

SOCIAL STUDIES - Living Together: UNIT ONE (Outcomes: IN7.1, IN7.2, IN7.3)

Date	Pages	Tasks	Assessment	Due Dates
Week 1 Sept. 12 th , 14 th , 16 th	Unit One Google Doc Chapter One Sept. 12 th Google Slides: 1-9 Textbook: Pages 2-7	Introductory tasks: 1. Give an overview of the first unit – Slide 2 2. Show unit essential question – Slide 3 3. Give overview of chapter focus question – ask students what they think those words mean – Slide 4 4. Go over definitions of: conflict, cooperation, and interdependence – Slide 5 5. Go over introduction of Mexico – Slide 6 6. Hand out Venn diagram for Canada and Mexico – students can add to it throughout chapter learning 7. Have students choose location of Mexico – Slide 7 8. Look at map to show students where Mexico is in relation to other countries – Slide 8 9. Look at Mexico closer – Slide 9 10. Gallery walk (worksheet) – pages 2-7 – Slide 10 11. Read “my story” pages 5-7 – have students use Venn diagram/note page 12. Answer questions together as class on page. 7 – Have each desk group answer a question	- Discussion (pair/group) - Participation - Gallery walk worksheet - Canada map game percentage - Questions (page 7)	Venn diagram & Gallery walk worksheet: Sept. 16 th (end of class)
	Sept. 14 th Textbook: Pages 8-15 Google Slides: Slide 12-13	1. Do a refresh from yesterday 2. Finish what was not completed	- Vocabulary activity worksheet - Participation - Jigsaw activity - Discussion	

	<p>Sept. 16th Textbook Pages 8-15 Continuation of last class</p>		<p>- Vocabulary activity worksheet - Participation - Jigsaw activity - Discussion</p>	
<p>Week 2 Sept. 20th, 22nd</p>	<p>Sept. 20th Textbook: Page 15 Google Slides:</p>	<ol style="list-style-type: none"> 1. Vocabulary activity – have words written around room – students will have clipboards and need to fill out sheets 2. Have students share what words they know and what they don't know – move on slide – Slide 12 3. Look over pictures and headlines in textbook together – have students share their thoughts 4. Jigsaw activity – split class into 6 groups – give them criteria – they will write in Microsoft teams documents- Slide 13 	<p>- Venn diagram - Questions - Participation</p>	
	<p>Sept. 22nd Textbook: Page 16-19</p>			
<p>Week 3 Sept. 26th, 28th</p>	<p>Sept. 26th Textbook: Pages 20-25</p>	<ol style="list-style-type: none"> 1. Give students 5 minutes to add to or edit their section 2. Have student groups share key details of section from Jigsaw with the class – go through pictures and have each group explain the meaning of the picture in relation to their written portion 3. Youtube video– WTO, NAFTA 4. Talk about page 13 – The North American Free Trade Agreement – USMCA - Why changes? What is different? – government, resources, markets 5. Venn diagram update – add things based on information learned so far 6. Answer questions on page 15 – students can look at their Microsoft teams pages – Slide 14 <p>Have students answer chapter focus question – will be handed in for assessment – provide criteria</p>		

	<p>Sept. 28th Textbook: Page 25</p>	<ol style="list-style-type: none"> 1. Kahoot review 2. Answer thinking it through question 3. Provide fill in worksheet 4. Vocabulary page 5. Compare colonization of Canadian and Mexican Indigenous people – venn diagram 		
<p>Week 4 Oct. 3rd, 5th, 7th</p>	<p>Oct. 3rd Textbook: Pages 26-28</p>	<ol style="list-style-type: none"> 1. Provide students with 5-10 minutes to update their responses 2. Show them updates required for their responses (definition should be examples, examples should have explanations) – ACE 3. Provide fill in worksheet 4. Add to original chapter focus question with new information provided 		
	<p>Oct. 5th Textbook: Page 28</p>	<p>Oct. 4</p> <ol style="list-style-type: none"> 1. Provide worksheet 2. Other students can look up current events to share with each other <ul style="list-style-type: none"> - https://globalnews.ca/ - https://www.cbc.ca/ - https://www.theglobeandmail.com/ <p>Oct. 5</p> <ol style="list-style-type: none"> 1. Worksheet review activity – Kahoot 2. Finish worksheet with those not finished or those who need to add to their responses 3. Zakiyah, Cooper, Auric – send videos through teams and provide worksheet <ul style="list-style-type: none"> - Mayan Civilization for Kids - The Aztec Empire in 2 Minutes - Indigenous People of Canada Facts for Kids - Immigration History in Canada - Heritage Minutes: Nitro (for further examination of Chinese immigrants working on railroad) 		

		<ol style="list-style-type: none"> Have students work on questions in pairs or small groups – discussion <ul style="list-style-type: none"> - What do you think? pg. 25 - Thinking it through - Question 3 - How did contact with European cultures affect Indigenous peoples in Mexico and Aboriginal peoples in Canada? 		
	<p>Oct. 7th Textbook: Page 29</p>	<ol style="list-style-type: none"> What does conflict look like? – Slide 23-24 What does cooperation look like? – Slide 25-26 Brief research: public health organizations, economic organizations, humanitarian organizations Give scenarios – have students say which organization would be requested Add to chapter question – will be assessed 	Chapter Focus Question Response	
<p>Week 5 Oct. 12th, 14th</p>	<p>Oct. 12th</p>	<ol style="list-style-type: none"> Quiz review Stations <ul style="list-style-type: none"> - Vocabulary matching - True/False - Venn diagram - Organization scenario situations Write notes on cue card 	Test	
	<p>Oct. 14th</p>	<ol style="list-style-type: none"> Quiz 		
<p>Week 6 Oct. 18th, 20th</p>	<p>Oct. 18th Chapter 2</p> <p>Textbook: Pages 30-33 Textbook: Pages 34-42</p>	<p>Introductions</p> <ol style="list-style-type: none"> Share chapter focus question – How does globalization affect people and the environment? Look at countries included in Southeast Asia Have students pick a country and explore it a bit – google earth – have worksheet 		
	<p>Oct. 20th</p>	<ol style="list-style-type: none"> Quiz review Show Cambodia presentation Nearpod 		
<p>Week 7</p>	<p>Oct. 25th Textbook: Pages 34-42</p>	<ol style="list-style-type: none"> Nearpod https://app.nearpod.com/?pin=qiu7t 	<ol style="list-style-type: none"> Canadian World Conflicts 	

<p>Oct. 25th, 27th</p>	<p><u>Oct. 27th</u> Textbook: Pages 43-47 Globalization and Trade</p>	<p>1. Nearpod https://app.nearpod.com/?pin=qiu7t - Review it together</p>	<p>1. More work on Canadian World Conflicts – simplified worksheet with questions</p>		
<p>Week 8 Oct. 31st, Nov. 2nd</p>	<p><u>Oct. 31st</u> Globalization and the Environment</p>	<p><u>Google Slides</u> 1. Globalization videos - <u>Globalization explained</u> - <u>What is globalization?</u> *If extra time, crash course video: https://youtu.be/5SnR-e0S6lc 2. <u>Economy</u> 3. Define globalization and economy 4. fill in blank notes 5. <u>Life cycle notes and video</u> 6. Discussion slide 7. Exit slip: What is globalization and why is it increasing? 8. Pros and cons</p>	<p>1. Globalization videos - <u>Globalization explained</u> - <u>What is globalization?</u> *If extra time, crash course video: https://youtu.be/5SnR-e0S6lc 2. <u>Economy</u> 3. Define globalization and economy 4. fill in blank notes 5. Life cycle notes and video 6. Discussion slide 7. Exit slip: What is globalization and why is it increasing? 8. Pros and cons</p>		
	<p><u>Nov. 2nd</u> Globalization and Culture & Technology</p>	<p>1. Review last class 2. Globalization – def. and pros/cons 3. Economy 4. Lifecycle of a t-shirt (<u>show good on you</u>) 5. Discuss results of students research (clothing, food, appliances/electronics) – put on board? 6. Technology 7. Sorting activity – small groups organize organizations 8. Add to table (minimum 3 per section) (handout)</p>	<p>1. Review last class 2. Globalization – def. and pros/cons 3. Economy 4. Lifecycle of a t-shirt (<u>show good on you</u>) 5. Discuss results of students research (clothing, food, appliances/electronics) – put on board? 6. Technology 7. Sorting activity – small groups organize organizations</p>		

		<p>9. Technology – risks and benefits (2 groups)</p> <p>10. Split class into 2 groups and then have each group pair up discuss, pair up discuss and repeat before having big discussion</p> <p>-</p>	<p>8. Have ZACSS look at videos on teams while others write down answers</p> <p>a. What is technology?</p> <p>b. Small talk Technology CBC Kids</p> <p>9. Technology – risks and benefits (2 groups)</p> <p>10. Split class into 2 groups and then have each group pair up discuss, pair up discuss and repeat before having big discussion</p>		
<p>Week 9 Nov. 7th, 9th</p>	<p><u>Nov. 7th</u></p>	<p>1. Google Slides Review</p> <p>2. Discuss upcoming final project – Provide worksheet</p> <p>3. Quiz review Stations</p>		<p>Quiz IN7.2 IN7.3</p>	
	<p><u>Nov. 9th</u></p>	<p>1. Quiz review stations</p> <p>2. Prep for final project</p>			
<p>Week 10 Nov. 14th, 16th, 18th</p>	<p><u>Nov. 14th</u></p>	<p>1. Quiz</p> <p>2. Final Project prep</p>		<p>Final Project</p>	
	<p><u>Nov. 16th</u></p>	<p>1. Quiz review</p> <p>2. Final Project prep</p>			
	<p><u>Nov. 18th</u></p>	<p>1. Final Project – Choose a country that is part of the Pacific rim Students must find information about:</p> <ul style="list-style-type: none"> - Environment - Trade - Culture - One or two current events 			

		- Look for conflict and cooperation associated with chosen country		
Week 11 Nov. 22 nd		Final Project Gallery		