



## Grade 7 Template

### Ladybug Foundation Education Program Template: Atlantic Provinces

#### Overview

- Students focus on environment, social and cultural factors that affect quality of life in various places in the world.
- Students become aware of commonalities that link cultures and societies, and the disparities that divide them.
- Students explore global challenges and opportunities; and become aware of the importance of international

#### Social Studies Curricular Connections

- 7.2.1 Investigate the various ways that economics empowers or disempowers people
- 7.2.2 Analyze how commodities that lead to economic empowerment have changed
- 7.2.3 Identify and analyze trends that could impact future economic empowerment
- 7.3.2 Analyze how the struggle for responsible government was an issue of political empowerment and disempowerment

#### ELA Curricular Connections

- 1.2 Know how and when to ask questions that call for elaboration and clarification, and give appropriate responses to questions
- 1.3 State a personal point of view, and be able to support that position
- 1.4 Listen to identify main elements of a message, and consider supporting details
- 2.1 Participate in small-group and whole-class discussion by recognizing that there are a range of strategies that contribute to effective talk
- 2.2 Recognize that different purposes and audiences require different choices of vocabulary, sentence structure, rate of speech, and tone
- 2.3 Follow instructions and respond to questions and directions
- 2.4 Identify the verbal and nonverbal language used by speakers (e.g., repetition, volume, and eye contact) and recognize those that are effective
- 3.1 Demonstrate such speaking and listening skills as making eye contact, rephrasing when appropriate, clarifying comments, extending, refining, and/or summarizing points



- 3.2 Demonstrate respect for others by expressing ideas and opinions in a manner that reflects sensitivity to others
- 3.3 Recognize that spoken language reveals values and attitudes such as bias, beliefs, and prejudice; understand how language is used to influence and manipulate
- 4.3 Recognize how and why authors use pictorial, typographical, and organizational devices (e.g., headings, tables, graphs and bold print) to construct and enhance meaning
- 4.4 Use cueing systems and a variety of strategies to construct meaning in reading and viewing a variety of print and media texts
- 6.1 Provide personal responses to texts by explaining initial reactions to those texts
- 6.2 Express personal points of view about texts, giving reasons for their interpretations
- 8.2 Use a variety of forms of notemaking, selecting the form most appropriate for the specific purpose
- 9.1 Produce a range of writing and other forms of representation
- 9.2 Choose writing forms and styles that match both the writing purpose (e.g., to define, report, persuade, compare) and the reader for whom the text is intended

### **Outcomes taken from:**

**ATLANTIC CANADA ENGLISH LANGUAGE ARTS CURRICULUM GUIDE: GRADES 7–9 and ATLANTIC CANADA SOCIAL STUDIES CURRICULUM GUIDE: GRADE 7**

### **Enduring Understanding**

We need to appreciate that quality of life is not related to access to wealth. However, we need to also consider the implications on citizens who do not have access to basic human rights, and how that can affect the quality of life in both developed and undeveloped countries.

### **An Inquiry Into:**

**The quality of life varies for global citizens.**