

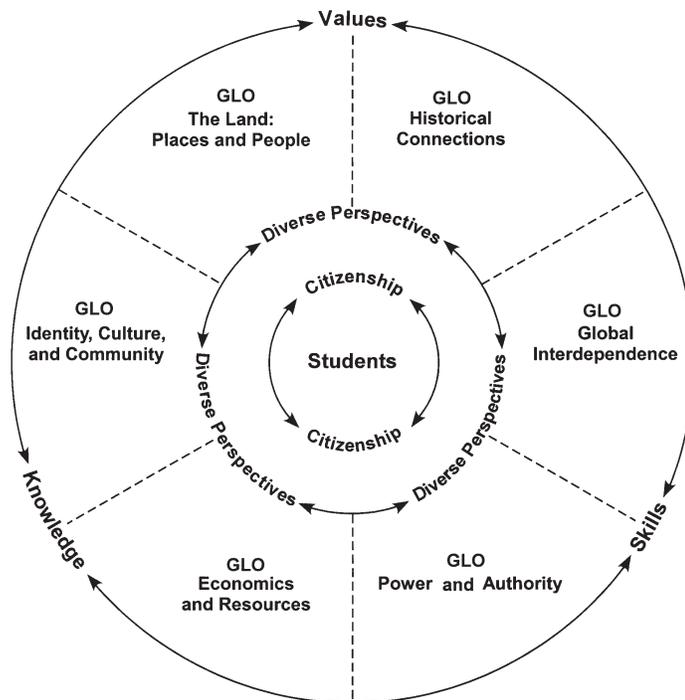
# **PEOPLE AND PLACES IN THE WORLD**

**GRADE**

**7**

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**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.

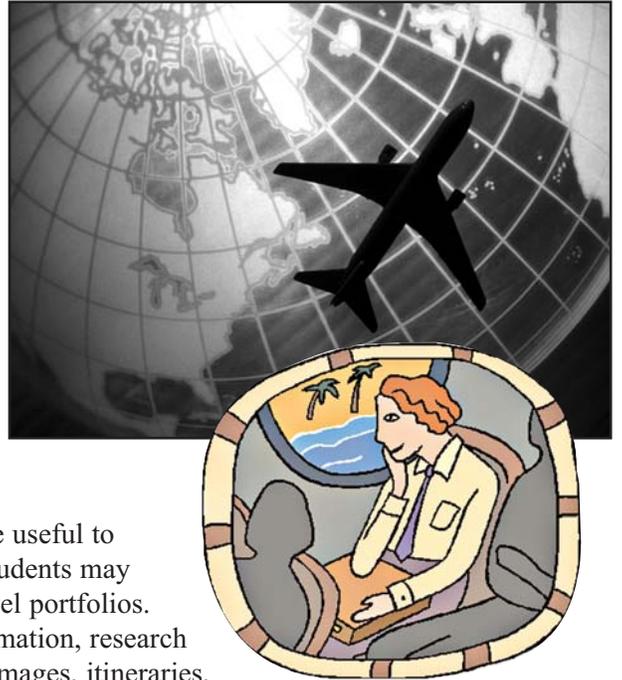
**Suggested Teaching Scenario for Grade 7 Social Studies**

**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.

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**Critical and Creative Thinking**


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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>		

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**Communication**

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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...

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|-------|--|
| 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.