

CORRELATION BETWEEN *THE WORLD TODAY: ITS PEOPLE AND PLACES* AND MANITOBA'S GRADE 7 SOCIAL STUDIES CURRICULUM

CLUSTER 1: WORLD GEOGRAPHY

KNOWLEDGE

CLUSTER OVERVIEW

SPECIFIC OUTCOMES

SECTION

CHAPTER

PAGES

Students examine human and physical geography and their connections. This study includes a focus on maps and mapping, population clusters, principal regions, bodies of water, vegetation and climatic zones, more- and less-developed nations, and time zones.

Students will explain the purpose of latitude, longitude, parallels, and meridians.

7-KL-015

1

1

25-29

Students will locate on a world map the continents, major landforms, and major bodies of water.

7-KL-016

1

2

40-55

Students will locate on a world map and describe the major climatic and vegetation zones.

7-KL-017

1

2

56-58

Students will locate on a world map the major population clusters and explain the relationship between population distribution and the natural environment.

7-KL-018

1

3

62-69

Students will locate on the world map the major francophone countries.

7-KL-018F

1

3

Students will identify factors that influence the movement of people around the world.

7-KL-019

1

3

70-79

Students will locate the time zones on a world map and explain their purpose.

7-KL-020

1

1

29-34

Students will explain standards related to time zones.

7-KL-021

1

1

31-34

Students will identify on a world map the more- and less-developed nations and explain why a nation is considered to be more or less developed.

7-KG-032

1

3

60-61

Students will compare the accuracy of various map projections and describe their influence on perceptions of the size and importance of the continents.

7-KP-038

1

1

36-39

VALUES

SPECIFIC OUTCOMES

SECTION

CHAPTER

PAGES

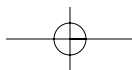
Students will appreciate the diversity of the global natural environment.

7-VL-008

1

2

58-59



CORRELATION BETWEEN *THE WORLD TODAY: ITS PEOPLE AND PLACES* AND MANITOBA'S GRADE 7 SOCIAL STUDIES CURRICULUM

CLUSTER 2: GLOBAL QUALITY OF LIFE

KNOWLEDGE

CLUSTER OVERVIEW

SPECIFIC OUTCOMES

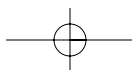
SECTION

CHAPTER

PAGES

Students examine environmental, social, and cultural factors that affect quality of life for people in Canada and other places in the world. This study includes a focus on concepts related to universal human rights, diverse cultural perspectives, citizenship and democracy, identity, and discrimination. Students examine the role of international agencies and global cooperation, the relationship between wealth, resources, and power, as well as the impact of their personal actions on quality of life for people in other places.

Students will describe the impact of various factors on citizenship rights in Canada and elsewhere in the world.	7-KC-001	2	5	97-99
Students will describe the impact of various factors on quality of life in Canada and elsewhere in the world.	7-KC-002	2	4	82-86
Students will give examples of ways in which quality of life may be enhanced within a democracy.	7-KC-003	2	4	84-87
Students will describe ways in which their personal actions may affect quality of life for people elsewhere in the world.	7-KC-004	2	4	90-91
Students will recognize Remembrance Day as a commemoration of Canadian participation in world conflicts.	7-KC-005	2	8	130-131
Students will identify diverse cultural and social perspectives regarding quality of life.	7-KI-006	2	4	88-87
Students will describe the impact of discriminatory attitudes and practices on quality of life.	7-KI-007	2	4 & 5	83-87, 96
Students will describe the influence of various factors on personal identity.	7-KI-008	2	4	82-88
Students will give examples of events and achievements that enhance understanding among peoples and nations.	7-KG-033	2	4	88-91
Students will identify reasons why people emigrate.	7-KG-034	1 & 2	3	62-69
Students will give examples of global cooperation to solve conflicts or disasters.	7-KG-035	2	7 & 8	111-132
Students will identify various international organizations and describe their role in protecting or enhancing global quality of life.	7-KG-036	2	8	118-125
Students will identify universal human rights and explain their importance.	7-KG-037	2	5	92-95
Students will give examples of government decisions that affect quality of life.	7-KP-039	2	4	90
Students will compare and contrast various types of power and authority.	7-KP-040	2	6, 7 & 8	100-133
Students will explain the relationship between power and access to wealth and resources.	7-KP-041	2	7	108-117
Students will identify various individuals who influence world affairs.	7-KP-042	2	6 & 7	112
Students will give examples of the uneven distribution of wealth and resources in the world and describe the impact on individuals, communities, and nations.	7-KE-045	2	7 & 8	113, 114



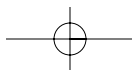
CORRELATION BETWEEN *THE WORLD TODAY: ITS PEOPLE AND PLACES* AND MANITOBA'S GRADE 7 SOCIAL STUDIES CURRICULUM

CLUSTER 2: GLOBAL QUALITY OF LIFE

VALUES

SPECIFIC OUTCOMES

	SECTION	CHAPTER	PAGES	
Students will respect the inherent dignity of all people.	7-VC-001	2	4	92-99
Students will acknowledge that the rights of citizenship involve limitations on personal freedom for the sake of collective quality of life.	7-VC-002	2	6	100-107
Students will be willing to contribute to their groups and communities.	7-VC-003	2	8	118
Students will be willing to take action to support quality of life for people around the world.	7-VC-004	2	8	132-133
Students will respect others' rights to express their points of view.	7-VC-005	2	5	92-99
Students will value the contributions of international agencies and humanitarians to quality of life.	7-VG-011	2	8	118-132
Students will demonstrate concern for people who are affected by discrimination, injustice, or abuse of power.	7-VP-013	2	5	96
Students will appreciate the positive contributions of various individuals to world affairs.	7-VP-014	2	6	101-107
Students will appreciate that quality of life is not solely determined by access to wealth, resources, and technologies.	7-VE-016	2	7	108-117



CORRELATION BETWEEN *THE WORLD TODAY: ITS PEOPLE AND PLACES* AND MANITOBA'S GRADE 7 SOCIAL STUDIES CURRICULUM

CLUSTER 3: WAYS OF LIFE IN ASIA, AFRICA, OR AUSTRALASIA

KNOWLEDGE

CLUSTER OVERVIEW

SPECIFIC OUTCOMES

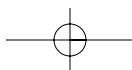
SECTION

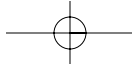
CHAPTER

PAGES

Students examine how various factors shape ways of life in one contemporary society, selected from a choice of Asia, Africa, or Australasia. This study includes a focus on environmental, historical, social, political, and cultural issues, as well as a focus on indigenous peoples. Students also explore economic activities, including work and trade, and consider the impact of technological change, urbanization, industrialization, and westernization within the selected society.

Students will identify elements that all societies have in common.	7-KI-009	3	9	136-141
Students will give examples of cultural factors that shape ways of life in a society of Asia, Africa, or Australasia.	7-KI-010	3	9	142-151
Students will give examples of the artistic expression of culture in a society of Asia, Africa, or Australasia.	7-KI-011	3	11	172-181
Students will describe the influence of westernization in a society of Asia, Africa, or Australasia.	7-KI-012	3	13	192-201
Students will describe factors that affect health in a society of Asia, Africa, or Australasia.	7-KI-013	3	14	202-213
Students will describe characteristics of indigenous ways of life in a society of Asia, Africa, or Australasia.	7-KI-014	3	12	182-191
Students will identify on a map the major cities, landforms, and bodies of water of a society of Asia, Africa, or Australasia.	7-KL-022	3	10	152-171
Students will give examples of the influence of the natural environment on ways of life in a society of Asia, Africa, or Australasia.	7-KL-023	3	10	152-171
Students will identify historical events that continue to affect a society of Asia, Africa, or Australasia.	7-KH-030	3	13	196-201
Students will give examples of the impact of government and the justice system on ways of life in a society of Asia, Africa, or Australasia.	7-KP-043	3	13	192-201
Students will identify major economic activities in a society of Asia, Africa, or Australasia.	7-KE-046	3	14	211
Students will describe the impact of urbanization and industrialization on indigenous peoples in a society of Asia, Africa, or Australasia.	7-KE-047	3	14	212-214
Students will give examples of the impact of changing technologies on ways of life in a society of Asia, Africa, or Australasia.	7-KE-048	3	14	204-208
Students will identify issues related to work and trade in a society of Asia, Africa, or Australasia.	7-KE-049	3	12 & 14	189, 210





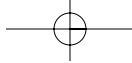
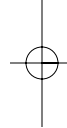
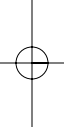
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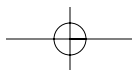
CLUSTER 3: WAYS OF LIFE IN ASIA, AFRICA, OR AUSTRALASIA

VALUES

SPECIFIC OUTCOMES

		SECTION	CHAPTER	PAGES
Students will be willing to broaden personal perspectives and experiences beyond the familiar.	7-VI-006	3	10	152-171
Students will appreciate the importance of cultural and linguistic diversity in the world.	7-VI-007	3	12	182-191
Students will demonstrate interest in ways of life of other societies in the world.	7-VG-012	3	9	136-151
Students will demonstrate concern for the loss of indigenous ways of life.	7-VP-015	3	11, 13 & 14	172-181





CORRELATION BETWEEN *THE WORLD TODAY: ITS PEOPLE AND PLACES* AND MANITOBA'S GRADE 7 SOCIAL STUDIES CURRICULUM

CLUSTER 4: HUMAN IMPACT IN EUROPE OR THE AMERICAS

KNOWLEDGE

CLUSTER OVERVIEW

SPECIFIC OUTCOMES

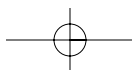
Students examine the impact of human activities in one contemporary society, selected from a choice of Europe or the Americas. This study includes a focus on environmental, social, political, cultural, and economic issues. Students explore historical events, climate change, technological development and urbanization, use of natural resources, food production and distribution, and consumerism. They also consider concepts related to sustainable development. Finally, as students assess the consequences of their personal actions and choices, they come to understand their roles as citizens in an increasingly interdependent world.

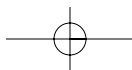
		SECTION	CHAPTER	PAGES
Students will identify on a map the major cities, landforms, and bodies of water of a society of Europe or the Americas.	7-KL-024	4	15 & 16	216-224
Students will give reasons for increased urbanization in a society of Europe or the Americas.	7-KL-025	4	18	258-275
Students will identify human activities that contribute to climate change.	7-KL-026	4	19	276-287
Students will describe social, environmental, and economic consequences of climate change.	7-KL-027	4	19	279-287
Students will describe diverse approaches to land and natural resource use in a society of Europe or the Americas.	7-KL-028	4	16	236-247
Students will give examples of the impact of human activity on the natural environment in a society of Europe or the Americas.	7-KL-029	4	20	289-299
Students will identify historical events that continue to affect a society of Europe or the Americas.	7-KH-031	4	17	248-256
Students will identify ways in which government decisions may affect human impact on the natural environment.	7-KP-044	4	19	282-287
Students will identify major economic activities in a society of Europe or the Americas.	7-KE-050	4	17	254-256
Students will identify common challenges faced by large urban centres.	7-KE-051	4	18	262
Students will identify issues related to food production and distribution in a society of Europe or the Americas.	7-KE-052	4	17	248-257
Students will describe sustainable development issues in a society of Europe or the Americas.	7-KE-053	4	19	279-287
Students will give examples of the environmental and social impact of consumerism in the local community and in a society of Europe or the Americas.	7-KE-054	4	20	288-299

VALUES

SPECIFIC OUTCOMES

		SECTION	CHAPTER	PAGES
Students will be willing to take actions to help sustain the natural environment in Canada and the world.	7-VL-009	4	19	276-287
Students will appreciate history as an important way to understand contemporary life.	7-VH-010	4	17	248-257
Students will be willing to consider the consequences of their consumer choices.	7-VE-017	4	20	288-299





CORRELATION BETWEEN *THE WORLD TODAY: ITS PEOPLE AND PLACES* AND MANITOBA'S GRADE 7 SOCIAL STUDIES CURRICULUM

SOCIAL STUDIES SKILLS

ACTIVE DEMOCRATIC CITIZENSHIP

OVERALL

SPECIFIC OUTCOMES

Citizenship skills enable students to develop good relations with others, to work in cooperative ways toward achieving common goals, and to collaborate with others for the well-being of their communities. These interpersonal skills focus on cooperation, conflict resolution, taking responsibility, accepting differences, building consensus, negotiation, collaborative decision making, and learning to deal with dissent and disagreement.

		SECTION	CHAPTER	PAGES
Students will collaborate with others to establish and carry out goals and responsibilities.	7-S-100	2	5	92-99
Students will use a variety of strategies to resolve conflicts peacefully and fairly.	7-S-101	2	6	100-107
Students will make decisions that reflect fairness and equality in their interactions with others.	7-S-102	2	4	82-91
Students will make decisions that reflect principles of environmental stewardship and sustainability.	7-S-103	4	19 & 20	276-299
Students will negotiate constructively with others to build consensus and solve problems.	7-S-104	2	8	118-133
Students will recognize bias and discrimination and propose solutions.	7-S-105	2	7	108-117
Students will treat places and objects of historical significance with respect.	7-S-106	3	11	172-181

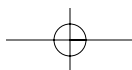
MANAGING INFORMATION AND IDEAS

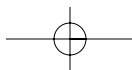
OVERALL

SPECIFIC OUTCOMES

Information-management skills enable students to access, select, organize, and record information and ideas using a variety of sources, tools, and technologies. These skills include inquiry and research skills that enhance historical and geographical thinking.

		SECTION	CHAPTER	PAGES
Students will select information from a variety of oral, visual, material, print, or electronic sources.	7-S-200	1	1	24-39
Students will organize and record information in a variety of formats and reference sources appropriately.	7-S-201	1	2	40-59
Students will interpret primary and secondary information sources for research.	7-S-202	1	3	60-79
Students will select and use appropriate tools and technologies to accomplish tasks.	7-S-203	1	1	24-39
Students will create maps using a variety of information sources, tools, and technologies.	7-S-204	1	1	24-39
Students will construct maps that include a title, legend, compass rose, scale, and latitude and longitude.	7-S-205	1	1	24-39
Students will select and interpret various types of maps for specific purposes.	7-S-206	1	2	40-59
Students will use latitude and longitude to locate and describe places on maps and globes.	7-S-207	1	1	24-39
Students will use traditional knowledge to read the land.	7-S-207A	1	2	40-59
Students will orient themselves by observing the landscape, using traditional knowledge, or using a compass or other tools and technologies.	7-S-208	1	2	40-59





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SOCIAL STUDIES SKILLS

CRITICAL AND CREATIVE THINKING

OVERALL

SPECIFIC OUTCOMES

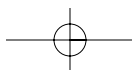
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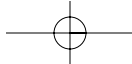
CHAPTER

PAGES

Critical and creative thinking skills enable students to make observations and decisions, to solve problems, and to devise forward-thinking strategies. These skills involve making connections among concepts and applying a variety of tools. Critical thinking involves the use of criteria and evidence to make reasoned judgments. These judgments include distinguishing fact from opinion and interpretation, evaluating information and ideas, identifying perspectives and bias, and considering the consequences of decisions and actions. Creative thinking emphasizes divergent thinking, the generation of ideas and possibilities, and the exploration of diverse approaches to questions.

Students will plan topics, goals, and methods for inquiry and research.	7-S-300	4	20	288-299
Students will evaluate the advantages and disadvantages of solutions to a problem.	7-S-301	4	19	276-287
Students will draw conclusions based on research and evidence.	7-S-302	4	18	258-275
Students will evaluate personal assumptions based on new information and ideas.	7-S-303	4	20	288-299
Students will distinguish fact from opinion and interpretation.	7-S-304	4	19	276-287
Students will observe and analyze material and visual evidence for research.	7-S-305	1	1	24-39
Students will assess the validity of information sources.	7-S-306	4	17	248-257
Students will compare differing viewpoints regarding global issues.	7-S-307	3	9	136-151
Students will compare diverse perspectives in the media and other information sources.	7-S-308	3	12	182-191
Students will interpret information and ideas in a variety of media.	7-S-309	1	3	60-79
Students will recognize that interpretations of history are subject to change as new information is uncovered or acknowledged.	7-S-310	3	13	192-201
Students will analyze prejudice, racism, stereotyping, or other forms of bias in the media and other information sources.	7-S-311	3	12	182-191





CORRELATION BETWEEN *THE WORLD TODAY: ITS PEOPLE AND PLACES* AND MANITOBA'S GRADE 7 SOCIAL STUDIES CURRICULUM

SOCIAL STUDIES SKILLS

COMMUNICATION

OVERALL

SPECIFIC OUTCOMES

SECTION

CHAPTER

PAGES

Communication skills enable students to interpret and express ideas clearly and purposefully using a variety of media. These skills include the development of oral, visual, print, and media literacy, and the use of information and communication technologies for the exchange of information and ideas.

Students will listen to others to understand their perspectives.	7-S-400	3	12	182-191
Students will use language that is respectful of human diversity.	7-S-401	3	9	136-151
Students will persuasively express differing viewpoints regarding an issue.	7-S-402	2	7	116
Students will present information and ideas orally, visually, concretely, or electronically.	7-S-403	2	8	118-133
Students will elicit and clarify questions and ideas in discussions.	7-S-404	2	6	100-107
Students will articulate their beliefs and perspectives on issues.	7-S-405	2	5	92-99

