



Curriculum Pacing Guide

Social Studies 7

The purpose of this pacing guide is to assist in mapping out the assessment of curricular objectives in social studies. It should be noted that there is no required order in which to teach and assess as long as the outcomes are appropriately taught, evaluated and assessed by the end of the term. This should not be seen as a checklist of outcomes to 'cover'.

The pacing guides indicate the timing of the assessment and reporting of the outcomes. There is flexibility between quarters. All specific outcomes in Q1 and Q2 must be taught and assessed by the end of Q2. All specific outcomes in Q3 and Q4 must be taught and assessed by the end of Q4.

Teachers can use the content aspects of the program to measure pacing, but are still required to address the skills and processes which are equally important to the delivery of the class. Skills and processes recommendations (on the right) are merely suggestions to support the delivery of content.

The associated textbook chapters are merely included for reference, the goal of pacing is to follow the program of studies and not a resource.

2021 - 2022 Social Studies Scope and Sequence - ECSD

Please find the scope and sequence for ECSD's social studies curriculum pacing guide for the school year. A reminder that the *skills and processes* are not included in the pacing of this document but ARE required to be taught, evaluated and assessed over the course of the school year.

Division 1

Semester 1 September - January		Semester 2 February - June	
Quarter 1	Quarter 2	Quarter 3	Quarter 4
1.1.3 - Belonging in my community	1.1.5 - Distinguish geographic features of my community	1.1.4 - Determine what makes their community thrive	1.2.2 - Analyze how families and communities change over time
2.1.2 - Investigate the physical geography of communities in Canada	2.1.4 - Investigate economic characteristics of communities in Canada	2.1.3 - Investigate cultural and linguistic characteristics of communities in Canada	2.2.6 - Analyze how their community emerged 2.2.7 - Examine how their community changed over time
3.1.3 - Examine geographic characteristics that shape communities in the world	3.1.4 - Examine economic factors that shape communities in the world	3.1.2 - Examine the social, cultural and linguistic characteristics that impact quality of life	3.2.2 - Explore the concept of global citizenship

Division 2

Semester 1 September - January		Semester 2 February - June	
Quarter 1	Quarter 2	Quarter 3	Quarter 4
4.1.2 - Examine the physical geography of Alberta	4.1.3 - Examine how geology and paleontology contribute to Alberta's geographical knowledge 4.1.4 - Analyze how Albertans interact with their environment	4.2.2 - Assess how cultural and linguistic heritage and diversity has evolved over time	4.3.2 - Assess the challenges and opportunities Alberta has faced in its growth 4.3.3 - Examine Alberta's changing cultural and social dynamics
5.1.2 - Examine the physical geography of Canada	5.1.3 - Analyze how people in Canada interact with the environment 5.2.2 - Examine the ways of life of Aboriginal peoples in Canada	Examine the ways of life of the following cultural groups: 5.2.3 - in New France 5.2.4 - of Fur Traders 5.2.5 - of Empire Loyalists 5.2.6 - of immigrants from British Isles 5.2.7 - of NWMP 5.2.8 - of non-European immigrants 5.2.9 - of European immigrants	5.3.2 - Assess the changes that occurred in Canada following confederation 5.3.3 - Assess how the Famous Five brought about change in Canada 5.3.4 - Assess how economic booms and crashes affected ways of life. 5.3.5 - Assess how historical events shaped collective identity in Canada
6.1.2 - Demonstrate an understanding of the principles of democracy 6.1.3 - analyze how democratic ideals of equity and fairness have influenced legislation in Canada	6.1.4 - Analyze the structure and functions of local governments in Alberta	6.1.5 - Analyze the structure and functions of Alberta's provincial government 6.1.6 - Analyze how individuals and groups impact decision making of local and provincial governments	6.2.3 - Analyze the structure and functions of the democratic system in Ancient Athens 6.2.4 - Analyze the structure and functions of the Iroquois Confederacy

Division 3

Semester 1 September - January		Semester 2 February - June	
Quarter 1	Quarter 2	Quarter 3	Quarter 4
7.1.3 - Compare and contrast diverse social and economic structures of peoples in pre-Confederation Canada.	7.1.4 - Assess the economic competition related to control of the North American fur trade. 7.1.5 - Assess the political competition between the French and British in their attempt to control North America	7.1.6 - Assess how political, economic and military events contributed to the foundations of Canada 7.2.4 - Assess the role and influence of the Red River Métis on the development of western Canada.	7.2.5 - Evaluate the impact of Confederation and immigration from 1867-1914. 7.2.6 - Assess the impacts of social and political change on individual and collective identities since 1918 7.2.7 - Assess the impact of urbanization and technology on individual and collective identities in Canada
8.2.4 - Examine the factors that shaped the worldview evolving during the Renaissance	8.2.4 - Examine the factors that shaped the worldview evolving during the Renaissance	8.3.4 - Assess how the Aztecs were affected by the Spanish Worldview	8.1.5 - Analyze the effects of cultural isolation during the Edo period 8.1.6 - Analyze the effects that rapid adaptation had on Japan during the Meiji period
9.1.4 - Examine the structure of Canada's federal political system. 9.1.5 - Analyze the role that citizens and organizations play in Canada's justice system.	9.1.6 - Assess the impact of the Canadian Charter of Rights and Freedoms on the legislative process. 9.1.7 - Assess how the increased demand for collective rights has impacted the legislative process.	9.1.8 - Assess how legislative processes address emerging issues of immigration. 9.2.4 - Compare and contrast the principles and practices of mixed and market economies.	9.2.5 - Assess the relationship between consumerism and quality of life in Canada and the USA. 9.2.6 - Assess the interrelationship between political decisions and economic systems.

Skills and Processes:

Although not prescribed for pacing, it should be understood that all skills and processes outcomes must also be evaluated and assessed. Here is a list of the skills and processes, which can be used over the course of the entire year. Some skills and processes recommendations are also included below in the pacing guide.

- 7.SST.DT - Acquires and develops thinking strategies that assist them in making connections to prior knowledge, in assimilating new information and in applying learning to new contexts
- 7.SST.SP - Applies the skills of cooperation, conflict resolution and age appropriate behaviour for social involvement as responsible citizens
- 7.SST.RI - Applies skills of decision making and problem solving during the research process
- 7.SST.CL - Demonstrates skills of oral, written, visual and media literacy through various modes of communication

Quarter 1			
PTP Reporting Standard	Specific Outcomes from Program of Studies	Associated Textbook Chapters (for reference only)	Skills and Processes Recommendations
7.SST.1 : Demonstrates an understanding of the roles and relationships among the Aboriginal, French and British peoples in forging the foundations of Canadian Confederation	7.1.3 compare and contrast diverse social and economic structures within the societies of Aboriginal, French and British peoples in pre-Confederation Canada by exploring and reflecting upon the following questions and issues:	Voices and Visions Textbook Chapters 1 to 3	7.SST.DT - Acquires and develops thinking strategies that assist them in making connections to prior knowledge, in assimilating new information and in applying learning to new contexts 7.SST.RI - Applies skills of decision making and problem solving during the research process 7.SST.CL - Demonstrates skills of oral, written, visual and media literacy through various modes of communication
	What were the different ways in which Aboriginal societies were structured (i.e., Iroquois Confederacy, Ojibwa, Mi'kmaq)?		
	How did the structures of Aboriginal societies affect decision making in each society (i.e., role and status of women, consensus building)?		
	What were the social and economic factors of European imperialism?		
	In what ways did European imperialism impact the social and economic structures of Aboriginal societies?		
	How was European imperialism responsible for the development of Acadia, New France and British settlements?		
	Who were the key figures in the French exploration and settlement of North America?		
	What roles did the Royal Government and the Catholic Church play in the social structure of New France (i.e., governor, intendant, Jesuits, religious congregations)?		
	Who were the key figures in the British exploration and settlement of North America?		
What role did the British government play in the settlement of North America?			

Quarter 2			
Reporting Standards (PTP General Outcome)	Specific Outcomes from Program of Studies	Associated Textbook Chapters (for reference only)	Skills and Processes Recommendations
7.SST.1 : Demonstrates an understanding of the roles and relationships among the Aboriginal, French and British peoples in forging the foundations of Canadian Confederation	7.1.4 assess, critically, the economic competition related to the control of the North American fur trade by exploring and reflecting upon the following questions and issues:	Voices and Visions Textbook Chapter 4	7.SST.SP - Applies the skills of cooperation, conflict resolution and age appropriate behaviour for social involvement as responsible citizens 7.SST.RI - Applies skills of decision making and problem solving during the research process 7.SST.CL - Demonstrates skills of oral, written, visual and media literacy through various modes of communication
	How did the First Nations, French, British and Métis peoples interact with each other as participants in the fur trade?		
	How did the fur trade contribute to the foundations of the economy in North America?		
	How was Britain's interest in the fur trade different from that of New France?		
	How was economic development in New France impacted by the changing policies of the French Royal Government?		
	What was the role of mercantilism before and after the 1763 Treaty of Paris?		
7.SST.1 : Demonstrates an understanding of the roles and relationships among the Aboriginal, French and British peoples in forging the foundations of Canadian Confederation	7.1.5 assess, critically, the political competition between the French and the British in attempting to control North America by exploring and reflecting upon the following questions and issues:	Voices and Visions Textbook Chapters 5 and 6	
	In what ways did conflicts between the French and the British in Europe impact North America?		
	How did conflicts between the French and the British in Europe become factors in the Great Deportation of the Acadians in 1755?		
	To what extent was the Battle of the Plains of Abraham the key event in achieving British control over North America?		
How was British North America impacted by rebellion in the 13 colonies and by the subsequent Loyalist migration?			
Quarter 3			
Reporting Standards (PTP General Outcome)	Specific Outcomes from Program of Studies	Associated Textbook Chapters (for reference only)	Skills and Processes Recommendations
7.SST.1 : Demonstrates an understanding of the roles and relationships among the Aboriginal, French and British peoples in forging the foundations of Canadian Confederation	7.1.6 assess, critically, how political, economic and military events contributed to the foundations of Canada by exploring and reflecting upon the following questions and issues:	Voices and Visions Textbook Chapters 6 and 7	7.SST.DT - Acquires and develops thinking strategies that assist them in making connections to prior knowledge, in assimilating new information and in applying learning to new contexts 7.SST.SP - Applies the skills of cooperation, conflict resolution and age appropriate behaviour for social involvement as responsible citizens 7.SST.RI - Applies skills of decision making and problem solving during the research process 7.SST.CL - Demonstrates skills of oral, written, visual and media literacy through various modes of communication
	What was the role and intent of Chief Pontiac in controlling British forts?		
	How was the Royal Proclamation of 1763 an attempt to achieve compromise between the Aboriginal peoples, the French and the British?		
	How did the Québec Act of 1774 contribute to the foundations of Canada as an officially bilingual country?		
	What was the role of Chief Tecumseh in the War of 1812?		
	How did the War of 1812 contribute to British identity in Canada?		
	How did the War of 1812 contribute to defining Canada's political boundaries?		
	How was the Great Migration of 1815–1850 in Upper Canada and Lower Canada an attempt to confirm British identity in the Province of Canada?		
	How was the Act of Union of 1840 an attempt to resolve the issues raised by the 1837 and 1838 Rebellions in Lower Canada and Upper Canada?		
	To what extent was Confederation an attempt to provide the populations of Québec and Ontario with increased control over their own affairs?		
To what extent was Confederation an attempt to strengthen the Maritime colonies?			
7.SST.2 - Demonstrates an understanding of the political, demographic, economic and social changes that have occurred since Confederation, and the challenges for	7.2.4 assess, critically, the role, contributions and influence of the Red River Métis on the development of western Canada by exploring and reflecting upon the following questions and issues:	Voices and Visions Textbook Chapters 8 and 9	
	What factors led to Louis Riel's emergence as the leader of the Métis?		

individuals and communities	What similarities and differences exist between the causes of the Red River Resistance in 1869 and the causes of the second Métis uprising in 1885?		
	How did the Government of Canada's response to the Red River Resistance and the second Métis uprising solidify Canada's control of the West?		
	To what extent were the Red River Resistance and the second Métis uprising meant to counter assimilation?		
	What were the Métis, First Nations, French and British perspectives on the events that led to the establishment of Manitoba?		
	How was the creation of Manitoba an attempt to achieve compromise between the Métis, First Nations, French and British peoples?		
	To what extent were the Manitoba Schools Act and evolving educational legislation in the Northwest Territories attempts to impose a British identity in western Canada?		

Quarter 4

Reporting Standards (PTP General Outcome)	Specific Outcomes from Program of Studies	Associated Textbook Chapters (for reference only)	Skills and Processes Recommendations
7.SST.2 - Demonstrates an understanding of the political, demographic, economic and social changes that have occurred since Confederation, and the challenges for individuals and communities	7.2.5 evaluate the impact of Confederation and of subsequent immigration on Canada from 1867 to the First World War by exploring and reflecting upon the following questions and issues:	Voices and Visions Textbook Chapters 10 to 12	<p>7.SST.DT - Acquires and develops thinking strategies that assist them in making connections to prior knowledge, in assimilating new information and in applying learning to new contexts</p> <p>7.SST.SP - Applies the skills of cooperation, conflict resolution and age appropriate behaviour for social involvement as responsible citizens</p> <p>7.SST.RI - Applies skills of decision making and problem solving during the research process</p> <p>7.SST.CL - Demonstrates skills of oral, written, visual and media literacy through various modes of communication</p>
	What factors led to the purchase of Rupert's Land in 1869? (TCC, PADM, LPP)		
	How did the National Policy determine the economic and demographic aspects of Canadian expansion? (TCC, ER, PADM, LPP)		
	How did changing demographics resulting from Clifford Sifton's immigration policies affect the collective identity of Francophones in communities across western Canada? (I, TCC, PADM)		
	How did Asian immigrants contribute to the development of Canada (i.e., Chinese railway workers)? (TCC, CC, LPP)		
	In what ways did the building of the Canadian Pacific Railway affect the growth of Canada? (TCC, PADM, ER, LPP)		
	What was the role of the North West Mounted Police in the development of western Canada? (PADM, TCC)		
	What strategies were used by the government to encourage immigration from Europe? (GC, LPP, TCC)		
	What strategies were used by religious communities and missionaries to encourage migration and immigration to western Canada from eastern Canada and the United States? (TCC, LPP, GC)		
	What impact did immigration have on Aboriginal peoples and on communities in Canada? (GC, CC, I, TCC)		
	How did communities, services and businesses established by Francophones contribute to the overall development of western Canada (i.e., health, education, churches, commerce, politics, journalism, agriculture)? (ER, TCC, CC, PADM)		
	How did immigrants from eastern Europe contribute to the development of western Canada (i.e., health, education, churches, commerce, politics, journalism, agriculture)? (CC, ER, TCC, PADM)		
	To what extent was agricultural activity a key factor in the population growth of western Canada? (TCC, LPP, ER)		
	What factors led to British Columbia joining Confederation? (TCC, LPP, PADM)		
	What factors led to Prince Edward Island's joining Confederation? (TCC, LPP, PADM)		
How were the needs of varied populations considered through the creation of Alberta and of Saskatchewan? (LPP, TCC, PADM)			
What were the underlying reasons for the negotiation of the numbered treaties? (C, I, LPP, TCC)			
7.SST.2 - Demonstrates an understanding of the political, demographic, economic and social changes that have occurred since Confederation, and the challenges for individuals and communities	7.2.6 assess, critically, the impacts of social and political changes on individual and collective identities in Canada since 1918 by exploring and reflecting upon the following questions and issues:	Voices and Visions Textbook Chapter 12 and 13	<p>7.SST.DT - Acquires and develops thinking strategies that assist them in making connections to prior knowledge, in assimilating new information and in applying learning to new contexts</p> <p>7.SST.SP - Applies the skills of cooperation, conflict resolution and age</p>
	What were the reasons for, and the consequences of, Newfoundland joining Confederation? (PADM, TCC, I)		
	How did joining Confederation impact the citizens of		

	<p>Newfoundland? (C, I, PADM)</p> <p>What are the social and economic effects of the changing roles and images of women in Canadian society (i.e., right to vote, working conditions, changing family structures)? (ER, I)</p> <p>What challenges and opportunities have emerged as a result of increases in the Aboriginal population in western Canada? (LPP, CC, C, I)</p> <p>How has the Official Languages Act contributed to bilingualism in Canada? (PADM, C, I)</p> <p>How have Canadian immigration policies contributed to increased diversity and multiculturalism within the Canadian population? (PADM, GC, C, I)</p> <p>What strategies and conditions are needed for the Franco-Albertan community to counter assimilation? (CC, I, PADM)</p>		<p>appropriate behaviour for social involvement as responsible citizens</p> <p>7.SST.RI - Applies skills of decision making and problem solving during the research process</p> <p>7.SST.CL - Demonstrates skills of oral, written, visual and media literacy through various modes of communication</p>
<p>7.SST.2 - Demonstrates an understanding of the political, demographic, economic and social changes that have occurred since Confederation, and the challenges for individuals and communities</p>	<p>7.2.7 assess, critically, the impact of urbanization and of technology on individual and collective identities in Canada by exploring and reflecting upon the following questions and issues:</p> <p>What impact has increased urbanization had on rural communities in Canada? (LPP, CC)</p> <p>How did the emergence of large factories in Canada contribute to the development of Canada's economy? (ER, PADM)</p> <p>In what ways did technological advances contribute to the development of Canada (e.g., aviation, farming equipment, radio transmissions, electronics, multimedia)? (ER, PADM)</p> <p>What effects have La Société Radio-Canada (SRC) and the Canadian Broadcasting Corporation (CBC) had on Canadian identity? (I)</p>	<p>Voices and Visions Textbook</p> <p>Chapter 14</p>	<p>7.SST.DT - Acquires and develops thinking strategies that assist them in making connections to prior knowledge, in assimilating new information and in applying learning to new contexts</p> <p>7.SST.SP - Applies the skills of cooperation, conflict resolution and age appropriate behaviour for social involvement as responsible citizens</p> <p>7.SST.RI - Applies skills of decision making and problem solving during the research process</p> <p>7.SST.CL - Demonstrates skills of oral, written, visual and media literacy through various modes of communication</p>