



**GRADE 7 SOCIAL STUDIES LEARNING OUTCOMES AND UNIT GUIDE**

Unit	Learning Outcomes	Performance Indicators		
Who We Are		<b>Interactions and Interdependence of Nations (IN)</b>		
		Investigate examples of conflict, cooperation, and interdependence between Nicaragua and Pacific Rim countries.	Examine the mission, goals, and structure of an organization whose mandate is national or international co-operation (e.g., United Nations, NORAD, NAFTA, APEC, Organization of American States, Association of Southeast Asian Nations, Western Aboriginal Development Alliance).	
			Critique the influence of an organization with a mandate for national or international co-operation in terms of its contributions toward conflict, cooperation, self-reliance, and interdependence.	
			Diagnose reasons for a current or historical conflict involving Nicaragua and/or Pacific Rim country.	
			Create an inventory illustrating the interdependence of Nicaragua and Pacific Rim countries.	
		Examine the effects of globalization on the lives of people in Nicaragua/other countries and in Pacific Rim countries.	Identify the countries of origin of people, or of personal objects or tools (e.g., clothing, foods, friends, classmates, teachers, electronic equipment, favourite websites).	
			Investigate the international links of a Nicaraguan business.	
			Define globalization, and identify examples of globalization in the local community.	
			Analyze the economic impact of globalization in relation to the effects on the environment.	
			Articulate and interpret the main arguments for and against globalization.	
		Analyze the relationship of technology to globalization.	Identify technological connections that exist in the student's life, and classify them as local, national, or international.	
			Analyze the risks and benefits related to various technologies.	
			Develop an argument that addresses the impact of technology and globalization on societies.	
		Where We Are in Place and Time		<b>Dynamic Relationships (DR)</b>
				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.
Identify the major population clusters in Nicaragua and central America, and in a selection of Pacific Rim countries and locate them on a map.				
Examine maps of various projections and scales (e.g., Mercator, Peters, circumpolar, plate tectonics) in order to determine the characteristics and application of each map.				
Examine and propose the advantages, limitations, and potential uses of a variety of types of maps (e.g., Mercator, Peters, circumpolar, plate tectonics).				
Describe the nature of the physical, political, and population geography of Nicaragua using data from various maps, charts, and graphs.				
Construct generalizations about the nature of the physical, political, and population geography in Nicaragua and central America.				
	<b>Resources and Wealth (RW)</b>			
	Explain the role of barter, trade, and sharing in traditional economies in Nicaragua and Pacific Rim countries.			Role play the practices of barter, trade, and sharing used to obtain goods and services.
				Describe examples of barter, trade, and sharing in the local community.
				Present the experiences of Elders and senior citizens in the local community regarding barter, sharing, and trade.
		Question whether economies based on barter, trade, and sharing are sustainable.		



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How We Express Ourselves	<b>Resources and Wealth (RW)</b>	
	Investigate the influence of resources upon economic conditions of peoples in Nicaragua.	Survey the principles of democracy as defined by family, school, and community members, and synthesize into a definition of democracy.
		Compare the responsibilities of municipal, district and federal governments in Nicaragua.
		Investigate the federal, district, or local election processes in Nicaragua.
		Chart the structures of Nicaraguan government at the local, district, and national levels.
How the World Works	<b>Dynamic Relationships (DR)</b>	
	Appraise the impact of human habitation on the natural environment in Nicaragua, and in a selection of Pacific Rim countries.	Identify the influence of physical features such as water bodies, topography, and natural resources on the location of people in Nicaragua (including the traditional homelands of indigenous peoples) and in a selection of Pacific Rim countries.
		Examine the effects of humans and their technology on the natural environment in Nicaragua, and in a selection of Pacific Rim countries, including the consequences for indigenous peoples who inhabit those regions (e.g., over harvesting of fish, increased incidence of severe weather, influence of logging industry on the natural world and ecosystems, effects of deforestation and coral removal, and efforts to reclaim shorelines and restore the natural barriers).
		Explore situations where changes in the environment, induced naturally or by humans, have resulted in the relocation of peoples in Nicaragua, and in a selection of Pacific Rim and central American countries, including indigenous peoples who inhabit those regions. Explain the reasons for the relocation and its consequences.
	Analyze the relationship between current and historical events and the physical and social environments in Nicaragua and in a selection of Pacific Rim countries.	Relate current issues to location by using physical maps, political maps, and population maps of Nicaragua, and a selection of Pacific Rim and central American countries in order to understand the role of geography in shaping political events (e.g., Western intervention in other countries, political alliances, adoption of a system of government) and economic activity (e.g., economic alliances, trading partners, exploitation of resources) in Nicaragua, and a selection of Pacific Rim and central American countries.
		Examine the effects of natural or human catastrophes on affected populations, and, by extension, on the history of human habitation of the region.
		Analyze the influence of contact with another culture on the Aboriginal peoples of Central America and a selection of Pacific Rim countries (e.g., the influence of Europeans on the indigenous peoples of (Nicaragua, Mexico, Canada and Australia).
		Conduct an inquiry synthesizing the link between historical events, population dynamics, and environment.
		Investigate relationships within and among select central American and Pacific Rim countries to determine reasons for current political and economic relationships.
		Debate the positions of central American and Pacific Rim countries with respect to climate change.



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<b>Power and Authority (PA)</b>		
<b>How We Organize Ourselves</b>	Compare the sources of power for individuals, nations, and regions in a selection of Pacific Rim countries.	Describe the source of power (resources, numbers, organization) and forms of power (force, authority, influence) used by individuals in a position of leadership in the local community or a local organization.
		Analyze the sources of power, including organization, resources (technological, human, and military), and numbers, evidenced in the exercise of power by an individual, organization, or nation as described in a current events article.
		Identify examples of the use of co-operation balance and harmony as a sources of power used to effect change in the local, provincial, national, or international community (e.g., service organizations, trade unions, co-operative movements, advocacy groups).
		Analyze the sources of power of a national leader of Nicaragua and other countries.
	Investigate the structures and processes of democratic government in Nicaragua.	Survey the principles of democracy as defined by family, school, and community members, and synthesize into a definition of democracy.
		Compare the responsibilities of municipal, provincial or territorial, and federal governments in Nicaragua and other countries.
		Describe the roles of the elected representatives in the local, provincial, federal governance structures.
		Investigate the federal, provincial or territorial, or local election processes in Nicaragua or other countries.
	Compare the strengths and weaknesses of oligarchy, dictatorship, and democracy as systems of government	Examine the systems of government countries which are not democracies (e.g., China, North Korea, Vietnam, Fiji).
		Contrast the systems of government of the non-democracy countries with Democratic system of government.
		Identify the criteria by which countries are described as dictatorships, oligarchies, or democracies.
		Analyze the strengths and weaknesses of democracy, oligarchy, and dictatorship as systems of government.
<b>Resources and Wealth (RW)</b>		
<b>Sharing the Planet</b>	Assess the ecological stewardship of economies of Nicaragua and the Pacific Rim countries.	Research and illustrate the origins and current meanings of the words "steward" and "stewardship."
		Define the word "sustainable", and discriminate between the concepts of sustainable and unsustainable as they apply to resources and industry.
		Examine the sustainability of the economies of a selection of Pacific Rim countries, Central American countries and propose practices which might increase the level of sustainability.