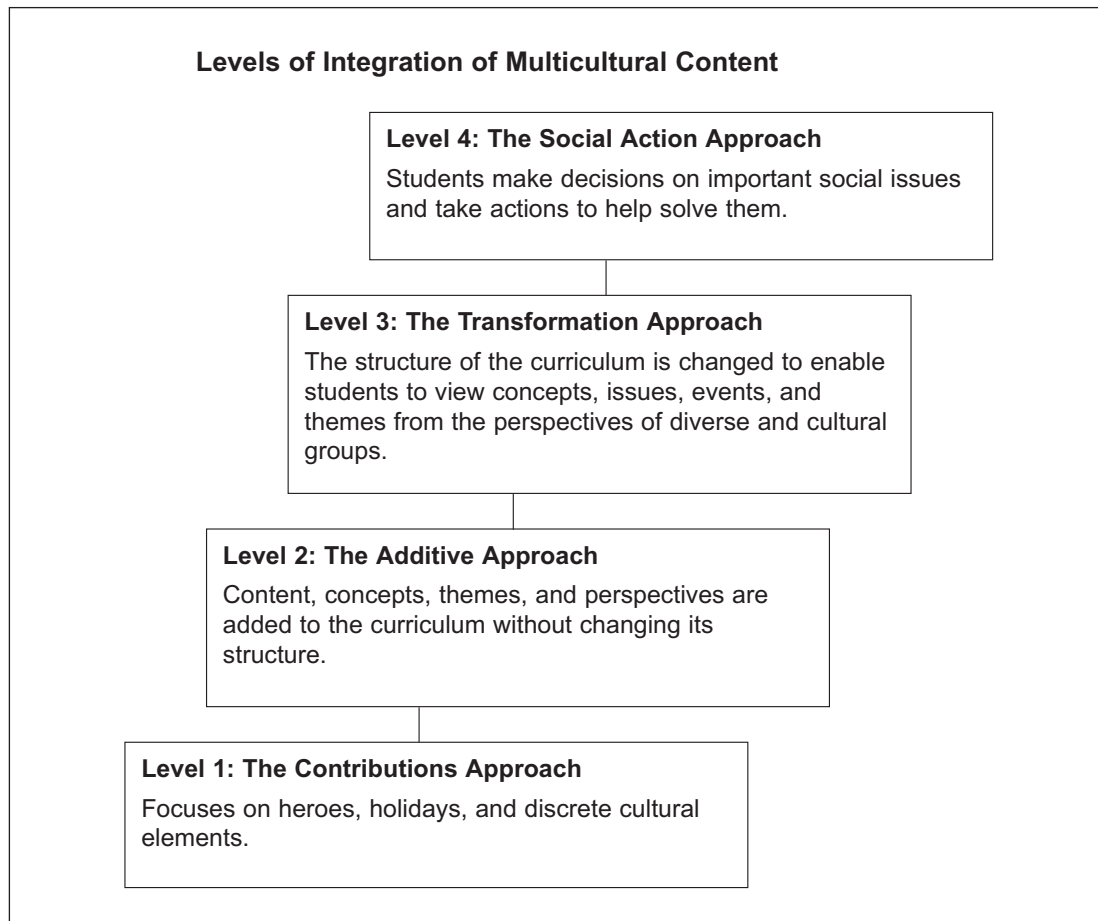


Figure 1: From “Approaches to Multicultural Curriculum Reform” by James A. Banks. In *Multicultural Education: Issues and Perspectives*, J. Banks and C. Banks (Eds.).

Diversity and Inequity: The Historical Context

It is important that educators develop an informed understanding of the historical development of Canadian society and the history of diversity and inequality. Traditional approaches to Canadian history have often excluded or marginalized the experiences and perspectives of many diverse groups. Therefore, it is critical that educators broaden their understanding of history in a Canadian and international context.

Overview

The experiences of marginalized groups in Canada share many similarities with marginalized groups in other places. It is important to explore and critically consider these parallels. Furthermore, it is important to connect historical experiences to contemporary social conditions, such as continued inequities in employment, evidence of bias in medical research, attitudes towards interracial or same-sex marriages, the prevalence of negative stereotypes in media, and so on.



Identity, Culture, and Race

Educators also need to consider the social dynamics and patterns of intercultural interaction in the classroom in developing inclusive, multicultural, and pro-social justice learning experiences. The ethnocultural identity and self-concept of students play an important role in determining their response and willingness to engage in meaningful learning experiences related to diversity. Social and ethnocultural identity is characterized by a number of factors, including the following:

- An individual's identity is complex and composed of various dimensions.
- Every individual has multiple identities, with ethnicity, class, gender, sexual orientation, language, religion, racial origins, political beliefs, and other factors defining who we are.
- Not all factors have the same impact on our identity, and their relevance may change according to personal and social conditions and social context.
- Race, while it is a socially constructed concept, forms part of our sense of identity.
- Racial identity development is the result of the racialization of society, and is a complex and dynamic phenomenon.

Theories regarding the process of achieving an anti-racist group identity are a useful tool to guide exploration of the impact of race and racism in our classrooms. These theories also serve to guide educators in defining the objectives of anti-racism education. Ideally, schools should facilitate the movement of students to the highest level of anti-racist group identity. (See below.)

Towards an Inclusive and Anti-Bias Identity

The process of undoing the profound impact of racism and other forms of discrimination and marginalization is a complex journey—a journey towards an inclusive and anti-bias identity. Psychologists researching race and identity issues have theorized that this journey may take different paths or stages of development for different groups, as members of these groups have been affected in differing ways by racism and discrimination.

Research suggests that people undergo a series of life transformations or stages of identity formation in terms of their self-concept and group identity. These stages of social identity formation are not inevitable or static, nor are they achieved for life. Life circumstances and experiences precipitate and support change either *towards* or *away* from anti-racism consciousness and behaviour. Alternatively, individuals may remain fixated at a particular stage of ethnic and group consciousness. (Derman-Sparks *et al.*, 1997)

Towards an Anti-Bias/Anti-Racist Identity

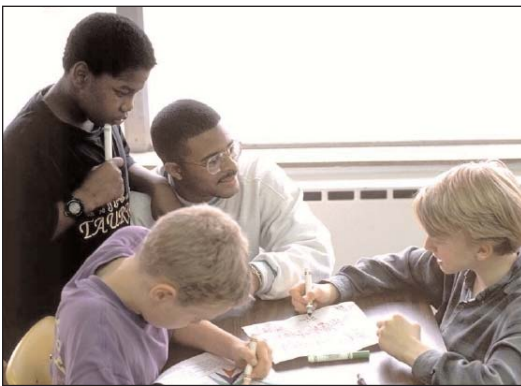
William Cross's (1991) model for the stages of Black identity development reflects the African-American experience, but is relevant in a Canadian context. His model of the *resocialization experience* has five distinct stages of identity development: Pre-encounter, Encounter, Immersion/Emersion, Internalization, and Internalization-Commitment.

In Cross's conceptual framework, individuals move from a state of unawareness of racism and discrimination to one of total awareness and social activism, known as the *Internalization-Commitment* stage. This final stage parallels Banks' idea of the *global* ethnic identity, and is a fully developed anti-racist group identity. An individual at this stage is a social activist who recognizes the need for continuous efforts to challenge inequality in society on several fronts, and seeks to collaborate with others in meaningful social action.

Helms (1990) has taken a similar and comprehensive examination of the stages of white/dominant group identity development. Helms identifies the tendency of dominant group members in society to deny that their racial identity has any significance, preferring to view themselves as individuals and, consequently, not responsible for the perpetuation of a racist system.

Helms' model of identity development is based on six distinct stages: Contact, Disintegration, Immersion/Emersion, Reintegration, Pseudo-Independent, Immersion/Emersion, and Autonomy. Individuals in this framework, like Cross's, move from a stage of total ignorance to one of total awareness and engagement in social activism. In the final stage of identity, Autonomy, individuals are self-directed and self-actualized activists who join with exploited groups to change the racist system.

Both researchers see the highest form of identity formation to be one where individuals are aware of the realities of inequities in society and the reality of racism, coupled with the desire to work with others for change and meaningful social action.



Applying Racial Identity Development Concepts in the Classroom

There is a great deal of significance to identity formation for educators involved in anti-bias/anti-racism education within the social studies classroom. First, the two models detailed above present a framework for conceptualizing learning outcomes or objectives for anti-bias/anti-racist education in a school setting. Ideally, school experiences and learning activities will stimulate sustained exploration and development of students' sense of identity, and encourage movement towards an anti-racist racial identity for all students. To achieve this, there needs to be a good

understanding of both racism and of anti-racist educational practices.

Secondly, the two models provide tools to assist teachers in planning educational experiences for students. The stages students are at in their racial identity development affect how they interact with other students, and how they respond to learning experiences dealing with diversity or racism. Teachers may wish to reflect on the cultural composition of their classrooms and individual student sense of identity when planning learning activities. This reflection will provide insight as to how students may respond to multicultural learning resources, or educational activities related to diversity issues. It may also identify potential problems that may arise as a result of students being at different stages of identity development.

Overview

Finally, the models provide a tool for self-reflection and analysis, encouraging teachers to reflect on issues of race and power. For example, teachers may ask themselves:

- What stage am I at in my personal identity formation?
- How will my stage of identity formation affect my teaching of anti-bias/anti-racist content and issues?
- What is my pattern of interaction and relationships with people of diverse origins and disadvantaged groups, and how does this relate to my current stage of identity development?



Isolation and Identity

The exploration of Canadian and world history, and issues related to discrimination may be particularly challenging for students of marginalized or minority groups. A student may find herself or himself as the only one, or one of a small group, in an otherwise relatively homogeneous classroom setting. Such students may be at different stages of social or ethnic identity, and the overall classroom attitude and awareness of racism will greatly affect the dynamics in the classroom. It is important for teachers to recognize that

- racism and other forms of discrimination adversely affect student involvement in the classroom.
- experiences with racism and other forms of discrimination affect students' lives and the lives of their family members.
- dealing with issues of race and racism and other issues of bias and discrimination is a deeply personal and emotional experience that may stimulate recall of repressed memories or emotions.
- for many students of visible minority origins, and other students of diverse origins, a sense of isolation or alienation is not uncommon.
- in such situations, even if the intent is anti-bias in nature, raising issues of racism and inequality in a classroom presents a challenge for most students. Very often students will feel as if "all eyes" are on them when racial incidents occur, racist language is expressed, or other issues related to prejudice and discrimination are discussed.
- being of visible minority origins may be an experience in diversity itself. Students are often of interracial and intercultural backgrounds. Teachers need to be sensitive to students' personal definitions of their "identity" and group membership.
- students may not be comfortable with the role of representing or "speaking for" their particular cultural group. Depending on personal circumstances and social conditions, students may just be beginning, or have yet to begin, to explore their cultural origins.

This discussion of issues related to identity illustrates the complexity of intercultural and interracial dynamics in the classroom and society. It points to the need to carefully consider these dynamics when introducing challenging learning experiences. Most importantly, it highlights the need to have a clear and well-defined anti-bias/anti-racist teaching approach. It is about education for empowerment; it is about turning dreams into reality.



Strategies to Develop Positive Attitudes towards Diversity

- Initiate educational activities and discussions to build a positive racial and/or cultural self-identity.
 - Initiate activities and discussions to develop positive attitudes toward diverse racial/cultural groups—encourage the exploration of groups different from students' own reference groups.
 - Always answer student questions about race, ethnicity, and cultures when questions are asked.
- Listen carefully and in a relaxed manner to student questions and comments. Be sure to understand what a student means and wants to know.
 - Pay attention to feelings.
 - Provide truthful information appropriate to students' level of understanding.
 - Help students recognize racial, cultural, social, and other stereotypes.
 - Encourage students to challenge racism and other forms of discrimination by being a positive role model and displaying inclusive attitudes and behaviours.
 - Cultivate understanding that racism and other forms of discrimination do not have to be a permanent condition—that people are working together for positive change.
 - Remember that learning about racial and cultural identities is a lifelong process.

(Council for Interracial Books for Children, 1980)

Points to Consider When Using Multicultural Resources in the Classroom

1. **Remember that context is important when using literature or media that deal with issues of diversity and of inequality.**
 - How does the resource fit into the yearly plan or the curriculum?
 - Is the school environment positive and open to diversity?
 - What is the classroom composition in terms of diversity? How may this affect classroom dynamics?



- Are students from the cultural backgrounds that are featured in the resource represented in the classroom? Is there a history of positive interaction between students of diverse cultural and racial origins?
- What is the relationship and pattern of interaction between the teacher and minority students in the classroom? How may this affect the use of the resource in a classroom setting?
- Is multicultural literature frequently used in the school and throughout various subject areas?

Overview

2. What was the rationale for choosing the resources to be used?

- Were parents or community group members involved in the selection of the resources?
- Has the impact of the resource on readers of different experiences and perspectives been considered?
- Have questions of voice and authenticity been considered?
- Have supplementary or complementary materials been considered?



3. Has the stage been set for the introduction of the resource, including its content and major themes?

- Is the teacher sufficiently knowledgeable about the content and the historical context of the resource?
- Are students sufficiently knowledgeable of the historical and social context addressed in the resource?
- Have students explored issues related to the use of problematic terms and references made in the resource?
- Have minority students and parents been consulted with respect to planned learning activities? Have they been given an opportunity to participate or to suggest strategies for the effective use of the resource?

4. Does the classroom experience lend itself to anti-bias/anti-racist learning?

- Are students encouraged to critically analyze the resource and its significance in a contemporary setting?
- Have arrangements been made to monitor the impact of the resource on students in the classroom, and to deal with issues as they arise?
- Do the classroom activities allow students to voice their experiences, feelings, and ideas? Are minority students' experiences, feelings, and ideas validated, or are they ignored and silenced?
- Are students encouraged to explore the significance of the resource in terms of their own lives and social action?
- Do classroom experiences provide an opportunity for students to interact and connect with the people or groups featured in the resource? Do students have a voice in the classroom?
- Are connections made to other groups and their experiences in a way that encourages students to understand similarities and differences?
- Has the use of additional resources that give a more complete picture been considered?



5. How does the resource or issue studied relate to other aspects of the curriculum and school experience?

- Have provisions been made to connect the issues and experiences explored to curricular learning outcomes?
- Is the impact of the resource on students, and on their interactions in the classroom, being monitored?
- Have students been given opportunities to reflect on learning experiences, and to share their thoughts and feelings?
- Have plans been made to provide students with opportunities to celebrate their diversity and unity with each other, their parents, and their community?

SOCIAL STUDIES AND CLASSROOM-BASED ASSESSMENT



Purpose of Assessment

The purpose of classroom-based assessment is to enhance student learning. Research continues to demonstrate that ongoing classroom-based assessment contributes more significantly to learning than the more traditional focus on summative assessment, which is often referred to as assessment *of* learning. Formative assessment, also described as assessment *for* learning and/or assessment *as* learning, is most effective when it involves both the student and the teacher, and takes place throughout the learning process.

Each type of assessment serves a purpose and contributes to student success in social studies. Classroom-based assessment *for* or *as* learning allows students and teachers to determine what students have learned, and what they need to learn next. Students need frequent opportunities for meaningful and relevant feedback. Descriptive or narrative feedback—that which includes analytical

questions and constructive comments—provides information to students that they may use to adjust their learning processes, and is more helpful to them than a numerical or alphabetical grade. Assessment that is ongoing and meaningful provides opportunities for students to become reflective learners—to synthesize their learning, to solve problems, to apply their learning in authentic situations, and to better understand their learning processes—as well as opportunities for teachers to become reflective practitioners. Assessment *of* learning that takes place at the end of a cluster, or at the end of a year, provides important information about student progress and achievement, as well as instructional effectiveness. This information is usually shared with parents via report cards.

It is important that the purpose of assessment (*of*, *as*, or *for*), as well as how assessment information will be used, is clear to both teachers and students. With a clearly understood purpose, students are encouraged to take more responsibility for their learning, and are better able to focus their efforts, while teachers can better select the instruction and assessment strategies and student learning resources that will improve student achievement.

Overview

Activating: How will students be prepared for learning?

Acquiring: What strategies facilitate learning for groups and individuals?

Applying: How will students demonstrate their understanding?

Assessment and the Stages of Learning

Much of what goes on in classrooms can be described as assessment, and assessment takes place in each of the three stages of learning: activating, acquiring, and applying. Assessment at each stage benefits students and teachers.

Assessment during the **activating** stage prepares both teachers and students for the learning process, identifying gaps and strengths in student prior knowledge, and informing future instruction.

Assessment during the **acquiring** stage provides feedback as learning takes place, and allows teachers and students to make adjustments to strategies and activities. Well-timed, meaningful feedback as they are learning helps students improve the quality of their work and reach their learning goals. Assessment at this stage also allows for the gathering of evidence of student learning.

Assessment during the **applying** stage focuses on students using new understandings in meaningful and authentic ways. Authentic tasks are those that have worthwhile purposes and replicate as closely as possible the context in which knowledge, values, or skills will be applied beyond the classroom. Ideally, students should demonstrate their learning, and the relevance and importance of their learning, for real audiences and real purposes.

Information gathered at each of the three stages of learning is useful for teacher and student reflection regarding changes and adaptations to learning strategies, and in the selection of student learning resources. (See Figure 2: *Assessment at Different Stages of Learning*.)

Assessment at Different Stages of Learning		
	Students	Teachers
Activating Stage	<p>Assessment in the activation stage helps students</p> <ul style="list-style-type: none"> • “set the stage” and to mentally plan and prepare for new learning • identify the focus of new learning • identify what they already know about a topic • gain interest in a new topic 	<p>Assessment in the activation stage helps teachers</p> <ul style="list-style-type: none"> • identify gaps, strengths, misconceptions, and faulty information in student prior knowledge • identify student interests • provide a focus for planning instructional strategies and the selection of student learning resources • determine which instructional approaches or resources need to be implemented or adapted
Acquiring Stage	<p>Assessment during the acquiring stage helps students</p> <ul style="list-style-type: none"> • become aware of the progress and the degree of understanding they are achieving • experience and adapt different approaches and strategies that facilitate their learning • identify what further learning they need to undertake • improve as they practise 	<p>Assessment during the acquiring stage helps teachers</p> <ul style="list-style-type: none"> • revise learning strategies to meet evolving student needs • monitor student growth and progress, and determine whether students are achieving specific learning outcomes (SLOs) • determine if individual students need additional support or further learning opportunities to achieve SLOs • identify which learning outcomes need to be the focus of subsequent instruction and assessment • gather evidence of student growth, which may be used for reporting
Applying Stage	<p>Assessment during the applying stage helps students</p> <ul style="list-style-type: none"> • become aware of their growth and achievement, and celebrate their successes • identify their strengths, as well as areas needing further growth • deepen their understandings as they make connections and reflect on their learning, and apply new ideas in meaningful and authentic ways 	<p>Assessment during the applying stage helps teachers</p> <ul style="list-style-type: none"> • be fully aware of student understanding and achievement of learning outcomes • identify student strengths and areas needing further learning • provide evidence of student growth and achievement for reporting to parents and administrators • reflect on their teaching practices in order to identify changes and revisions to learning strategies

Figure 2: Assessment at Different Stages of Learning

Overview

Collecting Assessment Information

Assessment of student learning is a complex and interactive process. At various times it involves teacher and/or student decision making, student self- and peer assessment, teacher observation of students, student-teacher dialogue, student reflection, and teacher reflection. Each stage of learning and assessment generates information about student needs, growth, and achievement, as well as information related to teaching and learning strategies and the appropriateness of student learning resources.

Collecting information about student learning helps build a positive learning environment and contributes to positive classroom relationships. Teachers use information they gather about their students to scaffold instruction, and to make decisions about the strategies and learning resources that will contribute to successful student learning. When assessment information is shared with students, they are better able to manage and take responsibility for their own learning—setting goals and identifying how they will achieve those goals.

Teachers learn about student progress through day-by-day observation of students in action, as well as through more formal activities, including projects, performances, tests, and examinations. Teachers cannot possibly assess all students, all the time, and should consider a number of factors when determining how to focus their assessment observations. These factors include, among others, the nature of the learning outcomes; the structure of the learning activity (e.g., individual, small group, whole class); the time of year; and the stage of student development. Teachers may choose to focus assessment observation on one or two students or on a small group at any one time to monitor their growth and progress at different stages of their learning.

No matter what the type, every assessment activity should be based on criteria that are shared with students *before* they engage in learning. As well, having students participate in constructing assessment criteria further contributes to their success. When students know in advance what is to be assessed, and when their performances are compared to predetermined criteria (and to their prior performances), students are better able to concentrate their efforts and focus their learning.

Additionally, students need to be aware of what success looks like. Providing students with exemplars allows them to visualize a model to strive toward, and assists them in reaching their learning goals.

Assessment Tools and Strategies

Just as diverse instructional strategies are important, so too are a variety of assessment tools and strategies. There are three types of learning outcomes in social studies—knowledge, values, and skills—and assessment needs to be congruent with each type of learning.

- **Assessing Knowledge:** Social studies places significant emphasis on the acquisition of knowledge. True understanding and appreciation of social studies issues does not occur if students simply memorize and recall information. Rather, students are encouraged to use the knowledge they acquire to synthesize and apply new understandings, and to demonstrate evidence of their learning.
- **Assessing Skills:** The assessment of social studies skills and processes requires different strategies than the assessment of knowledge. Since skill development is ongoing, students continue to practise skills from cluster to cluster and throughout the year. Skills are best assessed by observing students in action, by discussing their learning strategies during conferences and interviews, and by gathering data from student reflections and self-assessments.

- **Assessing Values:** Values are implicit in what students say and do, and are not always measurable in the same way that knowledge outcomes are measurable. Similar to skills, values are best assessed by observing students in action, looking for behavioural indicators as expressions of student values, and engaging students in critical dialogue.

A significant aspect of social studies is the development of values related to active democratic citizenship. The values related to citizenship do not apply solely within the confines of the classroom; a number of social studies learning outcomes refer to student attitudes and behaviours in groups and communities beyond the school. In those cases, assessment will include not only student self-assessment, but self-reporting.

In general, there are three main sources for teachers to gather student assessment evidence:

- observations of student learning (including students' interactions with peers)
- observation and evaluation of student products and performances
- one-to-one conversations with students about their learning, including information gathered from self- and peer assessment

Assessment tools and strategies:

- student portfolios
- interviews
- individual and group inquiry and research
- journals
- role-play
- oral presentations
- tests
- hands-on projects
- teacher observation checklists
- peer assessment
- self-assessment

A broad range of tools and strategies are available to teachers to assess social studies learning. These include student portfolios, interviews, individual and group inquiry and research, journals, role-play and oral presentations, tests, hands-on projects, teacher observation checklists, peer assessment, and self-assessment. The most important aspect of each of these strategies is regular dialogue with students about their learning: asking them questions about their observations and conclusions *as they learn*, and stimulating and prompting them to higher levels of thinking and learning.

When teachers use a variety of assessment tools and strategies over a period of time, student learning patterns begin to emerge. Observation and knowledge of these patterns is necessary for planning effective instruction and for successful learning.

Student portfolios are a particularly useful approach in the assessment of social studies learning. Portfolios help teachers determine the degree to which students have mastered learning. The contents of student portfolios represent student growth and progress, and, when they are accompanied by interviews with students about their learning, provide valuable assessment information for communication to students, parents, and administrators.

Assessment *of* learning is also important. However, it must be noted that assessment information that is gathered at the end of a cluster will not always be completely summative in nature. Social studies learning outcomes—particularly skills outcomes that continue to develop through the year—are often interconnected, practised, and reinforced throughout every cluster. Therefore, the level of growth that students demonstrate at various times during the year may not adequately reflect their progress at the end of the year. Student achievement may need to be reviewed at year's end, and “summative” assessments that were made earlier may need to be revised.

Overview

Teachers may wish to consider end-of-cluster assessments as *progress reports* rather than final assessments, and decide to provide students with additional opportunities to demonstrate their learning. End-of-year assessment, similar to assessment that takes place at the end of every cluster, should allow students to make connections in their learnings and to reflect on the applications of this new knowledge and understanding in their lives.

Self-Assessment and Reflection

Classroom-based assessment provides opportunities for both students and teachers to reflect on, and to enhance, the learning process.

When students are empowered to engage in self-assessment and reflection, they make better choices and assume more responsibility for their learning. Self-assessment significantly increases learning by promoting critical thinking and by allowing students to take ownership of their learning. They are better able to observe and analyze patterns in their thinking, to appraise their strengths, and to set realistic goals for themselves.



Student autonomy and responsibility is enhanced when students

- identify their learning goals
- help create assessment criteria
- select products and performances for their portfolios to demonstrate their learning
- engage in peer assessment
- are provided with self-assessment tools (e.g., checklists, learning logs, reflection journals, portfolios)

Language to encourage self-assessment

Students

- I think I need to...
- I also want to...
- I was thinking that...
- I wonder...
- Next time I would...

Teachers

- Why did you choose to...?
- What options did you consider...?
- What changed in your thinking?

As teachers engage in regular conversations with students about their learning, teachers gain essential information to plan for the needs of individual learners.

Assessment, including student self-assessment, is facilitated when students are made to feel safe, secure, involved, and that their individual learning needs are being met. When assessment is equitable (i.e., focused on student growth and progress instead of student deficits, and **not** used for discipline or classroom control), student autonomy, responsibility, and motivation greatly increase. Students need to be encouraged to do their best as they learn, but also to take risks and not to be afraid of making mistakes.

Self-assessment depends on student empowerment. Empowerment needs to begin before any actual learning takes place, and continue through to the final stages of assessment.

Students who are empowered and autonomous learners are involved in the initial decision making about learning, expressing ideas about what and how they will learn. They plan their personal learning goals, decide how they will demonstrate their learning, and select products and performances for their portfolios, all in collaboration with their peers and/or teachers. Throughout the process, teachers engage students in critical dialogue about their decisions and their progress. Figure 3: *Student Empowerment in the Learning Process* illustrates this critical dialogue.

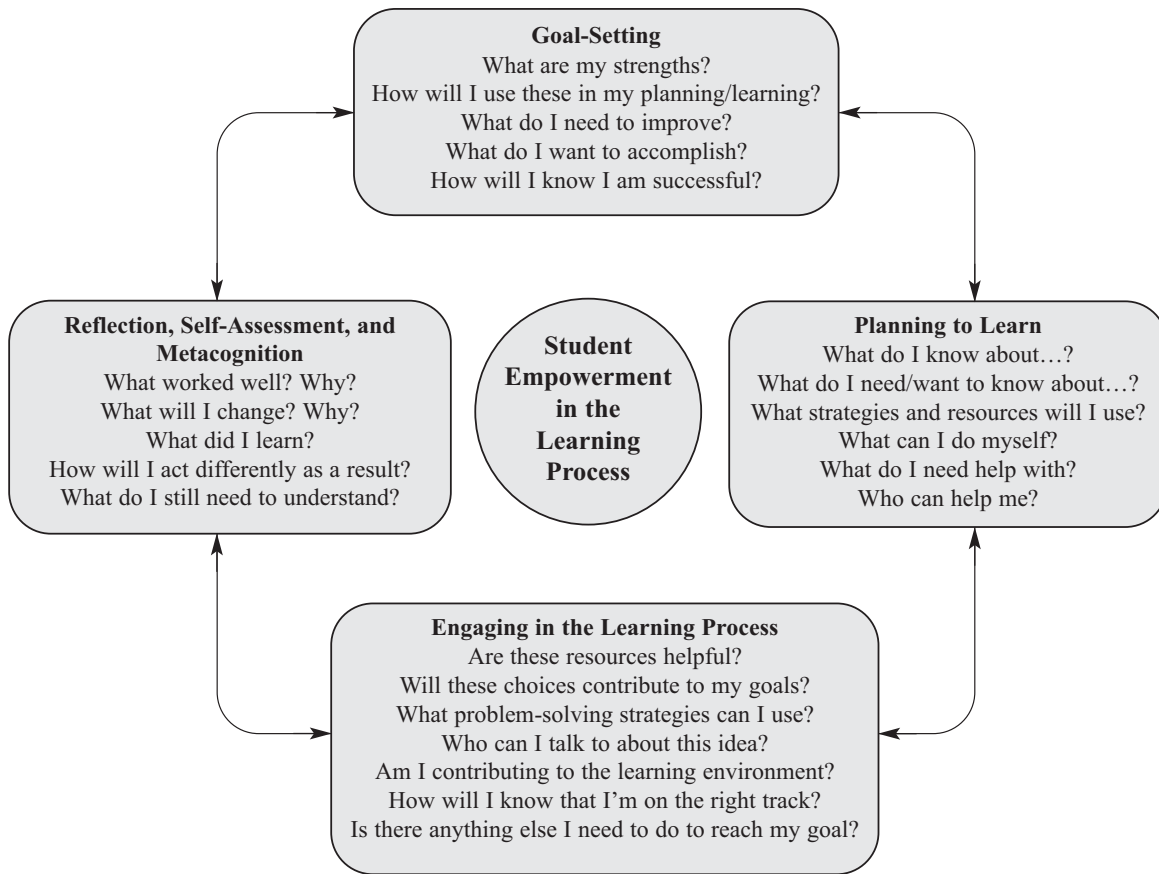


Figure 3: Student Empowerment in the Learning Process

Teacher Reflection

Teacher reflection is also essential to effective pedagogy, and there is no teaching tool or strategy more important than critical consciousness. As teachers assess and reflect on their instructional practices, and as they engage students in dialogue about learning, they become aware of student needs and are better able to adjust planning and teaching—*before, during, and after* learning.

Before learning begins, teachers engage students in strategies to activate learning. This provides opportunities for teachers to observe students, to assess their prior knowledge, and to make initial adjustments to the learning process that is about to begin.

Once learning is underway, teachers continuously observe students and engage them in dialogue about their learning. They are aware of changing student needs, and adapt and adjust learning strategies as needed.

Teacher as reflective practitioner

- Which strategies best met the needs of the group? Of individuals?
- How did the students respond?
- What will I change? add? delete?

Finally, *when all of the learning and assessing activities have been completed*, teachers critically reflect on the whole learning process, evaluating their strategies and approaches, and deciding what changes need to be made for next time.

Overview

A Social Studies Model for Classroom-Based Assessment

The assessment model presented in this document provides a series of processes and tools to facilitate classroom-based assessment.

In each grade, the knowledge, values, and skills learning outcomes have been organized into thematic groups referred to as **clusters**; there are three to five clusters in each grade. Each cluster is further divided into **learning experiences**, where a small number of related learning outcomes are grouped together. Each learning experience provides a series of activating, acquiring, and applying strategies.



In this model, assessment tools and strategies have been created for use

- at the **beginning** of each cluster
- **within** each learning experience
- at the **end** of each cluster

The following assessment strategies and tools are referenced at the **beginning of each cluster**. The reproducible charts are found in Appendix C.

- **Skills Progress Chart:** This teacher tool lists every skills learning outcome for a particular grade. It is intended to monitor individual student progress related to skills in each cluster and throughout the grade. (Appendix C)
- **Student Portfolio Tracking Chart:** This chart is intended for student use, and lists the titles of each learning experience within a cluster. Students use the chart to track the portfolio selections from each learning experience they will use to demonstrate their learning at the end of the cluster. (Appendix C)
- **Engaging Students in the Cluster:** This section provides suggestions to teachers to activate a cluster, prior to engaging students in learning experiences. These activities are intended to stimulate student interest, and to provide opportunities for teachers to assess student prior knowledge.

The following assessment tools are included **within every learning experience**:

-  **Skills Set:** This icon is attached to every strategy in a learning experience, and includes an appendix reference. Appendix A lists the skills learning outcomes that may be targeted for assessment, and provides assessment suggestions.
-  **Suggested Portfolio Selections:** Selected strategies in each learning experience are identified with this icon, indicating that the strategy may result in the creation of products, processes, or performances for inclusion in student portfolios. (See the description of **Student Portfolio Tracking Chart** above.)

A portfolio is a purposeful collection of work over time that shows the evidence of a student's knowledge and understanding. Selection is made with regard to student learning goals and/or criteria, and involves self-assessment and reflection. Portfolios show growth and the achievement of learning outcomes.

The following assessment tool appears at the **end of every cluster**:

- **Connecting and Reflecting:** Every cluster ends with an assessment activity entitled *Connecting and Reflecting*. During this activity, students review their cluster portfolio selections to synthesize their learnings throughout the cluster, and reflect on the implications of those learnings in their daily lives as citizens of their school, their local community, of Canada, or the world. This end-of-cluster activity is an important culminating step. It provides information to both teachers and students about student achievement regarding the essential ideas and understandings of the cluster.

DOCUMENT COMPONENTS AND STRUCTURE

Conceptual Map

The student learning outcomes presented in this document address the four foundation skill areas and nine essential elements common to all Manitoba curricula. The following conceptual map illustrates the foundation skill areas, essential elements, and other key components upon which the Manitoba social studies curriculum is based.

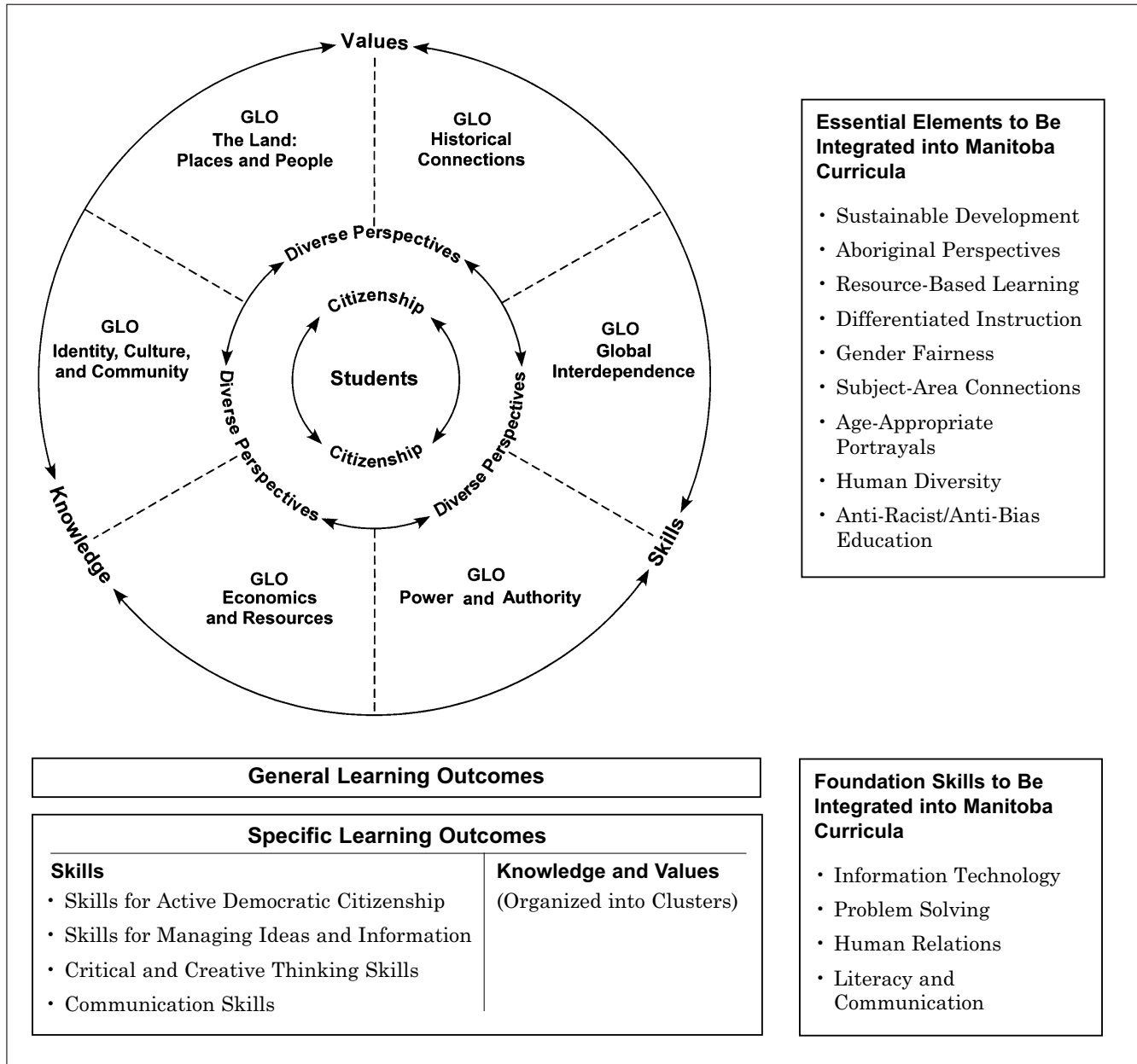


Figure 4: Conceptual Map

Overview

DOCUMENT COMPONENTS

Core Concept

As illustrated in the preceding Conceptual Map, the core concept citizenship provides a focus for social studies learning at all grades. Citizenship knowledge, values, and skills learning outcomes are included in each grade. (See page 6.)

Diverse Perspectives

The concept of diversity is integrated throughout the social studies curriculum. Knowledge and values learning outcomes are inclusive of diverse perspectives, and encourage critical consideration of differing viewpoints as students engage in purposeful dialogue with others.

General and Specific Learning Outcomes

This document contains both general and specific learning outcomes. The **general learning outcomes** are broad statements that provide a conceptual structure for social studies, and are the basis for the specific learning outcomes in each grade. **Specific learning outcomes** are statements that describe the **skills, knowledge, and values** that students are expected to achieve in each grade. These three types of specific learning outcomes are interdependent and are intended to be integrated throughout the social studies learning process.

The six general learning outcomes (see page 9), which are the basis for the specific learning outcomes in each grade, are:

- **Identity, Culture, and Community:** Students will explore concepts of identity, culture, and community in relation to individuals, societies, and nations.
- **The Land: Places and People:** Students will explore the dynamic relationships of people with the land, places, and environments.
- **Historical Connections:** Students will explore how people, events, and ideas of the past shape the present and influence the future.
- **Global Interdependence:** Students will explore the global interdependence of people, communities, societies, nations, and environments.
- **Power and Authority:** Students will explore the processes and structures of power and authority, and their implications for individuals, relationships, communities, and nations.
- **Economics and Resources:** Students will explore the distribution of resources and wealth in relation to individuals, communities, and nations.

Skills Learning Outcomes

Social studies involves the development of discipline-related skills, including inquiry and research skills and methods, historical thinking, and geographic thinking. Social studies provides students with opportunities to refine the skills and competencies developed in other subject areas, such as skills in communication and media literacy, collaboration and cooperation, critical and creative thinking, problem solving, and decision making. As students apply these skills to complex social studies problems that may or may not have solutions, they develop competencies integral to active democratic citizenship.

Skills learning outcomes (see page 12) are organized into four categories:

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

In this document, a list of grade-specific skills appears at the beginning of the grade description. The skills are also integrated in each learning activity in every grade.

A continuum of social studies skills for Grades 5 to 8 is found in Appendix E.

Knowledge and Values Learning Outcomes

Knowledge learning outcomes and values learning outcomes are intended to complement one another. Both are presented under each of the six general learning outcomes at the beginning of a grade, and are also grouped according to essential ideas within the learning experiences.

Distinctive Learning Outcomes

Some specific learning outcomes are designated as distinctive learning outcomes for Aboriginal (First Nations, Inuit, and Métis) or francophone students. Distinctive learning outcomes complement the specific learning outcomes. They are intended to enhance the development of language, identity, culture, and community for Aboriginal and francophone students.

- Distinctive learning outcomes for **Aboriginal students** are intended for First Nations, Inuit, or Métis students in educational settings that include locally controlled First Nations schools, or settings where there are Aboriginal students, and where the school or school division has agreed that the distinctive learning outcomes be addressed. It is advisable that teachers selected to address the distinctive learning outcomes have a background in Aboriginal culture.
- Distinctive learning outcomes for **francophone students** are intended for students enrolled in schools where francophone programming has been developed within the context of Section 23 of the *Charter of Rights and Freedoms*.

DOCUMENT STRUCTURE

This document contains the following elements:

- **Grade Overview:** A brief description of the content and focus of the grade is presented in the grade overview.
- **Cluster Descriptions:** The knowledge and values learning outcomes are organized into thematic groups referred to as clusters. The focus of each cluster is briefly described in the cluster descriptor.
- **General and Specific Learning Outcomes:** Skills, knowledge, and values specific learning outcomes are presented in the following order:
 - **Skills:** The skills learning outcomes are organized in four categories, and are intended to be integrated through each cluster.

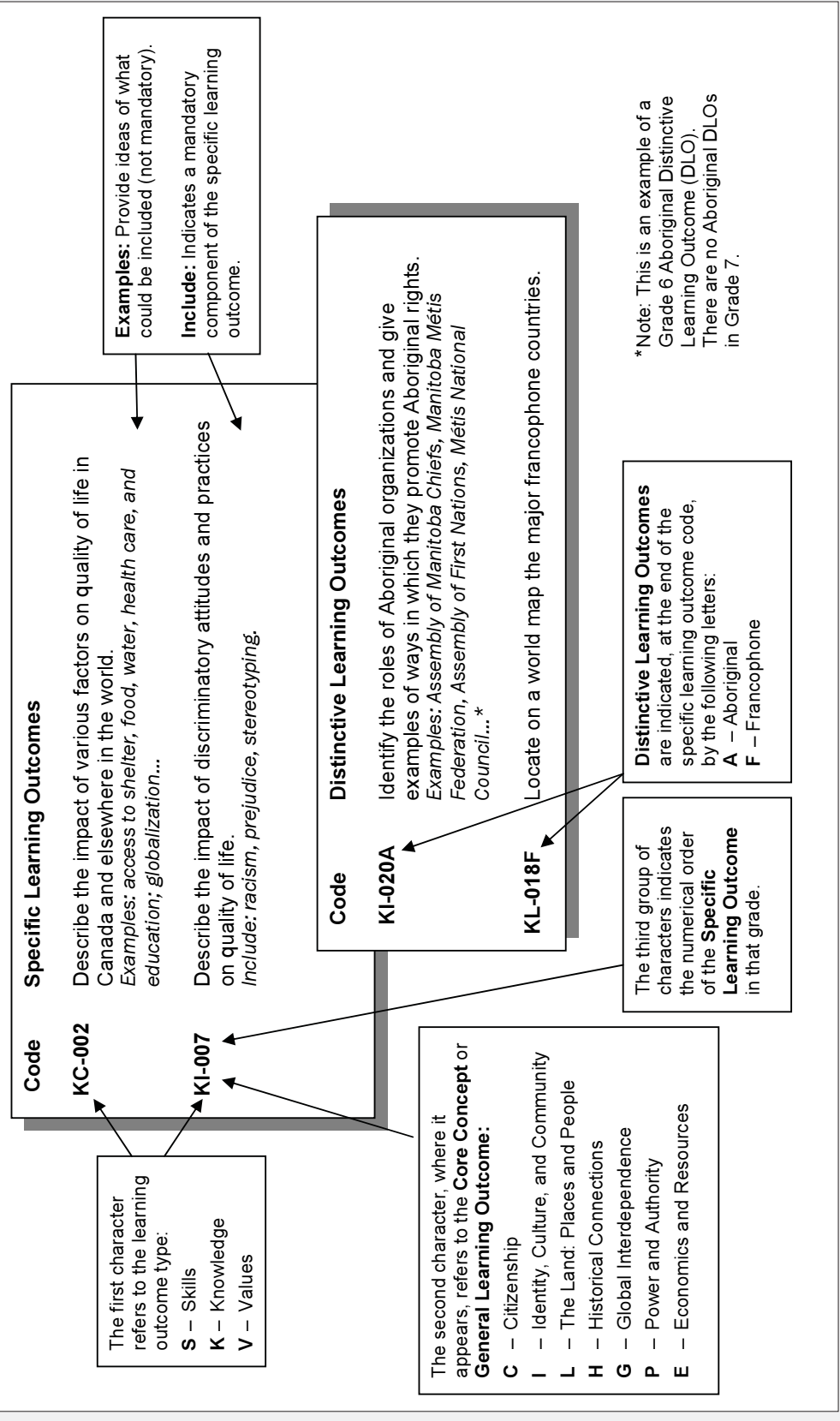
Overview

- **Knowledge and Values:** The knowledge- and values-specific learning outcomes are presented under the Core Concept Citizenship, and under each of the six general learning outcomes.
- **Cluster/Learning Experiences Overview:** The knowledge and values learning outcomes within each cluster have been divided into smaller groups of related outcomes, referred to as learning experiences. The overview page presents each learning experience with the related knowledge and values learning outcomes.
- **Learning Experiences:** Each learning experience provides a series of activating, acquiring, and applying strategies to address related knowledge and values learning outcomes, and contains the following components:
 - **Skills Progress Chart** (teacher tracking tool)
 - **Student Portfolio Tracking Chart** (student tool)
 - **Engaging Students in the Cluster** (strategies to activate the cluster)
 - **Skills Set** (an icon indicating the skills targeted in the learning activity)
 - **Suggested Student Portfolio Selections** (an icon indicating that a strategy may result in the creation of products, processes, or performances for inclusion in student portfolios)
 - **Knowledge and Values Learning Outcomes** (targeted outcomes)
 - **Description of the Learning Experience**
 - **Vocabulary List**
 - **Connecting and Reflecting** (end-of-cluster summative assessment activity)

Kindergarten to Grade 8 Social Studies: Skill Categories and Cluster Titles

Grade	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	
	<i>Being Together</i>	<i>Connecting and Belonging</i>	<i>Communities in Canada</i>	<i>Communities of the World</i>	<i>Manitoba, Canada, and the North: Places and Stories</i>	<i>Peoples and Stories of Canada to 1867</i>	<i>Canada: A Country of Change (1867 to Present)</i>	<i>People and Places in the World</i>	<i>World History: Societies of the Past</i>	
Skills Outcomes	Active Democratic Citizenship			Managing Information and Ideas			Critical and Creative Thinking			Communication
Knowledge and Values Outcomes	Organized by Clusters Include the Core Concept Citizenship									
Cluster 1	Me	I Belong	Our Local Community	Connecting with Canadians	Geography of Canada	First Peoples	Building a Nation (1867-1914)	World Geography	Understanding Societies Past and Present	
Cluster 2	The People around Me	My Environment	Communities in Canada	Exploring the World	Living in Canada	Early European Colonization (1600 to 1763)	An Emerging Nation (1914 to 1945)	Global Quality of Life	Early Societies of Mesopotamia, Egypt, or the Indus Valley	
Cluster 3	The World around Me	Connecting with Others	The Canadian Community	Communities of the World	Living in Manitoba	Fur Trade	Shaping Contemporary Canada (1945 to Present)	Ways of Life in Asia, Africa, or Australasia	Ancient Societies of Greece and Rome	
Cluster 4				Exploring an Ancient Society	History of Manitoba	From British Colony to Confederation (1763 to 1867)	Canada Today: Democracy, Diversity, and the Influence of the Past	Human Impact in Europe or the Americas	Transition to the Modern World (Circa 500 to 1400)	
Cluster 5					Canada's North				Shaping the Modern World (Circa 1400 to 1850)	

Guide to Reading the Learning Outcome Code




People and Places in the World

World Geography

**GRADE
7**

**CLUSTER
1**



7.1.2 The Global Natural Environment

The enduring understanding of this learning experience

KL-016 Locate on a world map the continents, major landforms, and major bodies of water.

KL-017 Locate on a world map and describe the major climatic and vegetation zones.

VL-008 Appreciate the diversity of the global natural environment.

Title of the learning experience

Enduring Understanding




The global environment is composed of diverse natural regions with characteristic landforms and bodies of water, and distinct climate and vegetation patterns.

Description of the Learning Experience

Students consolidate and enrich their knowledge of the physical geography of the world through mapping exercises, atlas exploration activities, and research into global climate and vegetation zones.

Vocabulary: climatic zones, vegetation zones, physical geography, human geography (See Appendix D for Vocabulary Strategies.)

7.1.2 The Global Natural Environment

Assessment	Outcomes	Strategies
<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p>Skills set and classroom-based assessment (Appendix B)</p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p>Suggested student portfolio selection</p> </div> <div style="border: 1px solid black; padding: 5px;"> <p>Blackline masters (Appendix B)</p> </div>	<p>KL-016 KL-017 VL-008</p>	<p>Activate</p> <p>Collaborative groups of students create a list of items to be found in a world atlas and exchange the list with another group as part of an Atlas Treasure Hunt. The list might include questions related to physical geography, such as major landforms, bodies of water, climatic zones, and vegetation zones. After a pre-determined period of time, students exchange their answers and verify the number of items for which their partner group has been able to locate the required information.</p> <p>NOTE: Examples of the format and types of questions students may wish to include are suggested in BLM 7.1.2a. Treasure hunt questions will vary depending on the reference atlas used. Ensure that the groups that exchange treasure hunt questions are using the identical atlas, as some elements are harder to find in certain atlases.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p> BLM: Atlas Treasure Hunt—Physical Geography</p> <p> Appendix H: Teacher Notes 1: Map Projections (2 pages)</p> <p style="text-align: right;"><i>(continued)</i></p>

Targeted specific learning outcomes

Teacher Reflections

A description of the focus of the learning experience

Indicates stage of learning

Supporting websites

Teacher Notes (Appendix H)

74

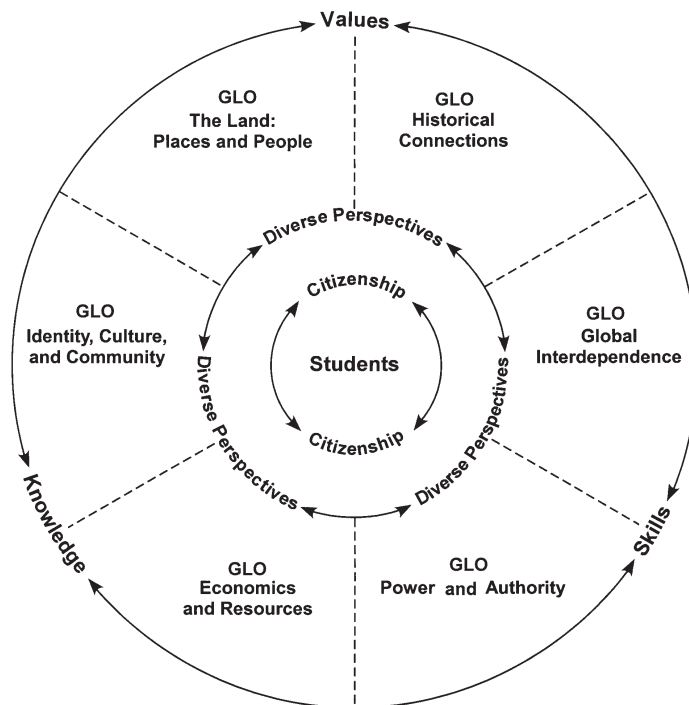
PEOPLE AND PLACES IN THE WORLD

GRADE

7

<i>Grade Overview</i>	42
<i>Cluster Descriptions</i>	43
<i>Suggested Teaching Scenario for Grade 7 Social Studies</i>	44
<i>Grade 7 Skills</i>	46
<i>Core Concept</i>	50
<i>General and Specific Learning Outcomes</i>	51
Clusters:	
Cluster 1: World Geography	57
Cluster 2: Global Quality of Life	93
Cluster 3: Ways of Life in Asia, Africa, or Australasia	151
Cluster 4: Human Impact in Europe or the Americas	195

Grade 7 students focus on environmental, social, and cultural factors that affect quality of life for people in various places in the world. They study physical and human geography and global demographic trends. Students enhance their awareness of indigenous peoples and explore ways of life in other places. They examine how various factors shape ways of life in a contemporary society of Asia, Africa, or Australasia*. They also focus on a contemporary society in Europe or the Americas as they consider the human impact of urbanization and technological change. Students become aware of the commonalities that link cultures and societies and the disparities that divide them. As they explore global challenges and opportunities, students become aware of the importance of international cooperation and begin to understand their roles as citizens in an increasingly interdependent world.



* NOTE: *Australasia* includes Australia, Papua New Guinea, New Zealand, and the southwest Pacific islands that compose the archipelagos of Melanesia, Micronesia, and Polynesia. The term Oceania is often used synonymously with the term Australasia. The archipelagos of Southeast Asia (Malaysia, Indonesia, Singapore, East Timor, and the Philippines) are generally considered to be part of the Asian continent.

Cluster Descriptions

Cluster 1: World Geography

Students examine human and physical geography and their connections. This study includes a focus on maps and mapping, population clusters, principal regions, bodies of water, vegetation and climatic zones, more- and less-developed nations, and time zones.

Cluster 3: Ways of Life in Asia, Africa, or Australasia

Students examine how various factors shape ways of life in *one contemporary society, selected from a choice of Asia, Africa, or Australasia*. This study includes a focus on environmental, historical, social, political, and cultural issues, as well as a focus on indigenous peoples. Students also explore economic activities, including work and trade, and consider the impact of technological change, urbanization, industrialization, and westernization within the selected society.

Cluster 2: Global Quality of Life

Students examine environmental, social, and cultural factors that affect quality of life for people in Canada and other places in the world. This study includes a focus on concepts related to universal human rights, diverse cultural perspectives, citizenship and democracy, identity, and discrimination. Students examine the role of international agencies and global cooperation, the relationship between wealth, resources, and power, as well as the impact of their personal actions on quality of life for people in other places.

Cluster 4: Human Impact in Europe or the Americas

Students examine the impact of human activities in *one contemporary society, selected from a choice of Europe or the Americas*. This study includes a focus on environmental, social, political, cultural, and economic issues. Students explore historical events, climate change, technological development and urbanization, use of natural resources, food production and distribution, and consumerism. They also consider concepts related to sustainable development. Finally, as students assess the consequences of their personal actions and choices, they come to understand their roles as citizens in an increasingly interdependent world.

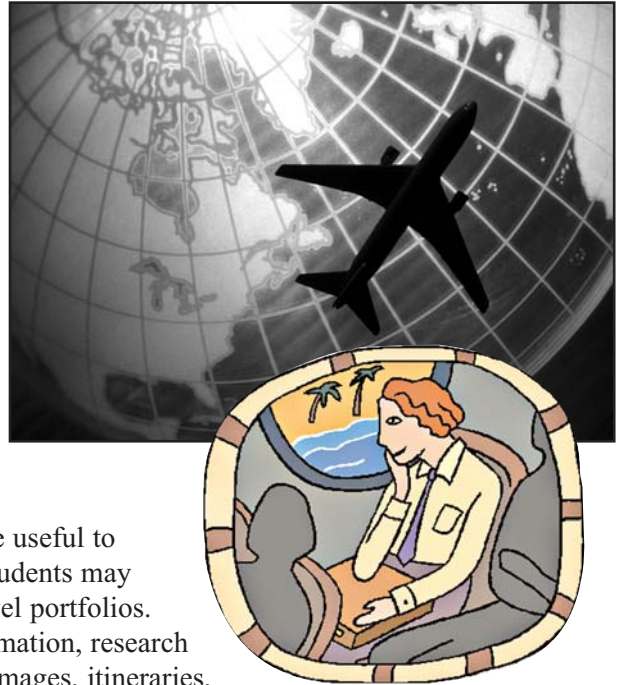
Suggested Teaching Scenario for Grade 7 Social Studies

Travel Portfolio

Over the course of the year, students will study in detail two countries of the world: one from Africa, Asia, or Australasia (Cluster 3); and one from Europe or the Americas (Cluster 4). A concept map or web is suggested as an organizer for the learning outcomes in Clusters 3 and 4.

A suggested teaching scenario for the year is using the metaphor of the “armchair traveller” making a journey around the world. At the beginning of the year, encourage students to visualize their journey by initiating a discussion about places in the world they would like to visit.

If you choose to use this scenario, it would be useful to provide a sample Travel Portfolio to which students may refer as a model as they design their own travel portfolios. This portfolio may include maps, travel information, research on topics in physical and human geography, images, itineraries, reflections, a “travel diary,” games, and quizzes. It should contain both teacher-selected and student-selected work samples.



Selecting Countries to Study

The study of particular countries in Clusters 3 and 4 may be planned and organized in a variety of ways:

- the entire class may study the same country, based on student interests and available resources
- groups of students may study the same country
- each student may select his or her own country
- small groups may study one country as a cooperative learning project (e.g., Jigsaw, Coop-Coop, or Carousel)

Involve students in the selection of countries, guiding them according to available resources and time. Students should also be involved in selecting and planning a culminating project for the year in the last learning experience, “Living in the Global Village.”

Suggested Teaching Scenario for Grade 7 Social Studies

Ongoing Activities

Throughout the year, students should read, use, interpret, and create various types of maps and charts, including mental maps. Students should also be given the opportunity to regularly self-assess their geographic thinking and map interpretation skills. Note that students are familiar with the key elements of maps (title, legend, compass rose, scale, latitude and longitude) from earlier grades. However, the focus on geography in this Grade 7 social studies curriculum will enable them to enrich their skills as cartographers.

As well, encourage students to gather and discuss news clippings of current world events, identifying the places concerned on the world map. A “World Events” bulletin board would be a useful tool for this ongoing discussion.

Finally, encourage students to collect excerpts from literature and the arts that describe diverse features of the natural environment or of ways of life in various regions of the world. Many of these interdisciplinary elements may be included as part of their travel portfolios, or they could be shared as individual readings or Readers’ Theatre activities.



Useful Materials

- a collection of old and recent *National Geographic* magazines
- calendars and magazines containing images of landscapes and natural regions around the world
- images, photographs, and news clippings of people and cultures around the world
- brochures and publications produced by international agencies such as UNICEF, UNESCO, CIDA, United Nations, Amnesty International, and International Red Cross
- travel brochures from travel agencies
- a class set of world atlases
- globes, ideally one for each group of five to eight students
- world wall maps of three different types of projections, different enough to illustrate three different perspectives of the world (One should be a physical map and one should be an up-to-date political map.)
- a computer workstation set up with a list of favourite websites including various map sites and international websites for the study of various countries around the world
- access to a computer lab with GIS technology to create digital maps
- recent newspapers or newsmagazines for clippings of current events
- a very large outline wall map of the world (Two or three students may trace the map onto a large roll of poster paper, using the overhead projector to enlarge the image. This map may be further developed over the course of the year, as students add images, information, place names, or statistics.)
- Large- and small-scale graph paper for charts and maps
- Compasses and GPS locators (for occasional use)

Active Democratic Citizenship

Citizenship skills enable students to develop good relations with others, to work in cooperative ways toward achieving common goals, and to collaborate with others for the well-being of their communities. These interpersonal skills focus on cooperation, conflict resolution, taking responsibility, accepting differences, building consensus, negotiation, collaborative decision making, and learning to deal with dissent and disagreement.

Students will...

S-100	Collaborate with others to establish and carry out goals and responsibilities.	S-104	Negotiate constructively with others to build consensus and solve problems.
S-101	Use a variety of strategies to resolve conflicts peacefully and fairly. <i>Examples: clarification, negotiation, compromise...</i>	S-105	Recognize bias and discrimination and propose solutions. <i>Examples: racism, ageism, heterosexism...</i>
S-102	Make decisions that reflect fairness and equality in their interactions with others.	S-106	Treat places and objects of historical significance with respect. <i>Examples: burial grounds, memorials, artifacts...</i>
S-103	Make decisions that reflect the principles of sustainable development.		

Managing Information and Ideas

Information-management skills enable students to access, select, organize, and record information and ideas using a variety of sources, tools, and technologies. These skills include inquiry and research skills that enhance historical and geographical thinking.

Students will...

S-200	Select information from a variety of oral, visual, material, print, or electronic sources. <i>Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...</i>	S-205	Construct maps that include a title, legend, compass rose, scale, and latitude and longitude.
S-201	Organize and record information in a variety of formats and reference sources appropriately. <i>Examples: maps, charts, outlines, concept maps...</i>	S-206	Select and interpret various types of maps for specific purposes.
S-202	Interpret primary and secondary information sources for research.	S-207	Use latitude and longitude to locate and describe places on maps and globes.
S-203	Select and use appropriate tools and technologies to accomplish tasks.	S-207A	Use traditional knowledge to read the land.
S-204	Create maps using a variety of information sources, tools, and technologies. <i>Examples: observation, traditional knowledge, geographic information systems (GIS), Global Positioning Systems (GPS)...</i>	S-208	Orient themselves by observing the landscape, using traditional knowledge, or using a compass or other tools and technologies.

Critical and Creative Thinking

Critical and creative thinking skills enable students to make observations and decisions, to solve problems, and to devise forward-thinking strategies. These skills involve making connections among concepts and applying a variety of tools. Critical thinking involves the use of criteria and evidence to make reasoned judgements. These judgements include distinguishing fact from opinion and interpretation, evaluating information and ideas, identifying perspectives and bias, and considering the consequences of decisions and actions. Creative thinking emphasizes divergent thinking, the generation of ideas and possibilities, and the exploration of diverse approaches to questions.

Students will...

S-300	Plan topics, goals, and methods for inquiry and research.	S-307	Compare differing viewpoints regarding global issues.
S-301	Evaluate the advantages and disadvantages of solutions to a problem.	S-308	Compare diverse perspectives in the media and other information sources.
S-302	Draw conclusions based on research and evidence.	S-309	Interpret information and ideas in a variety of media. <i>Examples: art, music, historical fiction, drama, primary sources...</i>
S-303	Evaluate personal assumptions based on new information and ideas.	S-310	Recognize that interpretations of history are subject to change as new information is uncovered or acknowledged.
S-304	Distinguish fact from opinion and interpretation.	S-311	Analyze prejudice, racism, stereotyping, or other forms of bias in the media and other information sources.
S-305	Observe and analyze material and visual evidence for research. <i>Examples: artifacts, photographs, works of art...</i>		
S-306	Assess the validity of information sources. <i>Examples: purpose, context, authenticity, origin, objectivity, evidence, reliability...</i>		

Communication

Communication skills enable students to interpret and express ideas clearly and purposefully using a variety of media. These skills include the development of oral, visual, print, and media literacy, and the use of information and communication technologies for the exchange of information and ideas.

Students will...

- | | |
|-------|--|
| S-400 | Listen to others to understand their perspectives. |
| S-401 | Use language that is respectful of human diversity. |
| S-402 | Persuasively express differing viewpoints regarding an issue. |
| S-403 | Present information and ideas orally, visually, concretely, or electronically. |
| S-404 | Elicit and clarify questions and ideas in discussions. |
| S-405 | Articulate their beliefs and perspectives on issues. |

Core Concept: Citizenship

Students will develop the knowledge, skills, and values necessary to become responsible democratic citizens who are actively engaged in their local, national, and global communities.

Citizenship education is fundamental to living in a democratic society. A critical consideration of citizenship provides students with opportunities to explore democratic values, and to determine their responsibilities and rights as participants in civil society. Students explore the complexities of citizenship in Canada and in the global context, as well as environmental citizenship, and citizenship for the future.

This exploration of citizenship helps students develop the knowledge and skills they need to live with others, to understand social change, and to support and promote social well-being. As they engage in public dialogue and debate, students enhance their understanding of citizenship, and are empowered to be active democratic citizens who contribute to the local, national, and global communities to which they belong.

Students will...

KC-001	Describe the impact of various factors on citizenship rights in Canada and elsewhere in the world. <i>Examples: laws, culture, labour practices, education...</i>	KC-005	Recognize Remembrance Day as a commemoration of Canadian participation in world conflicts.
KC-002	Describe the impact of various factors on quality of life in Canada and elsewhere in the world. <i>Examples: access to shelter, food, water, health care, and education; globalization...</i>	VC-001	Respect the inherent dignity of all people.
KC-003	Give examples of ways in which quality of life may be enhanced within a democracy. <i>Examples: freedom of association, speech, and the press; universal suffrage...</i>	VC-002	Acknowledge that the rights of citizenship involve limitations on personal freedom for the sake of collective quality of life.
KC-004	Describe ways in which their personal actions may affect quality of life for people elsewhere in the world. <i>Examples: consumer choices, conservation actions, sharing of resources, letters and petitions...</i>	VC-003	Be willing to contribute to their groups and communities.
		VC-004	Be willing to take action to support quality of life for people around the world.

General and Specific Learning Outcomes

Identity, Culture, and Community

Students will explore the influence of culture and community on individuals and societies.

Many factors influence identity and life in communities, including culture, language, history, and shared beliefs and values. Identity is subject to time and place, and is shaped by a multiplicity of personal, social, and economic factors. A critical consideration of identity, culture, and community provides students with opportunities to explore the symbols and expressions of their own and others' cultural and social groups. Through a study of the ways in which people live together and express themselves in communities, societies, and nations, students enhance their understanding of diverse perspectives and develop their competencies as social beings. This process enables them to reflect upon their roles as individuals and citizens so as to become contributing members of their groups and communities.

The specific learning outcomes within Identity, Culture, and Community include concepts such as human interaction and interdependence, cultural diversity, national identities, and pluralism.

Students will...

KI-006	Identify diverse cultural and social perspectives regarding quality of life. <i>Examples: differing concepts of poverty and wealth; materialism...</i>	KI-012	Describe the influence of westernization in a society of Asia, Africa, or Australasia. <i>Examples: cultural homogenization, global communication...</i>
KI-007	Describe the impact of discriminatory attitudes and practices on quality of life. Include: racism, prejudice, stereotyping.	KI-013	Describe factors that affect health in a society of Asia, Africa, or Australasia. <i>Examples: access to safe water, food, and medical care; AIDS and other epidemics...</i>
KI-008	Describe the influence of various factors on personal identity. <i>Examples: gender and gender images, sexual orientation, physical characteristics, socio-economic situation, peer pressure, media portrayals...</i>	KI-014	Describe characteristics of indigenous ways of life in a society of Asia, Africa, or Australasia.
KI-009	Identify elements that all societies have in common. <i>Examples: social structure, communication, art, beliefs, technology, governance, economic organization...</i>	VI-005	Respect others' rights to express their points of view.
KI-010	Give examples of cultural factors that shape ways of life in a society of Asia, Africa, or Australasia.	VI-006	Be willing to broaden personal perspectives and experiences beyond the familiar.
KI-011	Give examples of the artistic expression of culture in a society of Asia, Africa, or Australasia. <i>Examples: art, music, dance, literature, oral tradition...</i>	VI-007	Appreciate the importance of cultural and linguistic diversity in the world.

The Land: Places and People

Students will explore the dynamic relationships of people with the land, places, and environments.

People exist in dynamic relationships with the land. The exploration of people's relationships with places and environments creates an understanding of human dependence and impact upon the natural environment. Students explore how spatial and physical characteristics of the environment affect human life, cultures, and societies. They consider how connections to the land influence their identities and define their roles and responsibilities as citizens, locally, nationally, and globally.

The specific learning outcomes within The Land: Places and People focus on geographic understanding and skills, and concepts such as sustainability, stewardship, and the relationship between people and the land.

Students will...

KL-015	Explain the purpose of latitude, longitude, parallels, and meridians.	KL-024	Identify on a map the major cities, landforms, and bodies of water of a society of Europe or the Americas.
KL-016	Locate on a world map the continents, major landforms, and major bodies of water.	KL-025	Give reasons for increased urbanization in a society of Europe or the Americas. <i>Examples: housing, access to services, employment, industry...</i>
KL-017	Locate on a world map and describe the major climatic and vegetation zones.	KL-026	Identify human activities that contribute to climate change.
KL-018	Locate on a world map the major population clusters and explain the relationship between population distribution and the natural environment.	KL-027	Describe social, environmental, and economic consequences of climate change.
KL-018F	Locate on a world map the major francophone countries.	KL-028	Describe diverse approaches to land and natural resource use in a society of Europe or the Americas.
KL-019	Identify factors that influence the movement of people around the world. <i>Examples: environmental, economic, political, social...</i>	KL-029	Give examples of the impact of human activity on the natural environment in a society of Europe or the Americas. <i>Examples: endangered plant and animal species, reforestation, restoration of wetlands...</i>
KL-020	Locate the time zones on a world map and explain their purpose.	VL-008	Appreciate the diversity of the global natural environment.
KL-021	Explain standards related to time zones. <i>Include: International Date Line, Universal Time, local time.</i>	VL-009	Be willing to take actions to help sustain the natural environment in Canada and the world.
KL-022	Identify on a map the major cities, landforms, and bodies of water of a society of Asia, Africa, or Australasia.		
KL-023	Give examples of the influence of the natural environment on ways of life in a society of Asia, Africa, or Australasia.		

General and Specific Learning Outcomes

Historical Connections

Students will explore how people, relationships, events, and ideas of the past shape the present and influence the future.

The past shapes who we are. An exploration of Canadian and world history enables students to acquire knowledge and appreciation of the past, to understand the present, and to live with regard for the future. An important aspect of this process is the disciplined investigation and interpretation of history. Students learn to think historically as they explore people, events, ideas, and evidence of the past. As they reflect upon diverse perspectives, personal narratives, parallel accounts, and oral and social histories, students develop the historical understanding that provides a foundation for active democratic citizenship.

The specific learning outcomes within Historical Connections enable students to develop an interest in the past, and to focus on chronological thinking, historical understanding, and concepts such as progress, decline, continuity, and change.

Students will...

KH-030 Identify historical events that continue to affect a society of Asia, Africa, or Australasia.
Examples: colonization, slavery, wars, disasters...

VH-010 Appreciate history as an important way to understand contemporary life.

KH-031 Identify historical events that continue to affect a society of Europe or the Americas.
Examples: colonization, slavery, wars, disasters, agricultural or technological change...

Global Interdependence

Students will explore the global interdependence of people, communities, societies, nations, and environments.

People, communities, societies, nations, and environments are interdependent. An exploration of this interdependence enhances students' global consciousness and helps them develop empathy with respect to the human condition. Students critically consider diverse perspectives as they examine the connections that link local, national, and global communities. Consideration of global connections enables students to expand their knowledge of the world in which they live and to engage in active democratic citizenship.

The specific learning outcomes within Global Interdependence focus on human rights and responsibilities, diversity and commonality, quality of life and equity, globalization, international cooperation and conflict, and global environmental concerns.

Students will...

KG-032	Identify on a world map the more and less developed nations and explain why a nation is considered to be more or less developed.	KG-037	Identify universal human rights and explain their importance.
KG-033	Give examples of events and achievements that enhance understanding among peoples and nations. <i>Examples: international sporting events, world fairs and expositions, film, music, and literary festivals, Nobel Prizes...</i>	VG-011	Value the contributions of international agencies and humanitarians to quality of life. <i>Examples: Mennonite Central Committee, Red Cross; Nelson Mandela, Mother Teresa...</i>
KG-034	Identify reasons why people emigrate.	VG-012	Demonstrate interest in ways of life of other societies in the world.
KG-035	Give examples of global cooperation to solve conflicts or disasters.		
KG-036	Identify various international organizations and describe their role in protecting or enhancing global quality of life. <i>Examples: United Nations, Amnesty International, Greenpeace, Médecins sans frontières...</i>		

General and Specific Learning Outcomes

Power and Authority

Students will explore the processes and structures of power and authority, and their implications for individuals, relationships, communities, and nations.

Power and authority influence all human relationships. Students critically examine the distribution, exercise, and implications of power and authority in everyday life and in formal settings. They consider diverse forms of governance and leadership, and inquire into issues of fairness and equity. This exploration helps students develop a sense of personal empowerment as active democratic citizens.

The specific learning outcomes within Power and Authority include concepts such as political structures and decision making, governance, justice, rules and laws, conflict and conflict resolution, and war and peace.

Students will...

KP-038	Compare the accuracy of various map projections and describe their influence on perceptions of the size and importance of the continents. <i>Examples: Goode, Mercator, Peters, Robinson, polar...</i>	KP-043	Give examples of the impact of government and the justice system on ways of life in a society of Asia, Africa, or Australasia.
KP-039	Give examples of government decisions that affect quality of life.	KP-044	Identify ways in which government decisions may affect human impact on the natural environment.
KP-040	Compare and contrast various types of power and authority.	VP-013	Demonstrate concern for people who are affected by discrimination, injustice, or abuse of power.
KP-041	Explain the relationship between power and access to wealth and resources.	VP-014	Appreciate the positive contributions of various individuals to world affairs.
KP-042	Identify various individuals who influence world affairs.	VP-015	Demonstrate concern for the loss of indigenous ways of life.

Economic and Resources

Students will explore the distribution of resources and wealth in relation to individuals, communities, nations, and the natural environment.

The management and distribution of resources and wealth have a direct impact on human societies and quality of life. Students explore the effects of economic interdependence on individuals, communities, and nations in the global context. They examine economic factors that affect decision making, the use of resources, and the development of technologies. As students explore diverse perspectives regarding human needs, wants, and quality of life, they critically consider the social and environmental implications of the distribution of resources and technologies, locally, nationally, and globally.

The specific learning outcomes within Economics and Resources include concepts such as trade, commerce, and industry, access to resources, economic disparities, economic systems, and globalization.

Students will...

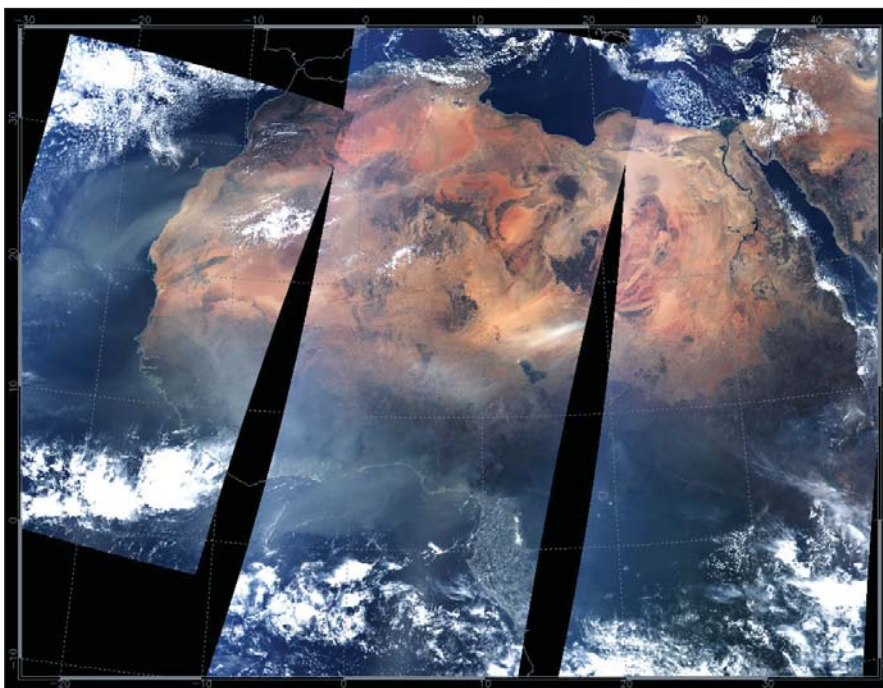
KE-045	Give examples of the uneven distribution of wealth and resources in the world and describe the impact on individuals, communities, and nations.	KE-051	Identify common challenges faced by large urban centres. <i>Examples: economic, environmental, social...</i>
KE-046	Identify major economic activities in a society of Asia, Africa, or Australasia.	KE-052	Identify issues related to food production and distribution in a society of Europe or the Americas.
KE-047	Describe the impact of urbanization and industrialization on indigenous peoples in a society of Asia, Africa, or Australasia.	KE-053	Describe sustainable development issues in a society of Europe or the Americas.
KE-048	Give examples of the impact of changing technologies on ways of life in a society of Asia, Africa, or Australasia.	KE-054	Give examples of the environmental and social impact of consumerism in the local community and in a society of Europe or the Americas.
KE-049	Identify issues related to work and trade in a society of Asia, Africa, or Australasia. <i>Examples: child labour, exploitation in or exclusion from the workforce, cooperatives, fair trade...</i>	VE-016	Appreciate that quality of life is not solely determined by access to wealth, resources, and technologies.
KE-050	Identify major economic activities in a society of Europe or the Americas.	VE-017	Be willing to consider the consequences of their consumer choices.

People and Places in the World

World Geography

1
CLUSTER

GRADE
7





Cluster 1

Learning Experiences: Overview

7.1.1 Mapping the Globe

KL-015 Explain the purpose of latitude, longitude, parallels, and meridians.

KL-020 Locate the time zones on a world map and explain their purpose.

KL-021 Explain standards related to time zones.

Include: International Date Line, Universal Time, local time.

KP-038 Compare the accuracy of various map projections and describe their influence on perceptions of the size and importance of the continents.

Examples: Goode, Mercator, Peters, Robinson, polar...

7.1.2 The Global National Environment

KL-016 Locate on a world map the continents, major landforms, and major bodies of water.

KL-017 Locate on a world map and describe the major climatic and vegetation zones.

VL-008 Appreciate the diversity of the global natural environment.

7.1.3 Global Population Trends

KL-018 Locate on a world map the major population clusters and explain the relationship between population distribution and the natural environment.

KL-018F Locate on a world map the major francophone countries.

KL-019 Identify factors that influence the movement of people around the world.

Examples: environmental, economic, political, social...

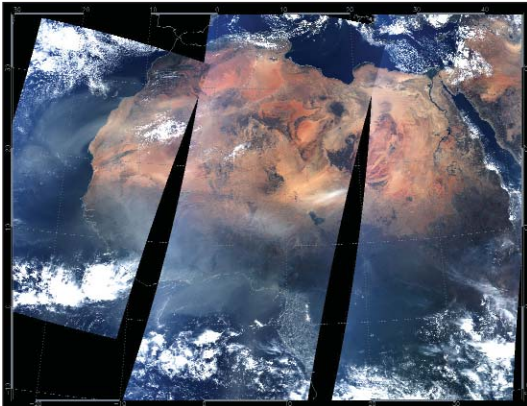
KG-032 Identify on a world map the more and less developed nations and explain why a nation is considered to be more or less developed.

World Geography

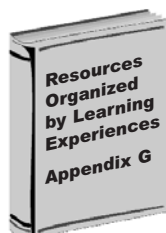
Cluster Assessment: Tools and Processes

- **Engaging Students in the Cluster:** These are suggested strategies to activate the cluster and help teachers assess student prior knowledge.
- **Suggested Portfolio Selections:** This icon is attached to strategies that may result in products, processes, or performances for inclusion in student portfolios.
- **Student Portfolio Tracking Chart:** This chart is designed for students to track their portfolio selections throughout the cluster. It is located in Appendix C.
- **Skills Set:** This icon identifies the skills that may be targeted for assessment during each strategy, and provides suggestions for that assessment.
- **Skills Checklist:** This teacher tool lists every skill outcome for a particular grade. It is intended to track individual student progress related to skills in each cluster and throughout the grade. It is located in Appendix C.
- **Connecting and Reflecting:** This is the end-of-cluster summative assessment activity.

Cluster Description



Students examine human and physical geography and their connections. This study includes a focus on maps and mapping, population clusters, principal regions, bodies of water, vegetation and climatic zones, more- and less-developed nations, and time zones.



Engaging Students in the Cluster

- Students explore the Earthcam website (<http://search.earthcam.com/mapsearch/index.html>) to view up-to-the-minute images of places on the Earth.
- Using a wall map of the world, students use push-pins to identify places to which they have travelled or from which they have immigrated.
- Students post news headlines from around the world on a class bulletin board.
- Students look at the labels on their clothing, backpacks, school supplies, and other items in the classroom to identify the countries of origin. (Use push-pins to add these places to the wall map of the world.)
- Students bring non-perishable food items from home to identify the country of origin of the product. (Use push-pins to add these places to the wall map of the world.) Consider donating the food to a local shelter.
- Using prior knowledge, students identify extreme climates on a wall map of the world (e.g., wettest, driest, hottest, coldest...).
- Students discuss pavilions they have visited at Folklorama or at other local ethnic celebrations.
- Students contribute photos of their families engaged in cultural celebrations and/or other images of cultural celebrations for a class bulletin board entitled “Peoples of the World.”
- Create a bulletin board display of foreign words (e.g., fjord, pajamas, zephyr, tsunami...) and have students identify the country of origin.
- Have students play a game using an atlas or globe. One student says one country name and the next student says a country that begins with the last letter of the prior word (e.g., Canada – Azerbazhan, Azerbazhan – Netherlands...).
- Cut an oversize world map into puzzle pieces and give one piece to each student. Give students an allotted period of time to reassemble the map.
- Students view travel or documentary videos illustrating diverse ways of life in other places in the world.

Learning Experiences Summary

7.1.1 Mapping the Globe

**7.1.2 The Global
Natural Environment**

7.1.3 Global Population Trends



Learning Experience: 7.1.1 Mapping the Globe

- KL-015 Explain the purpose of latitude, longitude, parallels, and meridians.

- KL-020 Locate the time zones on a world map and explain their purpose.

- KL-021 Explain standards related to time zones.
Include: International Date Line, Universal Time, local time.

- KP-038 Compare the accuracy of various map projections and describe their influence on perceptions of the size and importance of the continents.
Examples: Goode, Mercator, Peters, Robinson, polar...

Enduring Understanding

The grid system of parallels and meridians helps in accurately locating places on globes and maps, and forms the basis for the system of telling time around the world.

Description of the Learning Experience

Students observe and compare different world map projections, and engage in practical exercises using lines of latitude and longitude and the system of world time zones.





Note: See the Suggested Teaching Scenario on pages 44–45. Students should be given frequent opportunities to apply and refine the concepts presented in this learning experience throughout the entire year.

Vocabulary: parallel, meridian, International Date Line, Universal Time (UT) or Coordinated Universal Time (UTC), map projections (See Appendix D for Vocabulary Strategies.)

7.1.1 Mapping the Globe



Assessment	Outcomes	Strategies
	KL-015	<p>Activate</p> <p>Students observe a globe or a world map, reviewing the purposes of latitude, longitude, parallels, and meridians, and discussing what they know about how this system is organized.</p> <p>TIP: Students were introduced to latitude and longitude in Grade 6, and have used coordinates to locate places in Canada. Help students review what they already know by having them locate the Equator, the hemispheres, and use latitude and longitude to locate some Canadian cities. <i>(continued)</i></p> <hr/> <p>Teacher Reflections</p>

7.1.1 Mapping the Globe




Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
	KL-015	<p>Students participate in a class discussion to compare and contrast the relative merits of globes and maps (e.g., a map is more portable; a globe is a more accurate representation of the spherical Earth. A globe is of a small scale, cannot show great detail, and cannot display all the continents at once. Being flat, maps display distorted representations of the continents. Maps must feature specific continents more prominently than others; rotating globes do not.).</p> <p>Following the discussion, collaborative groups of students use the provided BLM to observe and compare two or three different world map projections. Each group discusses their observations of the differences between world maps, generating questions about the accuracy of various projections.</p> <p>TIP: As students compare world maps in this activity, assess how well they recall the names of the continents and oceans. Invite students to compare two or three different wall map projections (or digital maps on the Internet) to the globe. Use the following guiding questions to help students compare different representations of the globe:</p> <ul style="list-style-type: none"> • What is the name of the projection used in the map? • Are the shapes of oceans and continents different? • Are the relative sizes of the oceans and continents changed? • Do the distances between cities appear to be the same or different? • Is Greenland larger or smaller than Africa on the map as compared to the globe? • Does Greenland appear to be smaller or larger than Australia? • What continent or country is placed at the centre of the map? • What “message” does the map suggest about the continent or country in the centre of the map? • Are the parallels and meridians the same as on the globe? <p>Allow sufficient time for students to discuss their observations and to generate their own questions about the perceptions created by different world map projections. If possible, present to students an example of a map that challenges standard geographical assumptions (e.g., a polar projection map; a Pacific-centred map; an “upside-down” map with the South Pole at the top...).</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p> BLM: Comparing Map Projections</p> <p> Appendix H: Teacher Notes 1: Map Projections (2 pages)</p>
	KP-038	

(continued)





7.1.1 Mapping the Globe

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
	<p>KL-015 KL-020 KL-021</p>	<p>Students respond to the prompt, “What time is it in various cities of Canada?” (e.g., If you wanted to phone a friend in Vancouver right now, what time would it be there? What time would it be in Montréal?). In a guided discussion, students explore the purpose of time zones and standards related to time zones, and share what they know about time zones, their purposes, and how they work. Guiding questions include:</p> <ul style="list-style-type: none"> • Why do we need time zones? • Are time zones related to latitude and longitude? • How many degrees complete a rotation of the Earth? • How many time zones are there in the world? • How many time zones are there in Canada? • What time difference generally exists between two adjacent time zones? • Is it earlier or later as you travel west? East? • Where is the dividing line between east and west longitude? • Is it the same date everywhere in the world? <p>TIP: Grade 7 students have not formally studied time zones in social studies, but they will likely have some familiarity with the concept because of travel or contact with friends and relatives in distant places. Encourage them to articulate what they already know about the topic, and to generate questions by filling out the first two columns of the KWL frame as suggested in BLM 7.1.1b. At the end of the learning experience, students revisit the KWL frame to record what they have learned.</p> <p> BLM: KWL: Time Zones, Latitude and Longitude</p>
<i>(continued)</i>		
Teacher Reflections		




7.1.1 Mapping the Globe

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
	KL-015 KL-020 KL-021 KP-038	<p>Collaborative groups of students conduct an “Atlas Scavenger Hunt.” Using a set of prepared questions, students locate information in their atlases to become familiar with the use of the atlas and to prepare them to access information related to the key concepts of this learning experience.</p> <p style="text-align: center;"> BLM: Getting to Know Your Atlas</p>
	or	
	KL-015 KL-020 KL-021	<p>Assess student familiarity with the concept of the rotation of the Earth by asking students to stand and to rotate 90° to the east, 180° to the east, and then 360° to the east (or in a clockwise direction). Students discuss the significance of a complete rotation of the Earth on its axis in relation to time zones, generating hypotheses about how many time zones there are and approximately how many degrees of longitude separate them. (360° divided by 24 hours equals 15°.)</p> <p>TIP: Make connections to what students have learned in Grade 6 science about the rotation of the Earth on its axis and the cycle of night and day (Grade 6 science, Cluster 4, 6-4-12).</p>
	<p>Teacher Reflections</p>	


7.1.1 Mapping the Globe

Assessment	Outcomes	Strategies
	KL-015 KP-038	<p>Acquire</p> <p>Present to the students a physical demonstration to explain that all map projections create certain distortions in the process of representing a sphere on a flat surface. This may be done by tracing the general contours of the continents on an inflatable ball, and then deflating and flattening the ball. The flattened surface will be distorted compared to the original sketch. Explain to students that there are a variety of mathematical methods for the accurate representation of the Earth as a two-dimensional map, but that each one has a certain degree of compromise in distance, shape, size (area), or direction. Different map projections have varying degrees of accuracy, are appropriate for different purposes, and create certain perceptions of the world (i.e., relative importance of countries and continents). Following the demonstration, students consult print or Internet sources to compare the accuracy of different map projections and the perceptions they can create.</p> <p>TIP: Students may use BLM 7.1.1a to guide them in this activity.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p> Appendix H: Teacher Notes 1: Map Projections (2 pages)</p> <p> BLM: Comparing Map Projections</p>
	KL-015 KP-038	<p>Collaborative groups of students use a large orange or grapefruit as a model for the Earth, drawing approximations of the Equator, the Tropics of Cancer and Capricorn, and the polar circles. Students then draw four lines of longitude, evenly spaced, connecting the poles. They may also draw a geometric shape representing the overall contour of North America in the appropriate hemisphere. Students then cut the orange carefully down from the North Pole to the South Pole, pulling off the peel carefully without tearing it. If they try to spread the peel to flatten it on the table, they will note that lines and shapes are distorted and the peel warps and becomes crinkly. In order to get the peel to lie flat, they will need to cut a small slit from each pole halfway towards the Equator. Students discuss and reflect on what this tells them about the accuracy of map projections (Will they always represent shape, size, distance and direction accurately? Will they create certain perceptions of the world depending on how they represent each continent?).</p> <p style="text-align: right;"><i>(continued)</i></p>
<p>Teacher Reflections</p>		





7.1.1 Mapping the Globe

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	KL-015 KL-020 KL-021	<p>Using graph paper, students draw a grid representing the lines of latitude and longitude that are found on a world map. They identify the following important elements and indicate their measurement in degrees of latitude or longitude:</p> <ul style="list-style-type: none"> • Equator • North Pole • South Pole • Prime Meridian • Tropic of Cancer • Tropic of Capricorn • Arctic Circle • Antarctic Circle • Prime Meridian • International Date Line <p>Students label the appropriate areas of their grid as the Northern Hemisphere, the Southern Hemisphere, the Eastern Hemisphere, and the Western Hemisphere. Students may refer to their atlases, and to other print or Internet sources to help them complete the grid. In collaborative groups, students take turns explaining the purpose of latitude, longitude, parallels, and meridians.</p> <p>TIP: Circulate among the groups to pose guiding questions or to correct misconceptions and errors. After the students have completed their grids, practise applying latitude and longitude by reading out sets of coordinates and having them identify them on their grids. Note that their world atlas includes an alphanumeric grid for some maps. Students should also practise using this system of locating places. (Alternately, recreate the grid in the gymnasium or outdoors and have students physically demonstrate their knowledge.)</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p>
	or	
	KL-015 KL-020 KL-021	<p>Students carry out the same exercise as in the previous activity (i.e., drawing the grid), using a grapefruit or a polystyrene foam ball to represent the Earth. Collaborative groups may use their models to explain the purpose of latitude and longitude, time zones, and standards related to time zones.</p>
Teacher Reflections		





7.1.1 Mapping the Globe

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	<p>KL-015</p>	<p>Students view an outline map of the world on an overhead projector. In a guided discussion, highlight for students the lines representing the Equator, the Prime Meridian, and the International Date Line. Indicate to students the direction in which numbers increase pertaining to these lines. Inform students that these are the lines that allow us to divide the world into zones known as the Northern or Southern Hemispheres and the Eastern or Western Hemispheres. Have the students predict the hemispheric locations of a number of coordinates (e.g., 53° N – 20° E; 23.5° S – 42° W; 40° N – 115° E; 27° S – 28° E; 35° N – 68° E; 10° N – 67° W; 43° N – 122° E; 33.5° S – 151° E; 22° N – 40° E; 17.3° S – 148.3° W).</p> <p>TIP: Students may use their atlases to discover what population centres are at these coordinates. Collaborative groups of students may follow up this exercise by creating a game that requires other students to identify the hemisphere indicated, and provides a bonus to those who are able to predict what population centre or country is at the given coordinates.</p> <p style="text-align: right;"><i>(continued)</i></p>
<p>Teacher Reflections</p>		






7.1.1 Mapping the Globe

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	KL-015 KL-020 KL-021	<p>Using print and electronic resources, collaborative groups of students gather information about the purpose of world time zones and standards related to time zones. A spokesperson for each group shares the results of their study with the class, and the class discusses the meaning and applications of what they have learned.</p> <p>TIP: Refer students to their world atlases to find information on time zones, as well as to world time-zone maps. After reviewing together the key concepts related to time zones, carry out some examples of determining local time in a variety of places compared to the current time in Winnipeg or to International Time, and stating the time using the 24-hour clock.</p> <p> BLM: Understanding and Using Time Zones</p> <p> BLM: Understanding and Using Time Zones—Key</p>
	or	
	KL-015 KL-020 KL-021	<p>Collaborative groups of students record coordinates for two distinct places in each of the continents of the world. They copy the coordinates onto separate cards, and exchange cards with another group. Consulting a map of the world as needed, each group determines the continent where one would find the place that corresponds to that set of coordinates. Students may also specify the country and the local time of that place relative to a given Universal Time.</p> <p>TIP: Before carrying out this group activity, do some examples with the class, helping students to identify locations on the world wall map (e.g., Locate the following coordinates on the world map: 15° S, 30° E. [15° south latitude, 30° east longitude] In which continent is it found? [Africa] In which country is it found? [Zambia] If the time at Greenwich is 14:35 UT, what is the local time in Zambia? [16:35]).</p>
	<p>Teacher Reflections</p>	








7.1.1 Mapping the Globe

Assessment	Outcomes	Strategies
 	<p>KL-015 KL-020 KL-021</p>	<p>Apply</p> <p>Collaborative groups of students plan and present a short oral presentation in which they discuss and arrange an international telephone conference at a time that is convenient to all parties, taking on the roles of individuals in various countries around the world. Before presenting the scenario, each member of the group must select a city and use the atlas to find and record its exact location (i.e., city, coordinates of latitude and longitude, country). Students must determine in which time zone the place is located and what the local time is relative to Universal Time. The group decides on a time for the teleconference using the standard of UT, discussing appropriate local times for each participant. Groups present their simulations, and the rest of the class observes, recording the times and verifying whether they have made any errors.</p> <p style="text-align: center;">— or —</p>
 	<p>KP-038</p>	<p>Students write a journal reflection about the influence of map projections on their perceptions of the size and importance of the continents. Students may be guided by questions such as:</p> <ul style="list-style-type: none"> • In my mental map of the world, which continent do I see as the largest? • Which continent do I see as the smallest? • Which continent do I see as the most far away from me? • Which country do I visualize at the centre? • What does this tell me about the places I consider the most important in the world? • How do maps influence my view of the world? <p>Students share their reflections with each other.</p> <p style="text-align: right;"><i>(continued)</i></p>
<p>Teacher Reflections</p>		





7.1.1 Mapping the Globe

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
or		
	KL-015 KL-020 KL-021	<p>Using an outline world map, collaborative groups of students draw the route for a journey they would like to make. In an accompanying itinerary, they write up the flying times to each destination, the latitude and longitude of each destination, and local time at the time of arrival given a selected departure time from Winnipeg. Students share their imaginary itineraries in small groups.</p> <p>TIP: The purpose of this activity is to apply concepts related to latitude, longitude, and time, rather than to plan the details of an entire journey. Develop a framework for the activity with the class, or follow the suggested frame in BLM 7.1.1g. Students may consult airline websites, and travel agency or international travel information websites to estimate flying time between major international cities.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p> BLM: Outline Map of the World—Countries</p> <p> BLM: Travel Itinerary (2 pages)</p>
	or	
		KL-015 KL-020 KL-021
<i>(continued)</i>		
Teacher Reflections		

7.1.1 Mapping the Globe

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
— or —		
 	KL-015 KP-038	Collaborative groups of students present an interactive multimedia presentation to demonstrate how maps influence perceptions of the world, using examples of digital maps and posing questions to the audience about the impressions created by different maps. TIP: Students may use digital examples of different map projections with different centres, such as polar projections or Pacific-centred world maps. Encourage students to articulate how maps influence their view of the world (i.e., relative size and importance of the continents).
— or —		
 	KL-015 KL-020 KL-021 KP-038	Collaborative groups of students create a brochure entitled “World Maps for Dummies,” in which they present a set of illustrated instructions on how to use latitude and longitude to describe location, how to use time zones and International Time to calculate local time, as well as guidelines for comparing the accuracy of world map projections.
— or —		
 	KL-015 KL-020 KL-021 KP-038	Students create a vocabulary cycle on poster paper, using words and images to clearly illustrate the relationships that link all the key terms of this learning experience. TIP: Students should include in a vocabulary cycle all the terms listed in BLM 7.1.1h, and show what they understand to be the meaning of each term and the relationships that link them.
		 BLM: Mapping the Globe: Key Concepts
<i>(continued)</i>		
Teacher Reflections		

7.1.1 Mapping the Globe

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
or		
	KL-015 KL-020 KL-021	Students revisit the KWL chart they began in the Activating phase of this learning experience, filling out the last column. In a discussion with a partner, students reflect on what they have learned.
		
or		
	KL-015 KL-020 KL-021	Collaborative groups of students use world atlases to compile a list of 10 cities in various regions of the world, recording on a separate sheet the exact coordinates of latitude and longitude for each city. Groups then exchange their lists with partner groups, and use a world map or globe to estimate the latitude and longitude of each city on the list. They also determine the local time for each city relative to a given Universal Time. Students assess their partner group’s use of parallels and meridians to describe location, and their application of standards related to time zones. TIP: If the index of their world atlas does not indicate the exact latitude and longitude of each place, students may research place names by region on the Internet.
		 Supporting websites can be found at < www4.edu.gov.mb.ca/sslinks/LEList >
Teacher Reflections		



7.1.2 The Global Natural Environment

- KL-016 Locate on a world map the continents, major landforms, and major bodies of water.
- KL-017 Locate on a world map and describe the major climatic and vegetation zones.
- VL-008 Appreciate the diversity of the global natural environment.

Enduring Understanding

The global environment is composed of diverse natural regions with characteristic landforms and bodies of water, and distinct climate and vegetation patterns.

Description of the Learning Experience






Students consolidate and enrich their knowledge of the physical geography of the world through mapping exercises, atlas exploration activities, and research into global climate and vegetation zones.

Vocabulary: climatic zones, vegetation zones, physical geography, human geography (See Appendix D for Vocabulary Strategies.)





7.1.2 The Global Natural Environment

Assessment	Outcomes	Strategies
	KL-016 KL-017 VL-008	<p>Activate</p> <p>Collaborative groups of students create a list of items to be found in a world atlas and exchange the list with another group as part of an Atlas Treasure Hunt. The list might include questions related to physical geography, such as major landforms, bodies of water, climatic zones, and vegetation zones. After a pre-determined period of time, students exchange their answers and verify the number of items for which their partner group has been able to locate the required information.</p> <p>NOTE: Examples of the format and types of questions students may wish to include are suggested in BLM 7.1.2a. Treasure hunt questions will vary depending on the reference atlas used. Ensure that the groups that exchange treasure hunt questions are using the identical atlas, as some elements are harder to find in certain atlases.</p> <p style="text-align: center;"> BLM: Atlas Treasure Hunt—Physical Geography </p> <p style="text-align: right;"><i>(continued)</i></p>
<p>Teacher Reflections</p>		



7.1.2 The Global Natural Environment

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
	KL-016 KL-017 VL-008	<p>Collaborative groups of students are given a set of images of various landscapes, bodies of water, landforms, vegetation zones, and climate zones. Students sort these images into groups, giving a descriptive title to each group, and predicting where in the world they might expect to see this type of natural environment.</p> <p>TIP: Students might be involved in gathering the images ahead of time. The images may include travel photos, promotional tourism photos, and digital photos obtained from Internet sites. It may also be useful to include a code or symbol on the back of each picture to indicate the region from which it came. If time does not permit the accumulation of an extensive image bank, students may instead be asked to create an electronic portfolio, grouping together images of the natural environment from various regions of the globe. They may present their images as an electronic slideshow, inviting the class to identify each photo’s region of origin.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p>
or		
	KL-016 KL-017 VL-008	<p>Using one blank outline map of the world per group, small groups of students locate and label all the natural features they know (i.e., continents, oceans and bodies of water, large islands and other landforms, mountain chains, deserts, rainforests, plains...). Groups compare their maps with each other, adding details and making corrections with the help of an atlas as needed. Students assess their knowledge of the physical world and generate questions about topics or regions they would like to research further.</p> <p>TIP: This activity would also permit a discussion about the distinction between physical geography and human geography. Encourage students to consider what on the Earth’s surface would have been there even if human beings had never inhabited the Earth (i.e., what we see on a physical map). Help them brainstorm and identify the elements that are represented on a physical map of the world.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p> BLM: Outline Map of the World—Continents</p>
<i>(continued)</i>		
Teacher Reflections		

7.1.2 The Global Natural Environment

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
	KL-016	<p>After taking a few moments to observe a globe, students sketch a freehand mental map of the world on a sheet of graph paper. They begin by drawing some parallels and meridians as lines of reference, and tracing the outlines of the continents as relaxed geographic shapes. Students compare and discuss their maps with a partner, sharing their observations about how they see the world. Students retain these original maps for their Travel Portfolios.</p> <p>NOTE: Learning Experience 7.4.1 will require students to repeat this activity and create a new mental map of the world. Save these first attempts at mental maps so students can observe their growth in map-making later in the year.</p> <p>Before beginning this exercise, discuss with students the fact that we all have mental maps of our surroundings. These spatial representations in our minds are used to orient ourselves, to organize our perceptions, and to describe our environment. We constantly correct and revise our mental maps based on experience, observation, and knowledge passed on to us from others. Sometimes we use tools such as maps, compasses, or GPS devices to help us visualize the way the world is laid out. This concept is best reinforced by a short walk through a local park or natural area, in which students orient themselves using the sun and natural markers. (One group of students could be given compasses to compare experiences.) Upon their return, students may be asked to draw a sketch map of their route, and compare the accuracy of their maps.</p> <p>As students attempt a freehand drawing of their mental map of the world, encourage them to first visualize what they would like to sketch, and to strive for a very general representation of the world (i.e., the relative location and scale of the continents, oceans, and seas, and of those major landforms they already know). They may self-assess the quality of their maps using BLM 7.1.2d.</p> <p> BLM: Map the World in a Minute (2 pages)</p> <p> BLM: My Mental Map of the World</p>
or		
	KL-016 KL-017 VL-008	<p>Students view and respond to a travel video featuring a distant region of the world, discussing the features of the natural environment they found the most or least appealing about this region. Students may record their impressions in the first section of their Travel Portfolio.</p>







7.1.2 The Global Natural Environment

Assessment	Outcomes	Strategies
	KL-016 KL-017 VL-008	<p>Acquire</p> <p>Consulting an atlas or world map as required, collaborative groups of students discuss where in the world they would most like to travel or live, based only on the features of the natural environment (i.e., latitude and longitude, landforms, landscape, elevation, vegetation, climate, distances, natural phenomena, seasons, and/or bodies of water). Each group attempts to come to a consensus about a priority list of three places they prefer, and describe to the class the locations and natural characteristics that attracted them to these places, locating each of them on the world wall map. In a general class discussion, students consider questions such as the following:</p> <ul style="list-style-type: none"> • What would they take to wear? • What natural sites would they want to see? • What physical features would they photograph? • What types of outdoor activities would they engage in? <p>Students may record their ideas in a “Travel Hopes and Dreams” section of their Travel Portfolio, reflecting on the role of the natural environment on human activities and ways of life.</p>
		KL-016 KL-018 VL-008






(continued)

Teacher Reflections







7.1.2 The Global Natural Environment

Assessment	Outcomes	Strategies								
Acquire <i>(continued)</i>										
or										
	KL-016 VL-008	<p>Using print and electronic resources, collaborative groups of students research one of the traditional seven natural wonders of the world, or nominate their own natural phenomenon as an additional member of this group. Students may use the note-taking frame in BLM 7.1.2f to gather and record their information.</p> <p>NOTE: Electronic images of the seven natural wonders of the world can be found in the supporting website links at the URL below.</p> <table border="0"> <tr> <td>1. Mount Everest, Himalayas</td> <td>5. Grand Canyon, Arizona</td> </tr> <tr> <td>2. The Northern Lights</td> <td>6. Paricutin Volcano, Mexico</td> </tr> <tr> <td>3. Victoria Falls, Zimbabwe</td> <td>7. The Harbour, Rio de Janeiro</td> </tr> <tr> <td>4. Great Barrier Reef, Australia</td> <td></td> </tr> </table> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p> BLM: A Natural Wonder of the World</p>	1. Mount Everest, Himalayas	5. Grand Canyon, Arizona	2. The Northern Lights	6. Paricutin Volcano, Mexico	3. Victoria Falls, Zimbabwe	7. The Harbour, Rio de Janeiro	4. Great Barrier Reef, Australia	
	1. Mount Everest, Himalayas	5. Grand Canyon, Arizona								
2. The Northern Lights	6. Paricutin Volcano, Mexico									
3. Victoria Falls, Zimbabwe	7. The Harbour, Rio de Janeiro									
4. Great Barrier Reef, Australia										
or										
	KL-016 KL-017 VL-008	<p>Consulting a world atlas and using a blank outline map of the world as a guide, collaborative groups of students construct a poster-size map of the world indicating the continents, major landforms, major bodies of water, and other natural elements of their choice. Groups display and present their maps in a Gallery Walk, discussing how each map reflects a certain “mental map” and presents a particular view of the world.</p> <p>TIP: Students should be able to locate the continents and oceans without referring to a map. Help students work through the other elements suggested in the list in BLM 7.1.2g by consulting the atlas index and using coordinates of latitude and longitude or an alphanumeric grid to determine location. Encourage groups to help one another to locate elements. While introducing mapping activities such as this one throughout the year, ask students to begin by locating the elements they already know without referring to the atlas, then adding elements based on their use of the atlas. Students may periodically assess their geographic knowledge by noting how many additional elements they are able to locate and describe without referring to their atlases.</p> <p> BLM: Outline Map of the World—Continents</p> <p> BLM: World Map: Continents, Landforms, Bodies of Water (3 pages)</p> <p style="text-align: right;"><i>(continued)</i></p>								







7.1.2 The Global Natural Environment

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	KL-016 KL-017 VL-008	Collaborative groups of students create a set of symbols to represent the various climatic zones and vegetation zones of the world. Each group’s symbols are displayed, and the class selects a set of symbols to use as a legend on a large-scale class map of the world as an ongoing reference through the year.
		
or		
	KL-016 KL-017 VL-008	Using an outline map of the world, students label the continents, major bodies of water, and major landforms. Using a colour-coded legend, they indicate on their maps the major climatic and vegetation zones of the world. Using their completed physical maps of the world and referring to a political map as needed to identify specific countries, students create a comparison chart showing regions of the world that have physical characteristics that are similar to those in Canada and those that are different. Students exchange their observations with each other, reflecting on the effects of the natural environment on ways of life (i.e., In those regions with greater similarities in climate, location, landforms, or vegetation, are there also greater similarities in ways of life?). NOTE: The focus in this activity is on locating world climatic zones and vegetation zones, as well as observing global patterns and connections (e.g., effects on climate, vegetation and ways of life of latitude, proximity to the ocean, elevation, proximity to a mountain range...).
		
		 BLM: Outline Map of the World—Continents
Teacher Reflections		

7.1.2 The Global Natural Environment

Assessment	Outcomes	Strategies
 	KL-016 KL-017 VL-008	<p>Apply</p> <p>Students design an electronic travel agency brochure to promote a natural adventure expedition in a selected region of the world. The brochure, intended to attract the outdoors enthusiast, should include full geographic details: country, continent, latitude and longitude, travel distance, major landforms and bodies of water, elevation, climate and vegetation zones, and other physical features (e.g., natural phenomena, wildlife...).</p> <p>TIP: Over the course of the year, students will frequently carry out research using a variety of Internet sources, including government sites, organizational and educational sites, and commercial sites. This activity offers the opportunity to review with students how to critically assess the quality of Internet sites. Insist that students always record the full addresses of websites, including the title of the home page and the specific pages consulted, preferably using the copy-and-paste function. Student should also cite the Internet sources of all photographs and maps they include in their work. In this activity, students may be asked to complete an Internet site evaluation form as a part of their research (refer to BLM 7.1.1h). Encourage students to share addresses and relevant information about reliable Internet sites with each other. Refer to the Manitoba Education, Citizenship and Youth publication <i>Literacy with ICT Across The Curriculum</i> for more detailed information regarding the ethics and responsibility of ICT use.</p> <p> BLM: Evaluating Internet Sites (3 pages)</p> <p style="text-align: center;">or</p>
 	KL-016 KL-017 VL-008	<p>Collaborative groups of students share their research on a natural wonder of the world as a multimedia presentation depicting an imaginary trip to that site. Students should be encouraged to be creative in their presentation and include relevant geographic detail, including the site location on a world map.</p> <p>TIP: Students may refer to BLM 7.1.2f for required geographic information. See the earlier Acquiring Strategy for a list of the seven natural wonders of the world.</p> <p> BLM: A Natural Wonder of the World</p> <p style="text-align: right;"><i>(continued)</i></p>
<p>Teacher Reflections</p>		

7.1.2 The Global Natural Environment

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
or		
	KL-016 KL-017 VL-008	Collaborative groups of students create an annotated collage of the natural wonders of the world, using a world map as the background and including a natural phenomenon of interest from each of the continents. The group’s work is displayed and students circulate in a Carousel activity to view and respond to the posters. TIP: Prior to the activity, develop with the class a set of descriptive criteria for the collage design, including geographical information, number of elements that will be required, standards for design and creativity, and so on. Students will then have consistent criteria to assess the quality of the posters as they circulate to view them.
		
or		
	KL-016 KL-017 VL-008	Students envision a backpack trip into a specific climate and vegetation zone in a selected region of the world. They prepare a complete list of supplies and practical considerations to guide the backpacker on this trip. Students share their lists in collaborative groups, discussing the regions of the world they found to be the most appealing, the most challenging, or the most different from their local environment.
		
or		
	KL-016 KL-017 VL-008	Students create a class wall map of the world. As a class, students plan and distribute tasks involved in adding details to an enlarged outline wall map of the world. Each member of the class adds at least one element to the collective map/collage (e.g., place name with latitude and longitude, name of continent or body of water and related statistic, satellite image or photo of climate or vegetation zone, name and brief description of natural wonder...). TIP: This collaborative map is intended to serve as an ongoing reference to students over the year. It needs to remain very clear and user-friendly, and should include tips and reminders that will help students recall important geographic facts. Emphasize the need to carefully plan and coordinate all additions, and to consider the overall aesthetics and readability of the map, as cartographers must always do. This may be done by collaboratively creating a template or a set of guidelines and developing a system for approving materials before permanently affixing them to the map.
		
<p>Teacher Reflections</p>		



7.1.3 Global Population Trends

- KL-018 Locate on a world map the major population clusters and explain the relationship between population distribution and the natural environment.
- KL-018F Locate on a world map the major francophone countries.
- KL-019 Identify factors that influence the movement of people around the world.
Examples: environmental, economic, political, social...
- KG-032 Identify on a world map the more and less developed nations and explain why a nation is considered to be more or less developed.

Note: Francophone learning outcomes are not intended for all students (see page 36 of the overview).

Enduring Understanding

World population changes constantly, is distributed unevenly among countries and regions, and is influenced by a variety of environmental, economic, political, and social factors.

Description of the Learning Experience





Students familiarize themselves with the political map of the modern world, examine world population distribution, and consider distinctions between more- and less-developed nations.

Vocabulary: population distribution, density, more-developed nations, less-developed nations, immigration push and pull factors, refugees (See Appendix D for Vocabulary Strategies.)

7.1.3 Global Population Trends








Assessment	Outcomes	Strategies
	KL-018	<p>Activate</p> <p>Recalling what they know about the physical regions of the world, students identify regions of the world in which they would not want to live because of inhospitable natural conditions. Collaborative groups of students then view a physical map of the world, reviewing its climate and vegetation zones. Based on this information about the natural environment and their prior knowledge about world population distribution, students in each group predict where they believe the major population clusters of the world would most likely be found. Each group shares the predictions with the class, discussing the relationship between the natural environment and population distribution, and verifying predictions with an atlas.</p> <p>TIP: This activity offers the opportunity to discuss with students the elements of physical geography—climate, landforms, vegetation, soils, water—and human geography—population, settlement, cities, countries, political borders, transportation, industry, agriculture, and human activity and movement—and to differentiate between physical and political maps.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p style="text-align: right;"><i>(continued)</i></p>
	KL-019	
	KG-032	

7.1.3 Global Population Trends







Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
	KL-018 KL-019 KG-032	<p>Students brainstorm a list of reasons why people may choose to move away from their countries of origin, and reasons why they are attracted to particular countries like Canada. This list is recorded and posted, and students discuss the effects of technological change (i.e., changes in transportation, communication...) in increasing the movement of people around the world in the contemporary era.</p> <p>TIP: Students have explored examples of push and pull factors in immigration in their study of the role of immigration in Canadian history (Grades 5 and 6).</p>
or		
	KL-018 KL-019 KG-032	<p>Students engage in a population simulation and, in collaborative groups, focus on world population distribution. To begin, a majority of the students in the class are invited to gather in a relatively confined space in the classroom, marked out by masking tape on the floor. The other members of the class are invited to spread out in the surrounding space. Students are asked to imagine what this scenario might tell them about world population distribution and density, and to brainstorm factors that might influence population distribution/density. Then, collaborative groups of students are asked to create a list of the major population clusters in the world, using a consensus decision-making approach. Students may consult a world political map to identify the countries in which each of the major cities is located. Groups share their lists and verify their accuracy. In a class discussion, students note and discuss patterns related to population clusters and the natural environment.</p> <p>TIP: Students will frequently be asked to work on reaching consensus agreements within collaborative groups. This activity affords the opportunity to review the principles of striving for consensus. (See TN-2 in Appendix H for a detailed description.) Also note that students will find different data on different websites regarding the ranking of population clusters. Discuss with students the reasons why they may find discrepancies (e.g., population is constantly changing because of birth rates, death rates, movement of people, sudden natural or human disasters. Also, census years and procedures vary from country to country; some countries include all the populated areas surrounding a large city as a part of that agglomeration, while others do not...).</p> <p> Appendix H: Teacher Notes 2: Consensus Decision Making (3 pages)</p> <p> BLM: World Population Clusters (2 pages)</p>

(continued)









7.1.3 Global Population Trends

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
	KL-018 KL-019 KG-032	<p>Students brainstorm a list of words that come to mind when they hear the terms <i>more-developed countries</i> and <i>less-developed countries</i>, recording their ideas under each of the two categories, and naming examples of countries (if they are able). Working individually, students then complete an Anticipation Guide in which they respond to a series of debatable general statements about more-developed and less-developed nations. With a partner, students share their responses to each statement, stating the reasons they believe what they do.</p> <p>NOTE: Alert students to stereotypes or unfounded generalizations they may have about less-developed countries and the meaning of development. Revisit the Anticipation Guide later in the learning experience, discussing what students have learned, and identifying reasons why they may have held certain stereotypes to be true.</p> <p> BLM: Anticipation Guide: More-Developed and Less-Developed Nations</p> <p> BLM: Anticipation Guide: More-Developed and Less-Developed Nations—Key Ideas</p>
	Acquire	
 	KL-018 KL-019 KG-032	<p>Students read and interpret statistical information about world population distribution. Using an outline map of the world, students locate and illustrate major population clusters, and indicate on their maps the characteristics of the natural environment in the densely populated areas (e.g., climate, vegetation, proximity to oceans, landforms...). Students may develop icons to represent more- or less-developed nations. In a class discussion, students note patterns they observe in the relationship between population distribution and the natural environment.</p> <p>TIP: Encourage students to develop a legend for their map that uses clear symbols and colour codes, and to indicate on the map the names of the most populated cities and countries of the world.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p> BLM: Outline Map of the World—Countries</p>
	<i>(continued)</i>	
Teacher Reflections		




7.1.3 Global Population Trends

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	KL-019 KG-032	Students generate questions to discuss with a refugee (or an individual representing a refugee organization) who is invited to speak to the class about the refugee experience (e.g., Why do people leave their home nation? Do they choose Canada? Why? What problems do they have making the transition from one nation to another?...).  Supporting websites can be found at < www4.edu.gov.mb.ca/sslinks/LEList >
or		
 	KL-018 KL-019 KG-032	Using a list of push and pull immigration factors (see earlier Activating Strategy), students classify the factors identified under given categories: political, social, economic, environmental, and health. Collaborative groups of students create an illustrated Mind Map summarizing the various factors that influence the movement of people around the world, adding specific examples of countries to which particular influences apply.  7.1.3 BLM: Influences on Population Movement  7.1.3 BLM: Influences on Population Movement—Key
<i>(continued)</i>		
Teacher Reflections		






7.1.3 Global Population Trends

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	KL-018 KL-019 KG-032	<p>Collaborative groups of students use atlases to sort a list of countries into the more-developed and less-developed nations of the world, and locate countries on a political map of the world. As a class, students verify their lists and discuss general trends they have observed in the distribution of more- and less-developed nations of the world.</p> <p>TIP: Begin this activity with a discussion about what students believe is meant by the terms “more developed” and “less developed.” Encourage students to focus on the main criteria used by the United Nations to determine which nations are the least developed:</p> <ol style="list-style-type: none"> 1. A large part of the population has a very low income. 2. People do not live as long on the average, they have a much lower nutritional intake, and a larger part of the population is uneducated or illiterate. 3. The country’s economy is not based on manufactured products nor is it based on export, and it does not involve a variety of types of goods (not diversified). <p>Discuss with students why these factors are important in assessing the health and well-being of a society.</p> <p> BLM: Less Developed, More Developed</p> <p> BLM: Less Developed, More Developed—Key</p> <p> BLM: Outline Map of the World—Countries</p>
or		
 	KL-018 KL-019 KG-032	<p>Students read an expository text about more-developed and less-developed nations. Working in collaborative groups, they ensure that they understand the defining factors of more- and less-developed nations in order to locate examples of each type of nation on a world map and to complete a Concept Overview.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p> BLM: Concept Overview: What Is a More-Developed Country?</p>
<i>(continued)</i>		
Teacher Reflections		

7.1.3 Global Population Trends



Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	KL-018 KL-019 KG-032	<p>Collaborative groups of students carry out an atlas hunt using questions related to human geography, and create a chart or map to summarize their findings. Groups share their charts and discuss what they have observed about the relationship between human and physical geography (i.e., the influence of the natural environment on population distribution and change among more-developed and less-developed nations of the world).</p> <p>TIP: BLM 7.1.3i may need to be modified to align with the student atlases. Have students record in their Travel Portfolio interesting facts, observations, and questions on the topic of population distribution and population movement among more-developed and less-developed nations.</p> <p style="text-align: center;"> BLM: Atlas Hunt—Human Geography</p>
	or	
	KL-018 KL-019 KG-032	<p>Using print and electronic resources, students gather information about refugees (e.g., who they are, why they leave their countries, examples of where they come from and where they go...). Students prepare a point-form report, summarizing the information they have gathered and citing the complete details of the sources they have consulted. Students share their information in collaborative groups, identifying Canada’s role in receiving refugees, and discussing the main factors that cause movement of refugees.</p> <p>NOTE: The 1951 United Nations Convention relating to the Status of Refugees defines a refugee as “a person who...owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group, or political opinion, is outside the country of his nationality, and is unable to or, owing to such fear, is unwilling to avail himself of the protection of that country...”.</p> <p>It may be useful to develop with the class a concise definition using the students’ own words, based on this official definition. Discuss with students the fact that there are many disagreements internationally as to who may qualify as a refugee (i.e., a person who is seen as a hero in one country may be seen as a criminal in another).</p>
	<i>(continued)</i>	
Teacher Reflections		

7.1.3 Global Population Trends

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
 <p>Appendix A Skill 9i</p>	KL-018 KL-019 KG-032	<p>Using newspapers, news magazines, or news websites, students select an article about current issues related to the movement of people around the world (e.g., refugees, war, economic issues in less-developed countries, movement from rural to urban areas, widening gaps between rich and poor countries of the world...). Students use either the fact-based or issue-based frame (see BLM 7.1.3j) as a guide to analyzing the article they have selected, and share their analysis in collaborative groups.</p> <p>TIP: As a class, carry out a model analysis of an article (fact-based or issue-based) before students do this task individually. Allow students the time to exchange ideas on their articles in small groups or to present them to the class. Students may retain articles to add to their Travel Portfolios. Help students select articles that represent a range of issues, as well as articles that deal with both positive and negative aspects of issues surrounding development and population distribution.</p> <p> BLM: Article Analysis—World Population Issues (2 pages)</p>
	or	
 <p>Appendix A Skill 11a</p> 	KL-018 KL-019 KG-032	<p>Using print and electronic resources, students gather information on the factors that influence the movement of people from rural to urban areas in the world, and note general trends toward the urbanization of the world's population. Students share their research in collaborative groups, discussing possible negative and positive effects of urbanization on more-developed and less-developed nations.</p> <p>TIP: Note that the purpose of this learning experience is to help students develop an overview of world geography. They will have the opportunity to do more detailed case studies on particular countries or cities in Clusters 3 and 4. Encourage them to begin thinking about regions that interest them, and to generate and record in their Travel Portfolios questions for further inquiry.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p>
	<p>Teacher Reflections</p>	






World Geography

7.1.3 Global Population Trends








Assessment	Outcomes	Strategies
	KL-018 KL-019 KG-032	<p>Apply</p> <p>Collaborative groups of students design an annotated collage, illustrating the advantages and disadvantages of living in a highly industrialized, highly developed, and highly urbanized nation. Groups present and critique their posters in a Gallery Walk, discussing what they believe to be the main characteristics of life in more-developed nations as compared to less-developed nations. In a guided class discussion, students consider the global responsibilities these differences might entail.</p> <p>TIP: Students will likely encounter some difficulty in listing the negative aspects of living in an industrialized nation. Provide them with some assistance using photos, images, or quotations from modern adolescent literature (e.g., anonymity, isolation, obsession with speed and efficiency, competitive lifestyle, loss of culture and identity, community breakdown, impersonality, consumerism, obesity, and other health concerns that result from over-consumption, pollution...).</p>
	or	
	KL-018 KL-019 KG-032	<p>Collaborative groups of students find and conduct research on an organization that assists refugees who settle in Canada, and do a multimedia presentation about the work done by this organization. Following the presentations, the class votes on a project they would like to undertake to support one of the organizations presented. Students may present their proposal to the Student Council, or plan their own fundraising, sponsorship, or awareness project.</p>
or		
	KL-018 KL-019 KG-032	<p>Collaborative groups of students create and present a mime or charade to represent the key concepts introduced in this learning experience:</p> <ul style="list-style-type: none"> • population distribution • population density • urbanization • factors influencing the movement of population • refugees • development • industrialization <p>The class tries to guess the concepts being represented.</p> <p>TIP: Review with students the nature of stereotypes, asking them to give examples of stereotypes (i.e., all people in industrialized nations are rich; technology solves all social problems; there is no modern technology in less-developed nations...). Caution students to avoid using oversimplified generalizations when they represent or discuss these concepts.</p>

(continued)

7.1.3 Global Population Trends

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
or		
	KL-018 KL-019 KG-032	Students review and complete the Anticipation Guides they began in the Activating phase of this learning experience, revising their initial ideas as needed. In a plenary class discussion, misconceptions are cleared up and students exchange ideas about what they have learned. Students retain their Anticipation Guides in their Travel Portfolios.
or		
	KL-018 KL-019 KG-032	Collaborative groups of students gather information comparing population change (i.e., urbanization, major population clusters, population distribution in relation to the natural environment, movement of people, and rate of population growth) in both a more-developed country and a less-developed country of their choice. Students select and design an appropriate format, including a world map and charts or graphs that summarize their data, and share their information with other groups. NOTE: Establish clear parameters for this presentation before students begin the work, keeping in mind that the purpose of this learning experience is to develop an overview of world population trends. The concept of quality of life will be examined in greater detail in Cluster 2.
 Supporting websites can be found at < www4.edu.gov.mb.ca/sslinks/LEList >		
or		
	KL-018 KL-019 KG-032	Students use email (or print letters) to engage in ongoing communication with a person in another nation, exchanging information and ideas about ways of life and cultural differences. Students create a short electronic or visual presentation summarizing the information they have gathered about life in less-developed nations, or in more densely populated regions of the world, and locating the regions concerned on a world map. TIP: Direct student exchange with students in less-developed nations is not always a possibility because of language, technology, and security issues. However, some recommended websites of international organizations are accessible at the URL indicated below. Students may exchange ideas on issues related to development with other youth in the world, or may obtain information on student involvement in international development issues.
 Supporting websites can be found at < www4.edu.gov.mb.ca/sslinks/LEList >		
<i>(continued)</i>		

7.1.3 Global Population Trends

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
— or —		
	KL-018 KL-019 KG-032	Students present a persuasive speech regarding the responsibilities of more-developed nations toward less-developed nations in the world, and encouraging students to become aware of Canadian projects and initiatives in international development. Students should use specific examples and locate the countries involved on a map of the world.
— or —		
 	KL-018 KL-019 KG-032	Collaborative groups of students use an outline map of the world as background to design a Mind Map illustrating world population trends in more- and less-developed countries. The Mind Map should include specific examples of factors that influence the movement of people around the world, and indicate the areas of the world with the greatest density of population and the most rapid population increase. Students' Mind Maps are posted and students circulate to view them, posing questions and exchanging ideas about the trends they have noticed.
— or —		
 	KL-019 KG-032	Collaborative groups of students create and present a role-play demonstrating the factors that influence the movement of people around the world (e.g., a family moving from a less-developed nation to a more-developed nation because of war or economic conditions; a political refugee seeking asylum in a democratic country; a woman seeking educational opportunities not available to her in her country; families moving from rural to urban areas in search of increased economic opportunities; a refugee monologue of his or her experiences...).
— or —		
 	KL-018 KL-019 KG-032	Students write a reflection in their Travel Portfolios based on what they have learned in Cluster 1, responding to the following prompts: <ul style="list-style-type: none"> • Which places or regions of the world would I most like to visit in a world tour? • Where are these places located, and what do I know about them? • Why do these places or regions appeal to me? TIP: Encourage students to include places in a variety of geographical regions, including more- and less-developed nations, and more and less densely populated areas. Pose guiding questions to help students identify specific characteristics of the regions that interest them, and to generate questions to guide further inquiry. As recommended with all the activities in this learning experience, have students locate the countries or places involved using a map of the world.

7.1 World Geography**Connecting and Reflecting: End of Cluster****Student:**

Using your “World Geography” portfolio, reflect on the many different environments in which people live on Earth, and describe how this understanding has changed your view of the world and its peoples.



7.1.3 BLM: World Geography – Connecting and Reflecting

Teacher Reflections

People and Places in the World

Global Quality of Life

2
CLUSTER

GRADE
7



Cluster 2

Learning Experiences: Overview



7.2.1 What Is the Good Life?

KC-002 Describe the impact of various factors on quality of life in Canada and elsewhere in the world.

Examples: access to shelter; food, water, health care, and education; globalization...

KC-004 Describe ways in which their personal actions may affect quality of life for people elsewhere in the world.

Examples: consumer choices, conservation actions, sharing of resources, letters and petitions...

KI-006 Identify diverse cultural and social perspectives regarding quality of life.

Examples: differing concepts of poverty and wealth; materialism...

KG-034 Identify reasons why people emigrate.

KP-039 Give examples of government decisions that affect quality of life.

VC-004 Be willing to take action to support quality of life for people around the world.

7.2.2 Universal Human Rights

KI-007 Describe the impact of discriminatory attitudes and practices on quality of life.

Include: racism, prejudice, stereotyping.

KI-008 Describe the influence of various factors on personal identity.

Examples: gender and gender images, sexual orientation, physical characteristics, socio-economic situation, peer pressure, media portrayals...

KG-037 Identify universal human rights and explain their importance.

VC-001 Respect the inherent dignity of all people.

VI-005 Respect others' rights to express their points of view.

7.2.3 Democratic Citizenship and Quality of Life

KC-001 Describe the impact of various factors on citizenship rights in Canada and elsewhere in the world.

Examples: laws, culture, labour practices, education...

KC-003 Give examples of ways in which quality of life may be enhanced within a democracy.

Examples: freedom of association, speech, and the press; universal suffrage...

KC-005 Recognize Remembrance Day as a commemoration of Canadian participation in world conflicts.

VC-002 Acknowledge that the rights of citizenship involve limitations on personal freedom for the sake of collective quality of life.

VC-003 Be willing to contribute to their groups and communities.

7.2.4 Power, Wealth, and Justice

KP-040 Compare and contrast various types of power and authority.

KP-041 Explain the relationship between power and access to wealth and resources.

KP-042 Identify various individuals who influence world affairs.

KE-045 Give examples of the uneven distribution of wealth and resources in the world and describe the impact on individuals, communities, and nations.

VP-013 Demonstrate concern for people who are affected by discrimination, injustice, or abuse of power.

VP-014 Appreciate the positive contributions of various individuals to world affairs.

VE-016 Appreciate that quality of life is not solely determined by access to wealth, resources, and technologies.

7.2.5 Global Cooperation

KG-033 Give examples of events and achievements that enhance understanding among peoples and nations.

Examples: international sporting events, world fairs and expositions, film, music, and literary festivals, Nobel Prizes...

KG-035 Give examples of global cooperation to solve conflicts or disasters.

KG-036 Identify various international organizations and describe their role in protecting or enhancing global quality of life.



Examples: United Nations, Amnesty International, Greenpeace, Médecins sans frontières...

VG-011 Value the contributions of international agencies and humanitarians to quality of life.

Examples: Mennonite Central Committee, Red Cross; Nelson Mandela, Mother Teresa...

Global Quality of Life

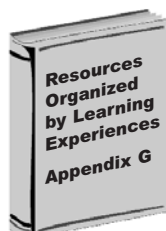
Cluster Assessment: Tools and Processes

- **Engaging Students in the Cluster:** There are suggested strategies to activate the cluster and help teachers assess student prior knowledge.
-  **Suggested Portfolio Selections:** This icon is attached to strategies that may result in products, processes, or performances for inclusion in student portfolios.
- **Student Portfolio Tracking Chart:** This chart is designed for students to track their portfolio selections throughout the cluster. It is located in Appendix C.
-  **Skills Set:** This icon identifies the skills that may be targeted for assessment during each strategy, and provides suggestions for that assessment.
- **Skills Checklist:** This teacher tool lists every skill outcome for a particular grade. It is intended to track individual student progress related to skills in each cluster and throughout the grade. It is located in Appendix C.
- **Connecting and Reflecting:** The end-of-cluster summative assessment activity.

Cluster Description



Students examine environmental, social, and cultural factors that affect quality of life for people in Canada and other places in the world. This study includes a focus on concepts related to universal human rights, diverse cultural perspectives, citizenship and democracy, identity, and discrimination. Students examine the role of international agencies and global cooperation, the relationship between wealth, resources, and power, as well as the impact of their personal actions on quality of life for people in other places.



Engaging Students in the Cluster

- Create a “Human Rights” bulletin board display with newspaper articles related to quality of life issues and have students continue to contribute articles throughout the cluster.
- Students bring to school a list of 20 “unnecessary” items in their homes – things they could easily live without that do not fulfill basic needs (e.g., toys and games; dishwasher, vacuum cleaner, electric can opener, and other labour-saving devices; DVD players, televisions, computers, and other electronic equipment; extra pairs of shoes, hats, and other items of clothing; soda pop, potato chips and other “sometimes” foods; lawn mower; makeup; books; art...). Students collate their lists into agreed-upon categories and brainstorm reasons why Canadians have so many “unnecessary” things.
- Collaborative groups of students generate five to ten statements for a “Student Happiness Survey” (e.g., “All my basic needs are met; I have friends; I have a close friend whom I trust and I can talk to; I like school; My body shape and size is just fine; I like my appearance; I have a family who loves me and cares for me...”). As a class, students select what they consider to be the most important statements and compile them into a class survey. Students complete the surveys privately and engage in a class discussion about issues related to quality of life and happiness. (As an alternative, distribute the survey to other classes and have other students complete them anonymously. Compile the results and discuss as a class issues related to quality of life and happiness.)
- Create a display of books, calendars, and journals that depict life in other places. (Consider the following excellent books: *If the World Were a Village*, *Material World*, *Families of the World*, *A Life like Mine...*).
- As a school or student council, students engage in a fundraising activity to sponsor a foster child in a less-developed country. (This should be approached as a school-wide activity not as a single classroom, as it requires a long-term, multi-year commitment.)
- Students with family or social connections to war veterans contribute stories to a class discussion about war and international conflict.

Learning Experiences Summary

7.2.1 What Is the Good Life?

7.2.2 Universal Human Rights

7.2.3 Democratic Citizenship
and Quality of Life

7.2.4 Power, Wealth, and Justice

7.2.5 Global Cooperation



7.2.1 What Is the Good Life?

- KC-002 Describe the impact of various factors on quality of life in Canada and elsewhere in the world.
Examples: access to shelter, food, water, health care, and education; globalization...

- KC-004 Describe ways in which their personal actions may affect quality of life for people elsewhere in the world.
Examples: consumer choices, conservation actions, sharing of resources, letters and petitions...

- KI-006 Identify diverse cultural and social perspectives regarding quality of life.
Examples: differing concepts of poverty and wealth; materialism...

- KG-034 Identify reasons why people emigrate.

- KP-039 Give examples of government decisions that affect quality of life.

- VC-004 Be willing to take action to support quality of life for people around the world.

Enduring Understanding

Quality of life varies greatly around the world, and depends not only on physical belongings but on the values and aspirations of people, their freedom, and their overall well-being.


Description of the Learning Experience

Students discuss what the “good life” means to them, consider diverse perspectives regarding quality of life, and reflect on issues related to global disparities related to quality of life. Students develop an awareness of how they can become active contributors to a better quality of life for all, locally and globally.


Vocabulary: quality of life, emigration, human development, materialism (See Appendix D for Vocabulary Strategies.)

Note: See the Suggested Teaching scenario on pages 44-45.






7.2.1 What Is the Good Life?

Assessment	Outcomes	Strategies
	KC-002	<p>Activate</p> <p>Using Think-Pair-Share, students generate ideas in response to the following prompt about quality of life: <i>What does “the good life” mean to you?</i> They then brainstorm a list of all the things that are important in order to have a good life. Once student pairs have completed their lists, they carry out an Unstructured Sort of all the items they have listed, creating a set of categories under which they regroup all items. Pairs then compare their sorted lists with another pair. In a guided plenary discussion, the class creates a composite list of the main categories that are repeated in the lists, ranking them in order of priority or importance.</p> <p>TIP: Encourage students to think not only about their wants or possessions, but of the many things they may take for granted and without which it would be impossible to have a good quality of life, beginning with basic needs and including elements related to psychological and social well-being.</p>
	KC-004	
	KI-006	
	KG-034	
	KP-039	
	VC-004	



7.2.1 What Is the Good Life?

Assessment	Outcomes	Strategies
Activate <i>(continued)</i> or		
	<p>KC-002 KC-004 KI-006 KG-034 KP-039 VC-004</p>	<p>Using a book such as <i>Material World: A Global Family Portrait</i> by Peter Menzel (San Francisco: Sierra Club, 1994), collaborative groups of students view and discuss images and worldly possessions of families from around the world. Groups circulate through a Carousel activity in which they exchange information about families in different regions, describing their quality of life and the values and aspirations that are important to each of these families. In a guided plenary session, the class discusses what quality of life means to different people in different cultures.</p> <p>TIP: <i>Material World: A Global Family Portrait</i> is a rich and fascinating visual portrait of families around the world. This highly recommended resource is ideal for Grade 7 students exploring People and Places in the World. Consider using the second and third books in the series as well: <i>Women in the Material World</i> and <i>Hungry Planet: What The World Eats</i>. One copy of the book for each group of six to eight students would be sufficient. Students may also use <i>National Geographic</i> magazines with articles and photographs related to quality of life in diverse regions. In each group, one student should take the role of scribe, noting important points to share with other groups. For the Carousel sharing activity, invite half the members of each group to circulate while the other half presents their family to the visiting students. After two such rotations, switch roles so that the rotating members of each group return home to present to others for the last two rotations.</p> <p style="text-align: right;"><i>(continued)</i></p>
<p>Teacher Reflections</p>		





7.2.1 What Is the Good Life?

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
	KC-002 KC-004 KI-006 KG-034 KP-039 VC-004	<p>Collaborative groups of students draw up a list of actions they can take to improve quality of life for themselves and for others, using concrete and realistic examples at the local, national, and global levels. Students may be guided by the list of categories in the BLM 7.2.1a, or use categories developed by the class or by their group. The group lists are presented in a class discussion, and may be revisited later in this cluster as the basis for deciding on a social action initiative.</p> <p>TIP: Review what students know about the principles of sustainability (i.e., the interdependent relationship among the environment, the economy, and the health and well-being of people and society. Refer to the BLM 7.2.1b, for the key concepts. (The graphic will be useful to students in Cluster 4 as well.) Provide students with an example of a personal action under each of the three components (e.g. Economy: do not purchase brand-name clothing that is the result of child labour; Social Health and Well-Being: practise strategies of peaceful conflict resolution; Environment: volunteer to help with sorting recyclables in the school recycling program...).</p> <p> BLM: Improving Quality of Life</p> <p> BLM: Sustainability</p>
	or	
	KC-002 KC-004 KI-006 KG-034 KP-039 VC-004	<p>Referring to the already completed BLM 7.1.3d (see Cluster 1), collaborative groups of students review the list of push and pull factors they generated in Learning Experience 7.1.3. Students discuss what each of the factors has to do with seeking a better quality of life, and then prepare and share with the class a summary statement on the role of quality of life in emigration.</p> <p>TIP: Clarify with students the meaning of “emigration” as departure from one’s home country, as opposed to “immigration” as settlement in a new country. In this case, they will emphasize the push factors rather the pull factors of population migration. Help students consider the role of goals and aspirations in people’s decisions to leave their countries of origin. Encourage them to discuss what they have learned about the gap between more- and less-developed countries.</p> <p> BLM: Influences on Population Movement</p>
	<i>(continued)</i>	
Teacher Reflections		






7.2.1 What Is the Good Life?

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
	KC-002 KC-004 KI-006 KG-034 KP-039 VC-004	<p>Students begin a scrapbook section in their Travel Portfolio entitled “Quality of Life around the World.” They will use the scrapbook to display their personal collection of articles, news clippings, or editorials about quality of life (e.g., factors that influence global quality of life, diverse social and cultural perspectives on quality of life, emigration and the pursuit of a better quality of life, the impact of government decisions on quality of life). Students will include a short response to each article they add to their scrapbook throughout this cluster.</p> <p>TIP: Periodically, over the course of this cluster, set aside time to present and analyze articles of interest the students may have collected from the news. Arrange for time at the end of each cluster for students to share the contents of their Travel Portfolios with each other, with parents, or with younger or older students.</p>
or		
	KC-002 KC-004 KI-006 KG-034 KP-039 VC-004	<p>Using the knowledge of Canadian history they have accumulated through Grades 5 and 6, collaborative groups of students develop a list of examples of government decisions, programs, and services that have had an impact on quality of life for Canadians and for people in other regions of the world. Groups share their lists and the class discusses the role of government in supporting quality of life for its own citizens as well as for citizens in other countries.</p> <p>TIP: Examples of government action include universal health care, Canadian peacekeeping operations, opening or closing of immigration policies, foreign aid and development, participation or non-participation in wars, conscription, social security programs, foreign aid and development projects, et cetera.</p>
<i>(continued)</i>		
Teacher Reflections		







7.2.1 What Is the Good Life?

Assessment	Outcomes	Strategies
	KC-002 KC-004 KI-006 KG-034 KP-039 VC-004	<p>Acquire</p> <p>Collaborative groups of students read an informational text from the United Nations regarding quality of life and human development. Groups then develop their own definition for the expression <i>quality of life</i> from a global perspective.</p> <p> BLM: Human Development, Quality of Life, and Poverty (2 pages)</p> <p style="text-align: center;">or</p> <p>Students read an article summarizing the current status of global quality of life in relation to the United Nations Human Development Goals. After clarifying the key points of the article in a class discussion, collaborative groups of students develop a graphic organizer summarizing the information. Groups consider recent progress made in global quality of life, and the challenges that still remain. In a guided plenary discussion, students share their graphic organizers, and discuss priority areas in human development for the future. They also consider possible actions by governments and citizens in more-developed nations to support quality of life in the world (e.g., sharing medical resources to combat HIV/AIDS and other illnesses; excusing the debts of less-developed nations; educational exchange programs; fair trade practices; support for destruction of land mines...).</p> <p>TIP: As students discuss possible actions by more-developed nations to improve quality of life, encourage them to recall that there are diverse cultural perspectives regarding what constitutes the good life (i.e., foreign aid cannot simply mean the imposition of the values of western cultures on other nations in exchange for economic benefits). Encourage students to use their personal experience to recall that an important part of having a good life is self-determination or independence in pursuing one’s own goals and values.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p> BLM: UN Human Development Goals (2 pages)</p> <p style="text-align: right;"><i>(continued)</i></p>
	KC-002 KC-004 KI-006 KG-034 KP-039 VC-004	<p>Teacher Reflections</p>


7.2.1 What Is the Good Life?

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	KC-002 KC-004 KI-006 KG-034 KP-039 VC-004	<p>Consulting the United Nations Human Development website, collaborative groups of students gather and record data regarding key indicators of human development in a more-developed nation and a less-developed nation of their choice. Using the outline provided, students record their information electronically and, using the data they have collected, create and interpret a comparison chart, graph, or spreadsheet.</p> <p>TIP: Ensure that student groups select countries from a variety of world regions. Assist students in selecting data by carrying out an example together, focusing on the quantitative statistics and not the index, which is a comparative scale. Note that the tables provided on United Nations Human Development website (www.undp.org/hdr2003/indicator/index.html) list the main indicators—life expectancy, adult literacy rate, educational enrolment, and income/purchasing power—as well as a variety of data on additional factors that affect quality of life (e.g., political participation, health and medical treatment, nutrition, gender equity...). Encourage students to add other interesting statistics to their charts by selecting a few relevant examples.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p> BLM: Measures of Human Development</p>
	or	
	KC-002 KC-004 KI-006 KG-034 KP-039 VC-004	<p>Students design and conduct a survey to gather information about what people consider to be the most important factors in determining quality of life, and what each person surveyed believes about taking responsibility to support quality of life for people around the world. Students gather and interpret their data, and prepare a summary report of their findings.</p> <p> BLM: Quality of Life Survey (2 pages)</p>
	<i>(continued)</i>	
Teacher Reflections		






7.2.1 What Is the Good Life?

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
 <p>Appendix A Skill 11a</p>	<p>KC-002 KC-004 KI-006 KG-034 KP-039 VC-004</p>	<p>Using print and electronic resources, students gather information about the main reasons for emigration in the contemporary world. Students discuss the results of their findings, drawing conclusions about the role of seeking a better quality of life through emigration, and the relative influence of various factors on quality of life for immigrants (including refugees).</p> <p>TIP: Encourage students to develop theories about reasons for emigration from specific countries of origin based on current events reported in the news (e.g., wars, famines, disasters, economic failure, ethnic tensions...).</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p>
or		
 <p>Appendix A Skill 10c</p>	<p>KC-002 KC-004 KI-006 KG-034 KP-039 VC-004</p>	<p>Students gather images, quotations, and excerpts from literature to create a Mind Map illustrating diverse cultural and social perspectives regarding quality of life, poverty and wealth, and personal actions and responsibilities with respect to global quality of life.</p> <p>TIP: Review with students the meaning of concepts such as “materialism” and “consumerism,” as a part of the North American perspective of what constitutes a good quality of life. Students may include in their collage or Mind Map images that illustrate the values of a consumer society as contrasted to the values of a society in which consumerism is not an option. This activity offers the opportunity to develop an interdisciplinary project in language arts and visual arts.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p>
or		
 <p>Appendix A Skill 1</p>	<p>KC-002 KC-004 KI-006 KG-034 KP-039 VC-004</p>	<p>Students generate questions and listen to a guest speaker on an issue related to quality of life or on factors that influence quality of life. Following the talk, students pose questions and discuss ways in which they may be able to take action to support quality of life, locally, nationally, or globally.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p>
<i>(continued)</i>		
Teacher Reflections		



7.2.1 What Is the Good Life?

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	KC-002	<p>Using a set of recent newspapers, collaborative groups of students clip articles related to the influence government decisions have on global quality of life. Articles can be related to any level of government or governments from other countries. Students prepare a summary analysis of each article selected, analyzing the positive or negative impact on quality of life of each decision. Each group presents one or two of their articles to the class, explaining why they selected the articles and animating a discussion about the role of government in supporting or undermining quality of life.</p> <p>NOTE: Encourage students to explore the influence government decisions have on a variety of areas, such as those listed below. In the guided plenary discussion, invite students to make the connection to personal actions and decisions that support quality of life (i.e., quality of life worldwide is not only the responsibility of governments but also the responsibility of citizens, to whom democratic governments must answer for their actions).</p> <ul style="list-style-type: none"> • culture • recreation • family • peace and safety • democratic rights and freedoms • justice • education • employment • basic needs (food, water, shelter) • gender equity • health care • basic human rights
	KC-004	
KI-006		
KG-034		
KP-039		
VC-004		
		<ul style="list-style-type: none"> • science and technology • media and communications • the arts • participation and exclusion • poverty and distribution of wealth • science and technology • community or social cohesion (belonging) • identity • sustainability and environmental conservation • foreign aid and development
<i>(continued)</i>		
Teacher Reflections		




7.2.1 What Is the Good Life?

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
 	KC-002 KC-004 KI-006 KG-034 KP-039 VC-004	Students read an informational text or news article about malnutrition and obesity in today’s world. Following the reading, students discuss the disparities in food consumption that characterize the world, and consider whether life in the society of over-consumption really is the “good life.” Following the discussion, students may complete a journal reflection in which they examine their own food consumption habits in light of what they have learned.  BLM: Overfed and Underfed
	Apply	
	KC-002 KC-004 KI-006 KG-034 KP-039 VC-004	Using a format of their choice, students present their research results comparing human development indicators in a more-developed and a less-developed nation (from the previous Acquiring Strategy using BLM 7.2.1e). In a class discussion, students consider global trends in quality of life, noting regions of particular concern in which there is great disparity in quality of life. Following the presentations, students may write an Exit Slip or journal entry for their Travel Portfolios regarding global inequities in quality of life. TIP: The presentations may be very informal (group to group) or may involve inviting guests to an information session on global quality of life. The class may also design a template card to record information about quality-of-life factors for specific countries, attaching these cards to the appropriate locations on the large-scale wall map of the world.  BLM: Measures of Human Development
		<i>(continued)</i>
Teacher Reflections		




7.2.1 What Is the Good Life?

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
or		
	<p>KC-002 KC-004 KI-006 KG-034 KP-039 VC-004</p>	<p>Collaborative groups of students revisit their inventory of actions to support quality of life (from the previous Activating Strategy using BLM 7.2.1a). As a group, they add other possible actions to the list, based on what they have learned through this learning experience. Students then determine a priority list of three actions to present to the class as the basis for a class social action project to support improved quality of life, locally or globally. After the groups have presented their options, the class selects and plans a project that is realistic and significant to them.</p> <p>TIP: Students may initiate a new project, or become involved in an existing organization such as:</p> <ul style="list-style-type: none"> • The Ladybug Foundation <www.ladybugfoundation.ca> was established by Hannah Taylor to help the homeless of Winnipeg. • Free the Children <www.freethechildren.org> was founded by Craig Kielburger and is a network of children in more-developed countries helping children in less-developed countries. Consider viewing the video, <i>Seven Steps to Social Involvement: Taking it to the Next Level</i>, by Craig and Marc Kielburger, which is available at the Education Library (Instructional Resources Unit, Media Booking # 10061 [VHS], D-10061 [DVD]). <p>Projects need not be of a large scale to be significant; for instance, a “Random Acts of Kindness” week is a way of supporting peaceful, safe schools and enhancing quality of life locally. Encourage students to be creative in initiating their own plans rather than supplying them with ready-made projects. Many of the youth websites of international organizations include a variety of suggestions as to how youth might get involved in social action. Examples of other projects include</p> <ul style="list-style-type: none"> • fundraising drives like garage or bake sales to support an organization that fights poverty • school-wide responsible consumer information sessions • letter-writing campaigns to elected officials regarding a quality-of-life issue, such as child soldiers, child labour, or environmental conservation • school recycling programs • community service or information campaigns <p>(Note that issues related specifically to human rights will be considered in greater detail in Learning Experience 7.2.2.)</p>
		 BLM: Improving Quality of Life
		<i>(continued)</i>

7.2.1 What Is the Good Life?

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
or		
	KC-002 KC-004 KI-006 KGI-034 KP-039 VC-004	<p>Collaborative groups of students create their own set of criteria for determining worldwide quality of life, based on what they have learned about the factors that influence human development. The indicators they decide on must be observable and measurable (e.g., number of people suffering from malnutrition). The factors must also reflect what they consider to be most important in determining quality of life. Students circulate to share their sets of criteria with each other.</p> <p>TIP: Discuss with students why a statistic such as “number of televisions and VCRs,” although measurable and observable, may not be a true indicator of a good quality of life.</p>
or		
	KC-002 KC-004 KI-006 KG-034 KP-039 VC-004	<p>Students present their reports summarizing the results of their surveys about quality of life (from the previous Acquiring Strategy using BLM 7.2.1f). Following the reports of all groups, students synthesize the main points they have observed, reflecting on diverse cultural and social perspectives on quality of life, the main factors influencing quality of life, and commitment to personal actions supporting global quality of life.</p> <p>TIP: Students may be asked to present their survey results creatively (e.g., as a televised news item, a public service radio commercial...).</p>
		 BLM: Quality of Life Survey (2 pages) <i>(continued)</i>
Teacher Reflections		

7.2.1 What Is the Good Life?

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
or		
 <p>Appendix A Skill 3c</p>	<p>KC-002 KC-004 KI-006 KG-034 KP-039 VC-004</p>	<p>Students prepare and present a debate on the following topic: Can a person be very rich in physical belongings and still have a poor quality of life? Students must present an assigned position, whether affirmative or negative, using the information they have gathered over the course of this learning experience, and clearly define the term <i>quality of life</i> for purposes of their argument. Students may also be asked to assess the arguments and evidence presented in the debates.</p>
or		
 <p>Appendix A Skill 11g</p> 	<p>KC-002 KC-004 KI-006 KG-034 KP-039 VC-004</p>	<p>Collaborative groups of students design and present a multimedia presentation entitled “In an Ideal World,” in which they present their vision of a world in which all human beings enjoy a good quality of life. The presentation should include photographs, be based on actual quality-of-life factors and issues, and take into consideration a variety of cultural and social perspectives. Following the presentations, students exchange ideas as to what they see as priority concerns for future quality of life.</p> <p>TIP: Students might create their presentation from the perspective of youth living in a particular region of the world. In doing so, students will have an opportunity to see quality-of-life issues through different eyes, and may become more aware of the similarities and differences in quality-of-life priorities among youth in the world.</p>
<p>Teacher Reflections</p>		



7.2.2 Universal Human Rights

- KI-007 Describe the impact of discriminatory attitudes and practices on quality of life.
Include: racism, prejudice, stereotyping.

- KI-008 Describe the influence of various factors on personal identity.
Examples: gender and gender images, sexual orientation, physical characteristics, socio-economic situation, peer pressure, media portrayals...

- KG-037 Identify universal human rights and explain their importance.

- VC-001 Respect the inherent dignity of all people.

- VI-005 Respect others' rights to express their points of view.

Enduring Understanding

All human beings have intrinsic worth, unique identities, and are equally entitled to certain basic rights and freedoms.

Description of the Learning Experience



Students explore individuals' rights to respect, fair treatment, and self-expression. They examine the Universal Declaration of Human Rights and, through discussion and simulations, reflect on its implications.

Vocabulary: universal human rights, racism, prejudice, stereotype (See Appendix D for Vocabulary Strategies.)





7.2.2 Universal Human Rights

Assessment	Outcomes	Strategies
	KI-007	<p>Activate</p> <p>Students generate a list of the rights and freedoms of Canadian citizens, and discuss which rights and freedoms they consider to be the most important or fundamental.</p> <p>TIP: Students should be familiar with the Canadian Charter of Rights and Freedoms from their studies in Grade 6 social studies.</p> <p style="text-align: right;"><i>(continued)</i></p>
	KI-008	
	KG-037	
	VC-001	
	VI-005	
Teacher Reflections		


7.2.2 Universal Human Rights

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
	KI-007 KI-008 KG-037 VC-001 VI-005	<p>Students collect clippings from magazines and other visual media, particularly advertising images, showing a variety of media portrayals of youth. Collaborative groups of students analyze the media messages, highlighting examples of stereotypes, gender images, appeals to peer pressure, and the promotion of consumerism. The image collections are displayed and students discuss the influence of the media on their sense of personal identity, their values, and their aspirations.</p> <p>TIP: Encourage students to think critically about media advertising by asking themselves the following questions:</p> <ul style="list-style-type: none"> • What are the standards by which I judge myself? • Are these standards realistic? • Are these externally imposed standards? <p>They may compare assembled images of youth in the media with sets of class pictures, and discuss questions such as:</p> <ul style="list-style-type: none"> • What differences do you see in the appearances of people in media images, particularly in advertising images? • What differences do you see in the real world? Is there great variety in appearance, styles, abilities, disabilities, et cetera?
	or	
	KI-007 KI-008 KG-037 VC-001 VI-005	<p>Using Think-Pair-Share, students generate a list of factors that influence who they are. In collaborative groups, students combine their lists, using a set of categories that include every factor named by group members. Groups create and display their lists as an interconnected web in electronic or paper format. In a guided plenary discussion, students discuss the impact of discrimination on personal identity and the importance of respecting dignity and human rights for all people.</p> <p>TIP: Clarify with students that they are looking for a list of general factors, not a list of highly personal information (e.g., education, not “I failed Grade 3”; personal experience, not “my parents are divorced”...). Caution students to respect one another’s privacy as they discuss issues of personal identity, which is part of respect for the “inherent dignity” or rightful value to which every human being is entitled.</p>
	<i>(continued)</i>	
Teacher Reflections		



7.2.2 Universal Human Rights

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
	KI-007	<p>Students engage in a silent “Cross the Line” activity to increase their awareness of the effects of marginalization, exclusion, stereotyping, prejudice, racism, sexism, and discrimination. To begin this activity, the entire class gathers on one side of the room, and a space is cleared so that students can move around and regroup. A line of masking tape divides the space in two. In Part I, students are asked to “cross the line” in silence if particular statements that are read aloud apply to them. After the first set of statements is read and students have (or have not) crossed the line, students discuss general ideas related to how discrimination can take many subtle forms and does not just involve a few people. Students then engage in Part II of the activity, responding to a second and more personal set of statements. When the second line-crossing session is completed, students debrief the activity, analyzing whether they themselves have been discriminatory in their words or actions.</p> <p>TIP: Teacher Note 3 contains statements to use in this activity. Note that this activity may touch on controversial or personal subjects and students should be instructed ahead of time to act honestly, respectfully, and non-judgementally as they engage in the process. One of the purposes of this activity is to help students become aware that lack of respect for the inherent dignity of all human beings is at the root of many interpersonal problems, and that no one is immune to being discriminated against or to acting in a discriminatory manner.</p>
	KI-008	
	KG-037	
	VC-001	
	VI-005	
or		
	KI-007	<p>Collaborative groups of students strive to reach consensus as to what they consider to be the basic rights and freedoms to which every human being should be entitled, using the scenario of “Sharing the Island.” Groups determine a means to resolve conflicts when the rights of “survivors” collide or clash. Students may also choose to name their islands. Groups share ideas about basic rights by sending an Ambassador from their island to circulate to other island groups for an exchange of ideas, and to note which particular rights all groups agree on. In a guided plenary session, students discuss what the impact would be on a society, large or small, where these basic rights were not respected by governments, groups, or individuals.</p>
	KI-008	
	KG-037	
	VC-001	
	VI-005	
 Appendix H: Teacher Notes 3: Cross The Line		
 BLM: Sharing the Island <i>(continued)</i>		





7.2.2 Universal Human Rights

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
	KI-007 KI-008 KG-037 VC-001 VI-005	<p>Students generate questions to conduct a survey for the purpose of finding out whether other students in the school feel their personal identity is accepted and their basic rights, including their right to self-expression, are respected. Questions might relate to factors such as stereotyping, prejudice, racism, inequities, feelings of exclusion, safety and security, freedom to express divergent points of view, peer pressure, expectations of conformity, and respectful or fair treatment (e.g., Do you feel free to be who you are without being laughed at? Do you feel accepted? Is your point of view listened to?). Prior to conducting the survey, students generate a hypothesis as to what they believe they will discover about human rights and respect in the school.</p> <p>TIP: The survey questions may be generated collectively by assigning each group to develop two questions on a specific topic, such as:</p> <ol style="list-style-type: none"> 1) discriminatory attitudes and practices 2) personal identity, acceptance, and peer pressure 3) freedom of expression and belief 4) basic rights to safety, security, and fair treatment 5) respect and dignity <p>Developing the questions as a class offers the opportunity to discuss the meaning of the key terms of the learning outcomes. Students will administer the survey and analyze its results in the Acquiring stage of this learning experience. At each stage of the survey, students should be reminded about respecting the anonymity and privacy of all participants.</p>
	<p>Teacher Reflections</p>	






7.2.2 Universal Human Rights

Assessment	Outcomes	Strategies
	KI-007 KI-008 KG-037 VC-001 VI-005	<p>Acquire</p> <p>Collaborative groups of students read an informational text providing background and history of the Universal Declaration of Human Rights. After reading the text and ensuring that all members of the group understand its key points, groups circulate through five stations. On chart paper provided at each station, students record key points they recall under each of the following topics:</p> <ol style="list-style-type: none"> 1) What is the Universal Declaration of Human Rights? 2) Why was the Universal Declaration of Human Rights developed? 3) How did the Universal Declaration of Human Rights come to be? 4) What types of rights are included in the Universal Declaration of Human Rights? 5) Why is the Universal Declaration of Human Rights an important document worldwide? <p>Groups circulate from station to station, helping one another to summarize key ideas, and moving to the next station at a pre-arranged signal (approximately every two to three minutes). Students build upon the ideas of previous groups at each station, adding further details or comments on the chart paper. Once all the groups have visited each of the stations, the chart papers are reviewed in a plenary discussion about the meaning and importance of universal human rights.</p> <p> BLM: Background: Universal Human Rights (2 pages)</p>
	KI-007 KI-008 KG-037 VC-001 VI-005	<p>Collaborative groups of students research a speech or text written by an individual who has worked for the cause of universal human rights and respect for inherent human dignity (e.g., Mahatma Gandhi, Martin Luther King, Lester Pearson, Nelson Mandela, Stephen Lewis, Desmond Tutu, Graça Machel, John Peters Humphrey, Eleanor Roosevelt...). Based on the ideas of the selected individual, each group collaboratively writes a short speech in their own words. Select one group member to be the spokesperson to deliver the speech to the class. Following the speeches, the class discusses the impact and role of individual commitment in promoting human rights.</p> <p style="text-align: right;"><i>(continued)</i></p>
<p>Teacher Reflections</p>		





7.2.2 Universal Human Rights

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
 	KI-007 KI-008 KG-037 VC-001 VI-005	<p>Collaborative groups of students read the plain language version of the Universal Declaration of Human Rights. Together, they create a large illustrated graphic organizer showing the main intentions and implications of each of the five types of human rights, and listing key words under each type:</p> <ol style="list-style-type: none"> 1) Political rights (participation in government, democratic rights) 2) Civil rights (freedom of expression, legal rights of citizens) 3) Equality rights (fairness and equal treatment, freedom from discrimination) 4) Economic rights (work, standard of living) 5) Cultural (language, religion, culture, identity, nationality) <p>Students display their posters and discuss the implications of universal human rights, considering what they know about how consistently Canada and other countries have respected these rights.</p> <p>TIP: Provide each group with a copy of the actual text of the Declaration as well as the plain language version. The full text is available at www.un.org/overview/rights.html. Clarify and discuss the meaning of each of the different types of human rights before students proceed with creating their graphic organizer. Note that there is overlap among the categories as human rights are “indivisible.” Students may decide to create their own category titles.</p> <p> BLM: Universal Declaration of Human Rights (Plain Language Version) (4 pages)</p>
or		
	KI-007 KI-008 KG-037 VC-001 VI-005	<p>Collaborative groups of students generate questions about Grade 7 students that are examples of stereotypes (e.g., All Grade 7 students like skateboarding; All Grade 7 students are noisy; All Grade 7 students are disrespectful of adults...). Students share the statements with the class, discuss the impact of discriminatory attitudes and practices, and consider how respect for universal human rights can combat these forms of unfairness.</p>
<i>(continued)</i>		
Teacher Reflections		







7.2.2 Universal Human Rights

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	KI-007 KI-008 KG-037 VC-001 VI-005	Students listen to a presentation by a person with a disability, posing questions afterwards to the speaker about his or her perspective on the impact of stereotypes, discrimination, or exclusion on the lives of people with disabilities. Following the presentation, students write a journal reflection on the importance of universal human rights and respect for the inherent dignity of all human beings.
		 Supporting websites can be found at < www4.edu.gov.mb.ca/sslinks/LEList >
or		
	KI-007 KI-008 KG-037 VC-001 VI-005	Using the set of questions about human rights they have developed in the Activating phase of this learning experience, students carry out a survey of their class or school. Collective groups of students prepare a summary report of the results. The class combines the observations of all groups and develops a collective report or chart summarizing their conclusions.
		TIP: Use the survey results to initiate a discussion about a possible action project to improve human rights in the school. This may be taken up as a culminating project in the Applying phase of the learning experience.
or		
	KI-007 KI-008 KG-037 VC-001 VI-005	Students view a television commercial or series of commercials from an advertising campaign aimed at youth. Collaborative groups of students analyze the advertisements, including purpose, techniques used to sell the product, and the promotion of stereotypical images of conformity as an advertising technique. In a guided plenary discussion, students discuss the impact of the advertising campaign, in particular advertising, on personal identity, self-acceptance, and the acceptance of diversity among youth.
		TIP: Expand this activity and have students collect images from an advertising campaign that targets multiple media (e.g., newspapers, magazines, digital images of billboards and busboards...).
<i>(continued)</i>		
Teacher Reflections		






7.2.2 Universal Human Rights

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	KI-007 KI-008 KG-037 VI-005 VC-001	<p>Students compare the provisions of the Canadian Charter of Rights and Freedoms to the articles of the Universal Declaration of Human Rights, and assess whether Canada’s Constitution respects the standards set by the Universal Declaration. In a guided discussion, students discuss the impact of respect for universal human rights on Canadian society (e.g., equal pay for equal work, abolishment of capital punishment, accessibility provisions for citizens with disabilities...).</p> <p>TIP: As a part of the discussion, encourage students to note that there can be discrepancies between the law and its practice in the daily life in civil society (i.e., the fact that human rights are enshrined in the Constitution does not guarantee that discrimination, racism, stereotyping, and sexism do not exist in Canadian society). Encourage students to recognize the importance of individual responsibility in speaking out and taking action for human rights.</p>
or		
	KI-007 KI-008 KG-037 VI-005 VC-001	<p>Collaborative groups of students develop a class set of responsibilities and rights that support inherent dignity, the right to a unique identity and self-expression, and other basic human rights. The charter should be stated in simple terms and agreed to by all group members. Groups appoint a spokesperson to present their list, and the class collectively negotiates a class charter based on the common elements and priorities of the group charters. The charter is posted prominently in the classroom and should be regularly referred to as the basis of class rules and as a standard for personal behaviour or conflict resolution.</p>
or		
	KI-007 KI-008 KG-037 VC-001 VI-005	<p>Collaborative groups of students plan and present a role-play demonstrating the impact of discriminatory attitudes or practices, and of pressure to conform to popular images or stereotypes. Following each role-play, the class analyzes what form of discrimination or pressure has been portrayed, discussing how the situation may have been prevented, dealt with, or resolved.</p> <p>TIP: Ask each group to submit an outline of their idea before presenting their skit in order to screen out inappropriate ideas. Encourage students to represent a variety of identity factors and pressures, including racial or ethnic characteristics, culture, language, religious beliefs, gender images, sexual orientation, physical characteristics, social or economic situation, peer pressure, and media images. Debrief after the presentations, allowing students to express their feelings and opinions on the topic.</p>
		<i>(continued)</i>
Teacher Reflections		

7.2.2 Universal Human Rights

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
or		
 	KI-007 KI-008 KG-037 VC-001 VI-005	Students create an illustrated scenario describing a situation in which universal human rights are denied or ignored. In collaborative groups, students exchange scenario descriptions, inviting each other to determine which human right is being violated in each case. Following the exchange, groups discuss the personal and social consequences of the denial of universal human rights.
or		
 	KI-007 KI-008 KG-037 VC-001 VI-005	Collaborative groups of students present their human rights school survey conclusions, identifying target areas that need attention. The class discusses actions they may engage in to make their class and school a safer and more secure place for everyone (i.e., an environment in which unique personal identities are accepted and freely expressed). The class then collectively decides on an appropriate action plan (e.g., a presentation of the survey results to the Student Council, school administration/staff, or parent council; an anti-discrimination poster awareness campaign; cross-grade activities or mentorships; a student assembly on the theme of human rights; a playground or hallway peer monitor program; an anti-bullying campaign; a lunchtime human rights discussion forum...).
or		
 	KI-007 KI-008 KG-037 VC-001 VI-005	Students engage in a letter-writing campaign regarding a human rights issue sponsored by an organization such as Amnesty International or UNICEF, based on information they have gathered on the issue. After writing and sending their letters, students continue to monitor progress made regarding the issue by periodically checking the website of the organization or communicating by email in youth forums.
<i>(continued)</i>		
Teacher Reflections		

7.2.2 Universal Human Rights

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
or		
	KI-007 KI-008 KG-037 VC-001 VI-005	Students develop a concept overview of the ideas “inherent dignity” and “inalienable human rights.” They share their charts in collaborative groups, discussing what they believe to be the most powerful means of expressing respect for human dignity, and ways in which they can contribute to supporting human rights in their own interactions.  BLM: Inherent Dignity
or		
	KI-007 KI-008 KG-037 VC-001 VI-005	Students create brochures, posters, or advertisements (print or electronic) to promote International Day for the Elimination of Racial Discrimination (March 21). The products are displayed in a Gallery Walk. Students may wish to submit their videos or posters to Canadian Heritage as a part of the Canadian campaign for this event. Following the presentations, students discuss which techniques or approaches they considered to be the most effective or persuasive. NOTE: The United Nations has set aside a number of International Days or Weeks dedicated to the recognition human rights for specific groups. Students may wish to select a particular theme or day on which to focus their campaign by visiting the UN website and selecting a human rights concern that interests them. Visit the URL listed below for a link to the United Nations Association of Canada website to access their list of international days.  Supporting websites can be found at < www4.edu.gov.mb.ca/sslinks/LEList >
or		
	KI-007 KI-008 KG-037 VC-001 VI-005	Students prepare and carry out a debate on a resolution as to the falseness of media portrayals of youth images or gender images. The class may collectively develop a clear and debatable resolution, after which students are assigned at random an affirmative or negative position. Students work in partners to prepare their positions and present their debates. After all the groups have presented, the class reflects on whether they feel the media is a positive or negative influence on personal identity.
<p>Teacher Reflections</p>		



7.2.3 Democratic Citizenship and Quality of Life

- KC-001 Describe the impact of various factors on citizenship rights in Canada and elsewhere in the world.
Examples: laws, culture, labour practices, education...

- KC-003 Give examples of ways in which quality of life may be enhanced within a democracy.
Examples: freedom of association, speech, and the press; universal suffrage...

- KC-005 Recognize Remembrance Day as a commemoration of Canadian participation in world conflicts.

- VC-002 Acknowledge that the rights of citizenship involve limitations on personal freedom for the sake of collective quality of life.

- VC-003 Be willing to contribute to their groups and communities.

Enduring Understanding

The rights and freedoms of democratic citizenship are an important factor in ensuring quality of life in civil society.

Description of the Learning Experience

Students consider the democratic rights and freedoms they enjoy as citizens, and explore how they may actively support democratic values in their local communities and in Canada.

NOTE: Many of the concepts in this learning experience have been examined by the students in previous studies. In this case, they are consolidating what they have learned about democracy by considering its implications for local and global quality of life.



The recognition of Remembrance Day is included in this learning experience as a part of affirming the shared values of Canadian citizens, including the ideal of world peace. This recognition is related to the core concept of citizenship, and may be integrated whenever the timing is appropriate in the school year.

Vocabulary: democratic ideals, freedom of association, universal suffrage, participatory government, rule of law (See Appendix D for Vocabulary Strategies.)




7.2.3 Democratic Citizenship and Quality of Life

Assessment	Outcomes	Strategies
	KC-001	<p>Activate</p> <p>Based on the democratic principles of participatory government and freedom of speech, students brainstorm a list of ways in which they may contribute as active democratic citizens to their local communities, to Canada, and to the world. Groups share and discuss their lists, considering the importance of diverse forms of citizen participation beyond that of voting.</p> <p style="text-align: right;"><i>(continued)</i></p>
	KC-003	
	KC-005	
	VC-002	
	VC-003	



7.2.3 Democratic Citizenship and Quality of Life

Assessment	Outcomes	Strategies
	KC-001 KC-003 VC-002 VC-003	<p>Activate <i>(continued)</i></p> <p>Using Think-Pair-Share, students discuss why the following statement is included in the Universal Declaration of Human Rights: “The will of the people shall be the basis of the authority of government.” In a plenary discussion, students consider and discuss the implications of this statement.</p> <p>NOTE: Students should be familiar with the democratic principles of the rule of law, participatory government, free elections, universal suffrage, equality of citizens, and basic democratic freedoms (freedom of speech, belief, association, press). Review the meaning and significance of these in the course of the discussion.</p>
	or	
	KC-001 KC-003 KC-005 VC-002 VC-003	<p>Collaborative groups of students brainstorm the topic of democracy, generating a list of the constitutional rights and freedoms of Canadian citizens based on what they have learned in Grade 6. Groups share their lists with the class, discussing which democratic rights and freedoms they consider to be most essential to ensuring a good quality of life.</p> <p>NOTE: Students explored the Canadian Charter in Grade 6 as well as in Learning Experience 7.2.2. Help them recall the constitutional rights and freedoms of Canadians, suggesting key words as needed, including</p> <ul style="list-style-type: none"> • fundamental freedoms (freedom of belief, expression, religion, press, peaceful assembly, association) • democratic rights (right to vote and to be a candidate, regular fair elections) • mobility rights (right to enter, move within, or leave the country) • legal rights (protection of life, liberty, security, protection from unlawful arrest, right to a fair trial) • equality rights (equal rights and protection under the law without discrimination) • official language rights (right to education and government services in English or in French)
	<i>(continued)</i>	
Teacher Reflections		






7.2.3 Democratic Citizenship and Quality of Life

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
 	KC-001 KC-003 KC-005 VC-002 VC-003	<p>Pairs of students gather images and symbols to create a collage of what life would be like in a society where democratic ideals were not recognized and democratic rights and freedoms were not respected. Students display their collages and circulate from group to group to exchange ideas about the role of democracy in enhancing quality of life and respect for human rights and freedoms.</p> <p>NOTE: This activity offers the opportunity to explore what students may already know about diverse forms of government (e.g., monarchy, dictatorship, oligarchy...). Encourage students to reflect on the fact that non-democratic governance, including colonialism, has played a dominant and ongoing role in world history well into the modern era. Students also need to be aware that concepts such as the secular state, freedom of the press, freedom of association, and universal suffrage are not necessarily universally accepted values.</p>
	or	
	KC-001 KC-003 VC-002 VC-003	<p>Collaborative groups of students generate a list of situations in which their responsibilities to other individuals place limitations on their personal rights and freedoms (e.g., freedom of speech does not allow one to falsely yell “fire” in a crowded movie theatre). They discuss the implications of the principle of equality in a democracy and the responsibilities that entails toward other citizens (i.e., the fact that all people have the right to express their opinion means that you have the responsibility to allow them to speak freely...).</p>
<i>(continued)</i>		
Teacher Reflections		








7.2.3 Democratic Citizenship and Quality of Life

Assessment	Outcomes	Strategies
	<p>KC-001 KC-003 KC-005 VC-002 VC-003</p>	<p>Acquire</p> <p>Collaborative groups of students (five per group is ideal for this activity) participate in a Jigsaw activity to review the democratic rights and freedoms of Canadian citizens. In each group, one student is assigned each of the following topics and the corresponding section of the Canadian Charter of Rights and Freedoms:</p> <ul style="list-style-type: none"> • Group 1: Fundamental Freedoms (Section 2) • Group 2: Democratic Rights (Sections 3 to 5) • Group 3: Mobility Rights (Section 6) • Group 4: Legal Rights (Sections 7 to 14) • Group 5: Equality Rights (Section 15) <p>Expert groups convene to gather and summarize their information in point form, and then return to their home groups to share their summaries. In a guided plenary discussion, the class reflects on the advantages of living in a democratic society in which citizens’ rights and freedoms are protected by law.</p> <p>NOTE: This is a review of a learning experience in Grade 6, Cluster 4. In this case, encourage students to think about the impact of these rights and freedoms on quality of life, and on how they may enhance quality of life for people who do not currently live in a democratic system.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p style="text-align: right;"><i>(continued)</i></p> <hr/> <p>Teacher Reflections</p>





7.2.3 Democratic Citizenship and Quality of Life

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
 	KC-001 KC-003 KC-005 VC-002 VC-003	<p>Collaborative groups of students draw a diagram or Mind Map of the responsibilities and rights of citizens in a democracy, including examples of voluntary or legal limitations on individual freedoms for the sake of collective well-being (e.g., paying increased taxes to support improved health and education programs, obeying laws such as traffic laws and private property laws that restrict freedom of action in the interests of public security, curtailing consumer habits in the interests of environmental protection...). Each group presents their Mind Map, summarizing their perspective on a democratic citizen’s responsibilities or obligations with respect to collective quality of life.</p> <p>TIP: Help students understand that no citizen has absolute freedom. In effect, all citizens agree to restrict their individual freedom in civil society by doing such things as obeying laws (accepting the rule of law), paying taxes, respecting private and public property, respecting the rights of other citizens, and protecting the environment. Students’ Mind Maps may also refer to examples of participation in social action or community service projects, and citizen actions in times of crisis, such as military enlistment, peace activism, or conscientious objection.</p>
	or	
	KC-001 KC-003 VC-002	<p>Collaborative groups of students read a text about the relationship between democracy and human rights. Working as a group, and consulting dictionaries, notes, and other sources as needed, they prepare a paraphrased statement of the text. They include all the main points in the text, and state their position on the relationship between democracy and human rights. Each group selects a spokesperson to present the statement to the class, and any points in the text needing further clarification are discussed.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p> 7.2.3 a BLM: Democracy and Human Rights</p>
<i>(continued)</i>		
Teacher Reflections		



7.2.3 Democratic Citizenship and Quality of Life

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
 	KC-001 KC-003 KC-005 VC-002 VC-003	<p>Using print or electronic resources, students find a news article about a current world event that is related to the rights of citizens, the relationship between democracy and quality of life, or limitations on individual freedoms for the sake of collective quality of life. Using the provided Article Analysis, students analyze their articles and share them in collaborative groups. Articles may be posted in the form of headlines at the appropriate locations on the wall map of the world.</p> <p>TIP: Encourage students to make connections between the essential factors in quality of life (e.g., peace and safety, access to adequate food and water...), and stable governments that answer to their citizenry. Almost any issue of war and peace, economic or political change, and justice or law will relate directly to one or the other ideals of democracy. Also help students to understand that democracy has many forms, and that no democracy is perfect—it is an ongoing process.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p style="text-align: center;"> BLM: Democratic Values in the World—Article Analysis</p>
	or	
 	KC-001 KC-005 VC-002 VC-003	<p>Using print and electronic resources, students research the involvement of Canadians in world conflicts, including monitoring, policing, observing, and rebuilding operations in various regions of armed conflict. Students use the information they have gathered to create a poster about the significance of Remembrance Day, which encourages other students in the school to make a commitment to values of world peace and security. Students may indicate on the class wall map of the world the places where Canada has had some involvement in armed conflict.</p> <p>NOTE: Students’ Grade 6 studies included Canada’s involvement in the world wars and the Korean War. They may review and add to their knowledge, considering the concept of military personnel as citizens who sacrifice individual rights in consideration of a collective quality-of-life issue. They may also expand their knowledge of Canadian peacekeeping operations worldwide since 1956.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p>








7.2.3 Democratic Citizenship and Quality of Life

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i> or		
	KC-001	<p>Collaborative groups of students read a series of famous sayings and quotations about democracy, writing a collective response to each statement, and considering the advantages and disadvantages of democracy. Each group then develops their own statements about democracy and its impact on quality of life. Groups exchange their ideas with each other, comparing their responses and selecting by consensus those sayings they find to be most significant.</p> <p> BLM: Democracy and Quality of Life (2 pages)</p>
	KC-003	
	KC-005	
	VC-002	
	VC-003	
Apply		
	KC-001	<p>Pairs or triads of students analyze the provided list of democratic ideals. They discuss ways in which democratic ideals influence human rights, and how these rights in turn can enhance quality of life for citizens. Students discuss, make notes on the provided chart, and compare their analyses in a plenary class discussion.</p> <p>NOTE: Students may develop their own list of democratic ideals. The list provided in BLM 7.2.3d includes many of the stated goals or values of democratic governments, regardless of the fact that they have not necessarily been attained or realized. Encourage students to think of specific examples of what each ideal would mean in terms of the rights and freedoms of citizens, and how this would affect quality of life.</p> <p> BLM: Impact of Democratic Ideals</p>
	KC-003	
	KC-005	
	VC-002	
	VC-003	
<i>(continued)</i>		
Teacher Reflections		






7.2.3 Democratic Citizenship and Quality of Life

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
— or —		
	KC-001 KC-003 KC-005 VC-002	<p>Collaborative groups of students create a short skit illustrating how factors such as war and peace, justice, international treaties, cultural diversity, technology, work, education, and environmental concerns affect citizenship rights in Canada and elsewhere in the world. After presentation of the skits, students discuss factors that influence the democratic rights and freedoms of citizens.</p> <p>TIP: Students may base their skit on a news article about an issue that has repercussions on the rights and freedoms of citizens (e.g., war in a country may involve martial law, or result in international sanctions or conscription; decolonization has brought about a greater demand for democratic elections in countries that were previously non-democratic; acts of terrorism may result in the restriction of citizens’ mobility rights; industrialization has brought about the demand for reform of labour laws and the rights of workers...).</p>
— or —		
	KC-001 KC-003 KC-005 VC-002	<p>Pairs of students write and deliver a persuasive speech designed to convince listeners of the importance of the principles of democracy to all citizens of the world. Students may choose to use the technique of imagining alternatives to democracy such as those listed below.</p> <p>Explain what the quality of life would be like in a world where</p> <ul style="list-style-type: none"> • the government was above the rule of law • citizens had no say in government • citizens were not equal before the law • freedom of speech was not allowed • free elections did not take place • the press could only publish what the government allowed them to publish <p>Following the speeches, students write a reflection on the ways in which democracy can enhance quality of life.</p>
<i>(continued)</i>		
Teacher Reflections		

7.2.3 Democratic Citizenship and Quality of Life

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
or		
 	KC-001 KC-003 KC-005 VC-002 VC-003	Collaborative groups of students create a puppet show to exemplify the behaviours, decisions, and actions of active citizens in support of democratic ideals. Students may include examples of the exercise of democratic freedoms and the voluntary restricting of individual rights and freedoms (e.g., voting, enlisting for military duty, seeking information or speaking out on a public issue, making gestures of civil disobedience or conscientious objection, participating in social action projects, engaging in community service...). Following the presentations, students discuss the varying perspectives of life in a democratic society presented by the various groups. They consider ways in which they may actively participate in decision making as young citizens and as contributing members of their groups and communities.
or		
 	KC-001 KC-003 VC-002 VC-003	Students create multimedia presentations illustrating ways in which democratic values may be more fully integrated into the functioning of the groups and communities to which they belong (i.e., their class, school, teams, clubs, and social groups). Their presentation should include realistic suggestions as to how to maximize member participation, support minorities, encourage freedom of speech, and so on. The presentation should also show concrete examples of how the application of democratic principles could enhance collective quality of life.
or		
 	KC-001 KC-005 VC-003	Students plan and conduct a Remembrance Day ceremony for the school. The ceremony should reflect Canadian shared democratic values, including a commitment to world peace. Class members may contribute directly or indirectly to the ceremony by creating posters that promote the ceremony, producing brochures containing information on past and current issues of war and peace, designing programs for the ceremony, preparing an audio-visual presentation, and so on.
 Supporting websites can be found at < www4.edu.gov.mb.ca/sslinks/LEList >		
<i>(continued)</i>		
Teacher Reflections		

7.2.3 Democratic Citizenship and Quality of Life

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
or		
	KC-001 KC-003 KC-005 VC-002 VC-003	Pairs or triads of students create a web in electronic or paper format illustrating the shared values of Canadians and analyzing how many of these values are directly related to democracy (e.g., freedom, equality, peace, citizen participation in government, economic security, respect for diversity, protection of the environment...). Students share their webs with each other, noting similarities and differences in the perspectives they reflect.
		 Supporting websites can be found at < www4.edu.gov.mb.ca/sslinks/LEList >
or		
	KC-001 KC-003 VC-002 VC-003	Students write a journal reflection for their Travel Portfolio, considering how they may increase their participation in decision making and support democratic values in their groups and communities (e.g., showing greater tolerance for divergent opinions, encouraging minority members to speak out...).
		
Teacher Reflections		



7.2.4 Power, Wealth, and Justice

- KP-040 Compare and contrast various types of power and authority.
- KP-041 Explain the relationship between power and access to wealth and resources.
- KP-042 Identify various individuals who influence world affairs.
- KE-045 Give examples of the uneven distribution of wealth and resources in the world and describe the impact on individuals, communities, and nations.
- VP-013 Demonstrate concern for people who are affected by discrimination, injustice, or abuse of power.
- VP-014 Appreciate the positive contributions of various individuals to world affairs.
- VE-016 Appreciate that quality of life is not solely determined by access to wealth, resources, and technologies.

Enduring Understanding

The uneven distribution of power and resources in the world is a social justice issue that has consequences for individuals, communities, and societies.

Description of the Learning Experience




Students explore the meaning of power, examine diverse sources of power, and consider examples of the interpersonal, intergroup, and international exercise of power.

Vocabulary: globalization, materialism, distribution of power (See Appendix D for Vocabulary Strategies.)



7.2.4 Power, Wealth, and Justice

Assessment	Outcomes	Strategies
	KP-040	<p>Activate</p> <p>Collaborative groups of students brainstorm ideas that come to mind when they consider the word <i>power</i>, recording all their ideas in a web format. When the flow of ideas slows, students choose four or five words that they all agree are the most important. Using these words, they construct their own definition of the word <i>power</i>. Groups present and compare their definitions in a plenary discussion.</p> <p style="text-align: right;">(continued)</p>
	KP-041	
	KP-042	
	KE-045	
	VP-013	
	VP-014	
	VE-016	
Teacher Reflections		






7.2.4 Power, Wealth, and Justice

Assessment	Outcomes	Strategies		
Activate <i>(continued)</i>				
or				
 <p>Appendix A Skill 3a</p>	KP-040 KP-041 KP-042 KE-045 VP-013 VP-014 VE-016	<p>Collaborative groups of students generate a list of contemporary countries and individuals they consider to be powerful, referring to media sources as needed. Each group presents their list to the class, using the world map to locate relevant countries or regions, and providing reasons why they included particular places and individuals. A collective list of persons and countries considered to be the most powerful in the world is generated and posted. In a guided plenary discussion, students generate hypotheses as to what makes a country powerful, or what makes a person powerful, considering whether the source of power is associated with wealth or resources.</p> <p>TIP: Students may be invited to include in their Travel Portfolios a personal list of people and countries they consider to be the most powerful in the world, and to revisit this list later in the year to consider whether, and how, they would change it.</p>		
	or			
	 <p>Appendix A Skill 10c</p> 	KP-040 KP-041 KP-042 KE-045 VP-013 VP-014 VE-016	<p>Pairs or triads of students create a collage of images to contrast the legitimate and just use of power with the abusive and unjust use of power. Images may include news photographs, artwork, clip art, and drawings, and should include examples of the exercise of power at the individual, group, national, or international levels. Students should include a caption for each photograph, explaining the type of power and whether they believe it is being used justly or unjustly (e.g., the big, strong playground bully who has power but abuses it; the judge pronouncing an appropriate legal sentence who has power and is exercising it for justice; the United Nations peacekeepers or Red Cross aid workers who have the power to enter and monitor a war zone and are using it for just purposes...). The collages are posted and students circulate to view them, drawing conclusions about the exercise of power, and discussing actions citizens can take to counteract abuses of power.</p> <p>TIP: The images that the students collect, and their reactions to these images, will reflect students' sense of their own empowerment—or powerlessness—and may provoke interesting discussions about this topic.</p>	
		<i>(continued)</i>		
		Teacher Reflections		






7.2.4 Power, Wealth, and Justice

Assessment	Outcomes	Strategies
<p>Activate <i>(continued)</i> or</p>		
	<p>KP-040 KP-041 KE-045 VP-013 VE-016</p>	<p>Each student is randomly given a “level of income” card indicating an approximate annual income ranging from \$1000 to \$30,000, in proportions that roughly represent the distribution of wealth among countries of the world. Students with matching cards gather in groups and hypothesize which country this level of income might pertain to, and what their quality of life might be like in that country. Students may consult sources such as their world atlas (a map or chart showing world income, human development index, or GDP) to help them identify possible countries in their income range. Each individual income group is invited in turn to stand and to locate a few possible countries in this group on the world map. In a guided plenary discussion, students discuss possible reasons for the uneven distribution of wealth and resources in the world, and the impact of this distribution on individuals, communities, and nations.</p>
<p>TIP: Refer to a current statistical chart on GDP per capita or use the following rough proportions for a class of 30 students:</p>		
<ul style="list-style-type: none"> • two students receive \$30,000 • two students receive \$20,000 • four students receive \$10,000 • four students receive \$5000 • seven students receive \$2000 • eleven students receive \$1000 		
<p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p>		
<p><i>(continued)</i></p>		
<p>Teacher Reflections</p>		




7.2.4 Power, Wealth, and Justice

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
	KP-040 KP-041 KP-042 VP-014 VE-016	<p>Students view a series of photographs of world leaders (e.g., selected from Time 100, which is a list of the 100 top leaders of the 20th century, or other news photographs of current world leaders). As students view the photographs, they assist one another in identifying the person and in deciding why this person was considered to be important and influential. After all the pictures have been viewed and identified, the students assess their own awareness of influential leaders, and discuss the factors that make a person important, influential, and/or powerful. Students may also discuss whether or not they believe that a single individual can effect real change in the world.</p> <p>TIP: As a part of this activity, you may wish to include a few examples of current icons in popular culture, and ask students to note if they were better able to identify these figures. Invite students to consider why these people were easier to identify, and to consider the difference between fame (the power of media exposure...) and the power of leadership.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p>
 	KP-040 KP-042 KE-045 VP-014 VE-016	<p>Acquire</p> <p>Collaborative groups of students carry out a rapid Internet search to complete a chart identifying the names of world leaders. Students may consult news websites to include the names and positions of other world leaders currently in the news. After a determined time period, the class reviews the names on the list and group spokespersons identify relevant countries on the world map.</p> <p>TIP: This activity offers an opportunity to sharpen students' web search skills. Provide students with student-friendly search engine sites and web search tips before they begin. Encourage groups to conduct effective and rapid keyword searches, and to share useful website addresses with other groups. Students may be assigned the following roles in their groups:</p> <ol style="list-style-type: none"> 1) Internet researcher: conducts search, and records and finds websites 2) Map reader: locates countries on a world map 3) Recorder: completes the BLM chart 4) News reporter: conducts searches of news websites to find additional world leaders 5) Reference recorder: keeps an electronic file of websites and titles, and exchanges web addresses with other groups <p> 7.2.4 a BLM: World Leaders</p>






7.2.4 Power, Wealth, and Justice

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	KP-041 KP-042 KE-045 VP-013 VP-014 VE-016 VP-040	<p>Using print and electronic sources, collaborative groups of students collect a series of five or six quotations, proverbs, or sayings about the concepts of power and authority. Groups create an illustration for each of their selected sayings, indicating the speaker or source and why he or she is important. Spokespersons present their quotations to the class, explaining what they mean and why each was chosen. The class discusses diverse perspectives on power, and compares various types of power and authority.</p> <p>TIP: Examples of quotations to provoke thought on the subject of power are included in BLM 7.2.4b. (Quotations regarding war and peace are included to challenge the view that military might is the epitome of power.) Provide students with a selection of possible quotation sources and caution them that some of the commercial quotation websites are unreliable or inaccurate. This activity offers the opportunity to ask students to assess the validity of websites (refer to BLM 7.1.2f).</p> <p> BLM: Quotations on Power (2 pages)</p>
	or	
	KP-040 KP-041 KE-045 VP-013 VE-016	<p>Collaborative groups of students discuss examples of various types and sources of power and authority. Students reflect on the many different ways in which power is exercised in human relationships at the personal, group, national, and international levels, and record their ideas on a chart. Groups share their ideas in a plenary discussion.</p> <p>TIP: Examples of prompts to help students think about various types and sources of power are included in BLM 7.2.4c. Encourage an open discussion with minimal teacher intervention on this topic.</p> <p> BLM: Sources of Power</p> <p> BLM: Sources of Power—Key</p>







7.2.4 Power, Wealth, and Justice

Assessment	Outcomes	Strategies
 	KP-040 KP-041 KE-045 VP-013 VE-016	<p>Acquire <i>(continued)</i></p> <p>Using the ideas generated in the previous Acquiring strategy regarding sources and types of power among nations, collaborative groups of students use print and electronic resources to gather data on the world distribution of a selected source or type of power. Each group prepares a chart, map, or graph summarizing the data gathered. The charts and maps are presented and shared to help students synthesize the various elements that influence the power and wealth of nations (i.e., to develop a sense of the “big picture”). Students discuss the social consequences of the uneven distributions of power and wealth in the world, making the connection to quality of life (i.e., infant mortality, access to health care, life expectancy, malnutrition...).</p> <p>TIP: This activity provides a good opportunity to integrate GIS technology. Examples of power comparisons include</p> <ul style="list-style-type: none"> • population • income (GDP) • surface • amount of arable land • energy sources • number of industries • value of export goods • technological exports • military spending • nuclear weapons and arms • foreign aid spending • quantity of fresh water • participation in international organizations (e.g., Commonwealth, European Union, NAFTA) <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p style="text-align: right;"><i>(continued)</i></p>
<p>Teacher Reflections</p>		




7.2.4 Power, Wealth, and Justice

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	KP-040	<p>Students gather information about the consequences of uneven resource distribution on food consumption around the world, using data collected by the Food and Agricultural Organization of the United Nations. Students work in pairs to view maps showing world food consumption, noting their observations. Each pair writes a brief summary of the health implications of the uneven world distribution of power and resources.</p> <p>TIP: This activity provides a good opportunity to integrate GIS technology. In viewing the maps, students will clearly observe the regions and countries of the world that are undernourished. Generate a class discussion about whether or not they believe there is enough food to go around, and what the reasons might be for the enormous health disparities among nations.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p>
	KP-041	
	KE-045	
	VP-013	
	VE-016	
or		
	KP-040	<p>Consulting the dictionary and other sources, students create a Concept Relationship Frame comparing the concepts of power and authority. The class discusses the distinction between power and authority, sharing a variety of examples of each.</p> <p> BLM: Power and Authority (2 pages)</p>
	KP-041	
	KP-042	
	KE-045	
	VP-013	
	VP-014	
	VE-016	
<i>(continued)</i>		
Teacher Reflections		



7.2.4 Power, Wealth, and Justice

Assessment	Outcomes	Strategies
 	KP-040 KP-041 KE-045 VP-013 VE-016	<p>Apply</p> <p>Pairs of students create a Mind Map or web, in electronic or paper format, summarizing what they have learned about the global distribution of power and resources and the various types of global power and authority. Students present their Mind Maps and discuss them in collaborative groups.</p> <p>TIP: Develop with the class a list of key words to be included in the Mind Map before they begin this task.</p>
		<p>or</p>
		 
<p>or</p>		
 	KP-040 KP-041 KP-042 KE-045 VP-013 VP-014 VE-016	
		<p><i>(continued)</i></p>
		<p>Teacher Reflections</p>

7.2.4 Power, Wealth, and Justice

Assessment	Outcomes	Strategies		
Apply <i>(continued)</i>				
or				
 <p>Appendix A Skill 8</p>	KP-040 KP-041 KP-042 KE-045 VP-013 VP-014 VE-016	Students locate a news article or editorial that deals with the use or abuse of power. They present a short summary of the article, using a list of key words determined in advance by the class (e.g., power, influence, authority, wealth, contribution, justice, impact...). Each student presents his or her analysis of the article in a group, and the group discusses what the article tells them about the use and abuse of power in the world today. TIP: Analyze an article together as a class in order to model the process, and have students develop a template to follow which is based on previous article analyses they have done.		
	or			
	 <p>Appendix A Skill 3b</p>	KP-040 KP-041 KP-042 KE-045 VP-013 VP-014 VE-016	Students prepare a persuasive speech designed to convince listeners that individuals are capable of changing the world for the better, using examples of people they have studied in history or have read about in news reports. Following the presentation of the speeches, students discuss whether they feel they have the ability to create change for the better in the world. TIP: Encourage students to consider not only the famous people of the world, but individuals such as foreign aid workers, UNICEF staff worldwide, peacekeepers, community activists, et cetera, who have worked to improve quality of life.	
		or		
		 <p>Appendix A Skill 3a</p>	KP-040 KP-041 KE-045 VP-013 VE-016	Collaborative groups of students create a list of the goods they consume or use in the course of a week that are produced by other countries (e.g., food items, clothing, electronic goods, media products...). Students share their lists and, in a guided plenary session, discuss the idea that natural resources and goods are distributed all over the world, and that even the richest countries of the world need goods from other countries (including less-developed countries) in order to support the standard of living to which they are accustomed.
			<i>(continued)</i>	
Teacher Reflections				

7.2.4 Power, Wealth, and Justice

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
or		
	<p>KP-040 KP-041 KE-045 VP-013 VE-016</p>	<p>Students engage in a class discussion about the meaning of the term <i>globalization</i>, including an exploration of the debate between people who support globalization for the economic opportunities it affords, and those who see globalization as exploitation of poor countries by rich countries (e.g., buying cheap bananas and coffee, buying goods manufactured in less-developed countries where salaries are low...). Students read an information sheet regarding globalization and work in pairs to develop a speech stating what they believe about globalization. Pairs present their speeches, and the class discusses the pros and cons of globalization.</p> <p>TIP: The concept of globalization and the arguments for and against globalization are complex. Provide students with a basic introduction to the concept so they understand that it is a subject of debate because it has an impact on the distribution of power, wealth, and resources in the world. Help students understand the concept by guiding them in drawing a Mind Map or graphic organizer illustrating the main points. If the students are not yet ready for this Applying activity, it may be included in the final learning experience of the year, “Living in the Global Village.” Background information for teachers on globalization is available at the Mennonite Central Committee website at <www.mcc.org/us/globalization/debate.html>.</p>
 BLM: Globalization (2 pages)		
<p>Teacher Reflections</p>		



7.2.5 Global Cooperation

- KG-033 Give examples of events and achievements that enhance understanding among peoples and nations.
Examples: international sporting events, world fairs and expositions, film, music, and literary festivals, Nobel Prizes...
- KG-035 Give examples of global cooperation to solve conflicts or disasters.
- KG-036 Identify various international organizations and describe their role in protecting or enhancing global quality of life.
Examples: United Nations, Amnesty International, Greenpeace, Médecins sans frontières...
- VG-011 Value the contributions of international agencies and humanitarians to quality of life.
Examples: Mennonite Central Committee, Red Cross; Nelson Mandela, Mother Teresa...

Enduring Understanding

Individuals, organizations, and nations can effect significant social change through their involvement in projects that enhance international cooperation and global quality of life.

Description of the Learning Experience



Students learn about international organizations' and individual humanitarians' contributions to global quality of life through research, role-plays, and discussion. They examine their own attitudes and values regarding global cooperation and individual empowerment.

Vocabulary: NGOs (Non-Government Organizations), humanitarians (See Appendix D for Vocabulary Strategies.)

7.2.5 Global Cooperation

Assessment	Outcomes	Strategies
	KG-035	<p>Activate</p> <p>As a class, students generate a list of individuals whose humanitarian work has contributed to a better global quality of life (e.g., civil rights activists, humanitarian and medical workers, social justice activists, charitable workers, foreign aid workers, peacekeepers...). Students discuss the motivations and ideals that inspire these people.</p> <p style="text-align: right;"><i>(continued)</i></p>
	KG-036	
VG-011		
Teacher Reflections		


7.2.5 Global Cooperation

Assessment	Outcomes	Strategies
	KG-033 KG-035 KG-036 VG-011	<p>Activate <i>(continued)</i></p> <p>Using print and electronic resources, collaborative groups of students collect news articles about international events and achievements that enhance understanding among peoples and nations (e.g., international sporting events; world fairs and expositions; film, music, and literary festivals; international prizes and recognitions, including Nobel Prizes; international exchange programs...). Groups create a display of their articles, adding annotations and source information. Groups circulate to view displays, exchanging ideas about various types of human activities that promote international cooperation.</p> <p>TIP: This activity offers an opportunity to explore students’ media awareness. Ask students to critically assess the media in general and the reporting of events in particular (i.e., events that involve conflict, violence, or disaster are more prominent and more abundant in the news than reports of cooperation and understanding). Initiate a discussion about how sensationalism dominates the media, why they think this is so, and whether this may tend to create a distorted image of the world.</p>
	KG-033 KG-035 KG-036 VG-011	<p style="text-align: center;">or</p> <p>Students brainstorm a list of international organizations and events that promote international cooperation and understanding. Students discuss the role of global cooperation in protecting or enhancing quality of life.</p> <p>NOTE: Before beginning the brainstorm, provide students with a few examples of international organizations and events, including NGOs. Also clarify the meaning of the term <i>NGO</i> and explain that international NGOs have been increasing in importance in the age of globalization. The following is a World Bank definition of NGOs for reference purposes. The World Bank defines NGOs as</p> <p style="padding-left: 40px;">...private organizations that pursue activities to relieve suffering, promote the interests of the poor, protect the environment, provide basic social services, or undertake community development.” In wider usage, the term <i>NGO</i> can be applied to any non-profit organization which is independent from government. NGOs are typically value-based organizations which depend, in whole or in part, on charitable donations and voluntary service. Although the NGO sector has become increasingly professionalized over the last two decades, principles of altruism and voluntarism remain key defining characteristics.</p> <p style="text-align: center;">  Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList> </p>




(continued)

Teacher Reflections






7.2.5 Global Cooperation

Assessment	Outcomes	Strategies
Activate <i>(continued)</i> or		
	KG-033	<p>Students view a video about an international humanitarian agency. Following the video, students respond to the video and discuss the contributions of these kinds of agencies, suggesting names of groups they know that work toward a better global quality of life.</p> <p>SUGGESTED VIDEOS:</p> <ul style="list-style-type: none"> • National Film Board, <i>A Drop in the Ocean</i>. (2002) (48 min.) This video discusses <i>Médecins sans frontières</i> (Doctors without Borders) • World Vision Canada has a resource list of videos about global issues and international development programs: <www.worldvision.ca/home/EducationalResources/resources.cfm?CatID=41>. • The UNICEF Prairie office has a collection of videos on projects related to the global quality of life of children: <www.unicef.ca/eng/regions/prairie/ev_prai5.html>. The Children of the Earth series provides an accurate picture of quality of life and local human development projects in various parts of the world. The videos may be ordered from Maryknoll Productions: <www.maryknollmall.org/description2.cfm?ISBN=135>. <ul style="list-style-type: none"> • <i>Asia Close-up—Japan and Cambodia</i> (1996) • <i>Africa Close-up—Egypt and Tanzania</i> (1997) • <i>South America Close-up—Peru and Brazil</i> (1997) • <i>Central America Close-up—Guatemala & El Salvador</i> (1998) • <i>Caribbean Close-up—Haiti and The Dominican Republic</i> (1999) • <i>Cuba Close-up—Havana and Pinar del Rio</i> (1999) • <i>Mexico Close-up—Ciudad Juarez, Chihuahua and Acteal, Chiapas</i> (2000) • <i>Native American Close-up—Navajo Reservation, AZ, USA, and Chehalis Reserve, BC, Canada</i> (2001) • <i>Asia Close-up II—Thailand and Philippines</i> (2002) • <i>Axis of Healing</i> – This documentary looks at the collaborative efforts of two international humanitarian aid organizations—Mennonite Central Committee and Iranian Red Crescent Society—in providing artificial limbs to people in Afghanistan. (First broadcast on CTV, Feb. 2, 2004) <www.mcc.org/axisofhealing/>. • The Mennonite Central Committee has produced a variety of videos about international development and social justice issues. These may be ordered online or borrowed from the Manitoba MCC office: <www.mcc.org/manitoba/>
	KG-035 KG-036 VG-011	






7.2.5 Global Cooperation

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
 <p>Appendix A Skill 4b</p>	KG-033 KG-035 KG-036 VG-011	<p>Students engage in a continuum activity in which they reflect on and express their beliefs about cooperation and conflict in the world. After students have exchanged points of view, the class debriefs, analyzing influences on their beliefs and attitudes about conflict and cooperation and about their own sense of empowerment to effect positive change in the world.</p> <p>TIP: Refer to Appendix A, page A13, for a description of this strategy. Encourage student exchange with minimal teacher intervention in this activity. As this activity elicits information about beliefs and values, you may choose to revisit it later in the year so that students may assess whether their perspectives have changed, and why.</p>
 <p>Appendix A Skill 11a</p>	KG-033 KG-035 KG-036 VG-011	<p>Acquire</p> <p>Using print and electronic resources, pairs of students research an international organization that promotes global cooperation, development, and quality of life (e.g., Amnesty International, MCIC, MCC, Oxfam, Save the Children...).</p> <p>Students use the provided note-taking frame to organize and record their information.</p> <p> BLM: International Organizations: Note-Taking Frame</p>
<i>(continued)</i>		
Teacher Reflections		




7.2.5 Global Cooperation

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
 	KG-033 KG-035 KG-036 VG-011	<p>Using print and electronic resources, pairs of students research an international humanitarian and his or her contributions to global quality of life. Students organize their notes to include a quotation from that individual and a photograph, if possible, as part of their preparations in conducting a simulated press interview to present to the class.</p> <p>TIP: Review guidelines for taking research notes and criteria for citing sources correctly before students begin this inquiry. Encourage partners to develop note-taking frames for recording their research information. Refer to the suggestions included in the following background pieces:</p> <ul style="list-style-type: none">  BLM: Humanitarians  Appendix H: Teacher Notes 4: Citing Sources  Appendix H: Teacher Notes 5: Recording Research Notes
	<i>(continued)</i>	
Teacher Reflections		






7.2.5 Global Cooperation

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	KG-033 KG-035 KG-036 VG-011	<p>Collaborative groups of students read a short text about the global cooperation mission of the United Nations, and read aloud the preamble to the Charter of the United Nations. Following their reading, students discuss reasons why the UN was created. One member of the group works as a scribe, and records key words and ideas. The group members then collaborate to rewrite the Preamble in their own words, including an illustration of the UN flag or logo and other images that may help to clarify the <i>raison d'être</i> of the UN, which is posted for the class to see. Groups circulate to share the new versions of the Preamble.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p> BLM: United Nations Charter</p> <p> BLM: Summary Information on the United Nations (2 pages)</p>
or		
	KG-033 KG-035 KG-036 VG-011	<p>Students consult the Canadian International Development Agency (CIDA) website and create an electronic folder of quotes, facts, and photographs about a current CIDA field project in a selected region of the world. Students share interesting details they have gathered about Canadians making a difference in global quality of life.</p> <p style="text-align: right;"><i>(continued)</i></p>
Teacher Reflections		





7.2.5 Global Cooperation

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	KG-033	Students invite a speaker from an international humanitarian agency to talk to the class about projects in global cooperation and human development. Students generate and pose questions, and discuss the achievements and goals of the organization. Following the presentation, the class discusses possible actions of voluntary support for the organization’s work.
	KG-035	
	KG-036	
	VG-011	
or		
	KG-033	Using print and electronic resources, students select an extract from a first-person account of an individual’s experience in working for an international humanitarian project. Students prepare and share readings of their excerpts in small groups, afterwards discussing the personal impact of participation in global projects.
	KG-035	
	KG-036	
	VG-011	
		 Supporting websites can be found at < www4.edu.gov.mb.ca/sslinks/LEList >
<i>(continued)</i>		
Teacher Reflections		



7.2.5 Global Cooperation

Assessment	Outcomes	Strategies	
 <p>Appendix A Skill 3b</p>	KG-033 KG-035 KG-036 VG-011	<p>Apply</p> <p>Using the research information they have gathered on selected international organizations or events, students plan a recognition ceremony for diverse achievements in enhancing global cooperation and quality of life. Students write a speech, and design and present a symbolic award to the selected groups and organizations during a mock recognition ceremony.</p> <p>TIP: Review with students the logo or flag of the United Nations and its symbolic significance. Modelled on this example, encourage them to design a logo or symbol that may also represent the goals of international cooperation, understanding, and commitment to a better global quality of life. As well, consider sending copies of the speeches/symbols/awards to the respective organizations.</p>	
		or	
		 <p>Appendix A Skill 4a</p>	KG-033 KG-035 KG-036 VG-011
 BLM: UN Role-Plays (2 pages)			
or			
 <p>Appendix A Skill 7e</p>	KG-033 KG-035 KG-036 VG-011	<p>Students read the pledge of the <i>UNESCO Manifesto 2000 for a Culture of Peace and Non-Violence</i>, discussing each of the commitments it involves. Collaborative groups of students engage in a campaign to promote the Manifesto and collect signatures to add to the international list. Alternatively, students may decide to develop their own version of a pledge to support international cooperation and quality of life, seeking the signatures of community members and sending to UNESCO the details of their project.</p> <p>TIP: Visit the UNESCO website, Peace Is in Our Hands, Manifesto 2000, <www3.unesco.org/iycp/uk/uk_sum_manifesto2000.htm></p> <p>At this site, school groups may register their projects, order materials and kits to promote a global culture of peace and cooperation, and gather information on the goals of the International Decade for a Culture of Peace and Non-Violence for the Children of the World, 2000–2010.</p>	
		 BLM: Manifesto 2000—UNESCO	

7.2.5 Global Cooperation

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
or		
	KG-033 KG-035 KG-036 VG-011	Pairs of students present a mock interview with a humanitarian they admire. Following each interview, the class is given the opportunity to pose questions to the humanitarian about his or her work and about world progress in cooperation and development.
		
or		
	KG-033 KG-035 KG-036 VG-011	Collaborative groups of students create and present a videotaped news program that emphasizes events of global cooperation, understanding, and support for enhanced quality of life (e.g., international assistance for victims of earthquakes or natural disasters, success stories about development projects, community support for foreign aid or disarmament...). TIP: Encourage students to use what they have observed about the media emphasis on stories of violence and conflict to seek out stories that present a different perspective on the world. Following the presentations, students discuss the impact of accepted media conventions (i.e., disaster is news, cooperation is not; a recent issue is news, ongoing concern is not...).
		
<i>(continued)</i>		
Teacher Reflections		

7.2.5 Global Cooperation

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
or		
 	<p>KG-033 KG-035 KG-036 VG-011</p>	<p>Pairs or triads of students design a Mind Map showing parallels between individual cooperation, community cooperation, and global cooperation, using specific examples of peaceful conflict resolution and mutual understanding at each level. The Mind Maps are displayed for students to view in a Gallery Walk. Following the Gallery Walk and in a large group discussion, students reflect on and discuss their own potential to contribute to the development of a world that is more cooperative, peaceful, and equitable.</p> <p>TIP: The class may wish to brainstorm a list of the key concepts of this learning experience to include in their Mind Maps before they begin. Encourage students to explore the connections between personal actions and global actions. This step may enhance their individual sense of personal efficacy. It may also be advisable to ask students at this point to redo the continuum activity (refer to Appendix A, page A13) to see whether any of them have changed their view of the world (e.g., Do they see the world mostly as a place of conflict or mostly as a place of cooperation? Do they see themselves as being capable of contributing to greater international understanding through their actions in their own groups and communities?).</p>
<p>Teacher Reflections</p>		

Global Quality of Life**Connecting and Reflecting: End of Cluster****Student:**

Using your “Global Quality of Life” portfolio, reflect on differences in quality of life for people in various places in the world, and describe how your personal actions can make a positive difference for people in other places.



7.2.5 BLM: Global Quality Life – Connecting and Reflecting
g

Teacher Reflections

People and Places in the World

Ways of Life in Asia, Africa, or Australasia

GRADE

7

3

CLUSTER





Cluster 3

Learning Experiences: Overview

7.3.1 Elements of Societies

KI-009 Identify elements that all societies have in common.

Examples: social structure, communication, art, beliefs, technology, governance, economic organization...

VI-006 Be willing to broaden personal perspectives and experiences beyond the familiar.

VG-012 Demonstrate interest in ways of life of other societies in the world.

7.3.2 Natural Environment

KL-022 Identify on a map the major cities, landforms, and bodies of water of a society of Asia, Africa, or Australasia.

KL-023 Give examples of the influence of the natural environment on ways of life in a society of Asia, Africa, or Australasia.

7.3.3 Cultural Influences and Expressions

KI-010 Give examples of cultural factors that shape ways of life in a society of Asia, Africa, or Australasia.

KI-011 Give examples of the artistic expression of culture in a society of Asia, Africa, or Australasia.

Examples: art, music, dance, literature, oral tradition...

KI-012 Describe the influence of westernization in a society of Asia, Africa, or Australasia.

Examples: cultural homogenization, global communication...

KI-014 Describe characteristics of indigenous ways of life in a society of Asia, Africa, or Australasia.

VI-007 Appreciate the importance of cultural and linguistic diversity in the world.

VP-015 Demonstrate concern for the loss of indigenous ways of life.

7.3.4 Historical and Political Influences

KH-030 Identify historical events that continue to affect a society of Asia, Africa, or Australasia.

Examples: colonization, slavery, wars, disasters...

KP-043 Give examples of the impact of government and the justice system on ways of life in a society of Asia, Africa, or Australasia.

7.3.5 Economy and Well-Being

KI-013 Describe factors that affect health in a society of Asia, Africa, or Australasia.

Examples: access to safe water, food, and medical care; AIDS and other epidemics...

KE-046 Identify major economic activities in a society of Asia, Africa, or Australasia.

KE-047 Describe the impact of urbanization and industrialization on indigenous peoples in a society of Asia, Africa, or Australasia.



KE-048 Give examples of the impact of changing technologies on ways of life in a society of Asia, Africa, or Australasia.

KE-049 Identify issues related to work and trade in a society of Asia, Africa, or Australasia.

Examples: child labour, exploitation in or exclusion from the workforce, cooperatives, fair trade...

Ways of Life in Asia, Africa, or Australasia

Cluster Assessment: Tools and Processes

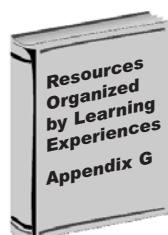
- **Engaging Students in the Cluster:** These are suggested strategies to activate the cluster and help teachers assess student prior knowledge.
-  **Suggested Portfolio Selections:** This icon is attached to strategies that may result in products, processes, or performances for inclusion in student portfolios.
- **Student Portfolio Tracking Chart:** This chart is designed for students to track their portfolio selections throughout the cluster. It is located in Appendix C.
-  **Skills Set:** This icon identifies the skills that may be targeted for assessment during each strategy, and provides suggestions for that assessment.
- **Skills Checklist:** This teacher tool lists every skill outcome for a particular grade. It is intended to track individual student progress related to skills in each cluster and throughout the grade. It is located in Appendix C.
- **Connecting and Reflecting:** This is the end-of-cluster summative assessment activity.

Cluster Description



Students examine how various factors shape ways of life in one contemporary society, selected from a choice of Asia, Africa, or Australasia. This study includes a focus on environmental, historical, social, political, and cultural issues, as well as a focus on indigenous peoples. Students also explore economic activities, including work and trade, and consider the impact of technological change, urbanization, industrialization, and westernization within the selected society.

NOTE: *Australasia* includes Australia, Papua New Guinea, New Zealand, and the southwest Pacific islands that compose the archipelagos of Melanesia, Micronesia, and Polynesia. The term Oceania is often used synonymously with the term Australasia. The archipelagos of Southeast Asia (Malaysia, Indonesia, Singapore, East Timor, and the Philippines) are generally considered to be part of the Asian continent.



Engaging Students in the Cluster

- Display a wall map of the world, and have students post pictures on the map related to life in Asia, Africa, and Australasia.
- View travel or documentary videos illustrating life in the selected regions.
- View films or segments of films illustrating life in the past in the selected regions (see *Movies as the Gateway to History: The History and Film Project* for a listing of films by historical time periods: <www.historycooperative.org/journals/ht/35.1/weinstein.html>).
- Create a “Where in the World?” display of artifacts (or images of artifacts) from the selected regions, and have students identify what they think is the origin of each piece.
- Have a series of mini-cultural immersion experiences where a particular day (or other period of time) is designated _____Day (e.g., Egyptian, Chinese, East Indian, Korean...). Collaborative groups of students research and gather representations of their selected culture to share with the class (e.g., food, music, clothing, pictures, books...).
- Students view pictures of traditional and contemporary clothing worn in the selected regions, and discuss changes over time and what the clothing says about life in those regions.
- Create a “World Travel Centre” with magazines, brochures, postcards, and images of the environment, people, places, and communities of the selected regions.

Learning Experiences Summary

7.3.1 Elements of Societies

7.3.2 Natural Environment

7.3.3 Cultural Influences and Expressions

7.3.4 Historical and Political Influences

7.3.5 Economy and Well-Being



7.3.1 Elements of Societies

- | | |
|--------|--|
| KI-009 | Identify elements that all societies have in common.
<i>Examples: social structure, communication, art, beliefs, technology, governance, economic organization...</i> |
| VI-006 | Be willing to broaden personal perspectives and experiences beyond the familiar. |
| VG-012 | Demonstrate interest in ways of life of other societies in the world. |

Enduring Understanding

Societies are groups of people who interact in a particular time and place, and who have particular cultural and institutional elements in common. These elements include the following:

- beliefs and values
- a shared history
- structures of governance, power, and authority
- interaction with the natural environment
- economic activities
- social organization
- communication and education
- art forms
- tools and technologies

Description of the Learning Experience

This learning experience is an introduction to the study of ways of life in selected societies of Africa, Asia, or Australasia (Southeast Asia and Oceania), **one of which** will be selected for later study. In the Activating phase of this cluster, students explore the factors that all societies have in common, create a web to direct their inquiry, and generate questions about societies and ways of life in Africa, Asia, **and** Australasia. (See note on page 154.)

Vocabulary: society, social structure, culture (See Appendix D for Vocabulary Strategies.)

Note: The study of a society should be of a selected country and not a region or a city.


The study of particular societies in this cluster may be planned in a variety of ways:

- the entire class may study the same country, based on student interests and available resources
- groups of students may all study the same country
- each student may select his or her own country
- small groups may study one country as a cooperative learning project (e.g., Jigsaw, Coop-Coop, or Carousel)






A suggested teaching scenario is the metaphor of the “armchair traveller” making a journey around the world. Encourage students to visualize this journey by initiating a discussion about places they would like to visit. In selecting societies to study, take into consideration the availability of relevant print and electronic resources related to that region, as well as other resources to which students may have access through their family backgrounds and other connections (i.e., personal experiences, interviews of relatives, artifacts and art samples, pen pals from these areas of the world...). Students may create and maintain an ongoing Travel Portfolio as a record of their inquiry and learning throughout this cluster.

The strategies included in this learning experience are all Activating Strategies, designed to make connections to students’ knowledge of world geography and to help them build a conceptual framework to guide their research. See the Suggested Teaching Scenario on pages 44–45.






7.3.1 Elements of Societies

Assessment	Outcomes	Strategies
	<p>KI-009 VG-012</p>	<p>Activate</p> <p>Collaborative groups of students brainstorm a list of as many countries as they can name from each of the continents of Africa, Asia, and Australasia (Southeast Asia and Oceania). When the ideas do not come as frequently, students use their world atlas or a political map of the world to check and expand their lists. They then use an outline map to label the countries they have identified, discussing which of these countries interest them.</p> <p>TIP: Allow students sufficient time to peruse the atlas and make new discoveries, encouraging them to share what they have learned with their peers. Groups of students may be assigned different regions or outline maps to complete, depending on the amount of detail required for the countries they have listed. Students should also be invited to locate the major islands of Oceania (e.g., Australia, New Zealand, Papua New Guinea, and the Solomon Islands) as these countries are among the societies that may be selected for study.</p> <ul style="list-style-type: none"> 7.1.1 f BLM: Outline Map of the World—Countries 7.3.1 a BLM: Outline Map of the Eastern Hemisphere 7.3.1 b BLM: Outline Map of Asia 7.3.1 c BLM: Outline Map of Africa 7.3.1 d BLM: Outline Map of the Middle East 7.3.1 e BLM: Outline Map of South Central Asia 7.3.1 f BLM: Outline Map of Southeast Asia <p>NOTE: <i>Australasia</i> includes Australia, Papua New Guinea, New Zealand, and the southwest Pacific islands that compose the archipelagos of Melanesia, Micronesia, and Polynesia. The term Oceania is often used synonymously with the term Australasia. The archipelagos of Southeast Asia (Malaysia, Indonesia, Singapore, East Timor, and the Philippines) are generally considered to be part of the Asian continent.</p> <p style="text-align: right;"><i>(continued)</i></p>
<p>Teacher Reflections</p>		






7.3.1 Elements of Societies

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
	KI-009 VG-012	<p>Pairs or triads of students carry out an Internet map quiz to review and test their knowledge of the countries of Asia and Africa. Following the activity, they complete a map of the continent, labelling the countries they recall and referring to the electronic maps to add other countries as desired. Students discuss which countries they would like most to visit in order to study their societies.</p> <p>TIP: At time of printing, the following site had map quizzes suitable for Grade 7 students:</p> <p>Test Your Geography Knowledge <www.lizardpoint.com/fun/geoquiz/index.html></p> <p> BLM: Outline Map of Asia</p> <p> BLM: Outline Map of Africa</p>
	or	
	KI-009 VI-006 VG-012	<p>In a class discussion, students develop a working description of Canadian society in general, considering how they would describe Canadian society to someone from another part of the world. Ideas are recorded on chart paper. Using this description as a starting point, students then work in collaborative groups to develop a list of the common elements of all societies, and a definition of the term <i>society</i>. Groups share their lists of common elements with the class, discuss what is meant by the term <i>society</i>, and consider how growing up in a particular society can influence one’s perspective of the world and of life.</p> <p> BLM: Societies are...</p>
	<i>(continued)</i>	
Teacher Reflections		

7.3.1 Elements of Societies

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
	KI-009 VI-006 VG-012	<p>Students view a series of photographs showing diverse ways of life in various regions of the world. Based on the pictures, students develop a list of elements that all the photos have in common, even though their particular characteristics may differ greatly. Student lists are posted and the class discusses the similarities and differences among societies. Students discuss how societies influence personal perspectives, and how contact with societies different from one’s own may enrich or broaden one’s personal perspective.</p> <p>TIP: Excellent resources for photographs are <i>Material World, a Global Family Portrait. Women in the Material World</i>, and/or <i>Hungry Planet: What the World Eats</i>, all by Peter Menzel. Students may also use photos from <i>National Geographic</i> magazines or other print resources.</p>
or		
 	KI-009 VI-006 VG-012	<p>Collaborative groups of students develop a web illustrating the elements of societies, adding key words or questions to each main topic to help them plan an inquiry into a society of Asia, Africa, or Australasia.</p> <p>TIP: A model web has been provided as a suggested example of elements to include, roughly based on the learning outcomes touched upon in this cluster. Note that the outcomes do not necessarily focus on all the possible elements of societies. Refer to BLM 7.3.1i to help students generate questions about their selected society.</p> <p> BLM: Sample Web: Elements of Societies</p> <p> BLM: Model Questions: Elements of Societies (2 pages)</p>
<i>(continued)</i>		
Teacher Reflections		

7.3.1 Elements of Societies

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
	KI-009 VI-006 VG-012	<p>Students develop the first two columns of a KWL chart regarding a selected country in Asia, Africa, or Australasia. The chart may be included in their travel portfolio, to be revisited at the end of their inquiry in order to reflect on what they have learned.</p> <p>TIP: In this activity, encourage students to apply the geographic knowledge they have acquired in Cluster 1, referring to their notes as needed. Also encourage students to develop questions concerning each of the key elements of society included in their web or in the model web provided.</p> <p> BLM: KWL Chart on a Society of Africa, Asia, or Australasia</p>
or		
	KI-009 VI-006 VG-012	<p>Students use a world map to draw a route for an imaginary voyage from their home to a selected country in Asia, Africa, or Australasia, as well as the route they intend to take within that country once they arrive. Students also complete a chart describing what they expect to see and experience in their selected country. Students share their travel plans with a partner, discussing what interests them most about their selected society. Maps and planning charts may be retained in the students' Travel Portfolios.</p> <p>TIP: Remind students that they have already learned about cultural stereotypes and how they can distort reality, and to be careful of using stereotypes as they record their ideas and expectations. Caution them that, just as many cultural statements do not apply to "all Canadians," the same is true of people and ways of life in other societies.</p> <p> BLM: Outline Map of the World—Countries</p> <p> BLM: Planning a Trip (2 pages)</p>
<i>(continued)</i>		
Teacher Reflections		

Teacher Reflections



7.3.2 Natural Environment

- KL-022 Identify on a map the major cities, landforms, and bodies of water of a society of Asia, Africa, or Australasia.
- KL-023 Give examples of the influence of the natural environment on ways of life in a society of Asia, Africa, or Australasia.

Enduring Understanding

Geographic location and the natural environment have a significant effect on populations and ways of life in all societies of the world. The natural environments of Asia, Africa, and Australasia are stunningly beautiful, diverse, and at times challenging to human societies.

Description of the Learning Experience




Students refine their questions about the geography of their selected country, develop a note-taking frame, and collect data and images of their country. They consider the impact of physical geography on cultures or ways of life.

NOTE: Refer to the questions and organizing framework for inquiry developed in the Activating Strategies in Learning Experience 7.3.1 as a starting point. Note that the emphasis placed on various learning outcomes throughout this cluster will vary depending on the country chosen for study.








7.3.2 Natural Environment

Assessment	Outcomes	Strategies
	KL-022	<p>Activate</p> <p>Collaborative groups of students view photographs of diverse cities, landforms, and bodies of water in Asia, Africa, and Australasia, and try to identify the regions or places. After identifying the places in the photos, students discuss how the natural environment in these places might affect ways of life (e.g., work, trade, food, clothing, shelter, art forms, values...).</p> <p>NOTE: Photographs are an indispensable part of the learning experiences in Clusters 3 and 4. It is important to recognize the power that images have in conveying a sense of the natural environment in various regions of the world, diverse ways of life, and the environmental impact of human activities. Involve students in collecting images from websites and photographs from magazines and other printed sources. Travel agencies will often donate old or expired travel brochures.</p> <p style="text-align: right;"><i>(continued)</i></p>
	KL-023	
<p>Teacher Reflections</p>		








7.3.2 Natural Environment

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
	KL-022 KL-023	Referring to the Activating Strategies in Learning Experience 7.3.1, students consider the questions they have generated about their selected society under the topic of geography. They refine and add to their questions, and use them to create an electronic or paper note-taking frame in which they will record their research information. Students prepare a keyword list for their selected society, and select and record print and electronic sources to use for their research.
Acquire		
	KL-022 KL-023	Using print and electronic resources, students gather data about the major cities, population distribution, and population density in their selected country. They construct a chart or graph to record the population data. Consulting a physical map of their selected country, students generate hypotheses as to the influence of the natural environment on the location of cities, population distribution, and ways of life in that country.
or		
	KL-022 KL-023	Students create a map of their selected country, identifying major cities, landforms, and bodies of water. They also include on their map other factors in the natural environment that have an impact on the ways of life of the people in this country (e.g., climate and vegetation zones, proximity to the ocean, neighbouring countries...). In pairs or triads, students share their maps with each other and solicit feedback and suggestions on the clarity and precision of their maps before including them in their Travel Portfolios.
<i>(continued)</i>		
Teacher Reflections		

7.3.2 Natural Environment

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
 	KL-022 KL-023	Students complete a graphic organizer to record examples of the effects of location and the elements of the natural environment on the ways of life of people in the selected country.  BLM: Natural Environment and Ways of Life (2 pages)
or		
 	KL-022 KL-023	Students gather photographs (print or electronic) of the most significant features of the natural environment in their selected country, including images of people interacting with the environment (e.g., people engaged in agriculture, harvesting natural resources, protecting against natural disasters...) TIP: Encourage students to conduct keyword searches on the Internet to find recent photographs that depict the natural environment of their selected countries. There are many websites created by travellers and photographers who share photos of their journeys.
Apply		
 	KL-022 KL-023	Students create a Mind Map illustrating the main features of the natural environment of their selected society, as well as the effects of the environment on the ways of life of the people who live there. Mind Maps are posted and students circulate to view and respond to them.
<i>(continued)</i>		
Teacher Reflections		

7.3.2 Natural Environment

Assessment	Outcomes	Strategies
Apply		
_____ or _____		
	KL-022 KL-023	Students create and present a collage or a multimedia presentation illustrating the key geographic features of their selected country (e.g., major cities, landforms, bodies of water, vegetation, climate, soils, natural disasters...). Students include images depicting various examples of the effects of these geographic factors on ways of life.
_____ or _____		
 	KL-022 KL-023	Students create a travel diary of an imaginary trip to a selected country in Asia, Africa, or Australasia. Their diary should include travel photos, a description of the itinerary and the natural environment, and general geographic information. It may also include an imaginary conversation with a local resident, and a description of cultural and language difficulties encountered during the voyage. Students share their travel journals by reading them aloud in small groups. NOTE: Students may retain this initial trip diary in their Travel Portfolios, expanding on it through the remainder of the cluster as they gather more information and understanding of the society they are studying (e.g., culture, history, politics, economy, technology...).
_____ or _____		
 	KL-022 KL-023	Students create a travel brochure promoting travel to a selected country in Asia, Africa, or Australasia, stressing the features of the natural environment and the sights to see in the countryside and the major cities. Students exchange travel brochures and respond to them, offering suggestions for improvements and assessing the persuasiveness and attractiveness of the brochures. TIP: Prior to beginning this activity, students may be asked to collect and peruse samples of published travel brochures for various places in Asia, Africa, or Oceania. Based on their observations, the class may develop a set of descriptive criteria to assess travel brochures.
		 Supporting websites can be found at < www4.edu.gov.mb.ca/sslinks/LEList >
		 BLM: Effective Travel Brochures
Teacher Reflections		

Ways of Life in Asia, Africa, or Australasia



7.3.3 Cultural Influences and Expressions

- | | |
|--------|--|
| KI-010 | Give examples of cultural factors that shape ways of life in a society of Asia, Africa, or Australasia. |
| KI-011 | Give examples of the artistic expression of culture in a society of Asia, Africa, or Australasia.
<i>Examples: art, music, dance, literature, oral tradition...</i> |
| KI-012 | Describe the influence of westernization in a society of Asia, Africa, or Australasia.
<i>Examples: cultural homogenization, global communication...</i> |
| KI-014 | Describe characteristics of indigenous ways of life in a society of Asia, Africa, or Australasia. |
| VI-007 | Appreciate the importance of cultural and linguistic diversity in the world. |
| VP-015 | Demonstrate concern for the loss of indigenous ways of life. |

Enduring Understanding

Diverse cultures—both indigenous and non-native—shape diverse ways of life and artforms in all regions of the world. This diversity is increasingly affected by global communication and westernization.

Description of the Learning Experience



Students pose questions to explore ways of life and cultural expression in societies of Asia, Africa, and Australasia, and examine characteristics of the world's indigenous cultures. They consider the influences of modern telecommunications on cultural and linguistic diversity and reflect on the significance of preserving this global diversity.

Vocabulary: indigenous cultures, cultural homogenization, westernization (See Appendix D for Vocabulary Strategies.)




Note: This is the central learning experience of this cluster. Allow the time needed for students to research the topics fully, and to share their discoveries and ideas with each other. In order for students to recognize the value of cultural and linguistic diversity, it is essential that they develop a sense of the living character and expression of a selected culture of Asia, Africa, or Australasia, including examples of art, literature, music, or dance. This offers the opportunity to develop interdisciplinary or multidisciplinary projects in language arts, music, or art.

Note that, depending on the country selected for study, there may or may not be an indigenous culture, or there may not be enough resources about a specific indigenous culture to conduct research. In these cases, students should be made aware of the general characteristics of indigenous cultures, and of some examples of Aboriginal cultures in Asia, Africa, or Australasia, as well as the challenges these cultures face in the modern era of cultural interaction.



7.3.3 Cultural Influences and Expressions

Assessment	Outcomes	Strategies
	<p>KI-010 KI-011 KI-014 VI-007</p>	<p>Activate</p> <p>Students view a variety of print or electronic images of cultural celebrations, artistic expressions, and ways of life of people living in various societies of Asia, Africa, or Australasia. Collaborative groups of students select photos to create a print or electronic display of cultural diversity. The class views and responds to the images, identifying the country in which they think the pictures originated and discussing the importance of cultural and linguistic diversity in the world.</p> <p>TIP: This may be approached as a collaborative activity, assigning a different country or a region to each student group (i.e., China, Japan, India, Africa, Indonesia, and Australia), depending upon available resources. Students should try to represent a variety of ways of life. Encourage them to express why they selected certain pictures and to articulate what the images tell them about ways of life among people of the world. Help students think beyond the stereotypes of “primitive-versus-advanced” societies, and to recognize that most humans tend to have an innate bias toward cultures that are similar to their own.</p> <p>The websites posted at the URL below have a variety of powerful images to help convey the idea of the enormous cultural diversity of these regions of the world.</p> <p>CAUTION: Be sure to view the images posted at all websites before using with students. Some sites related to African cultures show some (culturally appropriate) nudity.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p style="text-align: right;"><i>(continued)</i></p> <hr/> <p>Teacher Reflections</p>







7.3.3 Cultural Influences and Expressions

Assessment	Outcomes	Strategies	
Activate <i>(continued)</i>			
or			
	KI-010 KI-011 KI-012 KI-014 VI-007 VP-015	Referring to the Activating Strategies in Learning Experience 7.3.1, students consider the questions they have generated about their selected society under the topic of culture. They refine and add to their questions, using them to create an electronic or paper note-taking frame in which they will record their research information. Students prepare a keyword list for the topic, and select and record print and electronic sources to use in their research.	
	or		
		KI-010 KI-011 KI-012 KI-014 VI-007 VP-015	As a class, students brainstorm what is meant by the term <i>culture</i> , focusing on the various cultures that co-exist in Canada, and articulating ways in which cultural factors shape ways of life. Collaborative groups of students then generate a web of ideas and concepts related to this topic. Students share their webs and articulate their opinions about the importance of cultural factors to their own ways of life. TIP: As a part of this exercise, encourage students to recall what they have learned about Canadian Aboriginal cultures in Grades 5 and 6 (i.e., First Nations, Inuit, and Métis peoples). Ask students whether they are aware of other native cultures in the world such as those of Canada’s Aboriginal peoples, and introduce them to the idea that indigenous or native cultures exist in most regions of the world and are faced with similar challenges to their survival in the age of globalization. Also, encourage students to think about how their own cultural background and experiences influence their day-to-day life.
		 7.3.3 a BLM: Web of Cultural Factors	
		<i>(continued)</i>	
Teacher Reflections			




7.3.3 Cultural Influences and Expressions

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
	KI-010 KI-012 VI-007	Using Think-Pair-Share, students discuss what is meant by the phrase “westernization of world cultures,” considering which cultures and languages tend to dominate world news, Internet, mass communications, and popular culture.
Acquire		
	KI-010 KI-011 KI-012 VI-007	Students listen to a presentation on a culture of Asia, Africa, or Australasia by an invited guest speaker from a local cultural association or community. TIP: Refer to “Associations, Organizations and Clubs” in the Yellow Pages, or invite a local community member who has immigrated from one of these regions. Interactive cultural workshops are also available to students through the Folk Arts Council of Winnipeg, Stage for Learning program: < www.folklorama.ca/sfl.php >
or		
	KI-010 KI-011 KI-012 KI-014 VI-007 VP-015	Students view a video about ways of life in a society of Asia, Africa, or Australasia. Following the viewing, students identify examples of how various cultural factors shape the daily life of people in these societies. TIP: See Appendix G for a list of video resources available from Manitoba Education, Citizenship and Youth. In addition, the following videos can be ordered from Maryknoll Productions: < www.maryknollmall.org/description2.cfm?ISBN=135 > <i>Children of the Earth</i> (9 videos, 28 minutes each): <i>Asia Close-up—Japan & Cambodia</i> (1996) <i>Africa Close-up—Egypt & Tanzania</i> (1997) <i>Native American Close-up—Navajo Reservation, AZ, USA & Chehalis Reserve, British Columbia, Canada</i> (2001) <i>Asia Close-up II: Thailand and Philippines</i> (2002)
<i>(continued)</i>		
Teacher Reflections		





7.3.3 Cultural Influences and Expressions

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	KI-010 KI-012 KI-014 VI-007 VP-015	<p>Students read an informational text regarding indigenous peoples of the world and general characteristics of indigenous ways of life. Students discuss the particular challenges faced by indigenous peoples and the reasons they are struggling to preserve their cultural identities and distinctive ways of life in the modern world.</p> <p>NOTE: Help students recognize that change is a constant factor in all cultures. Indigenous peoples are not claiming that they wish to preserve their cultures unchanged, but to be involved in determining their futures by maintaining their distinctive identities, traditions, knowledge, and linguistic and artistic expressions.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p style="text-align: center;"> 7.3.3 b BLM: Indigenous Peoples (3 pages)</p>
	or	
 	KI-010 KI-011 KI-012 KI-014 VI-007 VP-015	<p>Using print and electronic resources, students gather information regarding ways of life and forms of cultural expression in a selected society of Asia, Africa, or Australasia. As one part of their research, they select a significant example of an artform of that society to reproduce as a visual or oral performance or presentation (e.g., painting, sculpture, craftwork, calligraphy, dance, music, song, poem, story, legend...).</p> <p>TIP: This activity is the major research project for this cluster, and students should be accorded the time to plan and carry out all steps of the inquiry process with a view to sharing their research in a format that creatively conveys what they have learned. Encourage students to use the webs they generated in the Activating phase as they gather and record information. The research should focus on the cultural factors that are most relevant to the selected society, including artistic expression.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p style="text-align: right;"><i>(continued)</i></p>
	<p>Teacher Reflections</p>	





7.3.3 Cultural Influences and Expressions

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	KI-010 KI-012 VI-007 VP-015	<p>Collaborative groups of students read a selection of short United Nations texts about the loss of linguistic and cultural diversity and the westernization of world cultures in the modern age of global communication. Students discuss the key points raised in the readings, and the consequences of the loss of linguistic and cultural diversity.</p> <p>TIP: Encourage students to note the role of mass media and global communications, in particular the Internet, in eroding linguistic and cultural diversity. Ask them to consider examples of the increasing “sameness” of culture and language among the youth of the world (i.e., cultural homogeneity).</p> <p> BLM: Preserving Linguistic and Cultural Diversity</p>
or		
	KI-010 KI-011 KI-012 VI-007	<p>Students keep a record of their media consumption over the period of a week (e.g., movies, music, videos, magazines, and television programs), noting the country of origin of the items they listen to, read, or view. At the end of the week, students share their findings. As well, they discuss the “Americanization” of Canadian culture, and draw parallels to the westernization of world cultures. Students discuss how they feel about these phenomena and consider the possible consequences.</p>
<i>(continued)</i>		
Teacher Reflections		



7.3.3 Cultural Influences and Expressions

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	KI-010	<p>Collaborative groups of students read an informational text about international recognition of the rights of indigenous peoples. Following the reading, the groups discuss some of the reasons for the loss of indigenous ways of life in modern society, including the influences of colonization, assimilative policies, global media, and westernization.</p> <p>TIP: As an alternative, read the first page of BLM 7.3.3d together as a class, highlighting key points, and have students read page 2 individually. In a guided class discussion following the readings, have students analyze reasons for indigenous peoples' vulnerability to losing their cultural identity. Encourage students to consider this topic in the context of the importance of identity and self-determination, using the analogy of their own need to determine and express their personal identities.</p> <p> BLM: Rights of Indigenous Peoples (2 pages)</p>
	KI-012	
	KI-014	
	VI-007	
	VP-015	
or		
	KI-010	<p>Collaborative groups of students read excerpts describing examples of the effects of westernization on world cultures. Following the reading, they share personal responses to the phenomenon of westernization as members of a dominant Western society.</p> <p>TIP: Encourage students to explore and express a variety of points of view on this topic, which is open to debate (i.e., students will likely feel there are many positive effects of westernization, because in some ways it has opened up freedom of choice and expression in some Asian and African societies). Also, invite students to view the situation from the perspectives of people whose cultures are being eroded.</p> <p> BLM: Westernization of World Cultures (2 pages)</p>
	KI-012	
	VI-007	
	VP-015	
Teacher Reflections		

7.3.3 Cultural Influences and Expressions

Assessment	Outcomes	Strategies
Apply		
 	KI-010 KI-011 KI-012 KI-014 VI-007 VP-015	Based on their research of a selected society of Asia, Africa, or Australasia, students plan and deliver a creative presentation of the information they gathered about culture, way of life, and artistic expression. Students may include their research and planning notes, as well as any visual components of their presentation in their Travel Portfolios. TIP: The purpose of this presentation is to share research information in the student’s chosen format. Possible formats include: Mind Maps, multimedia presentations, videos, posters, cultural scrapbooks, annotated collages, et cetera.
or		
 	KI-010 KI-011 KI-012 KI-014 VI-007 VP-015	Students create a poster to promote the preservation of cultural and linguistic diversity in the world. The poster should include illustrations as well as compelling reasons to support cultural and linguistic diversity, based on what they have learned in this study of the cultures, languages, ways of life, and artforms of societies of Asia, Africa, and Australasia. TIP: Encourage students to engage in in-depth reflection on this topic, and to break free of a commonly held perspective—in fact, a remnant of colonialism—that cultural diversity is a form of entertainment (e.g., seeing cultures as “exotic,” “quaint,” or “primitive,” rather than respecting the world view and values they represent). The preservation of cultures, both native and non-native and in more-developed and less-developed nations, does not mean that cultures should remain frozen in time for the entertainment of tourists. Invite students to consider the intangible aspects of culture in relation to quality of life, rather than focusing solely on material culture (e.g., food, dress...).
<i>(continued)</i>		
Teacher Reflections		

7.3.3 Cultural Influences and Expressions

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
or		
	KI-010 KI-011 KI-014 VI-007	Students create replicas of examples of artistic expression of culture from a selected society in Asia, Africa, or Australasia. These productions, which may include music, dance, costume, song, poetry, craftwork, painting, sculptures, or architectural models, may be shared in a Gallery Walk or in a planned cultural celebration with invited guests such as parents or other classes. TIP: This activity, which may be a part of an interdisciplinary project, may also serve as a culminating activity for the entire cluster.
or		
	KI-010 KI-011 KI-012 KI-014 VI-007 VP-015	Collaborative groups of students create a collective scrapbook or bulletin board display of photographs and other images from magazines, newspapers, and/or Internet sites, showing examples of cultural homogenization as a result of westernization (e.g., prevalence of American style rock music in popular cultures of Asia, Africa, or Australasia; American film/Hollywood/TV influence; saturation of commercial worldwide food trends and brand names such as McDonalds and Coca Cola; predominance of English advertising billboards in Asia and Africa; western clothing styles and trends...). Students observe the display and discuss how they feel about the creation of a uniform western-style culture in the world.
<p>Teacher Reflections</p>		

Teacher Reflections

Ways of Life in Asia, Africa, or Australasia



7.3.4 Historical and Political Influences

KH-030

Identify historical events that continue to affect a society of Asia, Africa, or Australasia.

Examples: colonization, slavery, wars, disasters...

KP-043

Give examples of the impact of government and the justice system on ways of life in a society of Asia, Africa, or Australasia.

Enduring Understanding

Quality of life in the countries of Asia, Africa, and Australasia continues to be profoundly affected by historical events and political factors.

Description of the Learning Experience



Students research and reflect on key historical events and political factors that have an ongoing impact on ways of life in their selected society.

Vocabulary: colonization, decolonization, sovereignty, democratization (See Appendix D for Vocabulary Strategies.)




7.3.4 Historical and Political Influences

Assessment	Outcomes	Strategies
<p>Appendix A Skill 3a</p>	KH-030 KP-043	<p>Activate</p> <p>Students peruse international news using the UN International News Center website, selecting any news article that pertains to their selected country. Students share and discuss their articles, retaining them for their Travel Portfolios.</p> <p>TIP: UN International News Center: <www.un.org/News/> (Select Africa, Asia Pacific, Middle East in “News by Region.”)</p> <p>Students may or may not find an article relevant to their selected society in this Activating Strategy. However, this exercise may prove useful in helping students note that news of these regions of the world is under-reported in the most widely accessible Canadian and American news sources. You may wish to select an example of an event reported in the UN news source and discuss it as a class.</p> <p style="text-align: right;"><i>(continued)</i></p>
	<p>Teacher Reflections</p>	




7.3.4 Historical and Political Influences

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
	KH-030	<p>Referring to the Activating Strategies in Learning Experience 7.3.1, students consider the questions they have generated about their selected society under the topics of history and politics. They refine and add to their questions, using them to create an electronic or paper note-taking frame in which they will record their research information. Students prepare a keyword list for the topic, and select and record print and electronic sources to use for their research.</p> <p>NOTE: Refer to BLM 7.3.4a for sample questions. Note that the purpose of this learning experience is not to do a comprehensive study of the history of the selected society, but to become aware of the major historical events, leaders, and political factors that have an ongoing influence on ways of life in that country.</p>
	KP-043	
		 BLM: Questions about History and Politics
Teacher Reflections		





7.3.4 Historical and Political Influences

Assessment	Outcomes	Strategies
	<p>KH-030 KP-043</p>	<p>Acquire</p> <p>Using a variety of print and electronic resources, students gather information regarding historical events that continue to affect their selected society in Asia, Africa, or Australasia, and the impact of the government of that country on ways of life.</p> <p>Students use their note-taking frames to record and organize information and sources on these topics.</p> <p>TIP: Help students focus on the historical and political events and leaders that continue to have an impact on quality of life for people in the selected country. Examples include the following:</p> <ul style="list-style-type: none"> • China: Cultural Revolution, Mao Tse Tung • South Africa: Apartheid, Nelson Mandela, democratization • India: British colonial rule, Gandhi, independence • Philippines: Portuguese colonization, Japanese occupation WWII, independence • Kenya: Portuguese occupation, British colonization, Mau Mau Rebellion, independence • Ethiopia: Italian occupation WWII, Eritrean war, famines <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p> BLM: Note-Taking Frame: Historical Influences</p> <p style="text-align: right;"><i>(continued)</i></p> <hr/> <p>Teacher Reflections</p>





7.3.4 Historical and Political Influences

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	KH-030 KP-043	<p>Students consult the UN website regarding decolonization, comparing a world map of 1945 to a world map from today, and observing how many countries of Africa, Asia, and Australasia have been decolonized since the establishment of the United Nations after World War II. Students discuss what they have found about some of the ongoing cultural, political, and economic consequences of colonization on the quality of life of citizens of these countries.</p> <p>TIP: United Nations and Decolonization website: <www.un.org/Depts/dpi/decolonization/main.htm> Click on “Map of the World 1945” and “Map of the World Today,” which list countries with colonial status in 1945 and countries that have now achieved sovereignty.</p>
or		
	KH-030 KP-043	<p>Students discuss questions to elicit ideas about what human security means, including:</p> <ul style="list-style-type: none"> • What are the things that make life secure for human beings? • What makes you feel secure? • What makes you feel insecure? <p>Over the course of a week, collaborative groups of students then gather news clippings about issues related to war, peace, and human security in the countries of Asia, Africa, or Australasia. Students complete an analysis of their selected articles, focusing on the impact of these issues on ways of life of the people of that country, and the role of the government in preventing or causing armed conflict. Students share their articles with the class by posting them on a bulletin board or a wall map of the world. Students share ideas about the importance of global peace and security.</p> <p>TIP: Refer to models for article analysis used in Learning Experience 7.1.3.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p style="text-align: right;"><i>(continued)</i></p>
Teacher Reflections		







7.3.4 Historical and Political Influences

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
 	KH-030 KP-043	<p>Collaborative groups of students use print and electronic resources to gather information about a peace and security issue that has an ongoing impact on ways of life for people in some countries of Asia, Africa, or Australasia (e.g., refugee camps, food distribution, small arms, land mines, demilitarization, economic sanctions, military spending, child soldiers...). Students read a short informational text called the “Changing Face of War,” and consult websites and other resources to gather further details on peace and security issues. Students exchange their information with other groups, discussing the role of governments in assuring the security of citizens and in preventing war. Students may also discuss, in a guided plenary session, actions they may take in support of global peace and security.</p> <p>NOTE: A number of organizations monitor and analyze armed conflict in the world. See the URL listed below for links to the following organizations and others.</p> <ul style="list-style-type: none"> • Project Ploughshares • Human Rights Watch • Youth Mine Ambassador Program • Foreign Affairs and International Trade • United Nations, Office of the Special Representative of the Secretary-General for Children and Armed Conflict • War-Affected Children • War Child Canada • Kim Foundation <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p> BLM: Changing Face of War (2 pages)</p>
	<i>(continued)</i>	
Teacher Reflections		






7.3.4 Historical and Political Influences

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	KH-030	<p>Students assess the impact of the government and justice system on the ways of life of citizens in their selected country of Asia, Africa, or Australasia, using suggested guidelines. After they have completed their assessment, students gather in collaborative groups to compare and discuss their criteria and ratings.</p> <p>TIP: Students may also consult maps at the website of Freedom House, to note overall trends in governance and human rights among countries of the world. <www.freedomhouse.org/></p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p> Appendix H: Teacher Notes 6: Freedom House</p> <p> BLM: Rating Governments—Suggested Guidelines</p>
	KP-043	
Teacher Reflections		

7.3.4 Historical and Political Influences

Assessment	Outcomes	Strategies
Apply		
 	KH-030 KP-043	Having researched historical factors and the impact of the government and justice system in their selected country of Asia, Africa, or Australasia, students present the information they have gathered in the form of a simulated interview with a citizen or groups of citizens of that country. Students plan and prepare their questions in advance so the persons being interviewed are able to present a realistic picture of the impact of history and government on day-to-day life. NOTE: This research was part of the Acquiring activities earlier in this learning experience.
or		
 	KH-030 KP-043	Based on the preceding Applying Strategy (i.e., presentations about the history and politics of countries of Asia, Africa, or Australasia), students work in pairs to create a compare-and-contrast chart of two countries. Students discuss their charts, noting the types of historical and political factors that have the most significant impact on ways of life. TIP: Encourage students to think in general terms about the most significant types of historical and political events (e.g., wars, disasters, instability, ethnic conflicts, and regime changes) and their ongoing effects on societies.  BLM: Compare and Contrast Chart (2 pages)
or		
	KH-030 KP-043	Students write a journal reflection on the impact of historical events (e.g., political change, war, leadership issues, justice and legal change, colonization, war and peace, democratization...) on ways of life and on quality of life in societies around the world. The students share their reflections with a partner, and retain them for their Travel Portfolios. TIP: Students may have difficulty in visualizing the long-term effects of historical events. Assist them by encouraging them to use their knowledge of Canadian history to focus on examples of past events that continue to affect ways of life in our society today.
<i>(continued)</i>		
Teacher Reflections		

7.3.4 Historical and Political Influences

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
or		
	KH-030 KP-043	<p>Students create a concept overview for the term <i>decolonization</i>. Students discuss the ongoing effects of colonization and the challenges faced by many countries that have become sovereign or independent states since the inception of the United Nations.</p>
		 BLM: Decolonization—Concept Overview
or		
	KH-030 KP-043	<p>Students consult the websites of organizations supporting war-affected children in order to find ways in which they may become involved in combating the impact of armed conflict on children. The class discusses a variety of possible actions, and together selects a project to carry out as a class, or to present to the Student Council as an idea for a school-wide project.</p> <p>NOTE: Activities may include a school campaign to raise awareness of the impact of armed conflict on quality of life, and community fundraising projects in support of an NGO of the students’ choice.</p>
		
Teacher Reflections		



7.3.5 Economy and Well-Being

- KI-013 Describe factors that affect health in a society of Asia, Africa, or Australasia.
Examples: access to safe water, food, and medical care; AIDS and other epidemics...
- KE-046 Identify major economic activities in a society of Asia, Africa, or Australasia.
- KE-047 Describe the impact of urbanization and industrialization on indigenous peoples in a society of Asia, Africa, or Australasia.
- KE-048 Give examples of the impact of changing technologies on ways of life in a society of Asia, Africa, or Australasia.
- KE-049 Identify issues related to work and trade in a society of Asia, Africa, or Australasia.
Examples: child labour, exploitation in or exclusion from the workforce, cooperatives, fair trade...

Enduring Understanding

Economic factors have an impact on the well-being and ways of life of people living in the societies of Asia, Africa, and Australasia. These factors include employment, technology, access to resources and services, international trade, urbanization, and industrial development.

Description of the Learning Experience



Students review the relationship between development and quality of life, and conduct research into economic factors and issues that affect the well-being and daily life of people living in a selected society of Asia, Africa, or Australasia.

Vocabulary: fair trade, urbanization, industrialization (See Appendix D for Vocabulary Strategies.)



Note: Although students will conduct research on one selected society, activities are proposed that allow them to compare economic factors between countries, and to develop an overview of major quality-of-life issues in Asia and Africa.

Teacher Reflections






7.3.5 Economy and Well-Being

Assessment	Outcomes	Strategies
	KI-013 KE-046 KE-047 KE-048 KE-049	<p>Activate</p> <p>Using print and electronic resources, collaborative groups of students collect and analyze current news images from societies of Asia, Africa, or Australasia, taking note of evidence of traditional ways of life co-existing with changing technologies, increased industrialization, and urbanization. Students discuss the impact of rapid industrial development on ways of life and quality of life.</p> <p>TIP: Encourage students to analyze what the photographs convey about ways of life, noting both positive and negative effects of modernization, and noting that traditional ways of life and industrialized ways of life do not necessarily negate one another completely. Images may include shantytowns of large cities, use of domesticated animals for transport alongside rapid transport, evidence of pollution from industries alongside images of traditional sustenance agriculture, high-rise skyscrapers alongside traditional dwellings made from local materials, images of traditional craft and trade workers alongside industrialized production, et cetera.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p style="text-align: right;"><i>(continued)</i></p> <hr/> <p>Teacher Reflections</p>



7.3.5 Economy and Well-Being

Assessment	Outcomes	Strategies
	<p>KI-013 KE-046 KE-047 KE-048 KE-049</p>	<p>Activate <i>(continued)</i></p> <p>Referring to the Activating Strategies in Learning Experience 7.3.1, students consider the questions they have generated about their selected society under the topics of economy and technology. They refine and add to their questions, in order to use them to create an electronic or paper note-taking frame in which they will record their research information. Students prepare a keyword list for the topic, and select and record print and electronic resources to use for their research.</p> <p>NOTE: Students should also have generated their own questions in 7.3.1. Sample questions are included in the BLM.</p> <p> BLM: Questions about Economy and Technology</p>
<p>Teacher Reflections</p>		




7.3.5 Economy and Well-Being

Assessment	Outcomes	Strategies
 	KI-013 KE-046 KE-047 KE-048 KE-049	<p>Acquire</p> <p>Using print and electronic resources, students gather information regarding economic factors that have an impact on quality and ways of life in their selected society in Asia, Africa, or Australasia. Students use the provided note-taking frames to record and organize information and sources on these topics.</p> <p>NOTE: This is the main research activity for this learning experience. Allow sufficient time for students to gather and record their information, and to discuss their research with each other, preferably with those who are researching a different country.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p> BLM: Note-Taking Frame: Economy and Quality of Life</p>
	KE-046 KE-047 KE-048 KE-049	<p>Pairs of students compare the dominant types of employment among the people of their selected society to the dominant types of employment available to people living in Canada, creating a chart or graph to summarize their data. Students discuss the differences in the labour forces of the two countries, focusing on the reasons why the service industries tend to be the largest employers in more-developed nations, while agriculture tends to be dominant in less-developed nations.</p> <p>TIP: For this activity, ensure that students consider an example of an industrialized nation (e.g., Japan, Australia) and one of a less-developed nation (e.g., Somalia, Laos). Types of employment are usually divided into three sectors: agricultural, manufacturing, and services. Review these categories with students prior to their collection of data. Students may consult country profile websites or they may use a world atlas.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p style="text-align: right;"><i>(continued)</i></p>
<p>Teacher Reflections</p>		





7.3.5 Economy and Well-Being

Assessment	Outcomes	Strategies
 	<p>KI-013 KE-046 KE-047 KE-048 KE-049</p>	<p>Acquire <i>(continued)</i></p> <p>Students review their knowledge of the factors that distinguish the less-developed and more-developed nations of the world, referring to their notes regarding the Human Development Index from Learning Experience 7.2.1: “The Good Life.” Working in collaborative groups, students create a Mind Map that illustrates the economic factors that affect human development and quality of life, using examples that are specific to what they have learned about societies of Asia, Africa, and Australasia. Groups share their Mind Maps with one another in a Carousel activity, discussing which issues have the greatest impact on quality of life in societies of these parts of the world. As a reference, students may add symbols to the wall map of the world, indicating examples of more-developed and less-developed countries in Asia, Africa, and Australasia.</p> <p>TIP: Review with students the factors used in the Human Development Index (HDI), which they examined in 7.2.1. These are life expectancy, education, and income per capita based on GDP. Discuss with students all the elements that may influence HDI factors (e.g., floods, famines, lack of water or natural resources, health and disease issues...). Encourage students to create a Mind Map that includes diverse and concrete examples of concerns in countries of Asia, Africa, and Australasia related to work and income, urbanization, industrialization, technological development, medical treatment and care, natural resources, national productivity and trade, and food and water supplies. As students circulate from group to group in the Carousel activity, provide them with sticky notes to attach new ideas and additional examples to the Mind Maps of the other groups. (This is particularly useful if each group has been assigned or has selected a different country for the purposes of this cluster.)</p>
		<p><i>(continued)</i></p>
<p>Teacher Reflections</p>		





7.3.5 Economy and Well-Being

Assessment	Outcomes	Strategies
	<p>KI-013 KE-046 KE-047 KE-048 KE-049</p>	<p>Acquire <i>(continued)</i></p> <p>Students read an informational article about the urbanization of the world’s population. After reading the article, students discuss the impact of urbanization on the ways of life of the peoples of Asia, Africa, and Australasia. Exchanging information they have gathered about the rate of urbanization of their selected country, they discuss the causes of this movement of population (e.g., industrialization, agricultural failures, employment, access to services...), and the consequences of urbanization on quality of life (e.g., slums, unemployment, decline of natural landscape and agricultural land, pollution, population density, disease transmission, natural resource depletion...).</p> <p>TIP: Help students recognize that urbanization has a greater immediate impact on ways of life in less-developed nations because these countries do not have the level of finances, services, or technology necessary to accommodate the arrival of large numbers of people to an urban centre. Encourage students to use their knowledge of indigenous cultures to consider the effects of urbanization and industrialization on the traditional ways of life of indigenous peoples, whose economic activities are generally land-based and subsistence-driven.</p> <p> BLM: Urbanization (2 pages)</p> <p> BLM: Urbanization and Slums</p> <p style="text-align: right;"><i>(continued)</i></p> <hr/> <p>Teacher Reflections</p>







7.3.5 Economy and Well-Being

Assessment	Outcomes	Strategies
	KI-013 KE-046 KE-049	<p>Acquire <i>(continued)</i></p> <p>Generate a guided classroom discussion about how many students enjoy eating chocolate. Ask students to consider where and how chocolate is cultivated, eliciting what they know or believe and recording ideas on chart paper. Following this discussion, have students listen to a reading of BLM 7.3.5d, which discusses cocoa production in Africa. Students then consult a website about the production of cocoa in Africa. In a general class discussion, review the main points about what actions Canadian consumers can take to counteract forced child labour in the production of cocoa.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p> BLM: Chocolate: Fair Trade or Slave Trade? (2 pages)</p>
	KI-013 KE-047 KE-048	<p>Students view a world map or chart indicating the average life expectancy of people living in various countries of the world, and share their observations of what the map tells them. They identify several countries that have very low life expectancy and several that have very high expectancy, and discuss reasons why this disparity exists (e.g., infant mortality, mortality of women in childbirth, lack of health care, malnutrition, poor water and sanitation supplies, diseases such as malaria and AIDS...). Following the discussion, students consult websites to gather current information about one of these health issues, such as the AIDS epidemic in Africa. Students discuss the information they have gathered, focusing on positive actions to combat AIDS.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p>
<p>Teacher Reflections</p>		





7.3.5 Economy and Well-Being

Assessment	Outcomes	Strategies
 	KI-013 KE-046 KE-047 KE-048 KE-049	<p>Apply</p> <p>Collaborative groups of students create a front-page layout for an international newspaper, including headlines of current events, trends, or stories related to quality of life in the countries of Asia, Africa, and Australasia they have studied in this cluster. Students create their own headlines, write short articles, and design an appropriate newspaper layout. They include photos from electronic sources, and cite these sources correctly in their newspaper.</p> <p>TIP: Caution students not to duplicate the North American media convention of stressing only the negative issues and the “bad news” about these countries, and to include stories of a positive nature as well.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p style="text-align: center;">or</p>
	KE-046 KE-047 KE-049	<p>Collaborative groups of students design an awareness campaign in their school about the use of child labour in the production of chocolate. The campaign should be designed to promote specific actions that students and their families may take to counteract unfair labour practices and conditions in less-developed countries, such as purchasing fair trade products.</p> <p>NOTE: Refer to the suggestions made in BLM 7.3.5d: “Chocolate: Fair Trade or Slave Trade?” Depending upon the countries studied by the students, different examples of work and trade issues may be selected as a focus topic in this activity. For example, they might select children working</p> <ul style="list-style-type: none"> • in the diamond mines of Angola, Sierra Leone, and the Democratic Republic of Congo • as banana pickers in the Philippines • as carpet weavers in India, Nepal, and Pakistan <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p style="text-align: right;"><i>(continued)</i></p>
<p>Teacher Reflections</p>		

7.3.5 Economy and Well-Being

Assessment	Outcomes	Strategies
 	KI-013 KE-046 KE-047 KE-048 KE-049	<p>Apply <i>(continued)</i></p> <p>Pairs of students create a poster-sized comparison chart in which they compare human development factors of Canada to those of the country or countries of Asia, Africa, or Australasia they studied in this cluster. Students may use the HDI factors used by the UN as a starting point (see Learning Experience 7.2.1). They may also include factors such as labour practices, illness, water supplies, medical care, urbanization rate, level of industrialization, women in the workforce, or other relevant factors that have an impact on quality of life in the countries studied.</p>
		<p style="text-align: center;">or</p> <p>Students create a multimedia presentation or web page for International Development Week, held annually in the first week of February. The web page should include photos and samples of materials gathered in their research and suggest ways that citizens of Canada, especially youth, can support Canada's projects in international development in Asia, Africa, and the Middle East.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p>
 	KI-013 KE-046 KE-047 KE-048 KE-049	<p style="text-align: center;">or</p> <p>Students create a Photo Essay on their selected country of Asia, Africa, or Australasia, in which they summarize what they have learned about ways of life in that country. Their photo essays should include examples of the internal and international factors that have an impact on ways of life in the selected country. Students share their journals with invited guests from other classes in the school, or parents and other community members in a specially planned Global Awareness session. Photo essays may be retained in the students' Travel Portfolios.</p> <p>TIP: The URL below provides a link to a BBC photo essay in which photo journalist Jeroen Bouman gets a rare glimpse inside the illegal Chinese workshops where young teenagers work long hours amid noxious fumes, recycling computers from the U.S. and Europe. To find other essay examples, type the key words "photo essay" in an Internet search engine.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p>
		<p style="text-align: right;"><i>(continued)</i></p>
<p>Teacher Reflections</p>		

7.3.5 Economy and Well-Being

Assessment	Outcomes	Strategies
	KI-013 KE-046 KE-047 KE-048 KE-049	<p>Apply <i>(continued)</i></p> <p>Pairs of students self-assess their learning about societies of Asia, Africa, and Australasia by participating in online quizzes about international development issues that are relevant to these societies.</p> <p>TIP: The URL below provides a link to electronic quizzes. Students may also create their own electronic quizzes based on these models, inviting their peers to participate by testing themselves.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <hr/> <p style="text-align: center;">or</p>
	 	KI-013 KE-046 KE-047 KE-048 KE-049
<p>Teacher Reflections</p>		

Ways of Life in Asia, Africa, or Australasia**Cluster 3—Connecting and Reflecting****Student:**

Using your “Ways of Life in Asia, Africa or Australasia” portfolio, reflect on the various factors that affect ways of life in the country you studied, and describe how your attitudes toward that part of the world have changed.



BLM: Ways of Life in Asia, Africa or Australasia — Connecting and Reflecting

Teacher Reflections

People and Places in the World

Human Impact in Europe or the Americas

4
CLUSTER

GRADE
7





Cluster 4

Learning Experiences: Overview

7.4.1 Geography

KL-024 Identify on a map the major cities, landforms, and bodies of water of a society of Europe or the Americas.

7.4.2 Environmental Impact

KL-028 Describe diverse approaches to land and natural resource use in a society of Europe or the Americas.

KL-029 Give examples of the impact of human activity on the natural environment in a society of Europe or the Americas.

Examples: endangered plant and animal species, reforestation, restoration of wetlands...

KE-050 Identify major economic activities in a society of Europe or the Americas.

KE-053 Describe sustainable development issues in a society of Europe or the Americas.

VL-009 Be willing to take actions to help sustain the natural environment in Canada and the world.

7.4.3 A Urbanization

KL-025 Give reasons for increased urbanization in a society of Europe or the Americas.

Examples: housing, access to services, employment, industry...

KE-051 Identify common challenges faced by large urban centres.

Examples: economic, environmental, social...

7.4.4 Historical Influences

KH-031 Identify historical events that continue to affect a society of Europe or the Americas.

Examples: colonization, slavery, wars, disasters, agricultural or technological change...

VH-010 Appreciate history as an important way to understand contemporary life.

7.4.5 Living in the Global Village

KL-026 Identify human activities that contribute to climate change.

KL-027 Describe social, environmental, and economic consequences of climate change.

KP-044 Identify ways in which government decisions may affect human impact on the natural environment.



KE-052 Identify issues related to food production and distribution in a society of Europe or the Americas.

KE-054 Give examples of the environmental and social impact of consumerism in the local community and in a society of Europe or the Americas.

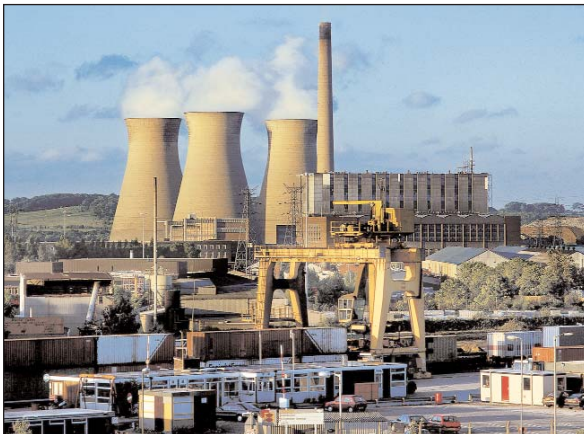
VE-017 Be willing to consider the consequences of their consumer choices.

Human Impact in Europe or the Americas

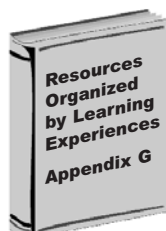
Cluster Assessment: Tools and Processes

- **Engaging Students in the Cluster:** These are suggested strategies to activate the cluster and help teachers assess student prior knowledge.
-  **Suggested Portfolio Selections:** This icon is attached to strategies that may result in products, processes, or performances for inclusion in student portfolios.
- **Student Portfolio Tracking Chart:** This chart is designed for students to track their portfolio selections throughout the cluster. It is located in Appendix C.
-  **Skills Set:** This icon identifies the skills that may be targeted for assessment during each strategy, and provides suggestions for that assessment.
- **Skills Checklist:** This teacher tool lists every skill outcome for a particular grade. It is intended to track individual student progress related to skills in each cluster and throughout the grade. It is located in Appendix C.
- **Connecting and Reflecting:** This is the end-of-cluster summative assessment activity.

Cluster Description



Students examine the impact of human activities in *one contemporary society, selected from a choice of Europe or the Americas*. This study includes a focus on environmental, social, political, cultural, and economic issues. Students explore historical events, climate change, technological development and urbanization, use of natural resources, food production and distribution, and consumerism. They also consider concepts related to sustainable development. Finally, as students assess the consequences of their personal actions and choices, they come to understand their roles as citizens in an increasingly interdependent world.



Engaging Students in the Cluster

- Display a wall map of the world, and have students post pictures on the map related to life in Europe or the Americas.
- Display contemporary pictures from countries in the selected regions alongside images from 200 years ago and have students discuss changes in daily life.
- View films or segments of films illustrating life in the past in the selected regions.
- Present students with a list of various inventions through human history and ask them to identify when they came into use:
 - More than 2000 years ago (e.g., alphabet, shoes, oar, metal swords calendar, coins, mirror, ice cream...)
 - between 1 CE and 1000 CE (e.g., paper, algebra, chess, gunpowder...)
 - between 1000 and 1600 (e.g., eyeglasses, flush toilet, thermometer, microscope, mechanical clock, paper money, hand guns, rocket, parachute, glass bottle, playing cards, toothbrush, watch...)
 - between 1500 and the 20th century (e.g., telescope, newspapers, barometer, steam engine, sandwich, vaccination, electric battery, photography, microphone, bicycle, telephone, light bulb...)
 - in their grandparents' and parents' lifetime (e.g., atomic power, automobile, radio, television, jet engine, ballpoint pen, satellite, microchip, laser, Internet...)
 - in their lifetime (e.g., self-cleaning windows, artificial liver, the Segway, phone tooth, virtual keyboard, hybrid cars, iPod, thinking shoes, translucent concrete, DVDs...)
- Display photographs showing the effect of human activity on the natural environment (e.g., clear-cutting, pollution, erosion, deforestation, battle scenes from WWI or WWII)
- Read aloud excerpts from a narrative about a fictional future world and, as a class, discuss future possibilities for life on Earth.
- Collaborative groups of students create collages of newspaper articles and pictures of cities and discuss problems and opportunities related to living in urban centres.
- Create a “World Travel Centre” with magazines, brochures, postcards, and images of the environment, people, places, and communities of the selected regions.

Learning Experiences Summary

7.4.1 Geography

7.4.2 Environmental Impact

7.4.3 Urbanization

7.4.4 Historical Influences

7.4.5 Living in the Global Village



7.4.1 Geography

KL-024 Identify on a map the major cities, landforms, and bodies of water of a society of Europe or the Americas.

NOTE: Although this learning experience focuses primarily on KL-024, as an Activating Strategy for this cluster it also makes connections to previous learning outcomes KL-016, KL-018, KG-032, and to learning outcomes that will be acquired later in the cluster.

Enduring Understanding

Characteristics of physical and human geography are among the most significant and important defining elements of societies. A large number of the most developed societies of the world are located in Europe or the Americas.

Description of the Learning Experience

Students review the geography of Europe and the Americas, including major countries and cities of both more-developed and less-developed nations. They select a specific country to research in this cluster, generate questions to guide their research, and construct a map of their selected country.

Note: See the Suggested Teaching Scenario on pages 44–45. This learning experience is a general introduction to Cluster 4, making connections to students' knowledge of world geography and their knowledge of the distribution of more- and less-developed nations in the world. Throughout this cluster, students may pursue the scenario of the "armchair traveller" making a journey around the world, continuing to add material to their Travel Portfolios.

The outcomes in this cluster emphasize different topics and concepts than in Cluster 3. In their study of Europe and the Americas, students focus primarily on economic activities and development, environmental impact, sustainability issues, and the consequences of consumerism.









A sample web is provided in BLM 7.4.1i: "Sample Web: Studying a Society of Europe and the Americas" to help students organize their research. Students may use the web as a basis for generating research questions, and developing a keyword search list and a note-taking frame.

As in Cluster 3, research on a selected country may be organized in a variety of ways:

- the entire class may study the same country
- groups of students may all study the same country
- each student may select his or her own country
- small groups may study one country as a cooperative learning project (e.g., Jigsaw, Co-op Co-op, or Carousel)





Students should become aware of general trends in human activities among societies of Europe and the Americas, while acquiring more detailed knowledge of one country in particular. Students may also begin to consider planning a culminating activity for the year in which they consider their responsibilities as citizens of a more-developed society, as consumers, and as members of a "global village."

7.4.1 Geography

Assessment	Outcomes	Strategies
	KL-024	<p>Activate</p> <p>Collaborative groups of students brainstorm and record a list of the main countries and cities in Europe and the Americas. When ideas begin to slow down, students use a world atlas to check and add to their lists. They identify the countries and cities they have listed on an outline map of each continent, discussing which countries they are interested in researching further.</p> <p>TIP: The “Americas” focus in this cluster is intended for societies outside of Canada. Students focus on Canada in earlier grades, and will do so again in Grades 9, 10 and 11. Even though students are directed to look beyond our borders, they will need to use their knowledge of the physical and human geography of Canada as a basis of comparison for their study of societies of Europe or the Americas. Note that the countries of Central America are physically part of North America, but they are considered to be part of Latin America because of cultural geography. Students need not focus on identifying all the U.S. states, although they may wish to label those with which they are familiar. Students may also identify on their outline maps major bodies of water and landforms they know.</p> <p> BLM: Outline Map of Europe</p> <p> BLM: Outline Map of North America</p> <p> BLM: Outline Map of South America</p> <p style="text-align: center;">or</p>
	KL-024	<p>Pairs of students take an Internet map quiz to review and test their knowledge of the political maps of Europe and the Americas. Following the activity, they complete a map of each continent, labelling all the countries they recall from the exercise, as well as major landforms and bodies of water. Students then refer to an atlas to verify their maps.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p> BLM: Outline Map of Europe</p> <p> BLM: Outline Map of North America</p> <p> BLM: Outline Map of South America</p>






(continued)

7.4.1 Geography







Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
	KL-024 (also refers to KL-025 KL-029 KE-050 KE-051 KE-052)	Students use a blank world map to draw their itinerary for an imaginary voyage to a country of Europe or the Americas, locating on the map the main cities they plan to visit. Students may also complete a Trip Planner to describe what they expect to see and experience in travelling to their selected nation. Students share their itineraries with a partner, discussing what interests them most about the country they have selected. Itineraries and planning sheets may be retained in the students' Travel Portfolios.
		 Supporting websites can be found at < www4.edu.gov.mb.ca/sslinks/LEList >
		7.4.1 d BLM: Trip Planner—Europe or the Americas 7.1.1 f BLM: Outline Map of the World—Countries
or		
	KL-024 (also refers to KL-025 KL-029 KH-031 KE-050 KE-051 KE-052)	Students develop the first two columns of a KWL chart regarding a selected country in Europe, South America, or North America. The chart may be included in their Travel Portfolio, to be revisited at the end of their inquiry in order to reflect on what they have learned.
		NOTE: The KWL chart may be used as an Activating activity for the entire cluster (the key words used in BLM 7.4.1e refer to all the outcomes for this cluster). Encourage students to apply the geographic knowledge they have acquired in Cluster 1, referring to their notes as needed. Also encourage students to develop specific questions concerning the major urban centres and main economic activities of the society they select.
		7.4.1 e BLM: KWL Chart: A Country of Europe or the Americas
Teacher Reflections		

Human Impact in Europe or the Americas








7.4.1 Geography

Assessment	Outcomes	Strategies
	KL-024 (also reviews KG-032)	<p>Acquire</p> <p>Consulting the United Nations Human Development Report website, or using BLM 7.4.1f, students identify the most developed countries in Europe or the Americas, locating them on a map of the world or a continental map. In the same way, they identify countries with a low Human Development Index (HDI) from Europe or the Americas, and locate them on a map of the world or a continental map. Students generate theories about the impact of physical geography and of history on the predominance of more-developed nations in Europe and the Americas.</p> <p>NOTE: Review the factors used in determining the HDI (refer to BLM 7.2.1c). This activity and the activity that follows review information students were introduced to in Clusters 1 and 2. Both activities allow students to envision a geographic overview of Europe and the Americas, and to compare human development levels in these regions with what they have learned about societies of Asia, Africa, and Australasia.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p> BLM: Human Development, Quality of Life, and Poverty</p> <p> BLM: More-Developed and Less-Developed Countries of Europe and the Americas</p> <p style="text-align: center;">— or —</p>
	KL-024 (also refers to KL-025 KE-051)	<p>Using a list of urban centres with populations over 4 million people in Europe and the Americas, students (without using an atlas) identify the country in which each city is located. Then, using a world atlas, they verify the country in which each city is situated, identify its latitude and longitude, and locate each city on a map of the world.</p> <p> BLM: Major Cities of Europe and the Americas</p> <p style="text-align: right;"><i>(continued)</i></p>
<p>Teacher Reflections</p>		

7.4.1 Geography

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
 	KL-024 (also refers to KL-025 KL-029 KE-050 KE-051 KE-052)	Students construct a map of their selected country of Europe or the Americas, identifying major cities, industrial and agricultural areas, landforms and bodies of water, and major ports. Students may include other geographic factors on which development, urbanization, and industrialization have an impact (e.g., rainforests, natural resources...). Students share their maps with the class to solicit feedback and suggestions on the map's clarity and precision before including them in their Travel Portfolios. TIP: Develop with the class a set of criteria for the construction of an effective map to guide students in this activity. BLM 7.4.1h may be used as a starting point for developing these criteria.  Supporting websites can be found at < www4.edu.gov.mb.ca/sslinks/LEList >  BLM: Map-Making Criteria
or		
	This activity relates to outcomes for the entire cluster.	Using a sample web for this cluster as a starting point, students plan their inquiry into a selected country of Europe or the Americas, generating questions under each topic, a keyword search list, and recording possible print and electronic sources for their research. Students may also use the web as a basis for the development of a note-taking frame for their research in this cluster.  BLM: Sample Web: Studying a Society of Europe or the Americas
Teacher Reflections		

7.4.1 Geography

Assessment	Outcomes	Strategies
	KL-024 (also relates to KL-028 KL-029 KE-050 KL-025 KE-052)	<p>Apply</p> <p>Using print and electronic resources, collaborative groups of students gather a collection of photos of cities, bodies of water, natural landscapes, and major landforms from various places in Europe and the Americas. They present their photos to another group of students, and invite them to identify which region or country of Europe or the Americas each photo represents.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p>
		or
	KL-024	<p>Students construct a poster-sized chart or collage presenting key geographic facts about their selected country (e.g., major cities, landforms and bodies of water, vegetation and climate, surface, population distribution, neighbouring countries, natural resources, arable land...). Students may use a large outline map as a background for the display of their information. Posters are displayed and students circulate to view and respond to them.</p>
		or
	This activity relates to outcomes for the entire cluster.	<p>Students create a travel diary of an imaginary trip to their selected country in Europe or the Americas. Their diary should include a map of the itinerary, descriptions of the natural environment and human activities, and images of the country. It may include such things as an imaginary conversation with a local resident, and observations about development and environmental issues in this country. Students share their travel journals by reading them aloud in small groups.</p> <p>NOTE: Students may retain this initial trip diary in their Travel Portfolios, expanding on it through the remainder of the cluster as they gather more information and understanding of the society they are studying (e.g., sustainable development, economy, urbanization, history, food and agriculture, trade and export, industrialization, technology...).</p>
		or
	KL-024 (also reviews KL-016)	<p>Students revisit the exercise of creating a mental map of the world. (Refer to BLM 7.1.2c: “Map the World in a Minute” and BLM 7.1.2d: “My Mental Map of the World.”) After they have completed their sketch map of the world, they compare it to their original mental map and assess whether they have improved in their geographic knowledge and map-making. Students include their map in their Travel Portfolios.</p>
		<p> 7.1.2 c BLM: Map the World in a Minute</p> <p> 7.1.2 d BLM: My Mental Map of the World</p>

Human Impact in Europe or the Americas



7.4.2 Environmental Impact

- KL-028 Describe diverse approaches to land and natural resource use in a society of Europe or the Americas.

- KL-029 Give examples of the impact of human activity on the natural environment in a society of Europe or the Americas.
Examples: endangered plant and animal species, reforestation, restoration of wetlands...

- KE-050 Identify major economic activities in a society of Europe or the Americas.

- KE-053 Describe sustainable development issues in a society of Europe or the Americas.

- VL-009 Be willing to take actions to help sustain the natural environment in Canada and the world.

Enduring Understanding

Human activity affects the global environment, either positively or negatively. The societies of Europe and the Americas affect the environment to varying degrees, depending upon populations and lifestyles, consumption habits, economic development, technology, and industrialization.

Description of the Learning Experience

Students review the principles of sustainability, and continue their research of a selected society of Europe or the Americas, focusing on economic activities and environmental impact. They compare the ecological footprints of countries in Europe and the Americas, and consider their global environmental responsibilities as citizens of the highly developed nation that is Canada.








Vocabulary: sustainability, sustainable development, natural resources, ecological footprint (See Appendix D for Vocabulary Strategies.)

Note: This learning experience may also be developed as an interdisciplinary inquiry with science; it has several conceptual links with science Cluster 1: “Interactions within Ecosystems.”

7.4.2 Environmental Impact





Assessment	Outcomes	Strategies
	KL-028	<p>Activate</p> <p>Students use their knowledge of geography to predict the major types of economic activities and natural resource use in their selected country of Europe or the Americas. Students share their predictions, discussing examples of the impact of human activity on the natural environment.</p> <p style="text-align: right;"><i>(continued)</i></p>
	KL-029	
	KE-050	
	KE-053	
	VL-009	

7.4.2 Environmental Impact

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
 	KL-028 KL-029 KE-050 KE-053 VL-009	Students draw from memory the Venn diagram illustrating the elements of sustainability (previously introduced in Learning Experience 7.2.1). Once they have drawn the graphic, they verify its accuracy and discuss in collaborative groups what is represented by each element of the diagram. Each group may create their own annotated version of the graphic, adding words and symbols that help to explain the concept of sustainability and examples of sustainability issues in Europe and the Americas.  BLM: Sustainability
or		
 	KL-028 KL-029 KE-050 KE-053 VL-009	Students brainstorm a list of environmental issues related to sustainability. The issues are recorded on the board or on chart paper, and students discuss which issues they consider to be most critical in their selected country of Europe or the Americas and in the world. TIP: Encourage students to make connections to what they are learning in science. Cluster 1: “Interactions within Ecosystems,” 7-1-05, 7-1-06.
or		
 	KL-028 KL-029 KE-050 KE-053 VL-009	Students take an investigative walk around their local neighbourhood to explore the local environment. As they move through the neighbourhood, they record their route and all evidence they observe of human impact on the natural environment. Upon their return, students create a sketch map of the neighbourhood, indicating the route they followed and the location of various examples of human impact. Students share their maps and observations, and discuss how human activities, particularly in industrialized or more-developed societies, alter the environment. TIP: Students may record information on paper. They may also record it electronically with a GPS device and digital camera, which would allow them to create an electronic slide show of their observations. Encourage students to notice the many ways in which human activities alter the environment, both positively and negatively.
<p>Teacher Reflections</p>		






Human Impact in Europe or the Americas

7.4.2 Environmental Impact

Assessment	Outcomes	Strategies
 	KL-028 KL-029 KE-050 KE-053 VL-009	<p>Acquire</p> <p>Students create a two-column graphic organizer listing the major natural resources and the major economic activities in their selected country of Europe or the Americas. Students share ideas about the relationship between natural resources, economic activity, and environmental impact in societies around the world.</p> <p> BLM: Natural Resources and Economic Activities</p>
		<p style="text-align: center;">or</p> <p>Using print and electronic resources, students gather and record information about the major economic activities, positive and negative effects of human activity on the natural environment, and sustainable development issues in their selected society of Europe or the Americas.</p> <p>TIP: Note that this activity is the major research project for this cluster, and students should be accorded sufficient time to plan and carry out all steps of the inquiry process, with a view to sharing their research with the class in a format that creatively conveys what they have learned. Encourage students to design their own paper or electronic frame for recording research, including charts, graphs, or cause-and-effect maps. Research should focus on the economic and environmental activities that are most relevant to the selected society. Suggested guiding questions are proposed in BLM 7.4.2b. Encourage students to add their own questions.</p> <p> BLM: Researching Economic Activity (2 pages)</p>
<i>(continued)</i>		
Teacher Reflections		







Human Impact in Europe or the Americas

7.4.2 Environmental Impact

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	KL-028 KL-029 KE-050 KE-053 VL-009	<p>Using print and electronic sources, collaborative groups of students find and analyze articles about sustainable development or environmental issues in the news. They present to the class the key issues and possible approaches to their solutions as described in their articles. In a guided plenary discussion, students discuss what they consider to be the most critical issues and responsibilities related to environmental impact and sustainable development at the present time in societies of Europe and the Americas (e.g., water purity, preservation of agricultural lands, preservation of natural habitat such as forests, biodiversity, greenhouse gas emissions, industrial and toxic waste, garbage and waste management...).</p> <p>TIP: Encourage students to be critical about media coverage and to note that, in the past, the importance of environmental issues was subject to transitory popular trends (e.g., the population explosion [1960s], the energy crisis [1970s], the hole in the ozone layer [1980s], global warming [1990s]...). In other words, the popularity of an issue with the media is not the only indicator that it is a critical issue. There may be other issues they have found that are equally or more important. Students may determine a collective decision by vote or by consensus on a priority environmental issue to pursue as a class action project.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p>
or		
 	KL-028 KL-029 KE-053 VL-009	<p>Using print and electronic resources, students research the approach to land and natural resource use of an international environmental organization, an indigenous group, or an international development group. They present brief oral summaries of their findings in collaborative groups. Students compare the approaches of various groups, and assess which they feel are the most effective in sustaining the natural environment and in promoting practices of sustainable development.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p style="text-align: right;"><i>(continued)</i></p>
Teacher Reflections		







Human Impact in Europe or the Americas

7.4.2 Environmental Impact

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	KL-028 KL-029 KE-053 VL-009	Students read an informational text about the concept of the ecological footprint, and discuss its meaning and importance as a means of assessing the environmental impact and sustainability of human activity in societies of the world. Students consult websites that provide footprint ratings of various countries of the world, and develop a comparison chart of the ecological footprints of three different countries of Europe and the Americas—ideally including a less-developed and a more-developed nation. Students present their charts, discussing why certain countries have higher ecological footprints and discussing actions these countries can take to reduce their impact on the environment while still maintaining a high quality of life.
		 Supporting websites can be found at < www4.edu.gov.mb.ca/sslinks/LEList >
		 BLM: Ecological Footprint
or		
	KL-028 KL-029 KE-050 KE-053 VL-009	Students read an informational text about the international Earth Charter initiative and discuss the importance of a global commitment to the principles of sustainable development. Collaborative groups of students consult the Earth Charter website and find examples of initiatives in societies of Europe or the Americas that address issues related to environmental impact or sustainable development. Students discuss the effectiveness of various approaches to environmental issues, including international agreements such as the Earth Charter.
		 Supporting websites can be found at < www4.edu.gov.mb.ca/sslinks/LEList >
		 BLM: Earth Charter
<p>Teacher Reflections</p>		

Human Impact in Europe or the Americas

7.4.2 Environmental Impact






Assessment	Outcomes	Strategies
 	KL-028 KL-029 KE-050 KE-053 VL-009	<p>Apply</p> <p>Students prepare and present a short multimedia presentation about the impact of human activity on the natural environment in their selected society of Europe or the Americas. Student presentations should include ways they plan to reduce their own negative environmental impact on the Earth by changing personal daily habits.</p> <p>TIP: Encourage students to find and use appropriate images to support their description of environmental impact (e.g., photographs of rainforest depletion in South America can have a great effect and can convey detailed information). Ask students to focus on the global connections and responsibilities, and not only on the national implications of the environmental issues they select.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p>
	or	
 	KL-028 KL-029 KE-053 VL-009	<p>Students calculate the ecological footprint of their families, their class, or the school, and determine ways in which they may reduce the environmental impact of their daily activities. Students may decide to create a school-wide awareness campaign regarding the school or community collective ecological footprint, and find ways to minimize the negative impact on the environment. To do so, they distribute and administer an ecological footprint questionnaire to students in other classes and tabulate the data. Once they interpret the results, students determine priorities and prepare a school-wide campaign (e.g., posters, pamphlets, morning announcements, pep rally...) to encourage students to minimize their environmental impact.</p> <p>NOTE: Calculating one’s ecological footprint is not an exact science, and there are a variety of tools to do so. Consult “footprint” websites and select a questionnaire that is simple to administer. Use the same tool for all students.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p>

(continued)

Teacher Reflections

Human Impact in Europe or the Americas

7.4.2 Environmental Impact

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
— or —		
	KL-028	<p>Students create a visual presentation synthesizing the information they have gathered about the economic activity and environmental impact of their selected society of Europe or the Americas. They include the presentation as part of their Travel Portfolios, share it with other students in small groups, and discuss the differences and similarities they have noted between countries.</p> <p>TIP: Encourage students to use graphs, maps, charts, and visual tools to organize and summarize their information so that it is visible “at a glance,” and to use clip art or photographs to effectively draw attention to the main ideas in their report.</p>
	KL-029	
	KE-050	
	KE-053	
	VL-009	
— or —		
	KL-028	<p>Collaborative groups of students create a Mind Map to illustrate the positive and negative aspects of technological and industrial development, using examples from their research into societies of Europe and the Americas. Students circulate to view the displayed Mind Maps and discuss the benefits and disadvantages of development and increased economic activity.</p> <p>TIP: Have students use the sustainability graphic (see BLM 7.2.1b) as the basis for their Mind Map, and ask them to include images and ideas that incorporate diverse perspectives on the topic of economic activity and environmental impact. It may be useful to develop a vocabulary list with the class before they develop their Mind Maps.</p>
	KL-029	
	KE-050	
	KE-053	
	VL-009	
		<p>TIP: Have students use the sustainability graphic (see BLM 7.2.1b) as the basis for their Mind Map, and ask them to include images and ideas that incorporate diverse perspectives on the topic of economic activity and environmental impact. It may be useful to develop a vocabulary list with the class before they develop their Mind Maps.</p>
— or —		
	KL-028	<p>Students design and create a brochure or web page as a promotional campaign to raise awareness of the Earth Charter, and to encourage individuals, groups, and organizations in their community to endorse the Earth Charter.</p>
	KL-029	
	KE-053	
	VL-009	
		
— or —		
<p>7.2.1 b BLM: Sustainability</p>		
— or —		
<p>Teacher Reflections</p>		

Teacher Reflections



7.4.3 Urbanization

- KL-025 Give reasons for increased urbanization in a society of Europe or the Americas.
Examples: housing, access to services, employment, industry..
- KE-051 Identify common challenges faced by large urban centres.
Examples: economic, environmental, social...

Enduring Understanding

Densely populated cities are increasingly becoming the economic, social, political, and cultural centres of European and North and South American society.

Description of the Learning Experience



Students conduct research into factors that influence increased urbanization, and challenges faced by large cities, using examples of cities in Europe and the Americas. They reflect on the impact and sustainability of large urban centres.

Vocabulary: urbanization, population density, urban planning (See Appendix D for Vocabulary Strategies.)

7.4.3 Urbanization



Assessment	Outcomes	Strategies
	KL-025	<p>Activate</p> <p>Students brainstorm a list of cities they know in Europe or the Americas that they would find interesting to visit. Using the knowledge they have about urbanization, students discuss reasons why people are attracted to cities, considering some of the features they find appealing about the cities they named. Reasons are recorded and may be classified under categories suggested by the students (e.g., economic, cultural, social, recreational, educational, artistic...).</p> <p>TIP: Students may refer to a list of cities in BLM 7.4.1g or consult a world population map.</p> <p> BLM: Major Cities of Europe and the Americas</p> <p style="text-align: right;"><i>(continued)</i></p>
	KE-051	
<p>Teacher Reflections</p>		

7.4.3 Urbanization

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
	KL-025 KE-051	<p>Students create an arts wall that illustrates elements that attract people to cities, and common challenges faced by cities and city dwellers. Students view the art and commentary, and discuss the significance and possible consequences of the increasing urbanization of the world’s population.</p> <p>TIP: This activity may be carried out by assigning collaborative groups of students a designated area on a large roll of chart paper affixed to the wall. Encourage students to plan their design and comments carefully before drawing, and to be creative in their representation of the positive and negative aspects of urban life.</p>
or		
	KL-025 KE-051	<p>Students participate in a “continuum of points of view” activity about city life and country life in which they reflect on and express their beliefs about urbanization. After students have exchanged points of view, the class debriefs, analyzing their thoughts about urbanization and its positive and negative effects.</p> <p>TIP: Refer to Appendix A: “Using a Continuum of Points of View,” page A13, for guidelines for this activity. Develop three concise statements describing both extremes and the midpoint of the continuum (e.g., “Living in an urban centre offers a better quality of life”; “Living in a rural area offers a better quality of life”; and “Quality of life is not affected by living in a rural or an urban setting”).</p>
<i>(continued)</i>		
Teacher Reflections		









Human Impact in Europe or the Americas

7.4.3 Urbanization







Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
	KL-025 KE-051	Using print or electronic resources, students find images of urban landscapes and skylines in Europe and the Americas. Students discuss elements that large cities have in common, including reasons for increased urbanization and challenges faced by cities and urban dwellers.
or		
	KL-025 KE-051	Students calculate the population density of their school and discuss what is meant by the term <i>population density</i> . Students calculate the area of the school, and divide that number by the total number of students. Students compare their calculations and discuss advantages and disadvantages of the concentration of population, thinking of the services and options available in larger and smaller schools. They determine what they feel would be the optimum size of a school population and a school area, and discuss related issues (e.g., What problems arise when there are too many students and not enough space? What problems arise when there are too few students?). In a guided discussion, students draw parallels between school population density and urban population density.
<p>Teacher Reflections</p>		

Human Impact in Europe or the Americas




7.4.3 Urbanization

Assessment	Outcomes	Strategies
Acquire		
 	KL-025 KE-051	<p>Using the provided frame, pairs of students collect and record data about population distribution and urbanization in societies of Europe and the Americas, selecting two countries to compare with Canada. They summarize their findings by creating a diagram or graph that illustrates a clear visual comparison of the data. Student pairs share their data and interpretations with another pair, discussing the consequences of increased urbanization and population density in societies of Europe and the Americas (i.e., social, economic, environmental, cultural).</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p> BLM: Data Collection Frame—Population</p>
or		
 	KL-025 KE-051	<p>Using print and electronic resources, students research a city in their selected country of Europe or the Americas, gathering data, descriptive information, photographs, tourist information, and urban planning information. Students organize their information by topic, focusing on the reasons for urbanization (i.e., what attracts people to the selected city), and social, economic, and environmental challenges or issues in their selected city.</p> <p>TIP: Help students develop a note-taking frame that allows them to focus on key topics, including both positive and negative aspects of urban centres. Explain to students that, although cities serve many functions, often a city has one dominant role or function: it may be a government or political centre, a centre of industry and manufacturing, a centre of historical importance, a centre of arts and culture, a service centre for medical, consumer, or financial services, et cetera. The main role or function of a city has an influence on its transportation system, its architecture, how it grows, how its space is organized (i.e., residential, commercial, industrial, or green space, suburban development...), and its impact on the environment.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p> BLM: Note-Taking Frame: A City of Europe or the Americas</p>
<i>(continued)</i>		
Teacher Reflections		

7.4.3 Urbanization




Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	KL-025 KE-051	<p>Students compare data related to three large urban centres of Europe or the Americas. Students record and interpret the data, and then draw conclusions about the reasons for urbanization and challenges faced by large urban centres in various regions of the world.</p> <p>TIP: Refer to BLM 7.4.1g for a list of urban centres. Students may work in triads for this comparison, ideally selecting one city in Europe, one in North America, and one in Central or South America. Students may also be encouraged to consider possible consequences of the global trend toward mega cities, metropolises, and megalopolises in the developed world.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p> 7.4.1 g BLM: Major Cities of Europe and the Americas</p> <p> 7.4.3 c BLM: City Comparisons (2 pages)</p>
	or	
	KL-025 KE-051	<p>Students create a print collage or electronic file in which they gather photographs of the most significant features of one or more cities in their selected society of Europe or the Americas. Students organize their images to portray positive and negative social, economic, cultural, and environmental aspects of cities and urban quality of life in Europe and the Americas. Students share their images, exchanging observations and ideas about the common benefits or advantages of urban life, and the common challenges of urban life among the cities they have examined. Students may retain their collages or images in their Travel Portfolios.</p> <p>TIP: Encourage students to conduct keyword searches on the Internet, including news sources, to find recent photographs of cities and urban challenges. Caution students that commercial websites for travellers will tend to include only the most positive aspects of a city, because their purpose is to attract tourists.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p>
	<i>(continued)</i>	
Teacher Reflections		

7.4.3 Urbanization





Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
 	KL-025 KE-051	<p>Using print and electronic resources, students research characteristics that make a city sustainable, in the light of what they have learned about the increasing size and environmental impact of cities. Students share their information and discuss what they view as the main challenges to urban planning for the future in the large cities of Europe and the Americas.</p> <p>TIP: Encourage students to make connections to what they learned in the previous cluster about sustainability, reflecting on the fact that the higher population density of cities entails a more concentrated impact on the environment, unless cities are carefully planned so as to minimize this impact in the present and future.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p>
<p>Teacher Reflections</p>		

Human Impact in Europe or the Americas

7.4.3 Urbanization

Assessment	Outcomes	Strategies
Apply		
or		
 	<p>KL-025 KE-051</p>	<p>Collaborative groups of students create an illustrated map or a diorama depicting their vision of an ideal city of the future, based on an example of a city of Europe or the Americas they have studied. Their vision should be a sustainable one. Students may set up their displays for a “Cities of the Future” Gallery Walk, inviting parents or visitors from another class to circulate and ask questions about current challenges faced by urban centres and possible solutions to these challenges.</p> <p>TIP: Develop a set of criteria for this project with students in advance, insisting on realism in geography, demographics, and possible solutions to urban challenges.</p>
or		
	<p>KL-025 KE-051</p>	<p>Students engage in a debate about the future of large urban centres. The class collectively develops a statement or resolution for the debate (e.g., “that urbanization is a positive part of modern society and should be encouraged by governments” or “that urbanization is a negative part of modern society and should be discouraged by governments”).</p> <p>Positive reasons could include how urban centres</p> <ul style="list-style-type: none"> • bring together large numbers of people • make the provision of services, housing, transportation, education, and communication less costly • permit a greater exchange of goods, ideas, services, knowledge, and culture among people <p>Negative reasons could include how urban centres</p> <ul style="list-style-type: none"> • have intense environmental impact • add to crime, unemployment, and homelessness • create an impersonal environment that limits human interaction <p>Following the team debates, students write a journal reflection for their Travel Portfolios that focuses on whether their views on urbanization have changed.</p>
<i>(continued)</i>		
Teacher Reflections		

7.4.3 Urbanization

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
or		
 	KL-025 KE-051	Students create a travel brochure using the research information and photos they have gathered in their study of a city in a selected society of Europe or the Americas. The brochure should encourage tourists to visit the selected city, and provide a realistic picture of what might be experienced during a visit to that city. Students display their designs and circulate to view and respond to the various brochures. Students retain their brochures as a part of their Travel Journals.
or		
 	KL-025 KE-051	Collaborative groups of students create a poster-sized diagram or flow chart representing the factors that motivate increased urbanization and the social, environmental, cultural, and economic challenges created by cities. Students may use symbols, clip art, photographs, statistics, and geographic information to clearly show the positive and negative aspects of urbanization. Students circulate in a Carousel activity to view posters and exchange ideas about the future of urbanization.
<p>Teacher Reflections</p>		



7.4.4 Historical Influences

- KH-031 Identify historical events that continue to affect a society of Europe or the Americas.
Examples: colonization, slavery, wars, disasters, agricultural or technological change...
- VH-010 Appreciate history as an important way to understand contemporary life.

Enduring Understanding

Historical events and interactions between nations have an ongoing influence on institutions and ways of life in societies of Europe and the Americas.

Description of the Learning Experience

Students discuss the role of history in shaping contemporary life, and examine the influence of key historical events on a selected society of Europe or the Americas. They engage in news analysis to develop media literacy skills.



Vocabulary: historical significance, institutions (See Appendix D for Vocabulary Strategies.)

Note: The purpose of this learning experience is not to do a comprehensive study of the history of the selected society, but to become aware of major historical events that have shaped that society and its way of life.




7.4.4 Historical Influences

Assessment	Outcomes	Strategies
	KH-031 VH-010	<p>Activate</p> <p>Using their knowledge of Canadian history from Grade 6, students brainstorm a list of countries of Europe and the Americas with which Canada has an historically significant relationship or connection. Students discuss ways in which interactions with other countries have shaped Canadian institutions and ways of life (e.g., French and British colonization and Canadian bilingualism, British parliamentary democracy...).</p> <p style="text-align: right;"><i>(continued)</i></p>
	<p>Teacher Reflections</p>	



7.4.4 Historical Influences

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
	KH-031 VH-010	<p>Collaborative groups of students develop a list of events and people from the past who have a continuing effect on ways of life in modern societies (e.g., thinkers, leaders, artists, writers, politicians, political events, technological and scientific inventions and developments, cultural and national interactions...). Students classify the items on their list into categories, and draw conclusions about which historical factors have the greatest and most lasting impact on societies.</p>
or		
	KH-031 VH-010	<p>Students consider the parallel between the history of a nation and the biography of a person. Reviewing the information they have gathered in previous learning experiences about their selected society of Europe or the Americas, they generate a list of five questions they have about past events or figures of their selected society. Students use these questions as the basis for developing a keyword list for their research into key historical events and influences in that society.</p>
Teacher Reflections		






7.4.4 Historical Influences

Assessment	Outcomes	Strategies
Acquire		
or		
 <p>Appendix A Skill 8</p>	<p>KH-031 VH-010</p>	<p>Using print or electronic resources, students read an informational text regarding historical events that continue to affect the ways of life and institutions of their selected society of Europe or the Americas. Students choose four or five main events and record them in point form, using chronological order.</p> <p>TIP: Help students understand the idea of a “landmark event” by drawing an analogy to turning points in their own lives (i.e., events that continue to shape who they are and how they see the world). Have students focus on key historical events by asking them to consider: “What major changes happened to make this country as it is today?” (e.g., Why is Portuguese spoken in Brazil? What started the development of England as an industrialized nation? When were the present borders of Germany established? When did Lithuania become an independent country?). Students should be prepared to explain why they selected particular historical events.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p>
or		
 <p>Appendix A Skill 7d</p>	<p>KH-031 VH-010</p>	<p>Students create an illustrated/annotated timeline of historical events they have identified as landmarks or turning points in the history of their selected country of Europe or the Americas. The timeline is included in their Travel Portfolios as a summary of the historical background of their society.</p> <p>NOTE: Encourage students to take a moment to think like historians as they explore this short learning experience (i.e., to recognize that telling a story of the past always involves making choices about what to include and what to leave out). Help them to reflect on and express the criteria they used to determine the historical importance of the events they chose to represent on their timeline.</p>
<i>(continued)</i>		
Teacher Reflections		







7.4.4 Historical Influences

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	<p>KH-031 VH-010</p>	<p>Students select and record a television news report about a contemporary event in a society of Europe or the Americas. Working as partners, students deconstruct the report and consider whether they think the event will be historically significant in 10 years. Each pair shares their news items and conclusions with another pair, attempting to come to a consensus about what makes an event historically significant.</p> <p>TIP: Encourage students to think critically about the media by articulating the distinction between what is “newsworthy” at the present moment and what is “historically significant” in the long term. It would be useful to collectively view and analyze two or three short news items in advance of individual work. This preparatory work will help students better understand how to deconstruct their own news items, and will allow them to consider how news reporting decisions are made (e.g., Are the most important items always given the most time? What types of techniques are used to grab and sustain our attention? How can the media affect our view of history? Is it possible that we are missing some information about events that are truly “history in the making” because of emphasis placed on certain selected events? Does history always have an immediate and obvious impact?).</p>
		 BLM: Deconstructing a News Report
		<i>(continued)</i>
<p>Teacher Reflections</p>		

7.4.4 Historical Influences

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	KH-031 VH-010	<p>Students read the provided text (see BLM 7.4.4b) about the use of the historical conventions, making connections to what they know about the history of European colonization and exploration, and about contemporary societies of Europe and the Americas. They discuss reasons why this New World/Old World custom may have arisen, and the perspectives it represents, assessing whether they see it as historically accurate. A spokesperson for each group presents the group’s conclusions to the class. In a guided plenary discussion, students discuss the role of perspective in telling stories about the past.</p> <p>NOTE: Review with students the idea that there are large numbers of indigenous peoples in the Americas whose societies predate the arrival of Europeans by many centuries. The Aboriginal peoples of Canada, the American Indians, the Indians of Central and South America (e.g., the Mayans of Guatemala and Mexico; the many Indian peoples of the Amazon River basin in Brazil, Venezuela, Ecuador, Peru, and Bolivia...) are all peoples who still live as culturally distinct groups in the Americas, but whose history was profoundly affected by the European colonial period. Encourage students to try to view the notion of the “New World/Old World” from the point of view of these indigenous peoples.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p> BLM: New World and Old World</p>
Apply		
 	KH-031 VH-010	<p>Students create a Mind Map or diagram using words, images, and symbols to show the links between contemporary life and historical events in their selected society of Europe or the Americas. Students should use concepts such as tradition, continuity and change, progress and decline, and cause and effect to demonstrate links between the past and the present.</p>
<i>(continued)</i>		
Teacher Reflections		

7.4.4 Historical Influences

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
	KH-031 VH-010	<p>Students create a short oral presentation in the form of a traditional story or narrative about their selected society of Europe or the Americas. Students present their stories to the class, inviting students to respond and ask questions.</p> <p>TIP: Students may choose to use the illustrated timelines they created during the Acquiring phase of this learning experience to enhance their presentations. Review with students the idea of history as a collective or shared story, and indigenous perspectives regarding the importance of oral tradition in history. As a class, establish a set of guidelines for effective storytelling to help students prepare and deliver their presentations creatively. Students may also be asked to provide feedback on each other’s storytelling skills, and the clarity of the historical content in the narrative.</p>
or		
 	KH-031 VH-010	<p>Collaborative groups of students prepare a short skit depicting an historical event in their selected country of Europe or the Americas. Groups present their skits to the class, and respond to questions about the event and its impact on that society today.</p> <p>NOTE: Encourage students to include events other than wars, recalling what they have learned about the media tendency to focus on violent events as being the most historically significant.</p>
or		
 	KH-031 VH-010	<p>Students create a vocabulary cycle using words related to the view of the world as divided into the <i>Old World</i> and the <i>New World</i>. Students should be careful to show the links between the terms and to demonstrate that they understand what each expression means.</p> <p style="text-align: center;">  BLM: Vocabulary Cycle – Old World and New World </p>
<p>Teacher Reflections</p>		



7.4.5 Living in the Global Village

- KL-026 Identify human activities that contribute to climate change.
- KL-027 Describe social, environmental, and economic consequences of climate change.
- KP-044 Identify ways in which government decisions may affect human impact on the natural environment.
- KE-052 Identify issues related to food production and distribution in a society of Europe or the Americas.
- KE-054 Give examples of the environmental and social impact of consumerism in the local community and in a society of Europe or the Americas.
- VE-017 Be willing to consider the consequences of their consumer choices.

Enduring Understanding

All societies of the world are interdependent and have shared responsibilities for the basic needs and well-being of human beings and for sustaining the global environment for future generations.

Description of the Learning Experience

Students inquire into questions related to food security, climate change, and the global effects of over-consumption in more-developed societies. In this culminating learning experience, they will apply the knowledge they have acquired in their study of world societies, evaluating themselves as ecologically and socially responsible citizens living in a global village.




Vocabulary: globalization, materialism, food security, consumerism, climate change, fair trade
(See Appendix D for Vocabulary Strategies.)

Note: Students will deal with scientific questions related to possible causes and effects of climate change in Grade 10 science (S2-4-07 and S2-4-08); they are aware of the greenhouse effect from their study of Grade 5 science (5-4-18). In social studies, the focus is not on the science of climate change, but rather on the social, environmental, and economic consequences of human activity and consumption.




7.4.5 Living in the Global Village

Assessment	Outcomes	Strategies
<p>Teacher Reflections</p>		





7.4.5 Living in the Global Village

Assessment	Outcomes	Strategies
	KL-026 KL-027 KP-044 KE-052 KE-054 VE-017	<p>Activate</p> <p>Collaborative groups of students read the provided series of quotations about materialism, consumerism, and quality of life. Students select by consensus the quote that best expresses what they have learned in social studies this year. Each group creates an illustrated poster of their quote, adding one of their own. A spokesperson from each group presents the poster to the class, explaining why his or her group selected these particular quotations. In a plenary session, the class discusses what is meant by materialism and consumerism, and considers some of the global consequences of this approach to quality of life.</p> <p> BLM: Materialism, Consumerism, and the Good Life (2 pages)</p> <p style="text-align: center;">or</p>
		KL-026 KL-027 KP-044 KE-052 KE-054 VE-017
<p>Teacher Reflections</p>		






7.4.5 Living in the Global Village

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
	KP-044	Collaborative groups of students respond to the term <i>fair trade</i> by generating a web of words related to this expression. As each student adds a word to the web, she or he must also indicate its link to a previous word or expression. When the brainstorming of ideas begins to slow down, groups use their web to develop a collective explanation of what is meant by fair trade. Each group presents their definition to the class, common elements are noted, and misconceptions are clarified. The class may decide to develop a collective list of questions about fair trade for further exploration.
	KE-052	
	KE-054	
	VE-017	
or		
	KL-026	Using a Word Splash related to climate change, collaborative groups of students formulate a short informative text using all the words on the list to summarize what they know about climate change. If students have any “leftover” words they cannot incorporate in their summary, they generate questions about climate change using those words.
	KL-027	
	KP-044	
	VE-017	
		 BLM: Word Splash—Climate Change
<i>(continued)</i>		
Teacher Reflections		








7.4.5 Living in the Global Village

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
 	KL-026 KL-027 KP-044 KE-052 KE-054 VE-017	As a class, students read the David Suzuki Foundation “Declaration of Interdependence,” pausing as needed to clarify and discuss the meaning of its statements. Following the reading, the class is divided into three groups: “This We Know,” “This We Believe,” and “This We Resolve.” Each group collaborates to design a collage, using a collection of photos or clip art from print or electronic sources, illustrating the main ideas or principles of their assigned portion of the document. Posters are displayed to be shared with all class members.  BLM: Declaration of Interdependence (2 pages)
or		
	KE-052 KE-054 VE-017	Students visit the Manitoba Council for International Cooperation website at: < http://ourworld.ca/ow2002/myths02.html >. This site presents a set of five statements about hunger and food security in the world and, using Think-Pair-Share, students decide whether each statement is a misconception or a reality, reading the information contained in the answers. In a plenary session, students discuss what they learned by doing this quiz, and generate questions about food security in the contemporary world.
Teacher Reflections		

7.4.5 Living in the Global Village




Assessment	Outcomes	Strategies
	KL-026 KL-027 KP-044 KE-052 KE-054 VE-017	<p>Acquire</p> <p>Students read the provided informational text about the effects of over-consumption (particularly the over-consumption of food) in more-developed societies. Following the reading, students share their impressions of the environmental and social impact of consumerism, and discuss personal actions they can take to counteract these consequences.</p> <p> BLM: The World Is Richer, Fatter, and Not Much Happier (4 pages)</p>
		<p style="text-align: center;">or</p> <p>Collaborative groups of students participate in a Jigsaw activity regarding climate change. Within each home group of four students, tasks are allocated as follows:</p> <ul style="list-style-type: none"> Student #1: Causes of climate change (human activities that contribute to climate change, role of consumer lifestyles...) Student #2: Effects of climate change (potential social, environmental, and economic consequences) Student #3: Government decisions to control human impact on the environment (Kyoto Protocol, international agreements, laws to restrict emissions) Student #4: What can you do? (individual actions, consumer choices, decisions to minimize environmental impact) <p>Using print and electronic resources, each student gathers information on the assigned topic. Expert Groups 1, 2, 3, and 4 convene to prepare a summary information report on their assigned topics. Students then return to their Home Groups to share and discuss their summary reports. In a guided plenary session, students consider the relationship among industrial development, consumerism, and increased greenhouse gas emissions in the world (e.g., automobile manufacturing, single-passenger travel, multi-vehicle families...). Students brainstorm possible creative solutions, particularly in the urbanized regions of the world (e.g., mass rapid transit, car pools, low-emission cars, government regulation of industrial emissions...).</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p>
 	KL-026 KL-027 KP-044 KE-054 VE-017	<p style="text-align: right;"><i>(continued)</i></p>
<p>Teacher Reflections</p>		

7.4.5 Living in the Global Village

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	KL-026 KL-027 KP-044 KE-052 KE-054 VE-017	Collaborative groups of students record items and quantities of unnecessary or excessive consumption by members of their group over the course of a week. At the end of the week, groups combine their data using a graph or a spreadsheet. Students interpret the results and decide, as a group, the areas in which they over-consume the most. The class may use these observations as the basis for an action plan to curb consumption habits.
 BLM: Consumption or Over-Consumption?		
or		
	KP-044 KE-052 KE-054 VE-017	Using print and electronic resources, students gather information about an issue related to food production and distribution that affects societies of Europe or the Americas. Students may select an issue that represents a general trend or a specific food security concern in a country of Europe or the Americas. Students prepare a summary describing the nature of the issue and possible means of addressing it.
		TIP: Help students understand the idea that food security is not a question of an insufficient world supply, or a question of natural disasters (floods and famines); it is primarily an issue of equitable, sustainable food production and distribution.
 Supporting websites can be found at < www4.edu.gov.mb.ca/sslinks/LEList >		
or		
	KP-044 KE-052 KE-054 VE-017	Students listen to a presentation by a local speaker from a food bank or soup kitchen about food security and the root causes of hunger in their local community. They generate questions regarding the most effective actions, locally and globally, to enhance food security. Students may wish to do a follow-up of this activity by collecting food or money to assist the organization.
 Supporting websites can be found at < www4.edu.gov.mb.ca/sslinks/LEList >		
<p>Teacher Reflections</p>		







Human Impact in Europe or the Americas

7.4.5 Living in the Global Village


Assessment	Outcomes	Strategies
	KL-026 KL-027 KP-044 KE-052 KE-054 VE-017	<p>Apply</p> <p>As a class, students play The Fair Game™, an interactive game that simulates world economics and global trade. Following the simulation, students discuss what they have learned about global disparities, fair trade, and the social, environmental, and economic impact of consumer societies and inequalities in the distribution of resources.</p> <p>TIP: This simulation game will require student preparation and planning time. Up to 30 students may play the game at once. Ideas for game variations, class activities, and post-game discussions are available on the website of the Marquis Project at: <www.marquisproject.com>.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p>
		<p style="text-align: center;">or</p> <p>Students create a Mind Map illustrating the social, economic, and environmental consequences of consumerism. The Mind Map should include a representation of issues related to food production and distribution in the world, as well as examples of actions individuals and governments may take to control consumerism and human environmental impact.</p> <p>TIP: Encourage students to use the Sustainable Development Venn diagram (see BLM 7.2.1b) as a graphic organizer for their ideas (i.e., quality of life in relation to economy, social health and well-being, and environment).</p> <p> 7.2.1b BLM: Sustainability</p>
(continued)		
<p>Teacher Reflections</p>		

Human Impact in Europe or the Americas

7.4.5 Living in the Global Village







Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
or		
	KL-026 KL-027 KP-044 KE-052 KE-054 VE-017	<p>As a class, students develop a questionnaire related to consumerism and its impact on climate change for distribution throughout the school, and, if desired, to family, friends, and neighbours. Students combine their data, interpret the results, and write a summary report on what they have learned about consumerism and its impact on the local environment.</p> <p>TIP: There are several Internet sites that help calculate ecological footprints. Students may wish to consult existing surveys to help them formulate their own questions, or adapt an existing survey. Survey questions need to be developed collectively so that all students gather the same data. Questions should specifically target food consumption habits, purchase of consumer goods, and activities that produce greenhouse gas emissions, such as the use of motor vehicles. Students may publish their report in the school newsletter or submit it to a local community paper.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p>
or		
 	KE-052 KE-054 VE-017	<p>Students design and implement a school or community-wide campaign to increase awareness of the purpose and goals of Fair Trade, including details as to where Fair Trade goods are available. The campaign may involve planning an information session to which school and community members are invited, or developing and distributing brochures or posters that explain and promote free trade.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p> BLM: Fair Trade Food</p>
<i>(continued)</i>		
Teacher Reflections		

7.4.5 Living in the Global Village

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
or		
	KL-026 KL-027 KP-044 KE-052 KE-054 VE-017	<p>Students view the video <i>If the World were a Village</i> (YTV Canada; Kids Can Press; distributed by UNICEF) and/or listen to a reading of the book <i>Living in the Global Village: A Book about the World's People</i>. The premise of both the video and the book is that the world population is 100 people, and each section describes what life would be like in this village (i.e., how many people would be hungry, how many people would have access to a television...).</p> <p>Following the viewing or reading, students are divided into collaborative groups to develop their own presentation of an aspect of the Global Village of 100. They prepare the text, background, music, costumes, and props for a Readers' Theatre presentation on a particular theme (e.g., nationalities, languages, ages, religions, food, environment, education, money and possessions, electricity...).</p> <p>Groups may also choose to prepare a skit entitled "The Village of the Past" and/or "The Village of the Future." Each group selects their topic, and develops a narrative text based on the most recent statistics available for that topic and using what they have learned about quality of life in various regions of the world. Students may present their Readers' Theatre to a younger group of students in the school as a voyage "around the world" in the global village.</p> <p>TIP: The video is available for loan or duplication from the Manitoba Instructional Resources Unit (Education Library): Media Duplication # VT-0935 [VHS]; Media Booking # 7927 [VHS], D-7927 [DVD]. The purpose of this activity is to have students apply the knowledge they have acquired and to gain a concrete sense of global responsibility and interdependence by imagining the world as a much smaller place of 100 people. Encourage students to produce their own text using their own research and not simply copy the text of the book, and to focus on the positive aspects of the global village. Note that the Marquis Project produces a "99 Neighbours" poster that illustrates the same idea of a global village of 100 people. The poster may be ordered on the Marquis Project, Fair Trade Goods website: <www.marquisproject.com/worldlygoods.html>.</p>
		<i>(continued)</i>
Teacher Reflections		

Human Impact in Europe or the Americas

7.4.5 Living in the Global Village

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
or		
 	KL-026 KL-027 KP-044 KE-052 KE-054 VE-017	Students carry out a personal evaluation of their level of responsible global citizenship. They may use the suggested criteria, or they may collectively define a set of criteria in a guided discussion. After assessing their own behaviour, students write a personal reflection on their learning. This reflection may take the form of a trip diary of the last part of their imaginary journey around the world, and could be included in their Travel Portfolios.  BLM: Evaluating Global Citizenship
or		
 	KL-026 KL-027 KP-044 KE-052 KE-054 VE-017	The class selects, plans, and carries out a culminating social action on a theme related to global quality of life (e.g., producing a global village e-zine or web page, planning an Anti-Fashion Show featuring recycled or non-name-brand clothing, hosting a Fair Trade Lunch, using only local, organic, or fair trade products, planning a “zero-luxury day” to limit consumption, volunteering in a local soup kitchen or food bank, holding a round-table discussion on environmental programs in the school...).
or		
	KL-026 KL-027 KP-044 KE-052 KE-054 VE-017	Students engage in a continuum activity about the relationship between development and quality of life, including time to express and exchange opinions and ideas about this topic. Following the activity, students debrief, discussing what they have learned about diverse perspectives on quality of life in the course of this year. TIP: Refer to Appendix A: “Using a Continuum of Points of View,” page A13, for guidelines for this activity. If the students have already participated in a continuum activity, they may be able to formulate collectively the statements for the end-points and mid-point of the continuum. Encourage them to focus on the question of whether they believe that development assures or enhances quality of life, and to discuss which elements are most necessary for quality of life.
<p>Teacher Reflections</p>		

Human Impact in Europe or the Americas**Cluster 4—Connecting and Reflecting****Student:**

Using your “Human Impact in Europe or the Americas” portfolio, reflect on how the actions of people living in the country you studied have affected their environment, and describe ways in which your own actions and choices affect the local and global environments.



BLM: Human Impact in Europe or the Americas – Connecting and Reflecting

Teacher Reflections

References

Foundation for Implementation

GRADE

7

- Alberta Learning. *Overview of Related Research to Inform the Development of the Western Canadian Protocol Social Studies (K-12) Common Curriculum Framework for Francophone Education*. Edmonton, AB: Alberta Learning, August 1999.
- . *Reshaping the Future of Social Studies: Literature/Research Review*. Edmonton, AB: Alberta Learning, August 1999.
- Atlantic Provinces Education Foundation. *Foundation for the Atlantic Canada Social Studies Curriculum*. Halifax, NS: Atlantic Provinces Education Foundation, 1999.
- Banks, James A., and Cherry A. McGee Banks. *Multicultural Education: Issues and Perspectives*, 3rd Edition. Needham Heights, MA: Allyn and Bacon, 1997.
- Black Learners Advisory Committee (BLAC). *Report on Education*. Halifax, NS: BLAC, December 1994.
- Buehl, Doug. *Classroom Strategies for Interactive Learning*. Randolph, WI: Wisconsin State Reading Association, 1995.
- California Department of Education. *History-Social Science Content Standards for California Public Schools, Kindergarten through Grade Twelve*. Sacramento, CA: California Department of Education, 1998.
- Canadian Council for Geographic Information. *Canadian National Standards for Geography: A Standards-Based Guide to K-12 Geography*. Ottawa, ON: The Royal Canadian Geographic Society, 2001.
- Case, Roland, and Penney Clark, eds. *The Canadian Anthology of Social Studies: Issues and Strategies for Teachers*. Vancouver, BC: Pacific Educational Press, 1997.
- Cogan, J., and R. Derricott, eds. *Citizenship for the 21st Century*. London, UK: Kogan Page Limited, 1998.
- Conseil supérieur de l'éducation. *Éduquer à la citoyenneté*. Sainte-Foy, QC: Conseil supérieur de l'éducation, 1998.
- Council for Interracial Books for Children. "Suggestions for Developing Positive Racial Attitudes." In *Bulletin* 11.3-4. New York, NY: Council for Interracial Books for Children, 1980.
- Council of Ministers of Education, Canada. *Common Framework of Science Learning Outcomes K to 12: Pan-Canadian Protocol for Collaboration on School Curriculum*. Toronto, ON: Council of Ministers of Education, Canada, 1997.
- Cross, W. *Shades of Black: Diversity in African American Identity*. Philadelphia, PA: Temple University Press, 1991.
- Cumming, David. *The Changing Face of India*. Austin, TX: Raintree Steck-Vaughn Publishers, 2003.
- Derman-Sparks, L., and C.B. Phillips. *Teaching/Learning Anti-Racism: A Developmental Approach*. New York, NY: Teachers College Press, 1997.
- Erickson, H. Lynn. *Concept-Based Curriculum and Instruction: Teaching Beyond the Facts*. New York, NY: Corwin Press, 1998.
- Gale, Trevor, and Kathleen Densmore. *Just Schooling: Explorations In the Cultural Politics of Teaching*. Buckingham, UK: Open University Press, 2000.
- Gardner, Howard. *The Unschooled Mind: How Children Think and How Schools Should Teach*. New York, NY: HarperCollins Publishers, Inc., 1991.
- Helms, J. E. (ed.) *Black and White Racial Identity: Theory, Research and Practice*. Westport, CT: Greenwood Press, 1990.
- Keeler, Stephen. *The Changing Face of China*. Austin, TX: Raintree Steck-Vaughn Publishers, 2003.
- Kendall, John S., and Robert J. Marzano. *Content Knowledge: A Compendium of Standards and Benchmarks for K-12 Education*. Aurora, ON: Mid-Continental Regional Education Laboratory, 1996.
- Kincheloe, Joe L., and Shirley R. Steinberg. *Changing Multiculturalism: New Times, New Curriculum* (Changing Education Series). Buckingham, UK: Open University Press, 1997.
- Kymlicka, Will. *Multicultural Citizenship*. Oxford, UK: The Clarendon Press, 1995.

Foundation for Implementation

- Lindsey, Randall B., Kikanza Nuri Robins, and Raymond D. Terrell. *Cultural Proficiency: A Manual for School Leaders*. New York, NY: Corwin Press, 1999.
- Manitoba Education and Training. *A Foundation for Excellence*. Renewing Education: New Directions series. Winnipeg, MB: Manitoba Education and Training, 1995.
- — — . *Education for a Sustainable Future: A Resource for Curriculum Developers, Teachers, and Administrators*. Winnipeg, MB: Manitoba Education and Training, 2000.
- — — . *Grade 5-8 Mathematics: A Foundation for Implementation*. Winnipeg, MB: Manitoba Education and Training, 1998.
- — — . *Independent Together: Supporting the Multilevel Learning Community*. Winnipeg, MB: Manitoba Education and Youth, 2003.
- — — . “Strategies That Make a Difference.” In *Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation*. Renewing Education: New Directions series. Winnipeg, MB: Manitoba Education and Training, 1996a.
- — — . *Success for All Learners: A Handbook on Differentiating Instruction*. Renewing Education: New Directions series. Winnipeg, MB: Manitoba Education and Training, 1996b.
- — — . *Technology As a Foundation Skill Area: A Journey toward Information Technology Literacy: A Resource for Curriculum Developers, Teachers, and Administrators*. Renewing Education: New Directions series. Winnipeg, MB: Manitoba Education and Training, 1998.
- Manitoba Education and Youth. *Kindergarten to Grade 8 Social Studies: Manitoba Curriculum Framework of Outcomes*. Winnipeg, MB: Manitoba Education and Youth, 2003.
- Manitoba Education, Citizenship and Youth. *Literacy with ICT Across the Curriculum: A Support Booklet for the Developmental Continuum*. Winnipeg, MB: Manitoba Education, Citizenship and Youth, 2006.
- Marzano, Robert J. *A Different Kind of Classroom: Teaching with Dimensions of Learning*. Alexandria, VA: Association for Supervision and Curriculum Development, 1992.
- Marzano, Robert, and Ron Brandt, eds. *Dimensions of Thinking: A Framework for Curriculum and Instruction*. Alexandria, VA: Association for Supervision and Curriculum Development, 1998.
- Menzel, Peter, and Faith D’Aluisio. *Hungry Planet: What the World Eats*. Berkeley, CA: Ten Speed Press, 2005.
- Menzel, Peter, Charles C. Mann, and Paul Kennedy. *Material World, a Global Family Portrait*. San Francisco, CA: Sierra Club Books, 1995.
- Morrow, Robert. *Pearson School Atlas*. Toronto, ON: Pearson Education Canada, 2006.
- DK Publishing, and UNICEF. *A Life like Mine: How children live around the world*. New York, NY: DK Children, 2002.
- National Council for Social Studies. *Expectations of Excellence: Curriculum Standards for Social Studies*. Washington, DC: National Council for Social Studies, 1994.
- National Geographic Research and Exploration. *Geography for Life: National Geography Standards*. Washington, DC: National Geographic Research and Exploration, 1994.
- National Geographic Society. *A Path toward World Literacy: A Standards-Based Guide to K-12 Geography*. Washington, DC: National Geographic Society, 2000.
- New Zealand Ministry of Education. *Social Studies in the New Zealand Curriculum*. Wellington, NZ: New Zealand Ministry of Education, 1997.
- — — . *Social Studies in the New Zealand Curriculum: Draft*. Wellington, NZ: New Zealand Ministry of Education, 1994.
- — — . *Social Studies in the New Zealand Curriculum: Revised Draft*. Wellington, NZ: New Zealand Ministry of Education, 1996.

Foundation for Implementation

- Northwest Territories Education, Culture and Employment. *Civics in the Junior Secondary Social Studies: Curriculum and Resource List*. Yellowknife, NT: Education, Culture and Employment, 1998.
- — — . *Dene Kede K-6: Education: A Dene Perspective*. Yellowknife, NT: Education, Culture and Employment, 1993.
- — — . *Elementary Social Studies 1-6*. Yellowknife, NT: Education, Culture and Employment, 1993.
- — — . *Inuuqatigiit: The Curriculum from the Inuit Perspective*. Yellowknife, NT: Education, Culture and Employment, 1996.
- — — . *Junior Secondary Social Studies 7-9: Draft for Field Validation*. Yellowknife, NT: Education, Culture and Employment, 1993.
- Protocole de collaboration concernant l'éducation de base dans l'Ouest canadien. *Cadre commun des résultats d'apprentissage en français langue première (M-12)*. Winnipeg, MB: Éducation et Formation professionnelle Manitoba, 1996.
- — — . *Cadre commun des résultats d'apprentissage en français langue seconde-immersion (M-12)*. Winnipeg, MB: Éducation et Formation professionnelle Manitoba, 1996.
- Saskatchewan Department of Education. *Programmes fransaskois : Sciences humaines : Programme d'études de la 9e année*. Regina, SK: Saskatchewan Department of Education, 1999.
- — — . *Social Studies: A Curriculum Guide for the Elementary Level*. Regina, SK: Saskatchewan Department of Education, 1995.
- — — . *Social Studies: A Curriculum Guide for the Middle Level*. Regina, SK: Saskatchewan Department of Education, 1998.
- Smith, David J. *Global Village: A Book about the World's People*. Toronto, ON: Kids Can Press, 2002.
- Smith, David J., and Shelagh Armstrong (Illustrator). *If the World Were a Village: A Book About the World's People*. Toronto, ON: Kids Can Press, 2002.
- Stearns, Peter N., Peter Seixas, and Sam Wineburg, eds. *Knowing, Teaching, and Learning History: National and International Perspectives*. New York, NY: New York University Press, 2000.
- Stiggins, Richard J. *Student-Involved Classroom Assessment*, 3rd edition. New York, NY: Prentice-Hall, 2001.
- Sutton, Ruth. *Assessment for Learning*. London, UK: Ruth Sutton Publications, 1995.
- UN-HABITAT. *Guide to Monitoring Target 11: Improving the lives of 100 Million Slum Dwellers: Progress towards the Millenium Development Goals*, Nairobi, Kenya: UN-HABITAT, Global Urban Observatory, 2003.
- UNICEF Education for Development Committee Canada. *Education for Peace and Conflict Resolution: A Training and Curriculum Support Manual*. Toronto, ON: UNICEF Canada Publications, 1997.
- Western Canadian Protocol for Collaboration in Basic Education. *The Common Curriculum Framework for Aboriginal Language and Culture Programs, Kindergarten to Grade 12*. Edmonton, AB: Alberta Learning, 2000.
- — — . *The Common Curriculum Framework for English Language Arts, Kindergarten to Grade 12*. Winnipeg, MB: Manitoba Education and Training, 1998.
- — — . *The Common Curriculum Framework for K-12 Mathematics*. Edmonton, AB: Alberta Education, 1995.
- — — . *The Common Curriculum Framework for Social Studies, Kindergarten to Grade 9*. Winnipeg, MB: Manitoba Education, Training and Youth, 2002.
- Wiggins, Grant, and Jay McTighe. *Understanding by Design*. Alexandria, VA: Association for Supervision and Curriculum Development, 1998.
- Wright, Ian, *Is That Right?: Critical Thinking and the Social World of the Young Learner*. Toronto, ON: Pippin Publishing Corporation, 1999.
- Wright, Ian, and Alan Sears, eds. *Trends and Issues in Canadian Social Studies*. Vancouver, BC: Pacific Educational Press, 1997.

APPENDICES

GRADE

7

Skills Assessment

Appendix A

GRADE

7

Skills Assessment Key

	Page
1 Active Listening	A3
2 Brainstorming	A4
3 Oral Communication	A5
3a Discussion	A5
3b Public Speaking	A7
3c Debate/Team Deliberation	A9
4 Collaborative Learning	A11
4a Collaborative Groups	A11
4b Using a Continuum of Points of View	A13
4c Consensus Decision Making	A16
5 Using Graphic Organizers	A19
6 Inquiry Process	A20
6a Sorting and Classifying	A20
6b Generating Questions	A21
6c KWL	A22
6d Preparing and Conducting Interviews	A23
6e Field Trips	A26
6f Collecting and Analyzing Images	A28
6g Viewing Visual Media	A29
6h Preparing and Conducting Surveys	A32
7 Social Studies	A34
7a Creating Maps	A34
7b Using/Interpreting Maps	A36
7c Interpreting Timelines	A38
7d Creating Timelines	A39
7e Social Action	A41

	Page
8 Content Reading	A43
9 Writing	A46
9a Journals	A46
9b Exit Slip	A47
9c RAFT	A48
9d Persuasive Writing	A50
9e Descriptive Writing	A51
9f Narrative Writing	A53
9g Expository Writing	A55
9h Creating Plans/Outlines	A57
9i Recording Information	A59
10 Presentations/Representations	A61
10a Dramatic Presentations	A61
10b Video Production	A63
10c Artistic Representations	A65
10d Musical Representations	A67
11 Information and Communication Technologies	A68
11a Print and Electronic Research	A68
11b Using Graphics Software	A70
11c Email	A71
11d Desktop Publishing	A73
11e Word Processing	A74
11f Concept Mapping	A75
11g Multimedia Presentations	A76
11h Creating Animations	A78
11i Using Software	A79
11j Using Spreadsheets/Databases	A80

Appendix A – Skills Assessment

1 – Active Listening



Skills

S-400 Listen to others to understand their perspectives.

Active listening is an integral component of all learning. Students use active listening skills in a wide variety of classroom experiences including brainstorming, discussion, collaborative group activities, note taking, listening to instructions and presentations, and viewing media. To develop active listening skills, students need opportunities to observe good models of active listening, practise the physical behaviours, positive attitudes, and cognitive skills that enable them to become effective students. Information on specific active listening strategies is found on page 8 of “Strategies That Make a Difference” (Manitoba Education and Training, 1996a).

Think about...

- focusing assessment on a manageable number of outcomes/students
- constructing student-generated assessment criteria (e.g., What does an active listener look/sound like? Why?)
- recording focused observations to monitor student growth over time as well as determine which students need differentiation
- guiding self-assessment, using a Met/Developing/Not-Yet-Met strategy
- orally guiding/facilitating reflection, using a Y-chart, T-Chart, or journals (See “Strategies That Make a Difference,” pp. 26–28 for information on Y-Charts and T-Charts.)



BLMs

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

Kindergarten to Grade 8 English Language Arts: A Foundation for Implementation, “Strategies That Make a Difference”

- BLM 54: Assessing Active Listening

Success for All Learners

- P. 6.11: SLANT; HASTE; SWIM

2 – Brainstorming



Skills

S-100	Collaborate with others to establish and carry out goals and responsibilities.
S-400	Listen to others to understand their perspectives.
S-401	Use language that is respectful of human diversity.

Brainstorming may take place individually or as a small-group or large-group strategy. Brainstorming encourages students to focus on a topic and to contribute to a free flow of ideas, exploring what they know or may want to know about a topic. The teacher or students may stimulate thinking by posing questions, reading brief text excerpts, or displaying/viewing pictures or other media. All ideas that are contributed are accepted, and no efforts are made to judge or criticize the validity or appropriateness of ideas.

Individual brainstorming allows the student to focus on what he or she knows about a topic and a variety of possible solutions to a problem. Similarly, small- or large-group brainstorming allows students to focus on what they know about the topic, but also exposes the students to the ideas and knowledge of others. Group brainstorming allows individuals to piggyback on the ideas of others and extend, revise, and incorporate new ideas into their thinking. Essential behaviours in brainstorming include active listening, acceptance of others' contributions, temporary suspension of judgement, and openness to new ideas. Brainstorming may be carried out over a period of days, weeks, or even months by making additions to the initial brainstorm charts (use a different-colour marker/font) to show growth over time.

Think about...

- focusing assessment on a manageable number of outcomes/students
- recording focused observations to determine participation, active listening, and acceptance of others' ideas, as well as prior knowledge, gaps or misconceptions, and starting points for instruction and remediation
- orally guiding/facilitating reflection on What do we/I notice about our/my thinking?; Evidence of our/my thinking is..., using a Y-chart, T-Chart, or journals. (See "Strategies That Make a Difference," pp. 26–28, for information on Y-Charts and T-Charts.)



BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.
Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 5: Focused Observation Form

Appendix A – Skills Assessment

3 – ORAL COMMUNICATION

3a – Discussion



Skills

S-100	Collaborate with others to establish and carry out goals and responsibilities.
S-303	Evaluate personal assumptions based on new information and ideas.
S-304	Distinguish fact from opinion and interpretation.
S-400	Listen to others to understand their perspectives.
S-401	Use language that is respectful of human diversity.
S-402	Persuasively express differing viewpoints regarding an issue.
S-404	Elicit and clarify questions and ideas in discussions.
S-405	Articulate their beliefs and perspectives on issues.

Discussion provides students with opportunities to generate and share their questions and ideas related to a concept, issue, object, or experience. Vary discussions to include both large- and small-group activities to encourage participation by all students. (See “Strategies That Make a Difference,” p. 29, for suggested discussion strategies, including Inside-Outside Circle, Talking Chips, and Talking Sticks.) Consider assigning specific roles for students to take during discussions, and provide opportunities for students to experience various roles, (e.g., discussion leader, note-taker, timer, questioner...).

In the exchange of information that occurs in discussion, students contribute ideas, listen carefully to what others have to say, think critically, seek clarification, and develop positions or relevant arguments. Emphasize active listening during discussion, and model both the affective and cognitive skills students need to become active participants in discussions that reflect higher-order thinking. Discussions provide teachers with valuable information to assess student understanding, as well as the students’ values and attitudes. Discussions also assist in planning for learning and instruction.

Think about...

- focusing assessment on a manageable number of outcomes/students
- constructing student-generated criteria for “What does an effective discussion group member look/sound like?”
- recording focused observations to determine affective and cognitive skills or higher-order thinking skills
- guiding self- and peer-assessment, using a Met/Developing/Not-Yet-Met strategy
- orally guiding/facilitating reflection, using a Y-chart, T-Chart, or journals (See “Strategies That Make a Difference,” pp. 26–28 for information on Y-Charts and T-Charts.)

(continued)

3a – Discussion (*continued*)



BLMs

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

Kindergarten to Grade 8 English Language Arts: A Foundation for Implementation, “Strategies That Make a Difference”

- BLM 37: Group Work Assessment—Form B
- BLM 40: Group Work Reflection
- BLM 42: How Was My Group Work? Middle Years
- BLM 60: Group Discussion—Observation Checklist

Appendix A – Skills Assessment

3b – Public Speaking



Skills

S-200	Select information from a variety of oral, visual, material, print, or electronic sources. <i>Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...</i>
S-302	Draw conclusions based on research and evidence.
S-304	Distinguish fact from opinion and interpretation.
S-400	Listen to others to understand their perspectives.
S-401	Use language that is respectful of human diversity.
S-402	Persuasively express differing viewpoints regarding an issue.
S-403	Present information and ideas orally, visually, concretely, or electronically.
S-405	Articulate their beliefs and perspectives on issues.

Public speaking provides students with opportunities to organize, write, and communicate their ideas to an audience. Students learn that both the way in which they say something and how they physically present themselves are as important as the message itself. As students prepare for oral presentations, they need to consider their audience and the purpose of the presentation (e.g., to share information or perspectives, to persuade...), as well as the format of the presentation, so that they may prepare accordingly.

Components of speeches include

- an introduction to engage the audience and establish the purpose
- a body that outlines the main supporting points
- a conclusion that restates the main ideas and leaves the audience with a lasting impression

Debriefing and post-presentation feedback from the audience help students understand how they may improve their oral communication techniques. As students gain experience with writing and presenting speeches, they develop confidence in communicating.

Think about...

- sharing and reflecting on exemplars of oral presentations
- modelling, guiding, and offering time to practise writing and presenting speeches
- focusing assessment on the accuracy and completeness of the information, as well as the effective use and application of information, visual aids, and other technical supports
- constructing student-generated assessment criteria (e.g. What does a quality speech look/sound like? Why?)
- offering descriptive feedback

(continued)

3b – Public Speaking (*continued*)

- recording focused observations to monitor student growth over time and to determine which students need differentiation
- guiding self- and peer assessment, using a Met/Developing/Not-Yet-Met strategy
- orally guiding/facilitating reflection, using a Y-chart, T-Chart, or journals (See “Strategies That Make a Difference,” pp. 26–28 for information on Y-Charts and T-Charts.)
- using videotape to record presentations for review and reflection

**BLMs**

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

Appendix A – Skills Assessment

3c – Debate/Team Deliberation



Skills

S-100	Collaborate with others to establish and carry out goals and responsibilities.
S-101	Use a variety of strategies to resolve conflicts peacefully and fairly. <i>Examples: clarification, negotiation, compromise...</i>
S-102	Make decisions that reflect fairness and equality in their interactions with others.
S-104	Negotiate constructively with others to build consensus and solve problems.
S-105	Recognize bias and discrimination and propose solutions. <i>Examples: racism, ageism, heterosexism...</i>
S-200	Select information from a variety of oral, visual, material, print, or electronic sources. <i>Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...</i>
S-201	Organize and record information in a variety of formats and reference sources appropriately. <i>Examples: maps, charts, outlines, concept maps...</i>
S-301	Evaluate the advantages and disadvantages of solutions to a problem.
S-302	Draw conclusions based on research and evidence.
S-303	Evaluate personal assumptions based on new information and ideas.
S-304	Distinguish fact from opinion and interpretation.
S-306	Assess the validity of information sources. <i>Examples: purpose, context, authenticity, origin, objectivity, evidence, reliability...</i>
S-311	Analyze prejudice, racism, stereotyping, or other forms of bias in the media and other information sources.
S-400	Listen to others to understand their perspectives.
S-401	Use language that is respectful of human diversity.
S-402	Persuasively express differing viewpoints regarding an issue.
S-403	Present information and ideas orally, visually, concretely, or electronically.
S-404	Elicit and clarify questions and ideas in discussions.
S-405	Articulate their beliefs and perspectives on issues.

Debate and team deliberation engage students with issues and help them develop critical thinking and presentation skills as they exercise reasoning, logic, clarity, organization, persuasion, and collaborative learning. Debate and team deliberation encourage the consideration of diverse perspectives as students learn to think for themselves when challenged in a fair-minded discussion. Students use facts and evidence rather than emotion

(continued)

3c – Debate/Team Deliberation (*continued*)

to support their points. Advance preparation and the ability to examine a question critically from both affirmative and negative points of view are important skills in debate and team deliberation. Debate is about argument and persuasion. Students try to prove that their arguments are more convincing than those on the other side of the proposition. In team deliberation, there are no winners or losers as students work toward consensus decision making. Through the process debate and team deliberation, students become more respectful of ideas and opinions different from their own.

Think about...

- focusing assessment on the accuracy and completeness of the information, as well the effective application of information in constructing arguments
- modelling, guiding, and offering time to practise writing and presenting the information/argument
- constructing student-generated assessment criteria (e.g., What does a quality speech look/sound like? Why?)
- offering descriptive feedback on presentation and delivery
- recording focused observations to monitor student growth over time and to determine which students need differentiation
- guiding self- and peer assessment, using a Met/Developing/Not-Yet-Met strategy
- orally guiding/facilitating reflection, using a Y-Chart, T-Chart, or journals (See “Strategies That Make a Difference,” pp. 26–28 for information on Y-Charts and T-Charts.)



BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

Appendix A – Skills Assessment

4 – COLLABORATIVE LEARNING

4a – Collaborative Groups



Skills

S-100	Collaborate with others to establish and carry out goals and responsibilities.
S-101	Use a variety of strategies to resolve conflicts peacefully and fairly. <i>Examples: clarification, negotiation, compromise...</i>
S-102	Make decisions that reflect fairness and equality in their interactions with others.
S-104	Negotiate constructively with others to build consensus and solve problems.
S-303	Evaluate personal assumptions based on new information and ideas.
S-304	Distinguish fact from opinion and interpretation.
S-400	Listen to others to understand their perspectives.
S-401	Use language that is respectful of human diversity.
S-404	Elicit and clarify questions and ideas in discussions.
S-405	Articulate their beliefs and perspectives on issues.

Collaborative groups provide students with opportunities to work together to accomplish shared goals and requires the establishment of a positive, safe, and inclusive classroom culture. Collaborative learning experiences help students develop greater self esteem and positive relationships with their peers, as well as skills related to problem solving, decision making, and critical/creative thinking. Frequent experience in a variety of collaborative structures allows students to gain expertise in various roles and practise interacting fairly and respectfully with one another. Emphasize that both the individual and group are accountable in collaborative learning experiences. (See “Strategies That Make a Difference,” pp. 21–22, for information on Cooperative Learning Strategies, including Corners, Co-op Co-op, and Community Check.)

Middle Years research shows that students learn best when offered a wide range of learning experiences in which they have opportunities to interact with their peers. Due to their physical development at this age, Middle Years students need opportunities for physical movement during their learning. As well, their social and emotional development is such that Middle Years students are seeking their own identity independent from adults, necessitating a move toward receiving approval from and belonging to their peer group.

Think about...

- focusing assessment on a manageable number of outcomes/students
- constructing student-generated assessment criteria (e.g., What does a quality collaborative group/group member look/sound like? Why?)
- offering descriptive feedback

(continued)

4a – Collaborative Groups *(continued)*

- following collaborative learning activities with debriefing activities
- recording focused observations to assess group processes
- guiding self- and peer assessment through opportunities for group processing and debriefing
- orally guiding/facilitating reflection, using a Y-chart, T-Chart or journals (See “Strategies That Make a Difference,” pp. 26–28 for information on Y-Charts and T-Charts.)



BLMs

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

Kindergarten to Grade 8 English Language Arts: A Foundation for Implementation, “Strategies That Make a Difference”

- BLM 39: How Was Our Group Work?
- BLM 40: Group Work Reflection
- BLM 42: How Was My Group Work? Middle Years
- BLM 56: Checklist and Learning Log
- BLM 57: Self-Assessment of a Collaborative/Cooperative Task

Appendix A – Skills Assessment

4b – Using a Continuum of Points of View



Skills

S-100	Collaborate with others to establish and carry out goals and responsibilities.
S-101	Use a variety of strategies to resolve conflicts peacefully and fairly. <i>Examples: clarification, negotiation, compromise...</i>
S-102	Make decisions that reflect fairness and equality in their interactions with others.
S-104	Negotiate constructively with others to build consensus and solve problems.
S-105	Recognize bias and discrimination and propose solutions. <i>Examples: racism, ageism, heterosexism...</i>
S-301	Evaluate the advantages and disadvantages of solutions to a problem.
S-302	Draw conclusions based on research and evidence.
S-303	Evaluate personal assumptions based on new information and ideas.
S-304	Distinguish fact from opinion and interpretation.
S-400	Listen to others to understand their perspectives.
S-401	Use language that is respectful of human diversity.
S-402	Persuasively express differing viewpoints regarding an issue.
S-403	Present information and ideas orally, visually, concretely, or electronically.
S-404	Elicit and clarify questions and ideas in discussions.
S-405	Articulate their beliefs and perspectives on issues.

Every individual holds personal points of view. Using this strategy, students' attitudes are represented by where they physically place themselves along a line or continuum. Eliciting the expression and exchange of opinions, beliefs, and values using a physical continuum is a means of inviting students to explore their own preconceptions, to learn about the perspectives of others, and to reflect on changes in their points of view. Using a continuum helps students recognize that for many questions, there is no black-or-white, right-or-wrong answer, but rather a wide range of points of view.

Using a continuum is also a way of encouraging students to make explicit their own points of view and to actively listen to others to understand their position, rather than debating an issue to identify a winning or a losing argument. Encourage students to be spontaneous and frank in this activity, and to not concern themselves with discussing with their peers until after they have found their own position on the continuum. Emphasize the idea that in this activity, there are no "right" or "wrong" positions, and that all perspectives are valid.

(continued)

4b – Using a Continuum of Points of View (*continued*)

Suggested procedure:

This example for using a continuum activity explores the theme of *global cooperation and conflict*. It may be adapted to suit a variety of topics in social studies.

Select and introduce a question for which there is a wide range of possible approaches and beliefs (e.g., “Is the world more a place of conflict and misunderstanding, or cooperation and understanding?”). Encourage students to take a few seconds to silently reflect on the ideas and images that come to mind spontaneously, considering what they know about interpersonal relations, Canada, and international relations.

Clear a space so that students may move around and situate themselves along a line or continuum showing a gradation of opinion. Indicate the centre point of the continuum with a small poster on the wall or floor that describes the neutral position: “There is as much violence and misunderstanding in the world as there is cooperation and understanding.” Also indicate both extremes of the continuum with a poster on one end that reads: “The world is dominated by competition, conflict, and misunderstanding”; and on the other end, “The world is mostly a place of cooperation, understanding and peaceful solutions to problems.”

After students have reflected on their own positions, invite them to place themselves at a point on the continuum where they feel most comfortable, judging by how strongly they agree with the statements at either end and at the mid-point. (It may be helpful to ask students to sketch out on paper where they think they stand before the actually move into position.) When they are all in position, ask them to *silently* consider why they believe as they do.

Ask students to move toward a person who is relatively distant from them on the continuum and to partner up with that person to exchange ideas. (There is little point in having students of the same opinion (position on the continuum) discuss the topic with each other.) The exchange of ideas should proceed as follows: first, one partner explains her or his point of view without interruption (1 – 2 minutes); then, the second partner explains his or her position without interruption (1 – 2 minutes). Remind students that the purpose of this exchange is not to convince their partners to change their point of view, but to understand their partner’s perspective, and to explain their own.

Debrief in a general discussion, inviting students to share what they learned about their own view and their partner’s view, and to observe where most of the class members found themselves on the continuum. Encourage students to consider various reasons why people believe as they do (i.e., news reporting and other media influences, adult discussions they have heard, personal experiences, et cetera.)

Students may be asked to write an Exit Slip or a short journal reflection on the exercise. You may choose to revisit the exercise at the end of a learning experience or cluster so that students may consider whether their initial beliefs have changed or not.

(*continued*)

Appendix A – Skills Assessment**4b – Using a Continuum of Points of View** *(continued)*

Think about...

- offering descriptive feedback on how students express themselves and listen to others' perspectives
- recording focused observations to observe student values and group processes
- providing debriefing opportunities for students to reflect on attitudinal changes they undergo as a result of engaging in the activity

**BLMs**

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 5: Focused Observation Form

4c – Consensus Decision Making



Skills

S-100	Collaborate with others to establish and carry out goals and responsibilities.
S-101	Use a variety of strategies to resolve conflicts peacefully and fairly. <i>Examples: clarification, negotiation, compromise...</i>
S-102	Make decisions that reflect fairness and equality in their interactions with others.
S-104	Negotiate constructively with others to build consensus and solve problems.
S-105	Recognize bias and discrimination and propose solutions. <i>Examples: racism, ageism, heterosexism...</i>
S-200	Select information from a variety of oral, visual, material, print, or electronic sources. <i>Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...</i>
S-301	Evaluate the advantages and disadvantages of solutions to a problem.
S-302	Draw conclusions based on research and evidence.
S-303	Evaluate personal assumptions based on new information and ideas.
S-304	Distinguish fact from opinion and interpretation.
S-306	Assess the validity of information sources. <i>Examples: purpose, context, authenticity, origin, objectivity, evidence, reliability...</i>
S-400	Listen to others to understand their perspectives.
S-401	Use language that is respectful of human diversity.
S-402	Persuasively express differing viewpoints regarding an issue.
S-404	Elicit and clarify questions and ideas in discussions.
S-405	Articulate their beliefs and perspectives on issues.

Consensus decision making is a complex collaborative process that relies on the understanding of certain basic principles, as well as the application of interpersonal skills. As students practise consensus decision making, they come to understand that consensus is the result of negotiation and cannot be reached by more simple means such as majority vote or compromise. Its goal is to bring all participants to a common, shared agreement that reflects the perspectives of each and every team member. For this reason, consensus building requires a supportive, safe, and inclusive classroom culture, active listening, and a high degree of commitment from all team members. Students may assume specific roles within the group (e.g., facilitator, scribe, timekeeper, questioner...) or create variations, depending on the nature of the task. The only essential role in a consensus decision making task is that of facilitator.

(continued)

Appendix A – Skills Assessment**4c – Consensus Decision Making** (*continued*)**Basic principles of consensus decision making:**

- All members are equal and have a valid perspective to contribute to the group.
- Everyone has the right, but not the obligation, to change his or her mind.
- The decision is reached when all the members decide on a common course of action.

Indispensable elements:

- Willingness of each member to share power
- Respect for assigned roles
- Commitment to follow the established process
- Clear common objective
- Neutral facilitator accepted by the group

Practical considerations:

- Begin with simple issues to allow students to focus on the processes of reaching consensus before engaging in more complex issues.
- Generally, a heterogeneous team of four to six members is the most effective in collective decision making.
- Establish ground rules for the process at the beginning of the year.
- Students should sit in a circle or face one another.
- Give each student the chance to take on a leadership role over the course of the year.
- Teacher intervention should be minimal.
- Teachers may wish to allocate an initial period of time for *dialogue*, or exchange of ideas, before indicating that it is time to move on to the *discussion phase*, when the purpose is to make a decision.

Think about...

- focusing assessment on a manageable number of outcomes/students
- constructing student-generated assessment criteria (e.g., What does a quality collaborative group/group member look/sound like? Why?)
- offering descriptive feedback
- recording focused observations to assess group process
- guiding self- and peer assessment, using a Met/Developing/Not-Yet-Met strategy
- orally guiding/facilitating reflection, using a Y-chart, T-Chart, or journals (See “Strategies That Make a Difference,” pp. 26–28, for information on Y-Charts and T-Charts.)

(continued)

4c – Consensus Decision Making *(continued)***BLMs**

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

Kindergarten to Grade 8 English Language Arts: A Foundation for Implementation, “Strategies That Make a Difference”

- BLM 56: Checklist and Learning Log
- BLM 57: Self-Assessment of a Collaborative/Cooperative Task

Appendix A – Skills Assessment

5 – Using Graphic Organizers

**Skills**

S-200	Select information from a variety of oral, visual, material, print, or electronic sources. <i>Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...</i>
S-201	Organize and record information in a variety of formats and reference sources appropriately. <i>Examples: maps, charts, outlines, concept maps...</i>

Frames and graphic organizers are tools that assist students with thinking, organizing, comprehending, reviewing, and representing. Frames and graphic organizers are also referred to as thinking frames, webs, thinking maps, mind maps, semantic maps, and concept organizers. Model the use of frames (e.g., webbing brainstorming contributions, using various types of frames to organize the same information...), and discuss the role of frames in helping students organize their thinking. Provide frequent opportunities for students to practise using familiar frames and introduce additional types of frames as appropriate. Consider teaching and modelling the use of one graphic organizer at a time, and posting graphic organizers around the classroom for students to use as models and references. (Note: It takes approximately 6–8 weeks for students to internalize and apply a new strategy independently.)

Think about...

- offering descriptive feedback
- recording focused observations on students' independent choice of, or creation of, graphic organizers to organize thoughts and ideas
- orally guiding/facilitating student reflection (e.g., Graphic organizers help me...because...; Evidence of this is...)

**BLMs**

Note: The following departmental publication is available at the Manitoba Text Book Bureau.
Independent Together: Supporting the Multilevel Learning Community

- BLM 5: Focused Observation Form

6 – INQUIRY PROCESS

6a – Sorting and Classifying

**Skills**

S-200	Select information from a variety of oral, visual, material, print, or electronic sources. <i>Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...</i>
S-201	Organize and record information in a variety of formats and reference sources appropriately. <i>Examples: maps, charts, outlines, concept maps...</i>

Sorting and classifying helps students make sense of information. Sorting and classifying also helps teachers and students identify prior knowledge as students make connections between previous experiences and new information. Sorting is the process of identifying unique characteristics within a set and dividing the items based on their differences. Classifying involves identifying common characteristics and grouping items/ideas that share these characteristics into labelled categories. Students may sort and classify, or compare and contrast, based on student-generated or pre-determined criteria.

Think about...

- teaching, modelling, guiding, and debriefing the process of sorting and classifying
- recording focused observations to determine sorting skills used to identify unique characteristics within a set
- recording focused observations on students' classifying skills
- recording focused observations on students' development to compare and contrast

**BLMs**

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 5: Focused Observation Form

Kindergarten to Grade 8 English Language Arts: A Foundation for Implementation, "Strategies That Make a Difference"

- BLM 64: Venn Diagram

Success for All Learners

- Page 6.100: Sort and Predict Frame
- Page 6.103: Compare and Contrast Frame

Appendix A – Skills Assessment

6b – Generating Questions

**Skills**

S-200	Select information from a variety of oral, visual, material, print, or electronic sources. <i>Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...</i>
S-300	Plan topics, goals, and methods for inquiry and research.
S-309	Interpret information and ideas in a variety of media. <i>Examples: art, music, historical fiction, drama, primary sources...</i>
S-404	Elicit and clarify questions and ideas in discussions.

Providing students with opportunities to generate their own questions allows them to focus and plan their inquiry and identify purposes for their learning. When students search for answers to questions they believe to be important, they are better motivated to learn, and the result is deeper understanding. Framing student research around an overall investigative question and then providing opportunities for groups or individuals to generate their own questions connects all stages of inquiry into a meaningful whole. Model the process of generating effective questions by using “Think-Alouds” (“Strategies That Make a Difference”, Manitoba Education and Training, 1996a, p. 288).

Think about...

- focusing assessment on a manageable number of outcomes/students
- constructing student-generated assessment criteria (e.g., What makes a good questions?)
- recording focused observations on students’ growing competence in formulating questions

**BLMs**

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

6c – KWL



Skills

S-200	Select information from a variety of oral, visual, material, print, or electronic sources. <i>Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...</i>
S-201	Organize and record information in a variety of formats and reference sources appropriately. <i>Examples: maps, charts, outlines, concept maps...</i>
S-302	Draw conclusions based on research and evidence.
S-303	Evaluate personal assumptions based on new information and ideas.

The acronym KWL stands for what students **K**now, what they **W**ant to know, and what they **L**earned. There are many variations of the KWL strategy and all of them provide a systematic process for accessing prior knowledge, developing questions, reviewing, and summarizing learning. A KWL may be used for short- or long-term learning, and should be revisited throughout the learning process in order to provide opportunities for students to reflect on their learning. Model each of the phases of KWL and provide guided practice in the use of the strategy before expecting independent use.

Think about...

- focusing assessment on a manageable number of outcomes/students
- recording focused observations to determine prior knowledge, gaps, misconceptions, curiosity, and starting points for instruction
- adding a KWL chart to the students' portfolios as evidence of growth in thinking over time



BLMs

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 5: Focused Observation Form

Kindergarten to Grade 8 English Language Arts: A Foundation for Implementation, "Strategies That Make a Difference"

- BLM 65: KWL Plus
- BLM 66: KWL Plus Map

Success for All Learners

- Page 6.94: KWL Plus
- Page 6.95: Knowledge Chart

Appendix A – Skills Assessment

6d – Preparing and Conducting Interviews



Skills

S-102	Make decisions that reflect fairness and equality in their interactions with others.
S-200	Select information from a variety of oral, visual, material, print, or electronic sources. <i>Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...</i>
S-201	Organize and record information in a variety of formats and reference sources appropriately. <i>Examples: maps, charts, outlines, concept maps...</i>
S-203	Select and use appropriate tools and technologies to accomplish tasks.
S-300	Plan topics, goals, and methods for inquiry and research.
S-302	Draw conclusions based on research and evidence.
S-303	Evaluate personal assumptions based on new information and ideas.
S-304	Distinguish fact from opinion and interpretation.
S-306	Assess the validity of information sources. <i>Examples: purpose, context, authenticity, origin, objectivity, evidence, reliability...</i>
S-308	Compare diverse perspectives in the media and other information sources.
S-400	Listen to others to understand their perspectives.
S-401	Use language that is respectful of human diversity.
S-404	Elicit and clarify questions and ideas in discussions.

Conducting interviews allows students to collect and record information from a primary source and also creates opportunities for students to draw upon first-hand knowledge and experience.

Practical Considerations

After establishing the purpose of the interview (e.g., gathering facts, opinions, or stories) and identifying candidates to interview, students formulate appropriate questions. The questions should be both closed and open-ended, clearly stated, and include follow-up questions for in-depth information. Students need to consider how they will record information from the interview (e.g., audio recording, videotape, written notes), and practise both their questioning skills and recording information during mock interviews. Provide students with opportunities to view or listen to examples of interviews (both effective and ineffective) in order to observe and discuss interview techniques.

(continued)

Working with Potentially Sensitive Issues

It is critical that students who engage in demographic and ethnographic research conduct their studies ethically, respectfully, and without bias—particularly when potentially sensitive issues are addressed. From the beginning stage of question formulation to the collection, analysis, and presentation of data, students need to be fully aware of the areas of potential concern. Before students embark on surveying a group concerning their culture, heritage, ethnicity, or other potentially sensitive areas, ask the students to consider why and how they will use the data. Ask them to consider:

- Why do they need that particular information? Is there a real purpose for the data?
- Why is it important to gather statistics on different groups?
- How will they analyze their data to ensure it is treated with fairness and respect?
- What do they need to know about a particular groups' social context, historical experiences, and other factors so that they will be able to interpret survey results fairly?

Ensure that students understand the need to respect individual rights to privacy, as well as individual decisions to not answer particular questions or to not participate in the survey. Help students avoid the pitfalls of stereotyping and ensure students respect interviewees' rights to self-identify their ethnic, cultural, linguistic, or other aspect of group identity if they so choose.

At the question formulation stage, students require guidance to create questions that demonstrate sensitivity and respect for the interviewees. Depending on the nature of the interview and the target audience, examples of sensitivities include

- the use of appropriate language
- respect for privacy
- questions that are free of bias
- asking questions that respect religious or cultural protocols
- avoiding personal questions that might make interviewees uncomfortable

At the data analysis and presentation stage (and particularly if the data presents a negative view of individuals or a particular group of people), ensure that students consider contextual information in order to give a fair and respectful presentation of their results and conclusions. For example, reporting and studying different rates of employment will be more meaningful and relevant if there is a discussion of the factors that create employment barriers for some groups and privilege others.

Following the interview, students reflect on the survey process and send thank-you letters to their interview subjects.

Appendix A – Skills Assessment**6d – Preparing and Conducting Interviews** (*continued*)

Think about...

- focusing assessment on a manageable number of students/outcomes
- constructing student-generated assessment criteria (e.g., What are the characteristics of good questions and/or effective interviews?)
- recording focused observations to monitor student growth over time and to determine which students need differentiation and/or appropriate scaffolding
- orally guiding/facilitating student reflection on the interview process

**BLMs**

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

6e – Field Trips



Skills

S-100	Collaborate with others to establish and carry out goals and responsibilities.
S-101	Use a variety of strategies to resolve conflicts peacefully and fairly. <i>Examples: clarification, negotiation, compromise...</i>
S-102	Make decisions that reflect fairness and equality in their interactions with others.
S-103	Make decisions that reflect principles of environmental stewardship and sustainability.
S-106	Treat places and objects of historical significance with respect. <i>Examples: burial grounds, memorials, artifacts...</i>
S-200	Select information from a variety of oral, visual, material, print, or electronic sources. <i>Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...</i>
S-300	Plan topics, goals, and methods for inquiry and research.
S-302	Draw conclusions based on research and evidence.
S-303	Evaluate personal assumptions based on new information and ideas.
S-304	Distinguish fact from opinion and interpretation.
S-305	Observe and analyze material and visual evidence for research. <i>Examples: artifacts, photographs, works of art...</i>
S-306	Assess the validity of information sources. <i>Examples: purpose, context, authenticity, origin, objectivity, evidence, reliability...</i>
S-400	Listen to others to understand their perspectives.
S-401	Use language that is respectful of human diversity.

Learning happens best in a context that gives meaning to knowledge, values, and skills learning outcomes. Experiences that take students outside the classroom can be highly motivating and complement classroom-based learning. Accessing community resources provides knowledge and understanding of the broader environment and allows students to learn from the resources and expertise available in the community at large. Students also gain practical experience when they are involved in planning the purpose and logistics of the field trip. As well, teachers gain valuable insights into their students as they observe their interactions outside the classroom. Teachers are encouraged to prepare students for field trips through pre-teaching or using anticipation guides. Many field trip sites provide pre-trip materials for classroom use.

(continued)

Appendix A – Skills Assessment**6e – Field Trips** *(continued)*

Think about...

- engaging students in planning a field trip based on primary inquiry questions or the “W” in a KWL strategy
- orally guiding/facilitating reflection to assess the outcomes of the field trip and to facilitate student inquiry
- engaging in a debriefing process after the field trip to identify further questions, misconceptions, and new learnings, as well as to plan follow-up activities
- application of the knowledge acquired during the field trip to follow up classroom activities

**BLMs**

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 6: Daily Observation Form

Success for All Learners

- Page 9.5: Teacher’s Planning Sheet for Learning Experiences Outside the Classroom

6f – Collecting and Analyzing Images



Skills

S-200	Select information from a variety of oral, visual, material, print, or electronic sources. <i>Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...</i>
S-202	Interpret primary and secondary information sources for research.
S-203	Select and use appropriate tools and technologies to accomplish tasks.
S-302	Draw conclusions based on research and evidence.
S-303	Evaluate personal assumptions based on new information and ideas.
S-304	Distinguish fact from opinion and interpretation.
S-305	Observe and analyze material and visual evidence for research. <i>Examples: artifacts, photographs, works of art...</i>
S-306	Assess the validity of information sources. <i>Examples: purpose, context, authenticity, origin, objectivity, evidence, reliability...</i>
S-308	Compare diverse perspectives in the media and other information sources.
S-309	Interpret information and ideas in a variety of media. <i>Examples: art, music, historical fiction, drama, primary sources...</i>

Collecting and analyzing images related to an idea or concept helps students acquire new information, stimulates questions, and provides opportunities for sorting and classifying. Images may include calendars, art, photographs, news and magazine clippings, and clip art. After establishing the criteria that the images are intended to represent (e.g., landforms, daily life, Canadian symbols...), students may browse a predetermined set of images or search for images matching the criteria. As well, encourage students to generate their own questions about the images in order to pursue a deeper analysis of the content.

Think about...

- how students connect images to the topic/theme under consideration
- student ability to extract information from images and captions
- how students analyze and apply the ideas and information in the images
- student application of critical thinking skills regarding the images they use (e.g., bias, authenticity, primary/secondary sources...)
- student independence in locating appropriate images related to the topic/theme

Appendix A – Skills Assessment

Skill 6g – Viewing Visual Media



Skills

S-200	Select information from a variety of oral, visual, material, print, or electronic sources. <i>Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...</i>
S-202	Interpret primary and secondary information sources for research.
S-203	Select and use appropriate tools and technologies to accomplish tasks.
S-302	Draw conclusions based on research and evidence.
S-303	Evaluate personal assumptions based on new information and ideas.
S-304	Distinguish fact from opinion and interpretation.
S-305	Observe and analyze material and visual evidence for research. <i>Examples: artifacts, photographs, works of art...</i>
S-306	Assess the validity of information sources. <i>Examples: purpose, context, authenticity, origin, objectivity, evidence, reliability...</i>
S-308	Compare diverse perspectives in the media and other information sources.
S-309	Interpret information and ideas in a variety of media. <i>Examples: art, music, historical fiction, drama, primary sources...</i>

Video and media can offer students insights into experiences that would otherwise be unavailable to them. A key to teaching with video is to provide students with opportunities to be critical, active viewers rather than passive recipients, and to include before-, during-, and after-viewing strategies. Introduce the video by setting the tone for viewing, and explain how the segment relates to the ideas they are exploring.

Consider the use of a variety of strategies, before, during, and after viewing as indicated below. As well, consider these ideas:

- View longer videos in segments of 20 to 30 minutes. *(continued)*
- Tell students the name of the video and details about the theme before viewing.
- Clarify key terms or challenging vocabulary.
- Give the students a purpose, or something to watch for, as they view the film.
- Avoid having students take notes during the video—this is difficult to do and interferes with active listening.
- If the film depicts a series of events, encourage students to focus on sequence and on causality (what led to what) rather than on dates and statistics.
- Encourage students to be critical about how realistically the video represents the topic (particularly if it deals with historical topics).

(continued)

Skill 6g – Viewing Visual Media *(continued)***Before viewing**

- Establish a purpose for viewing by describing what the students are about to view and points to watch for.
- Activate with “story-mapping” (i.e., predicting what the video might be about).
- Have students create questions about what they are wondering, or provide “focus questions” (i.e., informational questions, intuitive/interpretive questions...).

During viewing

Consider viewing a video more than once, using these alternative methods:

- **Silent viewing:** Mute the volume to focus on cues (e.g., body language, setting, gestures, facial expressions...), and then review the segment with the sound. Discuss how perceptions changed with the sound.
- **Sound only:** Darken the screen to focus on audio cues (e.g., background noises, tone, sound effects...), and then review the segment with video. Discuss how perceptions changed with the video.
- **Jigsaw:** One group views silently while the other group listens only to the soundtrack. Members from opposite groups collaborate to share their information and ideas. Alternately, one-half of the class, the “listeners,” sits with their backs to the screen while the other half of the class, the “viewers,” faces the screen. After the video segment, the listeners ask the viewers questions, and the viewers describe what was happening in response to the listeners’ questions.
- **Freeze frame:** Pause the image to freeze the picture. Discuss new vocabulary, make further predictions and inferences, or have small-group discussions about connections to the concept, topic, or theme.

After viewing

- Students may ask new questions (e.g., “Some of my questions that were answered were...”, “Now, I know/wonder...”).
- Discuss and evaluate what they viewed and their feelings and connections to the content.
- Represent their new learning, or add new information to their inquiry journal or notebook.

(continued)

Appendix A – Skills Assessment

Skill 6g – Viewing Visual Media *(continued)*

Suggested outline for post-viewing reflection or discussion:

Video title and topic:	
Date of viewing:	
What did you see? Describe the images that impressed you.	What did you hear? Relate 4 – 5 ideas or words that you recall from the narration.
How did you feel about what you saw and heard?	Facts that were presented in the film:
What questions do you have?	Note one thing you learned about the past by viewing this video.
Did this film use or portray primary sources? Describe them.	
Write a comment on each element to evaluate this film. Historical accuracy: Photography: Clear narration: Interest and creativity:	

Think about...

- observing evidence of new understandings and/or gaps or misperceptions in students’ understanding
- recording focused observations to facilitate further student inquiry (Note: Watch for individuals’ curiosities, new questions, expertise....)



BLMs

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 5: Focused Observation Form

Success for All Learners

- Page 6.102: Look It Over
- Page 6.108: Do Your Laps

Kindergarten to Grade 8 English Language Arts: A Foundation for Implementation, “Strategies That Make a Difference”

- BLM 73: A Viewer’s Discussion Guide

6h – Preparing and Conducting Surveys



Skills

S-100	Collaborate with others to establish and carry out goals and responsibilities.
S-200	Select information from a variety of oral, visual, material, print, or electronic sources. <i>Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...</i>
S-201	Organize and record information in a variety of formats and reference sources appropriately. <i>Examples: maps, charts, outlines, concept maps...</i>
S-203	Select and use appropriate tools and technologies to accomplish tasks.
S-300	Plan topics, goals, and methods for inquiry and research.
S-302	Draw conclusions based on research and evidence.
S-303	Evaluate personal assumptions based on new information and ideas.
S-304	Distinguish fact from opinion and interpretation.
S-308	Compare diverse perspectives in the media and other information sources.
S-400	Listen to others to understand their perspectives.
S-401	Use language that is respectful of human diversity.

Creating and conducting surveys are a form of participatory research that involves students in learning about their communities. Surveys may take the form of interviews where questions are asked and the responses recorded, or individual surveys where the person taking the survey also records the answers. Surveys provide large amounts of information from a broad range of people and may require a lot of time to prepare, administer, and analyze. For this reason, consider whether the information you are collecting already exists (e.g., Internet, library, public records...) elsewhere before choosing a survey as the research vehicle.

In creating the survey, identify the survey objectives to help focus concise, unbiased questions that will provide relevant information and avoid unnecessary data. Keep the survey as short as possible, ideally less than 15 questions, to achieve the best possible completion rate. The order of questions matters. Place simple questions first, more complex or controversial questions in the middle, and demographic questions, if required, at the end. Questions should be brief, direct, unambiguous, written in neutral language, and cover a single topic. Close-ended questions (e.g., Yes/No, True/False, Multiple Choice) are easier to administer and analyze. Open-ended questions may provide answers unrelated to the research topic and respondents may be reluctant to complete the survey. Before administering the survey, test it on people who are not familiar with it to determine if the questions are clear and the responses are providing the information required to address the research question.

(continued)

Appendix A – Skills Assessment**6h – Preparing and Conducting Surveys** *(continued)*

It is important to provide students with guidance in creating questions/surveys that demonstrate sensitivity and respect for the interviewees. Students need to understand the importance of

- using appropriate language
- respecting personal privacy
- ensuring that survey questions are not biased
- asking questions that respect religious or cultural protocols and/or sensitivities
- avoiding personal questions that might make interviewees uncomfortable

Surveys can be online or in paper format. Online surveys provide more flexibility in terms of completion times, and facilitate the summarization and analysis of data. Paper surveys are more cumbersome to process, but are easier to present. After the survey has been administered collate the results for analysis. A spreadsheet may be a useful tool for recording and analyzing results. Once the results are analyzed, communicate your findings with the survey participants and your community. Ensure that survey participants know that their anonymity will be protected, and finish each survey with a sincere thank-you.

Think about...

- focusing assessment on a manageable number of students/outcomes
- constructing student-generated assessment criteria (e.g., What are the characteristics of good questions and/or effective surveys?)
- recording focused observations to monitor students' ability to analyze and draw conclusions from the information they collect through the use of surveys
- orally guiding/facilitating student reflection on the survey process

**BLMs**

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

7 – SOCIAL STUDIES

7a – Creating Maps



Skills

S-200	Select information from a variety of oral, visual, material, print, or electronic sources. <i>Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...</i>
S-201	Organize and record information in a variety of formats and reference sources appropriately. <i>Examples: maps, charts, outlines, concept maps...</i>
S-203	Select and use appropriate tools and technologies to accomplish tasks.
S-204	Create maps using a variety of information sources, tools, and technologies. <i>Examples: observation, traditional knowledge, geographic information systems (GIS), Global Positioning Systems (GPS)...</i>
S-205	Construct maps that include a title, legend, compass rose, scale, and latitude and longitude.
S-206	Select and interpret various types of maps for specific purposes.
S-207	Use latitude and longitude to locate and describe places on maps and globes.
S-302	Draw conclusions based on research and evidence.
S-403	Present information and ideas orally, visually, concretely, or electronically.

Students need to understand that maps are abstract representations of places on Earth, and that maps illustrate real geographic information through the use of points, lines, symbols, and colours. Maps help students understand how both physical and human features are located, distributed, and arranged in relation to one another.

Students need opportunities to both read/interpret and create different types of maps. When engaging students in map-making, encourage the use of mental maps to help them think spatially. Verbalize directions or read stories aloud and have students create mental images of described places and spaces. Have students—individually or collaboratively—create maps from these oral sources of information to practise listening skills, following directions, and visualizing.

Early Years students create maps with simple pictorial representations of their surrounding environment (e.g., the classroom, school, and neighbourhood...) in a variety of media. By beginning with objects, pictures, or drawings before moving to the use of abstract symbols, younger students come to understand the idea of symbolic representation. As students grow developmentally, the maps they create become increasingly more abstract, and students become proficient in the use of various map components (e.g., title, legend, compass rose, scale, latitude and longitude...). Map-making and map reading should eventually become as natural for students as reading and writing. Encourage students to incorporate maps into their daily work (e.g., journals, stories, research...).

(continued)

Appendix A – Skills Assessment**7a – Creating Maps (continued)**

Map construction can be an individual, small-group, or class learning experience, and provides students with opportunities to develop, clarify, and communicate their understanding of abstract ideas in a visual and symbolic format. Through the use of symbols and drawings in the creation of maps, students demonstrate their understanding of place, distance, and relationships.

Think about...

- observing for students' map-reading, interpreting, and creating skills
- constructing student-generated assessment criteria (e.g., What are the components of a quality map?)
- focusing assessment on the accuracy and completeness of the information in the map
- recording focused observations to monitor student growth over time and to determine which students need differentiation
- guiding self- and peer assessment, using a Met/Developing/Not-Yet-Met strategy
- adding student-made maps to the students' portfolios as evidence of understanding of mapping skills

**BLMs**

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 2: Constructing Student-Generated Criteria for Quality Work

7b – Using/Interpreting Maps



Skills

S-200	Select information from a variety of oral, visual, material, print, or electronic sources. <i>Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...</i>
S-203	Select and use appropriate tools and technologies to accomplish tasks.
S-206	Select and interpret various types of maps for specific purposes.
S-207	Use latitude and longitude to locate and describe places on maps and globes.
S-302	Draw conclusions based on research and evidence.

Students need to understand that maps are abstract representations of places on the Earth, and that maps illustrate real geographic information through the use of points, lines, symbols, and colours. Maps help students understand how both physical and human features are located, distributed, and arranged in relation to one another. Students also need to know that maps represent a particular time and place and change over time. It is important to teach them to look for the source of the map and when/where it was created in order to be aware of its historical and political context and implications.

Students need opportunities to both read and create different types of maps. As students engage in strategies that involve map reading/interpretation, they learn that maps have particular components (e.g., title, symbols, legend, directions, scale...). Students also come to understand that maps are important sources of physical and human geographic information, and are fundamental to social studies inquiry. Maps help students think critically as they find locations and directions, determine distances, observe distributions of people and resources, and interpret and analyze patterns and relationships.

Encourage students to consult maps when they engage in individual research and when they are working in collaborative groups. As well, use and interpret maps as a whole-class learning experience. Maps, globes, and atlases are rich and engaging resources that stimulate questions, conversation, and critical thinking.

Think about...

- teaching, modelling, and guiding map reading/interpreting skills
- observing students' knowledge and skills in reading and interpreting a variety of maps and atlases to plan for differentiation
- observing students' skills in connecting information from maps to other concepts
- orally guiding/facilitating reflection, using a Y-chart, T-Chart, or journals (e.g., What did I learn from this map? Compare/contrast different maps...) journals (See "Strategies That Make a Difference," pp. 26–28, for information on Y-Charts and T-Charts.)
- adding map interpretations and reflections to the students' portfolios as evidence of understanding of mapping skills

(continued)

7b – Using/Interpreting Maps *(continued)***BLMs**

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition

7c – Interpreting Timelines



Skills

S-200	Select information from a variety of oral, visual, material, print, or electronic sources. <i>Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...</i>
S-203	Select and use appropriate tools and technologies to accomplish tasks.
S-302	Draw conclusions based on research and evidence.
S-303	Evaluate personal assumptions based on new information and ideas.
S-306	Assess the validity of information sources. <i>Examples: purpose, context, authenticity, origin, objectivity, evidence, reliability...</i>

Timelines generally consist of a vertical or horizontal line, with graduated marking points to indicate years, decades, centuries, or other periods of time. The points symbolically represent a chronological sequence of time, making past events more concrete in nature for students. The portrayal of significant dates, events, people, and ideas provides a visual reference for students, and helps them organize their thinking chronologically. Similar to maps, timelines require an understanding of proportion and scale, but they also use images, icons, and vocabulary that are associated with specific historical periods.

Interpreting timelines through social studies inquiry helps students imagine and visualize events of the past, and therefore better understand abstract concepts related to history and chronology. Students need to see and interpret timelines, and understand their nature and purpose, before they are asked to create their own timelines.

Think about...

- teaching, modelling, and guiding interpretation of timelines
- Planning for differentiation by observing students' knowledge and skills in interpreting timelines
- observing students' skills in connecting information from the past, present, and future, and descriptions of periods of time
- orally guiding/facilitating reflection, using a Y-chart, T-Chart, or journals (e.g., What I am learning about timelines...; Evidence of my learning is...) journals (See "Strategies That Make a Difference," pp. 26–28, for information on Y-Charts and T-Charts.)
- adding student timeline interpretations and reflections to the students' portfolios as evidence of understanding



BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.
Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 6: Daily Observation Form

Appendix A – Skills Assessment

7d – Creating Timelines



Skills

S-200	Select information from a variety of oral, visual, material, print, or electronic sources. <i>Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...</i>
S-201	Organize and record information in a variety of formats and reference sources appropriately. <i>Examples: maps, charts, outlines, concept maps...</i>
S-203	Select and use appropriate tools and technologies to accomplish tasks.
S-302	Draw conclusions based on research and evidence.
S-303	Evaluate personal assumptions based on new information and ideas.
S-306	Assess the validity of information sources. <i>Examples: purpose, context, authenticity, origin, objectivity, evidence, reliability...</i>
S-403	Present information and ideas orally, visually, concretely, or electronically.

Timelines generally consist of a vertical or horizontal line, with graduated marking points to indicate years, decades, centuries, or other periods of time. The points symbolically represent a chronological sequence of time, making past events more concrete in nature for students. The portrayal of significant dates, events, people, and ideas provides a visual reference for students, and helps them organize their thinking chronologically. Similar to maps, timelines require an understanding of proportion and scale, but they also use images, icons, and vocabulary that are associated with specific historical periods.

Before students create their own timelines, they need opportunities to use and understand the nature and purpose of timelines. Students first examine, discuss, and use prepared timelines. Next, they contribute to the making of a class timeline, discussing and placing events on the timeline. The timeline can be an ongoing project that is integrated into the instructional process. Ideally, a class timeline would occupy the length of one wall of the classroom, providing room for all of the historical events that are discussed, as well as space for drawings, pictures, and illustrations. Finally, individually or in collaborative groups, students create their own timeline. Depending on developmental ability, students might simply label and illustrate events on a timeline that already has periods of time indicated. Alternately, students can integrate mathematical skills to determine and mark time periods on the timeline before labelling and illustrating events.

(continued)

7d – Creating Timelines (*continued*)

Think about...

- constructing student-generated assessment criteria (e.g., What are the components of a quality timeline?)
- focusing assessment on the accuracy and completeness of the information (e.g., chronological order, scale, appropriate choice of images...)
- offering descriptive feedback
- recording focused observations to monitor student growth over time and to determine which students need differentiation
- guiding self- and peer assessment
- orally guiding/facilitating reflection, using a Y-chart, T-Chart or journals (See “Strategies That Make a Difference,” pp. 26–28, for information on Y-Charts and T-Charts.)
- adding a timeline and reflection to the students’ portfolios as evidence of growth and understanding of timelines



BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

Appendix A – Skills Assessment

7e – Social Action



Skills

S-100	Collaborate with others to establish and carry out goals and responsibilities.
S-101	Use a variety of strategies to resolve conflicts peacefully and fairly. <i>Examples: clarification, negotiation, compromise...</i>
S-102	Make decisions that reflect fairness and equality in their interactions with others.
S-103	Make decisions that reflect principles of environmental stewardship and sustainability.
S-104	Negotiate constructively with others to build consensus and solve problems.
S-105	Recognize bias and discrimination and propose solutions. <i>Examples: racism, ageism, heterosexism...</i>
S-203	Select and use appropriate tools and technologies to accomplish tasks.
S-301	Evaluate the advantages and disadvantages of solutions to a problem.
S-302	Draw conclusions based on research and evidence.
S-303	Evaluate personal assumptions based on new information and ideas.
S-304	Distinguish fact from opinion and interpretation.
S-400	Listen to others to understand their perspectives.
S-401	Use language that is respectful of human diversity.
S-402	Persuasively express differing viewpoints regarding an issue.
S-403	Present information and ideas orally, visually, concretely, or electronically.
S-404	Elicit and clarify questions and ideas in discussions.
S-405	Articulate their beliefs and perspectives on issues.

As students are given opportunities to develop and use the skills of active responsible citizenship, they should also be encouraged—when necessary and in appropriate ways—to engage in social action.

Student social action involves students interacting with others for the purpose of change. Social action might involve just a few students, the entire class, several classrooms or grades, the entire school, or the greater community. As students develop knowledge, values, and skills related to citizenship, they need to understand that social action is not only a right, but is perhaps the most important responsibility for citizens living within a democratic society. They also need to learn that, in most cases, social action involves collaboration, cooperation, and being respectful of others.

Social action is a natural result of authentic social studies inquiry. As students learn about social issues that affect them or others, and as they become aware of problems and injustices in their communities, and if they are truly empowered to be active and responsible citizens, they are likely to take actions that initiate change. If and when they do take action, there is perhaps no better means of assessing student learning. As students engage in social action, their behaviours become an observable expression of the social studies knowledge, values, and skills they have been learning.

(continued)

7e – Social Action (*continued*)

Empowered students might initiate social action on their own (e.g., coming to the aid of a victim of bullying; circulating a petition in the classroom or school...) or teachers may choose to encourage student social action. Student social action may be the culminating activity of a learning experience, a particular cluster, or the school year. It might take the form of a local classroom or school project, such as a recycling/anti-litter campaign, or the creation of a local nature preserve. Social action with a global focus might involve raising funds for a community well or sending school supplies to children in a developing country. Events such as UNICEF campaigns and Earth Day may trigger projects. Opportunities might also arise for students to be involved in more complex civil action, where projects involve the lobbying of policy/lawmakers and legislators.

Social action is the ultimate application of social studies learning. It is through social action that students' altruistic attitudes are expressed within the context of the knowledge and skills of the curriculum. Social action projects not only familiarize students with specific issues, but also provide opportunities to understand processes, such as conducting issue-based research, letter-writing campaigns, media publicity, the creation of surveys and petitions, and demonstrations and other civil actions.

Think about...

- setting classroom goals for developing action plans and becoming active responsible citizens
- constructing student-generated assessment criteria (e.g., What does a democratic classroom/an active responsible citizen look/sound like? Why?)
- offering descriptive feedback to students regarding their approach to social action
- recording focused observations to inform instruction
- guiding self- and peer assessment
- orally guiding/facilitating reflection, using a Y-chart or journals
- adding an account and/or images of evidence of social actions to the students' portfolios



BLMs

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

Kindergarten to Grade 8 English Language Arts: A Foundation for Implementation, “Strategies That Make a Difference”

- BLM 93: Goal Setting

Appendix A – Skills Assessment

8 – Content Reading



Skills

S-200	Select information from a variety of oral, visual, material, print, or electronic sources. <i>Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...</i>
S-202	Interpret primary and secondary information sources for research.
S-302	Draw conclusions based on research and evidence.
S-303	Evaluate personal assumptions based on new information and ideas.
S-304	Distinguish fact from opinion and interpretation.
S-306	Assess the validity of information sources. <i>Examples: purpose, context, authenticity, origin, objectivity, evidence, reliability...</i>
S-308	Compare diverse perspectives in the media and other information sources.
S-309	Interpret information and ideas in a variety of media. <i>Examples: art, music, historical fiction, drama, primary sources...</i>
S-311	Analyze prejudice, racism, stereotyping, or other forms of bias in the media and other information sources.

Content reading is integral to acquiring information and ideas for learning about a particular class topic or theme; and content subject areas are ideal contexts for improving, acquiring, and applying reading comprehension skills and strategies to make meaning of a variety of texts. Teachers need to extend reading instruction beyond the ELA classroom, and to offer students opportunities to practise reading comprehension strategies and make to connections in the content areas. Text sets are valuable resources for supporting content reading and a broad range of reading abilities. A text set consists of a variety of non-fiction and fiction texts on a theme or unit of study (e.g., picture books, visuals, short stories, historical fiction, atlases, songs, poetry, media texts, vignettes, textbooks...).

Competent readers use reading comprehension strategies independently before, during, and after reading. Additional information on characteristics of readers may be found in *Success for All Learners* (Manitoba Education and Training, 1996b, p. 6.39). Teachers need to model a variety of before, during, and after strategies daily to help students choose, and become independent in the use of these strategies. Developing readers need access to texts that they can read, and scaffolding and guided instruction to successfully access the required information and ideas from texts they cannot yet read independently.

Think about...

- using read-aloud, shared reading, guided reading, partner reading, and independent reading literacy contexts for assessing comprehension strategies and differentiating instruction
- monitoring students' choices of texts for seeking information

(continued)

8 – Content Reading (continued)

- observing comprehension strategies including predicting, questioning, imaging, self-monitoring, re-reading, inferring, skimming and scanning, re-telling, and summarizing
- recording focused observations to determine students’ ability to get information and ideas from textual cues (titles, sub-titles, tables of content, images, captions...) and text structures/features (compare and contrast, sequential, description, cause and effect...)



BLMs

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Before Reading Strategies

Strategy	Reference	BLM Title
Think-Pair-Share	“Strategies That Make a Difference,” page 15*	x
Thinking Maps	“Strategies That Make a Difference,” page 49	x
KWL	“Strategies That Make a Difference,” page 89 <i>Success for All Learners</i> , pages 6.20-6.21	BLM 65: KWL Plus BLM 6.94: KWL Plus
Anticipation Guide	“Strategies That Make a Difference,” pages 142–145 <i>Success for All Learners</i> , page 6.25	x BLM 6.98: Anticipation Guide
Before-During-After Map	“Strategies That Make a Difference,” pages 146–149	BLM 74: Before-During-After Map
Pre-Reading Plan	“Strategies That Make a Difference,” pages 160–161	x
Sort and Predict	“Strategies That Make a Difference,” pages 214–215 <i>Success for All Learners</i> , pages 6.33–6.35	x BLM 6.100: Sort and Predict Frame
Story Impressions	“Strategies That Make a Difference,” pages 176–178	x
Word Splash	<i>Success for All Learners</i> , pages. 6.28–6.29	x
Three-Point Approach	“Strategies That Make a Difference,” page 215 <i>Success for All Learners</i> , page 6.36	x BLM 6.101: Three-Point Approach for Words & Concepts
Previewing Questions	“Strategies That Make a Difference”	BLM 14: Previewing Questions

**Kindergarten to Grade 8 English Language Arts: A Foundation for Implementation*, “Strategies That Make a Difference”

During Reading Strategies

Strategy	Reference	BLM Title
Cornell Method	“Strategies That Make a Difference,” page 116	x
Thinking Maps	“Strategies That Make a Difference,” pages 49–51	x
How to Find the Main Idea of a Paragraph	“Strategies That Make a Difference”	BLM 12: How to Find the Main Idea of a Paragraph
Magnet Summaries	“Strategies That Make a Difference,” page 116	x
Slim Jims	“Strategies That Make a Difference,” page 116	x
Reciprocal Reading	<i>Success for All Learners</i> , pages 6.46–6.47	x
Collaborative Reading	<i>Success for All Learners</i> , page 6.45	x
Directed Reading Thinking Activity (DRTA)	<i>Success for All Learners</i> , page 6.48	x
Two Column Notes	<i>Success for All Learners</i> , page 6.83	x
Note-Making Tips for Students	<i>Success for All Learners</i> , page 6.82	x

(continued)

Appendix A – Skills Assessment

8 – Content Reading (continued)

Researching	<i>Success for All Learners</i> , page 6.84	x
SQ3R	<i>Success for All Learners</i> , page 6.85 “Strategies That Make a Difference,” page 179	x
Graphic Organizers	<i>Success for All Learners</i> , page 6.14	x
Mind Maps	<i>Success for All Learners</i> , page 6.14	x
Concept Frames	<i>Success for All Learners</i> , page 6.15	BLM 6.114: Fact Based Article Analysis BLM 6.115: Issue Based Article Analysis BLM 6.111: Concept Frame BLM 6.112: Concept Overview BLM 6.103: Compare & Contrast Frame BLM 6.104: Concept Relationship Frame BLM 6.113: Frayer Plus Concept Builder
Before-During-After Checklist (Student)	“Strategies That Make a Difference”	BLM 17: Before, During & After Reading Strategies—Middle Years
Before-During-After Map	“Strategies That Make a Difference”	BLM 74: Before-During-After Map
Content Reading Strategies	<i>Success for All Learners</i> , pages 6.40–6.44	x
Skim and Scan—Teacher Observation Group	“Strategies That Make a Difference”	BLM 4: Observation Checklist for Skimming and Scanning to Make Sense of Information
Skim and Scan—Teacher Observation Individual	“Strategies That Make a Difference”	BLM 5: Observation Checklist for Skimming and Scanning Skills
Skimming	“Strategies That Make a Difference”	BLM 15: Skimming Strategies

After Reading Strategies

Strategy	Reference	BLM Title
Before-During-After Map	“Strategies That Make a Difference,” pages 146–149	BLM 74: Before-During-After Map
Three Point Approach	“Strategies That Make a Difference,” page 215 <i>Success for All Learners</i> , page 6.36	x BLM 6.101: Three-Point Approach for Words and Concepts
Word Cycle	“Strategies That Make a Difference,” page 216 <i>Success for All Learners</i> , pages 6.31–6.32	x BLM 6.99: Word Cycle
Retelling	“Strategies That Make a Difference,” pages 169–173	BLM 75: Retelling

Strategies for All Three Stages – Before, During, and After Reading

Strategy	Reference	BLM Title
Before-During-After Checklist (Teacher)	“Strategies That Make a Difference”	BLM 6: Comprehension Focus (Before, During, & After Reading Strategies)
Before-During-After Map	“Strategies That Make a Difference,” pages 146–149	BLM 17: Before, During, and After Reading Strategies: Self Reflection-Middle Years
Reading Strategies	“Strategies That Make a Difference”	BLM 8: Reading Strategies: Student Monitoring Sheet

9 – WRITING

9a – Journals

**Skills**

S-302	Draw conclusions based on research and evidence.
S-303	Evaluate personal assumptions based on new information and ideas.
S-401	Use language that is respectful of human diversity.
S-405	Articulate their beliefs and perspectives on issues.

Journals are notebooks in which students record their personal thoughts and ideas, as well as information and questions about, and reflections on, what they hear, view, read, write, discuss, and think. Journals provide students with the opportunity to use exploratory language. The responses in personal journals are based on student feelings, and teachers should be sensitive to the private nature of personal journals. Other journals explore, clarify, and discover ways of refining and assessing thinking. Journals may include both written and representational formats. They may be a separate notebook or a section of another notebook, and they may also be specifically devoted to response and used across curriculum areas.

Think about...

- using student journals as a tool to observe values
- constructing student-generated assessment criteria (e.g., What does quality reflective journal writing look like?)
- posing questions and offering prompts to encourage reflection
- guiding self-assessment of journals
- encouraging students to select journal entries for inclusion in their portfolios as evidence of growth in metacognitive thinking over time
- assessing the journal for growth over time and/or for summative purposes

**BLMs**

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

Appendix A – Skills Assessment

9b – Exit Slip

**Skills**

S-302	Draw conclusions based on research and evidence.
S-303	Evaluate personal assumptions based on new information and ideas.
S-405	Articulate their beliefs and perspectives on issues.

An Exit Slip is simply a brief note or conversation with students at the end of a lesson. Exit Slips provide students with opportunities to reflect on their learning and provide teachers with feedback to inform future instruction as students summarize their understandings of a lesson. Exit Slips may be open-ended, include a reflective stem (e.g., Today I learned...; I am still confused about...; I would like to know more about...; A question I have is...), or used to set a learning goal for the next day. Exit Slips may be completed individually or in small groups. Review Exit Slip responses to guide planning for future instruction.

Think about...

- observing students' perceived strengths and areas for further learning
- focusing assessment on the accuracy and completeness of the information
- observing students' opinions, assumptions, and conclusions about their learning of a topic/issue/theme

**BLMs**

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

Success for All Learners

- Page 6.61: Admit and Exit Slips

9c – RAFT



Skills

S-102	Make decisions that reflect fairness and equality in their interactions with others.
S-302	Draw conclusions based on research and evidence.
S-303	Evaluate personal assumptions based on new information and ideas.
S-304	Distinguish fact from opinion and interpretation.
S-307	Compare differing viewpoints regarding global issues.
S-401	Use language that is respectful of human diversity.
S-402	Persuasively express differing viewpoints regarding an issue.
S-403	Present information and ideas orally, visually, concretely, or electronically.
S-405	Articulate their beliefs and perspectives on issues.

RAFT (Role, Audience, Format, Topic) is a writing strategy that provides students with opportunities to creatively analyze and synthesize information by writing from a different viewpoint. Students assume a Role other than themselves (e.g., animal, historical figure, comic book character...). They choose an Audience (e.g., a person living in another time or place, a corporation, an inanimate object...). They select a Format (e.g., poem, letter, journal...) for their writing. They also choose a Topic (e.g., plea, persuasion, demand, excuse...) related to the inquiry. Because the focus of the writing is so well defined in a RAFT, students gain experience in clearly and completely explaining their point of view. Teachers need to model and guide the use of RAFT before students work independently. RAFT may be used as an activating strategy to help identify students' prior knowledge or as a culminating task to demonstrate understanding.

Think about...

- sharing and reflecting on examples of point-of-view genre in literature
- focusing assessment on the accuracy and completeness of the information
- constructing student-generated assessment criteria (e.g., What does a quality written point of view (RAFT strategy) look/sound like? Why?)
- recording focused observations to monitor student growth over time and to determine which students need differentiation
- guiding self- and peer assessment
- having students include RAFT examples in their portfolios as evidence of learning

(continued)

9c – RAFT (continued)**BLMs**

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 2: Constructing Student-Generated Criteria for Quality Work

Kindergarten to Grade 8 English Language Arts: A Foundation for Implementation, “Strategies That Make a Difference”

- BLM 71: Point of View

Success for All Learners

- Page 6.116: Reading from Another Point of View

9d – Persuasive Writing



Skills

S-102	Make decisions that reflect fairness and equality in their interactions with others.
S-302	Draw conclusions based on research and evidence.
S-303	Evaluate personal assumptions based on new information and ideas.
S-304	Distinguish fact from opinion and interpretation.
S-307	Compare differing viewpoints regarding global issues.
S-401	Use language that is respectful of human diversity.
S-402	Persuasively express differing viewpoints regarding an issue.
S-403	Present information and ideas orally, visually, concretely, or electronically.
S-405	Articulate their beliefs and perspectives on issues.

Persuasive writing provides opportunities for students to present ideas and information and express their opinions and viewpoints on an issue. Persuasive writing is also often a component of social action. Students need to be aware of their intended audience as they state their view and present evidence and examples to support their position. Composing persuasive writing allows students to practise organizational skills and make connections between prior knowledge and new understandings. Teachers need to model, guide, and offer time for students to practise persuasive writing techniques. Persuasive writing can provide evidence of attitudinal changes as students evaluate and synthesize new knowledge and information.

Think about...

- sharing and reflecting on examples of persuasive writing
- focusing assessment on the accuracy and completeness of the information
- constructing student-generated assessment criteria (e.g., What does quality persuasive writing look/sound like? Why?)
- recording focused observations to monitor student growth in order to determine which students need differentiation
- guiding self- and peer assessment
- having students include persuasive writing examples in their portfolios as evidence of learning



BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.
Independent Together: Supporting the Multilevel Learning Community

- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

Appendix A – Skills Assessment

9e – Descriptive Writing



Skills

S-200	Select information from a variety of oral, visual, material, print, or electronic sources. <i>Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...</i>
S-401	Use language that is respectful of human diversity.

Descriptive writing presents people, places, things, or events with enough detail to enable the reader to create a mental picture and share the writer's sensory experience (e.g., sights, smells, sounds, tastes, and feelings) of the subject of the writing. It provides opportunities for students to express their feelings creatively and to experiment with language to convey those feelings to the audience. Encourage the use of pre-writing strategies (e.g., brainstorming, conferencing, drawing, read/listen to examples of descriptive writing, observe/view...) and planning structures (e.g., outlining, mapping, story frames...) to assist students in the writing process. The writing form may be a paragraph, essay, poem, character portrait/sketch, or other forms of descriptive writing. As students engage in the writing process, encourage them to share their drafts with peers and revise their writing to create the desired mood.

Think about...

- sharing and reflecting on examples of descriptive writing
- modelling, guiding, and offering time to practise descriptive writing
- constructing student-generated assessment criteria (e.g., What does quality descriptive writing look/sound like? Why?)
- offering descriptive feedback
- recording focused observations to monitor student growth over time and to determine which students need differentiation
- guiding self- and peer assessment
- having students select descriptive writing pieces for inclusion in their portfolios and highlighting evidence of their own growth
- posing reflective questions (e.g., What are you discovering as you write? What surprises you? What might your readers think as they read this piece? What goals do you have for your next writing piece?...)

(continued)

9e – Descriptive Writing *(continued)***BLMs**

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Kindergarten to Grade 8 English Language Arts: A Foundation for Implementation, “Strategies That Make a Difference”

- BLM 29: Writing Work in Progress: Student Self-Assessment
- BLM 47: Character Poem
- BLM 84: Revision Record

Success for All Learners

- BLM 111: Concept Frame

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

Appendix A – Skills Assessment

9f – Narrative Writing



Skills

S-200	Select information from a variety of oral, visual, material, print, or electronic sources. <i>Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...</i>
S-300	Plan topics, goals, and methods for inquiry and research.
S-302	Draw conclusions based on research and evidence.
S-304	Distinguish fact from opinion and interpretation.
S-306	Assess the validity of information sources. <i>Examples: purpose, context, authenticity, origin, objectivity, evidence, reliability...</i>
S-401	Use language that is respectful of human diversity.

Narrative presents a personal or fictional experience or tells the story of a real or imagined event. Narrative writing takes many forms (e.g., paragraph, anecdote, short story, diary, autobiography, myth, legend, newspaper article, dialogue, personal letter...). As students plan their narrative, they may need guidance in developing the details to create an identifiable storyline that is easy for the reader to follow. Encourage the use of pre-writing strategies (e.g., brainstorming, conferencing, drawing, read/listen to examples of narrative writing, research, observe/view...) and planning structures (e.g., outlining, mapping, story frames...) to assist in the writing process and to recreate their narrative for the reader by including details that support, explain, and enhance the story. Composing narrative writing provides students with opportunities to think and write stories about people, places, and events.

Think about...

- sharing and reflecting on examples of narrative writing
- modelling, guiding, and offering time to practise narrative writing
- constructing student-generated assessment criteria (e.g., What does quality narrative writing look/sound like? Why?)
- offering descriptive feedback
- recording focused observations to monitor student growth over time and to determine which students need differentiation
- guiding self- and peer assessment
- having students select narrative writing pieces for inclusion in their portfolios and highlighting evidence of their own growth
- posing reflective questions (e.g., What are you discovering as you write? What surprises you? What might your readers think as they read this piece? What goals do you have for your next writing piece?...)

(continued)

9f – Narrative Writing *(continued)***BLMs**

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Kindergarten to Grade 8 English Language Arts: A Foundation for Implementation, “Strategies That Make a Difference”

- BLM 23: First Draft Writing Plan
- BLM 24: First Draft Review
- BLM 27: Signal, Words and Phrases
- BLM 28a: Writing Self-Assessment
- BLM 28b: Writing Self-Assessment (continued)
- BLM 29: Writing Work-in-Progress: Student Self-Assessment
- BLM 30: Peer Writing Assessment
- BLM 48: Character Grid
- BLM 49: Story Planner—Middle Years
- BLM 61: Story Map—A
- BLM 62: Story Map—B
- BLM 63: Story Map—C
- BLM 67: W-5 Chart
- BLM 84: Revision Record

Success for All Learners

- BLM 110: Paragraph Frame

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

Appendix A – Skills Assessment

9g – Expository Writing



Skills

S-200	Select information from a variety of oral, visual, material, print, or electronic sources. <i>Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...</i>
S-201	Organize and record information in a variety of formats and reference sources appropriately. <i>Examples: maps, charts, outlines, concept maps...</i>
S-300	Plan topics, goals, and methods for inquiry and research.
S-302	Draw conclusions based on research and evidence.
S-304	Distinguish fact from opinion and interpretation.
S-306	Assess the validity of information sources. <i>Examples: purpose, context, authenticity, origin, objectivity, evidence, reliability...</i>
S-401	Use language that is respectful of human diversity.

The purpose of expository writing is to inform, clarify, explain, define, or instruct the reader on a particular topic. Expository writing provides opportunities for students to develop skills in clarity and organization in their writing. Expository writing also allows students opportunities to become familiar with and use text structures (e.g., compare/contrast, cause/effect, problem/solution, main idea/detail, sequence/chronology...). Forms of expository writing include paragraphs, essays, reports, news articles, research, and business or formal letters. Encourage the use of pre-writing strategies (e.g., brainstorming, conferencing, drawing, reading/listening to examples of expository writing, research, observe/view...) and planning structures (e.g., outlining, mapping, story frames...) to assist students in the writing process. As students encounter this type of writing in much of their content reading, gaining experience in composing expository may help them develop skills in reading for information.

Think about...

- sharing and reflecting on examples of expository writing
- focusing assessment on the accuracy and completeness of the information
- modelling, guiding, and offering time to practise expository writing
- constructing student-generated assessment criteria (e.g., What does quality expository writing look/sound like? Why?)
- offering descriptive feedback
- recording focused observations to monitor student growth over time and to determine which students need differentiation

(continued)

9g – Expository Writing (*continued*)

- Guiding self- and peer assessment
- Having students select expository writing pieces for inclusion in their portfolios and highlighting evidence of their growth
- Posing reflective questions (e.g., What are you discovering as you write? What surprises you? What might your readers think as they read this piece? What goals do you have for your next writing piece?...)

**BLMs**

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Success for All Learners

- BLM 103: Compare and Contrast Frame
- BLM 104: Concept Relationship Frame
- BLM 109: Explanation Planner
- BLM 110: Paragraph Frame

Kindergarten to Grade 8 English Language Arts: A Foundation for Implementation, “Strategies That Make a Difference”

- BLM 23: First Draft Writing Plan
- BLM 24: First Draft Review
- BLM 25: Sequential Paragraph Form
- BLM 27: Signal Words and Phrases
- BLM 28a: Writing Self-Assessment
- BLM 28b: Writing Self-Assessment (continued)
- BLM 29: Writing Work in Progress: Student Self-Assessment
- BLM 30: Peer Writing Assessment
- BLM 84: Revision Record

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

Appendix A – Skills Assessment

9h – Creating Plans/Outlines



Skills

S-200	Select information from a variety of oral, visual, material, print, or electronic sources. <i>Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...</i>
S-201	Organize and record information in a variety of formats and reference sources appropriately. <i>Examples: maps, charts, outlines, concept maps...</i>
S-300	Plan topics, goals, and methods for inquiry and research.

Plans and outlines may be used for a wide variety of purposes, both simple and complex, (e.g., determining roles for a group activity, planning events or special days, creating goals for research projects, drafting plot outlines...). Creating a written plan provides opportunities for students to establish a process for achieving their learning goals. Students identify their goals, outline the steps they will use to achieve them, and determine how they will know their goals have been attained. As students engage in planning, they come to understand that the plan is a means to achieving an end, and not the end itself. Written plans may be developed collaboratively or individually.

Think about...

- focusing assessment on a manageable number of learning outcomes/students
- focusing assessment on the accuracy and completeness of the information
- teaching, modelling, and guiding the creation of plans and outlines
- constructing student-generated assessment criteria (e.g., What does a quality plan or outline look/sound like? Why?)
- recording focused observations to monitor student growth over time and to determine which students need differentiation
- guiding self- and peer assessment
- encouraging students to revise plans/outlines as needed
- orally guiding/facilitating reflection on planning, using a Y-chart or journals (See “Strategies That Make a Difference,” pp. 26–28, for information on Y-Charts and T-Charts.)

(continued)

9h – Creating Plans/Outlines *(continued)***BLMs**

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 7: Our/My Learning Plan

Kindergarten to Grade 8 English Language Arts: A Foundation for Implementation, “Strategies That Make a Difference”

- BLM 33: Set Your Goal
- BLM 34: We Reached Our Goal!
- BLM 46: Personal Goal Setting
- BLM 94: Goal Setting
- BLM 96: Project Outline

Appendix A – Skills Assessment

9i – Recording Information



Skills

S-200	Select information from a variety of oral, visual, material, print, or electronic sources. <i>Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...</i>
S-201	Organize and record information in a variety of formats and reference sources appropriately. <i>Examples: maps, charts, outlines, concept maps...</i>
S-202	Interpret primary and secondary information sources for research.
S-203	Select and use appropriate tools and technologies to accomplish tasks.
S-302	Draw conclusions based on research and evidence.
S-303	Evaluate personal assumptions based on new information and ideas.
S-306	Assess the validity of information sources. <i>Examples: purpose, context, authenticity, origin, objectivity, evidence, reliability...</i>
S-309	Interpret information and ideas in a variety of media. <i>Examples: art, music, historical fiction, drama, primary sources...</i>

As students are engaged in inquiry and research, they need to experience various strategies for recording and organizing acquired information. Strategies may include drawing, simple note-making skills, process notes, Slim Jims, concept maps, or graphic representations. Additional information on information processing strategies may be found in *Success for All Learners* (Manitoba Education and Training, 1996b, p. 6.49) and “Strategies That Make a Difference,” (Manitoba Education and Training, 1996a, pp. 59-64, 76–77, and 114–117). As students develop a repertoire of strategies, they become able to choose the most appropriate method related to the purpose and the type of information.

Think about...

- teaching and modelling one strategy at a time for recording information (Note: It takes students approximately six to eight weeks to internalize a strategy and to apply it independently.)
- focusing assessment on the accuracy and completeness of the information
- recording focused observations to determine which students need differentiation and scaffolding
- guiding self- and peer assessment
- observing students’ choices of strategies for recording information
- orally guiding/facilitating reflection, using a Y-chart or T-chart. (See “Strategies That Make a Difference,” pp. 26–28, for information on Y-Charts and T-Charts.)

(continued)

9i – Recording Information *(continued)***BLMs**

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 8: Evidence of Learning

Kindergarten to Grade 8 English Language Arts: A Foundation for Implementation, “Strategies That Make a Difference”

- BLM 45: Checklist to Assess Student’s Ability to Select and Process Information
- BLM 64: Venn Diagram
- BLM 67: W-5 Chart

Success for All Learners

- Page 6.101: Three-Point Approach for Words and Concepts
- Page 6.102: Look It Over
- Page 6.114: Fact-Based Article Analysis
- Page 6.115: Issue-Based Article Analysis

Appendix A – Skills Assessment

10 – PRESENTATIONS/REPRESENTATIONS

10a – Dramatic Presentations



Skills

S-100	Collaborate with others to establish and carry out goals and responsibilities.
S-102	Make decisions that reflect fairness and equality in their interactions with others.
S-200	Select information from a variety of oral, visual, material, print, or electronic sources. <i>Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...</i>
S-203	Select and use appropriate tools and technologies to accomplish tasks.
S-302	Draw conclusions based on research and evidence.
S-303	Evaluate personal assumptions based on new information and ideas.
S-400	Listen to others to understand their perspectives.
S-401	Use language that is respectful of human diversity.
S-402	Persuasively express differing viewpoints regarding an issue.
S-403	Present information and ideas orally, visually, concretely, or electronically.
S-405	Articulate their beliefs and perspectives on issues.

Drama and role-play are forms of language and literature that tell a story through the actions and speech of characters. Drama is a powerful tool that can stimulate creative and critical thinking through a variety of intelligences and develop language and literacy. Dramatizations are often collaborative in nature and intended to be shared with a broader audience. In planning dramatizations, students consider how the structure of the presentation will effectively communicate new information to their intended audience. Drama and role-play provide opportunities for students to make connections between their personal experiences and the lives of others, and explore diverse perspectives or points of view. They also help students develop empathy and enrich their social consciousness.

Guidelines for drama and role-play

- The context and roles should be clearly defined, while allowing some latitude for spontaneity and creativity on the part of the students.
- Determine a designated time frame for the presentation.
- When topics are controversial or require solutions, encourage students to consider diverse perspectives and alternative solutions, to use language appropriately, and to take a position and reach a conclusion or resolution.
- Provide students time to prepare and to access any preparatory information they need.

(continued)

10a – Dramatic Presentations (*continued*)

- Role descriptions should provide enough information to help students “enter into” the character they are to portray (general characteristics, beliefs, and values) but should not follow a pre-determined script.
- Students may complete a character outline (see BLM) to help them prepare.
- Props and costumes may be used appropriately.
- Discuss with students the effectiveness of realism versus fantasy scenarios, the need to be mindful of anachronisms, oversimplifications, and the indiscriminate use of stereotypes.

Variations

- Props and costumes could be used in different ways.
- If there are not enough roles for everyone in the group, one student could be assigned the task of being a witness or observer who “thinks out loud” to the audience without disrupting the action.
- Students could be asked to reverse roles or switch points of view in a second role-play.
- A narrator or series of narrators may be named to help set the scene and expand on what is happening.

Think about...

- focusing assessment on a manageable number of outcomes/students, keeping the end in mind
- constructing student-generated assessment criteria (e.g., What does a quality dramatization/role-play look/sound like? Why?)
- offering descriptive feedback and conferencing with students throughout the process
- orally guiding/facilitating reflection, using a Y-chart or journals
- allowing time for a group debriefing, including the audience, after the presentation
- recording focused observations during the planning and presentations of dramatizations



BLMs

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Kindergarten to Grade 8 English Language Arts: A Foundation for Implementation, “Strategies That Make a Difference”

- BLM 36: How We Cooperated in Our Group Work
- BLM 51: Identifying Appropriate Audience Behaviours
- BLM 89: Cooperative Group Learning (Teacher Assessment)
- BLM 95: Observation Checklist for Speaking and Listening Skills

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

Appendix A – Skills Assessment

10b – Video Production



Skills

S-100	Collaborate with others to establish and carry out goals and responsibilities.
S-200	Select information from a variety of oral, visual, material, print, or electronic sources. <i>Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...</i>
S-201	Organize and record information in a variety of formats and reference sources appropriately. <i>Examples: maps, charts, outlines, concept maps...</i>
S-203	Select and use appropriate tools and technologies to accomplish tasks.
S-309	Interpret information and ideas in a variety of media. <i>Examples: art, music, historical fiction, drama, primary sources...</i>
S-311	Analyze prejudice, racism, stereotyping, or other forms of bias in the media and other information sources.
S-401	Use language that is respectful of human diversity.
S-402	Persuasively express differing viewpoints regarding an issue.
S-403	Present information and ideas orally, visually, concretely, or electronically.

Video projects provide opportunities for students to develop and apply skills in research, critical thinking, problem solving, collaborative learning, and communication, and to express their creativity. Students learn to mix moving and still images, text, sound, music, and dialogue to create compelling stories and to communicate messages. Students produce videos for a variety of reasons: to inspire, to inform, to instruct, and to entertain. Video project subjects include biographies, social issues/advocacy, community stories/local history, how to, news, commercials, science and nature, reenactments, travel and tourism, and documentaries.

Students need to plan their video project before taping. Once a topic is chosen, students prepare a descriptive overview, and conduct their research. They then plan the script, create a storyboard, record the scenes, and edit. Students can assume the roles of Executive Director, Director, Producer, Researcher, Script Writer, Storyboard Artist, Set Designer, Camera Operator, Sound Technician, Editor, Online Graphic Artist, and Actors. Video production helps students learn media literacy skills and become more critical consumers of media.

(continued)

10b – Video Production *(continued)*

Think about...

- constructing student-generated assessment criteria (e.g., What does a quality video look/sound like? Why?)
- focusing assessment on the accuracy and completeness of the information
- conferencing with students throughout the process
- orally guiding/facilitating reflection, using a Y-chart or journals
- offering descriptive feedback
- recording focused observations during the planning and production of videos

**BLMs**

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Kindergarten to Grade 8 English Language Arts: A Foundation for Implementation,
“Strategies That Make a Difference”

- BLM 36: How We Cooperated in Our Group Work
- BLM 52: Film and Television Techniques
- BLM 89: Cooperative Group Learning (Teacher Assessment)

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

Appendix A – Skills Assessment

10c – Artistic Representations



Skills

S-200	Select information from a variety of oral, visual, material, print, or electronic sources. <i>Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...</i>
S-203	Select and use appropriate tools and technologies to accomplish tasks.
S-309	Interpret information and ideas in a variety of media. <i>Examples: art, music, historical fiction, drama, primary sources...</i>
S-401	Use language that is respectful of human diversity.
S-403	Present information and ideas orally, visually, concretely, or electronically.

Engaging in the creation of art allows students to express their learning and their understanding in alternative ways and, more importantly, provides a venue for them to be truly creative. Not only do students learn more about the topic at hand, when they are given opportunities to communicate their ideas artistically they learn about themselves, their culture and identity, as well as the larger world around them.

The processes related to the creation of art include exploration and active learning, as well as the use of imagination. These processes enhance student understanding and engage their attention. As well, the opportunity to be creative motivates and connects students to subject matter in emotional, physical, and personal ways. Art supports the development of spatial, kinesthetic, interpersonal, and intrapersonal intelligences, and promotes open-ended, non-linear thinking. As students participate in meaningful artistic activities, they are better able to understand and appreciate the constant flow of images, sounds, and messages (i.e., art and media) that surround them. They also come to understand and empathize with people from diverse groups and cultures (e.g., racial, religious, age, gender, and language).

Think about...

- constructing student-generated assessment criteria (e.g., What does a quality artistic representation look like?)
- encouraging the exploration and use of a variety of media in their artistic representations
- conferencing with students throughout the process
- guiding peer and self-assessment
- focusing on the principles and elements of art (e.g., line, colour, shape, texture, movement, balance...)
- posing reflective questions
- offering descriptive feedback
- having students select artistic pieces for inclusion in their portfolios and highlighting evidence of their understanding

(continued)

10c – Artistic Representations (*continued*)

- posing reflective questions (e.g., What are you discovering as you create? What surprises you? What might your audience think as they view this piece? What goals do you have for your next artistic piece? Why did you choose this medium to express your understanding?...)

**BLMs**

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work

Appendix A – Skills Assessment

10d – Musical Representations



Skills

S-200	Select information from a variety of oral, visual, material, print, or electronic sources. <i>Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...</i>
S-203	Select and use appropriate tools and technologies to accomplish tasks.
S-309	Interpret information and ideas in a variety of media. <i>Examples: art, music, historical fiction, drama, primary sources...</i>
S-401	Use language that is respectful of human diversity.
S-403	Present information and ideas orally, visually, concretely, or electronically.
S-405	Articulate their beliefs and perspectives on issues.

Classroom music-making contributes to students' cognitive development, including reasoning, creativity, thinking, and decision-making and problem-solving skills. Creating songs, raps, chants, or other musical forms helps focus the learner's attention and provides a safe and motivating social learning context in which all students can contribute. Putting curricular concepts into musical form is consistent with theories of multi-sensory learning. Students can create lyrics to demonstrate their understanding of concepts, and perform them to original or familiar melodies. Music-making is a motivating and fun activity that engages the whole brain and helps move information into long-term memory. Music-making creates a language-rich environment and promotes self-esteem and a sense of inclusion and collaboration.

Think about...

- encouraging the use of a variety of musical genres
- conferencing with students throughout the process
- guiding peer and self-assessment
- focusing on the principles of music (e.g., rhythm, harmony...)
- offering descriptive feedback
- having students self-select recordings of their musical pieces for inclusion in their portfolios and highlighting evidence of their understanding
- posing reflective questions (e.g., What are you discovering as you create? What surprises you? What might your audience think as they listen to this piece? What goals do you have for your next musical piece? Why did you choose this genre to express your understanding?...)



BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.
Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work

11 – INFORMATION AND COMMUNICATION TECHNOLOGIES

11a – Print and Electronic Research



Skills

S-200	Select information from a variety of oral, visual, material, print, or electronic sources. <i>Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...</i>
S-201	Organize and record information in a variety of formats and reference sources appropriately. <i>Examples: maps, charts, outlines, concept maps...</i>
S-202	Interpret primary and secondary information sources for research.
S-203	Select and use appropriate tools and technologies to accomplish tasks.
S-300	Plan topics, goals, and methods for inquiry and research.
S-302	Draw conclusions based on research and evidence.
S-303	Evaluate personal assumptions based on new information and ideas.
S-304	Distinguish fact from opinion and interpretation.
S-305	Observe and analyze material and visual evidence for research. <i>Examples: artifacts, photographs, works of art...</i>
S-306	Assess the validity of information sources. <i>Examples: purpose, context, authenticity, origin, objectivity, evidence, reliability...</i>
S-307	Compare differing viewpoints regarding global issues.
S-308	Compare diverse perspectives in the media and other information sources.
S-309	Interpret information and ideas in a variety of media. <i>Examples: art, music, historical fiction, drama, primary sources...</i>
S-310	Recognize that interpretations of history are subject to change as new information is uncovered or acknowledged.
S-311	Analyze prejudice, racism, stereotyping, or other forms of bias in the media and other information sources.

Print and electronic research is one way of gathering knowledge within the inquiry process. The inquiry process includes the following stages:

- Choose a theme or topic.
- Identify and record prior knowledge.
- Ask initial questions.
- Explore and select primary and secondary sources.

(continued)

Appendix A – Skills Assessment

11a – Print and Electronic Research (*continued*)

- Plan for inquiry.
- Gather, process, and record information.
- Focus the inquiry.
- Plan to express learning.
- Create performances/demonstrations/products.
- Celebrate and reflect.

Research helps students construct knowledge and develop their understanding as they acquire new information and build on prior knowledge. The focus of the research is often guided by student-generated questions related to the knowledge learning outcomes. Observe and offer guidance to students as they engage in research in order to help them focus their learning.

Additional information on the inquiry process may be found in *Independent Together: Supporting the Multilevel Learning Community* (Manitoba Education and Youth, 2003, Chapter 6, Integrated Learning Through Inquiry: A Guided Planning Model p. 6.1–6.18) and “Strategies That Make a Difference” (Manitoba Education and Training, 1996a, p. 73–93).

Think about...

- focusing assessment on a manageable number of outcomes/students, keeping the end in mind
- focusing assessment on the accuracy and completeness of the information
- constructing student-generated assessment criteria (e.g., referencing sources, avoiding plagiarism, recognizing bias, relevancy, validity of sources...)
- recording focused observations to monitor student growth over time and to determine which students need differentiation
- encourage students to use a variety of before, during, and after strategies throughout the research process
- conferencing with students throughout the research process



BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form
- BLM 7: Our/My Learning Plan

11b – Using Graphics Software



Skills

S-203	Select and use appropriate tools and technologies to accomplish tasks.
S-403	Present information and ideas orally, visually, concretely, or electronically.

Students may use graphics software to illustrate and label concepts and ideas. Images created with graphics software may be imported into other applications (e.g., word processor, presentation software...) and more fully explained. Students may change and adapt previously created images to reflect new understanding as additional information is acquired.

Think about...

- focusing assessment on the visual representation of concepts and ideas
- constructing student-generated assessment criteria (e.g., What do quality illustrations/diagrams look like?)
- having students select graphics for inclusion in their portfolios and highlighting evidence of their understanding
- offering descriptive feedback
- guiding self- and peer assessment



BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.
Independent Together: Supporting the Multilevel Learning Community

- BLM 2: Constructing Student-Generated Criteria for Quality Work

Appendix A – Skills Assessment

11c – Email



Skills

S-200	Select information from a variety of oral, visual, material, print, or electronic sources. <i>Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...</i>
S-203	Select and use appropriate tools and technologies to accomplish tasks.
S-302	Draw conclusions based on research and evidence.
S-303	Evaluate personal assumptions based on new information and ideas.
S-304	Distinguish fact from opinion and interpretation.
S-306	Assess the validity of information sources. <i>Examples: purpose, context, authenticity, origin, objectivity, evidence, reliability...</i>
S-311	Analyze prejudice, racism, stereotyping, or other forms of bias in the media and other information sources.
S-401	Use language that is respectful of human diversity.

Email offers authentic opportunities for students to communicate with others, near and far. Students articulate ideas and information and analyze responses for relevancy and accuracy. Students may use email to conduct interviews, request information, state a position, or share understandings on a topic or issue. Help students identify the purpose of their email communications and model compositions to achieve various purposes. As well, assist students in selecting style and language to match audience and purpose, and ensure they use language that is respectful of others. Teach students about safety on the Internet and the importance of not including personal information in email communication with people they do not know.

Think about...

- modelling appropriate Internet practices
- focusing assessment on the clarity of student communication and the match of style and tone with purpose
- constructing student-generated assessment criteria (e.g., What does an appropriate Internet communication look/sound like? Why?)
- offering descriptive feedback
- guiding student self-reflection regarding email they send and receive (e.g., tone, validity, bias, accuracy...)

(continued)

11c – Email *(continued)***BLMs**

Note: The following departmental publication is available at the Manitoba Text Book Bureau.
Independent Together: Supporting the Multilevel Learning Community

- BLM 2: Constructing Student-Generated Criteria for Quality Work

Appendix A – Skills Assessment

11d – Desktop Publishing



Skills

S-200	Select information from a variety of oral, visual, material, print, or electronic sources. <i>Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...</i>
S-201	Organize and record information in a variety of formats and reference sources appropriately. <i>Examples: maps, charts, outlines, concept maps...</i>
S-203	Select and use appropriate tools and technologies to accomplish tasks.
S-302	Draw conclusions based on research and evidence.
S-401	Use language that is respectful of human diversity.
S-403	Present information and ideas orally, visually, concretely, or electronically.

Desktop publishing includes the use of text, images, maps, and charts to communicate information and concepts. It provides opportunities for students to synthesize new knowledge and represent their understandings creatively. Examples of desktop-published products include brochures, posters, and newsletters. They may be produced collaboratively or individually. Encourage students to identify the purpose of the final product and to plan accordingly to ensure it communicates the purpose effectively to their intended audience.

Think about...

- focusing assessment on the layout, organization, visual appeal, content choices, and whether the final product communicates the purpose effectively
- focusing assessment on the accuracy and completeness of the information
- constructing student-generated assessment criteria (e.g., What does a quality brochure look like?)
- having students select published pieces for inclusion in their portfolios and highlighting evidence of their understanding
- offering descriptive feedback throughout the process
- guiding self- and peer assessment



BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.
Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work

11e – Word Processing



Skills

S-200	Select information from a variety of oral, visual, material, print, or electronic sources. <i>Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...</i>
S-201	Organize and record information in a variety of formats and reference sources appropriately. <i>Examples: maps, charts, outlines, concept maps...</i>
S-203	Select and use appropriate tools and technologies to accomplish tasks.
S-302	Draw conclusions based on research and evidence.
S-303	Evaluate personal assumptions based on new information and ideas.

Word processing supports students throughout the writing process and facilitates them in revising initial drafts and in the organization of their writing to best represent their current understandings. Students may take advantage of standard word-processing features to improve their writing (e.g., spell and grammar check, thesaurus, formatting options...). Encourage students to organize and save electronic copies of drafts as they work through the editing and revision process as evidence of their growth and improvement over time.

Think about...

- modelling and guiding the development of word-processing skills and strategies
- constructing student-generated assessment criteria (e.g., What does a quality word-processed document look like?)
- having students select word-processed pieces for inclusion in their portfolios and highlighting evidence of their understanding
- recording focused observations to determine skills in organizing information and ideas, revising and editing, and organizing and saving electronic copies of files
- offering descriptive feedback



BLMs

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Kindergarten to Grade 8 English Language Arts: A Foundation for Implementation, “Strategies That Make a Difference”

- BLM 28a: Writing Self-Assessment
- BLM 28b: Writing Self-Assessment (continued)

Independent Together: Supporting the Multilevel Learning Community

- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

Appendix A – Skills Assessment

11f – Concept Mapping

**Skills**

- | | |
|-------|--|
| S-200 | Select information from a variety of oral, visual, material, print, or electronic sources.
<i>Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...</i> |
| S-203 | Select and use appropriate tools and technologies to accomplish tasks. |

Concept mapping involves the visual organization of ideas and information. This helps students identify patterns and relationships, build upon prior knowledge, and review concepts. It also stimulates creative thinking. As students acquire new information, they can organize additional ideas and information graphically to integrate new knowledge and reinforce their understandings. This helps students identify misconceptions and clarify their thinking. The use of colours, symbols, and images reinforces written text. The ease with which changes in relationships can be represented makes concept mapping particularly helpful for some students. Concept mapping examples include facilitating brainstorming (Activating), gathering information (Acquiring), or displaying new understanding (Applying).

Think about...

- modelling and guiding the use of concept mapping
- constructing student-generated assessment criteria (e.g., What does a quality concept map look like?)
- having students select concept maps to include in their portfolios and highlighting evidence of their understanding
- offering descriptive feedback
- guiding self- and peer assessment

**BLMs**

Note: The following departmental publication is available at the Manitoba Text Book Bureau.
Independent Together: Supporting the Multilevel Learning Community

- BLM 2: Constructing Student-Generated Criteria for Quality Work

11g – Multimedia Presentations



Skills

S-200	Select information from a variety of oral, visual, material, print, or electronic sources. <i>Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...</i>
S-201	Organize and record information in a variety of formats and reference sources appropriately. <i>Examples: maps, charts, outlines, concept maps...</i>
S-203	Select and use appropriate tools and technologies to accomplish tasks.
S-302	Draw conclusions based on research and evidence.
S-303	Evaluate personal assumptions based on new information and ideas.
S-401	Use language that is respectful of human diversity.
S-403	Present information and ideas orally, visually, concretely, or electronically.
S-405	Articulate their beliefs and perspectives on issues.

Multimedia presentations (e.g., web page, *PowerPoint*...) provide opportunities for students to synthesize new knowledge and share their understandings. Multimedia presentations allow students to represent their understandings creatively by including text, images, sound clips, and hyperlinks that support their ideas and information. Presentations are often collaborative in nature and intended to be shared with a broader audience. In planning their presentations, students need to consider how the structure of the presentation will communicate information effectively to their intended audience. Provide students time to practise before they give their presentations.

Think about...

- focusing assessment on a manageable number of outcomes/students, keeping the end in mind
- focusing assessment on the accuracy and completeness of the information
- constructing student-generated assessment criteria (e.g., audience engagement, audio/visual appeal, content, presentation techniques...)
- offering descriptive feedback throughout the process
- having students select multimedia presentations for inclusion in their portfolios and highlighting evidence of their understanding
- recording focused observations to monitor student growth and to determine which students need differentiation

Appendix A – Skills Assessment**11g – Multimedia Presentations** *(continued)*

- guiding self- and peer reflection on whether the presentation effectively communicates the intended message
- orally guiding/facilitating reflection, using a Y-chart or journals (See “Strategies That Make a Difference,” pp. 26–28, for information on Y-Charts and T-Charts.)

**BLMs**

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

11h – Creating Animations

**Skills**

S-200	Select information from a variety of oral, visual, material, print, or electronic sources. <i>Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...</i>
S-201	Organize and record information in a variety of formats and reference sources appropriately. <i>Examples: maps, charts, outlines, concept maps...</i>
S-203	Select and use appropriate tools and technologies to accomplish tasks.
S-403	Present information and ideas orally, visually, concretely, or electronically.

Creating animations provides students with opportunities to apply new knowledge and graphically represent concepts and ideas. Students may create animations to illustrate patterns, cycles, changes over time, or cause-and-effect relationships, as well as stories. In creating animations, students develop skills in problem solving, sequencing, timing, and duration of scenes/screens to communicate the concepts and ideas they are illustrating. The interactive and graphic nature of animations provides alternative ways for students to demonstrate their learning.

Think about...

- focusing assessment on how the animation creatively communicates a concept or idea
- constructing student-generated assessment criteria (e.g., What does quality animation look/sound like? Why?)
- offering descriptive feedback
- having students select animations for inclusion in their portfolios and highlighting evidence of their understanding
- recording focused observations to monitor student growth over time and to determine which students need differentiation
- guiding self- and peer assessment
- orally guiding/facilitating reflection, using a Y-chart or journals

**BLMs**

Note: The following departmental publication is available at the Manitoba Text Book Bureau.
Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

Appendix A – Skills Assessment

11i – Using Software



Skills

S-200	Select information from a variety of oral, visual, material, print, or electronic sources. <i>Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...</i>
S-203	Select and use appropriate tools and technologies to accomplish tasks.
S-302	Draw conclusions based on research and evidence.
S-303	Evaluate personal assumptions based on new information and ideas.
S-304	Distinguish fact from opinion and interpretation.
S-306	Assess the validity of information sources. <i>Examples: purpose, context, authenticity, origin, objectivity, evidence, reliability...</i>
S-311	Analyze prejudice, racism, stereotyping, or other forms of bias in the media and other information sources.

Using software allows students to access new information and interact with simulations and/or animations to explore new concepts and ideas. Simulations provide an environment where students can explore, experiment, question, and hypothesize about real-life situations that would otherwise be inaccessible. Students can explore “what-if” scenarios as they predict the results of various actions, modify parameters accordingly, and evaluate the resulting outcomes. Simulations and animations allow students to visualize complex and dynamic interactions and develop deeper understandings than may be achieved through a text description. By exploring a simulated environment, students can “learn by doing.” Using software also allows students to practise specific skills and receive corrective feedback.

Think about...

- focusing assessment on students’ skills in exploring concepts and ideas with simulations and/or animations
- offering descriptive feedback on students’ explorations, deepening understandings and testing hypotheses
- orally guiding/facilitating reflection, using a Y-chart or journals (e.g., Using this software helps me...)



BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.
Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition

11j – Using Spreadsheets/Databases

**Skills**

S-200	Select information from a variety of oral, visual, material, print, or electronic sources. <i>Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...</i>
S-201	Organize and record information in a variety of formats and reference sources appropriately. <i>Examples: maps, charts, outlines, concept maps...</i>
S-203	Select and use appropriate tools and technologies to accomplish tasks.
S-302	Draw conclusions based on research and evidence.
S-303	Evaluate personal assumptions based on new information and ideas.
S-306	Assess the validity of information sources. <i>Examples: purpose, context, authenticity, origin, objectivity, evidence, reliability...</i>

Spreadsheets and databases allow students to record and graphically represent data, analyze relationships and patterns, and manipulate data to solve problems. There are several opportunities to integrate spreadsheet and database skills. With spreadsheets, students can enter formulas to calculate values (e.g., population density equals population divided by area). Additionally, students can chart their data by creating graphs to facilitate data analysis. Databases are particularly useful for students to make comparisons in their recorded research (e.g., characteristics of daily life in communities studied, location and characteristics of geographic regions...). Students may then query the data to identify patterns and relationships. As students develop the skills to use spreadsheets and databases, they are able to apply these skills in the context of analyzing issues and concepts related to their investigations.

Think about...

- modelling and guiding the use of spreadsheets/databases
- focusing assessment on the analysis of patterns and relationships rather than isolated technology skills
- recording focused observations to determine prior knowledge, gaps, points for instruction, and/or growth over time
- offering descriptive feedback to improve understanding of relationships between various factors in data analysis and/or research

**BLMs**

Note: The following departmental publication is available at the Manitoba Text Book Bureau.
Independent Together: Supporting the Multilevel Learning Community

- BLM 5: Focused Observation Form

Blackline Masters

Appendix B

GRADE

7

Blackline Masters

Cluster 1

Learning Experience 7.1.1

- 7.1.1a** Comparing Map Projections
- 7.1.1b** KWL: Time Zones, Latitude, Longitude
- 7.1.1c** Getting to Know Your Atlas
- 7.1.1d** Understanding and Using Time Zones
- 7.1.1e** Understanding and Using Time Zones – Key
- 7.1.1f** Outline Map of the World – Countries
- 7.1.1g** Travel Itinerary (2 pages)
- 7.1.1h** Mapping the Globe: Key Concepts

Learning Experience 7.1.2

- 7.1.2a** Atlas Treasure Hunt – Physical Geography
- 7.1.2b** Outline Map of the World – Continents
- 7.1.2c** Map the World in a Minute (2 pages)
- 7.1.2d** My Mental Map of the World
- 7.1.2e** Climatic Zones and Vegetation Zones (3 pages)
- 7.1.2f** A Natural Wonder of the World
- 7.1.2g** World Map: Continents, Landforms, Bodies of Water (3 pages)
- 7.1.2h** Evaluating Internet Sites (3 pages)

Learning Experience 7.1.3

- 7.1.3a** World Population Clusters (2 pages)
- 7.1.3b** Anticipation Guide: More-Developed and Less-Developed Nations
- 7.1.3c** Anticipation Guide: More-Developed and Less-Developed Nations – Key Ideas
- 7.1.3d** Influences on Population Movement
- 7.1.3e** Influences on Population Movement – Key
- 7.1.3f** Less Developed, More Developed
- 7.1.3g** Less Developed, More Developed – Key
- 7.1.3h** Concept Overview: What Is a More-Developed Country?
- 7.1.3i** Atlas Hunt – Human Geography
- 7.1.3j** Article Analysis – World Population Issues (2 pages)
- 7.1.3k** World Geography – Connecting and Reflecting

Cluster 2

Learning Experience 7.2.1

- 7.2.1a** Improving Quality of Life
- 7.2.1b** Sustainability
- 7.2.1c** Human Development, Quality of Life, and Poverty (2 pages)
- 7.2.1d** UN Human Development Goals (2 pages)
- 7.2.1e** Measures of Human Development
- 7.2.1f** Quality-of-Life Survey (2 pages)
- 7.1.3g** Overfed and Underfed

Learning Experience 7.2.2

- 7.2.2a** Sharing the Island
- 7.2.2b** Background: Universal Human Rights (2 pages)
- 7.2.2c** Universal Declaration of Human Rights (Plain Language Version) (4 pages)
- 7.2.2d** Inherent Dignity

Learning Experience 7.2.3

- 7.2.3a** Democracy and Human Rights
- 7.2.3b** Democratic Values in the World – Article Analysis
- 7.2.3c** Democracy and Quality of Life (2 pages)
- 7.2.3d** Impact of Democratic Ideals

Learning Experience 7.2.4

- 7.2.4a** World Leaders
- 7.2.4b** Quotations on Power (2 pages)
- 7.2.4c** Sources of Power
- 7.2.4d** Sources of Power – Key
- 7.2.4e** Power and Authority (2 pages)
- 7.2.4f** Globalization (2 pages)

Learning Experience 7.2.5

- 7.2.5a** International Organizations: Note-Taking Frame
- 7.2.5b** Humanitarians
- 7.2.5c** United Nations Charter
- 7.2.5d** Summary Information on the United Nations (2 pages)
- 7.2.5e** UN Role-Plays (2 pages)
- 7.2.5f** Manifesto 2000 – UNESCO

Blackline Masters (continued)

7.2.5g Global Quality of Life – Connecting and Reflecting

Cluster 3

Learning Experience 7.3.1

- 7.3.1a** Outline Map of the Eastern Hemisphere
- 7.3.1b** Outline Map of Asia
- 7.3.1c** Outline Map of Africa
- 7.3.1d** Outline Map of the Middle East
- 7.3.1e** Outline Map of South Central Asia
- 7.3.1f** Outline Map of Southeast Asia
- 7.3.1g** Societies are ...
- 7.3.1h** Sample Web: Elements of Societies
- 7.3.1i** Model Questions – Elements of Societies (2 pages)
- 7.3.1j** KWL Chart on a Society of Africa, Asia, or Australasia
- 7.3.1k** Planning a Trip (2 pages)

Learning Experience 7.3.2

- 7.3.2a** Natural Environment and Ways of Life (2 pages)
- 7.3.2b** Effective Travel Brochures

Learning Experience 7.3.3

- 7.3.3a** Web of Cultural Factors
- 7.3.3b** Indigenous Peoples (3 pages)
- 7.3.3c** Preserving Linguistic and Cultural Diversity
- 7.3.3d** Rights of Indigenous Peoples (2 pages)
- 7.3.3e** Westernization of World Cultures (2 pages)

Learning Experience 7.3.4

- 7.3.4a** Questions about History and Politics
- 7.3.4b** Note-Taking Frame – Historical Influences
- 7.3.4c** Changing Face of War (2 pages)
- 7.3.4d** Rating Governments – Suggested Guidelines
- 7.3.4e** Compare and Contrast Chart (2 pages)
- 7.3.4f** Decolonization – Concept Overview

Learning Experience 7.3.5

- 7.3.5a** Questions about Economy and Technology
- 7.3.5b** Note-Taking Frame – Economy and Quality of Life

7.3.5c Urbanization (2 pages)

7.3.5d Urbanization and Slums

7.3.5e Chocolate: Fair Trade or Slave Trade (2 pages)

7.3.5f Ways of Life in Asia, Africa, or Australasia – Connecting and Reflecting

Cluster 4

Learning Experience 7.4.1

- 7.4.1a** Outline Map of Europe
- 7.4.1b** Outline Map of North America
- 7.4.1c** Outline Map of South America
- 7.4.1d** Trip Planner – Europe or the Americas
- 7.4.1e** KWL Chart – A Country of Europe or the Americas
- 7.4.1f** More-Developed and Less-Developed Countries of Europe and the Americas
- 7.4.1g** Major Cities of Europe and the Americas
- 7.4.1h** Map-Making Criteria
- 7.4.1i** Sample Web – Studying a Society of Europe or the Americas

Learning Experience 7.4.2

- 7.4.2a** Natural Resources and Economic Activities
- 7.4.2b** Researching Economic Activity (2 pages)
- 7.4.2c** Ecological Footprint
- 7.4.2d** Earth Charter

Learning Experience 7.4.3

- 7.4.3a** Data Collection Frame – Population
- 7.4.3b** Note-Taking Frame – A City of Europe or the Americas
- 7.4.3c** City Comparisons (2 pages)

Learning Experience 7.4.4

- 7.4.4a** Deconstructing a News Report
- 7.4.4b** New World and Old World
- 7.4.4c** Vocabulary Cycle – Old World and New World

Learning Experience 7.4.5

- 7.4.5a** Materialism, Consumerism, and the Good Life (2 pages)
- 7.4.5b** Word Splash – Climate Change
- 7.4.5c** Declaration of Interdependence (2 pages)

Blackline Masters (continued)

- 7.4.5d** The World is Richer, Fatter, and Not Much Happier (4 pages)
- 7.4.5e** Consumption or Over-Consumption?
- 7.4.5f** Fair Trade Food
- 7.4.5g** Evaluating Global Citizenship
- 7.4.5h** Human Impact in Europe or the Americas – Connecting and Reflecting

Charts and Checklists

Appendix C

GRADE

7

Skills Checklist													
Active Democratic Citizenship	S-100 Collaborate with others to establish and carry out goals and responsibilities.												
	S-101 Use a variety of strategies to resolve conflicts peacefully and fairly. <i>Examples: clarification, negotiation, compromise....</i>												
	S-102 Make decisions that reflect fairness and equality in their interactions with others.												
	S-103 Make decisions that reflect principles of environmental stewardship and sustainability.												
	S-104 Negotiate constructively with others to build consensus and solve problems.												
	S-105 Recognize bias and discrimination and propose solutions. <i>Examples: racism, ageism, heterosexism...</i>												
	S-106 Treat places and objects of historical significance with respect. <i>Examples: burial grounds, memorials, artifacts...</i>												
Managing Information and Ideas	S-200 Select information from a variety of oral, visual, material, print, or electronic sources. <i>Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...</i>												
	S-201 Organize and record information in a variety of formats and reference sources appropriately. <i>Examples: maps, charts, outlines, concept maps...</i>												
	S-202 Interpret primary and secondary information sources for research.												
	S-203 Select and use appropriate tools and technologies to accomplish tasks.												
	S-204 Create maps using a variety of information sources, tools, and technologies. <i>Examples: observation, traditional knowledge, geographic information systems (GIS), Global Positioning Systems (GPS)...</i>												
	S-205 Construct maps that include a title, legend, compass rose, scale, and latitude and longitude.												
	S-206 Select and interpret various types of maps for specific purposes.												
	S-207 Use latitude and longitude to locate and describe places on maps and globes.												
	S-207A Use traditional knowledge to read the land.												
	S-208 Orient themselves by observing the landscape, using traditional knowledge, or using a compass or other tools and technologies.												

Vocabulary Strategies

Appendix D

GRADE

7

Vocabulary

Vocabulary development should be integrated within each learning experience, introducing or reinforcing understanding of specific words and concepts within the context of the learning experiences and the cluster. A variety of vocabulary strategies may be used to assist students in activating, acquiring, and applying the appropriate vocabulary. Strategies may be modified to suit different grades.

Activate

- Using a word processor, students type new vocabulary in a word bank. Students may change the colour and/or font of the words they recognize and explain the meaning to each other, or highlight related words and explain their relationship to each other.
- Cooperative groups of students are provided with three vocabulary words. Students discuss each word and agree upon a meaning for each. A reporter from each group reads the definitions aloud. Students suggest the matching vocabulary word, and provide a reason for their choice.

Acquire

- Using print and electronic resources, students research vocabulary and, using a word processor, create a three-column chart. Students insert the vocabulary word in the first column and either a definition, synonyms/antonyms, image representing the word, or use the word in a sentence in the other two columns.
- Using Hot Potatoes, students create a crossword puzzle, a cloze passage, a multiple choice quiz, or a matching quiz using vocabulary. Students exchange quizzes with each other and solve.
- Introduce new vocabulary as “word of the day.” Students write the word, identify its root word, prefix, suffix, synonyms, antonyms, illustrate the word, and use it in a sentence.
- Using a word processor, students type new vocabulary into a word bank. Individually or in collaborative groups, students create a picture dictionary, inserting digital images or clip art representing the new vocabulary. Alternately, they create a talking dictionary, recording and inserting sound clips explaining the word, or using it correctly in a sentence.
- Using graphics software, students create mini-posters that include the vocabulary word, an illustration, and/or a definition. Print and display mini-posters, or set as desktop wallpaper.
- Using *Inspiration* vocabulary templates, students identify antonyms, synonyms, and/or people associated with new vocabulary.

- Students use “Pocket Definitions” to reinforce new vocabulary. Students write new vocabulary on slips of paper and put them in their pockets. Several times throughout the day, call out “Pocket Definitions!” Students take the slips of paper out of their pockets and practise the words and definitions.
- Using a word processor, word art, or concept mapping, students create a word splash of new vocabulary. Students add definitions, explanations, or illustrations of the vocabulary. TIP: Students may add further information by inserting text boxes, comments, or sound clips.
- Student’s use self-stick notes to label items displayed in an artifact centre (e.g., Red River Cart, kayak, map projection, longbow...). Students add and label additional items related to new vocabulary.
- Students create vocabulary placemats or bumper stickers for their desks. Students illustrate their placemats/bumper stickers with new vocabulary, definitions, and pictures representing the new vocabulary. Students may refer to their placemats throughout the cluster.
- Students match new vocabulary to magazine pictures or clip art illustrating the new word.
- Students practise new vocabulary using flash cards.
TIP: Have students create personal sets of flash cards.
- List vocabulary words from a piece of text the students will be reading. Students use the words to compose a short story. Students share their stories and compare them with the original text.
- Using a word processor, students create a clip-art collage of images representing new vocabulary. Students record a sound clip of the vocabulary word and insert it next to the related image. Students predict the vocabulary word each image represents, and check their answer by playing the sound clip.
- Students contribute to the development of a Word Wall that contains key words related to a current topic of study. Students record words and definitions they contributed in personal dictionaries.
- Students complete a Word Cycle think sheet related to new vocabulary. Given vocabulary terms, students arrange the words and indicate the relationships among them. Using a Think-Pair-Share strategy, students identify the relationship between all adjoining words and justify their choices.
TIP: For more information on Word Cycle, see the Manitoba Education, Citizenship and Youth documents *Success for All Learners*, pp. 6.31-6.32 or “Strategies That Make a Difference,” p. 216. For a Word Cycle blackline master, see *Success for All Learners*, p. 6.99. For more information on Think-Pair-Share/Think-Pair-Square, see “Strategies That Make a Difference,” p. 15.

Vocabulary

- Students sort and predict vocabulary terms. Working with partners or in small groups, students categorize and predict the meaning of a bank of words. Reporters from each group share the categories with the class. Students compare the categories from each group and discuss word placements. Students use a concept map to show understanding and connections between categories.
- Using concept mapping, students create a Word Explosion, choosing a root word and developing new words by adding prefixes and suffixes to develop new vocabulary. Students create posters of their Word Explosion activities and display them in the classroom. Students create and add new words to the posters as they are encountered.

Apply

- Students complete a concept frame or organizer to illustrate their understanding of vocabulary.
- Provide students with a vocabulary word and a definition for a different vocabulary word. One student reads her or his word and the student with the corresponding definition reads it and then reads out his or her word. Students continue until all the words and definitions are matched.
- Provide some students with vocabulary words and others with definitions. Students match the word with the correct definition in the least amount of time.
- Cooperative groups of students are provided three vocabulary words. Students research the definitions and record them in their own words. Students create three additional incorrect definitions. The group reporter reads all four definitions to the class and students guess the correct meaning from the four definitions.
- Students compose and perform a song demonstrating the meaning of vocabulary words.
- Students perform role-play vignettes, use mime, or create tableaux to illustrate the meaning of new vocabulary. Students guess the words.
- Using graphics software, students create a paneled comic strip that incorporates vocabulary. Students include speech bubbles and/or text demonstrating the meaning of vocabulary words with each panel.
- Using a word processor, students play “Vocabulary Bingo.” Students enter new vocabulary to fill the bingo squares. The teacher provides a definition, explanation, synonym, antonym, or cloze sentence for vocabulary words. Students match words on their bingo card to the given clue, highlighting the word or changing the font or colour. The first student to fill in the card or a designated row or column calls “Bingo!”
TIP: In classrooms with one computer, students may create individual bingo cards and print them.

- Using word-processing or graphics software, students create word graphics that represent the meaning of new vocabulary words. Students share word graphics in an electronic Gallery Walk.
- Collaborative groups of students create “The Answer is...” puzzles using new vocabulary, and quiz each other, (e.g., “The answer is “title, legend, compass rose, scale, latitude, longitude” What is the question?” – The question is “What are the elements of a map?”).
- Students play new vocabulary “Password.” Four students are divided into two teams of two. One student on each team is given a “secret” vocabulary word on a slip of paper. Taking turns, the first team member provides a one-word clue to her or his partner, who attempts to guess the “secret” word. The second team member provides an additional clue to his or her partner. Students continue until the vocabulary word is guessed.
- Students compose poems (e.g., Cinquain, Haiku...) to illustrate the meaning of new vocabulary.
- Students play “Vocabulary Beach Ball.” Label a beach ball with vocabulary words. Students sit in a circle and toss the beach ball to each other. The student who catches the ball reads the word closest to his or her right thumb, defines the word, and/or uses it in a sentence. The student then tosses the ball to another student.
- Using presentation or web authoring software, students create a web page or interactive glossary of new vocabulary. The presentation may include links to definitions, labelled diagrams, pictures, phrases, or sentences using the word in context, sound clips associated with the word, or digital pictures of classroom explorations with the concept represented by the word.
TIP: The presentation may be developed throughout the cluster and used as a culminating activity.
- Reinforce understanding of new vocabulary with exit or permission slips (e.g., students must respond with the correct vocabulary word when given a definition in order to leave the class).
TIP: Show students a picture illustrating the vocabulary word or provide the word and have students respond with its meaning.
- Students play “Spelling in Motion” to practise new vocabulary. Taking turns, one student calls out a new vocabulary word, then spells the word out loud, repeats the word, and finally states an action word. Students perform the action, spelling the word aloud (e.g., One student says, “Citizen, c-i-t-i-z-e-n, Citizen, jumping jacks.” Other students do jumping jacks as they spell the word, performing one jumping jack for each letter as they spell the word).
TIP: Students may do the activity in pairs. Other actions may include hand clapping, finger snapping, shaping the letters with their bodies...

Vocabulary

- Using presentation software, students create a rapid-fire class quiz. Collaborative groups of students create a three-part slide that includes an illustration or clip-art image representing the word, a definition, and the vocabulary word. Students set the timing feature so the illustration appears first, followed in three seconds by the definition, and followed five seconds later by the word. Each group's slide is included in a class presentation. During the presentation, students are encouraged to call out their guesses before the word appears.
- Using animation software or animation features of presentation software, students create an animation illustrating the meaning of cluster vocabulary.
- Using presentation software, students create an interactive four-slide riddle for new vocabulary words. Students create three clues for each new vocabulary word, entering one clue for each of the first three slides. The fourth slide contains the vocabulary word that answers the riddle. Students share their riddles with other students who use the clues to guess the vocabulary word.

GRADES
5^{to} 8

Cumulative Skills Chart
Appendix E

Appendix E

Skills for Active Democratic Citizenship		Grade 5	Grade 6
Code	Students will...		Students will...
S-100	Collaborate with others to establish and carry out group goals and responsibilities.	5-S-100 Collaborate with others to establish and carry out group goals and responsibilities.	6-S-100 Collaborate with others to establish and carry out group goals and responsibilities.
S-101	Use a variety of strategies to resolve conflicts peacefully and fairly. <i>Examples: clarification, negotiation, compromise...</i>	5-S-101 Use a variety of strategies to resolve conflicts peacefully and fairly. <i>Examples: clarification, negotiation, compromise...</i>	6-S-101 Use a variety of strategies to resolve conflicts peacefully and fairly. <i>Examples: clarification, negotiation, compromise...</i>
S-102	Make decisions that reflect fairness and equality in their interactions with others.	5-S-102 Make decisions that reflect fairness and equality in their interactions with others.	6-S-102 Make decisions that reflect fairness and equality in their interactions with others.
S-103	Make decisions that reflect care, concern, and responsibility for the environment.	5-S-103 Make decisions that reflect care, concern, and responsibility for the environment.	6-S-103 Make decisions that reflect care, concern, and responsibility for the environment.
S-104	Negotiate constructively with others to build consensus and solve problems.	5-S-104 Negotiate constructively with others to build consensus and solve problems.	6-S-104 Negotiate constructively with others to build consensus and solve problems.
S-105	Recognize bias and discrimination and propose solutions.	5-S-105 Recognize bias and discrimination and propose solutions.	6-S-105 Recognize bias and discrimination and propose solutions.
S-106	Treat places and objects of historical significance with respect. <i>Examples: burial grounds, memorials, artifacts...</i>	5-S-106 Treat places and objects of historical significance with respect. <i>Examples: burial grounds, memorials, artifacts...</i>	6-S-106 Treat places and objects of historical significance with respect. <i>Examples: burial grounds, memorials, artifacts...</i>

Appendix E

Skills for Active Democratic Citizenship		Grade 7	Grade 8
Code	Students will...	Students will...	Students will...
S-100	7-S-100 Collaborate with others to establish and carry out goals and responsibilities.	8-S-100 Collaborate with others to establish and carry out group goals and responsibilities.	
S-101	7-S-101 Use a variety of strategies to resolve conflicts peacefully and fairly. <i>Examples: clarification, negotiation, compromise...</i>	8-S-101 Use a variety of strategies to resolve conflicts peacefully and fairly. <i>Examples: clarification, negotiation, compromise...</i>	
S-102	7-S-102 Make decisions that reflect fairness and equality in their interactions with others.	8-S-102 Make decisions that reflect fairness and equality in their interactions with others.	
S-103	7-S-103 Make decisions that reflect principles of environmental stewardship and sustainability.	8-S-103 Make decisions that reflect principles of environmental stewardship and sustainability.	
S-104	7-S-104 Negotiate constructively with others to build consensus and solve problems.	8-S-104 Negotiate constructively with others to build consensus and solve problems.	
S-105	7-S-105 Recognize bias and discrimination and propose solutions. <i>Examples: racism, ageism, heterosexism...</i>	8-S-105 Recognize bias and discrimination and propose solutions. <i>Examples: racism, ageism, heterosexism...</i>	
S-106	7-S-106 Treat places and objects of historical significance with respect. <i>Examples: burial grounds, memorials, artifacts...</i>	8-S-106 Treat places and objects of historical significance with respect. <i>Examples: burial grounds, memorials, artifacts...</i> <i>Comments: Some sacred places may not be known publicly as sacred places.</i>	

Appendix E

Skills for Managing Information and Ideas		Grade 5	Grade 6
Code	Students will...	Students will...	Students will...
S-200	<p>5-S-200 Select information from oral, visual, material, print, or electronic sources. <i>Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...</i></p>	<p>6-S-200 Select information from a variety of oral, visual, material, print, or electronic sources. <i>Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...</i></p>	<p>6-S-200 Select information from a variety of oral, visual, material, print, or electronic sources. <i>Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...</i></p>
S-201	<p>5-S-201 Organize and record information in a variety of formats and reference sources appropriately. <i>Examples: maps, charts, outlines, concept maps...</i></p>	<p>6-S-201 Organize and record information in a variety of formats and reference sources appropriately. <i>Examples: maps, charts, outlines, concept maps...</i></p>	<p>6-S-201 Organize and record information in a variety of formats and reference sources appropriately. <i>Examples: maps, charts, outlines, concept maps...</i></p>
S-202	<p>5-S-202 Distinguish between primary and secondary information sources for research.</p>	<p>6-S-202 Distinguish between primary and secondary information sources for research.</p>	<p>6-S-202 Distinguish between primary and secondary information sources for research.</p>
S-203	<p>5-S-203 Select and use appropriate tools and technologies to accomplish tasks.</p>	<p>6-S-203 Select and use appropriate tools and technologies to accomplish tasks.</p>	<p>6-S-203 Select and use appropriate tools and technologies to accomplish tasks.</p>
S-204	<p>5-S-204 Create timelines and other visual organizers to sequence and represent historical figures, relationships, or chronological events.</p>	<p>6-S-204 Create timelines and other visual organizers to sequence and represent historical figures, relationships, or chronological events.</p>	<p>6-S-204 Create timelines and other visual organizers to sequence and represent historical figures, relationships, or chronological events.</p>
S-205	<p>5-S-205 Construct maps that include a title, legend, compass rose, grid, and scale.</p>	<p>6-S-205 Construct maps that include a title, legend, compass rose, scale, and latitude and longitude.</p>	<p>6-S-205 Construct maps that include a title, legend, compass rose, scale, and latitude and longitude.</p>
S-206	<p>5-S-206 Interpret maps that include a title, legend, compass rose, grid, and scale.</p>	<p>6-S-206 Select and interpret various types of maps for specific purposes.</p>	<p>6-S-206 Select and interpret various types of maps for specific purposes.</p>
S-207	<p>5-S-207 Use latitude and longitude to locate and describe places on maps and globes.</p>	<p>6-S-207 Use latitude and longitude to locate and describe places on maps and globes.</p>	<p>6-S-207 Use latitude and longitude to locate and describe places on maps and globes.</p>
S-207A	<p>5-S-207A Use traditional knowledge to read the land.</p>	<p>6-S-207A Use traditional knowledge to read the land.</p>	<p>6-S-207A Use traditional knowledge to read the land.</p>
S-208	<p>5-S-208 Orient themselves by observing the landscape, using traditional knowledge, or using a compass or other tools and technologies.</p>	<p>6-S-208 Orient themselves by observing the landscape, using traditional knowledge, or using a compass or other tools and technologies.</p>	<p>6-S-208 Orient themselves by observing the landscape, using traditional knowledge, or using a compass or other tools and technologies.</p>

Appendix E

Skills for Managing Information and Ideas		Grade 7	Grade 8
Code	Students will...	Students will...	Students will...
S-200	7-S-200 Select information from a variety of oral, visual, material, print, or electronic sources. <i>Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...</i>	8-S-200 Select information from a variety of oral, visual, material, print, or electronic sources. <i>Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...</i>	8-S-200 Select information from a variety of oral, visual, material, print, or electronic sources. <i>Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...</i>
S-201	7-S-201 Organize and record information in a variety of formats and reference sources appropriately. <i>Examples: maps, charts, outlines, concept maps...</i>	8-S-201 Organize and record information in a variety of formats and reference sources appropriately. <i>Examples: maps, charts, outlines, concept maps...</i>	8-S-201 Organize and record information in a variety of formats and reference sources appropriately. <i>Examples: maps, charts, outlines, concept maps...</i>
S-202	7-S-202 Interpret primary and secondary information sources for research.	8-S-202 Interpret primary and secondary information sources for research.	8-S-202 Interpret primary and secondary information sources for research.
S-203	7-S-203 Select and use appropriate tools and technologies to accomplish tasks.	8-S-203 Select and use appropriate tools and technologies to accomplish tasks.	8-S-203 Select and use appropriate tools and technologies to accomplish tasks.
S-204	7-S-204 Create maps using a variety of information sources, tools, and technologies. <i>Examples: observation, traditional knowledge, geographic information systems (GIS), Global Positioning Systems (GPS)...</i>	8-S-204 Create timelines and other visual organizers to sequence and represent historical periods, figures, relationships, or chronological events.	8-S-204 Create timelines and other visual organizers to sequence and represent historical periods, figures, relationships, or chronological events.
S-205	7-S-205 Construct maps that include a title, legend, compass rose, scale, and latitude and longitude.	8-S-205 Construct maps that include a title, legend, compass rose, scale, and latitude and longitude.	8-S-205 Construct maps that include a title, legend, compass rose, scale, and latitude and longitude.
S-206	7-S-206 Select and interpret various types of maps for specific purposes.	8-S-206 Select, use, and interpret various types of maps for specific purposes. <i>Examples: historical maps and atlases...</i>	8-S-206 Select, use, and interpret various types of maps for specific purposes. <i>Examples: historical maps and atlases...</i>
S-207	7-S-207 Use latitude and longitude to locate and describe places on maps and globes.	8-S-207 Use latitude and longitude to locate and describe places on maps and globes.	8-S-207 Use latitude and longitude to locate and describe places on maps and globes.
S-207A	7-S-207A Use traditional knowledge to read the land.	8-S-207A Use traditional knowledge to read the land.	8-S-207A Use traditional knowledge to read the land.
S-208	7-S-208 Orient themselves by observing the landscape, using traditional knowledge, or using a compass or other tools and technologies.	8-S-208 Orient themselves by observing the landscape, using traditional knowledge, or using a compass or other tools and technologies.	8-S-208 Orient themselves by observing the landscape, using traditional knowledge, or using a compass or other tools and technologies.

Appendix E

Skills for Critical and Creative Thinking		Grade 5	Grade 6
Code	Students will...	Students will...	Students will...
S-300	5-S-300 Plan topics and goals for historical inquiry and research.	6-S-300 Plan topics, goals, and methods for historical inquiry and research.	
S-301	5-S-301 Evaluate the advantages and disadvantages of solutions to a problem.	6-S-301 Evaluate the advantages and disadvantages of solutions to a problem.	
S-302	5-S-302 Draw conclusions based on research and evidence.	6-S-302 Draw conclusions based on research and evidence.	
S-303	5-S-303 Evaluate personal assumptions based on new information and ideas.	6-S-303 Evaluate personal assumptions based on new information and ideas.	
S-304	5-S-304 Distinguish fact from opinion and interpretation.	6-S-304 Distinguish fact from opinion and interpretation.	
S-305	5-S-305 Observe and analyze material or visual evidence for research. <i>Examples: artifacts, photographs, works of art...</i>	6-S-305 Observe and analyze material and visual evidence for research. <i>Examples: artifacts, photographs, works of art...</i>	
S-306	5-S-306 Assess the validity of information sources. <i>Examples: purpose, context, authenticity, origin, objectivity, evidence, reliability...</i>	6-S-306 Assess the validity of information sources. <i>Examples: purpose, context, authenticity, origin, objectivity, evidence, reliability...</i>	
S-307	5-S-307 Compare differing accounts of historical events.	6-S-307 Compare differing accounts of historical events.	
S-308	5-S-308 Compare diverse perspectives in a variety of information sources.	6-S-308 Compare diverse perspectives in a variety of information sources.	
S-309	5-S-309 Interpret information and ideas in a variety of media. <i>Examples: art, music, historical fiction, drama, primary sources...</i>	6-S-309 Interpret information and ideas in a variety of media. <i>Examples: art, music, historical fiction, drama, primary sources...</i>	
S-310	5-S-310 Recognize that interpretations of history are subject to change as new information is uncovered or acknowledged.	6-S-310 Recognize that interpretations of history are subject to change as new information is uncovered or acknowledged.	

Appendix E

Skills for Critical and Creative Thinking		Grade 7	Grade 8
	Students will...	Students will...	Students will...
S-300	7-S-300 Plan topics, goals, and methods for inquiry and research.	8-S-300 Plan topics, goals, and methods for historical inquiry and research.	
S-301	7-S-301 Evaluate the advantages and disadvantages of solutions to a problem.	8-S-301 Consider the context of events, accounts, ideas, and interpretations.	
S-302	7-S-302 Draw conclusions based on research and evidence.	8-S-302 Draw conclusions based on research and evidence.	
S-303	7-S-303 Evaluate personal assumptions based on new information and ideas.	8-S-303 Evaluate personal assumptions based on new information and ideas.	
S-304	7-S-304 Distinguish fact from opinion and interpretation.	8-S-304 Distinguish fact from opinion and interpretation.	
S-305	7-S-305 Observe and analyze material and visual evidence for research. <i>Examples: artifacts, photographs, works of art...</i>	8-S-305 Observe and analyze material and visual evidence for research. <i>Examples: artifacts, photographs, works of art...</i>	
S-306	7-S-306 Assess the validity of information sources. <i>Examples: purpose, context, authenticity, origin, objectivity, evidence, reliability...</i>	8-S-306 Assess the validity of information sources. <i>Examples: purpose, context, authenticity, origin, objectivity, evidence, reliability...</i>	
S-307	7-S-307 Compare differing viewpoints regarding global issues.	8-S-307 Compare differing accounts of historical events.	
S-308	7-S-308 Compare diverse perspectives in the media and other information sources.	8-S-308 Compare diverse perspectives in the media and other information sources.	
S-309	7-S-309 Interpret information and ideas in a variety of media. <i>Examples: art, music, historical fiction, drama, primary sources...</i>	8-S-309 Interpret information and ideas in a variety of media. <i>Examples: art, music, historical fiction, drama, primary sources...</i>	
S-310	7-S-310 Recognize that interpretations of history are subject to change as new information is uncovered or acknowledged.	8-S-310 Recognize that interpretations of history are subject to change as new information is uncovered or acknowledged.	
S-311	7-S-311 Analyze prejudice, racism, stereotyping, or other forms of bias in the media and other information sources.	8-S-311 Analyze prejudice, racism, stereotyping, or other forms of bias in the media and other information sources.	

Appendix E

Communication Skills	
Code	Grade 5
	Students will...
S-400	5-S-400 Listen to others to understand their perspectives.
S-401	5-S-401 Use language that is respectful of human diversity.
S-402	5-S-402 Support their ideas and opinions with information or observations.
S-403	5-S-403 Present information and ideas orally, visually, concretely, or electronically.
S-404	5-S-404 Elicit and clarify questions and ideas in discussions.
S-405	5-S-405 Articulate their beliefs and perspectives on issues.
	Grade 6
	Students will...
	6-S-400 Listen to others to understand their perspectives.
	6-S-401 Use language that is respectful of human diversity.
	6-S-402 Persuasively express differing viewpoints regarding an issue.
	6-S-403 Present information and ideas orally, visually, concretely, or electronically.
	6-S-404 Elicit and clarify questions and ideas in discussions.
	6-S-405 Articulate their beliefs and perspectives on issues.

Appendix E

Communication Skills	
Code	Grade 7
	Students will...
S-400	7-S-400 Listen to others to understand their perspectives.
S-401	7-S-401 Use language that is respectful of human diversity.
S-402	7-S-402 Persuasively express differing viewpoints regarding an issue.
S-403	7-S-403 Present information and ideas orally, visually, concretely, or electronically.
S-404	7-S-404 Elicit and clarify questions and ideas in discussions.
S-405	7-S-405 Articulate their beliefs and perspectives on issues.
	Students will...
	8-S-400 Listen to others to understand their perspectives.
	8-S-401 Use language that is respectful of human diversity.
	8-S-402 Persuasively express differing viewpoints regarding an issue.
	8-S-403 Present information and ideas orally, visually, concretely, or electronically.
	8-S-404 Elicit and clarify questions and ideas in discussions.
	8-S-405 Articulate their beliefs and perspectives on issues.

Recommended Learning Resources

Appendix F

GRADE

7

Grade 7 Recommended Learning Resources

This is an alphabetical list of resources for Grade 7. The annotations are either in paragraph form or by topic. This list combines Integrated Resources, Series, Atlases, and/or Stand-Alone Resources.

These resources have been evaluated and recommended between March 2003 and August 2005 by a group of Manitoba teachers who were nominated by their school divisions. As additional materials are evaluated and recommended this resources list will to be updated. *Social Studies Kindergarten to Grade 8 Learning Resources: Annotated Bibliography (New Edition) (September 2005)* is available in its entirety online at <www.edu.gov.mb.ca/ks4/learnres/bibliographies.html>

Contact the Manitoba Text Book Bureau to purchase a print copy of the New Edition September 2005 bibliography (stock #80514).

For information or assistance regarding the purchase of learning resources listed, please contact:

The Manitoba Text Book Bureau, Box 910, Souris, MB R0K 2C0

Toll free (in Manitoba and Saskatchewan): 1-866-771-6822

Telephone (outside Manitoba and Saskatchewan): (204) 483-5040

Fax: 1-204-483-5041 Email: <mtbb@merlin.mb.ca>

Search and order online at <www.mtbb.mb.ca>

Definitions of Terms Used in the Learning Experiences

- **Student Breadth:** identifies student learning resources that address a wide range of topics for a particular grade.
- **Student Depth:** identifies student learning resources that provide especially effective learning experiences for students for a particular grouping of learning outcomes.
- **Student Breadth and Depth:** identifies comprehensive learning resources that provide both breadth and depth dimensions for a particular grouping of learning outcomes.
- **Teacher Reference:** identifies classroom strategies to assist teachers in implementing the learning outcomes identified for Social Studies.

How To Access Learning Resources

Many of the resources listed are available for loan by contacting: Instructional Resources Unit (IRU), Manitoba Education, Citizenship and Youth, and accessible by Manitoba educators and registered patrons of the IRU.

To register as a patron, renew resources and inquire about loans, contact:

Instructional Resources Unit (IRU)

Manitoba Education, Citizenship and Youth

1181 Portage Avenue

Winnipeg, MB R3G 0T3

Telephone: (204) 945-7830/7851 (in Winnipeg)

Toll Free: 1-800-282-8069 ext. 7830/7851 (Manitoba only)

Fax: 9204) 945-8756

Email: iruref@gov.mb.ca

Internet: <<http://library.edu.gov.mb.ca:4100>>

Online Catalogue

To conduct searches of the library's collections, visit the online catalogue at: <<http://libcat.merlin.mb.ca>>.

Videos and DVDs

The videos listed in this document were available from the IRU at the time of printing. However, in some cases there may be limited availability and videos may not always be available as needed.

Please consult the IRU for a list of DVD resources to support the Grade 7 learning experiences. At time of publication that list was not available.

Free Materials and Websites

Please note that the free materials and websites listed in this document were available at time of publication. However, if some of the items or web addresses are not accessible, please contact the host organization for alternatives.

Recommended Learning Resources

Bad Stuff in the News: A Guide to Handling the Headlines

(Non-Fiction).

Gellman, Marc.

SeaStar Books (VAN), 2002. 256 p. ISBN 1-58717-232-1.

Grade 7 – Cluster 2 – Global Quality of Life

- Quality of life (social, cultural)

Note: This book deals with contemporary issues and would work well in other disciplines.

Suggested Use: Grade 7; Grade 7 – Cluster 2; Student – Depth

Date Recommended: 2003-Aug-25

The following 12 books recommended for Grade 7 are part of the *Biomes Atlases* series:

- Arctic Tundra and Polar Deserts
- Deserts and Semideserts
- Mountains and Highlands
- Oceans and Beaches
- Rivers, Lakes, Streams, and Ponds
- Shrublands
- Taiga
- Temperate Forests
- Temperate Grasslands
- Tropical Forests
- Tropical Grasslands
- Wetlands

Note: This is an American series that does not use Canadian spelling.

Biomes Atlases: Arctic Tundra and Polar Deserts

(Non-Fiction).

Woodford, Chris.

(Biomes Atlases). Raintree Classroom (JAS), 2003. 64 p. ISBN 141090020-7.

Grade 7 – Cluster 1 – World Geography

- Maps (latitude, longitude, parallels, meridians; map projections)
- Mapping (continents, major landforms, major bodies of water, major climatic zones, major vegetation zones, major populations clusters, time zones, more- and less-developed nations)
- More- and less-developed nations
- Appreciation of global natural environment

Note: Maps on pages 4/5, 6/7, 12/13, 14, 18 (inset), 37, 43, 49, and 58 do not have a compass rose.

Suggested Use: Grade 7; Grade 7 – Cluster 1; Student – Breadth and Depth

Date Recommended: 2004-Aug-23

Biomes Atlases: Deserts and Semideserts

(Non-Fiction).

Allaby, Michael, et al.

(Biomes Atlases). Raintree Classroom (JAS), 2003. 64 p. ISBN 141090021-5.

Grade 7 – Cluster 1 – World Geography

- Maps (latitude, longitude, parallels, meridians; map projections)
- Mapping (continents, major landforms, major bodies of water, major climatic zones, major vegetation zones, major populations clusters, time zones, more- and less-developed nations)
- More- and less-developed nations
- Appreciation of global natural environment

Note: Maps on pages 4/5, 6/7, and 44/45 do not have a compass rose.

Suggested Use: Grade 7; Grade 7 – Cluster 1; Student – Breadth and Depth

Date Recommended: 2004-Aug-23

Biomes Atlases: Mountains and Highlands

(Non-Fiction).

Harris, Tim.

(Biomes Atlases). Raintree Classroom (JAS), 2003. 64 p. ISBN 141090012-6.

Grade 7 – Cluster 1 – World Geography

- Maps (latitude, longitude, parallels, meridians; map projections)
- Mapping (continents, major landforms, major bodies of water, major climatic zones, major vegetation zones, major populations clusters, time zones, more- and less-developed nations)
- More- and less-developed nations
- Appreciation of global natural environment

Note: Maps on pages 4/5, 6/7, and 52/53 do not have a compass rose.

Suggested Use: Grade 7; Grade 7 – Cluster 1; Student – Breadth and Depth

Date Recommended: 2004-Aug-23

Biomes Atlases: Oceans and Beaches

(Non-Fiction).

Day, Trevor.

(Biomes Atlases). Raintree Classroom (JAS), 2003. 64 p. ISBN 141090013-4.

Grade 7 – Cluster 1 – World Geography

- Maps (latitude, longitude, parallels, meridians; map projections)
- Mapping (continents, major landforms, major bodies of water, major climatic zones, major vegetation zones, major populations clusters, time zones, more- and less-developed nations)

Recommended Learning Resources

- More- and less-developed nations
- Appreciation of global natural environment

Note: Maps on pages 4/5, 6/7, 14, 17, 21, 23, 37, 40, 48/49, 55, and 57 do not have a compass rose.

Suggested Use: Grade 7; Grade 7 – Cluster 1; Student – Breadth and Depth

Date Recommended: 2004-Aug-23

Biomes Atlases: Rivers, Lakes, Streams, and Ponds

(Non-Fiction).

Beatty, Richard.

(Biomes Atlases). Raintree Classroom (JAS), 2003. 64 p. ISBN 141090014-2.

Grade 7 – Cluster 1 – World Geography

- Maps (latitude, longitude, parallels, meridians; map projections)
- Mapping (continents, major landforms, major bodies of water, major climatic zones, major vegetation zones, major populations clusters, time zones, more- and less-developed nations)
- More- and less-developed nations
- Appreciation of global natural environment

Note: Maps on pages 4/5, 6/7, 8, 29 (bottom of page), and 39 do not have a compass rose.

Suggested Use: Grade 7; Grade 7 – Cluster 1; Student – Breadth and Depth

Date Recommended: 2004-Aug-23

Biomes Atlases: Shrublands

(Non-Fiction).

Burnie, David.

(Biomes Atlases). Raintree Classroom (JAS), 2003. 64 p. ISBN 141090015-0.

Grade 7 – Cluster 1 – World Geography

- Maps (latitude, longitude, parallels, meridians; map projections)
- Mapping (continents, major landforms, major bodies of water, major climatic zones, major vegetation zones, major populations clusters, time zones, more- and less-developed nations)
- More- and less-developed nations
- Appreciation of global natural environment

Note: Maps on pages 4/5, 6/7, and 25 do not have a compass rose.

Suggested Use: Grade 7; Grade 7 – Cluster 1; Student – Breadth and Depth

Date Recommended: 2004-Aug-23

Biomes Atlases: Taiga

(Non-Fiction).

Day, Trevor.

(Biomes Atlases). Raintree Classroom (JAS), 2003. 64 p. ISBN 141090016-9.

Grade 7 – Cluster 1 – World Geography

- Maps (latitude, longitude, parallels, meridians; map projections)
- Mapping (continents, major landforms, major bodies of water, major climatic zones, major vegetation zones, major populations clusters, time zones, more- and less-developed nations)
- More- and less-developed nations
- Appreciation of global natural environment

Note: Maps on pages 4/5, 6/7, 15, 40, and 45 do not have a compass rose. Taiga and wetlands are not included in glossary.

Suggested Use: Grade 7; Grade 7 – Cluster 1; Student – Breadth and Depth

Date Recommended: 2004-Aug-23

Biomes Atlases: Temperate Forests

(Non-Fiction).

Woodward, John.

(Biomes Atlases). Raintree Classroom (JAS), 2003. 64 p. ISBN 141090022-3.

Grade 7 – Cluster 1 – World Geography

- Maps (latitude, longitude, parallels, meridians; map projections)
- Mapping (continents, major landforms, major bodies of water, major climatic zones, major vegetation zones, major populations clusters, time zones, more- and less-developed nations)
- More- and less-developed nations
- Appreciation of global natural environment

Note: Maps on pages 4/5, 6/7, 15, 40, and 48 do not have a compass rose.

Suggested Use: Grade 7; Grade 7 – Cluster 1; Student – Breadth and Depth

Date Recommended: 2004-Aug-23

Biomes Atlases: Temperate Grasslands

(Non-Fiction).

Hoare, Ben.

(Biomes Atlases). Raintree Classroom (JAS), 2003. 64 p. ISBN 141090017-7.

Grade 7 – Cluster 1 – World Geography

- Maps (latitude, longitude, parallels, meridians; map projections)
- Mapping (continents, major landforms, major bodies of water, major climatic zones, major vegetation zones, major populations clusters, time zones, more- and less-developed nations)

Recommended Learning Resources

- More- and less-developed nations
- Appreciation of global natural environment

Note: Maps on pages 4/5, 6/7, 14, and 17 do not have a compass rose. On page 54 many buffalo/bison herds also exist in Manitoba.

Suggested Use: Grade 7; Grade 7 – Cluster 1; Student – Breadth and Depth

Date Recommended: 2004-Aug-23

Biomes Atlases: Tropical Forests

(Non-Fiction).

Jackson, Tom.

(Biomes Atlases). Raintree Classroom (JAS), 2003. 64 p. ISBN 141090018-5.

Grade 7 – Cluster 1 – World Geography

- Maps (latitude, longitude, parallels, meridians; map projections)
- Mapping (continents, major landforms, major bodies of water, major climatic zones, major vegetation zones, major populations clusters, time zones, more- and less-developed nations)
- More- and less-developed nations
- Appreciation of global natural environment

Note: Maps on pages 4/5, 6/7, and 21 do not have a compass rose.

Suggested Use: Grade 7; Grade 7 – Cluster 1; Student – Breadth and Depth

Date Recommended: 2004-Aug-23

Biomes Atlases: Tropical Grasslands

(Non-Fiction).

Morgan, Ben.

(Biomes Atlases). Raintree Classroom (JAS), 2003. 64 p. ISBN 141090019-3.

Grade 7 – Cluster 1 – World Geography

- Maps (latitude, longitude, parallels, meridians; map projections)
- Mapping (continents, major landforms, major bodies of water, major climatic zones, major vegetation zones, major populations clusters, time zones, more- and less-developed nations)
- More- and less-developed nations
- Appreciation of global natural environment

Caution: On pages 42-45, there are graphic pictures of predators in action. These may be offensive to some students/teachers.

Note: Maps on pages 4/5 and 6/7 do not have a compass rose.

Suggested Use: Grade 7; Grade 7 – Cluster 1; Student – Breadth and Depth

Date Recommended: 2004-Aug-23

Biomes Atlases: Wetlands

(Non-Fiction).

Beatty, Richard.

(Biomes Atlases). Raintree Classroom (JAS), 2003. 64 p. ISBN 141090023-1.

Grade 7 – Cluster 1 – World Geography

- Maps (latitude, longitude, parallels, meridians; map projections)
- Mapping (continents, major landforms, major bodies of water, major climatic zones, major vegetation zones, major populations clusters, time zones, more- and less-developed nations)
- More- and less-developed nations
- Appreciation of global natural environment

Note: Maps on pages 4/5, 6/7, 26, 30, and 43 do not have a compass rose.

Suggested Use: Grade 7; Grade 7 – Cluster 1; Student – Breadth and Depth

Date Recommended: 2004-Aug-23

The Breadwinner

(Fiction).

Ellis, Deborah.

Groundwood Books (GROUND), 2000. 170 p. ISBN 0-88899-716-8.

Grade 7 – Cluster 2 – Global Quality of Life

- Quality of life (environmental, social, cultural, government factors)

Grade 7 – Cluster 3 – Ways of Life in Asia, Africa, or Australasia (one contemporary society)

- Cultural issues
- Ways of life
- Historical events

Caution: The content deals with the story of a girl and life under the restrictions of the Taliban in Afghanistan.

Suggested Use: Grade 7; Grade 7 – Cluster 2; Grade 7 – Cluster 3; Student - Depth

Date Recommended: 2003-Aug-25

Canadian Oxford School Atlas

(Atlas).

Stanford, Quentin H..

Oxford University Press (OUP), 2003. 224 p. ISBN 0-19-541865-6.

This atlas is an appropriate resource for Grade 7 to 12 students. It is detailed, informative, readable, well organized, and up to date. It includes a variety of types of maps, graphs, statistics, and information about continents, countries, cities, environmental issues, climate, tourism, the solar system, Aboriginal populations, endangered species, et cetera. Information in this atlas can be used with the whole class or for independent student research.

Recommended Learning Resources

Suggested Use: Grade 7; Grade 7 – Cluster 1; Grade 7 – Cluster 3; Grade 7 – Cluster 4; Grade 8; Grade 8 – Cluster 2; Grade 8 – Cluster 3; Grade 8 – Cluster 4; Student – Breadth and Depth; Teacher Reference

Date Recommended: 2003-Mar-10

The following seven books are part of The Changing Face of series:

- The Changing Face of Brazil
- The Changing Face of China
- The Changing Face of France
- The Changing Face of India
- The Changing Face of Mexico
- The Changing Face of South Africa
- The Changing Face of Spain

The Changing Face of Brazil

(Non-Fiction).

Parker, Edward.

(The Changing Face of Series). Steck-Vaughn (SBC), 2002. 48 p. ISBN 0-7398-4965-4.

Grade 7 – Cluster 4 – Human Impact in Europe or the Americas (one contemporary society)

- Mapping (major cities, landforms, bodies of water of a society)
- Urbanization
- Climate change
- Social, political, and cultural issues
- Historical events
- Economic activities
- Food production and distribution
- Sustainable development
- Consumerism
- Student roles as citizens in an interdependent world

Suggested Use: Grade 7; Grade 7 – Cluster 4; Student – Depth

Date Recommended: 2003-Aug-25

The Changing Face of China

(Non-Fiction).

Keeler, Stephen.

(The Changing Face of Series). Steck-Vaughn (SBC), 2002. 48 p. ISBN 0-7398-5214-0.

Grade 7 – Cluster 3 – Ways of Life in Asia, Africa, or Australasia (one contemporary society)

- Ways of life

Suggested Use: Grade 7; Grade 7 – Cluster 3; Student – Depth

Date Recommended: 2003-Aug-25

The Changing Face of France

(Non-Fiction).

Chandler, Virginia.

(The Changing Face of Series). Steck-Vaughn (SBC), 2002. 48 p. ISBN 0-7398-5215-9.

Grade 7 – Cluster 4 – Human Impact in Europe or the Americas (one contemporary society)

- Mapping (major cities, landforms, bodies of water of a society)
- Urbanization
- Climate change
- Social, political, and cultural issues
- Historical events
- Economic activities
- Food production and distribution
- Sustainable development
- Consumerism
- Student roles as citizens in an interdependent world

Suggested Use: Grade 7; Grade 7 – Cluster 4; Student – Depth

Date Recommended: 2003-Aug-25

The Changing Face of India

(Non-Fiction).

Cumming, David.

(The Changing Face of Series). Steck-Vaughn (SBC), 2002. 48 p. ISBN 0-7398-4966-2.

Grade 7 – Cluster 3 – Ways of Life in Asia, Africa, or Australasia (one contemporary society)

- Ways of life
- Economic activities (work and trade)
- Impact of technological change, urbanization, industrialization, and westernization within selected society

Suggested Use: Grade 7; Grade 7 – Cluster 3; Student – Depth

Date Recommended: 2003-Aug-25

The Changing Face of Mexico

(Non-Fiction).

Parker, Edward.

(The Changing Face of Series). Steck-Vaughn (SBC), 2002. 48 p. ISBN 0-7398-4967-0.

Grade 7 – Cluster 4 – Human Impact in Europe or the Americas (one contemporary society)

- Mapping (major cities, landforms, bodies of water of a society)
- Urbanization
- Climate change

Recommended Learning Resources

- Social, political, and cultural issues
- Historical events
- Economic activities
- Food production and distribution
- Sustainable development
- Consumerism
- Student roles as citizens in an interdependent world

Suggested Use: Grade 7; Grade 7 – Cluster 4; Student – Depth

Date Recommended: 2003-Aug-25

The Changing Face of South Africa

(Non-Fiction).

Binns, Tony.

(The Changing Face of Series). Steck-Vaughn (SBC), 2002. 48 p. ISBN 0-7398-4968-9.

Grade 7 – Cluster 3 – Ways of Life in Asia, Africa, or Australasia (one contemporary society)

- Mapping (major cities, landforms, bodies of water of a society)
- Ways of life
- Cultural issues
- Indigenous peoples
- Historical events
- Government
- Economic activities (work and trade)
- Impact of technological change, urbanization, industrialization, and westernization with selected society

Suggested Use: Grade 7; Grade 7 – Cluster 3; Student – Depth

Date Recommended: 2003-Aug-25

The Changing Face of Spain

(Non-Fiction).

Parker, Edward.

(The Changing Face of Series). Steck-Vaughn (SBC), 2002. 48 p. ISBN 0-7398-5217-5.

Grade 7 – Cluster 4 – Human Impact in Europe or the Americas (one contemporary society)

- Mapping (major cities, landforms, bodies of water of a society)
- Urbanization
- Climate change
- Social, political, and cultural issues
- Historical events
- Economic activities

Recommended Learning Resources

- Food production and distribution
- Sustainable development
- Consumerism
- Student roles as citizens in an interdependent world

Suggested Use: Grade 7; Grade 7 – Cluster 4; Student – Depth

Date Recommended: 2003-Aug-25

China

(Student) (Integrated Resource).

BonBernard, Trudie.

Nelson Thomson Learning (NEL), 1998. 154 p. ISBN 0-919913-88-1.

This resource supports Cluster 3 in the Manitoba Grade 7 social studies curriculum, and partially supports Clusters 1 and 2. Photos could be used at the Grade 3 level. This resource provides a depiction of China from the journal of a young traveller. It is an attractive, inviting, well-bound resource that takes the form of a sequential travelogue. It highlights all of the geographical regions of China, including their climatic, physical, and human geography. It also depicts life in contemporary China (including rural/urban differences and modern-day developments), and includes some history of ancient China, but does not provide an in-depth perspective.

Suggested Use: Grade 7; Grade 7 – Cluster 1; Grade 7 – Cluster 2; Grade 7 – Cluster 3;
Student – Breadth

Date Recommended: 2003-Mar-10

China Teacher's Resource Package

Revised Edition (Integrated Resource).

Arnold, Phyllis A.

Nelson Thomson Learning (NEL), 1999. ISBN 0-919913-84-9.

This teacher resource package is designed to complement the student text, China. It is a depth resource that focuses on economics and the Pacific Rim. This resource supports Cluster 3 in the Grade 7 Manitoba social studies curriculum. This resource is packaged as a binder containing a wide range of enrichment activities to support an investigation of China. It also provides many support maps and diagrams, and additional resource information to extend the textbook. It includes some assessment techniques (self and group), as well as mapping and geographic skills exercises.

Suggested Use: Grade 7; Grade 7 – Cluster 1; Grade 7 – Cluster 2; Grade 7 – Cluster 3; Teacher Reference

Date Recommended: 2003-Mar-10

The Composition

(Fiction).

Sharmeta, Antonio.

Groundwood Books (GROUND), 2000. ISBN 0-88899-540-4.

Recommended Learning Resources

Grade 7 – Cluster 2 – Global Quality of Life

- Citizenship rights (Canada and elsewhere)

Note: Illustrates how a dictatorship could use school children to spy on their parents.

Suggested Use: Grade 7; Grade 7 – Cluster 2; Student – Depth

Date Recommended: 2003-Aug-25

The following four books recommended for Grade 7 are part of the Continents series:

- Earth's Continents
- Island Continents and Supercontinents: Australia and Antarctica
- New World Continents and Land Bridges: North and South America
- Old World Continents: Europe, Asia and Africa

Note: This is an American series that does not use Canadian spelling.

Continents: Earth's Continents

(Non-Fiction).

McClish, Bruce.

(Continents). Heinemann Library (JAS), 2003. 32 p. ISBN 1-4034-4244-4.

Grade 7 – Cluster 1 – World Geography

- Maps (latitude, longitude, parallels, meridians; map projections)
- Mapping (continents, major landforms, major bodies of water, major climatic zones, major vegetation zones, more- and less-developed nations)

Suggested Use: Grade 7; Grade 7 – Cluster 1; Student – Breadth and Depth

Date Recommended: 2004-Aug-23

Continents: Island Continents and Supercontinents: Australia and Antarctica

(Non-Fiction).

McClish, Bruce.

(Continents). Heinemann Library (JAS), 2003. 32 p. ISBN 1-4034-4245-2.

Grade 7 – Cluster 1 – World Geography

- Maps (latitude, longitude, parallels, meridians; map projections)
- Mapping (continents, major landforms, major bodies of water, major climatic zones, major vegetation zones, more- and less-developed nations)

Grade 7 – Cluster 3 – Ways of Life in Australasia

- Mapping (major cities, landforms, bodies of water of a society)

Note: Map on page 21 does not include a compass rose.

Suggested Use: Grade 7; Grade 7 – Cluster 1; Grade 7 – Cluster 3; Student – Breadth and Depth

Date Recommended: 2004-Aug-23

Continents: New World Continents and Land Bridges: North and South America

(Non-Fiction).

McClish, Bruce.

(Continents). Heinemann Library (JAS), 2003. 32 p. ISBN 1-4034-4246-0.

Grade 7 – Cluster 1 – World Geography

- Maps (latitude, longitude, parallels, meridians; map projections)
- Mapping (continents, major landforms, major bodies of water, major climatic zones, major vegetation zones, more- and less-developed nations)

Grade 7 – Cluster 4 – Human Impact in Europe or the Americas (one contemporary society)

- Mapping (major cities, landforms, bodies of water of a society)

Suggested Use: Grade 7; Grade 7 – Cluster 1; Grade 7 – Cluster 4; Student – Breadth and Depth

Date Recommended: 2004-Aug-23

Continents: Old World Continents: Europe, Asia and Africa

(Non-Fiction).

McClish, Bruce.

(Continents). Heinemann Library (JAS), 2003. 32 p. ISBN 140344247-9.

Grade 7 – Cluster 1 – World Geography

- Maps (latitude, longitude, parallels, meridians; map projections)
- Mapping (continents, major landforms, major bodies of water, major climatic zones, major vegetation zones, more- and less-developed nations)

Grade 7 – Cluster 3 – Ways of Life in Australasia

- Mapping (major cities, landforms, bodies of water of a society)

Grade 7 – Cluster 4 – Human Impact in Europe or the Americas (one contemporary society)

- Mapping (major cities, landforms, bodies of water of a society)

Suggested Use: Grade 7; Grade 7 – Cluster 1; Grade 7 – Cluster 3; Grade 7 – Cluster 4; Student – Breadth and Depth

Date Recommended: 2004-Aug-23

Dare to be Different: A Celebration of Freedom in Association with Amnesty International

(Fiction).

Amnesty International United Kingdom. Bloomsbury (RAI), 1999. 75 p. ISBN 0-7475-4021-7.

Grade 7 – Cluster 2 – Global Quality of Life

- Citizenship rights (Canada and elsewhere)
- Quality of life (environmental, social, cultural, government factors)
- International organizations (Amnesty International)

Suggested Use: Grade 7; Grade 7 – Cluster 2; Student – Depth

Date Recommended: 2003-Aug-25

Recommended Learning Resources

Dear Canada: A Prairie as Wide as the Sea: The Immigrant Diary of Ivy Weatherall

(Fiction).

Ellis, Sarah.

(Dear Canada Series). Scholastic Canada Ltd. (SCH), 2001. 205 p. ISBN 0-439-98833-0.

Grade 7 – Cluster 2 – Global Quality of Life

- Emigration/immigration

Suggested Use: Grade 7; Grade 7 – Cluster 2; Student – Depth

Date Recommended: 2003-Aug-25

The following five books are part of the Earth's Changing Weather and Climates series:

- Biomes of the Past and the Future
- Droughts of the Past and the Future
- Floods of the Past and the Future
- Ice Ages of the Past and the Future
- Rising Temperatures of the Past and the Future

Earth's Changing Weather and Climate: Biomes of the Past and the Future

(Non-Fiction).

Donnelly, Karen J.

(Earth's Changing Weather and Climates Series). Rosen Publishing Group (KRS), 2003. 24 p. ISBN 0-8239-6215-6.

Grade 7 – Cluster 4 – Human Impact in Europe or the Americas (one contemporary society)

- Climate change

Suggested Use: Grade 7; Grade 7 – Cluster 4; Student – Depth

Date Recommended: 2003-Aug-25

Earth's Changing Weather and Climate: Droughts of the Past and the Future

(Non-Fiction).

Donnelly, Karen J.

(Earth's Changing Weather and Climates Series). Rosen Publishing Group (KRS), 2003. 24 p. ISBN 0-8239-6217-2.

Grade 7 – Cluster 4 – Human Impact in Europe or the Americas (one contemporary society)

- Climate change

Note: Easy reading level

Suggested Use: Grade 7; Grade 7 – Cluster 4; Student – Depth

Date Recommended: 2003-Aug-25

Earth's Changing Weather and Climate: Floods of the Past and the Future

(Non-Fiction).

Donnelly, Karen J.

(Earth's Changing Weather and Climates Series). Rosen Publishing Group (KRS), 2003. 24 p.

ISBN 0-8239-6218-0.

Grade 7 – Cluster 1 – World Geography

- mapping (continents, major landforms, major bodies of water, major climatic zones, major vegetation zones, major population clusters, time zones, more- and less-developed nations)

Note: No Manitoba or Canadian content

Suggested Use: Grade 7; Grade 7 – Cluster 1; Student – Depth

Date Recommended: 2003-Aug-25

Earth's Changing Weather and Climate: Ice Ages of the Past and the Future

(Non-Fiction).

Donnelly, Karen J.

(Earth's Changing Weather and Climates Series). Rosen Publishing Group (KRS), 2003. 24 p.

ISBN 0-8239-6219-9.

Grade 7 – Cluster 4 – Human Impact in Europe or the Americas (one contemporary society)

- Climate change

Note: Easy reading level, large text.

Suggested Use: Grade 7; Grade 7 – Cluster 4; Student – Depth

Date Recommended: 2003-Aug-25

Earth's Changing Weather and Climate: Rising Temperatures of the Past and the Future

(Non-Fiction).

Donnelly, Karen J.

(Earth's Changing Weather and Climates Series). Rosen Publishing Group (KRS), 2003. 24 p. ISBN 0-

8239-6214-8.

Grade 7 – Cluster 4 – Human Impact in Europe or the Americas (one contemporary society)

- Climate change

Suggested Use: Grade 7; Grade 7 – Cluster 4; Student – Depth

Date Recommended: 2003-Aug-25

The following five books are part of the Ecosystems in Action series:

- Life in a Grassland
- Life in a Lake
- Life in a River
- Life in an Estuary
- Life in an Old Growth Forest

Recommended Learning Resources**Ecosystems in Action: Life in a Grassland**

(Non-Fiction).

Patent, Dorothy Hinshaw.

(Ecosystems in Action Series). Lerner Publications (SBC), 2003. 72 p. ISBN 0-8225-2139-3.

Grade 7 – Cluster 1 – World Geography

- Appreciation of global natural environment

Grade 7 – Cluster 2 – Global Quality of Life

- Quality of life (environmental, social, cultural, government factors)

Grade 7 – Cluster 4 – Human Impact in Europe or the Americas (one contemporary society)

- Sustainable development

Suggested Use: Grade 7; Grade 7 – Cluster 1; Grade 7 – Cluster 2; Grade 7 – Cluster 4;
Student – Depth

Date Recommended: 2003-Aug-25

Ecosystems in Action: Life in a Lake

(Non-Fiction).

Stewart, Melissa.

(Ecosystems in Action Series). Lerner Publications (SBC), 2003. 72 p. ISBN 0-8225-2138-5.

Grade 7 – Cluster 1 – World Geography

- Appreciation of global natural environment

Grade 7 – Cluster 2 – Global Quality of Life

- Quality of life (environmental, social, cultural, government factors)

Grade 7 – Cluster 4 – Human Impact in Europe or the Americas (one contemporary society)

- Sustainable development

Suggested Use: Grade 7; Grade 7 – Cluster 1; Grade 7 – Cluster 2; Grade 7 – Cluster 4;
Student – Depth

Date Recommended: 2003-Aug-25

Ecosystems in Action: Life in a River

(Non-Fiction).

Rapp, Valerie.

(Ecosystems in Action Series). Lerner Publications (SBC), 2003. 72 p. ISBN 0-8225-2136-9.

Grade 7 – Cluster 1 – World Geography

- Appreciation of global natural environment

Grade 7 – Cluster 4 – Human Impact in Europe or the Americas

- Sustainable development

Note: Final chapter supports social studies. Cross-curricular.

Suggested Use: Grade 7; Grade 7 – Cluster 1; Grade 7 – Cluster 4; Student – Depth

Date Recommended: 2003-Aug-25

Ecosystems in Action: Life in an Estuary

(Non-Fiction).

Walker, Sally M.

(Ecosystems in Action Series). Lerner Publications (SBC), 2003. 72 p. ISBN 0-8225-2137-7.

Grade 7 – Cluster 1 – World Geography

- Appreciation of global natural environment

Grade 7 – Cluster 2 – Global Quality of Life

- Quality of life

Grade 7 – Cluster 4 – Human Impact on Europe or the Americas

- Sustainable development

Note: American content. The final chapter makes useful connections to the social studies curriculum. Cross-curricular.

Suggested Use: Grade 7; Grade 7 – Cluster 1; Grade 7 – Cluster 2; Grade 7 – Cluster 4; Student – Depth

Date Recommended: 2003-Aug-25

Ecosystems in Action: Life in an Old Growth Forest

(Non-Fiction).

Rap, Valerie.

(Ecosystems in Action Series). Lerner Publications (SBC), 2003. 72 p. ISBN 0-8225-2135-0.

Grade 7 – Cluster 4 – Human Impact in Europe or the Americas

- Sustainable development

Note: The final chapter makes useful social studies connections. Cross-curricular.

Suggested Use: Grade 7; Grade 7 – Cluster 4; Student – Depth

Date Recommended: 2003-Aug-25

The following two books recommended for Grade 7 are part of the Exploring the Americas series:

- Central America, Mexico, and the Caribbean
- South America

The following book recommended for Grade 5 is part of the Exploring the Americas series and can be found in the Grade 5 bibliography:

- The St. Lawrence River Region

Exploring the Americas: Central America, Mexico, and the Caribbean

(Non-Fiction).

Blue, Rose, et al.

(Exploring the Americas). Raintree Classroom (JAS), 2004. 64 p. ISBN 1-4109-0334-6.

Grade 7 – Cluster 4 – Human Impact in Europe or the Americas (one contemporary society)

- Historical events

Suggested Use: Grade 7; Grade 7 – Cluster 4; Student – Breadth and Depth

Date Recommended: 2004-Aug-23

Recommended Learning Resources**Exploring the Americas: South America**

(Non-Fiction).

Blue, Rose, et al.

(Exploring the Americas). Raintree Classroom (JAS), 2004. 64 p. ISBN 1-4109-0335-4.

Grade 7 – Cluster 4 – Human Impact in Europe or the Americas (one contemporary society)

- Historical events

Suggested Use: Grade 7; Grade 7 – Cluster 4; Student – Breadth and Depth

Date Recommended: 2004-Aug-23

Eyewitness Books: Jungle (*Out-of-Print*)

(Non-Fiction).

Greenaway, Theresa.

(Eyewitness Books Series). Dorling Kindersley, Inc. (CDS), 2000. 64 p. ISBN 0-7894-5896-9.

Grade 7 – Cluster 1 – World Geography

- Appreciation of global natural environment

Note:

- This resource does not develop environmental issues.
- There are only jungles and rainforest environments (not global).

Suggested Use: Grade 7; Grade 7 – Cluster 1; Student – Depth

Date Recommended: 2003-Aug-25

Face the Facts: War and Conflict

(Non-Fiction).

Nusbacher, Aryeh S..

(Face the Facts). Heinemann Library (JAS), 2003. 56 p. ISBN 141090048-7.

Grade 7 – Cluster 2 – Global Quality of Life

- Quality of life (environmental, social, cultural, government factors)

Caution: This resource should be used with caution due to graphic illustrations and references.

Note: Teacher Background Information/Reference on war and conflict.

Suggested Use: Grade 7; Grade 7 – Cluster 2; Teacher Reference

Date Recommended: 2004-Aug-23

Face the Facts: World Poverty

(Non-Fiction).

Bowden, Rob.

(Face the Facts). Heinemann Library (JAS), 2003. 56 p. ISBN 141090049-5.

Grade 7 – Cluster 2 – Global Quality of Life

- Quality of life (environmental, social, cultural, government factors)

Suggested Use: Grade 7; Grade 7 – Cluster 2; Student – Breadth and Depth

Date Recommended: 2004-Aug-23

The following five books are part of the Festivals of the World series:

- China
- India
- Indonesia
- Japan
- Vietnam

Festivals of the World: China

(Non-Fiction).

Cheong, Colin.

(Festivals of the World Series). Gareth Stevens (GAS), 1997. 32 p. ISBN 0-8368-1681-1.

Grade 7 – Cluster 3 – Ways of Life in Asia, Africa, or Australasia

- Ways of life

Suggested Use: Grade 7; Grade 7 – Cluster 3; Student – Depth

Date Recommended: 2003-Aug-25

Festivals of the World: India

(Non-Fiction).

Kagda, Falaq.

(Festivals of the World Series). Gareth Stevens (GAS), 1997. 32 p. ISBN 0-8368-1683-8.

Grade 7 – Cluster 3 – Ways of Life in Asia, Africa, or Australasia

- Ways of life

Suggested Use: Grade 7; Grade 7 – Cluster 3; Student – Depth

Date Recommended: 2003-Aug-25

Festivals of the World: Indonesia

(Non-Fiction).

Berg, Elizabeth.

(Festivals of the World Series). Gareth Stevens (GAS), 1997. 32 p. ISBN 0-8368-1933-0.

Grade 7 – Cluster 3 – Ways of Life in Asia, Africa, or Australasia

- Ways of life

Suggested Use: Grade 7; Grade 7 – Cluster 3; Student – Depth

Date Recommended: 2003-Aug-25

Festivals of the World: Japan

(Non-Fiction).

McKay, Susan.

(Festivals of the World Series). Gareth Stevens (GAS), 1997. 32 p. ISBN 0-8368-1935-7.

Recommended Learning Resources

Grade 7 – Cluster 3 – Ways of Life in Asia, Africa, or Australasia

- Ways of life

Suggested Use: Grade 7; Grade 7 – Cluster 3; Student – Depth

Date Recommended: 2003-Aug-25

Festivals of the World: Vietnam

(Non-Fiction).

McKay, Susan.

(Festivals of the World Series). Gareth Stevens (GAS), 1997. 32 p. ISBN 0-8368-1937-3.

Grade 7 – Grade 7 Cluster 3 – Ways of Life in Asia, Africa, or Australasia

- Ways of life

Suggested Use: Grade 7; Grade 7 – Cluster 3; Student – Depth

Date Recommended: 2003-Aug-25

The following eight books recommended for Grade 7 are part of the Global Citizenship series:

- Being Active Citizens
- Improving the Quality of Life
- Living Sustainably
- Making Global Connections
- Protecting Global Environments
- Respecting Cultural Differences
- Understanding Human Rights
- Valuing World Heritage

Note: This is an American series that does not use Canadian spelling.

Global Citizenship: Being Active Citizens

(Non-Fiction).

Watson, Susan.

(Global Citizenship). Smart Apple Media (KRS), 2004. 32 p. ISBN 1-58340-398-1.

Grade 7 – Cluster 2 – Global Quality of Life

- Citizenship rights (Canada and elsewhere)

Grade 7 – Cluster 4 – Human Impact in Europe or the Americas (one contemporary society)

- Student roles as citizens in an interdependent world

Suggested Use: Grade 7; Grade 7 – Cluster 2; Grade 7 – Cluster 4; Student – Breadth and Depth

Date Recommended: 2004-Aug-23

Global Citizenship: Improving the Quality of Life

(Non-Fiction).

Watson, Susan.

(Global Citizenship). Smart Apple Media (KRS), 2004. 32 p. ISBN 1-58340-403-1.

Grade 7 – Cluster 2 – Global Quality of Life

- Quality of life (environmental, social, cultural, government factors)

Grade 7 – Cluster 4 – Human Impact in Europe or the Americas (one contemporary society)

- Student roles as citizens in an interdependent world

Note: Maps on pages 8 and 14 do not include a compass rose.

Suggested Use: Grade 7; Grade 7 – Cluster 2; Grade 7 – Cluster 4; Student – Breadth and Depth

Date Recommended: 2004-Aug-23

Global Citizenship: Living Sustainably

(Non-Fiction).

Watson, Susan.

(Global Citizenship). Smart Apple Media (KRS), 2004. 32 p. ISBN 1-58340-404-X.

Grade 7 – Cluster 2 – Global Quality of Life

- Quality of life (environmental)

Grade 7 – Cluster 4 – Human Impact in Europe or the Americas (one contemporary society)

- Student roles as citizens in an interdependent world

Note: Map on page 24 does not have a compass rose.

Suggested Use: Grade 7; Grade 7 – Cluster 2; Grade 7 – Cluster 4; Student – Breadth and Depth

Date Recommended: 2004-Aug-23

Global Citizenship: Making Global Connections

(Non-Fiction).

Watson, Susan.

(Global Citizenship). Smart Apple Media (KRS), 2004. 32 p. ISBN 1-58340-405-8.

Grade 7 – Cluster 2 – Global Quality of Life

- Citizenship rights (Canada and elsewhere)
- International organizations (United Nations, Amnesty International)

Grade 7 – Cluster 4 – Human Impact in Europe or the Americas (one contemporary society)

- Student roles as citizens in an interdependent world

Suggested Use: Grade 7; Grade 7 – Cluster 2; Grade 7 – Cluster 4; Student – Breadth and Depth

Date Recommended: 2004-Aug-23

Recommended Learning Resources**Global Citizenship: Protecting Global Environments**

(Non-Fiction).

Watson, Susan.

(Global Citizenship). Smart Apple Media (KRS), 2004. 32 p. ISBN 1-58340-399-X.

Grade 7 – Cluster 2 – Global Quality of Life

- Quality of life (environment)

Grade 7 – Cluster 4 – Human Impact in Europe or the Americas (one contemporary society)

- Student roles as citizens in an interdependent world

Note: Map on page 14 does not have a compass rose.

Suggested Use: Grade 7; Grade 7 – Cluster 2; Grade 7 – Cluster 4; Student – Breadth and Depth

Date Recommended: 2004-Aug-23

Global Citizenship: Respecting Cultural Differences

(Non-Fiction).

Watson, Susan.

(Global Citizenship). Smart Apple Media (KRS), 2004. 32 p. ISBN 1-58340-400-7.

Grade 7 – Cluster 2 – Global Quality of Life

- Quality of life (cultural)

Note: Variant spelling of Quar'an used on page 12.

Suggested Use: Grade 7; Grade 7 – Cluster 2; Student – Breadth and Depth

Date Recommended: 2004-Aug-23

Global Citizenship: Understanding Human Rights

(Non-Fiction).

Watson, Susan.

(Global Citizenship). Smart Apple Media (KRS), 2004. 32 p. ISBN 1-58340-402-3.

Grade 7 – Cluster 2 – Global Quality of Life

- Universal Human Rights

Grade 7 – Cluster 4 – Human Impact in Europe or the Americas (one contemporary society)

- Student roles as citizens in an interdependent world

Note: Map on page 26 does not have a compass rose.

Suggested Use: Grade 7; Grade 7 – Cluster 2; Grade 7 – Cluster 4; Student – Breadth and Depth

Date Recommended: 2004-Aug-23

Global Citizenship: Valuing World Heritage

(Non-Fiction).

Watson, Susan.

(Global Citizenship). Smart Apple Media (KRS), 2004. 32 p. ISBN 1-58340-401-5.

Grade 7 – Cluster 2 – Global Quality of Life

- Quality of life (environmental, social, cultural, government factors)

Grade 7 – Cluster 4 – Human Impact in Europe or the Americas (one contemporary society)

- Student roles as citizens in an interdependent world

Note: Maps on pages 18, 24, 25, 26, 27, 28, and 29 do not have a compass rose.

Suggested Use: Grade 7; Grade 7 – Cluster 2; Grade 7 – Cluster 4; Student – Breadth and Depth

Date Recommended: 2004-Aug-23

GlobalTrek: A Resource for Global Awareness and Development Education: Grade 7

(Kit).

Doerksen, Garth, et al..

GlobalTrek (GLT), 2004.

This multi-disciplinary resource supports many of the Clusters 2, 3, and 4 outcomes in the Manitoba Grade 7 social studies curriculum. It was developed by a group of teachers from the Garden Valley School Division in southern Manitoba with the support of the Canadian International Development Agency (CIDA) and NGO partners such as World Vision, UNICEF, and Mennonite Central Committee. GlobalTrek includes the following materials:

- Teacher's binder of lesson plans and activities
- Videos in VHS and DVD formats
- 1 book entitled If the World Were a Village: A Book about the World's People
- a magazine called Movers and Shakers
- a World Map

The resource supports the theme of global citizenship and helps students become connected to the global community as informed, active, and responsible citizens.

Binder: The detailed lesson plans include Manitoba curricular connections, viewing activities for the videos/DVDs, games and simulations, worksheets, graphic organizers, hands-on projects, interactive Internet site links, assessment tools, extension activities, and blackline masters.

Videos/DVDs:

Video/DVD 1) Introduction to Development

Video/DVD 2) Hunger

Video/DVD 3) Water

Video/DVD 4) Education

Video/DVD 5) War

Video/DVD 6) Child Labour

Video/DVD 7) Summary

Recommended Learning Resources

CAUTION:

Teachers should preview the videos/DVDs so that they can prepare students for possibly sensitive content.

Books: If the World Were a Village:

A Book about the World's People (see annotated bibliography)

Magazine: Movers and Shakers

The magazine contains articles that complement the content in GlobalTrek.

Map: The World Map shows facts about HIV/Aids and hunger.

Suggested Use: Grade 7; Grade 7 – Cluster 2; Grade 7 – Cluster 3; Grade 7 Cluster 4; Student – Breadth and Depth; Teacher Reference

Date Recommended: 2005-Mar-19

A Group of One

First Edition

(Fiction).

Gilmore, Rachna.

Henry Holt & Co., Inc. (FEN), 2001. 184 p. ISBN 0-8050-6475-3.

Grade 7 – Cluster 2 – Global Quality of Life

- Citizenship rights (Canada and elsewhere)

Note: Fictional account of the experience in Canada of an Indian immigrants' daughter. Likely best as a project assignment (2-3 copies/class), a book for the teacher to read to students, or a cross-curricular book.

Suggested Use: Grade 7; Grade 7 – Cluster 2; Student – Depth

Date Recommended: 2003-Aug-25

Harcourt Brace World Atlas

(Student) (Atlas). Harrison, Patricia et al. Harcourt Canada Ltd. (HBJ), 1998. 64 p. ISBN 0-7747-0473-X.

Suitable for Grade 7, this atlas includes geographical, historical, political, social, and ecological themes.

Grade 7 – Cluster 1 – World Geography

- Maps (latitude longitude, parallels, meridians; map projections)
- Mapping (continents, major landforms, major bodies of water, major climatic zones, major vegetation zones, major population clusters, time zones, more- and less-developed nations)

Note: Maps on pages 11, 15, 17, 19, 25, 34-39, 42, 46, 50, 52, and 54 do not include a compass rose.

Suggested Use: Grade 7; Grade 7 – Cluster 1; Student – Breadth and Depth

Date Recommended: 2005-July-25

Harcourt Brace World Atlas Teacher's Resource Book

(Non-Fiction).

Harrison, Patricia et al.

Harcourt Canada Ltd. (HBJ), 1998. 64 p. ISBN 0-7747-0474-8.

This Teacher's Resource Book accompanies the Harcourt Brace World Atlas and includes activity sheets, outline maps, and additional information.

Grade 7 – Cluster 1 – World Geography

- Maps (latitude longitude, parallels, meridians; map projections)
- Mapping (continents, major landforms, major bodies of water, major climatic zones, major vegetation zones, major population clusters, time zones, more- and less-developed nations)

Grade 7 – Cluster 3 – Ways of Life in Asia, Africa, or Australasia (one contemporary society)

- Mapping (major cities, landforms, bodies of water of a society)

Grade 7 – Cluster 4 – Human Impact in Europe or the Americas (one contemporary society)

- Mapping (major cities, landforms, bodies of water of a society)

Suggested Use: Grade 7; Grade 7 – Cluster 1; Grade 7 – Cluster 3; Grade 7 – Cluster 4; Teacher Reference

Date Recommended: 2005-July-25

Hiroshima

(Fiction).

Yep, Laurence.

Scholastic Canada Ltd. (SCH), 1985. 56 p. ISBN 0-590-20833-0.

Grade 7 – Cluster 3 – Ways of Life in Asia, Africa, or Australasia

- Historical events

Suggested Use: Grade 7; Grade 7 – Cluster 3; Student – Depth; Teacher Reference

Date Recommended: 2003-Aug-25

Historical Biographies: Montezuma

(Non-Fiction).

Reid, Struan.

(Historical Biographies). Heinemann Library (JAS), 2002. 32 p. ISBN 1-4034-0101-2.

Grade 7 – Cluster 4 – Human Impact in Europe or the Americas (one contemporary society)

- Historical events

Suggested Use: Grade 7; Grade 7 – Cluster 4; Student – Breadth and Depth

Date Recommended: 2004-Aug-23

Recommended Learning Resources

In the Global Classroom 1

(Stand-Alone).

Pike, Graham.

Pippin Publishing Corporation (UTP), 1998. 255 p. ISBN 0-88751-081-7.

This softcover Kindergarten to Grade 8 teacher reference resource emphasizes a teaching and learning strategy that combines child-centred and world-minded educational thinking. It builds frameworks for cross-curricular delivery and offers a wealth of practical and engaging activities for students.

Themes within the text include: interconnections (perceptions, local and global communities); environment and sustainability (natural, built, social, and inner); health (physical, mental, emotional, spiritual, social, societal, and environmental); perception (perceptions and cross-cultural encounters); technology (benefits, tools, problem solving, technological change, social values, and consequences in the future); and futures (alternative, probable, and preferred).

The resource includes materials related to citizenship, diverse-perspectives, global, identity, and economic learning outcome experiences.

Comment: Charts are included at the beginning of each chapter to indicate activities within the chapter and the index. The grade level for which the activities are suggested is not included.

Suggested Use: Kindergarten; Kindergarten – Cluster 1; Kindergarten – Cluster 2; Kindergarten – Cluster 3; Grade 1; Grade 1 – Cluster 2; Grade 1 – Cluster 3; Grade 2; Grade 2 – Cluster 3; Grade 3; Grade 3 – Cluster 3; Grade 4; Grade 4 – Cluster 2; Grade 4 – Cluster 3; Grade 5; Grade 5 – Cluster 4; Grade 6; Grade 6 – Cluster 2; Grade 6 – Cluster 4; Grade 7; Grade 7 – Cluster 1; Grade 7 – Cluster 2; Grade 7 – Cluster 3; Grade 7 – Cluster 4; Grade 8; Grade 8 – Cluster 2; Grade 8 – Cluster 3; Grade 8 – Cluster 4; Grade 8 – Cluster 5; Teacher Reference

Date Recommended: 2003-Mar-10

In the Global Classroom 2

(Stand-Alone).

Pike, Graham.

Pippin Publishing Corporation (UTP), 1998. 260 p. ISBN 0-88751-085-X.

This softcover Grades 5 to 8 teacher reference resource focuses on global education and the development of thinking skills to prepare young people for the challenging decisions they face outside the classroom. A number of the lessons challenge preconceived ideas.

Topics in this follow-up to In the Global Classroom 1 include: Peace; Rights and Responsibilities; Equity; Economics; Development; Global Justice; Citizenship; and Mass Media.

The resource is divided into themes. Each theme has a variety of lessons, including a description of purpose, suggested grade level, time required, and resources. Reproducible support materials are included where needed. The lessons also provide a section on procedure and a final section that discusses what the students will gain from the lesson.

Suggested Use: Grade 5; Grade 5 – Cluster 4; Grade 6; Grade 6 – Cluster 4; Grade 7; Grade 7 – Cluster 2; Grade 8; Grade 8 – Cluster 5; Teacher Reference

Date Recommended: 2003-Mar-10

Is That Right? Critical Thinking and the Social World of the Young Learner

(Stand-Alone).

Wright, Ian.

Pippin Publishing Corporation (UTP), 2002. 139 p. ISBN 0-88751-094-9.

This teacher resource emphasizes that there is no better day than today to teach our children the value and rewards of critical thinking. It defines critical thinking as the ability to make reasoned judgements in problematic situations. It also demonstrates how critical thinking can be applied to social studies and other subject areas. It includes practical activities and assessment approaches (including rubrics). Chapters focus on critical thinking, teaching critical thinking, and assessing critical thinking. This resource is based on current research. It is suitable for a wide range of learning styles, promotes active learning and creativity, and is well organized.

Suggested Use: Kindergarten; Kindergarten – Cluster 2; Grade 1; Grade 1 – Cluster 3; Grade 2; Grade 2 – Cluster 3; Grade 3; Grade 3 – Cluster 1; Grade 3 – Cluster 3; Grade 4; Grade 4 – Cluster 2; Grade 5; Grade 5 – Cluster 1; Grade 6; Grade 6 – Cluster 4; Grade 7; Grade 7 – Cluster 3; Grade 7 – Cluster 4; Grade 8; Grade 8 – Cluster 1; Teacher Reference

Date Recommended: 2003-Mar-10

In Your Face: The Culture of Beauty and You

(Non-Fiction).

Graydon, Shari.

Annick Press (FIR), 2004. 32 p. ISBN 1-55037-856-2.

Grade 7 – Cluster 2 – Global Quality of Life

- Quality of life (environmental, social, cultural, government factors)

Suggested Use: Grade 7; Grade 7 – Cluster 2; Student – Breadth and Depth; Teacher Reference

Date Recommended: 2005-July-25

Kids Make a Difference: Kids Are Consumers

(Non-Fiction).

Garey, Marita.

National Geographic Educational Service (NGS), 2002. 32 p. ISBN 0-7922-8700-2.

Grade 7 – Cluster 4 – Human Impact in Europe or the Americas (one contemporary society)

- Consumerism

Note:

- Global connections are not made.
- Drawbacks of consumerism are not presented.

Suggested Use: Grade 7; Grade 7 – Cluster 4; Student – Depth

Date Recommended: 2003-Aug-25

Recommended Learning Resources

The following six books recommended for Grade 7 are part of the Landscapes and People series:

- Earth's Changing Coasts
- Earth's Changing Continents
- Earth's Changing Deserts
- Earth's Changing Islands
- Earth's Changing Mountains
- Earth's Changing Rivers

Note: This is an American series that does not use Canadian spelling.

Landscapes and People: Earth's Changing Coasts

(Non-Fiction).

Morris, Neil.

(Landscapes and People). Raintree Classroom (JAS), 2004. 32 p. ISBN 141090341-9.

Grade 7 – Cluster 1 – World Geography

- Mapping (continents, major landforms, major bodies of water, major climatic zones, major vegetation zones, major population clusters, time zones, more- and less-developed nations)

Suggested Use: Grade 7; Grade 7 – Cluster 1; Student – Breadth and Depth

Date Recommended: 2004-Aug-23

Landscapes and People: Earth's Changing Continents

(Non-Fiction).

Morris, Neil.

(Landscapes and People). Raintree Classroom (JAS), 2004. 32 p. ISBN 141090342-7.

Grade 7 – Cluster 1 – World Geography

- Mapping (continents, major landforms, major bodies of water, major climatic zones, major vegetation zones, major population clusters, time zones, more- and less-developed nations)

Suggested Use: Grade 7; Grade 7 – Cluster 1; Student – Breadth and Depth

Date Recommended: 2004-Aug-23

Landscapes and People: Earth's Changing Deserts

(Non-Fiction).

Morris, Neil.

(Landscapes and People). Raintree Classroom (JAS), 2004. 32 p. ISBN 141090343-5.

Grade 7 – Cluster 1 – World Geography

- Mapping (continents, major landforms, major bodies of water, major climatic zones, major vegetation zones, major population clusters, time zones, more- and less-developed nations)

Suggested Use: Grade 7; Grade 7 – Cluster 1; Student – Breadth and Depth

Date Recommended: 2004-Aug-23

Landscapes and People: Earth's Changing Islands

(Non-Fiction).

Morris, Neil.

(Landscapes and People). Raintree Classroom (JAS), 2004. 32 p. ISBN 141090344-3.

Grade 7 – Cluster 1 – World Geography

- Mapping (continents, major landforms, major bodies of water, major climatic zones, major vegetation zones, major population clusters, time zones, more- and less-developed nations)

Suggested Use: Grade 7; Grade 7 – Cluster 1; Student – Breadth and Depth

Date Recommended: 2004-Aug-23

Landscapes and People: Earth's Changing Mountains

(Non-Fiction).

Morris, Neil.

(Landscapes and People). Raintree Classroom (JAS), 2004. 32 p. ISBN 141090345-1.

Grade 7 – Cluster 1 – World Geography

- Mapping (continents, major landforms, major bodies of water, major climatic zones, major vegetation zones, major population clusters, time zones, more- and less-developed nations)

Suggested Use: Grade 7; Grade 7 – Cluster 1; Student – Breadth and Depth

Date Recommended: 2004-Aug-23

Landscapes and People: Earth's Changing Rivers

(Non-Fiction).

Morris, Neil.

(Landscapes and People). Raintree Classroom (JAS), 2004. 32 p. ISBN 141090346-X.

Grade 7 – Cluster 1 – World Geography

- Mapping (continents, major landforms, major bodies of water, major climatic zones, major vegetation zones, major population clusters, time zones, more- and less-developed nations)

Suggested Use: Grade 7; Grade 7 – Cluster 1; Student – Breadth and Depth

Date Recommended: 2004-Aug-23

Parvana's Journey

(Fiction).

Ellis, Deborah.

Groundwood Books (GROUND), 2002. 197 p. ISBN 0-88899-519-9.

Grade 7 – Cluster 2 – Global Quality of Life

- Quality of life (environmental, social, cultural, government factors)

Grade 7 – Cluster 3 – Ways of Life

- Historical events

Recommended Learning Resources

Caution: A sequel to “The Breadwinner,” Parvana travels alone across a war-ridden Afghanistan in search of her family. This resource tackles the topical issues of landmines and refugee camps.

Suggested Use: Grade 7; Grade 7 – Cluster 2; Grade 7 – Cluster 4; Student – Depth

Date Recommended: 2003-Aug-25

Pearson School Atlas

(Atlas).

Morrow, Robert.

Pearson Education Canada (PRN), 2004. 221 p. ISBN 0-13-039311-8.

This atlas is appropriate for Grades 7, 8, 9, and 10 and contains full-colour maps, charts, and satellite images, arranged by region. A unique feature of the atlas is that the political and physical maps are grouped together, followed by thematic maps and data charts. There are regional topographic maps, including sites in Manitoba, and a section explaining how to read the maps (although there is no legend on the individual maps). The maps are clear and detailed, although colour gradations may be challenging. A world gazetteer, a glossary, and a theme/subject index form a reference section. Additional data appears in a separate section at the back of the atlas.

Suggested Use: Grade 7; Grade 7 – Cluster 1; Grade 7 – Cluster 2; Grade 7 – Cluster 3; Grade 7 – Cluster 4; Student – Breadth and Depth; Teacher Reference

Date Recommended: 2005-July-25

Pearson School Atlas Teacher Resource

(Non-Fiction).

Morrow, Robert.

Pearson Education Canada (PRN), 2004. 520 p. ISBN 0-13-039309-6.

This teacher resource supports the Pearson School Atlas, and will be useful for Middle and Senior Years teachers, particularly at Grades 7, 8, 9, and 10. This comprehensive package provides materials to support basic map understandings, as well as geographic and problem-solving skills related to Canada and the world. The teacher resource includes teacher/student background information, blackline masters (maps and activity sheets) and answer keys, and is organized under the following areas: Atlas Skills; Canada – Thematic; Canada – Regional; World Thematic; and World Regional.

Suggested Use: Grade 7; Grade 7 – Cluster 1; Grade 7 – Cluster 2; Grade 7 – Cluster 3; Grade 7 – Cluster 4; Teacher Reference

Date Recommended: 2005-July-25

People and Places 7

(Non-Fiction)

Nelson, a Division of Thomson Canada, Ltd., 2006. 332 p. ISBN: 0-17-630206-9

The text was written specifically to support the Manitoba Grade 7 social studies curriculum. The writers of the text are primarily Manitoba author-educators, and their work was reviewed by practising Manitoba educators. The resource is a highly visual student resource tool that

Recommended Learning Resources

contains many pedagogical features to ensure student success. All chapters are consistently formatted and contain the following elements:

- Manitoba learning outcomes located at the beginning of each chapter
- Australia, Mexico, and Africa as Case Studies
- Key Vocabulary
- Fact Files
- Check Back questions
- references to content in other subject areas (e.g., science, history, music, ELA)
- It's Your World recurring feature
- skills activities at the end of each chapter
- age-appropriate graphs, charts, photographs, comic strips, and quotes
- introduction to maps that must be supplemented by a student atlas
- map and skills appendix
- glossary
- index

Suggested Use: Grade 7; Grade 7 – Cluster 1; Grade 7 – Cluster 2; Grade 7 – Cluster 3; Grade 7 – Cluster 4; Student – Breadth

Date Recommended: 2006

People and Places 7 Teacher's Resource

(Non-Fiction)

Nelson, a Division of Thomson Canada, Ltd., 2006. 258 p. including 73 p. of BLMs. ISBN: 0-17-630207-7

People and Places 7: Teacher's Resource includes the following features:

- extremely useful curriculum correlation chart
- unit and chapter overviews
- the list of outcomes that each unit and chapter will meet
- Key Vocabulary and their definitions
- general links to other subjects and resources
- suggested teaching approaches and strategies to accommodate a variety of learning styles
- explanations and support for selected special features, such as Fact Files and quotations
- answers to end-of-chapter exercises
- materials and suggestions for use in lesson plans
- blackline masters of activities

Recommended Learning Resources

- varied types of assessment and evaluation are discussed in general terms with some strategies supported by blackline masters
- four end of unit tests using True/False, fill in the blank, and multiple choice questions and rubrics for use in assessing unit tests

Suggested Use: Grade 7; Grade 7 – Cluster 1; Grade 7 – Cluster 2; Grade 7 – Cluster 3; Grade 7 – Cluster 4; Teacher Reference

Date Recommended: 2006

Promise Song

(Fiction).

Holeman, Linda.

Tundra Books Inc. (RAN), 1997. 260 p. ISBN 0-88776-387-1.

Grade 7 – Cluster 2 – Global Quality of Life

- Emigration/immigration

Suggested Use: Grade 7; Grade 7 – Cluster 2; Student – Depth

Date Recommended: 2003-Aug-25

Refugee Boy

(Fiction).

Zephaniah, Benjamin.

Raincoast Books (RAI), 2001. 291 p. ISBN 0-7474-5086-7.

Grade 7 – Cluster 2 – Global Quality of Life

- Quality of life (environmental, social, cultural, government factors)

Caution: Fourteen-year-old Alem Kelo adjusts to life as a foster child seeking asylum in London, while his Eritrean mother and Ethiopian father work for peace between their homelands in Africa.

Suggested Use: Grade 7; Grade 7 – Cluster 2; Student – Depth

Date Recommended: 2003-Aug-25

Samurai Spirit: Ancient Wisdom for Modern Life

(Fiction).

Konzak, Burt.

Tundra Books Inc. (RAN), 2002. 132 p. ISBN 0-88776-611-0.

Grade 7 – Cluster 3 – Ways of Life in Asia, Africa, or Australasia (one contemporary society)

- Ways of life (Asia)

Note: This historical fiction depicts the Samurai philosophy and promotes the teaching of Buddhism.

Suggested Use: Grade 7; Grade 7 – Cluster 3; Student – Depth

Date Recommended: 2003-Aug-25

Scholastic Canada Atlas of the World

(Non-Fiction).

Steele, Philip.

Scholastic Canada Ltd. (SCH), 1997. 224 p. ISBN 0-7791-1366-7.

Grade 7 – Cluster 1 – World Geography

- Mapping (continents, major landforms, major bodies of water, major climatic zones, major vegetation zones, major population clusters, time zones, more- and less-developed nations)

Suggested Use: Grade 7; Grade 7 – Cluster 1; Student – Depth

Date Recommended: 2003-Aug-25

The following four books are part of the Steadwell Books World Tour series:

- Australia
- Indonesia
- Ireland
- Japan

Steadwell Books World Tour: Australia

(Non-Fiction).

Cobb, Leigh Ann.

(Steadwell Books World Tour Series). Steck-Vaughn (SBC), 2002. 48 p. ISBN 0-7398-5751-7.

Grade 7 – Cluster 3 – Ways of Life in Asia, Africa, or Australasia

- Ways of life

Suggested Use: Grade 7; Grade 7 – Cluster 3; Student – Depth

Date Recommended: 2003-Aug-25

Steadwell Books World Tour: Indonesia

(Non-Fiction).

Daley, Patrick.

(Steadwell Books World Tour Series). Steck-Vaughn (SBC), 2002. 48 p. ISBN 0-7398-4710-4.

Grade 7 – Cluster 3 – Ways of Life in Asia, Africa, or Australasia

- Ways of life

Suggested Use: Grade 7; Grade 7 – Cluster 3; Student – Depth

Date Recommended: 2003-Aug-25

Steadwell Books World Tour: Ireland

(Non-Fiction).

Daley, Patrick.

(Steadwell Books World Tour Series). Steck-Vaughn (SBC), 2002. 48 p. ISBN 0-7398-4711-2.

Recommended Learning Resources

Grade 7 – Cluster 4 – Human Impact in Europe

- Social, political, and cultural issues

Suggested Use: Grade 7; Grade 7 – Cluster 4; Student – Depth

Date Recommended: 2003-Aug-25

Steadwell Books World Tour: Japan

(Non-Fiction).

Becker, Michelle Aki.

(Steadwell Books World Tour Series). Steck-Vaughn (SBC), 2002. 48 p. ISBN 0-7398-5537-9.

Grade 7 – Cluster 3 – Ways of Life in Asia, Africa, or Australasia

- Ways of life

Suggested Use: Grade 7; Grade 7 – Cluster 3; Student – Depth

Date Recommended: 2003-Aug-25

Thoughtful Teachers, Thoughtful Learners: A Guide to Helping Adolescents Think Critically

(Stand-Alone).

Unrau, N.J.

(The Pippin Teacher's Library series). Pippin Publishing Corporation (GDS), 1997. 144 p. ISBN 0-88751-082-5.

This teacher resource helps teachers facilitate the development of critical thinkers and reflective learners in the classroom, and includes a global emphasis. It offers specific skills and strategies in writing. Strategies are presented as classroom vignettes and include: lesson planning guidelines to show how to integrate the teaching of critical thinking; a portfolio method of assessing progress; and methods of improving classroom discussions and questioning techniques. One of the writing strategies discussed is TASK (thesis-analysis-synthesis-key). This strategy deals with argumentative writing and is accompanied by a rubric and a sample persuasive essay. No index is provided.

Suggested Use: Grade 7; Grade 7 – Cluster 1; Grade 7 – Cluster 2; Grade 7 – Cluster 3; Grade 7 – Cluster 4; Grade 8 Grade 8 – Cluster 1; Grade 8 – Cluster 2; Grade 8 – Cluster 3; Grade 8 – Cluster 4; Grade 8 – Cluster 5; Teacher Reference

Date Recommended: 2003-Mar-10

Through Other Eyes: Developing Empathy and Multicultural Perspectives in the Social Studies

(Stand-Alone).

Unrau, N.J.

(The Pippin Teacher's Library series). Pippin Publishing Corporation (UTP), 1999. 138 p. ISBN 0-88751-088-1.

This Middle Years teacher resource includes extensive activities aimed at developing empathy and awareness of cultural diversity in students, and encouraging them to think from different perspectives. This objective is achieved by giving students different scenarios and critical-thinking opportunities. Specific knowledge objectives are not addressed in the

resource, and it is difficult to find activities for some grade levels. The discussion topics also offer a limited range of scope. Curricular connections are made to English language arts.

Suggested Use: Grade 5; Grade 5 – Cluster 4; Grade 6; Grade 6 – Cluster 1; Grade 6 – Cluster 2; Grade 6 – Cluster 3; Grade 6 – Cluster 4; Grade 7; Grade 7 – Cluster 2; Grade 7 – Cluster 3; Grade 7 – Cluster 4; Grade 8 Grade 8 – Cluster 1; Grade 8 – Cluster 2; Grade 8 – Cluster 3; Grade 8 – Cluster 4; Grade 8 – Cluster 5; Teacher Reference

Date Recommended: 2003-Mar-10

Thura's Diary: A Young Girl's Life in War-Torn Baghdad

(Non-Fiction).

Al-Windawi, Thura.

Penguin Group Canada (CDS), 2004. 144 p. ISBN 0-141-31769-8.

Grade 7 – Cluster 2 – Global Quality of Life

- Quality of life (environmental, social, cultural, government factors)

Note: Teacher Read-Aloud

Suggested Use: Grade 7; Grade 7 – Cluster 2; Student – Depth; Teacher Reference

Date Recommended: 2005-July-25

The following four books are part of the Understanding Global Issues series:

- The Energy Dilemma
- The Future of Farming
- The Water Crisis
- What's Next for the UN?

Understanding Global Issues: The Energy Dilemma (*Out of Print*)

(Non-Fiction).

Peters, Celeste.

Reed Educational & Professional Publishing (KRS), 2002. 56 p. ISBN 1-58340-169-5.

Grade 7 – Cluster 2 – Global Quality of Life

- Quality of life (environmental, social, cultural, government factors)

Suggested Use: Grade 7; Grade 7 – Cluster 2; Student – Depth

Date Recommended: 2003-Aug-25

Understanding Global Issues: The Future of Farming (*Out of Print*)

(Non-Fiction).

Keen, Jared.

Reed Educational & Professional Publishing (KRS), 2002. 56 p. ISBN 1-58340-170-9.

Grade 7 – Cluster 2 – Global Quality of Life

- Quality of life (environmental, social, cultural, government factors)

Recommended Learning Resources

Grade 7 – Cluster 3 – Ways of Life in Asia, Africa, or Australasia (one contemporary society)

- Economic activities (work and trade)
- Impact of technological change, urbanization, industrialization, and westernization within selected society

Grade 7 – Cluster 4 – Human Impact in Europe of the Americas (one contemporary society)

- Food production and distribution
- Sustainable development

Suggested Use: Grade 7; Grade 7 – Cluster 2; Grade 7 – Cluster 3; Grade 7 – Cluster 4;
Student – Depth

Date Recommended: 2003-Aug-25

Understanding Global Issues: The Water Crisis (*Out of Print*)

(Non-Fiction).

Keen, Jared.

Reed Educational & Professional Publishing (KRS), 2002. 56 p. ISBN 1-58340-172-5.

Grade 7 – Cluster 2 – Global Quality of Life

- Quality of life (environmental, social, cultural, government factors)

Suggested Use: Grade 7; Grade 7 – Cluster 2; Student – Depth

Date Recommended: 2003-Aug-25

Understanding Global Issues: What's Next for the UN? (*Out of Print*)

(Non-Fiction).

Lowry, Michael.

Reed Educational & Professional Publishing (KRS), 2002. 56 p. ISBN 1-58340-167-9.

Grade 7 – Cluster 2 – Global Quality of Life

- International organizations (United Nations)

Suggested Use: Grade 7; Grade 7 – Cluster 2; Student – Depth

Date Recommended: 2003-Aug-25

We Need to Go to School: Voices of the Rugmark Children

(Non-Fiction).

Roberts-Davis, Tanya.

Groundwood Books (GROUND), 2001. 48 p. ISBN 0-88899-425-7.

Grade 7 – Cluster 2 – Global Quality of Life

- Universal Human Rights
- International organizations (United Nations, Amnesty International)
- Individuals who influence world affairs

Note: The book portrays the reality of life for some young people in Nepal.

Suggested Use: Grade 7; Grade 7 – Cluster 2; Student – Depth

Date Recommended: 2003-Aug-25

What's the Matter With Albert?: A Story of Albert Einstein

(Non-Fiction).

Wishinsky, Frieda.

Maple Tree Press (FIR), 2002. 96 p. ISBN 1-894379-32-2.

Grade 7 – Cluster 2 – Global Quality of Life

- Individuals who influence world affairs

Suggested Use: Grade 7; Grade 7 – Cluster 2; Student – Depth

Date Recommended: 2003-Aug-25

World Atlas for Intermediate Students

(Atlas).

McGraw-Hill Ryerson Limited (MHR), 2001. 91 p. ISBN 0-02-147605-5.

This softcover, U.S.-based atlas contains maps that are accurate and up-to-date. It has many features that are not found in other atlases, such as cartograms, time zone charts, a gazetteer that explains geographical terms, and a chart of landforms, along with their definitions.

The maps and graphs are very well laid out. A legend is not included for the physical maps. The atlas includes one vegetation map.

Note: Teacher Background Information/Reference

Suggested Use: Grade 7; Grade 7 – Cluster 1; Grade 7 – Cluster 3; Grade 7 – Cluster 4; Atlas – Systems International Metric Standards Student – Breadth and Depth; Teacher Reference

Date Recommended: 2003-Mar-10

World Cultures: People and Places

(Series).

(World Cultures: People and Places). National Geographic Society (NGS), 2003.

This series of eight books includes the following titles:

- World Cultures: People and Places: Africa
- World Cultures: People and Places: East Asia
- World Cultures: People and Places: Europe and Russia
- World Cultures: People and Places: North America
- World Cultures: People and Places: Oceania and Antarctica
- World Cultures: People and Places: South America
- World Cultures: People and Places: Teacher's Guide and Assessments
- World Cultures: People and Places: West Asia

Themes within these softcover texts include: Introduction; Traditions; Economy; Arts; Population; Government (except South America); Sports; and Investigating Cultures Skill. The texts contain maps, charts, photographs, and drawings, as well as a glossary and index.

The texts follow the Clusters 2 and 3 learning outcomes in the Manitoba Grade 7 social studies curriculum, and they correlate with the United States National Standards.

Recommended Learning Resources

The Teacher's Guide contains suggested activities (such as before, during, and after reading strategies), blackline masters, and assessment options that include rubrics, multiple choice tests, and performance-based assessments for use with all eight softcover texts. It contains information that integrates social studies with English language arts, science, and mathematics. There are Teacher Tips for the inclusion of students with special needs.

Date Recommended: 2004-Aug-23

World Cultures: People and Places: Africa

(Series).

Meade, Deborah.

(World Cultures: People and Places). National Geographic Society (NGS), 2003. 64 p.
ISBN 0-7922-4365-X.

Suggested Use: Grade 7; Grade 7 – Cluster 2; Grade 7 – Cluster 3; Student – Breadth and Depth

Date Recommended: 2004-Aug-23

World Cultures: People and Places: East Asia

(Series).

Ashcroft, Minnie.

(World Cultures: People and Places). National Geographic Society (NGS), 2003. 64 p. ISBN 0-7922-4377-3.

Suggested Use: Grade 7; Grade 7 – Cluster 2; Grade 7 – Cluster 3; Student – Breadth and Depth

Date Recommended: 2004-Aug-23

World Cultures: People and Places: Europe and Russia

(Series).

Chanek, Sherilin.

(World Cultures: People and Places). National Geographic Society (NGS), 2003. 64 p.
ISBN 0-7922-4375-7.

Suggested Use: Grade 7; Grade 7 – Cluster 2; Grade 7 – Cluster 3; Student – Breadth and Depth

Date Recommended: 2004-Aug-23

World Cultures: People and Places: North America

(Series).

Ashcroft, Minnie.

(World Cultures: People and Places). National Geographic Society (NGS), 2003. 64 p.
ISBN 0-7922-4381-1.

Suggested Use: Grade 7; Grade 7 – Cluster 2; Grade 7 – Cluster 3; Student – Breadth and Depth

Date Recommended: 2004-Aug-23

World Cultures: People and Places: Oceania and Antarctica

(Series).

Proujan, Carl.

(World Cultures: People and Places). National Geographic Society (NGS), 2003. 64 p.

ISBN 0-7922-437-6.

Suggested Use: Grade 7; Grade 7 – Cluster 2; Grade 7 – Cluster 3; Student – Breadth and Depth

Date Recommended: 2004-Aug-23

World Cultures: People and Places: South America

(Series).

Sheinkin, Steve.

(World Cultures: People and Places). National Geographic Society (NGS), 2003. 64 p.

ISBN 0-7922-4383-8.

Suggested Use: Grade 7; Grade 7 – Cluster 2; Grade 7 – Cluster 3; Student – Breadth and Depth

Date Recommended: 2004-Aug-23

World Cultures: People and Places: Teacher's Guide and Assessments

(Series).

(World Cultures: People and Places). National Geographic Society (NGS), 2003. 64 p.

ISBN 0-7922-4491-5.

Suggested Use: Grade 7; Grade 7 – Cluster 2; Grade 7 – Cluster 3; Teacher Reference

Date Recommended: 2004-Aug-23

World Cultures: People and Places: West Asia

(Series).

Force Eskin, Eden.

(World Cultures: People and Places). National Geographic Society (NGS), 2003. 64 p.

ISBN 0-7922-4379-X.

Suggested Use: Grade 7; Grade 7 – Cluster 2; Grade 7 – Cluster 3; Student – Breadth and Depth

Date Recommended: 2004-Aug-23

World Regions: Geography and Environments

(Series).

(World Regions: Geography and Environments). National Geographic Society (NGS), 2003.

This series of eight books includes the following titles:

- World Regions: Geography and Environments: Africa
- World Regions: Geography and Environments: East Asia
- World Regions: Geography and Environments: Europe and Russia
- World Regions: Geography and Environments: North America
- World Regions: Geography and Environments: Oceania and Antarctica

Recommended Learning Resources

- World Regions: Geography and Environments: South America
- World Regions: Geography and Environments: Teacher's Guide and Assessments
- World Regions: Geography and Environments: West Asia

These softcover texts include geography and environmental information for the countries within these world regions. The texts contain maps, charts, photographs, and drawings as well as a glossary and index. The texts follow the Clusters 2 and 3 learning outcomes in the Manitoba Grade 7 social studies curriculum, and they correlate with the American National Standards.

The Teacher's Guide contains suggested activities (such as before, during, and after reading strategies), blackline masters, and assessment options that include rubrics, multiple choice tests, and performance-based assessments for use with all eight softcover texts. It contains information that integrates social studies with English language arts, science, and mathematics. There are Teacher Tips for inclusion of students with special needs.

Date Recommended: 2004-Aug-23

World Regions: Geography and Environments: Africa

(Series).

Chanek, Sherilin.

(World Regions: Geography and Environments). National Geographic Society (NGS), 2003. 64 p. ISBN 0-7922-4364-1.

Suggested Use: Grade 7; Grade 7 – Cluster 2; Grade 7 – Cluster 3; Student – Breadth and Depth

Date Recommended: 2003-Aug-25

World Regions: Geography and Environments: East Asia

(Series).

Ashcroft, Minnie.

(World Regions: Geography and Environments). National Geographic Society (NGS), 2003. 64 p. ISBN 0-7922-4376-5.

Suggested Use: Grade 7; Grade 7 – Cluster 2; Grade 7 – Cluster 3; Student – Breadth and Depth

Date Recommended: 2004-Aug-23

World Regions: Geography and Environments: Europe and Russia

(Series).

Chanek, Sherilin.

(World Regions: Geography and Environments). National Geographic Society (NGS), 2003. 64 p. ISBN 0-7922-4373-9.

Suggested Use: Grade 7; Grade 7 – Cluster 2; Grade 7 – Cluster 3; Student – Breadth and Depth

Date Recommended: 2004-Aug-23

World Regions: Geography and Environments: North America

(Series).

Sheinkin, Steve.

(World Regions: Geography and Environments). National Geographic Society (NGS), 2003. 64 p.
ISBN 0-7922-4380-3.

Suggested Use: Grade 7; Grade 7 – Cluster 2; Grade 7 – Cluster 3; Student – Breadth and Depth

Date Recommended: 2004-Aug-23

World Regions: Geography and Environments: Oceania and Antarctica

(Series).

Proujan, Carl.

(World Regions: Geography and Environments). National Geographic Society (NGS), 2003. 64 p.
ISBN 0-7922-4366-8.

Suggested Use: Grade 7; Grade 7 – Cluster 2; Grade 7 – Cluster 3; Student – Breadth and Depth

Date Recommended: 2004-Aug-23

World Regions: Geography and Environments: South America

(Series).

Proujan, Carl.

(World Regions: Geography and Environments). National Geographic Society (NGS), 2003. 64 p.
ISBN 0-7922-4382-X.

Suggested Use: Grade 7; Grade 7 – Cluster 2; Grade 7 – Cluster 3; Student – Breadth and Depth

Date Recommended: 2004-Aug-23

World Regions: Geography and Environments: Teacher's Guide and Assessments

(Series).

(World Regions: Geography and Environments). National Geographic Society (NGS), 2003. 120 p.
ISBN 0-7922-4490-7.

Suggested Use: Grade 7; Grade 7 – Cluster 2; Grade 7 – Cluster 3; Teacher Reference

Date Recommended: 2004-Aug-23

World Regions: Geography and Environments: West Asia

(Series).

Henderson, Robert.

(World Regions: Geography and Environments). National Geographic Society (NGS), 2003. 64 p.
ISBN 0-7922-4378-1.

Suggested Use: Grade 7; Grade 7 – Cluster 2; Grade 7 – Cluster 3; Teacher Reference

Date Recommended: 2004-Aug-23

Recommended Learning Resources**The World Today: Its People and Places**

(Non-Fiction)

Portage and Main Press, 2006. 320 p. ISBN: 1-55379-082-0

The World Today: Its People and Places is a student textbook based on the Manitoba Grade 7 social studies curriculum. This custom-written textbook presents a contemporary, global look at human geography and connects students to different cultures and geographic areas to help them develop a sense of global awareness and responsible citizenship.

This textbook features unique and interesting features, designed to help students to become geographically literate:

- hundreds of illustrations and colourful, comprehensive photographs of people and places
- detailed maps, charts, and graphs
- hundreds of glossary terms conveniently highlighted in the text
- guiding questions, concluding, and summary comments in most chapters
- special-interest icons to prompt further investigation from websites and other sources

All the web addresses mentioned in the textbook are found on the website's "Links" page. Each link provides a brief description of the website students can visit to gather more information. The website also provides updates to information found in the textbook. This section of the site offers updated statistics and information on current events and their impact on our world today.

Suggested Use: Grade 7; Grade 7 – Cluster 1; Grade 7 – Cluster 2; Grade 7 – Cluster 3; Grade 7 – Cluster 4; Student – Breadth

Date Recommended: 2006

The World Today: People and Places (Teacher's Guide)

—fall 2006 release

Grade 7: Alphabetical List of Resources by Cluster

Note: Some resources are listed under more than one cluster.

Grade 7 – Cluster 1

Biomes Atlases: Arctic Tundra and Polar Deserts
Biomes Atlases: Deserts and Semideserts
Biomes Atlases: Mountains and Highlands
Biomes Atlases: Oceans and Beaches
Biomes Atlases: Rivers, Lakes, Streams, and Ponds
Biomes Atlases: Shrublands
Biomes Atlases: Taiga
Biomes Atlases: Temperate Forests
Biomes Atlases: Temperate Grasslands
Biomes Atlases: Tropical Forests
Biomes Atlases: Tropical Grasslands
Biomes Atlases: Wetlands
Canadian Oxford School Atlas
China (Student)
China Teacher’s Resource Package – Revised Edition
Continents: Earth’s Continents
Continents: Island Continents and Supercontinents: Australia and Antarctica
Continents: New World Continents and Land Bridges: North and South America
Continents: Old World Continents: Europe, Asia and Africa
Earth’s Changing Weather and Climate: Floods of the Past and Present
Ecosystems in Action: Life in a Grassland
Ecosystems in Action: Life in a Lake
Ecosystems in Action: Life in a River
Ecosystems in Action: Life in an Estuary
Eyewitness Books: Jungle (*Out of Print*)
Harcourt Brace World Atlas (Student)
Harcourt Brace World Atlas Teacher’s Resource Book
In the Global Classroom 1
Landscapes and People: Earth’s Changing Coasts
Landscapes and People: Earth’s Changing Continents
Landscapes and People: Earth’s Changing Deserts
Landscapes and People: Earth’s Changing Islands
Landscapes and People: Earth’s Changing Mountains
Landscapes and People: Earth’s Changing Rivers
Pearson School Atlas
Pearson School Atlas Teacher Resource
People and Places 7 (Student)

Recommended Learning Resources

People and Places 7 (Teacher's Resource)
 Scholastic Canada Atlas of the World
 Thoughtful Teachers, Thoughtful Learners: A Guide to Helping Adolescents Think Critically
 World Atlas for Intermediate Students
 The World Today: Its People and Places (Student)
 The World Today: Its People and Places (Teacher's Guide)—fall 2006 release

Grade 7 – Cluster 2

Bad Stuff in the News: A Guide to Handling the Headlines
 The Breadwinner
 China (Student)
 China Teacher's Resource Package – Revised Edition
 The Composition
 Dare to be Different: A Celebration of Freedom in Association with Amnesty International
 Dear Canada: A Prairie as Wide as the Sea: The Immigrant Diary of Ivy Weatherall
 Ecosystems in Action: Life in a Grassland
 Ecosystems in Action: Life in a Lake
 Ecosystems in Action: Life in an Estuary
 Face the Facts: War and Conflict
 Face the Facts: World Poverty
 Global Citizenship: Being Active Citizens
 Global Citizenship: Improving the Quality of Life
 Global Citizenship: Living Sustainably
 Global Citizenship: Making Global Connections
 Global Citizenship: Protecting Global Environments
 Global Citizenship: Respecting Cultural Differences (*Out of Print*)
 Global Citizenship: Understanding Human Rights
 Global Citizenship: Valuing World Heritage
 GlobalTrek: A Resource for Global Awareness and Development Education: Grade 7
 A Group of One
 In the Global Classroom 1
 In the Global Classroom 2
 In Your Face: The Culture of Beauty and You
 Parvana's Journey
 Pearson School Atlas
 Pearson School Atlas Teacher Resource
 People and Places 7 (Student)
 People and Places 7 (Teacher's Resource)
 Promise Song
 Refugee Boy
 Thoughtful Teachers, Thoughtful Learners: A Guide to Helping Adolescents Think Critically

Through Other Eyes: Developing Empathy and Multicultural Perspectives in the Social Studies
 Thura's Diary: A Young Girl's Life in War-Torn Baghdad
 Understanding Global Issues: The Energy Dilemma (*Out of Print*)
 Understanding Global Issues: The Future of Farming (*Out of Print*)
 Understanding Global Issues: The Water Crisis (*Out of Print*)
 Understanding Global Issues: What Next for the UN? (*Out of Print*)
 We Need to go to School: Voices of the Rugmark Children
 What's the Matter With Albert?: A Story of Albert Einstein
 World Cultures: People and Places: Africa
 World Cultures: People and Places: East Asia
 World Cultures: People and Places: Europe and Russia
 World Cultures: People and Places: North America
 World Cultures: People and Places: Oceania and Antarctica
 World Cultures: People and Places: South America
 World Cultures: People and Places: Teacher's Guide and Assessments
 World Cultures: People and Places: West Asia
 World Regions: Geography and Environments: Africa
 World Regions: Geography and Environments: East Asia
 World Regions: Geography and Environments: Europe and Russia
 World Regions: Geography and Environments: North America
 World Regions: Geography and Environments: Oceania and Antarctica
 World Regions: Geography and Environments: South America
 World Regions: Geography and Environments: Teacher's Guide and Assessments
 World Regions: Geography and Environments: West Asia
 The World Today: Its People and Places (Student)
 The World Today: Its People and Places (Teacher's Guide)—fall 2006 release

Grade 7 – Cluster 3

The Breadwinner
 Canadian Oxford School Atlas
 The Changing Face of South Africa
 The Changing Face of China
 The Changing Face of India
 China (Student)
 China Teacher's Resource Package – Revised Edition
 Continents: Island Continents and Supercontinents: Australia and Antarctica
 Continents: Old World Continents: Europe, Asia and Africa
 Festivals of the World: China
 Festivals of the World: India
 Festivals of the World: Indonesia
 Festivals of the World: Japan
 Festivals of the World: Vietnam

Recommended Learning Resources

GlobalTrek: A Resource for Global Awareness and Development Education: Grade 7
 Harcourt Brace World Atlas Teacher's Resource Book
 Hiroshima
 In the Global Classroom 1
 Is That Right? Critical Thinking and the Social World of the Young Learner
 Pearson School Atlas
 Pearson School Atlas Teacher Resource
 People and Places 7 (Student)
 People and Places 7 (Teacher's Resource)
 Samurai Spirit: Ancient Wisdom for Modern Life
 Steadwell Books World Tour: Australia
 Steadwell Books World Tour: Indonesia
 Steadwell Books World Tour: Japan
 Thoughtful Teachers, Thoughtful Learners: A Guide to Helping Adolescents Think Critically
 Through Other Eyes: Developing Empathy and Multicultural Perspectives in the Social
 Studies
 Understanding Global Issues: The Future of Farming
 World Atlas for Intermediate Students
 World Cultures: People and Places: Africa
 World Cultures: People and Places: East Asia
 World Cultures: People and Places: Europe and Russia
 World Cultures: People and Places: North America
 World Cultures: People and Places: Oceania and Antarctica
 World Cultures: People and Places: South America
 World Cultures: People and Places: Teacher's Guide and Assessments
 World Cultures: People and Places: West Asia
 World Regions: Geography and Environments: Africa
 World Regions: Geography and Environments: East Asia
 World Regions: Geography and Environments: Europe and Russia
 World Regions: Geography and Environments: North America
 World Regions: Geography and Environments: Oceania and Antarctica
 World Regions: Geography and Environments: South America
 World Regions: Geography and Environments: Teacher's Guide and Assessments
 World Regions: Geography and Environments: West Asia
 World Today: Its People and Places (Student)
 The World Today: Its People and Places (Teacher's Guide)—fall 2006 release

Grade 7 – Cluster 4

Canadian Oxford School Atlas
 The Changing Face of Brazil
 The Changing Face of France
 The Changing Face of Mexico

Recommended Learning Resources

The Changing Face of Spain
Continents: New World Continents and Land Bridges: North and South America
Continents: Old World Continents: Europe, Asia and Africa
Earth's Changing Weather and Climate: Biomes of the Past and the Future
Earth's Changing Weather and Climate: Droughts of the Past and the Future
Earth's Changing Weather and Climate: Ice Ages of the Past and the Future
Earth's Changing Weather and Climate: Rising Temperatures of the Past and the Future
Ecosystems in Action: Life in a Grassland
Ecosystems in Action: Life in a Lake
Ecosystems in Action: Life in a River
Ecosystems in Action: Life in an Estuary
Ecosystems in Action: Life in an Old Growth Forest
Exploring the Americas: Central America, Mexico, and the Caribbean
Exploring the Americas: South America
Global Citizenship: Being Active Citizens
Global Citizenship: Improving the Quality of Life
Global Citizenship: Living Sustainably
Global Citizenship: Making Global Connections
Global Citizenship: Protecting Global Environments
Global Citizenship: Understanding Human Rights
Global Citizenship: Valuing World Heritage
GlobalTrek: A Resource for Global Awareness and Development Education: Grade 7
Harcourt Brace World Atlas Teacher's Resource Book
Historical Biographies: Montezuma
In the Global Classroom 1
Is That Right? Critical Thinking and the Social World of the Young Learner
Kids Make a Difference: Kids Are Consumers
Parvana's Journey
Pearson School Atlas
Pearson School Atlas Teacher Resource
People and Places 7 (Student)
People and Places 7 (Teacher's Resource)
Steadwell Books World Tour: Ireland
Thoughtful Teachers, Thoughtful Learners: A Guide to Helping Adolescents Think Critically
Through Other Eyes: Developing Empathy and Multicultural Perspectives in the Social Studies
Understanding Global Issues: The Future of Farming
World Atlas for Intermediate Students
The World Today: Its People and Places (Student)
The World Today: Its People and Places (Teacher's Guide)—fall 2006 release

Resources Organized by Learning Experiences

Appendix G

GRADE

7

Grade 7 Resources Organized by Learning Experiences

Sensitive Content and Local Selection of Learning Resources

Although each resource listed in this bibliography has been reviewed by a team of Manitoba social studies teachers, school divisions/districts are advised to review all learning resources locally before they are used with students. This will ensure that local sensitivities are considered and that appropriate resources are selected for use in social studies classrooms. Although a statement of **caution** appears at the end of those annotations with potentially sensitive content, as identified by teacher/evaluators, **all books/videos need to be reviewed for local sensitivities.**

Definitions of Terms Used in the Learning Experiences

- **Student Breadth:** identifies student learning resources that address a wide range of topics for a particular grade.
- **Student Depth:** identifies student learning resources that provide especially effective learning experiences for students for a particular grouping of learning outcomes.
- **Student Breadth and Depth:** identifies comprehensive learning resources that provide both breadth and depth dimensions for a particular grouping of learning outcomes.
- **Teacher Reference:** identifies classroom strategies to assist teachers in implementing the learning outcomes identified for social studies.

How To Access Learning Resources

The resources listed here are available from the Instructional Resources Unit (IRU), Manitoba Education, Citizenship and Youth, and accessible by Manitoba educators and registered patrons of the IRU.

To register as a patron, renew resources and inquire about loans, contact:

Instructional Resources Unit	Telephone	(204) 945-5371
Manitoba Education, Citizenship and Youth	Toll Free	1-800-282-8069 ext. 5371
1181 Portage Avenue		
Winnipeg, MB R3G 0T3	Email	irucirc@gov.mb.ca

Online Catalogue

To conduct searches of the library's collections, visit the online catalogue at:
<<http://libcat.merlin.mb.ca>>.

Videos and DVDs

The videos listed in this document were available from the IRU at the time of printing. However, in some cases there may be limited availability and videos may not always be available as needed.

Please consult the IRU for a list of DVD resources to support the Grade 7 learning experiences. At time of publication that list was not available.

Free Materials and Websites

Please note that the free materials and websites listed in this document were available at the time of publication. However, if some of the items or web addresses are not accessible, please contact the host organization for alternatives.

Resources Organized by Learning Experiences**Cluster 1: World Geography****7.1.1 Mapping the Globe**

Specific Learning Outcomes: KL 015; KL 020; KL 021; KP 038

Teacher Reference

- Canadian Oxford School Atlas
- China Teacher's Resource Package-Revised Edition
- Harcourt Brace World Atlas Teacher's Resource Book
- In the Global Classroom 1
- Pearson School Atlas Teacher Resource Book
- People and Places 7 Teacher's Resource
- Thoughtful Teachers, Thoughtful Learners: A Guide to Helping Adolescents Think Critically
- World Regions: Geography and Environments: Teacher's Guide and Assessments
- The World Today: Its People and Places (Teacher's Guide)—fall 2006 release

Student Breadth

- China (Student)
- People and Places 7 (Student)
- The World Today: Its People and Places (Student)

Student Depth

- Continents: Earth's Continents
- Continents: Island Continents and Supercontinents: Australia and Antarctica
- Continents: New World Continents and Land Bridges: North and South America
- Continents: Old World Continents: Europe, Asia, and Africa

Student Breadth and Depth

- Canadian Oxford School Atlas
- Harcourt Brace World Atlas (Student)
- Landscapes and People: Earth's Changing Coasts
- Landscapes and People: Earth's Changing Continents
- Landscapes and People: Earth's Changing Deserts
- Landscapes and People: Earth's Changing Islands
- Landscapes and People: Earth's Changing Mountains
- Landscapes and People: Earth's Changing Rivers
- Pearson School Atlas
- Scholastic Canada Atlas
- World Atlas for Intermediate Students
- World Regions: Geography and Environments: Africa
- World Regions: Geography and Environments: East Asia
- World Regions: Geography and Environments: Europe and Russia
- World Regions: Geography and Environments: North America
- World Regions: Geography and Environments: Oceania and Antarctica
- World Regions: Geography and Environments: South America
- World Regions: Geography and Environments: West Asia

Free Materials

- Statistics Canada
<www.statcan.ca/english/edu>
Check for learning resources and statistics useful for Grade 7.

7.1.2 The Global Natural Environment

Specific Learning Outcomes KL 016; KL 017; VL 008

Teacher Reference

- Canadian Oxford School Atlas
- China Teacher's Resource Package-Revised Edition
- Harcourt Brace World Atlas Teacher's Resource Book
- In the Global Classroom 1
- Pearson School Atlas Teacher Resource
- People and Places 7 Teacher's Resource
- Thoughtful Teachers, Thoughtful Learners: A Guide to Helping Adolescents Think Critically
- The World Today: Its People and Places (Teacher's Guide)—fall 2006 release

Student Breadth

- China (Student)
- People, Places 7 (Student)
- The World Today: Its People and Places (Student)

Student Depth

- Biomes Atlases: Arctic Tundra and Polar Deserts
- Biomes Atlases: Deserts and Semideserts
- Biomes Atlases: Mountains and Highlands
- Biomes Atlases: Oceans and Beaches
- Biomes Atlases: Rivers, Lakes, Streams, and Ponds
- Biomes Atlases: Shrublands
- Biomes Atlases: Taiga
- Biomes Atlases: Temperate Forests
- Biomes Atlases: Temperate Grasslands
- Biomes Atlases: Tropical Forests
- Biomes Atlases: Tropical Grasslands
- Biomes Atlases: Wetlands
- China Teacher's Resource Package
- Continents: Earth's Continents
- Continents: Island Continents and Supercontinents: Australia and Antarctica
- Continents: New World Continents and Land Bridges: North and South America
- Continents: Old World Continents: Europe, Asia, and Africa
- Earth's Changing Weather and Climate: Floods of the Past and the Future
- Ecosystems in Action: Life in a Grassland
- Ecosystems in Action: Life in a Lake
- Ecosystems in Action: Life in a River
- Ecosystems in Action: Life in an Estuary
- Eyewitness Books: Jungle (*Out of Print*)
- Landscapes and People: Earth's Changing Coasts
- Landscapes and People: Earth's Changing Continents
- Landscapes and People: Earth's Changing Deserts
- Landscapes and People: Earth's Changing Islands
- Landscapes and People: Earth's Changing Mountains
- Landscapes and People: Earth's Changing Rivers

Resources Organized by Learning Experiences

Student Breadth and Depth

- Canadian Oxford School Atlas
- Harcourt Brace World Atlas (Student)
- Pearson School Atlas
- Scholastic Canada Atlas
- World Atlas for Intermediate Students

Free Materials

- Wapusk National Park
<www.parkscanada.ca/wapusk>
Email: <wapusk_np@pch.gc.ca>
- Parks Canada
<parkscanada.pch.gc.ca>
Click on 'What's New' and under 'Teacher's Corner' click on 'Educational Resources.'
Parks Canada can be emailed at <information@pc.gc.ca>

7.1.3 Global Population Trends

Specific Learning Outcomes KL 018; KL 019; KG 032

Teacher Reference

- Canadian Oxford School Atlas
- China Teacher's Resource Package-Revised Edition
- Harcourt Brace World Atlas Teacher's Resource Book
- In the Global Classroom 1
- Pearson School Atlas Teacher Resource
- People and Places 7 Teacher's Resource
- Thoughtful Teachers, Thoughtful Learners: A Guide to Helping Adolescents Think Critically
- The World Today: Its People and Places (Teacher's Guide)—fall 2006 release

Student Breadth

- China (Student)
- People and Places 7 (Student)
- The World Today: Its People and Places (Student)

Student Depth

- Biomes Atlases: Arctic Tundra and Polar Deserts
- Biomes Atlases: Deserts and Semideserts
- Biomes Atlases: Mountains and Highlands
- Biomes Atlases: Oceans and Beaches
- Biomes Atlases: Rivers, Lakes, Streams, and Ponds
- Biomes Atlases: Shrublands
- Biomes Atlases: Taiga
- Biomes Atlases: Temperate Forests
- Biomes Atlases: Temperate Grasslands
- Biomes Atlases: Tropical Forests
- Biomes Atlases: Tropical Grasslands
- Biomes Atlases: Wetlands
- Landscapes and People: Earth's Changing Coasts
- Landscapes and People: Earth's Changing Continents

- Landscapes and People: Earth's Changing Deserts
- Landscapes and People: Earth's Changing Islands
- Landscapes and People: Earth's Changing Mountains
- Landscapes and People: Earth's Changing Rivers

Student Breadth and Depth

- Canadian Oxford School Atlas
- Harcourt Brace World Atlas (Student)
- Landscapes and People: Earth's Changing Coasts
- Landscapes and People: Earth's Changing Continents
- Landscapes and People: Earth's Changing Deserts
- Landscapes and People: Earth's Changing Islands
- Landscapes and People: Earth's Changing Mountains
- Landscapes and People: Earth's Changing Rivers
- Pearson School Atlas
- Scholastic Canada Atlas
- World Atlas for Intermediate Students

Cluster 2: Global Quality of Life

7.2.1 What Is the Good Life?

Specific Learning Outcomes KC 002; KC 004; KI 006; KG 034; KP 039; VC 004

Teacher Reference

- China Teacher's Resource Package-Revised Edition
- Critical Challenges Across the Curriculum: Brazilian Rain Forest
- Critical Challenges Across the Curriculum: Active Citizenship: Student Action Projects
- GlobalTrek: A Resource for Global Awareness and Development Education: Grade 7
- In the Global Classroom 1
- In the Global Classroom 2
- People and Places 7 (Teacher's Resource)
- Thoughtful Teachers, Thoughtful Learners: A Guide to Helping Adolescents Think Critically
- Through Other Eyes: Developing Empathy and Multicultural Perspectives in the Social Studies
- Thura's Diary: A Young Girl's Life in War-torn Baghdad (Read-Aloud)
- World Cultures: People and Places: Teacher's Guide and Assessments
- The World Today: Its People and Places (Teacher's Guide)—fall 2006 release

Student Breadth

- China (Student)
- People and Places 7 (Student)
- The World Today: Its People and Places (Student)

Student Depth

- Bad Stuff in the News
- The Breadwinner – novel
- The Composition
- Dare to be Different: A Celebration of Freedom in Association with Amnesty International
- Dear Canada: A Prairie as Wide as the Sea: The Immigrant Diary of Ivy Weatherall

Resources Organized by Learning Experiences

- Ecosystems in Action: Life in an Estuary
- Ecosystems in Action: Life in a Grassland
- Ecosystems in Action: Life in a Lake
- Face the Facts: War and Conflict
- Face the Facts: World Poverty
- Global Citizenship: Being Active Citizens
- Global Citizenship: Improving the Quality of Life
- Global Citizenship: Living Sustainably
- Global Citizenship: Making Global Connections
- Global Citizenship: Protecting Global Environments
- Global Citizenship: Respecting Cultural Differences (*Out of Print*)
- Global Citizenship: Understanding Human Rights
- Global Citizenship: Valuing World Heritage
- Parvana's Journey – novel
- Promise Song – novel
- Refugee Boy – novel
- Thura's Diary: A Young Girl's Life in War-torn Baghdad (Read-Aloud)
- Understanding Global Issues: The Energy Dilemma (*Out of Print*)
- Understanding Global Issues: The Future of Farming (*Out of Print*)
- Understanding Global Issues: The Water Crisis (*Out of Print*)
- Understanding Global Issues: What's Next for the UN? (*Out of Print*)
- We Need to Go to School: Voices of the Rugmark Children

Student Breadth and Depth

- World Cultures: People and Places: West Asia
- World Cultures: People and Places: East Asia
- World Cultures: People and Places: Africa
- World Cultures: People and Places: Oceania and Antarctica

Free Materials

- World Vision Canada
<www.worldvision.ca/resources>
Media Literacy for Global Citizenship
- Western Space Education Network
<www.sfn.saskatoon.sk.ca/science/wsen>
<www.space.gc.ca>
- Schools for Wildlife
<www.wwf.ca/teachers>
- Breath of Fresh Air
<www.canadianforestry.com/eng/teach/kits.htm>
2002 Teaching Kit, Volume 3, All Things Big and Small
- Understanding Urban Ecosystems
<www.ecostudies.org/cary8/links.html>
This site is useful for Grades 5-8 when teaching Sustainable Development.
- U.S. Department of Energy: Energy Efficiency and Renewable Energy
<www.eren.doe.gov/energysmartschools/teach_stuff.html>
This site provides access to teaching resources and teacher links for more information about Sustainable Development.

Videos

- Jane's Practical Guide to Children's Rights.
Media Booking #6420
See annotation page G21
- No More Hunger
This video is available free from:
World Vision Canada/Global Education
1 World Drive
Mississauga, Ontario L5T 2Y4
Phone: 1-800-268-1650
Email : <deved@worldvision.ca>
See annotation page G21

7.2.2 Universal Human Rights

Specific Learning Outcomes KI 007; KI 008; VI 005; KG 037; VC 001

Teacher Reference

- Critical Challenges Across the Curriculum: Active Citizenship: Student Action Projects
- Critical Challenges Across the Curriculum: Caring for Young People's Rights
- GlobalTrek: A Resource for Global Awareness and Development Education: Grade 7
- In the Global Classroom 1
- In the Global Classroom 2
- People and Places 7 Teacher's Resource
- Thoughtful Teachers, Thoughtful Learners: A Guide to Helping Adolescents Think Critically
- Through Other Eyes: Developing Empathy and Multicultural Perspectives in the Social Studies
- Thura's Diary: A Young Girl's Life in War-torn Baghdad (Read-Aloud)
- The World Today: Its People and Places (Teacher's Guide)—fall 2006 release

Student Breadth

- People and Places 7 (Student)
- The World Today: Its People and Places (Student)

Student Depth

- The Breadwinner – novel
- A Group of One – novel
- The Composition
- * Dare to be Different: A Celebration of Freedom in Association with Amnesty International
- Global Citizenship: Being Active Citizens
- Global Citizenship: Improving the Quality of Life
- Global Citizenship: Understanding Human Rights
- Parvana's Journey – novel
- Thura's Diary: A Young Girl's Life in War-torn Baghdad (Read-Aloud)
- Understanding Global Issues: The Energy Dilemma (*Out of Print*)
- Understanding Global Issues: The Future of Farming (*Out of Print*)
- We Need to Go to School: Voices of the Rugmark Children

Free Material:

- World Vision Canada
<www.worldvision.ca/resources>
Media Literacy for Global Citizenship

Resources Organized by Learning Experiences

Videos

- Borders.
Media Booking #5427
See annotation page G21

7.2.3 Democratic Citizenship and Quality of Life

Specific Learning Outcomes KC 001; KC 003; VC 002; VC 003: + KC 005

Teacher Reference

- Critical Challenges Across the Curriculum: Active Citizenship: Student Action Projects
- Critical Challenges Across the Curriculum: Caring for Young People's Rights
- GlobalTrek: A Resource for Global Awareness and Development Education: Grade 7
- In the Global Classroom 1
- In the Global Classroom 2
- People and Places 7 Teacher's Resource
- Thoughtful Teachers, Thoughtful Learners: A Guide to Helping Adolescents Think Critically
- Through Other Eyes: Developing Empathy and Multicultural Perspectives in the Social Studies
- Thura's Diary: A Young Girl's Life in War-torn Baghdad (Read-Aloud)
- The World Today: Its People and Places (Teacher's Guide)—fall 2006 release

Student Breadth

- People and Places 7 (Student)
- The World Today: Its People and Places (Student)

Student Depth

- The Breadwinner – novel
- The Composition
- Dare to be Different: A Celebration of Freedom in Association with Amnesty International
- Face the Facts: War and Conflict
- Face the Facts: World Poverty
- Global Citizenship: Being Active Citizens
- Global Citizenship: Improving the Quality of Life
- Parvana's Journey – novel
- Thura's Diary: A Young Girl's Life in War-torn Baghdad (Read-Aloud)

Free Materials

- My Commitment to Canada: An Active Exploration of Democratic Citizenship
A Project of TEACH Magazine and Citizenship and Immigration Canada
For more information, contact:
TEACH Magazine
258 Wallace Ave., Suite 206
Toronto, Ontario M6P 3M9
Email: <teachmag@istar.ca>

Videos

- Borders.
Media Booking #5427
See annotation page G21

7.2.4 Power, Wealth, and Justice

Specific Learning Outcomes KP 040; KP 041; KP 042; KE 045; VP 013; VP 014

Teacher Reference

- GlobalTrek: A Resource for Global Awareness and Development Education: Grade 7
- In the Global Classroom 1
- In the Global Classroom 2
- Pearson School Atlas Teacher Resource
- People and Places 7 Teacher's Resource
- Thoughtful Teachers, Thoughtful Learners: A Guide to Helping Adolescents Think Critically
- Through Other Eyes: Developing Empathy and Multicultural Perspectives in the Social Studies
- Thura's Diary: A Young Girl's Life in War-torn Baghdad (Read-Aloud)
- The World Today: Its People and Places (Teacher's Guide)—fall 2006 release

Student Breadth

- People and Places 7 (Student)
- The World Today: Its People and Places (Student)

Student Depth

- The Breadwinner – novel
- The Composition
- Dare to be Different: A Celebration of Freedom in Association with Amnesty International
- Face the Facts: War and Conflict
- Face the Facts: World Poverty
- Parvana's Journey – novel
- Thura's Diary: A Young Girl's Life in War-torn Baghdad (Read-Aloud)

Student Breadth and Depth

- Pearson School Atlas

Videos

- Working For Change: Active Global Citizenship
This video is available free from
World Vision Canada/Global Education
1 World Drive
Mississauga, Ontario L5T 2Y4
Phone: 1-800-268-1650
Email: <deved@worldvision.ca>
See annotation page G22

7.2.5 Global Cooperation

Specific Learning Outcomes KG 033; KG 035; KG 036; VG 011

Teacher Reference

- Critical Challenges Across the Curriculum: Active Citizenship: Student Action Projects
- GlobalTrek: A Resource for Global Awareness and Development Education: Grade 7
- In the Global Classroom 1
- In the Global Classroom 2
- People and Places 7 Teacher's Resource
- Thoughtful Teachers, Thoughtful Learners: A Guide to Helping Adolescents Think Critically

Resources Organized by Learning Experiences

- Through Other Eyes: Developing Empathy and Multicultural Perspectives in the Social Studies
- The World Today: Its People and Places (Teacher's Guide)—fall 2006 release

Student Breadth

- People and Places 7 (Student)
- The World Today: Its People and Places (Student)

Student Depth

- Dare to be Different: A Celebration of Freedom in Association with Amnesty International
- Global Citizenship: Making Global Connections
- Global Citizenship: Protecting Global Environments
- Global Citizenship: Respecting Cultural Differences (*Out of Print*)
- Understanding Global Issues: What's Next for the UN? (*Out of Print*)
- We Need to Go to School: Voices of the Rugmark Children
- What's the Matter with Albert?: A Story of Albert Einstein

Free Materials

- World Vision Canada
<www.worldvision.ca/resources>
Media Literacy for Global Citizenship
- Western Space Education Network
<www.sfn.saskatoon.sk.ca/science/wsen>
- Canadian Space Agency
<www.space.gc.ca>
- United Nations
High Commissioner For Refugees
Branch Office for Canada
280, rue Albert Street
Suite 401
Ottawa, K1P 5G8
Videos-To Be a Refugee (ages 8-12)
To Feel At Home (ages 14-18)
- Save the Children Canada
Email: <natalia@sccwest.org>
- Canadian International Development Agency
<www.acdi-cida.gc.ca>
Global Citizenship in Action: Canadians Reaching Out to the World:
Special Edition-Africa. (There is an excellent map of Africa in this resource.)
- Other useful websites:
<www.mcc.org/inexile>
<www.foodgrainsbank.ca>
<www.clwr.org>
<www.msf.ca/programs/rcamp.htm>
<www.refuge.amnesty.org>
<www.unhcr.ch>
<www.act-intl.org>
<www.redcross.ca>

<www.thehungersite.com>
 <www.disasterrelief.org>
 <www.amnesty.ca>
 <www.amnesty.org>
 <www.refugeeinternational.org>

Videos

- Jane's Practical Guide to Children's Rights
Media Booking #6420
See annotation page G21

Cluster 3: Ways of Life in Asia, Africa, or Australasia

7.3.1 Elements of Society

Specific Learning Outcomes KI 009; VI 006; VG 012

Teacher Reference

- Canadian Oxford School Atlas
- China Teacher's Resource Package—Revised Edition
- GlobalTrek: A Resource for Global Awareness and Development Education: Grade 7
- Harcourt Brace World Atlas Teacher's Resource Book
- In the Global Classroom 1
- Is That Right? Critical Thinking and the Social World of the Young Learner
- Pearson School Atlas Teacher Resource
- People and Places 7 Teacher's Resource
- Thoughtful Teachers, Thoughtful Learners: A Guide to Helping Adolescents Think Critically
- Through Other Eyes: Developing Empathy and Multicultural Perspectives in the Social Studies
- World Regions: Geography and Environments: Teacher's Guide and Assessments
- The World Today: Its People and Places (Teacher's Guide)—fall 2006 release

Student Breadth

- China (Student)
- People and Places 7 (Student)
- The World Today: Its People and Places (Student)

Student Depth

- The Changing Face of South Africa
- The Changing Face of India
- The Changing Face of China
- Continents: Island Continents and Supercontinents: Australia and Antarctica
- Continents: Old World Continents: Europe, Asia, and Africa
- Continents: Old World Continents: Europe, Asia, and Africa
- Festivals of the World: China
- Festivals of the World: India
- Festivals of the World: Indonesia
- Festivals of the World: Japan
- Festivals of the World: Vietnam
- Steadwell Books World Tour: Australia
- Steadwell Books World Tour: Indonesia
- Steadwell Books World Tour: Japan
- Understanding Global Issues: The Future of Farming (*Out of Print*)

Resources Organized by Learning Experiences

Student Breadth and Depth

- Canadian Oxford School Atlas
- Harcourt Brace World Atlas (Student)
- Pearson School Atlas
- World Regions: Geography and Environments: Africa
- World Regions: Geography and Environments: East Asia
- World Regions: Geography and Environments: Oceania and Antarctica
- World Regions: Geography and Environments: West Asia
- World Atlas for Intermediate Students

7.3.2 Natural Environment

Specific Learning Outcomes KL 022; KL 023

Teacher Reference

- Canadian Oxford School Atlas
- China Teacher's Resource Package—Revised Edition
- Harcourt Brace World Atlas Teacher's Resource Book
- In the Global Classroom 1
- Is That Right? Critical Thinking and the Social World of the Young Learner
- Pearson School Atlas Teacher Resource
- People and Places 7 Teacher's Resource
- Thoughtful Teachers, Thoughtful Learners: A Guide to Helping Adolescents Think Critically
- Through Other Eyes: Developing Empathy and Multicultural Perspectives in the Social Studies
- World Regions: Geography and Environments: Teacher's Guide and Assessments
- The World Today: Its People and Places (Teacher's Guide)—fall 2006 release

Student Breadth

- China (Student)
- People and Places 7 (Student)
- The World Today: Its People and Places (Student)

Student Depth

- The Changing Face of South Africa
- The Changing Face of India
- The Changing Face of China
- Continents: Island Continents and Supercontinents: Australia and Antarctica
- Continents: Old World Continents: Europe, Asia, and Africa
- Festivals of the World: China
- Festivals of the World: India
- Festivals of the World: Indonesia
- Festivals of the World: Japan
- Festivals of the World: Vietnam
- Understanding Global Issues: The Future of Farming (*Out of Print*)

Student Breadth and Depth

- Canadian Oxford School Atlas
- Harcourt Brace World Atlas (Student)
- Pearson School Atlas
- World Regions: Geography and Environments: Africa

- World Regions: Geography and Environments: East Asia
- World Regions: Geography and Environments: West Asia
- World Regions: Geography and Environments: Oceania and Antarctica
- World Atlas for Intermediate Students

7.3.3 Cultural Influences and Expressions

Specific Learning Outcomes KI 010; KI 011; KI 012; KI 014; VI 007; VP 015

Teacher Reference

- China: Teacher's Resource Package—Revised Edition
- GlobalTrek: A Resource for Global Awareness and Development Education: Grade 7
- In the Global Classroom 1
- Is That Right? Critical Thinking and the Social World of the Young Learner
- People and Places 7 Teacher's Resource
- Thoughtful Teachers, Thoughtful Learners: A Guide to Helping Adolescents Think Critically
- Through Other Eyes: Developing Empathy and Multicultural Perspectives in the Social Studies
- World Cultures: People and Places: Teacher's Guide and Assessments
- The World Today: Its People and Places (Teacher's Guide)—fall 2006 release

Student Breadth

- China (Student)
- People and Places 7 (Student)
- The World Today: Its People and Places (Student)

Student Depth

- The Changing Face of South Africa
- The Changing Face of India
- The Changing Face of China
- Festivals of the World: China
- Festivals of the World: India
- Festivals of the World: Indonesia
- Festivals of the World: Japan
- Festivals of the World: Vietnam
- Steadwell Books World Tour: Australia
- Steadwell Books World Tour: Indonesia
- Steadwell Books World Tour: Japan
- World Cultures: People and Places: West Asia
- World Cultures: People and Places: East Asia
- World Cultures: People and Places: Africa
- World Cultures: People and Places: Oceania and Antarctica

7.3.4 Historical and Political Influences

Specific Learning Outcomes KH 030; KP 043

Teacher Reference

- China Teacher's Resource Package—Revised Edition
- GlobalTrek: A Resource for Global Awareness and Development Education: Grade 7
- In the Global Classroom 1
- Is That Right? Critical Thinking and the Social World of the Young Learner

Resources Organized by Learning Experiences

- People and Places 7 Teacher's Resource
- Thoughtful Teachers, Thoughtful Learners: A Guide to Helping Adolescents Think Critically
- Through Other Eyes: Developing Empathy and Multicultural Perspectives in the Social Studies
- The World Today: Its People and Places (Teacher's Guide)—fall 2006 release

Student Breadth

- China (Student)
- People and Places 7 (Student)
- The World Today: Its People and Places (Student)

Student Depth

- The Breadwinner – novel
- The Changing Face of South Africa
- The Changing Face of India
- The Changing Face of China
- Hiroshima – novel
- Samurai Spirit: Ancient Wisdom for Modern Life – novel
- Parvana's Journey – novel

Free Materials

- Veterans' Affairs
<www.vac-acc.gc.ca>
- The Memory Project-Peace and War
<www.TheMemoryProject.com>
To arrange for a local veteran to visit your students, or to request materials, contact the Dominion Institute toll-free at 1-866-701-1867 or by email at <memory@dominion.ca>
- Legion Teacher's Guide
<<http://www.legion.ca>>
The National Headquarters (Dominion Command) is located in Ottawa at
The Royal Canadian Legion
Dominion Command
359 Kent Street
Ottawa, ON K2P 0R7
- Other useful sites:
Canadian War Museum
<www.warmuseum.ca>
Royal Canadian Legion
<www.legion.ca>
Peacekeeping Veterans Association
<www.islandnet.com/~duke/cpva.htm>
Korean Veterans Association
<www.kva.fsn.net/>
War Amps of Canada
<www.waramps.ca/>
Department of National Defence heritage and history
<www.forces.gc.ca/dhh/>
Canadian War Memorials Project
<homepages.msn.com/terminus/cdnwm/index.htm>

7.3.5 Economy and Well-Being

Specific Learning Outcomes KI 013; KE 046; KE 047; KE 048; KE 049

Teacher Reference

- China: Teacher's Resource Package—Revised Edition
- GlobalTrek: A Resource for Global Awareness and Development Education: Grade 7
- In the Global Classroom 1
- Is That Right? Critical Thinking and the Social World of the Young Learner
- People and Places 7 Teacher's Resource
- Thoughtful Teachers, Thoughtful Learners: A Guide to Helping Adolescents Think Critically
- Through Other Eyes: Developing Empathy and Multicultural Perspectives in the Social Studies
- The World Today: Its People and Places (Teacher's Guide)—fall 2006 release

Student Breadth

- China (Student)
- People and Places 7 (Student)
- The World Today: Its People and Places (Student)

Student Depth

- The Changing Face of South Africa
- The Changing Face of India
- The Changing Face of China
- Understanding Global Issues: The Future of Farming (*Out of Print*)

Cluster 4: Human Impact in Europe or the Americas**7.4.1 Geography**

Specific Learning Outcomes KL 024

Teacher Reference

- Canadian Oxford School Atlas
- Critical Challenges Across the Curriculum: Brazilian Rain Forest
- Harcourt Brace World Atlas Teacher Resource Book
- In the Global Classroom 1
- Is That Right? Critical Thinking and the Social World of the Young Learner
- Pearson School Atlas Teacher Resource
- People and Places 7 Teacher's Resource
- Thoughtful Teachers, Thoughtful Learners: A Guide to Helping Adolescents Think Critically
- Through Other Eyes: Developing Empathy and Multicultural Perspectives in the Social Studies
- World Cultures: People and Places: Teacher's Guide and Assessments
- World Regions: Geography and Environments: Teacher's Guide and Assessment
- The World Today: Its People and Places (Teacher's Guide)—fall 2006 release

Student Breadth

- People and Places 7 (Student)
- The World Today: Its People and Places (Student)

Resources Organized by Learning Experiences

Student Depth

- The Changing Face of Brazil
- The Changing Face of France
- The Changing Face of Mexico
- The Changing Face of Spain
- Continents: New World Continents and Land Bridges: North and South America
- Continents: Old World Continents: Europe, Asia, and Africa
- Steadwell Books World Tour: Ireland
- World Cultures: People and Places: North America
- World Cultures: People and Places: South America
- World Cultures: People and Places: Europe and Russia

Student Breadth and Depth

- Canadian Oxford School Atlas
- Harcourt Brace World Atlas (Student)
- Pearson School Atlas
- World Regions: Geography and Environments: North America
- World Regions: Geography and Environments: South America
- World Regions: Geography and Environments: Europe and Russia
- World Atlas for Intermediate Students

7.4.2 Environmental Impact

Specific Learning Outcomes KL 028; KL 029; KE 050; KE 053; VL 009

Teacher Reference

- Critical Challenges Across the Curriculum: Brazilian Rain Forest
- In the Global Classroom 1
- Is That Right? Critical Thinking and the Social World of the Young Learner
- People and Places 7 Teacher's Resource
- Thoughtful Teachers, Thoughtful Learners: A Guide to Helping Adolescents Think Critically
- Through Other Eyes: Developing Empathy and Multicultural Perspectives in the Social Studies
- The World Today: Its People and Places (Teacher's Guide)—fall 2006 release

Student Depth

- The Changing Face of Brazil
- The Changing Face of France
- The Changing Face of Mexico
- The Changing Face of Spain
- Ecosystems in Action: Life in an Old Growth Forest
- Ecosystems in Action: Life in a Grassland
- Ecosystems in Action: Life in a Lake
- Ecosystems in Action: Life in a River
- Ecosystems in Action: Life in an Estuary
- Parvana's Journey—novel
- Understanding Global Issues: The Future of Farming (*Out of Print*)

Free Materials

- TLC Elementary School: Geography of South America
Media Booking #6589
See annotation page 22
- Working for Change: Active Global Citizenship
This video is available free at
World Vision Canada/Global Education
1 World Drive
Mississauga, Ontario L5T 2Y4
Phone: 1-800-268-1650
Email: <deved@worldvision.ca>
See annotation page G22

7.4.3 Urbanization

Specific Learning Outcomes KL 025; KE 051

Teacher Reference

- Critical Challenges Across the Curriculum: Brazilian Rain Forest
- GlobalTrek: A Resource for Global Awareness and Development Education: Grade 7
- In the Global Classroom 1
- Is That Right? Critical Thinking and the Social World of the Young Learner
- People and Places 7 Teacher's Resource
- Thoughtful Teachers, Thoughtful Learners: A Guide to Helping Adolescents Think Critically
- Through Other Eyes: Developing Empathy and Multicultural Perspectives in the Social Studies
- World Cultures: People and Places: Teacher's Guide and Assessments
- The World Today: Its People and Places (Teacher's Guide)—fall 2006 release

Student Breadth

- People and Places 7 (Student)
- The World Today: Its People and Places (Student)

Student Depth

- The Changing Face of Brazil
- The Changing Face of France
- The Changing Face of Mexico
- The Changing Face of Spain
- World Cultures: People and Places: North America
- World Cultures: People and Places: South America
- World Cultures: People and Places: Europe and Russia

Free Materials

- Canadian Council for Geographic Education
<www.ccge.org/ccge/english/help/sitemap.asp>
There are links to Geographic Education Resources that include classroom activities on Rivers and Rivers of Canada.

7.4.4 Historical Influences

Specific Learning Outcomes KH 031; VH 010

Teacher Reference

- GlobalTrek: A Resource for Global Awareness and Development Education: Grade 7

Resources Organized by Learning Experiences

- In the Global Classroom 1
- Is That Right? Critical Thinking and the Social World of the Young Learner
- People and Places 7 (Teacher’s Resource)
- Thoughtful Teachers, Thoughtful Learners: A Guide to Helping Adolescents Think Critically
- Through Other Eyes: Developing Empathy and Multicultural Perspectives in the Social Studies
- The World Today: Its People and Places (Teacher’s Guide)—fall 2006 release

Student Breadth

- People and Places 7 (Student)
- The World Today: Its People and Places (Student)

Student Depth

- The Changing Face of Brazil
- The Changing Face of France
- The Changing Face of Mexico
- The Changing Face of Spain
- Exploring the Americas: Exploring South America
- Exploring the Americas: Exploring Central America, Mexico, and the Caribbean
- Historical Biographies: Montezuma

7.4.5 Living in the Global Village

Specific Learning Outcomes KL 026; KL 027; KP 044; KE 052; KE 054; VE 017

Teacher Reference

- Critical Challenges Across the Curriculum: Brazilian Rain Forest
- GlobalTrek: A Resource for Global Awareness and Development Education: Grade 7
- In the Global Classroom 1
- Is That Right? Critical Thinking and the Social World of the Young Learner
- People and Places 7 Teacher’s Resource
- Thoughtful Teachers, Thoughtful Learners: A Guide to Helping Adolescents Think Critically
- Through Other Eyes: Developing Empathy and Multicultural Perspectives in the Social Studies
- The World Today: Its People and Places (Teacher’s Guide)—fall 2006 release

Student Breadth

- People and Places 7 (Student)
- The World Today: Its People and Places (Student)

Student Depth

- The Changing Face of Brazil
- The Changing Face of France
- The Changing Face of Mexico
- The Changing Face of Spain
- Earth’s Changing Weather and Climate: Ice Ages of the Past and the Future
- Earth’s Changing Weather and Climate: Droughts of the Past and the Future
- Earth’s Changing Weather and Climate: Rising Temperatures of the Past and the Future
- Earth’s Changing Weather and Climate: Biomes of the Past and the Future
- Global Citizenship: Being Active Citizens
- Global Citizenship: Improving the Quality of Life

- Global Citizenship: Living Sustainably
- Global Citizenship: Making Global Connections
- Global Citizenship: Protecting Global Environments
- Global Citizenship: Understanding Human Rights
- Global Citizenship: Valuing World Heritage
- Kids Make a Difference: Kids Are Consumers
- Parvana's Journey – novel
- Steadwell Books World Tour: Ireland
- Understanding Global Issues: The Future of Farming (*Out of Print*)

Free Materials

- World Vision Canada
<www.worldvision.ca/resources>
Media Literacy for Global Citizenship
- Western Space Education Network
<www.sfn.saskatoon.sk.ca/science/wsen>
Canadian Space Agency
<<http://www.space.gc.ca>>
Eco Voyageurs
<<http://www.4edu.ca/tors/eco/>>
Ecovoyageurs: Reducing Your Ecological Footprint is a free environmental resource kit.
Register for a free copy at <www.4edu.ca/tors/eco>.

Videos

- Working for Change: Active Global Citizenship
This video is available free at
World Vision Canada/Global Education
1 World Drive
Mississauga, Ontario L5T 2Y4
Phone: 1-800-268-1650
Email: <deved@worldvision.ca>
See annotation page G22

Resources Organized by Learning Experiences**Grade 7 Video Annotations**

(Titles are listed in alphabetical order.)

Borders. (1995). [videocassette]. Series: Four Directions. Toronto: Canadian Broadcasting Corporation. Media Booking #5427

The video introduces viewers to themes of healing, roots, identity, and completion from an Aboriginal perspective. This program explores personal as well as political borders when a teenager, Luke, travels with his Blackfoot mother to visit his sister in Salt Lake City, USA.

Jane's Practical Guide to Children's Rights. (1999). [videocassette]. [Canada]: YTV Television Station, Toronto, ON & UNICEF. Media Booking #6420

The video is designed to introduce students to the issue of children's rights in diverse cultures from around the globe. It also focuses on the United Nations Convention on the Rights of the Child.

The first program explains that children have the right to an education, the right to play, the right to special care if you are a victim of war, and the right to express your culture and to be proud of it.

In the second program, issues such as child labour and the involvement of children in war make the point that children have the right to protection from abuse and exploitation and to fair justice.

The third program looks at malnutrition, drinking water, and who gets enough to eat, and emphasizes children have the right to safe drinking water, nutritious food, good health care, and equality and fair treatment.

The fourth program focuses on children's rights to family, identity, language, and culture.

The fifth program follows two city children who explore what makes up their identity. The video examines what happens to children in the Great Lakes region of Africa and in Cambodia who do not have a legal identity. The video presents children's rights to a name, nationality, identity, self-expression, and the protection which ensues.

Caution: This program should be previewed before use so that sensitive material, (e.g., HIV/Aids, war...), can be dealt with appropriately.

No More Hunger

Available free from

World Vision Canada/Global Education

1 World Drive

Mississauga, Ontario L5T 2Y4

Phone: 1 800 268 1650

Email : <deved@worldvision.ca>

This video discusses the serious problem of hunger today. It addresses the following three questions: What causes continuing hunger in the world and here in Canada? Why are people and governments not doing more about it? What can you do?

TLC Elementary School: Geography of South America. (2003). [videocassette]. Series: TLC Elementary School. Silver Springs, MD: Discovery Communications Inc. Media Booking #6589

The video is designed to introduce students to the geography of South America and is divided into segments. Segment 1 examines the impact of the varied climatic zones on the culture and the natural resources, and considers how the Andes Mountains have influenced the climate of that region. Segment 2 describes the Brazilian festival known as Carnival, focusing on ways in which the multicultural society of Brazil is reflected in the traditions of its celebrations. Segment 3 explores how natural resources are being used in a number of Peruvian industries to provide people with ways of creating a successful and stable economy. Segment 4 looks at the history, culture, and daily life of Santiago, the capital of Chile. This video includes discussion questions which come before and after each segment.

Working For Change: Active Global Citizenship

Available free from

World Vision Canada/Global Education
1 World Drive
Mississauga, Ontario L5T 2Y4
Phone: 1 800 268 1650
Email: <deved@worldvision.ca>

This video explores the idea of Global Citizenship. It describes the building of a dam in Colombia using Canadian funds and discusses the impact of the dam on the indigenous people in that area.

Teacher Notes

Appendix H

GRADE

7

Teacher Notes



- 1:** Map Projections (2 pages)
- 2:** Consensus Decision Making (3 pages)
- 3:** Cross the Line
- 4:** Citing Sources (2 pages)
- 5:** Recording Research Notes (2 pages)
- 6:** Freedom House



Printed in Canada
Imprimé au Canada