

Grade 6 SAMPLE MATERIAL INSIDE



### **About Nelson Socials**

#### Grades K-7

*Nelson Socials* is a new, comprehensive series that helps students become active, engaged citizens with the ability to think and communicate critically, historically, and geographically. To gain a deeper understanding of their world, students are encouraged to ask questions to discover content through Curricular and Core Competencies. Authentic First Peoples voices are also infused through a variety of sources and perspectives to build ways of knowing and learning from the past and present.

#### **Key Features**

- Customized, engaging content provides complete curriculum coverage of all Learning Standards
- Active learning is encouraged through the use of a variety of sources and inquiry-based activities
- Embedded Curricular and Core Competencies support Social Studies skills and processes
- Authentic First Peoples voices focuses on learning through the First Peoples and Principles of Learning
- Comprehensive teaching support has been developed for easy implementation





### **Resource Component Overview**

This sampler provides a preview of the components available for Grade 6. Each component works together to achieve complete curriculum alignment.



#### **For Students**

#### 2 student components working together.

#### **Student Resource**

- 96-page Student Resource divided into four Themes
- Each theme in the Student Resource aligns with the Student Activity Card to develop core and curricular competencies

#### **Student Activity Cards**

- 18 double sided cards (8 copies of each), stored in a sturdy box
- Offered in a flexible-use format which can be sorted in different ways, including; theme, or individual curricular competencies

#### For Teachers

#### **Teacher Cards**

Embedded teaching support is provided on all Activity Cards to support teachers during lessons; prompts help guide discussions and provide background information

#### **Teacher's Resource (Print Version)**

- A robust planning tool that supports the entire lesson and includes how to facilitate learning through First Peoples perspectives
- Includes comprehensive lesson plans and assessment tools

#### **Online Teaching Centre**

- Provides a PDF version of the print Teacher's Resource, as well as the following additional material:
  - Image bank
  - Modifiable Blackline Masters
  - Videos with teaching support
  - Weblinks
  - RSS feed



### **Student Resource**

Each lesson begins with a Big Question to engage students with content through the lens of a curricular competency.

## WHAT CAUSES CONFLICT

#### **UNDERSTANDING CONFLICT**

**Conflict** happens when people or groups have opposing ideas or interests and they struggle for power or control. Some conflicts are minor, such as disagreements with friends. Other conflicts are major, such as armed conflicts.

Armed conflicts are major because they are violent and involve many people in large geographic areas. These conflicts often last a long time and have negative consequences for many people.

Look at pages 50 and 51 to learn about different causes of conflict. Use the map to locate the two examples of conflict on those pages. a: How are the two conflicts similar and different? What evidence supports your answer?

This infographic map shows the duration (length of time) of several armed conflicts. It also shows the number of people killed and displaced (forced to move permanently) by these conflicts. **Q:** Which conflict has resulted in the most deaths and displaced people? How long has this conflict lasted?





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### **Student Resource**

#### **CAUSES OF CONFLICT**

**ENVIRONMENTAL CAUSES** Droughts (long periods without rain), floods, and other natural disasters destroy resources and force people to move. Conflict can happen when people compete for basic necessities, such as food, water, living spaces, and jobs, in the places affected by these environmental changes. Some scientists predict that continued climate change will increase the number of armed conflicts.

A Somali woman and her goats pass by the remains of animals in 2016. **Q:** Identify evidence that suggests the causes of conflict in Somalia.

#### CULTURAL CAUSES

Conflict can happen when people do not respect the rights of those of other cultures or when one group forces its culture on other groups. Conflict can also happen when people of the same religion have different viewpoints on religious teachings. For example, two main groups in the Christian religion are Catholic and Protestant. These groups have some different religious practices and beliefs. This can cause disagreements.

#### **TERRITORIAL CAUSES**

Questions about where borders should be or who controls certain areas and resources can cause conflict. Territorial causes include spying, armed invasions, and actions that ignore a group's land and borders. In response, people may take up arms to defend their territory.



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A group of rebels in India who has been in conflict with the government claims it is fighting for the rights of people such as the Indigenous Adivasi. The Adivasi and other rural people are also standing up to the government. This photo shows a group of Adivasi and villagers protesting, or challenging, a law in 2015. **Q:** What can you infer about the causes of the rebels' fight?

Questions are included within some captions to help students answer the Big Question.

50



Primary source images help students draw evidence to answer the Big Question.

ECONOMIC CAUSES Conflict can happen when a small percentage of people has great wealth while most people have little wealth. In some countries, most people have low-paying jobs or are unemployed. They cannot afford basic necessities, such as food, water, and shelter. Economic inequalities can cause those with little wealth to use violence to bring about change. Sometimes, conflict happens when a wealthy country or group takes action to control the resources of a less wealthy country or group.

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**POLITICAL CAUSES** Conflict can occur between political groups competing for power. Groups may have opposing policies or ideas about how to govern and what values people should live by. A government that provides poor services, does not respect human rights, is dishonest, or runs unfair elections can cause people to take violent action to create change.



### **Student Activity Card (front)**

Each Student Card provides an Activity intended to broaden student understanding of the Lesson content and help them apply lesson's curricular competency.

# SOCIALS

# Global Conflict and G

### Analyze Causes of Conflict

- **1) Connect:** Which causes of conflict, presented in the Student Module, can you identify in this case study?
- 2) Categorize: Sort the causes you identified into long- and short-term causes.
- **3) Represent:** Create a visual to show how these causes are connected to each other.
- **4) Determine Influence:** Rank the causes from most influential to least influential in this case study. Share and explain your ranking.





#### overnance: Lesson 1

### **NFLICT TO OCCUR?**

#### WHAT CAUSED THE SYRIAN CONFLICT?

The region where Syria lies has been conquered and divided by many different powers. It was once part of the Ottoman Empire but was taken over by France in 1920. The Syrians objected to French rule and fought for independence. In 1946, the French left Syria. However, struggle for control of the country continued between different groups in Syria.

The Assad family has governed Syria since 1970. The family held all the power and did not allow other political groups to form. The Assad family are Alawites, a small group of Shia Muslims in Syria. The majority of Syrians are Sunnis, a different group of Muslims.

President Bashar al-Assad began making economic changes in the early 2000s. These changes benefited those who were closely connected to the government but did not improve life for most Syrians.

In Tunisia, people began protesting against their government in December 2010. Other countries in North Africa and the Middle East soon followed. These protests were called the Arab Spring. They inspired Syrians to take action, starting in the city of Deraa. The Syrian government sent troops to stop the protests. Violence soon broke out across the country. Fighting continues among several different groups as of 2017.



### **Student Activity Card (back)**

#### NEWS • WORLD

### Assad Warns Protesters

SCOTT ANDERSON New York Times Magazine, August 14, 2016

On March 30 [2011], Assad delivered a speech to the Syrian Parliament, carried live by state television and radio outlets. While protests had spread to a number of Syrian cities, they were still largely peaceful, with dissenters [protesters] calling for changes in the regime rather than for its overthrow. ...

Syria's secret police were still everywhere, and the ... country's permanent ruling class ... remained firmly in the hands of the Alawite minority. The Alawites, along with many in Syria's Christian minority, feared that any compromise [agreement] with the protesters was to invite a Sunni revolution and, with it, their demise [end].

Assad ... used his parliamentary speech ... to issue a stern warning. "Burying sedition [rebellion] is a national, moral, and religious duty, and all those who can contribute to burying it and do not are part of it," he declared. "There is no compromise or middle way in this."

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[On Febr Mohamr to scrawl overthro al-Assad, country f One stu wall: "No end of Ba "We did guard to s Their de long-burie the surface March 18 [

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#### EWS • WORLD

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EVANS AND N AL-KHALIDI op News, March 17, 2013

uary 22, 2011] 16-year-old nad and five friends gathered graffiti demanding the w of President Bashar whose family had ruled the or 40 years. ... udent scribbled on the school

teaching, No School, Till the shar's Rule." ...

d not expect the school ee us," said the youth ... etention and abuse brought d anger in Deraa boiling to e. It erupted in protest on 2011]. A man touches dry soil in Al-Raqqah province in 2010. Mismanagement of land and resources and lack of rain since 2006 have made it difficult for farmers to grow crops. Many farming families have been forced to move to cities to find work.

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Purposeful text and visual sources encourage students to gather and analyze information.



### **Teacher Card (front)**

Helps students analyze and interpret the information and evidence presented on the Student Card.



Global Conflict and G

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#### Analyzing Evidence

• Encourage students to look for words that are connected to the causes. For example, the terms "political system" and "political groups" may indicate a political cause.





#### overnance: Lesson 1

### **NFLICT TO OCCUR?**

#### Identifying Causes

Students may need support with the following concepts:

- A long-term cause has been around for a long time.
- A **short-term cause** triggers an event to occur. It is close in time and space to the event that occurs.

#### **IFLICT TO OCCUR?**

#### WHAT CAUSED THE SYRIAN CONFLICT?

The region where Syria lies has been conquered and divided by many different powers. It was once part of the Ottoman Empire but was taken over by France in 1920. The Syrians objected to French rule and fought for independence. In 1946, the French left Syria. However, struggle for control of the country continued between different groups in Syria.

The Assad family has governed Syria since 1970. The family held all the power and did not allow other political groups to form. The Assad family are Alawites, a small group of Shia Muslims in Syria. The majority of Syrians are Sunnis, a different group of Muslims.

President Bashar al-Assad began making economic changes in the early 2000s. These changes benefited those who were closely connected to the government but did not improve life for most Syrians.

In Tunisia, people began protesting against their government in December 2010. Other countries in North Africa and the Middle East soon followed. These protests were called the Arab Spring. They inspired Syrians to take action, starting in the city of Deraa. The Syrian government sent troops to stop the protests. Violence soon broke out across the country. Fighting continues among several different groups as of 2017. Long-Term Cause: Political The Assad family established a dictatorship. There were no formal opposition parties to express criticism of the policies or ideas of the Assad government.

Long-Term Cause: Economic These changes created economic inequality. The poverty rate remained high, while the number of quality jobs remained low.

Short-Term Cause: Political These anti-government protests spurred the Syrians to organize their own rallies. Each Teacher Card provides support for teachers related to the lesson's specific Curricular Competency.



### **Teacher Card (back)**



Global Conflict and G

### WHAT CAUSES CO

#### Analyzing Evidence

• Suggest that students compare the opening paragraphs of the two news articles. Students should notice that both refer to Assad and his rule and the desire to change or overthrow his government. These clues point to the political cause of the conflict and support the narrative on the other side of the card.

Embedded, point-of-use teaching support is provided in call-out boxes on all Teacher Cards. These annotations guide teachers in helping students apply their learning, as it relates to the curriculum competencies.

Short-Term Cause: Political These teenagers were punished for expressing anti-government sentiments that a large part of the population agreed with. As a result, the community rallied around them.

Long-Term Cause: Cultural The Alawites are a small group of Shia Muslims in Syria. The majority of Syrians are Sunnis, a different group of Muslims.

Nelson Socials 6 Teacher Card

#### NEWS • WORLD

#### Assad Warns Protesters scott anderson New York Times Magazine, August 14, 2016

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#### overnance: Lesson 1

### **NFLICT TO OCCUR?**

#### Identifying Causes

Ask students:

- How are the causes connected?
- Which causes were the most important causes of the conflict in Syria?

Questions help guide students in their discussions, evidence gathering, and application of the curricular competencies.

#### WS • WORLD

Otests Arrest of gers EVANS AND I AL-KHALIDI 30 News, March 17, 2013

tary 22, 2011) 16-year-old ad and five friends gathered graffit demanding the of President Bashar vhose family had ruled the r 40 years... dent scribbled on the school ceaching. No School, Till the har's Rule."... not expect the school se us, "said the youth ... etuiton and abuse brought d anger in Deraa boiling to it erupted in protest on 2011]. A man touches dry soil in Al-Raqqah province in 2010. Mismanagement of land and resources and lack of rain since 2006 have made it difficult for farmers to grow crops. Many farming families have been forced to move to cities to find work.



Long-Term Cause: **Environmental** (with **Connections to Economic** and Political) In the 1980s, the government started economically supporting crops (wheat and cotton) that require a lot of water to grow, without considering the limited water supply in the region. From 2006 to 2010, about 60 percent of Syria experienced a drought. This drought displaced over 1.5 million people.

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### **Teacher's Resource**



#### What Causes Conflict to Occur?

Emphasizes perspective rather than knowledge of the parts, when introducing students to First Peoples learning.

#### 🔒 Big Idea

Economic self-interest can be a significant cause of conflict among peoples and governments.

#### You Will Need

- Student Module: pages 48 to 51
- Reference Card: Cause and Consequence
- Reference Card: PerspectiveStudent Card: What Causes Conflict
- to Occur? • Teacher Card: What Causes Conflict
- to Occur?

#### Online Teaching Centre Resources

- BLM 3: I See, I Think, I Wonder BLM 26: Venn Diagram Tool 1: Recognizing Causes and
- Consequences

  Tool 7: Communication
- ▲ Tool 8: Critical Thinking
- Tool 9: Creative Thinking

Weblinks

**Core Competencies:** Students will **communicate** with others to summarize ideas and reach a concensus. They will use **creative** and **critical thinking** as they develop and design a visual representation.

Curriculum Competencies and Content Standards: Students will interpret and analyze ideas to help them explain the causes of regional and international conflict.

**Learning from First Peoples:** There are many short- and long-term causes of conflict between First Peoples and the Canadian government. In the past, Indigenous peoples were forced to leave their traditional territories for reserves. They were forced to assimilate—to give up their ways of life, languages, and cultural values. Today, First Peoples continue to experience discrimination and stereotyping. Many Indigenous and non-Indigenous peoples are fighting against systemic inequality; they seek reciprocal relationships built on trust and respect for the land and resources of First Peoples.

#### Background

#### Somalia

 In 1991, Mohamed Siad Barre's socialist government was removed by several armed clans, resulting in civil war. In 2006, an Islamic group called Al-Shabaab took control of Mogadishu, the capital city of Somalia. Al-Shabaab was driven out by Ethiopian forces, and an African Union peacekeeping force took over in 2009. Al-Shabaab continues to fight the government that formed in 2012. Recurring drought has also contributed to the conflict in Somalia.

#### Eastern India

 The traditional lands of the Adivasis are rich in resources, such as minerals and coal. These resources are sought after by the Indian government and mining companies. As a result, many Adivasis have lost their traditional lands and livelihoods to mining development. Many Adivasis and other rural people are concerned about the environmental consequences of mining, such as deforestation and pollution.

#### Syria

- Leading up to the Arab Spring protests, many Syrians were concerned about unemployment, corruption, and lack of democracy. In 2011, protesters demanded the resignation of President Bashar al-Assad. In an attempt to stop the protests, the government's military began to use deadly force against protesters. Many protesters and their supporters took up arms to defend their communities.
- Amid the civil war, Islamic State, a violent militant group that seeks to establish a caliphate, began to take control of Syrian land. In 2014, a US-led coalition began conducting air strikes against Islamic State.



#### **Activate and Inquire**

- Ask students to think about the meaning of the word *conflict*. In small groups, students can brainstorm and record their ideas on chart paper.
- Encourage students to come to a consensus within their group about the meaning of the word *conflict*. Then have each group present their ideas to the class. What is similar and different about each group's definition?
- Ask: What were some challenges you faced in reaching a consensus? How did you overcome these challenges or resolve a conflict among yourselves?
- Ask students to share how they resolved a personal conflict (e.g., bullying, dividing chores with siblings).
- Tell students that they will explore some causes of selected global conflicts through the lesson in the Student Module and on Student Card: What Causes Conflict to Occur? Students may need to review Reference Card: Cause and Consequence to help them prepare for the lesson.

#### **Acquire and Apply**

- Invite students to examine the information on Student Module pages 48 to 51. You may wish to have small groups summarize the information about the different causes of conflict identified on Student Module pages 50 and 51.
- To help students understand that global conflicts are often complex and have many causes and consequences, encourage them to create a mind map showing possible connections between the various causes of conflict. You may wish to prompt students with some of the following questions:.
  - Do you think some causes of conflict lead to others?
- How might economic causes and political causes be interrelated?

Formative Assessment	
Collecting and Using Information	Descriptive Feedback
Listen as students examine the information on Student Module pages 50 and 51 and discuss causes of conflict.	"As you discussed the causes of conflict, you also noted that one cause can be connected to another cause. You gave the example that a conflict may have territorial and economic causes if people want land that belongs to other people, because it has better conditions for farming or because it has resources that they want to sell. Which causes of conflict do you think are the most common in our world today? What evidence leads you to this conclusion?"

Communication

See Cause and Consequence on page 11.



### **Teacher's Resource**





- Invite students to complete **BLM 3: I See, I Think, I Wonder**. Suggest that they turn back to Student Module pages 48 and 49, and review the data in the infographic map as support. If necessary, provide additional information to help students understand the conflict in Somalia. (See Background.) To support students in analyzing the photo, ask the following questions:
  - What do you notice about the landscape in the photo? Does the landscape in the photo look like the landscape where you live? What is similar? What is different?
  - What physical features do you see in the photo? What physical features are important in your community? Why are they important?
  - What lies in the foreground of the photo? Why might this be important?

# Formative Assessment Descriptive Feedback Collecting and Using Information Descriptive Feedback Observe students as they examine both photos and make inferences about the causes of conflict. "You recognized that environmental issues could be a possible cause of conflict in Somalia because the photo shows a woman looking at animal remains in a desert. What do you need to know before you can identify environmental issues as a cause of the conflict? What questions would you ask the woman in the photo to find out more about how the conflict in Somalia affects her life?"

Q: What can you infer about the causes of the rebels' fight? (page 50)

- **R:** The Adivasi and other rural people seem to be concerned about children's rights and land rights as a result of a new law. Causes of conflict in Eastern India are likely political and territorial.
- Encourage students to share any questions they have about the Adivasi and their rights. You may wish to provide students with additional information about the Adivasi people. (See Background.)
- Students can consider the environmental concerns of the Adivasi in relation to those of Canada's First Peoples. Invite students to research Indigenous land claims and compare points of view. Ensure that they evaluate information sources for credibility and reliability.
- Focus students' attention on Student Card: What Causes Conflict to Occur? Use the information on Teacher Card: What Causes Conflict to Occur? to guide discussions as students work through the activities.

#### Student Card: What Causes Conflict to Occur?

 Connect: Review the causes of conflict introduced in the Student Module. As students examine Student Card: What Causes Conflict to Occur?, invite them to identify words, ideas, or issues that suggest some of the causes of conflict in Syria. For example, words such as *conquered* and *divided* suggest a territorial cause. Encourage students to share their findings. Do students think that different causes are connected to each other? If so, how? Blackline Master

Formative Assessment boxes provide teachers with support for monitoring student learning. Descriptive feedback prompts give teachers suggestions on how to give feedback to further student learning.

Teacher's Resource 89



### **Teacher's Resource**

Core Competency icons highlight where and which core competencies are embedded in the lesson.

Critical Thinking

#### **Alternative Lesson**

Students could explore this lesson using the curricular competency of perspective. Invite them to refer to **Reference Card: Perspective** to help them identify different perspectives in the Syrian conflict on Student Card: What Causes Conflict to Occur? Students can then consider reasons for differing perspectives (e.g., religious beliefs, economic status). Discuss how the Syrian government's exercise of power affected quality of life for most Syrians. Encourage students to recall the indicators for measuring quality of life (e.g., access to education and income) described in Theme 1. if completed.

See Perspective on page 12.

Assessment Tool

- 2. Categorize: Discuss the meanings of *long-term cause* and *short-term cause*. Model how to identify long- and short-term causes of conflict, using examples provided on the Teacher Card. Encourage students to create a t-chart to show long- and short-term causes. Invite students to speculate about whether short-term causes might evolve into long-term causes with unintended consequences. Ensure that students use evidence to support their conclusion.
- **3. Represent:** Students can use words and images to show how causes of the Syrian conflict are connected. If necessary, help students choose an appropriate visual format, such as a mind map, Venn diagram, fishbone, or collage, or combination of these formats.
- **4. Determine Influence:** Encourage students to review the evidence they have already gathered about the causes of the Syrian conflict. Ensure that they identify both long-term and short-term causes. Inform students that there is no right or wrong answer, and remind them to respect each other's opinions when discussing their evidence.

Descriptive Feedback

#### Formative Assessment

**Collecting and Using Information** Observe students as they select the type of visual that will be the best way to show the interconnectedness of these causes of conflict.

"You have identified your purpose. Now think about your audience. Will the visual format you have selected clearly show how the causes of conflict are connected? Present your ideas to a partner, and ask for feedback. If necessary, make changes based on your partner's feedback. If you decided to add to your visual or use a different format to represent the connections, explain why you made this change."

#### **Respond and Reflect**

- Encourage students to think about different types of global conflict. Have them complete a 3-2-1 reflection using the following prompts:
  - Three things that I learned about conflicts are ...
  - Two questions that I have about conflicts are ...
  - One thing that changed my thinking today was ...
- Suggest that students reflect on the original class definition of conflict. Invite them to discuss whether it is possible for all people to get along. Have them develop a response based on their knowledge of conflict. Encourage them to share their response with the class.
- Students can use Tool 1: Self-Assessment: Recognizing Causes and Consequences to help them reflect on their application of this curricular competency.

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### **Blackline Master**

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### Notes



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### **Order Information**

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