GRADE 6/7 SOCIAL STUDIES BUNDLE PDF & DIGITAL FORMATS



2 Peas and a Dog Middle School Teaching Resources

RESOURCE INCLUDES

- ✓ 2023 Ontario Curriculum Aligned
- ✓ 113 Engaging Lessons
- ✓ MP3 Audio Files
- ✓ Daily Lesson Plans
- ✓ Combined Grades Plan
- ✓ Student Choice
- ✓ Inquiry Learning
- ✓ Graphic Organizers
- ✓ Summative Assessments
- ✓ Rubrics & Answer Keys
- ✓ Group & Independent Work
- ✓ PDF & Google Slides™ Formats

UNIT ORGANIZATION

GRADE 6 SOCIAL STUDIES STRAND B CURRICULUM ALIGNMENT

CANADA'S INTERACTIONS WITH THE GLOBAL COMMUNITY

Lesson Title and Number	Curriculum Expectation(s)
1. Introduction: Key Vocabulary	B2.6
2. Canadian Government and Global Interactions	B3.1
3. International Accords and Organizations	B1.1
4. Canada's Role in International Programs	B3.2
5. Canada's Role in International Non— Government Organizations	B3.3
6. Canada's Crisis Response: H1N1 and Ebola	B1.2, B3.4
7A. Canada's Role in International Peace	B3.6
7B. Canada's Role in International Peace	B3.5
8. Canada's Global Relationships	B3.8
9. Canada's Trading Partners	B3.7, B3.8, B3.9
10. Canada's Economy	B3.8, B3.9
11. Environmental Issues: Overfishing	B1.3
12 Environmental Tssues: Canada's Tmpact	B310

CURRICULUM ALIGNMENT CHARTS

Lesson Overview

Lesson	Activity Type	Name	Suggested Length of Time
Intro	Partners, Small Group & Class Discussion	Why Study Geography?	1 Class
#1	Whole Class Lesson	Mapping Skills Review & Map of Canada Assignment	1 – 2 Classes
#2	Whole Class Lesson	What is Geography? & World Map Assignment	1 – 2 Classes
#3	Video & Student Stations & Oral Presentations	Physical Characteristics of Landforms	2 – 4 Classes
#4	Whole Class Reading & Interactive Notetaking	Changes to Landforms	2 Classes
#5	Quiz & Research Assignment	Quiz & Land Reclamation Assignment	3 Classes

DETAILED UNIT PLANS

Lesson #I

Important Events Group Sorting Activity

Lesson Overview: This is a group sorting activity to help students remember previous historical information that they learned.

Materials Needed:

- ☐ Whole class of students
- ☐ Photocopy 1 set of Important Events Cards per group of students (4–5 students per group)
- ☐ Important Events Cards (cut out and laminate before class)
- ☐ Areas for students to work in groups

Teacher Instructions:

- 1. Shuffle the cards before you hand them out to the students so they do not know the correct order before the lesson begins.
- 2. Provide each group with a set of Important Events Cards.
- 3. After the groups have had enough time to arrange their important events, take up the answers as a class and have students write down the timeline in their notes.

Whole Class Question: What events have occurred prior to 1713, that helped shape New France as a French colony?

Student Instructions:

- 1. Spread out all of the cards on your work surface.
- 2. Look at each event and discuss as a group when this event happened. Was it closer to the explorers who came to Canada, or is it closer to New France?
- Then arrange the cards in chronological order starting with the oldest at the front and the newest at the back.
- 4. Ensure that your group comes to a consensus on the order of events.
- 5. Once we take this lesson up as a class, each person is responsible for writing the timeline down in their notes.

LESSON PLANS

TEACHER FEEDBACK

"This is an amazing resource! The plans are detailed and very easy to follow. There is a lot of information to cover in this unit and I would not be able to do it as successfully without this product. There are a variety of quizzes and worksheets for students to do. It isn't always the same format for each lesson which my students like as well. I appreciate that it has been updated as well to include audio files! I will definitely be purchasing products in the future from this creator! Thank you:)"

— Cassie L. (Grade 6 Social Studies Strand A)



"It was nice to have a resource more engaging than the tiny textbook that we have. I also enjoyed purchasing this unit instead of spending time hunting through every textbook the school owns to try and align with curriculum. I really appreciate how the 6/7 lessons were aligned so that I could teach to the class then run a mini lesson grade specific." - Celeste R. (Grade 6/7 Social Studies Bundle)

WHAT'S INSIDE?

WORD 1





Scan Me

INTERACTIVE **LESSONS**





Station #6 Christmas **Trees**

Christmas Tree Choices



Decorating a tree for Christmas is a special moment that many people share with their families. Some families choose to go out and pick their own tree, while others use the same artificial tree year after year. The question that arises every Christmas season is:

> nswer. Both a real ferent reasons. If

eck out this list of

use of the fresh ristmas the entire to visit a local The most popular from a Christmas s tree farmers. I are not cut down ment because it is soil) and can also be p prevent further

Station #6

Student Instructions: Watch the video on Christmas tree farms in New Brunswick, then read the article "Christmas Tree Choices." Once you are finished, fill in the different perspectives in the charts below.

Environmentalist Perspective:

Pros of Real Christmas Trees	Cons of Real Christmas Trees
Real Chilistinas it ees	Real Chilistifias II ees

STATIONS ACTIVITIES

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Cons of Christmas Trees

WHAT'S INSIDE?

SAMPLE ANSWERS

The USMCA, or United States-Mexico-Canada Agreement, is SAMPLE ANSWERS the United Sta What is the November 30 Erosion moves weathered pieces of rocks, **Erosion** minerals or soil to a new location using USMCA? natural things like ice, wind, water, and living effective on I The process of eroded soil and rock Deposition being transported by wind, water, ice or gravity and deposited in their new Canada The process of landforms becoming Glaciation covered by alaciers or ice sheets. As :hange the land What three SAMPLE ANSWERS countries are Explain how the French and the British initially fought the war differently in North involved in the underground, while USMCA? esources, and are The front row would kneel and fire, while the back row reloaded their ammunition • The French favoured the strategy called guerrilla warfare Small armed groups of men would raid the British areas in hit-and-run attacks Peop • The British developed a three-stage attack strategy to defeat the French in North eates new land in Why was NAFT r (oceans, rivers or ANSWER (the previous trade agreement) can collide and/or KEYS results in landform criticized? 3 that breaks down · Fort Frontenac was attacked by the British and quickly fell rals into smaller buy ($^{\text{Quebec}:}_{\bullet}$. This was the heart of the French culture and control in North America What is the goal bett(• The British wanted to capture Quebec so that they could end French control in of a free trade North America and claim the land for the crown tradi agreement? intell

Land Reclamation Newspaper Assignment



You

You are now a rep Chronicle. Your ed write an article at reclamation project world for their sp edition.

New France Inquiry Topics

Group 1:

The Government Structure in New France

PERSONAL PLAN OF ACTION ASSESSMENT

O http://www.2peaso

French and First Nations in New

ns: The Seigneurial System

man Catholic Church in New France

Roles

sustainable living.

Comments:

Level 1

Personal action plan and weekly goal

check-ins do not

commitment to

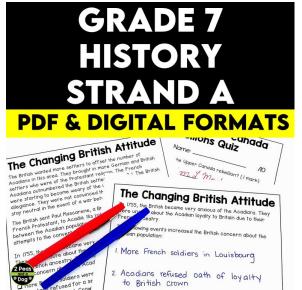
ance: Economy, Employment &

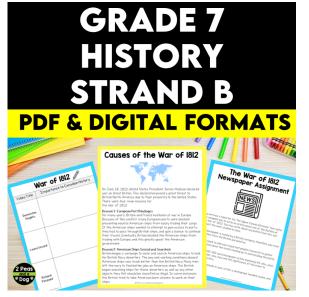
RUBRICS INCLUDED

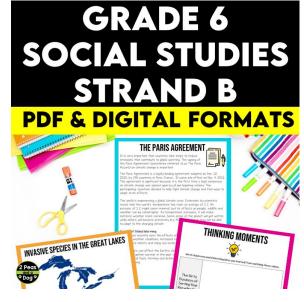
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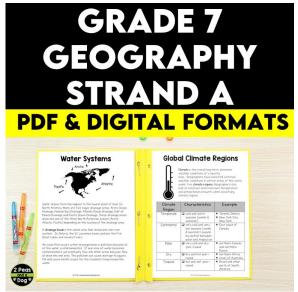
FOR MORE DETAILS CHECK OUT THE PREVIEWS FOR THE INCLUDED UNITS

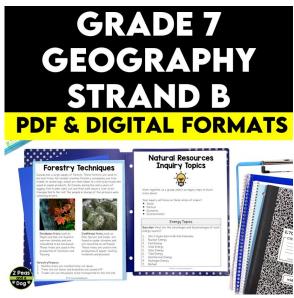












LESSON FORMATS





✓ Individual & Whole Unit





✓ Google Slides

RESOURCE CAN BE USED IN-PERSON OR ONLINE