



# SOCIAL STUDIES GRADE 7

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*Integrated Resource Package 2006*

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This Integrated Resource Package (IRP) provides basic information teachers will require in order to implement Social Studies K to 7. Once fully implemented, this document will supersede the *Social Studies K to 7 Integrated Resource Package* (1998).

The information contained in this document is also available on the Internet at [www.bced.gov.bc.ca/irp/irp.htm](http://www.bced.gov.bc.ca/irp/irp.htm)

The following paragraphs provide brief descriptions of the components of the IRP.

## INTRODUCTION

The Introduction provides general information about Social Studies K to 7, including special features and requirements.

Included in this section are

- a rationale for teaching Social Studies K to 7 in BC schools
- the curriculum goals
- descriptions of the curriculum organizers – groupings for prescribed learning outcomes that share a common focus
- an overview of the curriculum content

## CONSIDERATIONS FOR PROGRAM DELIVERY

This section of the IRP contains additional information to help educators develop their school practices and plan their program delivery to meet the needs of all learners.

## PRESCRIBED LEARNING OUTCOMES

This section contains the *prescribed learning outcomes*, the legally required content standards for the provincial education system. The learning outcomes define the required attitudes, skills, and knowledge for each subject. They are statements of what students are expected to know and be able to do by the end of the indicated grade.

## STUDENT ACHIEVEMENT

This section of the IRP contains information about classroom assessment and measuring student achievement, including sets of specific achievement indicators for each prescribed learning outcome. Achievement indicators are statements that describe what students should be able to do in order to demonstrate that they fully meet the expectations set out by the prescribed learning outcomes. Achievement indicators are not mandatory; they are provided to assist in assessing how well students achieve the prescribed learning outcomes.

Also included in this section are key elements – descriptions of content that help determine the intended depth and breadth of the prescribed learning outcomes.

## CLASSROOM ASSESSMENT MODEL

This section contains a series of assessment units that address clusters of learning outcomes organized by topic or theme. The units have been developed by BC educators, and are provided to support classroom assessment. These units are suggestions only – teachers may use or modify the units as they plan for the implementation of this curriculum.

Each grade in the model contains an Assessment Overview Table intended to support teachers with their assessment practices, and the assessment units organized by topic – including the prescribed learning outcomes and a sequence of suggested assessment activities for each topic. Sample assessment instruments are also included for each grade.

## LEARNING RESOURCES

This section contains general information on learning resources, and provides a link to the titles, descriptions, and ordering information for the recommended learning resources in the Social Studies K to 7 Grade Collections.







# INTRODUCTION

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This Integrated Resource Package (IRP) sets out the provincially prescribed curriculum for Social Studies K to 7. The development of this IRP has been guided by the principles of learning:

- Learning requires the active participation of the student.
- People learn in a variety of ways and at different rates.
- Learning is both an individual and a group process.

In addition to these three principles, this document recognizes that British Columbia’s schools include young people of varied backgrounds, interests, abilities, and needs. Wherever appropriate for this curriculum, ways to meet these needs and to ensure equity and access for all learners have been integrated as much as possible into the learning outcomes, achievement indicators, instructional activities, and assessment activities.

Social Studies K to 7, in draft format, was available for public review and response from December 2005 through February 2006. Feedback from educators, students, parents, and other educational partners also informed the development of this document.

### RATIONALE

The aim of Social Studies K to 7 is to develop thoughtful, responsible, and active citizens who are able to acquire the requisite information to consider multiple perspectives and to make reasoned judgments.

The Social Studies K to 7 curriculum provides students with opportunities to reflect critically upon events and issues in order to examine the present, make connections with the past, and consider the future. The curriculum emphasizes

- developing understanding – encouraging in-depth study from multiple perspectives (e.g., time, place, culture, values) and leading students to think critically and make reasoned judgments
- making connections – between historical and contemporary events and issues, and between various regions, environments, and cultures around the world
- applying knowledge – allowing students to inform their judgments, shape their opinions, solve problems, and guide their actions
- practising active citizenship – developing the skills, attitudes, and processes necessary to be responsible, active citizens

### GOALS FOR SOCIAL STUDIES K TO 7

The following goals reflect and are represented in the prescribed learning outcomes for Social Studies K to 7 in each curriculum organizer.

Through their participation in social studies, students will be encouraged and enabled to

- understand and prepare to exercise their roles, rights, and responsibilities within their family, the community, Canada, and the world
- demonstrate respect for human equality and cultural diversity
- acquire an understanding of and appreciation for the historical and geographical forces that have shaped and continue to shape Canadian society and the societies of countries around the world
- develop the skills and attitudes necessary to become thoughtful, active participants in their communities and as global citizens

### CURRICULUM ORGANIZERS

A curriculum organizer consists of a set of prescribed learning outcomes that share a common focus. The prescribed learning outcomes for Social Studies K to 7 are grouped under the following curriculum organizers:

Curriculum Organizers
SKILLS AND PROCESSES OF SOCIAL STUDIES
IDENTITY, SOCIETY, AND CULTURE
GOVERNANCE
ECONOMY AND TECHNOLOGY
HUMAN AND PHYSICAL ENVIRONMENT

Note that these five organizers are for the purpose of identifying prescribed learning outcomes; they are not intended to suggest a linear means of course delivery.

#### *Skills and Processes of Social Studies*

Prescribed learning outcomes for this organizer focus on providing opportunities for students to

- identify and apply solutions to problems and issues
- gather, interpret, analyse, and present information
- practise active citizenship

These learning outcomes are intended to provide a framework to be used throughout the curriculum to support the skills and processes essential to social studies and to help students become responsible, thoughtful citizens.

### *Identity, Society, and Culture*

Students learn about the characteristics that define self, cultures, and societies, and the similarities and differences within and across cultures over time.

### *Governance*

Students are given opportunities to develop a basic understanding of political and legal structures and processes, through which they can gain an appreciation of the purpose of governance in a variety of societies. Rights and responsibilities of citizenship and the role of participation are examined at community, national, and world levels.

### *Economy and Technology*

Students are given opportunities to develop an understanding of basic economic concepts and systems. They also explore the impact of technological innovation on individuals, society, and the environment.

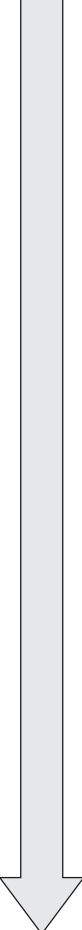
### *Human and Physical Environment*

Students learn basic geographic skills and apply them to enhance their understanding of natural environments and relationships between people and natural systems. They explore the influence of physical geography and apply their understanding to areas such as resource development, stewardship, and sustainability.

### **SUGGESTED TIMEFRAME**

Provincial curricula are developed in accordance with the number of instructional hours allocated for each subject area, while still allowing for flexibility to address local needs. For Social Studies, approximately 90-100 instructional hours per school year is recommended for Grades 1 to 7; for Kindergarten, approximately 45-50 hours is recommended.

## SOCIAL STUDIES K TO 12 – AT A GLANCE



<b>K to 7</b>	Social Studies Kindergarten to Grade 7: required for all students
<b>8 and 9</b>	Social Studies Grades 8 and 9: required for all students
<b>10</b>	Social Studies 10: required for all students
<b>11</b>	<p>Students must take at least one of the following courses to graduate:</p> <ul style="list-style-type: none"> <li>• BC First Nations Studies 12</li> <li>• Civic Studies 11</li> <li>• Social Studies 11</li> </ul> <p>Each of these courses includes a required Graduation Program examination worth 20% of the final mark.</p>
<b>12</b>	<p>Elective courses:</p> <ul style="list-style-type: none"> <li>• Comparative Civilizations 12</li> <li>• Geography 12</li> <li>• History 12</li> <li>• Law 12</li> </ul> <p>Geography 12 and History 12 include optional Graduation Program examinations worth 40% of the final mark for students who choose to write them.</p>

OVERVIEW OF SOCIAL STUDIES K TO 7 TOPICS

	<b>Kindergarten</b> <i>Self, Family, School</i>	<b>Grade 1</b> <i>Self, Family, School</i>	<b>Grade 2</b> <i>Self, Family, School</i>	<b>Grade 3</b> <i>Communities – Past and Present</i>
<b>SKILLS AND PROCESSES OF SOCIAL STUDIES</b>	<ul style="list-style-type: none"> <li>co-operative participation in groups</li> <li>gathering information</li> <li>presenting information orally and visually</li> </ul>	<ul style="list-style-type: none"> <li>simple picture maps</li> <li>co-operative participation in groups</li> <li>gathering and presenting information orally, visually, and written</li> <li>strategies for solving problems</li> </ul>	<ul style="list-style-type: none"> <li>simple maps with cardinal directions, symbols, and legends</li> <li>gathering information for presentation</li> <li>problem solving in the class or school</li> </ul>	<ul style="list-style-type: none"> <li>critical thinking</li> <li>simple maps</li> <li>gathering information; citing sources appropriately; presentation skills</li> <li>chronological order</li> <li>responses to problems</li> </ul>
<b>IDENTITY, CULTURE, AND SOCIETY</b>	<ul style="list-style-type: none"> <li>concept of change</li> <li>groups that are part of their lives</li> <li>places that are part of their lives</li> <li>similarities and differences among families</li> </ul>	<ul style="list-style-type: none"> <li>changes in their lives</li> <li>similarities and differences among families</li> <li>social structures</li> <li>ways people work together in groups</li> <li>symbols of Canada</li> </ul>	<ul style="list-style-type: none"> <li>changes in the school and community</li> <li>ways individuals contribute to a community</li> <li>personal identity</li> <li>language and cultural characteristics of Canada</li> </ul>	<ul style="list-style-type: none"> <li>changes in communities over time</li> <li>importance of communities</li> <li>cultural similarities and differences</li> <li>characteristics of Canadian society</li> </ul>
<b>GOVERNANCE</b>	<ul style="list-style-type: none"> <li>roles and responsibilities within the class and school</li> <li>purpose of classroom and school rules</li> </ul>	<ul style="list-style-type: none"> <li>roles, responsibilities, and rights at home and at school</li> <li>purpose of classroom and school rules</li> </ul>	<ul style="list-style-type: none"> <li>roles, rights, and responsibilities within the class and school</li> <li>how decisions are made in groups</li> </ul>	<ul style="list-style-type: none"> <li>rights and responsibilities and the well-being of the community</li> <li>roles and responsibilities of local governments</li> </ul>
<b>ECONOMY AND TECHNOLOGY</b>	<ul style="list-style-type: none"> <li>human needs</li> <li>work in the community</li> <li>technologies in daily life</li> </ul>	<ul style="list-style-type: none"> <li>how basic needs are met</li> <li>types of work in the community</li> <li>purpose of money</li> <li>ways technology is used</li> </ul>	<ul style="list-style-type: none"> <li>work done in the school</li> <li>purpose of money</li> <li>how technology affects individuals and schools</li> </ul>	<ul style="list-style-type: none"> <li>how needs and wants are met in communities</li> <li>how technology affects individuals and communities past and present</li> </ul>
<b>HUMAN AND PHYSICAL ENVIRONMENT</b>	<ul style="list-style-type: none"> <li>natural and human-built characteristics of environments</li> <li>ways to care for their environment</li> </ul>	<ul style="list-style-type: none"> <li>recognizing maps of Canada</li> <li>characteristics of environments</li> <li>how environment affects daily life</li> <li>ways to care for their environment</li> </ul>	<ul style="list-style-type: none"> <li>landforms and bodies of water in BC and Canada</li> <li>responsibility to the environment</li> <li>how environment affects human activities</li> </ul>	<ul style="list-style-type: none"> <li>landforms and bodies of water in BC and Canada</li> <li>provinces and territories</li> <li>responsibility for the environment</li> <li>effect of environment on early settlement</li> </ul>

<b>Grade 4</b> <i>Aboriginal Cultures, Exploration, and Contact</i>	<b>Grade 5</b> <i>Canada—From Colony to Country</i>	<b>Grade 6</b> <i>Canada and the World</i>	<b>Grade 7</b> <i>Ancient Civilizations</i>	
<ul style="list-style-type: none"> <li>critical thinking</li> <li>maps and timelines</li> <li>gathering information, presentation skills</li> <li>alternative perspectives</li> <li>strategies to address a problem or issue</li> </ul>	<ul style="list-style-type: none"> <li>critical thinking</li> <li>maps and timelines</li> <li>gathering and presenting information; primary and secondary sources</li> <li>defending a position</li> <li>plan of action to address a problem or issue</li> </ul>	<ul style="list-style-type: none"> <li>critical thinking</li> <li>graphs, tables, aerial photos, and various types of maps</li> <li>credibility of sources</li> <li>presentation skills</li> <li>plan of action to address a problem or issue</li> </ul>	<ul style="list-style-type: none"> <li>critical thinking</li> <li>graphs, timelines, maps</li> <li>compiling information, range of sources</li> <li>presentation skills</li> <li>defending a position on an issue</li> </ul>	<b>SKILLS AND PROCESSES OF SOCIAL STUDIES</b>
<ul style="list-style-type: none"> <li>characteristics of Aboriginal cultures</li> <li>early European exploration of BC and Canada</li> <li>contact between Aboriginals and Europeans</li> </ul>	<ul style="list-style-type: none"> <li>key events and factors in the development of BC and Canada</li> <li>immigration</li> <li>significant individuals in BC and Canada</li> </ul>	<ul style="list-style-type: none"> <li>Canadian identity and how individuals experience cultural influences</li> <li>comparing Canada with other countries</li> <li>artistic expression and culture</li> </ul>	<ul style="list-style-type: none"> <li>civilization in ancient cultures</li> <li>social roles in ancient cultures</li> <li>influences of ancient societies on present-day cultures</li> </ul>	<b>IDENTITY, CULTURE, AND SOCIETY</b>
<ul style="list-style-type: none"> <li>Aboriginal governance structures</li> <li>governance in early European settlements in Canada</li> </ul>	<ul style="list-style-type: none"> <li>Confederation</li> <li>levels and responsibilities of government</li> <li>First Nations governance</li> </ul>	<ul style="list-style-type: none"> <li>federal government systems</li> <li>justice system</li> <li>equality and fairness; rights and responsibilities</li> <li>role of Canada in the world</li> </ul>	<ul style="list-style-type: none"> <li>rules, laws, and government in ancient civilizations</li> <li>effect of ancient laws and government on Canada</li> </ul>	<b>GOVERNANCE</b>
<ul style="list-style-type: none"> <li>bartering, money</li> <li>Aboriginal technologies</li> <li>factors affecting exploration; technologies used</li> <li>exchange between Aboriginal peoples and Europeans</li> </ul>	<ul style="list-style-type: none"> <li>resources and economic development</li> <li>transportation systems</li> </ul>	<ul style="list-style-type: none"> <li>Canada's economic relationships</li> <li>communications technologies in Canada</li> <li>technology in other countries</li> </ul>	<ul style="list-style-type: none"> <li>technology and exchange in ancient societies</li> <li>ancient communications</li> </ul>	<b>ECONOMY AND TECHNOLOGY</b>
<ul style="list-style-type: none"> <li>location of hemispheres, continents, oceans, Aboriginal groups</li> <li>place names</li> <li>Aboriginal relationship with the land</li> </ul>	<ul style="list-style-type: none"> <li>physical regions of Canada, location of natural resources</li> <li>sustainability</li> <li>environmental effects of settlement in early BC and Canada</li> </ul>	<ul style="list-style-type: none"> <li>relationship between cultures and their environments</li> <li>factors affecting settlement patterns and population distribution</li> </ul>	<ul style="list-style-type: none"> <li>effect of environment on ancient civilizations</li> <li>effect of humans on the environment in ancient civilizations</li> </ul>	<b>HUMAN AND PHYSICAL ENVIRONMENT</b>







# CONSIDERATIONS FOR PROGRAM DELIVERY

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This section of the IRP contains additional information to help educators develop their school practices and plan their program delivery to meet the needs of all learners. Included in this section is information about

- Alternative Delivery policy
- addressing local contexts
- involving parents and guardians
- establishing a positive classroom climate
- confidentiality
- inclusion, equity, and accessibility for all learners
- connections to other subject areas
- working with the school and community
- working with the Aboriginal community
- information and communications technology
- copyright and responsibility
- debate
- media analysis

### ALTERNATIVE DELIVERY POLICY

The Alternative Delivery policy does not apply to Social Studies K to 7.

The Alternative Delivery policy outlines how students, and their parents or guardians, in consultation with their local school authority, may choose means other than instruction by a teacher within the regular classroom setting for addressing prescribed learning outcomes contained in the Health curriculum organizer of the following curriculum documents:

- Health and Career Education K to 7, and Personal Planning K to 7 Personal Development curriculum organizer (until September 2008)
- Health and Career Education 8 and 9
- Planning 10

The policy recognizes the family as the primary educator in the development of children’s attitudes, standards, and values, but the policy still requires that all prescribed learning outcomes be addressed and assessed in the agreed-upon alternative manner of delivery.

It is important to note the significance of the term “alternative delivery” as it relates to the Alternative Delivery policy. The policy does not permit schools to omit addressing or assessing any of the prescribed learning outcomes within the health and career education curriculum. Neither does it allow

students to be excused from meeting any learning outcomes related to health. It is expected that students who arrange for alternative delivery will address the health-related learning outcomes and will be able to demonstrate their understanding of these learning outcomes.

For more information about policy relating to alternative delivery, refer to [www.bced.gov.bc.ca/policy/](http://www.bced.gov.bc.ca/policy/)

### ADDRESSING LOCAL CONTEXTS

The Social Studies K to 7 curriculum includes opportunities for individual teacher and student choice in the exploration of topics to meet certain learning outcomes. This flexibility allows educators to plan their programs to meet the particular requirements of their students and to respond to local contexts. It may be appropriate to allow for student input when selecting current and relevant topics.

Where specific topics have been included in the learning outcomes, the intent is for all students to have an opportunity to address these important issues. The inclusion of these topics is not intended to exclude any additional issues that may also be relevant for individual school communities.

### INVOLVING PARENTS AND GUARDIANS

The family is the primary educator in the development of students’ attitudes and values. The school plays a supportive role by focussing on the prescribed learning outcomes in the Social Studies K to 7 curriculum. Parents and guardians can support, enrich, and extend the curriculum at home.

It is highly recommended that schools inform parents and guardians about the Social Studies K to 7 curriculum, and teachers (along with school and district administrators) may choose to do so by

- informing parents/guardians and students of the prescribed learning outcomes for the subject by sending home class letters, providing an overview during parent-teacher interviews, etc.
- responding to parent and guardian requests to discuss unit plans, learning resources, etc.

## ESTABLISHING A POSITIVE CLASSROOM CLIMATE

Teachers are responsible for setting and promoting a classroom climate in which students feel comfortable learning about and discussing topics in Social Studies K to 7. The following are some guidelines that may help educators establish and promote a positive classroom climate.

- Allow class members sufficient time and opportunities to become comfortable with each other before engaging in group discussion. It is important that the classroom climate encourage students to relate to one another in positive, respectful, and supportive ways. Be prepared to facilitate any potentially controversial discussions.
- Establish clear ground rules for class discussions that demonstrate respect for privacy, for diversity, and for the expression of differing viewpoints.
- Become familiar with
  - relevant legislation (e.g., *Human Rights Code*; *Child, Family and Community Services Act*)
  - relevant initiatives (e.g., *Safe, Caring and Orderly Schools: A Guide* and *Diversity in BC Schools: A Framework*)
  - provincial and district policies and protocols concerning topics such as disclosure related to child abuse, and protection of privacy

Further information about these policies and initiatives is available online:

*BC Handbook for Action on Child Abuse and Neglect*

[www.mcf.gov.bc.ca/child\\_protection/pdf/handbook\\_action\\_child\\_abuse.pdf](http://www.mcf.gov.bc.ca/child_protection/pdf/handbook_action_child_abuse.pdf)

*Safe, Caring and Orderly Schools*  
[www.bced.gov.bc.ca/sco/](http://www.bced.gov.bc.ca/sco/)

*Diversity in BC Schools: A Framework*  
[www.bced.gov.bc.ca/diversity/diversity\\_framework.pdf](http://www.bced.gov.bc.ca/diversity/diversity_framework.pdf)

*Human Rights Code*  
[www.qp.gov.bc.ca/statreg/stat/H/96210\\_01.htm](http://www.qp.gov.bc.ca/statreg/stat/H/96210_01.htm)

*Child, Family and Community Services Act*  
[www.qp.gov.bc.ca/statreg/stat/C/96046\\_01.htm](http://www.qp.gov.bc.ca/statreg/stat/C/96046_01.htm)

- Activities and discussion related to some of the topics in Social Studies K to 7 may evoke an emotional response from individual students. Inform an administrator or counsellor when any concern arises, and ensure students know where to go for help and support.
- Discussions related to sexual abuse prevention topics such as touching can result in a student disclosing an incident of abuse and/or neglect. Teachers should be aware of district protocols and provincial regulations for reporting and referrals.
- Ensure that any external groups or organizations making a presentation to students have met the district's guidelines for presenting. There should be a direct relationship between the content of the presentation and the prescribed learning outcomes. Review any materials they may use, especially handouts, for appropriateness.

## CONFIDENTIALITY

The *Freedom of Information and Protection of Privacy Act* (FOIPPA) applies to students, to school districts, and to all curricula. Teachers, administrators, and district staff should consider the following:

- Be aware of district and school guidelines regarding the provisions of FOIPPA and how it applies to all subjects, including Social Studies K to 7.
- Do not use students' Personal Education Numbers (PEN) on any assignments that students wish to keep confidential.
- Ensure students are aware that if they disclose personal information that indicates they are at risk for harm, then that information cannot be kept confidential.
- Inform students of their rights under FOIPPA, especially the right to have access to their own personal information in their school records. Inform parents of their rights to access their children's school records.
- Minimize the type and amount of personal information collected, and ensure that it is used only for purposes that relate directly to the reason for which it is collected.
- Inform students that they will be the only ones recording personal information about themselves unless they, or their parents, have consented to teachers collecting that information from other people (including parents).

- Provide students and their parents with the reason(s) they are being asked to provide personal information in the context of the Social Studies K to 7 curriculum.
- Inform students and their parents that they can ask the school to correct or annotate any of the personal information held by the school, in accordance with Section 29 of FOIPPA.
- Ensure students are aware that their parents may have access to the schoolwork they create only insofar as it pertains to students' progress.
- Ensure that any information used in assessing students' progress is up-to-date, accurate, and complete.

For more information about confidentiality, refer to [www.msers.gov.bc.ca/privacyaccess/](http://www.msers.gov.bc.ca/privacyaccess/)

### **INCLUSION, EQUITY, AND ACCESSIBILITY FOR ALL LEARNERS**

British Columbia's schools include students of varied backgrounds, interests, and abilities. The Kindergarten to Grade 12 school system focusses on meeting the needs of all students. When selecting specific topics, activities, and resources to support the implementation of Social Studies K to 7, teachers are encouraged to ensure that these choices support inclusion, equity, and accessibility for all students. In particular, teachers should ensure that classroom instruction, assessment, and resources reflect sensitivity to diversity and incorporate positive role portrayals, relevant issues, and themes such as inclusion, respect, and acceptance.

Government policy supports the principles of integration and inclusion of students for whom English is a second language and of students with special needs. Most of the prescribed learning outcomes in this IRP can be addressed by all students, including those with special and/or ESL needs. Some strategies may require adaptations to ensure that those with special and/or ESL needs can successfully achieve the prescribed learning outcomes. Modifications can be made to the prescribed learning outcomes for students with Individual Education Plans.

For more information about resources and support for students with special needs, refer to [www.bced.gov.bc.ca/specialled/](http://www.bced.gov.bc.ca/specialled/)

For more information about resources and support for ESL students, refer to [www.bced.gov.bc.ca/esl/](http://www.bced.gov.bc.ca/esl/)

### **CONNECTIONS TO OTHER SUBJECT AREAS**

In the elementary years in particular, learning and instruction often take place in an integrated manner and do not always stay within the boundaries of a particular subject area. Teachers may look for ways to connect learning in social studies with any or all of the following provincially prescribed curricula:

- dance, drama, music, visual arts – the role of the arts in sustaining and communicating culture; historical and cultural contexts of the arts
- English language arts – effective communication and research strategies; the role of literature and storytelling in sustaining and communicating culture
- health and career education – group processes; leadership; families; purpose of rules; roles, rights, and responsibilities at home, at school, and in the community; needs and wants; decision making; work and jobs in the community
- mathematics – the mathematical principles of map making, particularly latitude and longitude and time zones
- science – daily and seasonal changes; resource use issues

Whatever the approach used to facilitate connections among these subject areas, it is important to maintain the integrity of each individual discipline, and ensure that all prescribed learning outcomes from each curriculum are addressed.

All current provincial curricula are available on the Internet at [www.bced.gov.bc.ca/irp/irp.htm](http://www.bced.gov.bc.ca/irp/irp.htm)

## WORKING WITH THE SCHOOL AND COMMUNITY

This curriculum addresses a wide range of skills and understandings that students are developing in other areas of their lives. It is important to recognize that learning related to this curriculum extends beyond the social studies classroom.

School and district-wide programs support and extend learning in Social Studies K to 7. Community organizations may also support the curriculum with locally developed learning resources, guest speakers, workshops, and field studies. Teachers may wish to draw on the expertise of these community organizations and members.

Bringing outside resource people into the classroom is an effective way of reinforcing content, emphasizing and practising listening skills, exposing students to different points of view, providing opportunities for discussion and debate, providing a departure point for writing, and making learning more concrete and relevant. A panel discussion also provides an opportunity for several viewpoints on an issue to be presented at the same time.

Consider the following guidelines to help achieve a successful guest speaker activity:

- Determine the nature of the presentation (e.g., lecture, question-and-answer, debate, response to students' presentations, facilitating a simulation or case study). Ensure the guest speaker is clear about the purpose, the structure, and the time allotted. There should be a direct relationship between the content of the presentation and the prescribed learning outcomes. Review any materials the speaker may use, especially any handouts, for appropriateness.
- Be aware of any district guidelines for external presenters, and ensure that guests have met these guidelines.
- Where appropriate, have students take responsibility for contacting the speaker(s) beforehand and making any logistical arrangements.
- Provide time for students to prepare for the guest speaker or panel by formulating focus questions.
- Begin the guest speaker presentation with an introduction to the topic and end with a debrief.

## WORKING WITH THE ABORIGINAL COMMUNITY

The Ministry of Education is dedicated to ensuring that the cultures and contributions of Aboriginal peoples in BC are reflected in all provincial curricula. To address these topics in the classroom in a way that is accurate and that respectfully reflects Aboriginal concepts of teaching and learning, teachers are strongly encouraged to seek the advice and support of local Aboriginal communities. As Aboriginal communities are diverse in terms of language, culture, and available resources, each community will have its own unique protocol to gain support for integration of local knowledge and expertise. To begin discussion of possible instructional and assessment activities, teachers should first contact Aboriginal education co-ordinators, teachers, support workers, and counsellors in their district who will be able to facilitate the identification of local resources and contacts such as elders, chiefs, tribal or band councils, Aboriginal cultural centres, Aboriginal Friendship Centres, and Métis or Inuit organizations.

In addition, teachers may wish to consult the various Ministry of Education publications available, including the "Planning Your Program" section of the resource, *Shared Learnings*. This resource was developed to help all teachers provide students with knowledge of, and opportunities to share experiences with, Aboriginal peoples in BC.

For more information about these documents, consult the Aboriginal Education web site: [www.bced.gov.bc.ca/abed/welcome.htm](http://www.bced.gov.bc.ca/abed/welcome.htm)

## INFORMATION AND COMMUNICATIONS TECHNOLOGY

The study of information and communications technology is increasingly important in our society. Students need to be able to acquire and analyse information, to reason and communicate, to make informed decisions, and to understand and use information and communications technology for a variety of purposes. Development of these skills is important for students in their education, their future careers, and their everyday lives.

Literacy in the area of information and communications technology can be defined as the ability to obtain and share knowledge through investigation, study, instruction, or transmission of information by means of media technology. Becoming literate in this area involves finding, gathering, assessing, and communicating information using electronic means, as well as developing the knowledge and skills to use and solve problems effectively with the technology. Literacy also involves learning about the safe and responsible use of the technology, and a critical examination and understanding of the ethical and social issues related to the use of information and communications technology. When planning for instruction and assessment in Social Studies K to 7, teachers should provide opportunities for students to develop literacy in relation to information and communications technology sources, and to reflect critically on the role of these technologies in society.

### COPYRIGHT AND RESPONSIBILITY

Copyright is the legal protection of literary, dramatic, artistic, and musical works; sound recordings; performances; and communications signals. Copyright provides creators with the legal right to be paid for their work and the right to say how their work is to be used. The law permits certain exceptions for schools (i.e., specific things permitted) but these are very limited, such as copying for private study or research. The copyright law determines how resources can be used in the classroom and by students at home.

In order to respect copyright it is necessary to understand the law. It is unlawful to do the following, unless permission has been given by a copyright owner:

- photocopy copyrighted material to avoid purchasing the original resource for any reason
- photocopy or perform copyrighted material beyond a very small part – in some cases the copyright law considers it “fair” to copy whole works, such as an article in a journal or a photograph, for purposes of research and private study, criticism, and review

- show recorded television or radio programs to students in the classroom unless these are cleared for copyright for educational use (there are exceptions such as for news and news commentary taped within one year of broadcast that by law have record-keeping requirements – see the web site at the end of this section for more details)
- photocopy print music, workbooks, instructional materials, instruction manuals, teacher guides, and commercially available tests and examinations
- show videorecordings that are not cleared for public performance
- perform music or do performances of copyrighted material for entertainment (i.e., for purposes other than a specific educational objective)
- copy work from the Internet without an express message that the work can be copied

Permission from or on behalf of the copyright owner must be given in writing. Permission may also be given to copy or use all or some portion of copyrighted work through a licence or agreement. Many creators, publishers, and producers have formed groups or “collectives” to negotiate royalty payments and copying conditions for educational institutions. It is important to know what licences are in place and how these affect the activities schools are involved in. Some licences may also require royalty payments that are determined by the quantity of photocopying or the length of performances. In these cases, it is important to assess the educational value and merits of copying or performing certain works to protect the school’s financial exposure (i.e., only copy or use that portion that is absolutely necessary to meet an educational objective).

It is important for education professionals, parents, and students to respect the value of original thinking and the importance of not plagiarizing the work of others. The works of others should not be used without their permission.

For more information about copyright, refer to [www.cmec.ca/copyright/indexe.stm](http://www.cmec.ca/copyright/indexe.stm)

**DEBATE**

Formal debate is one of the fundamental activities of democracy and, through various international organizations such as the United Nations, is also a tool for resolution of global problems and issues. Debate provides opportunities for students to integrate knowledge and communication skills, and allows for critical examination of differing viewpoints. Debate can be used at the beginning of a unit of study on a particular topic (to explore students' pre-existing knowledge and attitudes on the issue), and/or at the end of a unit of study (to summarize and represent learning).

Various forms and forums of debate are appropriate in Social Studies K to 7 classes. Examples of relevant debate forms include

- informal classroom debate
- formal debate styles (e.g., Oxford, Lincoln-Douglas, Cross-Examination)
- model parliaments, model UN
- round table discussions
- mock trials
- town hall forums
- online forums

**MEDIA ANALYSIS**

Much of the information that the public receives about issues and events is received through media messages – in newspapers and magazines, on television and radio, and on the Internet. Analysis of media messages is a valuable component of Social Studies K to 7, and allows students to think critically and independently about issues that affect them.

The following concepts of media education are examples of the ways in which teachers and students can examine a range of media messages relevant to:

- *Purpose*: People use media messages to inform, entertain, and/or persuade for political, commercial, educational, artistic, moral, and/or other purposes.
- *Values*: Media messages communicate explicit and implicit values.
- *Representation*: Media messages are constructed; they are only representations of real or imaginary worlds.
- *Codes, Conventions, and Characteristics*: Each medium has its own set of codes, conventions, and characteristics that affect the way messages are transmitted and understood.
- *Production*: People who understand the media are better able to make purposeful media messages.
- *Interpretation*: Audience members bring their knowledge, experience, and values to their interpretation of and emotional response to media messages.
- *Influence of Media on Audience*: Media messages can influence people's attitudes, behaviours, and values.
- *Influence of Audience on Media*: People can influence media institutions and the messages they produce and transmit.
- *Control*: People who control a society's dominant institutions have disproportionate influence on the construction and distribution of media messages and the values they contain.
- *Scope*: Media technologies influence and are influenced by the political, economic, social, and intellectual dimensions of societies.





# PRESCRIBED LEARNING OUTCOMES

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**P**rescribed learning outcomes are content standards for the provincial education system; they are the prescribed curriculum. Clearly stated and expressed in measurable and observable terms, learning outcomes set out the required attitudes, skills, and knowledge – what students are expected to know and be able to do – by the end of the specified subject and grade.

Schools have the responsibility to ensure that all prescribed learning outcomes in this curriculum are met; however, schools have flexibility in determining how delivery of the curriculum can best take place.

It is expected that student achievement will vary in relation to the learning outcomes. Evaluation, reporting, and student placement with respect to these outcomes are dependent on the professional judgment and experience of teachers, guided by provincial policy.

Prescribed learning outcomes for Social Studies K to 7 are presented by grade and by curriculum organizer and are coded alphanumerically for ease of reference; however, this arrangement is not intended to imply a required instructional sequence.

### *Wording of Prescribed Learning Outcomes*

All learning outcomes complete the stem, “It is expected that students will ....”

When used in a prescribed learning outcome, the word “including” indicates that any ensuing item **must be addressed**. Lists of items introduced by the word “including” represent a set of minimum requirements associated with the general requirement set out by the outcome. The lists are not necessarily exhaustive, however, and teachers may choose to address additional items that also fall under the general requirement set out by the outcome.

### *Domains of Learning*

Prescribed learning outcomes in BC curricula identify required learning in relation to one or more of the three domains of learning: cognitive, psychomotor, and affective. The following definitions of the three domains are based on Bloom’s taxonomy.

The **cognitive domain** deals with the recall or recognition of knowledge and the development of intellectual abilities. The cognitive domain can be further specified as including three cognitive levels: knowledge, understanding and application, and higher mental processes. These levels are determined by the verb used in the learning outcome, and illustrate how student learning develops over time.

- *Knowledge* includes those behaviours that emphasize the recognition or recall of ideas, material, or phenomena.
- *Understanding and application* represents a comprehension of the literal message contained in a communication, and the ability to apply an appropriate theory, principle, idea, or method to a new situation.
- *Higher mental processes* include analysis, synthesis, and evaluation. The higher mental processes level subsumes both the knowledge and the understanding and application levels.

The **affective domain** concerns attitudes, beliefs, and the spectrum of values and value systems.

The **psychomotor domain** includes those aspects of learning associated with movement and skill demonstration, and integrates the cognitive and affective consequences with physical performances.

Domains of learning and cognitive levels also form the basis of the Assessment Overview Tables provided in the Classroom Assessment Model.





# PRESCRIBED LEARNING OUTCOMES

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*Grade 7*

**GRADE 7**

*It is expected that students will:*

**SKILLS AND PROCESSES OF SOCIAL STUDIES**

- A1 apply critical thinking skills – including comparing, classifying, inferring, imagining, verifying, using analogies, identifying relationships, summarizing, and drawing conclusions – to a range of problems and issues
- A2 use various types of graphs, tables, timelines, and maps to obtain or communicate information
- A3 compile a body of information from a range of sources
- A4 deliver a formal presentation on a selected issue or inquiry using two or more forms of representation
- A5 defend a position on a contemporary or historical issue

**IDENTITY, SOCIETY, AND CULTURE**

- B1 analyse the concept of *civilization* as it applies to selected ancient cultures
- B2 analyse social roles within one or more ancient civilizations
- B3 identify influences and contributions of ancient societies to present-day cultures

**GOVERNANCE**

- C1 describe the evolution and purpose of rules, laws, and government in ancient civilizations
- C2 assess how ancient systems of laws and government have contributed to current Canadian political and legal systems

**ECONOMY AND TECHNOLOGY**

- D1 describe various ways ancient peoples exchanged goods and services
- D2 assess ways technological innovations enabled ancient peoples to
  - adapt to and modify their environments
  - satisfy their needs
  - increase exploration and trade
  - develop their cultures
- D3 compare ancient and modern communications media

**HUMAN AND PHYSICAL ENVIRONMENT**

- E1 assess how physical environments affected ancient civilizations
- E2 identify the impact of human activity on physical environments in ancient civilizations



# STUDENT ACHIEVEMENT

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This section of the IRP contains information about classroom assessment and student achievement, including specific achievement indicators that may be used to assess student performance in relation to each prescribed learning outcome. Also included in this section are key elements – descriptions of content that help determine the intended depth and breadth of prescribed learning outcomes.

### CLASSROOM ASSESSMENT AND EVALUATION

Assessment is the systematic gathering of information about what students know, are able to do, and are working toward. Assessment evidence can be collected using a wide variety of methods, such as

- observation
- student self-assessments and peer assessments
- quizzes and tests (written, oral, practical)
- samples of student work
- projects and presentations
- oral and written reports
- journals and learning logs
- performance reviews
- portfolio assessments

Assessment of student achievement is based on the information collected through assessment activities. Teachers use their insight, knowledge about learning, and experience with students, along with the specific criteria they establish, to make judgments about student performance in relation to prescribed learning outcomes.

Three major types of assessment can be used in conjunction with each other to support student achievement.

- **Assessment for** learning is assessment for purposes of greater learning achievement.
- **Assessment as** learning is assessment as a process of developing and supporting students' active participation in their own learning.
- **Assessment of** learning is assessment for purposes of providing evidence of achievement for reporting.

#### *Assessment for Learning*

Classroom assessment for learning provides ways to engage and encourage students to become involved in their own day-to-day assessment – to acquire the skills of thoughtful self-assessment and to promote their own achievement.

This type of assessment serves to answer the following questions:

- What do students need to learn to be successful?
- What does the evidence of this learning look like?

Assessment for learning is criterion-referenced, in which a student's achievement is compared to established criteria rather than to the performance of other students. Criteria are based on prescribed learning outcomes, as well as on suggested achievement indicators or other learning expectations.

Students benefit most when assessment feedback is provided on a regular, ongoing basis. When assessment is seen as an opportunity to promote learning rather than as a final judgment, it shows students their strengths and suggests how they can develop further. Students can use this information to redirect their efforts, make plans, communicate with others (e.g., peers, teachers, parents) about their growth, and set future learning goals.

Assessment for learning also provides an opportunity for teachers to review what their students are learning and what areas need further attention. This information can be used to inform teaching and create a direct link between assessment and instruction. Using assessment as a way of obtaining feedback on instruction supports student achievement by informing teacher planning and classroom practice.

#### *Assessment as Learning*

Assessment as learning actively involves students in their own learning processes. With support and guidance from their teacher, students take responsibility for their own learning, constructing meaning for themselves. Through a process of continuous self-assessment, students develop the ability to take stock of what they have already learned, determine what they have not yet learned, and decide how they can best improve their own achievement.

Although assessment as learning is student-driven, teachers can play a key role in facilitating how this assessment takes place. By providing regular opportunities for reflection and self-assessment, teachers can help students develop, practise, and become comfortable with critical analysis of their own learning.

***Assessment of Learning***

Assessment of learning can be addressed through summative assessment, including large-scale assessments and teacher assessments. These summative assessments can occur at the end of the year or at periodic stages in the instructional process.

Large-scale assessments, such as Foundation Skills Assessment (FSA) and Graduation Program exams, gather information on student performance throughout the province and provide information for the development and revision of curriculum. These

assessments are used to make judgments about students’ achievement in relation to provincial and national standards. There is no large-scale provincial assessment for Social Studies K to 7.

Assessment of learning is also used to inform formal reporting of student achievement.

For Ministry of Education reporting policy, refer to [www.bced.gov.bc.ca/policy/policies/student\\_reporting.htm](http://www.bced.gov.bc.ca/policy/policies/student_reporting.htm)

<b>Assessment for Learning</b>	<b>Assessment as Learning</b>	<b>Assessment of Learning</b>
<p><b>Formative assessment</b> <i>ongoing in the classroom</i></p> <ul style="list-style-type: none"> <li>• teacher assessment, student self-assessment, and/or student peer assessment</li> <li>• criterion-referenced – criteria based on prescribed learning outcomes identified in the provincial curriculum, reflecting performance in relation to a specific learning task</li> <li>• involves both teacher and student in a process of continual reflection and review about progress</li> <li>• teachers adjust their plans and engage in corrective teaching in response to formative assessment</li> </ul>	<p><b>Formative assessment</b> <i>ongoing in the classroom</i></p> <ul style="list-style-type: none"> <li>• self-assessment</li> <li>• provides students with information on their own achievement and prompts them to consider how they can continue to improve their learning</li> <li>• student-determined criteria based on previous learning and personal learning goals</li> <li>• students use assessment information to make adaptations to their learning process and to develop new understandings</li> </ul>	<p><b>Summative assessment</b> <i>occurs at end of year or at key stages</i></p> <ul style="list-style-type: none"> <li>• teacher assessment</li> <li>• may be either criterion-referenced (based on prescribed learning outcomes) or norm-referenced (comparing student achievement to that of others)</li> <li>• information on student performance can be shared with parents/guardians, school and district staff, and other education professionals (e.g., for the purposes of curriculum development)</li> <li>• used to make judgments about students’ performance in relation to provincial standards</li> </ul>

For more information about assessment for, as, and of learning, refer to the following resource developed by the Western and Northern Canadian Protocol (WNCP): *Rethinking Assessment with Purpose in Mind*.

This resource is available online at [www.wncp.ca/assessment/assess.pdf](http://www.wncp.ca/assessment/assess.pdf)

In addition, the BC Performance Standards describe levels of achievement in key areas of learning (reading, writing, numeracy, social responsibility, and information and communications technology integration) relevant to all subject areas. Teachers may wish to use the Performance Standards as resources to support ongoing formative assessment in social studies.

BC Performance Standards are available at [www.bced.gov.bc.ca/perf\\_stands/](http://www.bced.gov.bc.ca/perf_stands/)

### *Criterion-Referenced Assessment and Evaluation*

In criterion-referenced evaluation, a student's performance is compared to established criteria rather than to the performance of other students. Evaluation in relation to prescribed curriculum requires that criteria be established based on the learning outcomes.

Criteria are the basis for evaluating student progress. They identify, in specific terms, the critical aspects of a performance or a product that indicate how well the student is meeting the prescribed learning outcomes. For example, weighted criteria, rating scales, or scoring guides (reference sets) are ways that student performance can be evaluated using criteria.

Wherever possible, students should be involved in setting the assessment criteria. This helps students develop an understanding of what high-quality work or performance looks like.

#### **Criterion-referenced assessment and evaluation may involve these steps:**

- Step 1** Identify the prescribed learning outcomes and suggested achievement indicators (as articulated in this IRP) that will be used as the basis for assessment.
- Step 2** Establish criteria. When appropriate, involve students in establishing criteria.
- Step 3** Plan learning activities that will help students gain the attitudes, skills, or knowledge outlined in the criteria.
- Step 4** Prior to the learning activity, inform students of the criteria against which their work will be evaluated.
- Step 5** Provide examples of the desired levels of performance.
- Step 6** Conduct the learning activities.
- Step 7** Use appropriate assessment instruments (e.g., rating scale, checklist, scoring guide) and methods (e.g., observation, collection, self-assessment) based on the particular assignment and student.
- Step 8** Review the assessment data and evaluate each student's level of performance or quality of work in relation to criteria.
- Step 9** Where appropriate, provide feedback and/or a letter grade to indicate how well the criteria are met.
- Step 10** Communicate the results of the assessment and evaluation to students and parents/guardians.

### KEY ELEMENTS

Key elements provide an overview of content in each curriculum organizer. They can be used to determine the expected depth and breadth of the prescribed learning outcomes.

Note that some topics appear at multiple grade levels in order to emphasize their importance and to allow for developmental learning.

### ACHIEVEMENT INDICATORS

To support the assessment of provincially prescribed curricula, this IRP includes sets of achievement indicators in relation to each learning outcome.

Achievement indicators, taken together as a set, define the specific level of attitudes demonstrated, skills applied, or knowledge acquired by the student in relation to a corresponding prescribed learning outcome. They describe what evidence to look for to determine whether or not the student has fully met the intent of the learning outcome. Since each achievement indicator defines only one aspect of the corresponding learning outcome, the entire set of achievement indicators should be considered when determining whether students have fully met the learning outcome.

In some cases, achievement indicators may also include suggestions as to the type of task that would provide evidence of having met the learning outcome (e.g., a constructed response such as a list, comparison, or analysis; a product created and presented such as a report, poster, letter, or model; a particular skill demonstrated such as map making or critical thinking).

Achievement indicators support the principles of assessment for learning, assessment as learning, and assessment of learning. They provide teachers and parents with tools that can be used to reflect on what students are learning, as well as provide students with a means of self-assessment and ways of defining how they can improve their own achievement.

Achievement indicators are not mandatory; they are suggestions only, provided to assist in the assessment of how well students achieve the prescribed learning outcomes.

The following pages contain the suggested achievement indicators corresponding to each prescribed learning outcome for the Social Studies K to 7 curriculum. The achievement indicators are arranged by curriculum organizer for each grade; however, this order is not intended to imply a required sequence of instruction and assessment.



# STUDENT ACHIEVEMENT

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*Grade 7*

## KEY ELEMENTS: GRADE 7

### *Ancient Civilizations*

#### SKILLS AND PROCESSES OF SOCIAL STUDIES

- critical thinking skills (e.g., comparing, classifying, inferring, imagining, verifying, using analogies, identifying relationships, summarizing, drawing conclusions)
- using graphs, tables, timelines, and maps
- compiling information from a range of sources
- formal presentation skills
- defending a position on an issue

#### IDENTITY, SOCIETY, AND CULTURE

- civilization in ancient cultures
- social roles in ancient cultures
- influences of ancient societies on present-day cultures

#### ECONOMY AND TECHNOLOGY

- exchange of goods and services in ancient societies
- use of technology in ancient civilizations
- ancient communications media

#### GOVERNANCE

- rules, laws, and government in ancient civilizations
- how laws and government in ancient civilizations contributed to Canadian political and legal systems

#### HUMAN AND PHYSICAL ENVIRONMENT

- effect of physical environment on ancient civilizations
- effect of human activity on the environment in ancient civilizations

**Note:** For the purposes of Grade 7 social studies, “ancient civilizations” includes cultures up to approximately 500 CE (e.g., Mesopotamia, Egypt, Greece, Rome, China in the Hsia-Shang-Chou dynasties, Celts, Nubia, City-State Japan), although it may also include a study of more recent civilizations such as the Mayans, the Aztecs, the Incas, North American Aboriginal societies, or the Norse.

## SKILLS AND PROCESSES OF SOCIAL STUDIES

The following learning outcomes provide students with a framework of developmental skills and processes that are used throughout the curriculum. These outcomes are not intended to be taught in isolation, but rather should be integrated in context with content related to the other four curriculum organizers.

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding prescribed learning outcome.</i></p> <p><i>Students who have fully met the prescribed learning outcome are able to:</i></p>
<p>A1 apply critical thinking skills – including comparing, classifying, inferring, imagining, verifying, using analogies, identifying relationships, summarizing, and drawing conclusions – to a range of problems and issues</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> select a relevant problem or issue for inquiry</li> <li><input type="checkbox"/> use comparison, classification, inference, imagination, verification, analogies, and relationship identification to clarify and define an issue or problem</li> <li><input type="checkbox"/> compare a range of points of view on an issue</li> <li><input type="checkbox"/> draw conclusions about an issue or problem</li> </ul>
<p>A2 use various types of graphs, tables, timelines, and maps to obtain or communicate information</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> identify ways of marking historical time (e.g., decade, century, millennium, BCE, CE)</li> <li><input type="checkbox"/> compare the advantages and disadvantages of various graphic forms of communication (e.g., graphs, tables, charts, maps, photographs, sketches)</li> <li><input type="checkbox"/> demonstrate an ability to interpret scales and legends in graphs, tables, and maps (e.g., climagraph, topographical map, pie chart)</li> <li><input type="checkbox"/> draw conclusions from maps, tables, timelines, and graphs (e.g., “Based on this map, why was Mesopotamia a natural place for a civilization to develop?” “Based on this graph, is the population of this country increasing or decreasing?” “What does this map tell you about the economy of ancient Rome?” “Looking at this timeline, why was the period of ancient Greek civilization comparatively short?”)</li> <li><input type="checkbox"/> compare maps of early civilizations with modern maps of the same area</li> <li><input type="checkbox"/> select an appropriate graphic form of communication for a specific purpose (e.g., a timeline to show sequence of events, a map to show location)</li> </ul>

Prescribed Learning Outcomes	Suggested Achievement Indicators
A3 compile a body of information from a range of sources	<ul style="list-style-type: none"> <li><input type="checkbox"/> compare the advantages and disadvantages of specific types of sources for specific purposes (e.g., primary, secondary; print, video, electronic, graphic, artefacts)</li> <li><input type="checkbox"/> compare information-gathering methodologies (e.g., primary research – surveys, archeological excavation, interviews; research using secondary sources; testing hypotheses)</li> <li><input type="checkbox"/> apply criteria to evaluate information and information sources (e.g., bias, reliability, authorship, currency, audience, confirmation from multiple sources)</li> <li><input type="checkbox"/> explain why it is important to cite information sources (e.g., respecting others’ intellectual property, keeping track of where they acquired the information, distinguishing between fact and opinion, helping readers identify sources of additional information)</li> <li><input type="checkbox"/> represent information fairly and cite sources consistently</li> </ul>
A4 deliver a formal presentation on a selected issue or inquiry using two or more forms of representation	<ul style="list-style-type: none"> <li><input type="checkbox"/> select and clarify a topic for presentation</li> <li><input type="checkbox"/> organize researched information to prepare a presentation</li> <li><input type="checkbox"/> select appropriate forms of presentation suitable for the purpose and audience (e.g., multimedia, oral, song, drama, written)</li> <li><input type="checkbox"/> plan, prepare, and deliver a presentation on a selected topic</li> </ul>
A5 defend a position on a contemporary or historical issue	<ul style="list-style-type: none"> <li><input type="checkbox"/> demonstrate skills of debate, including <ul style="list-style-type: none"> <li>– identify, discuss, define, and clarify the problem, issue, or inquiry</li> <li>– consider competing positions from various perspectives</li> <li>– conduct research</li> </ul> </li> <li><input type="checkbox"/> select a real or simulated contemporary or historical issue and apply problem solving strategies to address it</li> <li><input type="checkbox"/> justify their position in terms of factors such as geography, gender, historical perspective, culture, and religion</li> </ul>



## IDENTITY, SOCIETY, AND CULTURE

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding prescribed learning outcome.</i></p> <p><i>Students who have fully met the prescribed learning outcome are able to:</i></p>
<p>B1 analyse the concept of <i>civilization</i> as it applies to selected ancient cultures</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> list components that are common to cultures around the world and throughout time (e.g., social organization, religion, traditions, celebrations, government, law, trade, communications, transportation, technology, fine arts, food, clothing, shelter, medicine, education)</li> <li><input type="checkbox"/> compare specific components of civilization in two or more ancient cultures (e.g., Mesopotamia, Egypt, Greece, Rome, Hsia-Shang-Chou era of China, Mauryan and Gupta Empires, Norse, Mayan, Incas, Aztecs, Nubia, City-State Japan)</li> <li><input type="checkbox"/> illustrate inter-relationships and influences among selected ancient cultures (e.g., Egyptians adapting chariots from the Hyksos, Roman adaptation of Greek gods and mythology, adaptations of Sumerian writing system, Babylonian code of law, Sumerian irrigation system)</li> <li><input type="checkbox"/> create a timeline to illustrate the chronology of selected ancient civilizations</li> </ul>
<p>B2 analyse social roles within one or more ancient civilizations</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> compare various social roles within a selected ancient culture in terms of <ul style="list-style-type: none"> <li>- daily life and how they met their basic needs</li> <li>- work</li> <li>- family structures</li> <li>- gender roles</li> <li>- class systems</li> </ul> </li> <li><input type="checkbox"/> create a chart or other representation to illustrate the economic and social hierarchy of roles and classes in a selected ancient culture (e.g., slaves, farmers, builders, merchants, artisans, scribes, teachers, priests, rulers)</li> <li><input type="checkbox"/> describe how values and beliefs in selected ancient civilizations affected people's daily lives (e.g., values and beliefs related to individualism, equality, ownership, spiritual beliefs, arts, education, physical strength and prowess)</li> </ul>
<p>B3 identify influences and contributions of ancient societies to present-day cultures</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> identify specific examples of influences and contributions from ancient cultures (e.g., writing system, number system, philosophy, education, religion and spirituality, visual arts, drama, architecture, time-keeping), and describe them in terms of their <ul style="list-style-type: none"> <li>- origins</li> <li>- evolution and presence in present-day cultures</li> </ul> </li> </ul>

## GOVERNANCE

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>It is expected that students will:</i>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding prescribed learning outcome.</i></p> <p><i>Students who have fully met the prescribed learning outcome are able to:</i></p>
<p>C1 describe the evolution and purpose of rules, laws, and government in ancient civilizations</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> use appropriate terminology to describe rules, laws, and government in ancient civilizations (e.g., empire, democracy, queen, king, pharaoh, emperor, empress, slave, god, city-state, samurai, senate, hierarchy, elder, chief)</li> <li><input type="checkbox"/> explain the significance of the <i>Code of Hammurabi</i> (“eye for an eye” – rule of law)</li> <li><input type="checkbox"/> explain the significance of Greek democratic structures</li> <li><input type="checkbox"/> describe different ways in which ancient governments acquired, used, and enforced power and authority, including <ul style="list-style-type: none"> <li>– establishment and growth of empires</li> <li>– warfare</li> <li>– judicial systems</li> <li>– diffusion of power and authority</li> <li>– spiritual/religious power and authority of rulers</li> </ul> </li> <li><input type="checkbox"/> describe the significance of selected key leadership figures in ancient cultures (e.g., Alexander the Great, Julius Caesar, Moses, Ramses II, Cleopatra, Hatshepsut, Plato, Hannibal, Confucius, Raven)</li> <li><input type="checkbox"/> respond to inquiries related to laws and government (e.g., Someone has broken a rule or law in a selected ancient culture – what would happen to that individual in that society, in another ancient culture, in our society today?)</li> </ul>
<p>C2 assess how ancient systems of laws and government have contributed to current Canadian political and legal systems</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> list and describe aspects of current Canadian laws and government structures that have evolved from ancient civilizations (e.g., rule of law, democracy, senate, representation)</li> <li><input type="checkbox"/> describe examples of individual rights in ancient civilizations and compare them to individual rights in current Canadian society</li> <li><input type="checkbox"/> relate the features of civic life in selected ancient cultures to citizenship in present-day Canadian society (e.g., voting, human rights)</li> </ul>

## ECONOMY AND TECHNOLOGY

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding prescribed learning outcome.</i></p> <p><i>Students who have fully met the prescribed learning outcome are able to:</i></p>
<p>D1 describe various ways ancient peoples exchanged goods and services</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> list goods and services that people in ancient civilizations used in trade (e.g., items needed for survival and comfort, goods and services that could be offered for trade)</li> <li><input type="checkbox"/> explain how and why monetary systems evolved from bartering (e.g., describe the materials and symbolism used for currency in a selected ancient civilization)</li> <li><input type="checkbox"/> identify key commodities in selected ancient cultures (e.g., wheat, corn, olives, cotton, salmon, cedar)</li> <li><input type="checkbox"/> map trade routes and describe trade technologies in a selected ancient civilization (e.g., camels, wagons, ships)</li> </ul>
<p>D2 assess ways technological innovations enabled ancient peoples to</p> <ul style="list-style-type: none"> <li>– adapt to and modify their environments</li> <li>– satisfy their needs</li> <li>– increase exploration and trade</li> <li>– develop their cultures</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> compare selected technologies from selected ancient cultures in terms of characteristics such as <ul style="list-style-type: none"> <li>– materials</li> <li>– purpose</li> <li>– impact on society and daily life</li> </ul> </li> <li><input type="checkbox"/> represent or recreate a selected technology from an ancient culture (authentic or compatible with the level of technology) and explain its value</li> <li><input type="checkbox"/> speculate about the possible impact of a selected modern technology (e.g., MP3 player, skateboard, wristwatch) on an ancient culture</li> <li><input type="checkbox"/> cite specific examples to explain the contributions of ancient cultures to the evolution of various fields of technology (e.g., astronomy, medicine, paper, sea travel, agriculture, ceramics)</li> </ul>
<p>D3 compare ancient and modern communications media</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> describe the roles of communications media (e.g., to inform, to persuade, to record events)</li> <li><input type="checkbox"/> list ancient communications technologies (e.g., writing, marketplace, stone tablets, papyrus scrolls, beacons, inuksuit)</li> <li><input type="checkbox"/> compare selected ancient and modern communications media in terms of <ul style="list-style-type: none"> <li>– speed</li> <li>– longevity/permanence</li> <li>– reach/audience</li> <li>– accessibility</li> </ul> </li> </ul>

## HUMAN AND PHYSICAL ENVIRONMENT

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>It is expected that students will:</i>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding prescribed learning outcome.</i></p> <p><i>Students who have fully met the prescribed learning outcome are able to:</i></p>
E1 assess how physical environments affected ancient civilizations	<ul style="list-style-type: none"> <li><input type="checkbox"/> identify the location of ancient civilizations on a world map and relate them to their present-day counterpart countries</li> <li><input type="checkbox"/> identify key characteristics of physical environments that affected selected ancient cultures, including effects on <ul style="list-style-type: none"> <li>– development and settlement (e.g., proximity to water, fertile land, natural resources, defensibility)</li> <li>– demise/fall of the culture (e.g., earthquakes, tsunamis, volcanic activity, unsustainable human practices)</li> <li>– interactions among cultures (e.g., mountain ranges, oceans, rivers)</li> </ul> </li> <li><input type="checkbox"/> describe how humans adapted to their physical environment in ancient civilizations (e.g., architecture, transportation methods, clothing)</li> <li><input type="checkbox"/> create maps to show the key physical environmental characteristics of a selected ancient culture</li> </ul>
E2 identify the impact of human activity on physical environments in ancient civilizations	<ul style="list-style-type: none"> <li><input type="checkbox"/> list and describe ways in which human activity affected physical environments in ancient civilizations (e.g., irrigation, deforestation in Ionia, over-hunting in Egypt, over-fertilization in Sumeria)</li> <li><input type="checkbox"/> relate ancient human practices that affected the physical environment to modern counterparts (e.g., over-fishing, dam building, burning forests to create arable land, urbanization, fossil fuel harvesting)</li> </ul>



# CLASSROOM ASSESSMENT MODEL

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The Classroom Assessment Model outlines a series of assessment units for Social Studies K to 7.

These units have been structured by grade level and theme. Collectively the units address all of the prescribed learning outcomes for each grade, and provide one suggested means of organizing, ordering, and delivering the required content. This organization is not intended to prescribe a linear means of delivery. Teachers are encouraged to reorder the learning outcomes and to modify, organize, and expand on the units to meet the needs of their students, to respond to local requirements, and to incorporate relevant recommended learning resources as applicable. (See the Learning Resources section later in this IRP for information about the recommended learning resources for Social Studies K to 7.) In addition, teachers are encouraged to consider ways to adapt assessment activities from one grade to another.

### *Classroom Assessment and Evaluation*

Teachers should consider using a variety of assessment instruments and techniques to assess students' abilities to meet the prescribed learning outcomes and to support assessment for, of, and as learning.

Tools and techniques for assessment in social studies K to 7 can include

- teacher assessment tools such as observation checklists, rating scales, and scoring guides
- self-assessment tools such as checklists, rating scales, and scoring guides
- peer assessment tools such as checklists, rating scales, and scoring guides
- journals or learning logs
- written tests, oral tests (true/false, multiple choice, short answer)
- questionnaires, worksheets
- portfolios
- student-teacher conferences

Assessment in social studies K to 7 can also occur while students are engaged in, and based on the product of, activities such as

- group and class discussions
- maps, timelines, models
- brainstorming, clusters, charts, graphs

- role plays
- drawings, posters, collages, songs, poems
- peer teaching
- debates
- field trips
- research projects
- oral and multimedia presentations

For more information about student assessment, refer to the section on Student Achievement, as well as to the Assessment Overview Tables in each grade of the Classroom Assessment Model.

## CONTENTS OF THE MODEL

### *Assessment Overview Tables*

The Assessment Overview Tables provide teachers with suggestions and guidelines for assessment of each grade of the curriculum. These tables identify the domains of learning and cognitive levels of the learning outcomes, along with a listing of suggested assessment activities and a suggested instructional time and weight for grading for each curriculum organizer.

### *Overview*

Each grade includes an overview of the assessment units, containing

- a listing of Learning at Previous Grades, indicating any relevant topics based on prescribed learning outcomes from earlier grades of the same subject area; it is assumed that students will have already acquired this learning – if they have not, additional introductory instruction may need to take place before undertaking the suggested assessment outlined in the unit (note that some topics appear at multiple grade levels in order to emphasize their importance and to allow for reinforcement and developmental learning)
- a table (provided for grades 2 to 7) that shows which prescribed learning outcomes are addressed by each unit in this grade of the Classroom Assessment Model

### *Prescribed Learning Outcomes*

Each unit begins with a listing of the prescribed learning outcomes that are addressed by that unit. Collectively, the units address all the learning outcomes for that grade; some outcomes may appear in more than one unit.

### *Suggested Assessment Activities*

Assessment activities have been included for each set of prescribed learning outcomes. Each assessment activity consists of two parts:

- Planning for Assessment – outlining the background information to explain the classroom context, opportunities for students to gain and practise learning, and suggestions for preparing the students for assessment
- Assessment Strategies – describing the assessment task, the method of gathering assessment information, and the assessment criteria as defined by the learning outcomes and achievement indicators

A wide variety of activities have been included to address a variety of learning and teaching styles. The assessment activities describe a variety of tools and methods for gathering evidence of student performance.

These assessment activities are suggestions only, designed to provide guidance for teachers in planning instruction and assessment to meet the prescribed learning outcomes.

### *Assessment Instruments*

Sample assessment instruments have been included at the end of each grade, and are provided to help teachers determine the extent to which students are meeting the prescribed learning outcomes. These instruments contain criteria specifically keyed to one or more of the suggested assessment activities contained in the units.

For additional assessment support, teachers are encouraged to use the BC performance standards for Social Responsibility to assess students in relation to

- contributing to a safe and caring school environment (Section 1)
- solving problems in peaceful ways (Section 2)
- valuing diversity and defending human rights (Section 3)

BC Performance Standards are available online at [www.bced.gov.bc.ca/perf\\_stands/](http://www.bced.gov.bc.ca/perf_stands/)





# CLASSROOM ASSESSMENT MODEL

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*Grade 7*

## SOCIAL STUDIES GRADE 7: ASSESSMENT OVERVIEW TABLE

The purpose of this table is to provide teachers with suggestions and guidelines for formative and summative assessment and grading of Social Studies for Grade 7.

Curriculum Organizers	Suggested Assessment Activities	Suggested Weight for Grading	Suggested Time Allotment	Number of Outcomes	Number of Outcomes by Domain*				
					K	U&A	HMP		
SKILLS AND PROCESSES OF SOCIAL STUDIES	<ul style="list-style-type: none"> <li>• maps, charts, graphs, timelines</li> <li>• pictures, collages, posters, mind maps, models, dramatizations</li> <li>• group and class discussions</li> <li>• journals, learning logs</li> <li>• role plays</li> <li>• diaries, letters, editorials</li> <li>• case studies, simulations</li> <li>• debates</li> <li>• field trips</li> <li>• interviews</li> <li>• worksheets, guided responses, quizzes</li> <li>• research, reports</li> </ul>	15-25%	integrated throughout	5	A2, A3, A4	A1, A5	A5		
		15-25%	20-30 h	3		B1, B2, B3			
GOVERNANCE		15-25%	20-30 h	2		C1	C2		
ECONOMY AND TECHNOLOGY		15-25%	20-30 h	3	D1	D2, D3			
HUMAN AND PHYSICAL ENVIRONMENT		15-25%	20-30 h	2		E1, E2			
<b>Total:</b>					<b>15</b>	<b>1</b>	<b>11</b>	<b>3</b>	<b>1</b>

\* Prescribed learning outcomes in BC curricula identify required learning in relation to one or more of the three domains of learning: cognitive, psychomotor, and affective. The following abbreviations are used to represent the three levels within the cognitive domain: K = Knowledge; U&A = Understanding and Application; HMP = Higher Mental Processes. The abbreviation AFF = the affective domain.

Note that some learning outcomes address both the cognitive and affective domains, as represented in this table. For more information on domains of learning and cognitive levels, refer to the section on Prescribed Learning Outcomes.

## GRADE 7

## OVERVIEW

*Learning at Previous Grades*

- critical thinking skills – questioning, predicting, comparing, classifying, hypothesizing, inferring, imagining, verifying, identifying relationships, summarizing, drawing conclusions
- co-operative participation in groups
- graphs, tables, aerial photos, and various types of maps
- location of continents, oceans; latitude and longitude
- historical bases of contemporary issues
- evaluating the credibility and reliability of sources
- formal research and presentation skills
- plan of action to address a problem or issue
- characteristics of culture
- role of communities and societies; ways people work in groups
- artistic expression and culture
- justice system
- equality and fairness
- individual and collective rights and responsibilities
- bartering and monetary exchange
- trade and economic relationships
- development of communications technologies
- effects of technology on lifestyle and environment
- relationship between cultures and their environments
- sustainability
- factors affecting settlement patterns and population distribution

The following table shows which prescribed learning outcomes are addressed by each unit in this grade of the Classroom Assessment Model. Note that some prescribed learning outcomes are addressed in more than one unit.

Environmental Impact of Civilizations	Mesopotamian Tool Fair	Society and Governance
A1, A3, A4, A5	A1, A2	A1, A2
B1	B3	B2, B3
		C1, C2
	D1, D2, D3	
E1, E2		

**Note:** For the purposes of Grade 7 social studies, “ancient civilizations” includes cultures up to approximately 500 CE (e.g., Mesopotamia, Egypt, Greece, Rome, China in the Hsia-Shang-Chou dynasties, Celts, Nubia, City-State Japan), although it may also include a study of more recent civilizations such as the Mayans, the Aztecs, the Incas, North American Aboriginal societies, or the Norse. Teachers may choose to plan their year by focussing on an in-depth study of two or three ancient cultures, or may elect to cover a broad range of civilizations thematically.

## Environmental Impact of Civilizations

### Prescribed Learning Outcomes

*It is expected that students will:*

#### SKILLS AND PROCESSES OF SOCIAL STUDIES

- A1 apply critical thinking skills – including comparing, classifying, inferring, imagining, verifying, using analogies, identifying relationships, summarizing, and drawing conclusions – to a range of problems and issues
- A3 compile a body of information from a range of sources
- A4 deliver a formal presentation on a selected issue or inquiry using two or more forms of representation
- A5 defend a position on a contemporary or historical issue

#### IDENTITY, CULTURE, AND SOCIETY

- B1 analyse the concept of civilization as it applies to selected ancient cultures

#### HUMAN AND PHYSICAL GEOGRAPHY

- E1 assess how physical environments affected ancient civilizations
- E2 identify the impact of human activity on physical environments in ancient civilizations

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> <li>• As a class, brainstorm a list of key elements that are important to defining a civilization and how it survives and flourishes. Review the list with the class to be sure it includes the following categories: tools, military/forts, housing, cities, architecture, farming, tools and inventions, transportation, entertainment, communications, arts and literature, food, and clothing. Debrief as a class, focussing on how each element of a given civilization can be connected to the physical environment.</li> </ul> <p>Given a specific ancient civilization, have students work in pairs to create a chart that identifies one element of the society in each category, and identify</p> <ul style="list-style-type: none"> <li>– how it reflects the physical environment of that culture (e.g., materials used, adaptations to climate)</li> <li>– how it impacted the physical environment of the time</li> </ul>	<ul style="list-style-type: none"> <li>• Have students share their charts for peer assessment. Criteria such as those found in the sample assessment instrument provided at the end of this grade (<b>Environmental Impact</b>) can be used as the basis of peer, teacher, and self-assessment.</li> </ul>
<ul style="list-style-type: none"> <li>• Repeat this activity with each new civilization studied. At the end of the year, conduct a review of each civilization, focussing on the similarities and differences of the environmental impacts.</li> </ul>	<ul style="list-style-type: none"> <li>• Have students work in groups to create a chart that compares the environmental characteristics and impacts of two of the civilizations studied over the course of the year (assign specific civilizations to each group to ensure that all are addressed). Have students submit their completed charts along with a conclusion that identifies which civilization they feel was most suited to its environment, which was most environmentally sustainable, and why.</li> </ul>

## Mesopotamian Tool Fair

### Prescribed Learning Outcomes

*It is expected that students will:*

#### SKILLS AND PROCESSES OF SOCIAL STUDIES

- A1 apply critical thinking skills – including comparing, classifying, inferring, imagining, verifying, using analogies, identifying relationships, summarizing, and drawing conclusions – to a range of problems and issues
- A2 use various types of graphs, tables, timelines, and maps to obtain or communicate information

#### IDENTITY, CULTURE, AND SOCIETY

- B3 identify influences and contributions of ancient societies to present-day cultures

#### ECONOMY AND TECHNOLOGY

- D1 describe various ways ancient peoples exchanged goods and services
- D2 assess ways technological innovations enabled ancient peoples to
  - adapt to and modify their environments
  - satisfy their needs
  - increase exploration and trade
  - develop their cultures
- D3 compare ancient and modern communications media

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> <li>• After opportunities to read about the ancient civilization of Mesopotamia, ask students to brainstorm the types of tools that would be useful in Mesopotamian civilization. After time for discussion, have students work independently or with a partner to create a Mesopotamian tool or invention. This tool or invention should impact Mesopotamian society in one of the following areas: farming, religion, daily life, mathematics, astronomy, trade, or transportation. The invention or tool must be constructed from materials that would be available during that period of history (e.g., no plastics or electronics).</li> </ul> <p>Explain to students that they will be presenting their tools in a marketplace scenario. Brainstorm and discuss different methods of marketing used to sell products today (e.g., newspaper and magazine ads, television ads, radio ads, public service announcements, web sites) and compare them to ways ancient civilizations such as Mesopotamia would market or advertise their goods and wares (e.g., personal endorsement, word-of-mouth, travelling from marketplace to marketplace). Create a class T-chart to compare present-day and Mesopotamian marketing methods.</p>	<ul style="list-style-type: none"> <li>• Provide time for students to work on their tool, along with an appropriate marketing strategy. Set up a simulated tool fair or marketplace to allow students to showcase their tools. Students can dress in costume and adopt an ancient Mesopotamian persona. Allow time for students to explain how and/or why their tool is useful and demonstrate how it can be used. Use criteria such as those outlined in the sample assessment instrument (<b>Mesopotamian Tool Fair</b>) found at the end of this grade to assess students' presentations.</li> </ul> <p>Follow up by asking students to write a reflection describing how their invention or tool impacts Mesopotamian society and why this impact will further develop Mesopotamian civilization. (For example: creating a simple rudder for a boat will enable better control of boats, which in turn will increase ability to travel down Euphrates and Tigris Rivers, thereby increasing trade and enhancing the civilization.) Have students compile a list of contributions and influences of Mesopotamian society to present-day cultures (e.g., boats, astronomy, wheel, mathematics, calendar).</p>

*Society and Governance*

**Prescribed Learning Outcomes**

*It is expected that students will:*

**SKILLS AND PROCESSES OF SOCIAL STUDIES**

- A1 apply critical thinking skills – including comparing, classifying, inferring, imagining, verifying, using analogies, identifying relationships, summarizing, and drawing conclusions – to a range of problems and issues
- A2 use various types of graphs, tables, timelines, and maps to obtain or communicate information

**IDENTITY, CULTURE, AND SOCIETY**

- B2 analyse social roles within one or more ancient civilizations
- B3 identify influences and contributions of ancient societies to present-day cultures

**GOVERNANCE**

- C1 describe the evolution and purpose of rules, laws, and government in ancient civilizations
- C2 assess how ancient systems of laws and government have contributed to current Canadian political and legal systems

**PLANNING FOR ASSESSMENT**

- Conduct a simulation on social structure: Distribute to each student a card that provides information on a person (e.g., slave, scribe, noble) from an ancient culture. Ask students to role play ways to address a problem or an issue (e.g., food shortages, flooding, epidemic). After they complete the role play, ask questions to encourage them to compare their roles. For example: How did this problem or issue affect you? What were you able to do to overcome this problem or issue? How did it feel to have power or not to have power? Were you treated in a particular way because of your place in that culture? What do you conclude about the social structure of this culture?

**ASSESSMENT STRATEGIES**

- Observe students participating in the simulation, looking for evidence that they
  - display historical empathy (understand what it was like to live in the identified time period)
  - use historically accurate information to develop their roles
  - include details that show understanding of a variety of aspects of daily life
  - portray family and gender roles accurately, given what is known of the time
  - draw logical conclusions about the social structure of the culture
  - make connections to social structures in the present

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> <li>• Use a pyramid to illustrate the hierarchy of an ancient culture (e.g., slaves, farmers, builders, merchants, scribes, priests, rulers). Discuss and compare levels of citizenship and treatment of both women and men this culture.</li> </ul>	<ul style="list-style-type: none"> <li>• Have students complete a guided response sheet to reflect on the roles and hierarchies in a given culture. For example, students can respond to questions such as the following:               <ul style="list-style-type: none"> <li>– What is the significance of the pyramid shape to represent hierarchy? Is it applicable today? Who determines a person’s place in the pyramid? Are all societies hierarchical?</li> <li>– How are values and beliefs reflected in people’s daily lives? Give specific examples (e.g., values and beliefs related to individualism, equality, ownership, spiritual beliefs, arts, education, physical strength and prowess).</li> </ul> </li> </ul> <p>Conduct a quiz or have students compile an illustrated dictionary to demonstrate their knowledge of appropriate terminology to describe rules, laws, and government in ancient civilizations (e.g., empire, democracy, monarch, pharaoh, emperor, empress, slave, god, city state, samurai, senate, hierarchy, elder, chief).</p>
<ul style="list-style-type: none"> <li>• Discuss the phrase, “An eye for an eye, a tooth for a tooth.” Brainstorm a list of crimes and ask students to consider consequences based on this philosophy. Discuss or debate the effectiveness and fairness of the Code of Hammurabi.</li> </ul> <p>Arrange for students to visit local law courts. Ask them to choose a case to follow and then make presentations describing the case, the outcome, and how it might have been handled in a specific ancient culture (e.g., Mesopotamia, Egypt, Rome, Greece, Celts, Nubia, City-State Japan). In their presentations, students should address questions such as the following:</p> <ul style="list-style-type: none"> <li>– What are the similarities and differences between the handling of the case then and now?</li> <li>– Did ancient systems of laws and government contribute to how this case is handled today?</li> </ul>	<ul style="list-style-type: none"> <li>• Present a scenario outlining a crime (e.g., treason). Divide the class into groups, each representing an ancient culture. Challenge students to find a way to seek justice according to their cultural codes. Encourage them to consider questions such as the following:               <ul style="list-style-type: none"> <li>– What laws and cultural codes were most important in this case?</li> <li>– How did you apply the laws or codes to the situation?</li> <li>– What aspects of your laws were unique? Which aspects were similar to those of other groups?</li> <li>– How effectively do you feel you represented the culture? Why?</li> <li>– At what point did you have the greatest difficulty in deciding how to apply the laws or codes or deciding which laws or codes to apply? Why? What additional information would have helped you?</li> </ul> </li> </ul>

*Assessment Instrument*  
**ENVIRONMENTAL IMPACT**

<p><b>4</b> Excellent</p>	<p>The student clearly lists at least one example for each category, and shows evidence of conclusions about how the environment contributed to and was affected by each of the listed elements of the civilization (e.g. the invention of the aqueduct – rocks available to build aqueducts/water source not situated nearby; trees cut down and mountainsides mined to create rock quarry).</p>
<p><b>3</b> Good</p>	<p>The student clearly lists at least one example in most or all of the categories, and shows some evidence of conclusions about how the environment contributed to and was affected by each of the listed elements of the civilization.</p>
<p><b>2</b> Satisfactory</p>	<p>The student lists one example for approximately half of the categories, and shows minimal evidence of conclusion about how the environment contributed to and was affected by each of the listed elements of the civilization</p>
<p><b>1</b> Needs Improvement</p>	<p>The student lists some examples where the connections are unclear; student shows no evidence of speculation on how the environment contributed to and was affected by the civilization.</p>



*Assessment Instrument*  
**MESOPOTAMIAN TOOL FAIR**

	<b>Outstanding</b>	<b>Strong</b>	<b>Basic</b>	<b>Developing</b>
<b>Content</b>	<ul style="list-style-type: none"> <li>clearly and convincingly justifies why the tool is worth buying</li> <li>area(s) of interaction impacted by the tool, are identified, several powerful supporting details are provided</li> <li>construction is thoroughly explained</li> <li>marketing plan is powerful</li> </ul>	<ul style="list-style-type: none"> <li>justifies why the tool is worth buying: explains more than one use for it</li> <li>area(s) of interaction impacted by the tool are identified, adequate supporting evidence is provided</li> <li>construction is adequately explained</li> <li>marketing plan is persuasive</li> </ul>	<ul style="list-style-type: none"> <li>some attempt is made to justify why the tool is worth buying: explains only one use for it</li> <li>area(s) of interaction impacted by the tool are identified, some supporting evidence is provided</li> <li>construction is referred to, but not clearly explained</li> <li>marketing plan is evident</li> </ul>	<ul style="list-style-type: none"> <li>little or no attempt is made to justify why the tool is worth buying</li> <li>area(s) of interaction impacted by the individual are not clearly identified, little or no supporting evidence is provided</li> <li>construction is not explained</li> <li>there is no marketing plan, but a price may be stated</li> </ul>
<b>Clarity</b>	<ul style="list-style-type: none"> <li>sequence and organization engages audience &amp; greatly enhances the overall impact and clarity of the speech</li> <li>vocabulary is well chosen for the purpose and audience, enriches the overall effectiveness of the speech</li> </ul>	<ul style="list-style-type: none"> <li>speech is easy to follow with information well organized and logically sequenced</li> <li>vocabulary is appropriate to the purpose and audience, contributes to the overall effectiveness of the speech</li> </ul>	<ul style="list-style-type: none"> <li>speech has a general structure, but is occasionally difficult to follow</li> <li>some difficulty choosing appropriate vocabulary for the purpose and audience, speech is less effective as a result</li> </ul>	<ul style="list-style-type: none"> <li>speech is poorly organized and difficult to follow</li> <li>little, if any, vocabulary is appropriate for the purpose and audience, distracts from the overall effectiveness of the speech</li> </ul>
<b>Voice quality and body language</b>	<ul style="list-style-type: none"> <li>voice (volume, tone, inflection, pace) is used for great effect throughout the speech</li> <li>uses appropriate posture, eye contact, and gestures all of the time</li> </ul>	<ul style="list-style-type: none"> <li>voice (volume, tone, inflection, pace) is used effectively most of the time</li> <li>uses appropriate posture, eye contact, and gestures most of the time</li> </ul>	<ul style="list-style-type: none"> <li>voice (volume, tone, inflection, pace) is used effectively some of the time</li> <li>uses appropriate posture, eye contact, and gestures some of the time</li> </ul>	<ul style="list-style-type: none"> <li>voice (volume, tone, inflection, pace) is rarely used effectively</li> <li>uses little, if any, eye contact; posture and gestures are inappropriate</li> </ul>
<b>Visual Aid</b>	<ul style="list-style-type: none"> <li>invention is an integral part of the presentation, captures and greatly enhances the audience's understanding of the presentation</li> </ul>	<ul style="list-style-type: none"> <li>invention is appropriate for the presentation and effectively supports audience understanding of the presentation</li> </ul>	<ul style="list-style-type: none"> <li>invention is somewhat appropriate or inadequately supports audience understanding of the presentation</li> </ul>	<ul style="list-style-type: none"> <li>invention is not used or is inappropriate, does little, if anything to support audience understanding of the presentation</li> </ul>





# LEARNING RESOURCES

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This section contains general information on learning resources, and provides a link to the titles, descriptions, and ordering information for the recommended learning resources in the Social Studies K to 7 Grade Collections.

### ***What Are Recommended Learning Resources?***

Recommended learning resources are resources that have undergone a provincial evaluation process using teacher evaluators and have Minister's Order granting them provincial recommended status. These resources may include print, video, software and CD-ROMs, games and manipulatives, and other multimedia formats. They are generally materials suitable for student use, but may also include information aimed primarily at teachers.

Information about the recommended resources is organized in the format of a Grade Collection. A Grade Collection can be regarded as a "starter set" of basic resources to deliver the curriculum. In many cases, the Grade Collection provides a choice of more than one resource to support curriculum organizers, enabling teachers to select resources that best suit different teaching and learning styles. Teachers may also wish to supplement Grade Collection resources with locally approved materials.

### ***How Can Teachers Choose Learning Resources to Meet Their Classroom Needs?***

Teachers must use either

- provincially recommended resources
- OR
- resources that have been evaluated through a local, board-approved process

Prior to selecting and purchasing new learning resources, an inventory of resources that are already available should be established through consultation with the school and district resource centres. The ministry also works with school districts to negotiate cost-effective access to various learning resources.

### ***What Are the Criteria Used to Evaluate Learning Resources?***

The Ministry of Education facilitates the evaluation of learning resources that support BC curricula, and that will be used by teachers and/or students for instructional and assessment purposes. Evaluation criteria focus on content, instructional design, technical considerations, and social considerations.

Additional information concerning the review and selection of learning resources is available from the ministry publication, *Evaluating, Selecting and Managing Learning Resources: A Guide* (Revised 2002)  
[www.bced.gov.bc.ca/irp/resdocs/esm\\_guide.pdf](http://www.bced.gov.bc.ca/irp/resdocs/esm_guide.pdf)

### ***What Funding is Available for Purchasing Learning Resources?***

As part of the selection process, teachers should be aware of school and district funding policies and procedures to determine how much money is available for their needs. Funding for various purposes, including the purchase of learning resources, is provided to school districts. Learning resource selection should be viewed as an ongoing process that requires a determination of needs, as well as long-term planning to co-ordinate individual goals and local priorities.

### ***What Kinds of Resources Are Found in a Grade Collection?***

The Grade Collection charts list the recommended learning resources by media format, showing links to the curriculum organizers. Each chart is followed by an annotated bibliography. Teachers should check with suppliers for complete and up-to-date ordering information. Most suppliers maintain web sites that are easy to access.

### **SOCIAL STUDIES K TO 7 GRADE COLLECTIONS**

The Grade Collections for Social Studies K to 7 include newly recommended learning resources as well as relevant resources previously recommended for prior versions of the Social Studies K to 7 curriculum. The ministry updates the Grade Collections on a regular basis as new resources are developed and evaluated.

Please check the following ministry web site for the most current list of recommended learning resources in the Grade Collections for each IRP:

[www.bced.gov.bc.ca/irp\\_resources/lr/resource/gradcoll.htm](http://www.bced.gov.bc.ca/irp_resources/lr/resource/gradcoll.htm)



