

Pearson
Education
Canada

Grade 7 Ontario Canadian History
and
Grade 7 Ontario Physical Geography

Catholic Correlation

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Grade 7 Ontario History and Geography Catholic Correlation

The teaching of Social Sciences - History and Geography - provides excellent opportunities to reinforce and expand student's understanding of the Gospel values and Catholic teachings. The integration of the Catholic Graduate Expectations is authentically connected to both process and content. In some cases a natural fit exists between what is being taught (the content); in other cases the teaching and learning strategies described in the teacher's resources offer authentic opportunities to make connections (the process). Both the text and teacher resources emphasize extensive discussion and making connections to students' own lives and experiences. The resources' activities and culminating tasks frequently include group work and collaborative learning. On these occasions the teacher is able to connect and strengthen the Catholic Graduate Expectations. These include:

CGE2a: Listens actively and critically to understand and learn in light of gospel values.

CGE2b: Reads, understands and uses written materials effectively.

CGE2c: Presents information and ideas clearly and honestly and with sensitivity to others.

CHE2d: Writes and speaks fluently in one or both of Canada's official languages.

CGE2e: Uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.

CGE4a: Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others.

CGE4b: Demonstrates flexibility and adaptability.

CGE4c: Takes initiative and demonstrates Christian leadership.

CGE5a: Works effectively as an interdependent team member.

CHE5e: Respects the rights, responsibilities and contributions of self and others.

CGE5f: Exercises Christian leadership in the achievement of individual and group goals.

CGE5g: Achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others.

This correlation chart illustrates how the Grade 7 *Canadian History* and *Physical Geography* Social Studies program supports the vision for Catholic Education. The chart provides examples of thematic links between the Catholic Graduate Expectations and the student and teacher materials.

T – Text

TR – Teacher's Resource

UNIT 1: New France

Chapter 1: The Newcomers

T: pp 10-12

TR: pp 20-21

Priests and nuns, like the Jesuits and the Ursulines, are men and women who have chosen the religious life as their vocation. Find out what religious communities live and work in your area. Invite a priest or nun to your class to explain their chosen life to you. Why did they choose this life? What work do they do? What is the mission of their community?

What is meant by the term “Christian Martyr”? The Jesuits who were killed by the Hurons in 1649 are remembered in a special way as the “Canadian Martyrs”.

Reflection:

Why do you think that they have been honoured as saints by the Catholic Church? Can you name any modern day martyrs?

Read from the Gospel of Luke 24, 25

“For those who want to save their life will lose it, and those who lose their life for my sake will save it.”

Reflection:

How did the martyred Jesuits live out this gospel message?

This supports the Catholic Graduate Expectations:

1h: Respects the faith traditions, world religions and the life-journeys of all people of good will.

3f: Examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.

5e: Respects the rights, responsibilities and contributions of self and others.

6c: Values and honours the important role of the family in society.

7e: Witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society.

7f: Respects and affirms the diversity and interdependence of the world's peoples and cultures.

7g: Respects and understands the history, cultural heritage and pluralism of today's contemporary society.

UNIT 1: New France

Chapter 1: The Newcomers

T: pp 15-18

TR: pp 24-25

The goods of the earth are gifts from God, and are intended by God for the benefit of everyone. In the early days of New France, the *Coureurs des Bois* were bringing in far more pelts than were needed by the people in France. In many areas people in our society consume more than is needed.

Reflection:

How can we learn to simplify our needs so that the goods of the earth will continue to benefit everyone?

Look for sales of Fair Trade goods in your area. What is meant by “Fair Trade”? How does the sale of Fair Trade goods benefit the people who farm or develop them?

This supports the Catholic Graduate Expectations:

1h: Respects the faith traditions, world religions and the life-journeys of all people of good will.

3f: Examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.

5e: Respects the rights, responsibilities and contributions of self and others.

7e: Witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society.

7f: Respects and affirms the diversity and interdependence of the world's peoples and cultures.

7g: Respects and understands the history, cultural heritage and pluralism of today's contemporary society.

<p>UNIT 1: New France</p> <p>Chapter 1: The Newcomers T: pp 15-18 TR: pp 24-25</p>	<p>The Catholic Church strongly influenced the family life of French settlers and First Nations peoples in New France.</p> <p><i>Reflection:</i> In what ways does being members of the Catholic Church influence the lives of families today?</p> <p><u>This supports the Catholic Graduate Expectations:</u> 1h: Respects the faith traditions, world religions and the life-journeys of all people of good will. 3f: Examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society. 5e: Respects the rights, responsibilities and contributions of self and others. 6c: Values and honours the important role of the family in society. 7e: Witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society. 7g: Respects and understands the history, cultural heritage and pluralism of today's contemporary society.</p>
<p>UNIT 1: New France</p> <p>Chapter 1: The Newcomers T: pp 19-22 TR: pp 26-27</p>	<p><i>Reflection:</i> How could the French Leaders have treated the First Nations peoples with more dignity and respect for their culture?</p> <p><u>This supports the Catholic Graduate Expectations:</u> 1d: Respects the faith traditions, world religions and the life-journeys of all people of good will. 3f: Examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society. 5e: Respects the rights, responsibilities and contributions of self and others. 7e: Witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society.</p>

<p>UNIT 1: New France</p> <p>Chapter 2: The Society of New France T: pp 26-29 TR: pp 34-36</p>	<p>New France was a hierarchical society led by Governor Frontenac. He wanted to expand the fur trade, against the king's instructions, so that he would gain greater wealth for himself. Catholic Social teaching tells us that governments are instruments to promote human dignity, protect human rights and build the common good. Do you think that the people of New France, especially the <i>Habitants</i> and the First Nations peoples were treated fairly by the government?</p> <p><i>Reflection:</i> Can you give examples of countries in the world today where some citizens are not treated fairly by their governments?</p> <p><u>This supports the Catholic Graduate Expectations:</u> 1h: Respects the faith traditions, world religions and the life-journeys of all people of goodwill. 3f: Examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society. 7e: Witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society. 7f: Respects and affirms the diversity and interdependence of the world's peoples and cultures.</p>
<p>UNIT 1: New France</p> <p>Chapter 2: The Society of New France T: pp 31-33 TR: pp 36-37</p>	<p>Does the Roman Catholic Church continue to be structured in the same way as in the society of New France? Invite a parish representative (priest, parishioner, chaplain) to your class to explain the organization and the mission of the Church today.</p> <p><i>Reflection:</i> What do you think has accounted for any changes?</p> <p><u>This supports the Catholic Graduate Expectations:</u> 1h: Respects the faith traditions, world religions and the life-journeys of all people of good will. 3f: Examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society. 5e: Respects the rights, responsibilities and contributions of self and others.</p>

UNIT 1: New France

Chapter 2: The Society of New France

T: pp 34-37

TR: pp 38-39

In this chapter, we learn that the First Nations peoples were not considered important enough to count in the census of New France. In the gospel of John, we hear the Good News that Jesus came to give us: “to love one another. Just as I have loved you, you should also love one another,” John 13: 34-35.

Reflection:

Are there examples today in your school, in your city, in the world where certain groups of people are treated unfairly by others (without love for one another)? Are all cultural groups welcomed by you and your friends at school?

This supports the Catholic Graduate Expectations:

1h: Respects the faith traditions, world religions and the life-journeys of all people of good will.

3f: Examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.

5e: Respects the rights, responsibilities and contributions of self and others.

7e: Witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society.

7f: Respects and affirms the diversity and interdependence of the world's peoples and cultures.

UNIT 1: New France

Chapter 3: Security and the Final Years of New France, 1713 -1763

Despite their earlier conflicts, the French and the First Nations peoples learned how to cooperate, teaching each other skills that were useful in the Fur Trade.

In the words of the Lord's Prayer, we say, "*forgive us our trespasses as we forgive those who trespass against us*". What is Jesus asking us to do? Both the French and the First Nations peoples must have had to forgive each other many "trespasses" in order to reach the stage of cooperation.

Reflection:

Can you give examples of groups of people that are in conflict in today's society? What would they need to forgive in each other so that could reach a peaceful understanding?

This supports the Catholic Graduate Expectations:

1d: Develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good.

1j: Recognizes that "sin, human weakness, conflict and forgiveness are part of the human journey" and that the cross, the ultimate sign of forgiveness, is at the heart of redemption. (*Witnesses to Faith*)

4b: Demonstrates flexibility and adaptability.

7d: Promotes the sacredness of life.

UNIT 1: New France

Chapter 3: Security and the Final Years of New France, 1713 –1763

T: pp 54-59

TR: pp 53-54

“Every human life is sacred because the human person has been willed for its own sake in the image and likeness of the living and holy God.” Catholic Catechism #2319

“Blessed are the peacemakers for they shall be called sons of God”

Reflection:

Wars have always been part of our history. Reflect on the meaning of these two passages. What do they say to you about war?

This supports the Catholic Graduate Expectations:

1d: Develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good.

3a: Recognizes there is more grace in our world than sin and that hope is essential in facing all challenges.

3f: Examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.

7g: Respects and understands the history, cultural heritage and pluralism of today's contemporary society.

7e: Witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society.

<p>UNIT 1: New France</p> <p>Chapter 3: Security and the Final Years of New France, 1713 –1763</p> <p>T: pp 60-62 TR: pp 55</p>	<p>What can we learn from First Nations peoples about caring for the land in a spiritual way? P.60</p> <p>After reading the Kanienkehaka Creation Story on p. 61-62, compare it with the Christian account of creation in Genesis:1-4. Do you notice any similarities between the two stories?</p> <p>The Apostles Creed professes that God is “Creator of heaven and earth”. Because creation comes from God’s goodness, it shares in that goodness. “And God saw that it was good...very good.”</p> <p>Describe some of the goodness of God’s creation that you have experienced in nature. What has struck you as beautiful, awesome? Express your experience in a creative way: a poem, a descriptive paragraph, a prayer, a photograph, an artistic depiction.</p> <p><u>This supports the Catholic Graduate Expectations:</u></p> <p>1c: Actively reflects on God's Word as communicated through the Hebrew and Christian scriptures.</p> <p>2e: Uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.</p> <p>7i: Respects the environment and uses resources wisely.</p>
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<p>UNIT 2: British North America</p> <p>Chapter 4: A French Colony in a British Empire</p> <p>T: 70-77 TR: 79-80</p>	<p>The commandment to “love our neighbour” extends to all members of society. If the story of the British tactic of sending infected cloths to First Nations villages is true, what does it tell us about the treatment of First Nations peoples by the British? What other approaches could the British have taken that would have contributed to the common good of the <i>Canadiens</i> and First Nations peoples?</p> <p><i>Reflection:</i> Which approach, the stick or the carrot, reflects more authentically Catholic Social Teaching of “adapting ideas in light of the common good”? Which approach takes into account the needs of each group in a fairer way?</p> <p><u>This supports the Catholic Graduate Expectations:</u> 3b: Creates, adapts, evaluates new ideas in light of the common good. 5d: Finds meaning, dignity, fulfillment and vocation in work which contributes to the common good. 7h: Exercises the rights and responsibilities of Canadian citizenship.</p>
<p>UNIT 2: British North America</p> <p>Chapter 4: A French Colony in a British Empire</p> <p>T: pp 78-86 TR: pp 82-84</p>	<p>“The family is the first and vital cell of society.” OCCB: Curriculum Guidelines for Family Life Education</p> <p>Imagine yourself as a member of a Québécois family during the period of great changes in North America from 1759 to 1783. Write an account of the changes your family faced during this time.</p> <p><i>Reflection:</i> How do decisions made by our governments today affect the role of families today? (education, daycare, housing)</p> <p><u>This supports the Catholic Graduate Expectations:</u> 6c: Values and honours the important role of the family in society.</p>

UNIT 2: British North America

Chapter 5: The Influence of the Loyalists on British North America

T: pp 90-96

TR: pp 91-92

Some of the Loyalists who migrated to Nova Scotia were considered to be minority groups. They came to Canada in search of religious freedom, racial acceptance and the promise of free land. Yet, many were discouraged, and eventually moved on to others places in Canada and some Black Loyalists journeyed to Africa in search of a better life.

Minority groups often struggle to have their voices heard in today's society. Using the internet, find a definition of the term minority groups. A good site to explore is

www.minoritygroups.org. Find out how the United Nations serves minority groups.

Reflection:

What are some minority groups in Canada today? What organizations in your community support minority groups?

This supports the Catholic Graduate Expectations:

3a: Recognizes there is more grace in our world than sin and that hope is essential in facing all challenges.

3f: Examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.

4b: Demonstrates flexibility and adaptability.

<p>UNIT 2: British North America</p> <p>Chapter 5: The Influence of the Loyalists on British North America</p> <p>T: pp 97-107</p>	<p>The Loyalists contributed to the development of Upper Canada in many ways: ideas about elections, establishment of communities, skilled labour, English language, systematic planning of townships.</p> <p>Today, new Canadians from around the world continue to bring with them new ideas and traditions. Examine the heritage of people in your class, in your neighbourhood. What traditions from their cultures enrich our society?</p> <p><i>Reflection:</i> How do different ethnic groups continue to contribute to the development of Canada?</p> <p><u>This supports the Catholic Graduate Expectations:</u> 3b: Creates, adapts, evaluates new ideas in light of the common good. 5b: Thinks critically about the meaning and purpose of work. 7g: Respects and understands the history, cultural heritage and pluralism of today's contemporary society.</p>
<p>UNIT 2: British North America</p> <p>Chapter 6: The War of 1812</p> <p>T: pp 110-113 TR: p 105</p>	<p>The War of 1812 was a result of a struggle for power in Europe and North America between Britain and France. Examine the long term and immediate causes that led to this war. For each cause, give alternative courses of action that may have prevented this war from being waged. Keep in mind the teaching of the Catholic Church that ‘all citizens and all governments are obliged to work for the avoidance of war.’ #2308, Catechism of the Catholic Church.</p> <p><u>This supports the Catholic Graduate Expectations:</u> 1h: Respects the faith traditions, world religions and the life-journeys of all people of good will. 4g: Examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities. 7e: Witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society.</p>

UNIT 2: British North America
Chapter 6: The War of 1812

T: pp 124-130
TR: pp 108-109

One of our gospel values is hope: “Where there is despair, let us bring hope.” One of the three virtues is Hope (Faith, Hope and Charity). It is individuals who offer hope to others by their words and by their actions. After reading the stories of John By, Laura Secord, and Tecumseh, explain how each of them gave the gift of hope to others by their actions.

This supports the Catholic Graduate Expectations:

- 1h: Respects the faith traditions, world religions and the life-journeys of all people of good will.
- 3a: Recognizes there is more grace in our world than sin and that hope is essential in facing all challenges.
- 4d: Responds to, manages and constructively influences change in a discerning manner.
- 4g: Examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities.
- 7e: Witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society.

UNIT 3: Conflict and Change

Chapter 7: Conflict and Conflict Resolution

In his Sermon on the Mount, Jesus taught his Disciples through what we call the Beatitudes. One of these tells us “Blessed are the peacemakers, for they will be called children of God.” Matt 5:9

In times of conflict we are called to be peacemakers. One group of people that work for non-violent approaches to solving conflicts in troubled areas around the world is called the Christian Peacemakers Team They ask the question:

“What would happen if Christians devoted the same discipline and self-sacrifice to non-violent peacemaking that armies devote to war?”

Check out their website at www.cpt.org.

How do the members of this group live out gospels values of peace and non-violence through their beliefs and their actions? Invite a member of the team to speak to your class about their work around the world.

This supports the Catholic Graduate Expectations:

4f: Applies effective communication, decision-making, problem-solving, time and resource management skills.

7a: Acts morally and legally as a person formed in Catholic traditions.

3c: Thinks reflectively and creatively to evaluate situations and solve problems.

3d: Makes decisions in light of gospel values with an informed moral conscience.

3f: Examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.

UNIT 3: Conflict and Change

Chapter 7: Conflict and Conflict Resolution

Conflict among peers in high school is quite common. Verbal insults can escalate to physical violence if not dealt with. Find out if your school's Student Services Department offers a Peer Mediation Program to help students deal with conflicts in a non-threatening way. How does this program help students to deal with personal conflicts?

Reflection:

An example of a non-violent approach to conflict today is the community blockade of logging roads to the Grassy Narrows Traditional Territories, an Anishnaabe community located in Northwestern Ontario. It has become the longest standing indigenous logging blockade in Canadian history. The blockade and campaign to stop clearcut logging is an important part of reclaiming dignity by taking a stand in response to the pollution, relocation, flooding of sacred grounds, and other abuses endured by this community. Read more about Grassy Narrows through an internet search.

In what way does the First Nations approach to conflict resolution in Grassy Narrows exemplify gospel values of peace?

This supports the Catholic Graduate Expectations:

7f: Promotes the sacredness of life.

7e: Witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society.

<p>UNIT 3: Conflict and Change</p> <p>Chapter 8: The Rebellions of 1837 – 1838</p> <p>T: pp 157-164 TR: pp 142-143</p>	<p>Our Catholic teachings promote equality, democracy and solidarity for a just, peaceful, and compassionate society. During the 1830s, many residents of Lower and Upper Canada were suffering many injustices. (described on page 152 of your text). Which aspects of the Catholic teachings were the people of Upper and Lower Canada hoping to achieve by their rebellions against the governments?</p> <p><i>Reflection:</i> Do you believe that they had a right to the rebellions? Could they have achieved their goals using a non-violent approach?</p> <p><u>This supports the Catholic Graduate Expectations:</u> 7a: Acts morally and legally as a person formed in Catholic traditions. 7e: Witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society.</p>
<p>UNIT 3: Conflict and Change</p> <p>Chapter 8: The Rebellions of 1837 – 1838</p> <p>T: p. 159</p>	<p>Examine the motives of the three leaders (Bond Head, Papineau, and Mackenzie). Which individual, do you think, tried to live out gospel values in his quest for reform? Explain your answer.</p> <p>For each situation described in your text on page 159, name a gospel value that would reflect an example of a Christian response. Explain your choice.</p> <p><i>Reflection:</i> Do you think that people have the right to use force against a government that they consider unjust?</p> <p><u>This supports the Catholic Graduate Expectations:</u> 7a: Acts morally and legally as a person formed in Catholic traditions. 7e: Witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society.</p>

<p>UNIT 3: Conflict and Change</p> <p>Chapter 9: Building for the Future</p> <p>T: pp. 166-174 TR: pp.</p>	<p>After reading the details of Lord Durham’s Report on page 170, do you think that the report protects human rights of the English and the French? Explain your answer in light of Catholic Social Teaching: “the government is an instrument to promote human dignity, protect human rights, and build common good.” In which ways does Durham’s Report build the common good of the two Canadas?</p> <p><u>This supports the Catholic Graduate Expectations:</u> 3b: Respects the faith traditions, world religions and the life-journeys of all people of goodwill. 3f: Examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society. 7e: Witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society.</p>
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UNIT 3: Conflict and Change

Chapter 9: Building for the Future

Many people from around the world continue to immigrate to Canada. Contact Catholic Immigration Services in your area. Find out from which countries are people emigrating, and why are they choosing Canada?

How do the Immigration Services help newcomers adapt to life in Canada? How can we welcome and help newcomers to our school and community?

How are Catholic schools in your province funded? What makes your Catholic School unique? What is the significance of the name of your school? What are some benefits of attending a Catholic School? Why do parents send their children to Catholic schools?

This supports the Catholic Graduate Expectations:

3b: Creates, adapts, evaluates new ideas in light of the common good.

1h: Respects the faith traditions, world religions and the life-journeys of all people of good will.

3f: Examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.

7e: Witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society.

<p>Lesson Title – Grade 7 Geography</p>	
<p>Unit 1: Five Themes of Geography</p> <p>Chapter 1: Place and Movement</p> <p>T: pp 2-3 TR: pp 2-3</p>	<p>A Catholic school is an example of a Christian community, a place where people work and learn together to bring a faith perspective to all that they do.</p> <p><i>Reflection:</i> Reflect on the Gospel of John 15:1-5. The image of the vine and the branches tells us that we are all connected, all sharing the gift of life given to us by God. What qualities make your school a Catholic community?</p> <p><u>This supports the Catholic Graduate Expectations:</u> 1g: Understands that one's purpose or call in life comes from God and strives to discern and live out this call throughout life's journey. 1i: Integrates faith with life. 5c: Develops one's God-given potential and makes a meaningful contribution to society. 7e: Witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society.</p>

<p>Unit 1: Five Themes of Geography</p> <p>Chapter 1: Place and Movement</p> <p>T: pp 6-11</p> <p>TR: pp 20-24</p>	<p>Your text states that “just as each person has a unique character, each part of the earth has a special sense of place.”</p> <p><i>Reflection:</i></p> <p>Do you have a favourite place? What makes it special for you? It could be a place in your hometown, or a place that you have visited. What qualities of your special place are signs of God’s great gift of creation?</p> <p>The Book of Psalms in the Old Testament, especially Book 1V: psalms 90-106, are prayers of thanksgiving, awe and wonder for God’s creation. Read Psalm 104, verses 1 to 35 Which verses of this psalm appeal to you?</p> <p><u>This supports the Catholic Graduate Expectations:</u></p> <p>1a: Illustrates a basic understanding of the saving story of our Christian faith.</p> <p>1c: Actively reflects on God's Word as communicated through the Hebrew and Christian scriptures.</p> <p>1e: Speaks the language of life... "recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it." <i>(Witnesses to Faith)</i></p>
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Unit 1: Five Themes of Geography

Chapter 2: Environment and Interaction

T: pp 24-31

TR: p 35-37

The Book of Genesis 1: 26-31 gives us the account of God’s creation of human beings on the sixth day of creation. What does the following scripture passage ask us to do?

‘Have dominion over the fish of the sea and over the birds of the air and over every living thing that moves upon the earth.’

Read the story of the grade 7 students’ project on page 26. How did their actions show that they were caring for God’s creation?

Reflection:

In what ways could the grade 7 students in your school take action to better care for the things of creation?

This supports the Catholic Graduate Expectations:

1c: Actively reflects on God’s Word as communicated through the Hebrew and Christian scriptures.

3a: Recognizes there is more grace in our world than sin and that hope is essential in facing all challenges.

3d: Makes decisions in light of gospel values with an informed moral conscience.

<p>Unit 1: Five Themes of Geography</p> <p>Chapter 2: Environment and Interaction</p> <p>T: pp. 34-39 TR: pp. 40-42</p>	<p>As Christians, we have a responsibility to care for the world’s goods, as gifts from God, intended by God for the benefit of everyone. Sometimes there is a conflict between what is good for one group, and what is good for another. One example of a conflict between two groups is described in your text on page 37. Read the article about the dispute over logging practices near the Grassy Narrows Reserve.</p> <p>In what ways is clear-cutting of forests on their native lands destroying First Nations peoples’ way of life? How are the First Nations peoples dealing with this conflict? How is the government responding?</p> <p><i>Reflection:</i> What do you think Catholic teaching would say about the way both sides are handling this dispute?</p> <p><u>This supports the Catholic Graduate Expectations:</u> 1h: Respects the faith traditions, world religions and the life-journeys of all people of goodwill. 3b: Creates, adapts, evaluates new ideas in light of the common good. 3c: Thinks reflectively and creatively to evaluate situations and solve problems. 3f: Examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society. 7g: Respects and understands the history, cultural heritage and pluralism of today's contemporary society. 7i: Respects the environment and uses resources wisely.</p>
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Unit 1: Five Themes of Geography

Chapter 3: Regions

T: pp. 42 – 51

TR: pp. 48-50

The Middle East region, described on page 46 of your text, includes the country, Israel. Israel is the region where Jesus spent his life. Today, many people visit the Holy Land, the places where Jesus lived. Locate the following places on a biblical map of the time of Christ:

Regions of Samaria, Galilee, and Judea.

Cities and towns: Bethlehem, Nazareth, Jerusalem, Cana, and Capernaum.

River Jordan and the Sea of Galilee. You can find a map on this website: www.holylandnetwork.com, and search in “Footprints of Christ.”

What challenges would Mary and Joseph, along with their child, Jesus, have faced in their journey from Bethlehem to Nazareth? Describe the geography of that region.

This supports the Catholic Graduate Expectations:

1a: Illustrates a basic understanding of the saving story of our Christian faith.

1c: Actively reflects on God's Word as communicated through the Hebrew and Christian scriptures.

<p>Unit 1: Five Themes of Geography</p> <p>Chapter 3: Regions</p> <p>T: pp. 54-58 TR: p. 53-54</p>	<p>Many environmental groups may be thought of as “Stewards of God’s Creation.’ Investigate one of the following: environmental groups: Canadian Nature Federation Friends of the Earth Pollution Probe</p> <p>What particular issues is the group concerned with? In what way is this group a Steward of God’s creation?</p> <p><i>Reflection:</i> Which environmental issue are you most concerned with? Is there a group that you would like to join?</p> <p><u>This supports the Catholic Graduate Expectations:</u> 3b: Creates, adapts, evaluates new ideas in light of the common good. 3d: Makes decisions in light of gospel values with an informed moral conscience. 7i: Respects the environment and uses resources wisely. 7j: Contributes to the common good.</p>
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Unit 2: Physical Patterns Are Important

Chapter 4: Landforms and Rivers

T: pp. 64-72

TR: pp.76-77

1. After the great natural disaster the Tsunami in south East Asia, Dec. 26, 2004, people from all around the world responded with amazing generosity. Most people donated money through world relief organizations. Some of these include the Red Cross, World Vision, Doctors Without Borders, Foster Parents Plan. One organization that is connected with the Catholic Church is Development and Peace. Most Roman Catholic parishes have a Development and Peace committee. Invite a member of this committee to speak to your class about the work they do in support the poor in developing nations.

2. Canada's most deadly known natural disaster was the Tseax, Volcano which erupted in northern British Columbia between 1750 and 1780. About 2000 people of the Nisga First Nation died as a result of the lava flow from the volcano. Today, you can visit the lava fields along the Nass River, north of Terrace, B.C., and see the effects on the land.

Why do you think that the Nisga'a people consider this region to be sacred ground?

This supports the Catholic Graduate Expectations:

4c: Takes initiative and demonstrates Christian leadership.

5e: Works effectively as an interdependent team member.

7a: Acts morally and legally as a person formed in Catholic traditions.

7d: Promotes the sacredness of life.

7e: Witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society.

Unit 2: Physical Patterns Are Important

Chapter 4: Landforms and Rivers

T: pp. 82-85

TR: pp.82-83

Read the scripture passage from Isaiah 55: 10-11

For as the rain and the snow come down from heaven, and do not return there until they have watered the earth, making it bring forth and sprout, giving seed to the sower and bread to the eater, so shall my word be that goes out from my mouth; it shall not return empty, but shall accomplish that which I purpose, and succeed in the thing for which I sent it.

As Isaiah teaches, God sustains us with life-giving waters. For Christians, water is a symbol of new life in Baptism. Without water, we cannot live. Yet, all over the world, water pollution is an increasing problem. You may want to research Ryan’s Well – an organization that assists developing countries. In Canada, rivers and lakes are often full of e-coli bacteria, making the water unfit for drinking or swimming.

What are some ways that you can become more aware of pollution problems in your local area? Why is it important to become involved in the search for answers to pollution problems? Check out what your municipality is doing about water pollution.

In what ways is the construction of the Three Gorges Dam in China damaging both the lives of the people and the natural environment in that region? Do you think that the benefits of the Dam outweigh its effects on the people and the environment? Give reasons to support your opinion in light of Catholic Social Teaching: Stewards of God Creation.

This supports the Catholic Graduate Expectations:

3b: Creates, adapts, evaluates new ideas in light of the common good.

3d: Makes decisions in light of gospel values with an informed moral conscience.

3f: Examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.

7i: Respects the environment and uses resources wisely.

7j: Contributes to the common good.

Unit 2: Physical Patterns Are Important

Chapter 5: Global Climates: Global Warming

T: pp. 90-93

TR: pp.90-92

We read in the Heroes and Villains section on page 91 that Dr. David Suzuki speaks fearlessly for the environment. He urges people to switch to clean energy sources that do not add greenhouse gasses to the atmosphere. He tells us “whatever we do to the environment we do to ourselves.”

What changes has global warming already caused in the surface of the earth?

As Christians it is important that we manage our resources and take steps towards being responsible stewards of what we have. Change has to begin with the individual. There are many small and simple changes that we can make to help our environment: Check out the website “Greening the Church” for some excellent ideas. Select those changes that you and your family could make.

This supports the Catholic Graduate Expectations:

3a: Recognizes there is more grace in our world than sin and that hope is essential in facing all challenges.

3b: Creates, adapts, evaluates new ideas in light of the common good.

7i: Respects the environment and uses resources wisely.

7j: Contributes to the common good.

Unit 2: Physical Patterns Are Important

Chapter 5: Global Climates: Global Warming

T: pp. 98-100

TR: pp. 90-92

Read the Prayer of St. Francis of Assisi. One line from this prayer asks us to bring hope to others: “*Where there’s despair, let me bring hope.*” Canadaville in New Orleans is an example of hope given to a community in despair after Hurricane Katrina.

When natural disasters, like hurricanes or tornados strike, it is usually the poor who are most affected, either because their homes are not strong enough to stand up to the high winds, or because they live close to the coastline where the storms first hit land.

When Hurricane Katrina devastated New Orleans, again it was the poor that suffered most. Their homes and livelihoods were destroyed. In a gesture of support for people of New Orleans, Magnaville, dubbed Canadaville by residents, was created by Canadian businessman, Frank Stronach. He bought land 240 miles north of New Orleans and built 49 three-bedroom bungalows which house 49 families displaced by the hurricane. People living in the homes will be allowed to live rent-free for five years. The residents are required to be actively seeking work or attending school and the must perform an allotted amount of community service.

Reflection:

Has anyone ever given hope to me when I was down?

How did that make me feel? Have I ever given hope to others?

This supports the Catholic Graduate Expectations:

3a: Recognizes there is more grace in our world than sin and that hope is essential in facing all challenges.

3b: Creates, adapts, evaluates new ideas in light of the common good.

Unit 2: Physical Patterns Are Important

Chapter 6: World Agricultural Patterns

T: pp.114-118

TR: pp. 102-103

When the average Canadian sits down to eat, each ingredient has typically travelled at 1500 miles to reach the table. Read page 115 in your text, *The Supermarket*. Do you know where your food items come from? What effects on the environment does the journey of our food items have on the environment? Two Canadians, Alisa Smith and James Mackinnon began an experiment recently. They decided that for one year they would buy and gather food and drink from within 100 miles of their home in Vancouver, B.C. They wrote about their experiment in a best seller called, "The 100 Mile Diet." In what ways were this couple acting as Stewards of Creation? Investigate ways that your family can buy local products.

This supports the Catholic Graduate Expectations:

1d: Develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good.

3a: Recognizes there is more grace in our world than sin and that hope is essential in facing all challenges.

3f: Examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.

7i: Respects the environment and uses resources wisely.

Unit 2: Physical Patterns Are Important

Chapter 6: World Agricultural Patterns

T: pp. 128-131

TR: pp. 108-110

Many people concerned about the environment are choosing not to eat meat, especially beef. Investigate their reasons for this decision. See your text p.128. How could you and your family replace the use of beef in your diet?

In what way are Fair Trade products fairer for the growers in developing nations? Where in your area can people buy Fair Trade Goods like coffee? What other Fair Trade products can you buy? A good website to check for Fair Trade goods is www.transfair.ca.

This supports the Catholic Graduate Expectations:

1d: Develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good.

1i: Integrates faith with life.

3b: Creates, adapts, evaluates new ideas in light of the common good.

3f: Examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.

7i: Respects the environment and uses resources wisely.

Unit 3: Natural Resources

Chapter 7: Renewable and Flow Resources

T: pp. 138-149

TR: pp 130-132

On September 2, 2007, Pope Benedict XVI addressed a youth rally designated as “Save Creation Day.” He said it fell to the young to save the planet from developments that upset ‘nature’s delicate equilibrium.” Before it’s too late, we need to make courageous choices that will re-create a strong alliance between man and Earth. He said that water, in particular was a precious resource that “unfortunately becomes a source of strong tensions and conflicts if it is not shared in an equitable manner”.

Reflection:

Why do you think that the Pope wants youth to ‘save the planet?’”

There are many references to water in scripture. Refer to the following passages in the Book of Isaiah: Is: 21:14, Is 41:17-18 and Is 55:1 .

What does each passage say about water?

Jesus was baptized in the waters of the River Jordan by John the Baptist. How is water used in the Sacrament of Baptism today?

This supports the Catholic Graduate Expectations:

3a: Recognizes there is more grace in our world than sin and that hope is essential in facing all challenges.

4c: Takes initiative and demonstrates Christian leadership.

7a: Acts morally and legally as a person formed in Catholic traditions.

7d: Promotes the sacredness of life.

7e: Witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society.

7f: Respects and affirms the diversity and interdependence of the world's peoples and cultures.

Unit 3: Natural Resources

Chapter 7: Renewable and Flow Resources

T: pp. 152-157

TR: pp 135-138

Jesus said to his disciples: “You are the light of the world. A city built on a hill cannot be hid. No one after light a lamp puts it under the bushel basket, but on the lamp stand, and it gives light to all in the house. In the same way, let your light shine before others, so that they may see your good works, and give glory to your Father in heaven.” Matt. 5: 14-16

Are there ways that you can ‘let your light shine’ in your life, by learning about new ways to protect our natural resources? Complete the activity suggested on page 156, preparing a short report about the potential for solar power on Ontario. Your ideas today may become the “good works” of tomorrow.

This supports the Catholic Graduate Expectations:

2c: Presents information and ideas clearly and honestly and with sensitivity to others.

2e: Uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.

3b: Creates, adapts, evaluates new ideas in light of the common good.

7i: Respects the environment and uses resources wisely.

Unit 3: Natural Resources

Chapter 8: Fuel and Mineral Resources

T: pp.158-164
TR: pp. 142-144

Everything we buy in some way has an effect on the environment. Our Catholic Social Teaching calls us to make responsible choices that show our respect for the environment. Cars, light trucks, SUV's and minivans emit millions of tons of carbon into the atmosphere each year, contributing to global warming. Why are some cars better for the environment than others? Using the internet, check out the website, Yahoo Auto Green Ratings, and find out what cars are being designed to be less damaging to the environment.

This supports the Catholic Graduate Expectations:

3b: Creates, adapts, evaluates new ideas in light of the common good.

3f: Examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.

5e: Respects the rights, responsibilities and contributions of self and others.

7i: Respects the environment and uses resources wisely.

7j: Contributes to the common good.

Unit 3: Natural Resources

Chapter 8: Fuel and Mineral Resources

T: pp. 166-169

TR: pp. 145-146

Mining can cause damage to the environment and to individuals. Mining Watch is a group that investigates mining practices to ensure health of individuals, communities, and ecosystems in Canada and around the world. You can check their website at www.miningwatch.ca, to learn about their work. What are some mining problems they are dealing with?

Reflection:

How does the work of Mining Watch contribute to “the common good”?

This supports the Catholic Graduate Expectations:

- 3f: Examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.
- 5e: Respects the rights, responsibilities and contributions of self and others.
- 7i: Respects the environment and uses resources wisely.
- 7j: Contributes to the common good.

Unit 3: Natural Resources

Chapter 9: Resources for the Future

T: p. 179

Read Genesis 1:27-28

So God created man in his own image, in the image of God, he created him: male and female he created them. And God blessed them, and God said to them, “Be fruitful and multiply, and fill the earth and subdue it; and have dominion over the fish of the sea and over the birds of the air and over every living thing that moves upon the earth.

This passage from scripture provides us with the foundation for understanding what Christian stewardship means. The passage reveals the stewardship expected of Adam and Eve (and all of us). We are responsible of the care of all living things. We are all expected to be stewards of creation. Compare this meaning with the meaning of stewardship in your text on page 179

List ways that you can be stewards of creation in your home, in your school, and in your neighbourhood.

This supports the Catholic Graduate Expectations:

3f: Examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.

5e: Respects the rights, responsibilities and contributions of self and others.

7i: Respects the environment and uses resources wisely.

7j: Contributes to the common good.

4c: Takes initiative and demonstrates Christian leadership.

Unit 3: Natural Resources

Chapter 9: Resources for the Future

Dorothy Day, an American Social Activist, wrote: People say, “What good can one person do?” What is the sense of our small effort? They cannot see that we must lay one brick at a time. We can be responsible only for the one action of the present moment. But we can beg for an increase of love in our hearts that will vitalize and transform all our actions and know that God will multiply them, as Jesus multiplied the loaves and the fishes.

Refer to the scripture passage about Jesus feeding the five thousand (Mark 6:32-42). What does this passage tell us about sharing our resources?

Write a personal pledge that states one action that you will take that will contribute to the health of the environment. Post this in a place that will remind you of your commitment.

This supports the Catholic Graduate Expectations:

3a: Recognizes there is more grace in our world than sin and that hope is essential in facing all challenges.

4c: Takes initiative and demonstrates Christian leadership.

7a: Acts morally and legally as a person formed in Catholic traditions.

7d: Promotes the sacredness of life.

7e: Witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society.