

Social Studies 7 Outline

Rationale
<p>The aim of Social Studies 7 is to develop thoughtful and responsible citizens, who are able to synthesize and analyze information, consider multiple perspectives, and defend a position. The curriculum provides students with opportunities to critically reflect upon events and issues in order to examine the past and make tangible connections to the present.</p>

Curricular Competencies
Prehistory - origins of civilization, evolution and migration of peoples, how anthropology works, transition from hunter gatherer societies to agriculture
Comparing Ancient Civilizations - human and physical environments, identity, society, economy, adaptations, culture, science & technology, governance.
Origin of major World Religions - Buddhism, Hinduism, Judaism, Confucianism, Christianity, Shinto, Islam, Sikhism, others
Fall of the Roman Empire, "barbarian" invasions, movement of people, languages, etc. Europe enters Dark Ages;
Early Middle Ages in Europe; The Rise of Christianity
Connections to modern Canadian society & identity (throughout)
Application of geography and mapping skills

Core Competencies	
Use Social Studies inquiry processes and skills to — ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions	Assess the credibility of multiple sources and the adequacy of evidence used to justify conclusions (evidence)
Assess the significance of people, places, events, or developments at particular times and places (significance)	Characterize different time periods in history, including periods of progress and decline, and identify key turning points that marked periods of change (continuity and change)
Identify what the creators of accounts, narratives, maps, or texts have determined is significant (significance)	Determine which causes most influenced particular decisions, actions, or events, and assess their short- and long-term consequences (cause and consequence)

Explain different perspectives on past or present people, places, issues, or events, and compare the values, worldviews, and beliefs of human cultures and societies in different times and places (perspective)	Make ethical judgments about past events, decisions, or actions, and assess the limitations of drawing direct lessons from the past (ethical judgment)
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The Big Ideas
Geographic conditions shaped the emergence of civilizations
Religious and cultural practices that emerged during this period have endured and continue to influence people.
Increasingly complex societies required new systems of laws and government.
Economic specialization and trade networks can lead to conflict and cooperation between societies.

Organization		
Component	Description	Weight
Class Assignments/Quizzes	<p>Introduces <i>Curricular Competencies</i>, intended to provide the historical context and foundation for an in-depth analysis of the core content.</p> <p>A Combination of direct instruction, assignments, seminar discussions, or group collaboration.</p> <p>Assignments are typically formatted so that they may be completed within a single instructional session.</p>	30%
Formal Assessments	<p>Emphasizes critical analysis of content and <i>Big Ideas</i> (small scope, deep understanding)</p> <p>One quiz per sub-unit (several paragraph response questions requiring about 30 minutes to complete)</p>	30%
Project-Based Learning Activity	Occurs at the culmination of each unit. Allows students to demonstrate deep understanding of	30%

	<p>course content, while strengthening the <i>Core Competencies</i> identified in the curriculum.</p> <p>One project per unit (choice of projects; individual or group; may require some attention out-of-class time)</p>	
Engagement	Regular engagement in lessons and participation during class discussions, seminars, or group collaboration.	10%

Scope

The course examines the emergence of civilization from the dawn of humankind to the ancient empires to the early Middle Ages (7th Century CE).

UNIT 1: THE INQUIRY PROCESS

“WORK THAT MATTERS - A Teacher’s Guide to Project-Based Learning”

The link to the PDF (below) is an excellent tool for guiding teachers through the process of creating and implementing project-based learning opportunities:

<http://www.innovationunit.org/sites/default/files/Teacher's%20Guide%20to%20Project-based%20Learning.pdf>

Properly Using Google Search as an Effective Researching Tool

Google has prepared comprehensive set of lessons to assist students to efficiently and effectively use the search engine to its fullest potential. See the link below for lessons associated with:

- Picking the right search terms
- Understanding search results
- Narrowing a search to get the best results
- Searching for evidence for research tasks
- Evaluating credibility of sources

<https://www.google.com/intl/en-us/insidesearch/searcheducation/lessons.html>

UNIT 2: The Dawn of Civilization

1. **Connecting with the Past**
 - a. **Our Individual & Collective Past**
 - i. **Personal Timelines - All About Me (both written story and timeline)**
 - ii. **Personal Heritage Project (Michelle's idea)**
 - b. ***Big Ideas Quiz***

2. **Archaeology**
 - a. **Artifacts: Pieces of the Past**
 - b. **The Dig**
 - c. **Archaeological Techniques**
 - d. **Investigation: Otzi the Iceman - Whodunnit? Solving Otzi's Murder Project (Lisa's idea)**
 - e. ***Big Ideas Quiz***

3. **Human Origins**
 - a. **Evolution vs Creationism**
 - i. **Hypotheses about Human Beginnings**
 - ii. **Creation Story - Secwepemc Origin Story**
http://secwepemc.sd73.bc.ca/sec_origin/sec_originfs.html
Haida Creation Story
<https://www.collectionscanada.gc.ca/settlement/kids/021013-2061.2-e.html>

 - b. **Early Humans**
 - c. **Investigation: Early Human Species**
 - d. ***Big Ideas Quiz***

4. **Steps to Civilization**
 - a. **Meeting Survival Needs**
 - i. **Basic Human Needs**
 - ii. **Discovery of Fire Scenario**
 - iii. **Tools & Adaptations**
 - b. **Hunter-Gatherer Societies**
 - i. **Hunting/Gathering: Following the Food Source**
 - ii. **Case Study: Head Smashed in Buffalo Jump**
 - c. **Farming: A Giant Step**
 - i. **Beginnings of Agriculture: some theories**
 - ii. **Building Community: Sedentary Societies**
 - iii. **Food Surplus: Implications**
 - d. **Cities**
 - i. **Trade**
 - ii. **Language & Mathematics**
 - iii. **Diversification of Labour**

- 4. Working with Thematic Maps**
 - a. Physical maps**
 - i. features**
 - ii. elevation**
 - b. Political maps**
 - c. Socio-Cultural maps**
 - d. Climate maps**
- 5. Making a Map Legend**
 - a. Key elements**
- 6. How to make a thematic map**
- 7. *Big Ideas Quiz***
- 8. Project-Based Learning Options**
 - a. Design your own Island**
 - b. Map your school**
 - c. Using Data to Make a Thematic Map**