

# Grade 7 Social Studies

## **FRENCH IMMERSION** Program

### Discipline Overview

Social studies is the study of people and places, past and present, near and far, in relation to each other and to the natural world. In Manitoba, social studies focuses on the disciplines of history and geography, and embeds the interrelated concepts found within the humanities and social sciences.

Social studies has processes that allow learners to engage effectively with the curriculum and to continuously develop their global competencies and enduring understandings. Learners acquire interdependent knowledge and understanding, skills, and values to become active democratic and responsible citizens who adhere to the principles of Truth and Reconciliation, sustainable development, and human rights.

The enduring understandings of social studies focus on the following topics:

- Identity, Culture, and Community
- The Land: Places and People
- Historical Connections
- Global Interdependence
- Power and Authority
- Economics and Resources

Learning in social studies takes into account the role of the French Immersion Program, its vision, its foundations (language, culture, and identity), as well as the principles of learning and assessment. Learners in social studies are exposed to both models of this discipline, and cultural and language models.

### Course Overview

#### People and Places in the World

Grade 7 learners 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. Learners focus on questions about culture, quality of life, international cooperation, and the responsibilities and rights of global citizenship.

# Global Competencies in Social Studies



## Critical Thinking

**Critical thinking in social studies** is essential to making ethical decisions and to being reflective and active global citizens. It involves the processes of inquiry and historical and geographical thinking, and the use of evidence, criteria, and reasoning that allows for informed decision-making and the creation of solutions necessary for a sustainable and ethical future.

- Learners will critically, strategically, efficiently, and effectively select and use sources in their research and inquiry, to ensure a depth and breadth of understanding, to draw conclusions, and to make informed decisions.
- Learners will make reasoned judgments about the world by evaluating sources for reliability and relevance, and by analyzing for bias, which could include prejudice, racism, and stereotyping.
- Learners will connect ideas, patterns, and relationships, using criteria and reasoning to understand historical thinking concepts.
- Learners will consider multiple perspectives and contexts to understand the diversity of the human experience.
- Learners will interpret information and ideas and recognize that interpretations may change with new information.
- Learners will evaluate personal assumptions and bias based on new information and ideas.
- Learners will ask relevant and clarifying questions to broaden and deepen knowledge and understanding.
- Learners will distinguish fact from opinion and interpretation to arrive at reasoned judgments.
- Learners will weigh criteria, based on observation, experience, and/or evidence, to make informed judgments and ethical decisions about the future of the world.



## Creativity

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**Creativity in social studies** enables learners to make observations and decisions, to solve problems, and to devise innovative strategies. This involves making connections among concepts and applying a variety of tools. Creative thinking emphasizes flexibility, divergent thinking, the generation of ideas, and the exploration of diverse choices to enhance understanding and consider sustainable and ethical solutions.

- Learners will demonstrate initiative and ingenuity, explore opportunities, be open to new ideas and possibilities, and take risks to consider different choices that could shape the future.
- Learners will demonstrate curiosity about choices made by people within a given context and explore new ideas/possibilities by asking relevant questions about those choices.
- Learners will use strategies and ways of thinking including historical/geographical thinking, perspective taking, and ethical decision-making to generate innovative ideas and concepts, solve problems, and/or make a difference to consider new opportunities for the future.
- Learners will build on the ideas and understandings of others.
- Learners will create plans and adjust them as they gain understanding of new information and/or changing contexts.
- Learners will test, refine, and adapt ideas in innovative and unique ways, and persevere through ambiguity and obstacles.
- Learners will reflect, seek, and use feedback from others to consider sustainable and ethical solutions and to enhance understanding.



## Citizenship

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**Citizenship in social studies** prepares learners to be informed and engaged global citizens. As they reflect upon diverse perspectives, narratives, and stories, they develop historical/geographical knowledge and conceptual understanding of the principles of Truth and Reconciliation, sustainability, and human rights, which provide a foundation for their role as engaged and responsible citizens—locally, nationally, and globally.

- Learners will understand and reflect on their own perspective in regard to complex issues in a rapidly changing world.
- Learners will recognize bias, including racism, prejudice, stereotyping, and discrimination, and they will support the principles of Truth and Reconciliation, sustainability, and human rights.
- Learners will explore the interconnectedness of self, others, and the natural world.

- Learners will explore how the contributions of the past shape our present concepts of citizenship and democracy.
- Learners will use conceptual understanding and historical/geographical thinking to analyze information and to make informed decisions.
- Learners will explore diverse ideas, experiences, and world views to evaluate personal assumptions and bias and to make informed decisions that reflect the principles of Truth and Reconciliation, sustainability, and human rights.
- Learners will empathize with others and reflect on perspectives that do not fit their own to understand the diversity of the human experience.
- Learners will engage with others in responsible, respectful, and inclusive ways, in person and in digital contexts, to constructively shape dialogue and build relationships.
- Learners will evaluate factors and realize their own potential to propose solutions for the well-being of self, others, and the natural world.
- Learners will work with others to develop strategies to find equitable solutions that support equity, diversity, and inclusion, and that uphold human rights.
- Learners will make ethical choices to promote healthy and sustainable outcomes for the natural world.



## Connection to Self

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**Connection to self in social studies** is the learners' personal connection with historical and geographical thinking and knowing, and making connections with others and the natural world. Learners explore their dynamic relationships with people and the land, past and present, near and far, which develops knowledge and understanding of human interdependence and impact upon societies and natural environments, and of their role as responsible citizens for a sustainable and ethical future.

- Learners will recognize personal interests, strengths, challenges, and gifts to support their learning, their well-being, and their well-becoming.
- Learners will appreciate the factors that shape their identity, including the interrelationship of land and people within the cultural and historical context of their community, to gain an understanding of themselves.
- Learners will value and respect the interdependence of and personal connections to people and place, including the natural environment, to develop empathy and belonging.
- Learners will understand and use strategies to support self-regulation and well-being as citizens in a complex and ever-changing world.
- Learners will reflect on their biases, decisions, effort, and experiences, and on others' feedback.

- Learners will set goals to strengthen their learning and well-being as engaged citizens.
- Learners will have hope and demonstrate empathy as they plan for the future for themselves and as part of the natural world near and far.
- Learners will demonstrate an ability to persevere and adapt to new experiences and perspectives, environmental and global realities, and world events.
- Learners will recognize and embrace their role in lifelong learning, and take responsibility for personal growth, well-being, and well-becoming as global citizens.



## Collaboration

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**Collaboration in social studies** includes appreciating the diversity of perspectives, beliefs, and values, which is part of living in a democratic society and being part of the natural world. Collaboration includes learning with and from others and working together with a shared commitment to common purposes including Truth and Reconciliation. Collaboration builds relationships to enable learners to make informed decisions and accomplish common goals. Furthermore, productive discussion and debate concerning ethical questions serve to motivate learners, making learning more meaningful, and provide the opportunity for learners to contribute to their communities.

- Learners will seek to understand and clarify diverse perspectives, voices, and ideas.
- Learners will build on each other's ideas through productive, meaningful, and respectful interactions.
- Learners will value and put trust in others' contributions to deepen thinking about topics.
- Learners will practise active listening and ask ethical questions while considering diverse perspectives.
- Learners will work through differences and show a willingness to compromise or change perspective where appropriate to make informed and respectful decisions.
- Learners will co-construct with others by negotiating to build an ethical understanding and work together to solve problems for the well-being of people and as part of the natural world.
- Learners will use their gifts and commit to establishing and carrying out their responsibilities for a collective purpose and/or a common goal for the well-being of people and as part of the natural world.



## Communication

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**Communication in social studies** enables learners to interpret received information, and to share information and express ideas clearly and purposefully using a variety of media. This includes the development of oral, visual, print, and media literacy, and the use of information and communication technologies for the exchange of information and ideas. Learners constructively exchange information and ideas to build knowledge and to strengthen relationships for a sustainable and ethical future for themselves and the natural world.

- Learners will consider audience, purpose, context, modes, and forms to share ideas and present information thoughtfully and effectively.
- Learners will use clear and concise language to express ideas and voice perspectives that are inclusive and respectful of others, avoiding generalizations and pejoratives, while understanding how their words and actions impact others.
- Learners consider context cues (e.g., text features, non-verbal communication, tone of voice, appropriate digital images, icons) to enhance understanding when receiving messages.
- Learners will seek to understand others' perspectives to clarify and broaden thinking and negotiate constructively through active listening and questioning.
- Learners recognize how diverse contexts (linguistic, cultural, generational, experiential) can influence understanding.
- Learners will engage in productive, meaningful, and respectful discussions to build relationships and deepen understandings in a variety of ways including in digital contexts.
- Learners will relate events and stories in a way that makes sense to self and others.
- Learners will negotiate constructively with others to build consensus within a community of learners.

## Enduring Understandings

### Identity, Culture, and Community

Learners will explore the concepts of identity, culture, and community as they relate to individuals, societies, and nations. Many factors influence identity and life in communities, including geography and history, culture, language, economic factors, and shared beliefs and values, and these factors are subject to time and place. By studying various cultures, including one's own, learners develop a better understanding of diverse points of view and become sensitive to the fact that a community is strengthened by the interaction and interdependence among individuals through cultural diversity and pluralism.



## The Land: Places and People

The exploration of people's dynamic interrelationships with places and environments creates an understanding of human dependence and impact upon the natural environment. Learners 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.

## Historical Connections

Learners will explore how people, events, and ideas from the past shape the present and influence the future. In addition, stories and traditions allow learners to deepen their historical understanding of the influence of the past on the present. Through the exploration of one's own history, and history near and far, learners can draw on the past to understand the present and live with the future in mind, thereby providing a foundation for active democratic citizenship.

## Global Interdependence

Learners will explore the interdependence of people, communities, societies, nations, and environments. This exploration will enhance the learners' global consciousness and help them develop empathy with respect to human rights and the human condition. Consideration of global connections enables them to expand their knowledge of the world in which they live and to engage in global citizenship.

## Power and Authority

Learners will explore the diverse processes and structures of power and authority through time, and their impact on people, relationships, communities, and nations, along with issues of fairness and equity. Power and authority affect all human relations, in everyday life and in official situations. Rules and laws, both formal and traditional, exist to protect people and to meet their needs for living together in a just and peaceful manner. Through an exploration of power and authority and its influence on human relationships, learners develop a sense of personal empowerment as active democratic citizens.

## Economics and Resources

Learners build an understanding of the impact, the sharing, and the interdependence of resources and wealth in relation to individuals, communities, and nations, both past and present. They examine economic factors that affect decision-making, the use and distribution of resources, and the development of technologies, and they consider social and environmental implications.



# Learning Outcomes

## Learning Outcome Code

The first letter refers to the learning outcome type:

**K** – Knowledge

**V** – Values

**S** – Skills

The second letter, where it appears, refers to the Enduring Understandings (and one Global Competency):

**I** – Identity, Culture, and Community

**H** – Historical Connections

**P** – Power and Authority

**L** – The Land: Places and People

**G** – Global Interdependence

**E** – Economics and Resources

**C** – Citizenship (Global Competency)

Distinctive Learning Outcomes are indicated, at the end of the specific learning outcome code, by the following letters:

**A** – Indigenous

**F** – Francophone

## Cluster 1: World Geography

### Knowledge Learning Outcomes

- 7-KL-015** Explain the purpose of latitude, longitude, parallels, and meridians.
- 7-KL-016** Locate on a world map the continents, major landforms, and major bodies of water.
- 7-KL-017** Locate on a world map and describe the major climatic and vegetation zones.
- 7-KL-018** Locate on a world map the major population clusters, and explain the relationship between population distribution and the natural environment.
- 7-KL-018F** Locate on a world map the major francophone countries.
- 7-KL-019** Identify factors that influence the movement of people around the world (e.g., environmental, economic, political, social).
- 7-KL-020** Locate the time zones on a world map and explain their purpose.
- 7-KL-021** Explain standards related to time zones. Include International Date Line, Universal Time, and local time.
- 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.
- 7-KP-038** Compare the accuracy of various map projections (e.g., Goode, Mercator, Peters, Robinson, polar), and describe their influence on perceptions of the size and importance of the continents.

### Values Learning Outcome

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






## Cluster 2: Global Quality of Life

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### Knowledge Learning Outcomes

- 7-KC-001** Describe the impact of various factors (e.g., laws, culture, labour practices, education) on citizenship rights in Canada and elsewhere in the world.
- 7-KC-002** Describe the impact of various factors on quality of life in Canada and elsewhere in the world (e.g., access to shelter, food, water, health care, and education; globalization).
- 7-KC-003** Give examples of ways in which quality of life may be enhanced within a democracy (e.g., freedom of association, speech, and the press; universal suffrage).
- 7-KC-004** Describe ways in which their personal actions may affect quality of life for people elsewhere in the world (e.g., consumer choices, conservation actions, sharing of resources, letters and petitions).
- 7-KC-005** Recognize Remembrance Day as a commemoration of Canadian participation in world conflicts.
- 7-KI-006** Identify diverse cultural and social perspectives regarding quality of life (e.g., differing concepts of poverty and wealth; materialism).
- 7-KI-007** Describe the impact of discriminatory attitudes and practices on quality of life. Include racism, prejudice, and stereotyping.
- 7-KI-008** Describe the influence of various factors (e.g., gender and gender images, sexual orientation, physical characteristics, socio-economic situation, peer pressure, media portrayals) on personal identity.
- 7-KG-033** Give examples of events and achievements that enhance understanding among peoples and nations (e.g., international sporting events, world fairs and expositions, film, music, and literary festivals, Nobel Prizes).
- 7-KG-034** Identify reasons why people emigrate.
- 7-KG-035** Give examples of global cooperation to solve conflicts or disasters.
- 7-KG-036** Identify various international organizations (e.g., United Nations, Amnesty International, Greenpeace, Médecins sans frontières), and describe their role in protecting or enhancing global quality of life.
- 7-KG-037** Identify universal human rights, and explain their importance.
- 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.
- 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 Learning Outcomes


- 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 (e.g., Mennonite Central Committee, Red Cross; Nelson Mandela, Mother Teresa) to quality of life.
- 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

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### Knowledge Learning Outcomes

- 7-KI-009** Identify elements that all societies have in common (e.g., social structure, communication, art, beliefs, technology, governance, economic organization).
- 7-KI-010** Give examples of cultural factors that shape ways of life in a society of Asia, Africa, or Australasia.
- 7-KI-011** Give examples of the artistic expression of culture in a society of Asia, Africa, or Australasia (e.g., art, music, dance, literature, oral tradition).
- 7-KI-012** Describe the influence of westernization in a society of Asia, Africa, or Australasia (e.g., cultural homogenization, global communication).
- 7-KI-013** Describe factors that affect health in a society of Asia, Africa, or Australasia (e.g., access to safe water, food, and medical care; AIDS and other epidemics).
- 7-KI-014** Describe characteristics of indigenous ways of life in a society of Asia, Africa, or Australasia.
- 7-KL-022** Identify on a map the major cities, landforms, and bodies of water of a society of Asia, Africa, or Australasia.
- 7-KL-023** Give examples of the influence of the natural environment on ways of life in a society of Asia, Africa, or Australasia.
- 7-KH-030** Identify historical events that continue to affect a society of Asia, Africa, or Australasia (e.g., colonization, slavery, wars, disasters).

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- 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.
  - 7-KE-046** Identify major economic activities in a society of Asia, Africa, or Australasia.
  - 7-KE-047** Describe the impact of urbanization and industrialization on indigenous peoples in a society of Asia, Africa, or Australasia.
  - 7-KE-048** Give examples of the impact of changing technologies on ways of life in a society of Asia, Africa, or Australasia.
  - 7-KE-049** Identify issues related to work and trade in a society of Asia, Africa, or Australasia (e.g., child labour, exploitation in or exclusion from the workforce, cooperatives, fair trade).

### Values Learning Outcomes

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

## Cluster 4: Human Impact in Europe or the Americas

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### Knowledge Learning Outcomes

- 7-KL-024** Identify on a map the major cities, landforms, and bodies of water of a society of Europe or the Americas.
- 7-KL-025** Give reasons for increased urbanization in a society of Europe or the Americas (e.g., housing, access to services, employment, industry).
- 7-KL-026** Identify human activities that contribute to climate change.
- 7-KL-027** Describe social, environmental, and economic consequences of climate change.
- 7-KL-028** Describe diverse approaches to land and natural resource use 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 (e.g., endangered plant and animal species, reforestation, restoration of wetlands).
- 7-KH-031** Identify historical events that continue to affect a society of Europe or the Americas (e.g., colonization, slavery, wars, disasters, agricultural or technological change).
- 7-KP-044** Identify ways in which government decisions may affect human impact on the natural environment.
- 7-KE-050** Identify major economic activities in a society of Europe or the Americas.

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- 7-KE-051** Identify common challenges faced by large urban centres (e.g., economic, environmental, social).
  - 7-KE-052** Identify issues related to food production and distribution in a society of Europe or the Americas.
  - 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 Learning Outcomes

- 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.

## Grade 7 Skills


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### Skills for Active Democratic Citizenship

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

### Skills for Managing Information and Ideas

- 7-S-200** Select information from a variety of oral, visual, material, print, or electronic sources (e.g., maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction).
- 7-S-201** Organize and record information in a variety of formats (e.g., maps, charts, outlines, concept maps, etc.), and reference sources appropriately.


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- 7-S-202** Interpret primary and secondary information sources for research.
  - 7-S-203** Select and use appropriate tools and technologies to accomplish tasks.
  - 7-S-204** Create maps using a variety of information sources, tools, and technologies (e.g., observation, Traditional Knowledge, geographic information systems [GIS], Global Positioning Systems [GPS]).
  - 7-S-205** Construct maps that include a title, legend, compass rose, scale, and latitude and longitude.
  - 7-S-206** Select and interpret various types of maps for specific purposes.
  - 7-S-207** Use latitude and longitude to locate and describe places on maps and globes.
  - 7-S-207A** Use Traditional Knowledge to read the land.
  - 7-S-208** Orient themselves by observing the landscape, using Traditional Knowledge, or using a compass or other tools and technologies.

### Skills for Critical and Creative Thinking

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

### Skills for Communication

- 7-S-400** Listen to others to understand their perspectives.
- 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.

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- 7-S-404** Elicit and clarify questions and ideas in discussions.
  - 7-S-405** Articulate their beliefs and perspectives on issues.

## Curriculum Implementation Resources

Curriculum implementation resources are frequently added. Please refer to [https://www.edu.gov.mb.ca/k12/framework/immersion/socstud/resources/grade\\_7.html](https://www.edu.gov.mb.ca/k12/framework/immersion/socstud/resources/grade_7.html).