



**GRADE 7 PROJECT TIME LEARNING OUTCOMES AND UNIT GUIDE**

**Who We Are**

*An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.*

Central idea: Global relationships

Lines of inquiry:  Globalization  Global interdependence  Conflict and cooperation  Geology of Nicaragua

**Life Science: Structure & Processes (SP)**

**Social Studies: Interactions and Interdependence of Nations (IN)**

All organisms have external parts that they use to perform daily functions to make sense of phenomena and solve problems.

Investigate examples of conflict, cooperation, and interdependence between Nicaragua and Pacific Rim countries.

Examine the effects of globalization on the lives of people in Nicaragua/other countries and in Pacific Rim countries.

Analyze the relationship of technology to globalization.

**Where We Are in Place and Time**

*An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.*

Central idea: Barter, trade and economy with Earth's resources

Lines of inquiry:  Mapping  Systems of barter, trade and sharing  Resources and economy  Landforms and layers of the earth

**Earth & Space Science: Earth's Crust & Resources (EC)**

**Social Studies: Dynamic Relationships (DR)**

**Social Studies: Resources and Wealth (RW)**

Analyze scientific understanding and explanations for movements and forces within the Earth's crust.  
Investigate and interpret evidence of major changes in landforms and the rock layers that underlie them.  
Identify locations and processes used to extract Earth's geological resources and examine the impacts of those locations and processes on society and the environment.

Analyze and use various types of maps (that provide differing perspectives and information for differing purposes) to situate current issues in Nicaragua, and in a selection of Pacific Rim countries.

Explain the role of barter, trade, and sharing in traditional economies in Nicaragua and Pacific Rim countries.

**How We Express Ourselves**

*An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation for the aesthetic.*

Central idea: Characteristics of nature and changes in material

Lines of inquiry:  Characteristics of Nature  Altering material  How mixtures and solutions impact industry  Environment's impact on economy

**Physical Science: Mixtures & Solutions (MS)**

**Social Studies: Resources and Wealth (RW)**

Distinguish between pure substances and mixtures (mechanical mixtures and solutions) using the particle model of matter.  
Investigate the properties and applications of solutions, including solubility and concentration.

Investigate methods of separating the components of mechanical mixtures and solutions, and analyze the impact of industrial and agricultural applications of those methods.

Investigate the influence of resources upon economic conditions of peoples in Pacific Rim countries.



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**How the World Works**

*An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.*

Central idea: Human impact on habitats and uses of natural material.

Lines of inquiry: □ Heat's impact on states of matter □ Technology of heat's impact on society □ Human habitation over time □ History of natural and societal events in Nicaragua and Pacific Rim

**Physical Science: Heat & Temperature (HT)**

**Social Studies: Dynamic Relationships (DR)**

Assess the impact of past and current heating and cooling technologies related to food, clothing, and shelter on self, society, and the environment.

Explain how understanding differences between states of matter and the effect of heat on changes in state provide evidence for the particle theory.  
Apply an understanding of heat and temperature in interpreting natural phenomena and technological devices.

Appraise the impact of human habitation on the natural environment in Nicaragua, and in a selection of Pacific Rim countries.  
Analyze the relationship between current and historical events and the physical and social environments in Nicaragua and in a selection of Pacific Rim countries.

**How We Organize Ourselves**

*An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.*

Central idea: Conflict leads to change.

Lines of inquiry: □ Rules, laws and governance in Nicaragua □ Power and authority □ Government systems □ Food webs □ Biogeochemical cycles

**Life Science: Interactions within Ecosystems (IE)**

**Social Studies: Power and Authority (PA)**

Observe, illustrate, and analyze living organisms within local ecosystems as part of interconnected food webs, populations, and communities.  
Evaluate biogeochemical cycles (water, carbon, and nitrogen) as representations of energy flow and the cycling of matter through ecosystems.

Compare the sources of power for individuals, nations, and regions in a selection of Pacific Rim countries.  
Investigate the structures and processes of democratic government in Nicaragua.  
Compare the strengths and weaknesses of oligarchy, dictatorship, and democracy as systems of government.

**Sharing the Planet**

*An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.*

Central idea: Our responsibility is the promotion of peaceful collaboration of Earth's limited resources.

Lines of inquiry: □ Meeting our needs □ Reducing our impact □ Guiding change □ Ecological stewardship

**Life Science: Interactions within Ecosystems (IE)**

**Social Studies: Resources and Wealth (RW)**

Analyze how ecosystems change in response to natural and human influences, and propose actions to reduce the impact of human behavior on a specific ecosystem.

Assess the ecological stewardship of economies of Nicaragua and the Pacific Rim countries.