





Fall

HOW THE FALL CURRICULUM CHARTS ARE ORGANIZED

The Learning Outcomes that follow from **Social Studies** must be taught during the FALL season. Learning outcomes must be grounded in Nehiyaw Ways of Knowing and Land Based Learning.

These **Social Studies** charts include suggested, although not exhaustive, connections to Nehiyaw Ways of Knowing and Land Based Learning. Throughout the year, teachers will collaborate and generate more/other ideas that will value add to the suggested connections.

 Big Idea, Major Concepts, GLOs	Specific Learning Outcomes ELOs are bold; Others are <i>need to know</i> or <i>worth being familiar with</i>	Season	Nehiyaw Ways of Knowing and Land Based Learning FALL ELO rows are highlighted
8.1 FROM ISOLATION TO ADAPTATION: JAPAN			
GENERAL OUTCOME: 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.		Compare and contrast Japan with Indigenous communities	
Values and Attitudes			
8.1.1 Appreciate the roles of time and geographic location in shaping a society's worldview (C, I, TCC, LPP)			Relate to Indigenous Communities and how geographic location and isolation impacts their worldview
8.1.2 Appreciate how a society's worldview can foster the choice to remain an isolated society (C, I, TCC)			Strong beliefs and values foster choices communities make
8.1.3 Appreciate how models of governance and decision making reflect a society's worldview (C, I, TCC, PADM)			Compare to Indigenous models of governance and worldviews
8.1.4 Appreciate how a society's worldview shapes individual citizenship and identity (C, I, TCC)			

The Essential Learning Outcomes (ELOs) identified in these charts by the KTCEA working group are based on **their local context**. An educational authority from a different region of Alberta may identify different ELOs, based on their context. All outcomes in Alberta Education's Program of Studies must be taught, but what is deemed essential will look different, based on context.


Knowledge and Understanding

8.1.5 Analyze the effects of cultural isolation during the Edo period by exploring and reflecting upon the following questions and issues:

- In what ways did Japan isolate itself from the rest of the world? (PADM, LPP, CC)
- How did isolation during the Edo period lead to changes in Japan? (CC, PADM)
- How did the changes resulting from isolation affect Japan economically, politically and socially during the Edo period? (ER, PADM, CC, I)
- **How did the physical geography of Japan affect its worldview? (LPP, PADM, TCC)**
- **How did the shogun use the feudal system and the hierarchical social classes to maintain control of Japan? (PADM, CC)**



Compare to Indigenous world view. Japan was isolated and were able to keep traditions to themselves and were not influenced by others and were self sufficient and didn't need anyone else. Prior to Europeans coming to Canada, the Indigenous peoples were self sufficient and able to keep traditions to themselves.


Relate to the British colonization





8.1.6 Analyze the effects that rapid adaptation had on traditionally isolated Japan during the Meiji period by exploring and reflecting upon the following questions and issues:

- What were the motivations for the radical changes in Japan's model of organization during the Meiji period? (ER, CC, PADM)
- **How did Japan adapt to changes brought on by the transition from feudal to modern models of organization? (CC, TCC, I)**
- How did the changes resulting from adaptation affect Japan economically, politically and socially during the Meiji period? (ER, CC, PADM)
- In what ways did changes resulting from isolation in the Edo period compare to changes resulting from adaptation in the Meiji period? (CC, TCC, I)
- What challenges emerged for the Japanese in maintaining traditional cultural aspects of their society while undergoing rapid change? (CC, I, TCC)

SKILLS AND PROCESSES FOR SOCIAL STUDIES

Dimensions of Thinking

8.S.1 Develop skills of critical thinking and creative thinking:	<ul style="list-style-type: none"> analyze the validity of information based on context, bias, source, objectivity, evidence and reliability to broaden understanding of a topic or an issue 		
	<ul style="list-style-type: none"> evaluate ideas, information and positions from multiple perspectives 		
	<ul style="list-style-type: none"> demonstrate the ability to analyze local and current affairs 		
	<ul style="list-style-type: none"> re-evaluate personal opinions to broaden understanding of a topic or an issue 		
	<ul style="list-style-type: none"> generate creative ideas and strategies in individual and group activities - access diverse viewpoints on particular topics by using appropriate technologies 		
8.S.2 Develop skills of historical thinking:	<ul style="list-style-type: none"> distinguish cause, effect, sequence and correlation in historical events, including the long- and short-term causal relations 		
	<ul style="list-style-type: none"> use historical and community resources to organize the sequence of historical events 		
	<ul style="list-style-type: none"> analyze the historical contexts of key events of a given time period - create a simulation or a model by using technology that permits the making of inferences - identify patterns in organized information 		Project-based assignment
8.S.3 Develop skills of geographic thinking:	<ul style="list-style-type: none"> interpret historical maps to broaden understanding of historical events 		
	<ul style="list-style-type: none"> use thematic maps to describe cultural and political regions 		About how treaties were distinguished
	<ul style="list-style-type: none"> construct and interpret various maps to broaden understanding of given topics 		

 Big Idea, Major Concepts, GLOs	Specific Learning Outcomes ELOs are bold; Others are <i>need to know</i> or <i>worth being familiar with</i>	Season	Nehiyaw Ways of Knowing and Land Based Learning FALL ELO rows are highlighted 		
8.S.3 Develop skills of geographic thinking: (continued)	<ul style="list-style-type: none"> define geographic problems and issues and pose geographic questions use geographic tools, such as Geographic Information Systems (GIS) software, to assist in preparing graphs and maps - access and operate multimedia applications and technologies from stand-alone and online sources; e.g., GIS 		(Highlighted row)		
8.S.4. Demonstrate skills of decision making and problem solving:	<ul style="list-style-type: none"> demonstrate skills of compromise and devise strategies to reach group consensus propose and apply new ideas and strategies, supported with facts and reasons, to contribute to problem solving and decision making propose and apply strategies or options to solve problems and deal with issues participate in and predict outcomes of problem-solving and decision-making scenarios - 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 				
Social Participation as a Democratic Practice					
8.S.5 Demonstrate skills of cooperation, conflict resolution and consensus building:	<ul style="list-style-type: none"> identify and use a variety of strategies to resolve conflicts peacefully and fairly consider the needs and perspectives of others demonstrate leadership within groups where appropriate - access, retrieve and share information from electronic sources, such as common files 				(Highlighted row)





Big Idea, Major Concepts, GLOs

Specific Learning Outcomes
ELOs are bold; Others are need to know or worth being familiar with

Season

Nehiyaw Ways of Knowing and Land Based Learning
FALL ELO rows are highlighted



<p>8.S.6 Develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community:</p>	<ul style="list-style-type: none"> • volunteer with organizations, projects and activities that ensure the growth and vitality of their community 		
<p>Research for Deliberative Inquiry</p>			
<p>8.S.7 Apply the research process:</p>	<ul style="list-style-type: none"> • integrate and synthesize concepts to provide an informed point of view on a research question or an issue • develop a position that is supported by information gathered through research • draw conclusions based upon research and evidence • determine how information serves a variety of purposes and that the accuracy or relevance of information may need verification • organize and synthesize researched information • formulate new questions as research progresses • practise the responsible and ethical use of information and technology • include and organize references as part of research <ul style="list-style-type: none"> - plan and conduct a search, using a wide variety of electronic sources - demonstrate the advanced search skills 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 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 synthesize information to create a product - access and retrieve information through the electronic network 		


Communication

8.S.8 Demonstrate skills of oral, written and visual literacy:

- communicate in a persuasive and engaging manner through speeches, multimedia presentations and written and oral reports, taking particular audiences and purposes into consideration
- use skills of informal debate to persuasively express differing viewpoints regarding an issue
- **elicit, clarify and respond appropriately to questions, ideas and multiple points of view presented in discussions**
- offer reasoned comments related to a topic of discussion
- **listen to others to understand their points of view**



8.S.9 Develop skills of media literacy:

- **examine techniques used to enhance the authority and authenticity of media messages**
- examine the values, lifestyles and points of view represented in a media message
- analyze the impact of television, the Internet, radio and print media on a particular current affairs issue










Winter



HOW THE WINTER CURRICULUM CHARTS ARE ORGANIZED

The Learning Outcomes that follow from **Social Studies** must be taught during the WINTER season. Learning outcomes must be grounded in Nehiyaw Ways of Knowing and Land Based Learning.

These **Social Studies** charts include suggested, although not exhaustive, connections to Nehiyaw Ways of Knowing and Land Based Learning. Throughout the year, teachers will collaborate and generate more/other ideas that will value add to the suggested connections.

 Big Idea, Major Concepts, GLOs	Specific Learning Outcomes ELOs are bold; Others are <i>need to know or worth being familiar with</i>	Season	Nehiyaw Ways of Knowing and Land Based Learning WINTER ELO rows are highlighted 
8.1 ORIGINS OF A WESTERN WORLDVIEW: RENAISSANCE EUROPE			
GENERAL OUTCOME: 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.			
Values and Attitudes			
8.2.1 Appreciate how Renaissance Europe formed the basis for the worldview of the Western world (C, TCC)			
8.2.2 Demonstrate a willingness to consider differing beliefs, values and worldviews (C, I)			
8.2.3 Recognize how beliefs and values are shaped by time, geographic location and societal context (C, TCC, LPP)			

 Big Idea, Major Concepts, GLOs	Specific Learning Outcomes ELOs are bold; Others are <i>need to know</i> or <i>worth being familiar with</i>	Season	Nehiyaw Ways of Knowing and Land Based Learning WINTER ELO rows are highlighted 
Knowledge and Understanding			
8.2.4 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:	<ul style="list-style-type: none"> • What was the Renaissance? (TCC, LPP) 		
	<ul style="list-style-type: none"> • How did the Renaissance spark the growth and exchange of ideas and knowledge across Europe (i.e., astronomy, mathematics, science, politics, religion, arts)? (TCC, ER, PADM, GC) 		How did the Indigenous community influence the growth and exchange of ideas needs to discussed as well.
	<ul style="list-style-type: none"> • How did the physical geography of Renaissance Europe affect trade and competition among European countries? (LPP, TCC) 		
	<ul style="list-style-type: none"> • How did increased trade lead to the emergence of powerful city-states (i.e., Florence, Venice, Genoa)? (TCC, CC, ER) 		
	<ul style="list-style-type: none"> • In what ways did thinkers and philosophers influence society in the development of a humanist worldview during the Renaissance? (GC, I) 		Compare the humanistic worldview to the Indigenous worldview
	<ul style="list-style-type: none"> • In what ways were the Age of Discovery and the rise of imperialism expressions of an expansionist worldview? (TCC, PADM, LPP) 		Compare imperialism and expansionism (students need to understand these terms) to the Indigenous worldview
	<ul style="list-style-type: none"> • In what ways did exploration and intercultural contact during the Renaissance affect the citizenship and identity of Europeans? (C, I, GC, LPP, TCC) 		
SKILLS AND PROCESSES FOR SOCIAL STUDIES			
Dimensions of Thinking			
8.S.1 Develop skills of critical thinking and creative thinking:	<ul style="list-style-type: none"> • analyze the validity of information based on context, bias, source, objectivity, evidence and reliability to broaden understanding of a topic or an issue 		
	<ul style="list-style-type: none"> • evaluate ideas, information and positions from multiple perspectives 		
	<ul style="list-style-type: none"> • demonstrate the ability to analyze local and current affairs 		

 Big Idea, Major Concepts, GLOs	Specific Learning Outcomes ELOs are bold; Others are <i>need to know</i> or <i>worth being familiar with</i>	Season	Nehiyaw Ways of Knowing and Land Based Learning WINTER ELO rows are highlighted
8.S.1 Develop skills of critical thinking and creative thinking: (continued)	<ul style="list-style-type: none"> re-evaluate personal opinions to broaden understanding of a topic or an issue <hr/> generate creative ideas and strategies in individual and group activities - access diverse viewpoints on particular topics by using appropriate technologies		
8.S.2 Develop skills of historical thinking:	<ul style="list-style-type: none"> distinguish cause, effect, sequence and correlation in historical events, including the long- and short-term causal relations use historical and community resources to organize the sequence of historical events analyze the historical contexts of key events of a given time period - create a simulation or a model by using technology that permits the making of inferences - identify patterns in organized information 		
8.S.3 Develop skills of geographic thinking:	<ul style="list-style-type: none"> interpret historical maps to broaden understanding of historical events use thematic maps to describe cultural and political regions construct and interpret various maps to broaden understanding of given topics define geographic problems and issues and pose geographic questions use geographic tools, such as Geographic Information Systems (GIS) software, to assist in preparing graphs and maps - access and operate multimedia applications and technologies from stand-alone and online sources; e.g., GIS 		
8.S.4. Demonstrate skills of decision making and problem solving:	<ul style="list-style-type: none"> demonstrate skills of compromise and devise strategies to reach group consensus propose and apply new ideas and strategies, supported with facts and reasons, to contribute to problem solving and decision making propose and apply strategies or options to solve problems and deal with issues 		



Big Idea, Major Concepts, GLOs

Specific Learning Outcomes

ELOs are bold; Others are need to know or worth being familiar with

Season

Nehiyaw Ways of Knowing and Land Based Learning

WINTER ELO rows are highlighted



8.S.4. Demonstrate skills of decision making and problem solving: (continued)

- participate in and predict outcomes of problem-solving and decision-making scenarios
 - 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



Social Participation as a Democratic Practice

8.S.5 Demonstrate skills of cooperation, conflict resolution and consensus building:

- identify and use a variety of strategies to resolve conflicts peacefully and fairly
- consider the needs and perspectives of others
- demonstrate leadership within groups where appropriate
 - access, retrieve and share information from electronic sources, such as common files



8.S.6 Develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community:




- volunteer with organizations, projects and activities that ensure the growth and vitality of their community

Research for Deliberative Inquiry




8.S.7 Apply the research process:

- integrate and synthesize concepts to provide an informed point of view on a research question or an issue
- develop a position that is supported by information gathered through research
- draw conclusions based upon research and evidence
- determine how information serves a variety of purposes and that the accuracy or relevance of information may need verification
- organize and synthesize researched information



 Big Idea, Major Concepts, GLOs	Specific Learning Outcomes ELOs are bold; Others are <i>need to know or worth being familiar with</i>	Season	Nehiyaw Ways of Knowing and Land Based Learning WINTER ELO rows are highlighted
8.S.7 Apply the research process: (continued)	<ul style="list-style-type: none"> • formulate new questions as research progresses • practise the responsible and ethical use of information and technology • include and organize references as part of research <ul style="list-style-type: none"> - plan and conduct a search, using a wide variety of electronic sources - demonstrate the advanced search skills 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 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 synthesize information to create a product - access and retrieve information through the electronic network 		
Communication			
8.S.8 Demonstrate skills of oral, written and visual literacy:	<ul style="list-style-type: none"> • communicate in a persuasive and engaging manner through speeches, multimedia presentations and written and oral reports, taking particular audiences and purposes into consideration • use skills of informal debate to persuasively express differing viewpoints regarding an issue • elicit, clarify and respond appropriately to questions, ideas and multiple points of view presented in discussions • offer reasoned comments related to a topic of discussion • listen to others to understand their points of view 		

8

 Big Idea, Major Concepts, GLOs	Specific Learning Outcomes ELOs are bold; Others are <i>need to know or worth being familiar with</i>	Season	Nehiyaw Ways of Knowing and Land Based Learning WINTER ELO rows are highlighted 
8.S.9 Develop skills of media literacy:	<ul style="list-style-type: none"> • examine techniques used to enhance the authority and authenticity of media messages • examine the values, lifestyles and points of view represented in a media message • analyze the impact of television, the Internet, radio and print media on a particular current affairs issue 		






Spring

HOW THE SPRING CURRICULUM CHARTS ARE ORGANIZED

The Learning Outcomes that follow from **Social Studies** must be taught during the SPRING season. Learning outcomes must be grounded in Nehiyaw Ways of Knowing and Land Based Learning.

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8.3 WORLDVIEWS IN CONFLICT: THE SPANISH AND THE AZTECS			
GENERAL OUTCOME: Through an examination of Spanish and Aztec societies, students will demonstrate an understanding and appreciation of how intercultural contact affects the worldviews of societies.			
Values and Attitudes			
8.3.1 Appreciate how a society's worldview influences the society's choices, decisions and interactions with other societies (C, I)			
8.3.2 Appreciate how Aztec and Spanish identities and worldviews were affected by intercultural contact (TCC, GC, I)			
8.3.3 Appreciate and recognize how rapid adaptation can radically change a society's beliefs, values and knowledge (TCC, GC)			


Knowledge and Understanding

8.3.4 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? (TCC, I, CC)**
- **How did the Aztec civilization's worldview influence the Aztecs' choices, decisions and customs? (TCC, CC, PADM)**
- **What key elements of Spain's worldview led to the desire to expand the Spanish empire? (TCC, I, PADM)**
- **In what ways did factors such as technology and disease contribute to the dominance of the Spanish over the Aztec civilization? (ER, LPP)**
- **To what extent were the divergent worldviews of the Spanish and Aztecs factors in the dominance of one nation over the other? (TCC, CC, GC, PADM)**



Aztec's worldviews were similar to Indigenous worldviews in some ways (eg. turtle island)

History experienced by our Indigenous peoples is repeated with the Aztecs



SKILLS AND PROCESSES FOR SOCIAL STUDIES
Dimensions of Thinking

8.5.1 Develop skills of critical thinking and creative thinking:

- analyze the validity of information based on context, bias, source, objectivity, evidence and reliability to broaden understanding of a topic or an issue
- evaluate ideas, information and positions from multiple perspectives
- demonstrate the ability to analyze local and current affairs
- re-evaluate personal opinions to broaden understanding of a topic or an issue
- generate creative ideas and strategies in individual and group activities
 - access diverse viewpoints on particular topics by using appropriate technologies





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8.S.3 Develop skills of geographic thinking:	<ul style="list-style-type: none"> interpret historical maps to broaden understanding of historical events use thematic maps to describe cultural and political regions construct and interpret various maps to broaden understanding of given topics define geographic problems and issues and pose geographic questions use geographic tools, such as Geographic Information Systems (GIS) software, to assist in preparing graphs and maps <ul style="list-style-type: none"> - access and operate multimedia applications and technologies from stand-alone and online sources; e.g., GIS 		
8.S.4. Demonstrate skills of decision making and problem solving:	<ul style="list-style-type: none"> demonstrate skills of compromise and devise strategies to reach group consensus propose and apply new ideas and strategies, supported with facts and reasons, to contribute to problem solving and decision making propose and apply strategies or options to solve problems and deal with issues 		



8.S.4. Demonstrate skills of decision making and problem solving: (continued)

- participate in and predict outcomes of problem-solving and decision-making scenarios
 - 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


Social Participation as a Democratic Practice

8.S.5 Demonstrate skills of cooperation, conflict resolution and consensus building:

- identify and use a variety of strategies to resolve conflicts peacefully and fairly
- consider the needs and perspectives of others
- demonstrate leadership within groups where appropriate
 - access, retrieve and share information from electronic sources, such as common files



8.S.6 Develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community:

- volunteer with organizations, projects and activities that ensure the growth and vitality of their community




Research for Deliberative Inquiry



8.S.7 Apply the research process:

- integrate and synthesize concepts to provide an informed point of view on a research question or an issue
- develop a position that is supported by information gathered through research
- draw conclusions based upon research and evidence
- determine how information serves a variety of purposes and that the accuracy or relevance of information may need verification
- organize and synthesize researched information





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Communication			
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