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| **Social Studies 8** **7th Century to 1750** (Planning KDU) | | | | |
| **CORE COMPETENCIES**  **COMMUNICATION** | **CORE COMPETENCIES**  **THINKING (CRITICAL/CREATIVE)** | | **CORE COMPETENCIES**  **(PERSONAL/SOCIAL)** | |
| **CURRICULAR COMPETENCIES** | **BIG IDEA (Understand…)** | **What do we want students to DO? (Activities, lessons…)** | | **Content (& Elaborations)**  **(Know)** |
| * Use Social Studies inquiry processes and skills to: ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions *(Key skills: Select a relevant problem or issue for inquiry; Use comparison, classification, inference, imagination, verification, and analogy to clarify and define a problem or issue; Compare a range of points of view on an issue; Draw conclusions about a problem or issue; Identify ways of marking historical time (decade, century, millennium, BCE, CE); Compare the advantages and disadvantages of various graphic forms of communication (graphs, tables, charts, maps, photographs, sketches); Demonstrate an ability to interpret scales and legends in graphs, tables, and maps (climograph, topographical map, pie chart); Draw conclusions from maps, tables, timelines, graphs; Compare maps of early civilizations with modern maps of the same area; Select an appropriate graphic form of communication for a specific purpose (timeline to show a sequence of events, a map to show location); Explain why it is important to cite information sources (respecting others’ intellectual property, keeping track of where information was acquired, distinguishing between fact and opinion, helping readers identify sources of additional information); Represent information fairly and cite sources consistently; Select and clarify a topic for presentation; Organize researched information to prepare a presentation; Select appropriate forms of presentation suitable for the purpose and audience (multimedia, oral presentation, song, dramatic performance, written presentation); Plan, prepare, and deliver a presentation on a selected topic; Demonstrate debate skills, including identifying, discussing, defining, and clarifying the problem, issue, or inquiry)* * Assess the significance of people, places, events, and developments at particular times and places [significance] *(Key questions: Which explorer had the greatest impact on the colonization of North America? Should the printing press be considered a more important turning point in human history than the Internet? Explain why or why not.)* * Identify what the creators of accounts, narratives, maps, or texts have determined is significant [significance] *(Create a timeline of key events during this period and rank which are the most significant. Key question: Which had more impact on the world: Indian Ocean trade or the Italian Renaissance?)* * Assess the credibility of multiple sources and the adequacy of evidence used to justify conclusions [evidence] *(Distinguish between primary and secondary sources; Assess the accuracy of sources (consider when they were created, recognize ambiguity and vagueness, distinguish conclusions from supporting statements, analyze logic or consistency of conclusions in terms of evidence provided); Identify biases that influence documents (articulate different points of view, such as a landholder’s or tenant’s, on topics or issues; identify authors’ motives and describe how that could affect their reliability as a source; determine whether sources reflect single or multiple points of view); Locate and use relevant data; Evaluate the value of literature from this period (Canterbury Tales, The Tale of Genji) as a historical record. Key questions: How did the changing understanding about geography and astronomy affect how people perceived the world and their place in it? What do different systems of mapping and cartography indicate about the cultures from which they emerged? Which sources of information from this period are the most reliable?)* * Characterize different time periods in history, including periods of progress and decline, and identify key turning points that mark periods of change [continuity and change] *(Key questions: In what ways did the Industrial Revolution transform societies? Did the First Industrial Revolution in Britain result in an improvement in living standards for most people? Which development produced greater change: the Second Industrial Revolution or the First Industrial Revolution? How do the increasingly global networks of this period compare to present-day global networks?)* * Determine which causes most influenced particular decisions, actions or events and assess their short- and long-term consequences [cause and consequence] *(Analyze whether an event was caused by underlying systemic factors (social unrest, economic decline) or by an unpredictable event (disease, natural disaster).  Key questions: How did the Black Death cause the end of feudalism and the Middle Ages in Europe? What would have been the impacts if the indigenous peoples of the Americas had been immune to smallpox and other diseases? What kinds of negative consequences can result from a positive event and what kinds of positive consequences can result from a negative event? (role of the Black Death in breaking down the feudal system; ethnic violence resulting from colonial independence))* * Explain different perspectives on past or present people, places, issues, and events, and compare the values, worldviews and beliefs of human cultures and societies in different times and places [perspective] *(Gather and evaluate sources that provide information about perspectives on past or present people, places, issues, and events during a particular period of history; Compare the level of respect for the natural environment in different societies. Key questions: How did religious institutions respond to scientific, technological, philosophical, and cultural shifts? Who had more influence and power in Europe during the Middle Ages: the state (monarchs) or the church? Compare the factors that influenced the spread of two different global religions; Was religion the primary cause of the Crusades and religious wars?)* * Make ethical judgments about past events, decisions, and actions and assess the limitations of drawing direct lessons from the past [ethical judgment] *(Key questions: How are different groups represented in various cultural narratives? What lessons can we learn from the loss of languages due to imperialism?)* | Contacts and conflicts between peoples stimulated significant cultural, social, political change | *Questions to support inquiry with students:*   * What is a civilization? What does it mean to be civilized? * What is conflict? What causes conflict in, or between civilizations? What is the impact (negative, positive, neutral)? * What is power? To what extent does power or the lack of power affect individuals? | | * Social, political, and economic systems and structures, including those of at least one indigenous civilization *(feudal societal structures and rights (Europe versus Japan); Reformation and Counter-Reformation in Europe; diffusion of religions throughout the world; collapse of empires; labour management; gender relations. Key questions: What was the status of women in various societies during this period of history? How were political decisions made during this period of history? How was wealth distributed in societies during this period?)* * interactions and exchanges of resources, ideas, arts, and culture between and among different civilizations *(Silk Road, Indian Ocean Trade (flourishing of arts, architecture, math, and Islam); Crusades; cultural diffusion; linguistic changes; environmental effects; Columbian Exchange; imperialism; Renaissance; Mesoamerica)* |
| **Evidence of Experience (Show)** | | | |
| **BIG IDEA (Understand…)** | **What do we want students to DO?**  **(Activities, lessons…)** | | **Content (& Elaborations)**  **(Know)** |
| Human and environmental factors shape changes in population and living standards | *Questions to support inquiry with students:*   * What is a “standard of living”? How was the standard of living in Europe during the Middle Ages similar and different to contemporary life? * What were the different standards of living between the different classes (social groups) in Europe (between the Middle Ages and the Renaissance Age) * How & why (or why not) did life change for peasants, artisans and women between the Middle Ages & the Renaissance? | | * changes in population and living standards *(forced and unforced migration and movement of people; diseases and health; urbanization and the effect of expanding communities; environmental impact (e.g., resource and land use))* |
| **Evidence of Experience (Show)** | | | |
| **BIG IDEA (Understand…)** | **What do we want students to DO?**  **(Activities, lessons…)** | | **Content (& Elaborations)**  **(Know)** |
| Exploration, expansion, and colonization had varying consequences for different groups. | *Questions to support inquiry with students:*   * How did the nature of relations between indigenous cultures and Europeans change and stay the same over time (from first contact through to first settlements)? * What is a colony? What is colonization? * Which explorer or European civilization had the greatest impact on the colonization of the Americas? | | * Exploration, expansion and colonization *(contact and conflict; the Americas; state formation and collapse)* |
| **Evidence of Experience (Show)** | | | |
| **BIG IDEA (Understand…)** | **What do we want students to DO?**  **(Activities, lessons…)** | | **Content (& Elaborations)**  **(Know)** |
| Changing ideas about the world created tension between people wanting to adopt new ideas and those wanting to preserve established traditions. | *Questions to support inquiry with students:*   * Which scientific development impacted the world in the greatest way? * How do ideas and information migrate from civilization to civilization? * How did technology benefit people during this era? * Which technology had a greater impact on humanity: the internet or the printing press? | | * + **plate tectonic movement (** * Scientific and technological innovations *(Arab world, Ibn Battuta, Islamic Golden Age (diffusion of arts and mathematics); Zheng He and cartography; European (Portuguese, Spanish, British) navigation tools and locations; cartography and navigation; agriculture. Key questions: How did technology benefit people during this period of history? Where did key scientific and technological discoveries occur?)* * philosophical and cultural shifts *(printing press; Reformation and Counter-Reformation in Europe; Enlightenment; literary and artistic shifts)* |
| **Evidence of Experience (Show)** | | | |