

PEOPLE AND PLACES IN THE WORLD

GRADE

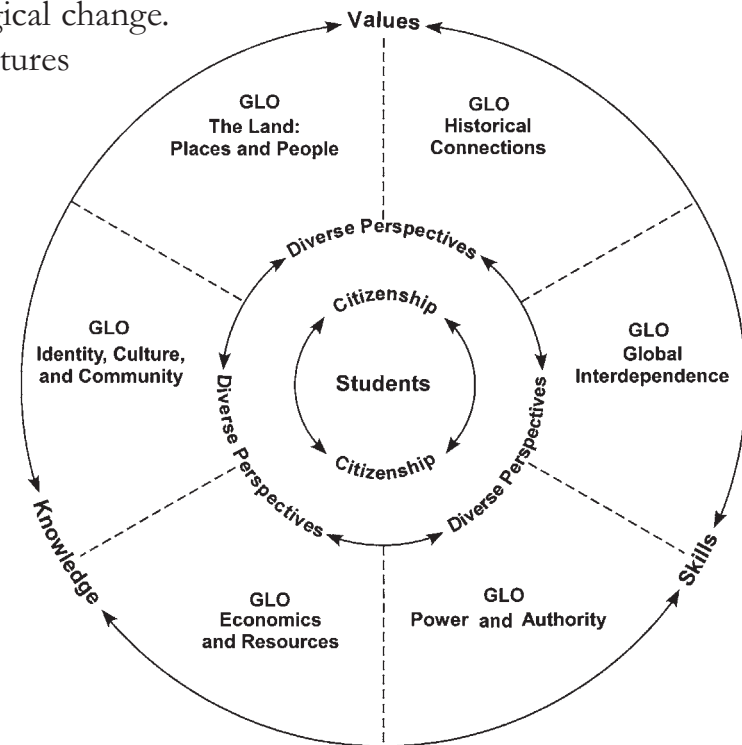
7



People and Places in the World

Grade Overview

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.



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7

Cluster Overview

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 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 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 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.



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.

Social Studies Skills

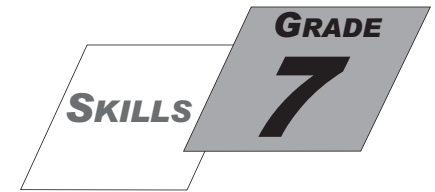
Active Democratic Citizenship

Students will...

7-S-100	Collaborate with others to establish and carry out goals and responsibilities.	7-S-104	Negotiate constructively with others to build consensus and solve problems.
7-S-101	Use a variety of strategies to resolve conflicts peacefully and fairly. <i>Examples: clarification, negotiation, compromise...</i>	7-S-105	Recognize bias and discrimination and propose solutions. <i>Examples: racism, ageism, heterosexism...</i>
7-S-102	Make decisions that reflect fairness and equality in their interactions with others.	7-S-106	Treat places and objects of historical significance with respect. <i>Examples: burial grounds, memorials, artifacts...</i>
7-S-103	Make decisions that reflect principles of environmental stewardship and sustainability.		

Managing Information and Ideas

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>	7-S-205	Construct maps that include a title, legend, compass rose, scale, and latitude and longitude.
7-S-201	Organize and record information in a variety of formats and reference sources appropriately. <i>Examples: maps, charts, outlines, concept maps...</i>	7-S-206	Select and interpret various types of maps for specific purposes.
7-S-202	Interpret primary and secondary information sources for research.	7-S-207	Use latitude and longitude to locate and describe places on maps and globes.
7-S-203	Select and use appropriate tools and technologies to accomplish tasks.	7-S-207A	Use traditional knowledge to read the land.
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>	7-S-208	Orient themselves by observing the landscape, using traditional knowledge, or using a compass or other tools and technologies.



Social Studies Skills

Critical and Creative Thinking

	Students will...		
7-S-300	Plan topics, goals, and methods for inquiry and research.	7-S-307	Compare differing viewpoints regarding global issues.
7-S-301	Evaluate the advantages and disadvantages of solutions to a problem.	7-S-308	Compare diverse perspectives in the media and other information sources.
7-S-302	Draw conclusions based on research and evidence.	7-S-309	Interpret information and ideas in a variety of media. <i>Examples: art, music, historical fiction, drama, primary sources...</i>
7-S-303	Evaluate personal assumptions based on new information and ideas.	7-S-310	Recognize that interpretations of history are subject to change as new information is uncovered or acknowledged.
7-S-304	Distinguish fact from opinion and interpretation.	7-S-311	Analyze prejudice, racism, stereotyping, or other forms of bias in the media and other information sources.
7-S-305	Observe and analyze material and visual evidence for research. <i>Examples: artifacts, photographs, works of art...</i>		
7-S-306	Assess the validity of information sources. <i>Examples: purpose, context, authenticity, origin, objectivity, evidence, reliability...</i>		

Communication

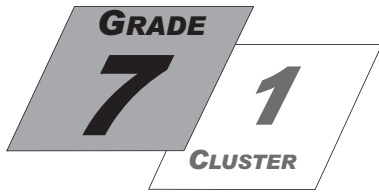
7-S-400	Listen to others to understand their perspectives.	7-S-405	Articulate their beliefs and perspectives on issues.
7-S-401	Use language that is respectful of human diversity.		
7-S-402	Persuasively express differing viewpoints regarding an issue.		
7-S-403	Present information and ideas orally, visually, concretely, or electronically.		
7-S-404	Elicit and clarify questions and ideas in discussions.		

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 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.

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.



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Cluster 1: World Geography

Knowledge

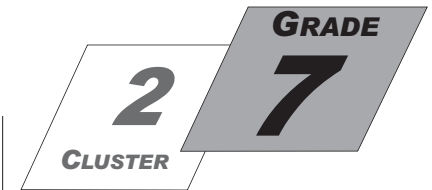
Students will...

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| <p>7-KL-015 Explain the purpose of latitude, longitude, parallels, and meridians.</p> <hr/> <p>7-KL-016 Locate on a world map the continents, major landforms, and major bodies of water.</p> <hr/> <p>7-KL-017 Locate on a world map and describe the major climatic and vegetation zones.</p> <hr/> <p>7-KL-018 Locate on a world map the major population clusters and explain the relationship between population distribution and the natural environment.</p> <hr/> <p>7-KL-018F Locate on a world map the major francophone countries.</p> <hr/> <p>7-KL-019 Identify factors that influence the movement of people around the world.
<i>Examples: environmental, economic, political, social...</i></p> <hr/> | <p>7-KL-020 Locate the time zones on a world map and explain their purpose.</p> <hr/> <p>7-KL-021 Explain standards related to time zones.
<i>Include: International Date Line, Universal Time, local time.</i></p> <hr/> <p>7-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.</p> <hr/> <p>7-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></p> <hr/> |
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Values

- 7-VL-008** Appreciate the diversity of the global natural environment.
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Cluster 2: Global Quality of Life



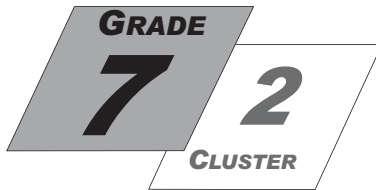
Knowledge

Students will...

7-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>	7-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>
7-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>	7-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>
7-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>	7-KG-034	Identify reasons why people emigrate.
7-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>	7-KG-035	Give examples of global cooperation to solve conflicts or disasters.
7-KC-005	Recognize Remembrance Day as a commemoration of Canadian participation in world conflicts.	7-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>
7-KI-006	Identify diverse cultural and social perspectives regarding quality of life. <i>Examples: differing concepts of poverty and wealth; materialism...</i>	7-KG-037	Identify universal human rights and explain their importance.
7-KI-007	Describe the impact of discriminatory attitudes and practices on quality of life. <i>Include: racism, prejudice, stereotyping.</i>	7-KP-039	Give examples of government decisions that affect quality of life.
		7-KP-040	Compare and contrast various types of power and authority.
		7-KP-041	Explain the relationship between power and access to wealth and resources.
		7-KP-042	Identify various individuals who influence world affairs.

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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.



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Cluster 2: Global Quality of Life (continued)

Knowledge

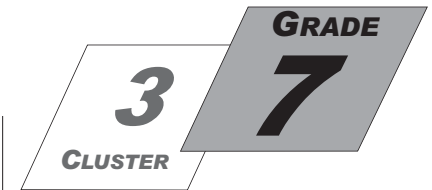
Students will...

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

Values

- 7-VC-001** Respect the inherent dignity of all people.
- 7-VC-002** Acknowledge that the rights of citizenship involve limitations on personal freedom for the sake of collective quality of life.
- 7-VC-003** Be willing to contribute to their groups and communities.
- 7-VC-004** Be willing to take action to support quality of life for people around the world.
- 7-VI-005** Respect others' rights to express their points of view.
- 7-VG-011** Value the contributions of international agencies and humanitarians to quality of life.
Examples: Mennonite Central Committee, Red Cross; Nelson Mandela, Mother Teresa...
- 7-VP-013** Demonstrate concern for people who are affected by discrimination, injustice, or abuse of power.
- 7-VP-014** Appreciate the positive contributions of various individuals to world affairs.
- 7-VE-016** Appreciate that quality of life is not solely determined by access to wealth, resources, and technologies.

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.

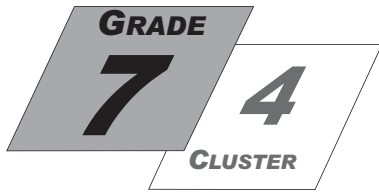
Knowledge

Students will...

<p>7-KI-009 Identify elements that all societies have in common. <i>Examples: social structure, communication, art, beliefs, technology, governance, economic organization...</i></p>	<p>7-KL-022 Identify on a map the major cities, landforms, and bodies of water of a society of Asia, Africa, or Australasia.</p>
<p>7-KI-010 Give examples of cultural factors that shape ways of life in a society of Asia, Africa, or Australasia.</p>	<p>7-KL-023 Give examples of the influence of the natural environment on ways of life in a society of Asia, Africa, or Australasia.</p>
<p>7-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></p>	<p>7-KH-030 Identify historical events that continue to affect a society of Asia, Africa, or Australasia. <i>Examples: colonization, slavery, wars, disasters...</i></p>
<p>7-KI-012 Describe the influence of westernization in a society of Asia, Africa, or Australasia. <i>Examples: cultural homogenization, global communication...</i></p>	<p>7-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.</p>
<p>7-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></p>	<p>7-KE-046 Identify major economic activities in a society of Asia, Africa, or Australasia.</p>
<p>7-KI-014 Describe characteristics of indigenous ways of life in a society of Asia, Africa, or Australasia.</p>	<p>7-KE-047 Describe the impact of urbanization and industrialization on indigenous peoples in a society of Asia, Africa, or Australasia.</p>
	<p>7-KE-048 Give examples of the impact of changing technologies on ways of life in a society of Asia, Africa, or Australasia.</p>
	<p>7-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></p>

Values

<p>7-VI-006 Be willing to broaden personal perspectives and experiences beyond the familiar.</p>	<p>7-VG-012 Demonstrate interest in ways of life of other societies in the world.</p>
<p>7-VI-007 Appreciate the importance of cultural and linguistic diversity in the world.</p>	<p>7-VP-015 Demonstrate concern for the loss of indigenous ways of life.</p>



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.

Cluster 4: Human Impact in Europe or the Americas

Knowledge

Students will...

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| 7-KL-024 | Identify on a map the major cities, landforms, and bodies of water of a society of Europe or the Americas. | 7-KH-031 | Identify historical events that continue to affect a society of Europe or the Americas.
<i>Examples: colonization, slavery, wars, disasters, agricultural or technological change...</i> |
| 7-KL-025 | Give reasons for increased urbanization in a society of Europe or the Americas.
<i>Examples: housing, access to services, employment, industry...</i> | 7-KP-044 | Identify ways in which government decisions may affect human impact on the natural environment. |
| 7-KL-026 | Identify human activities that contribute to climate change. | 7-KE-050 | Identify major economic activities in a society of Europe or the Americas. |
| 7-KL-027 | Describe social, environmental, and economic consequences of climate change. | 7-KE-051 | Identify common challenges faced by large urban centres.
<i>Examples: economic, environmental, social...</i> |
| 7-KL-028 | Describe diverse approaches to land and natural resource use in a society of Europe or the Americas. | 7-KE-052 | Identify issues related to food production and distribution in a society of Europe or the Americas. |
| 7-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> | 7-KE-053 | Describe sustainable development issues in a society of Europe or the Americas. |
| | | 7-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. |

Values

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| 7-VL-009 | Be willing to take actions to help sustain the natural environment in Canada and the world. |
| 7-VH-010 | Appreciate history as an important way to understand contemporary life. |
| 7-VE-017 | Be willing to consider the consequences of their consumer choices. |