

# GRADE 7 SOCIAL STUDIES at a glance

## People and Places in the World

This *Grade 7 Social Studies at a Glance* can be used in designing, planning, and assessing student learning for the year. It can be used to preview the content of the *Grade 7 Social Studies Curriculum*.

It organizes the knowledge and values specific learning outcomes into thematic groups referred to as **clusters** or **essential ideas**. Together with the *Grade 7 Social Studies Curriculum Overview: General Learning Outcomes with Grade 7 Specific Learning Outcomes*, this document can be used to plan student learning and to develop cross-curricular connections.

## Social studies SKILLS AND COMPETENCIES

Social studies involves the development of inquiry and research skills and methods, historical thinking, and geographic thinking. The skills and competencies learning outcomes are integrated throughout each cluster and are developed, refined, and applied across the grades. These skills and competencies are outlined in detail in the [Social Studies Foundation for Implementation](#) documents.

## ACTIVE DEMOCRATIC CITIZENSHIP MANAGING INFORMATION AND IDEAS CRITICAL AND CREATIVE THINKING COMMUNICATION



### WORLD GEOGRAPHY

- ▶ **Mapping the globe**  
KL-015 KL-020 KL-021 KP-038
- ▶ **The global national environment**  
KL-016 KL-017 VL-008
- ▶ **Global population trends**  
KL-018 KL-019 KG-032



### GLOBAL QUALITY OF LIFE

- ▶ **What is the good life?**  
KC-002 KC-004 KI-006 KG-034  
KP-039 VC-004
- ▶ **Universal human rights**  
KI-007 KI-008 KG-037  
VC-001 VI-005
- ▶ **Democratic citizenship and  
quality of life**  
KC-001 KC-003 KC-005  
VC-002 VC-003
- ▶ **Power, wealth, and justice**  
KP-040 KP-041 KP-042 KE-045  
VP-013 VP-014 VE-016
- ▶ **Global cooperation**  
KG-033 KG-035 KG-036  
VG-011



### WAYS OF LIFE IN ASIA, AFRICA, OR AUSTRALASIA

- ▶ **Elements of societies**  
KI-009 VI-006 VG-012
- ▶ **Natural environment**  
KL-022 KL-023
- ▶ **Cultural influences and  
expressions**  
KI-010 KI-011 KI-012 KI-014  
VI-007 VP-015
- ▶ **Historical and political influences**  
KH-030 KP-043
- ▶ **Economy and well-being**  
KI-013 KE-046 KE-047 KE-048  
KE-049



### HUMAN IMPACT IN EUROPE OR THE AMERICAS

- ▶ **Geography**  
KL-024
- ▶ **Environmental impact**  
KL-028 KL-029 KE-050 KE-053  
VL-009
- ▶ **Urbanization**  
KL-025 KE-051
- ▶ **Historical influences**  
KH-031 VH-010
- ▶ **Living in the global village**  
KL-026 KL-027 KP-044 KE-052  
KE-054 VE-017

# GRADE 7 SOCIAL STUDIES

## Curriculum Overview: General Learning Outcomes with Grade 7 Specific Learning Outcomes

Grade 7 students study world geography and learn about environmental, social, and cultural factors that affect ways of life in today's world. They study three communities: an Indigenous community outside of Canada; a community in Africa, Asia, or Australasia; and one community from Europe

or the Americas. Students focus on questions about culture, quality of life, international cooperation, and the responsibilities and rights of global citizenship.

In social studies, six general learning outcomes (GLOs) provide the broad conceptual structure from Kindergarten to Grade 12. Each general learning outcome is expressed as an **essential learning** for the grade level. Overarching all six GLOs is the core concept of Citizenship. The skills and competencies are interwoven throughout the clusters as shown below.

### CITIZENSHIP

Citizenship education is fundamental to living in a democratic society. Students will develop an understanding of how their personal actions may have a global affect on the quality of life for people elsewhere in the world.

KC- 001 002 003 004 005  
VC- 001 002 003 004

#### IDENTITY, CULTURE, AND COMMUNITY

Many factors influence identity and life in communities, including culture, language, history, and shared beliefs and values. Identity is subject to time and place. 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.

KI- 006 007 008 009 010 011 012 013 014  
VI- 005 006 007

#### THE LAND: PLACES AND PEOPLE

Students, using geographic understanding and skills, 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 civil stewards of the land, locally, nationally, and globally.

KL- 015 016 017 018 018F 019 020 021 022 023 024 025 026 027 028 029  
VL- 008 009

#### HISTORICAL CONNECTIONS

An exploration of Canadian and world history enables students to acquire knowledge and appreciation of how historical events affect society. It also helps students appreciate history as an important way to understand contemporary life. 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.

KH- 030 031  
VH- 010

#### GLOBAL INTERDEPENDENCE

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 human rights and quality of life.

KG- 032 033 034 035 036 037  
VG- 011 012

#### POWER AND AUTHORITY

Students consider diverse global 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 who can then resolve to find peaceful solutions to global issues.

KP- 038 039 040 041 042 043 044  
VP- 013 014 015

#### ECONOMICS AND RESOURCES

The management and distribution of resources and wealth have a direct global impact on human societies and quality of life. Students build an understanding of sustainable development issues, and explore the effects of economic interdependence on individuals, communities, and nations. They examine economic factors that affect decision making, the use of resources, and the impact of changing technologies on ways of life around the world.

KE- 045 046 047 048 049 050 051 052 053 054  
VE- 016 017

KNOWLEDGE AND UNDERSTANDING

REPORT CARD CATEGORIES

RESEARCH AND COMMUNICATION

CRITICAL THINKING AND CITIZENSHIP

#### Managing Information and Ideas

S- 200 201 202 203 204 205 206 207 207A 208

- Select, organize, record, and represent information from a variety of sources and in various ways.
- Reference sources appropriately.
- Interpret primary and secondary information sources.
- Construct, select, and interpret maps that include a title, legend, compass rose, grid, scale, and latitude and longitude for specific purposes.

#### Thinking Critically and Creatively

S- 300 301 302 303 304 305 306 307 308 309 310 311

- Plan topics, goals, and methods for research.
- Evaluate advantages and disadvantages of solutions to a problem.
- Use research and evidence to draw conclusions.
- Evaluate personal assumptions based on new information and ideas.
- Distinguish fact from opinion and interpretation.

- Select and use appropriate tools and technologies to accomplish tasks.
- Use latitude and longitude to locate and describe places on maps and globes.
- Use traditional knowledge to read the land.
- Orient oneself by using observation, traditional knowledge, and a compass or other technologies.

- Observe and analyze evidence for research.
- Assess the validity of sources.
- Compare differing viewpoints and diverse perspectives.
- Interpret information and ideas, and recognize that interpretations change with new information.
- Analyze prejudice, racism, stereotyping, or other forms of bias in information sources.

#### Communicating

S- 400 401 402 403 404 405

- Listen actively and respectfully to others to understand their perspectives.
- Persuasively express differing viewpoints.
- Present information and ideas in a variety of ways.

#### Being an Active Democratic Citizen

S- 100 101 102 103 104 105 106

- Collaborate with others to establish and carry out group goals.
- Resolve conflicts peacefully and fairly using a variety of strategies.
- Make decisions that reflect the principles of sustainable development, and that reflect fairness and equality toward others.

- In discussions, elicit and clarify questions and ideas, and articulate beliefs and perspectives.

- Negotiate to build consensus and solve problems.
- Recognize bias and discrimination and propose solutions.
- Treat historically significant places and objects with respect.

### 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 cooperating, resolving conflict, taking responsibility, accepting differences, building consensus, negotiating, making decisions collaboratively, and learning to deal with dissent and disagreement.

### 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.

### 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 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

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.