**Long Range Plans**  **Social Studies 8**  **Katherine Weber**  **2012-2013**

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| **Date** | **Unit** | **Objectives** | **Activities** |
| Dec  Jan  Feb | **Renaissance Europe: Origins of a Western Worldview**  **8.2: Through an examination of Renaissance Europe, students will demonstrate an understanding and appreciation of how the exchange of ideas and knowledge contributed to shaping the worldview of the Western world.** | ***Students will…***  -appreciate how Renaissance Europe formed the basis for the worldview of the Western world.  -demonstrate a willingness to consider differing beliefs, values and worldviews.  -recognize how beliefs and values are shaped by time, geographic location and societal context.  -examine, critically, the factors that shaped the worldview evolving in western Europe during the Renaissance by exploring and reflecting upon the ***following questions and issues:***  -What was the Renaissance/How did the Renaissance spark the growth and exchange of ideas and knowledge across Europe (astronomy, mathematics, science, politics, religion, arts)?  -How did the physical geography of Renaissance Europe affect trade and competition among European countries?  -How did increased trade lead to the emergence of powerful city-states (Florence, Venice, Genoa)  -In what ways did thinkers and philosophers influence society in the development of a humanist worldview during the Renaissance?  -In what ways were the Age of Discovery and the rise of imperialism expressions of an expansionist worldview?  -In what ways did exploration and intercultural contact during the Renaissance affect the citizenship and identity of Europeans? | **Critical Challenges**:  -Renaissance worldview  -Trading Centres  -Great City-states of the Renaissance  -The Knowledge Explosion  -Evolving Worldview  - First-hand Accounts  -Witness to Yesterday  -Current Events  -Political Cartoons  -Power point presentations |
| March  April  May | **Worldviews in Conflict: The Spanish and the Aztecs**  **8.3**: **Through and examination of Spanish and Aztec societies, students will demonstrate an understanding and appreciation of how intercultural contact affects the worldviews** **of societies.** | ***Students will…***  -appreciate how a society’s worldview influences the society’s choices, decisions and interactions with other societies.  -appreciate how Aztec and Spanish identities and worldviews were affected by intercultural contact.  -appreciate and recognize how rapid adaptation can radically change a society’s beliefs, values and knowledge.  -assess, critically, how the Aztecs were affected by the Spanish worldview by exploring and reflecting upon the ***following questions and issues:***  - What were the key elements of the worldview of the Aztec civilization prior to contact with the Spanish?  -How did the Aztec civilization’s worldview influence the Aztecs’ choices, decisions and custom?  -What key elements of Spain’s worldview led to the desire to expand the Spanish empire?  -In what ways did factors such as technology and disease contribute to the dominance of the Spanish over the Aztec civilization?  -To what extent were the divergent worldviews of the Spanish and Aztecs factors in the dominance of one nation over the other? | **Critical Challenges**:  -When Worldviews Meet  -Remembering the Aztecs  -Preparing for the Voyage  -Identifying Contributing Factors  -Exploring Personal Worldviews  -Folk Tales and Worldview  -Current Events  -Political cartoons  -Research and written assignments  -Power point presentations |
| Sept  Oct  Nov | **From Isolation to Adaptation: Japan**  **8.1: Through an examination of Japan, students will demonstrate an understanding and appreciation of the ways in which beliefs, values and knowledge shape worldviews and contribute to a society’s isolation or adaptation.** | ***Students will…***  -appreciate the roles of time and geographic location in shaping a society’s worldview.  -appreciate how a society’s worldview can foster the choice to remain an isolated society.  -appreciate how models of governance and decision making reflect a society’s worldview.  -appreciate how a society’s worldview shapes individual citizenship and identity.  -analyze the effects of cultural isolation during the Edo period by exploring and reflecting upon ***following questions and issues:***  -In what ways did Japan isolate itself from the rest of the world?  -How did isolation during the Edo period lead to changes in Japan?  -How did the changes resulting from isolation affect Japan economically, politically and socially during the Edo period?  -How did the physical geography of Japan affect its worldview?  - How did the shogun use the feudal system and the hierarchical social classes to maintain control of Japan?  -analyze the effects that the rapid adaptation had on traditionally isolated Japan during the Meiji period by exploring and reflecting on the following questions and issues:  -What were the motivations for the radical changes in Japan’s model of organization during the Meiji period?  -How did Japan adapt to changes brought on by the  transition from feudal to modern models of organization?  -How did the changes resulting from adaptation affect Japan economically, politically and socially during the Meiji period?  -In what ways did changes resulting from isolation in the Edo period compare to changes resulting from adaptations during the Meiji period?  -What challenges emerged for the Japanese in maintaining traditional cultural aspects of their society while undergoing rapid change? | **Critical Challenges:**  -What Changed?  -Looking Inward or Outward in Edo Japan  -Commodore Perry and the Opening of Japan  -Rapid Adaptation in the Meiji Period  -Depicting the Edo or the Meiji worldview  -What lessons can Canada learn?  -Current Events  -Political cartoons  -Power point presentations |
| June | **Review** | Review and Final Exam preparation | -Review assignments  -Study notes/study groups  -Verify key learning objectives  -Practice tests  -Review games |

**ICT Outcomes that are integrated throughout the year**

Students will:

- access diverse viewpoints on particular topics by using appropriate technologies

- create a simulation or a model by using technology that permits the making of inferences

-identify patterns in organized information

- access and operate multimedia applications and technologies from stand-alone and online sources

- articulate clearly a plan of action to use technology to solve a problem

- identify the appropriate materials and tools to use in order to accomplish a plan of action

- evaluate choices and the progress in problem solving, then redefine the plan of action as appropriate

- use networks to brainstorm, plan and share ideas with group members

-access, retrieve and share information from electronic sources such as common files

- plan and conduct a search, using a wide variety of electronic sources

- demonstrate the advanced search skill necessary to limit the number of hits desired for online and offline databases; for example, the use of ‘and’ or ‘or’ between search topics and the choice of appropriate search engines for the topic

-develop a process to manage the volumes of information that can be made available through electronic sources

-evaluate the relevance of electronically accessed information to a particular topic

-make connections among related, organized data, and assemble various pieces into a unified message

-refine searches to limit sources to a manageable number

-analyze and retrieve information through the electronic network

**Skills and Processes**

**Students will:**

-develop skills of critical thinking and creative thinking

-develop skills of historical thinking

-develop skills of geographic thinking

-demonstrate skills of decision making and problem solving

-demonstrate skills of cooperation, conflict resolution and consensus building

-develop age-appropriate behavior for social involvement as responsible citizens contributing to their community

-apply the research process

**Evaluation**

**For learning** **As learning** **Of learning**

Check for prior knowledge Check for understanding Summative

-questions -questions -unit review

-observations -quizzes -unit exams

-comments -observations -cumulative projects

-discussion -self-evaluation

-KWL -assignments

-peer–teaching -checklists

-pre-quizzes or questions -“I can” statements

-critical challenges

**Resources**

Worldviews: Contact and Change – textbook, teacher resource, website and cd

Program of Studies

Our Worldviews: Explore, Understand, Connect

Online Guide to Implementation

[www.blackgold.ab.ca](http://www.blackgold.ab.ca), [www.activehistory.ca.uk](http://www.activehistory.ca.uk)

[http://www.toolsforteachers.ca/](http://www.toolsforteachers.ca)