

# Grade 7 Individuals & Societies

## Units of Study

UNIT 1:	Identity and Governance	Start: August	Duration: 8/9 weeks
<ul style="list-style-type: none"> <li>● <b>Concepts:</b> Change, Identity, Governance, Power</li> <li>● <b>Subject Specific Skills:</b> Communication, Thinking: Critical and Creative, letter writing, newspaper formatting</li> <li>● <b>Learning Experiences:</b> In this unit, students will learn about different government systems and the changes they make. Students will compare and contrast changes governments made or are making to better understand the characteristics of identity perspectives. Students will create an informative newspaper article and identity art gallery piece to show their learning and understanding.</li> </ul>			

UNIT 2:	Islamic Interactions	Start: November	Duration: 8/9 weeks
<ul style="list-style-type: none"> <li>● <b>Concepts:</b> Global Interactions, Culture, Community, Growth</li> <li>● <b>Subject Specific Skills:</b> Research: Information Literacy, Social: Collaboration, article analysis</li> <li>● <b>Learning Experiences:</b> In this unit, students will learn about Arabia before the spread of Islam and its impact on the region and beyond. Students will learn about the medieval time period in Europe and how the Golden Age flourished in comparison to Arabia. Students will be measured by their knowledge and understanding and inquire into the societal and innovative developments due to the spread of Islam.</li> </ul>			

UNIT 3:	World Wealth Imbalance	Start: January	Duration: 8/9 weeks
<ul style="list-style-type: none"> <li>● <b>Concepts:</b> Systems, Globalization, Trade, Resources</li> <li>● <b>Subject Specific Skills:</b> Communication, Thinking: Critical &amp; Creative Research: Media Literacy, poster design</li> <li>● <b>Learning Experiences:</b> In this unit, students will learn about the connections between European Exploration, Globalization, World Wealth Imbalance, Colonization, and Systems. Students will use the case example of Columbus to explore the unit topics. Students will create a propaganda piece and a presentation on globalization to demonstrate their learning.</li> </ul>			

UNIT 4:	Our Dynamic Earth	Start: April	Duration: 8/9 weeks
<ul style="list-style-type: none"> <li>● <b>Concepts:</b> Time, Place, Space, Causality, Community, Processes, Plate Tectonics, Natural Disasters</li> <li>● <b>Subject Specific Skills:</b> Self-Management: Organization and Affective, Communication, OPVL</li> <li>● <b>Learning Experiences:</b> In this unit, students will learn about plate tectonics and how the earth plates move. Students will study various case examples of earth's movements causing natural disasters. Students will focus on actively understanding and using vocabulary to explain the cause and effects of natural movements and disasters. Students will practice looking at sources and measuring their usefulness based on the origin, purpose, values, and limitations.</li> </ul>			

# Grade 7 Individuals & Societies

## Unit 1: Identity and Governance

**Start:** August

**Duration:** 8/9 weeks

**LEARNING EXPERIENCES:** In this unit, students will learn about different government systems and the changes they make. Students will compare and contrast changes governments made or are making to better understand the characteristics of identity perspectives. Students will create an informative newspaper article and identity art gallery piece to show their learning and understanding.

**KEY CONCEPT:** Change

**Related Concepts / Subject Specific:** Independence Movements  
Identity, Governance, Power

**STATEMENT OF INQUIRY:**

Changes made by governments create challenges regarding identity and power.

**INQUIRY QUESTIONS:**

**Factual:**

What is government?  
How are the laws changed?  
What is identity?

**Conceptual:**

Why is identity important?  
What challenges come from different forms of government?

**Debatable:**

Are changes made by governments positive?  
Why do governments make changes?

**OBJECTIVES AND ASSESSMENT CRITERIA:**

**A: Knowledge and Understanding**

Use a range of terminology in context.  
Demonstrate knowledge and understanding of subject-specific content and concepts, through descriptions, explanations, and examples.

**B: Investigation**

Formulate/choose a clear and focused research question, explaining its relevance.  
Formulate and follow an action plan to investigate a research question.  
Use methods to collect and record relevant information.  
Evaluate the process and results of the investigation, with guidance.

**C: Communication**

Communicate information and ideas in a way that is appropriate for the audience and purpose.  
Structure information and ideas according to the task instructions.  
Create a reference list and cite sources of information.

**D: Critical Thinking**

Analyze concepts, issues, models, visual representation and/or theories.  
Summarize information to make valid, well-supported arguments.  
Analyze a range of sources/data in terms of origin and purpose, recognizing values and limitations.  
Recognize different perspectives and explain their implications.

**ATLs:**

Communication  
Thinking: Critical and Creative

**RESOURCES / LITERATURE OPTIONS:**

- Case Studies: Border Wall, Boracay

**SUMMATIVE ASSESSMENT TASKS:**

1. Informative Newspaper writing inquiry
2. Identity Art Gallery

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## Unit 2: Islamic Interactions

**Start:** November

**Duration:** 8/9 Weeks

**LEARNING EXPERIENCES:** In this unit, students will learn about Arabia before, during and after the spread of Islam and its impact on the region and beyond. Students will learn about the medieval time period in Europe and how Golden Age Arabia flourished in comparison to Europe. Students will inquire into the societal and innovative developments due to the spread of Islam.

<b>KEY CONCEPT:</b> Global Interactions	<b>Related Concepts / Subject Specific:</b> History of the Islamic World Culture, Community, Growth
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<b>STATEMENT OF INQUIRY:</b>	The spread of a belief system can create cultural change across civilizations.
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<b>INQUIRY QUESTIONS:</b>	
<b>Factual:</b>	What was the world like before the spread of Islam? How did communities interact during the spread of Islam? How did communities grow after the spread of Islam?
<b>Conceptual:</b>	How do belief systems spread? How do belief systems impact the development of civilizations?
<b>Debatable:</b>	To what extent do our beliefs influence our decisions?

<b>OBJECTIVES AND ASSESSMENT CRITERIA:</b>	
<b>A: Knowledge and Understanding</b>	Use a range of terminology in context. Demonstrate knowledge and understanding of subject-specific content and concepts, through descriptions, explanations, and examples.
<b>B: Investigation</b>	Formulate/choose a clear and focused research question, explaining its relevance. Formulate and follow an action plan to investigate a research question. Use methods to collect and record relevant information. Evaluate the process and results of the investigation, with guidance.
<b>C: Communication</b>	Communicate information and ideas in a way that is appropriate for the audience and purpose. Structure information and ideas according to the task instructions. Create a reference list and cite sources of information.
<b>D: Critical Thinking</b>	Analyze concepts, issues, models, visual representation and/or theories. Summarize information to make valid, well-supported arguments. Analyze a range of sources/data in terms of origin and purpose, recognizing values and limitations. Recognize different perspectives and explain their implications.

<b>ATLs:</b>	Research: Information Literacy Social: Collaboration
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**RESOURCES / LITERATURE OPTIONS:**

- Islam Empire of Faith Video
- *Medieval Minds Britain 1066-1500* by Jamie Byrom, Christine Counsell & Michael Riley
- *Islamic Empires 600-1650* by Tim Leadbeater
- *Meeting of the Minds: Islamic encounters c. 570-1750* by Amie Byrom, Christine Counsell & Michael Riley

**SUMMATIVE ASSESSMENT TASKS:**

1. Knowledge and Understanding summative test
2. The Spread of Islam Inquiry

# Grade 7 Individuals & Societies

## Unit 3: World Wealth Imbalance

**Start:** January

**Duration:** 9 Weeks

**LEARNING EXPERIENCES:** In this unit, students will learn about the connections between European Exploration, Globalization, World Wealth Imbalance, Colonization, and Systems. Students will use the case example of Columbus to explore the unit topics. Students will create a propaganda piece and a presentation on globalization to demonstrate their learning.

<b>KEY CONCEPT: Systems</b>	<b>Related Concepts / Subject Specific:</b> Wealth Distribution Globalization, Trade, Resources
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<b>STATEMENT OF INQUIRY:</b>	Globalization can increase as well as decrease prosperity.
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<b>INQUIRY QUESTIONS:</b>	
<b>Factual:</b>	<ol style="list-style-type: none"> <li>1) How is wealth distributed in the world?</li> <li>2) What is globalization?</li> <li>3) What was life at sea like for a sailor in the Age of Exploration?</li> </ol>
<b>Conceptual:</b>	<ol style="list-style-type: none"> <li>1) What were the effects of European exploration?</li> <li>2) What motives led the Europeans to explore new territories overseas?</li> </ol>
<b>Debatable:</b>	<ol style="list-style-type: none"> <li>2) Is globalization good for humanity?</li> </ol>

<b>OBJECTIVES AND ASSESSMENT CRITERIA:</b>	
<b>A: Knowledge and Understanding</b>	Use a range of terminology in context. Demonstrate knowledge and understanding of subject-specific content and concepts, through descriptions, explanations and examples.
<b>B: Investigation</b>	Formulate/choose a clear and focused research question, explaining its relevance. Formulate and follow an action plan to investigate a research question. Use methods to collect and record relevant information. Evaluate the process and results of the investigation, with guidance.
<b>C: Communication</b>	Communicate information and ideas in a way that is appropriate for the audience and purpose. Structure information and ideas according to the task instructions. Create a reference list and cite sources of information.
<b>D: Critical Thinking</b>	Analyse concepts, issues, models, visual representation and/or theories. Summarize information to make valid, well-supported arguments. Analyse a range of sources/data in terms of origin and purpose, recognizing values and limitations. Recognize different perspectives and explain their implications.

<b>ATLs:</b>	Communication Thinking: Critical & Creative    Research: Media Literacy
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**RESOURCES / LITERATURE OPTIONS:**

- *World History: Medieval and Early Modern times* by McDougal Littell

**SUMMATIVE ASSESSMENT TASKS:**

1. Columbus Propaganda
2. Globalization Presentation

# Grade 7 Individuals & Societies

## Unit 4: Our Dynamic Earth

**Start:** April

**Duration:** 8 Weeks (Ramadan Dependent)

**LEARNING EXPERIENCES:** In this unit, students will learn about plate tectonics and how the earth plates move. Students will study various case examples of earth's movements causing natural disasters. Students will practice looking at sources and measuring their usefulness based on the origin, purpose, values, and limitations.

**KEY CONCEPT:** Time, Place, Space  
**Related Concepts / Subject Specific:** Plate Tectonics, Natural Disasters  
 Causality, Community, Processes

**STATEMENT OF INQUIRY:** Time, place and space determine how a community experiences and responds to a natural disaster.

### INQUIRY QUESTIONS:

<b>Factual:</b>	What natural processes make the Earth move? What are the causes and effects of earthquakes, tsunamis, and volcanoes? What can we do to prepare for natural disasters?
<b>Conceptual:</b>	What makes an event a disaster? What role do time, place and space play in disasters? How are different communities affected by the powerful processes beneath the Earth?
<b>Debatable:</b>	How should we respond to natural disasters? Should we measure the impact of a natural disaster in terms of monetary cost or human lives lost?

### OBJECTIVES AND ASSESSMENT CRITERIA:

<b>A: Knowledge and Understanding</b>	Use a range of terminology in context. Demonstrate knowledge and understanding of subject-specific content and concepts, through descriptions, explanations, and examples.
<b>B: Investigation</b>	Formulate/choose a clear and focused research question, explaining its relevance. Formulate and follow an action plan to investigate a research question. Use methods to collect and record relevant information. Evaluate the process and results of the investigation, with guidance.
<b>C: Communication</b>	Communicate information and ideas in a way that is appropriate for the audience and purpose. Structure information and ideas according to the task instructions. Create a reference list and cite sources of information.
<b>D: Critical Thinking</b>	Analyze concepts, issues, models, visual representation and/or theories. Summarize information to make valid, well-supported arguments. Analyze a range of sources/data in terms of origin and purpose, recognizing values and limitations. Recognize different perspectives and explain their implications.

**ATLs:** Self-Management: Organization and Affective Communication

### RESOURCES / LITERATURE OPTIONS:

- *Geog.1 textbook*
- Various videos & short articles about plate tectonics and natural disasters

### SUMMATIVE ASSESSMENT TASKS:

1. OPVL & SWOT Analysis of NEOM