

Key Outcomes Addressed

Student “I can” Statements

<p><i>The Land of the Rising Sun</i> (p. 262 – 267) Values and Attitudes 8.1.1 appreciate the roles of time and geographic location in shaping a society’s worldview (C, I, TCC) 8.1.4 appreciate how a society’s worldview shapes individual citizenship and identity (C, I, TCC)</p> <p>Knowledge and Understanding 8.1.5.4 How did the physical geography of Japan impact its worldview? (LPP, PADM, TCC)</p> <p>Skills and Processes 8.S.1.3 demonstrate the ability to analyze local and current affairs 8.S.2.3 analyze the historical contexts of key events of a given time period 8.S.2.5 identify patterns in organized information 8.S.3.1 interpret historical maps to broaden understanding of historical events 8.S.3.2 use thematic maps to describe cultural and political regions 8.S.7.3 draw conclusions based upon research and evidence</p> <p><i>Nature Shaping a Worldview</i> (p. 268 – 273) Values and Attitudes 8.1.1 appreciate the roles of time and geographic location in shaping a society’s worldview (C, I, TCC) 8.1.4 appreciate how a society’s worldview shapes individual citizenship and identity (C, I, TCC)</p> <p>Knowledge and Understanding 8.1.5.4 How did the physical geography of Japan impact its worldview? (LPP, PADM, TCC)</p> <p>Skills and Processes 8.S.7.2 develop a position supported by information gathered through research 8.S.9.2 examine the values, lifestyles and points of view represented in a media message</p>	<p><i>The Land of the Rising Sun</i> (p. 262 – 267) Values and Attitudes I can understand that worldview is shaped by factors such as time and geographic location. I can describe how individual citizenship and identity are shaped by a society’s worldview.</p> <p>Knowledge and Understanding I can explain how the physical geography of Japan affected its worldview.</p> <p>Skills and Processes I can identify examples of worldview in events that are occurring in my community and around the world. I can analyze the historical contexts of key events of a given time period. I can use technology to show patterns in information.</p> <p>I can interpret historical maps to increase my understanding of historical events.</p> <p>I can support my conclusions with evidence that I have researched.</p> <p><i>Nature Shaping a Worldview</i> (p. 268 – 273) Values and Attitudes I can understand that worldview is shaped by factors such as time and geographic location. I can describe how individual citizenship and identity are shaped by a society’s worldview.</p> <p>Knowledge and Understanding I can explain how the physical geography of Japan affected its worldview.</p> <p>Skills and Processes I can defend a position based on information gathered through research. I can identify values, lifestyle and points of view when presented in paintings and other media forms.</p>
<p><i>A Self- Sufficient Country</i> (p. 274 – 281) Values and Attitudes 8.1.1 appreciate the roles of time and geographic location in shaping a society’s worldview (C, I, TCC)</p>	<p><i>A Self- Sufficient Country</i> (p. 274 – 281) Values and Attitudes I can understand that worldview is shaped by factors such as time and geographic location.</p>

<p>8.1.4 appreciate how a society’s worldview shapes individual citizenship and identity (C, I, TCC)</p> <p>Knowledge and Understanding 8.1.5.4 How did the physical geography of Japan impact its worldview? (LPP, PADM, TCC)</p> <p>Skills and Processes 8.S.2.5 identify patterns in organized information 8.S.4.4 participate in and predict outcomes of problem-solving and decision-making scenarios 8.S.7.15 analyze and synthesize information to create a product</p>	<p>I can describe how individual citizenship and identity are shaped by a society’s worldview.</p> <p>Knowledge and Understanding I can explain how the physical geography of Japan affected its worldview.</p> <p>Skills and Processes I can use technology to show patterns in information. I can participate in and predict outcomes of problem-solving and decision-making scenarios. I can create a product by using technology to show information that I have analyzed and synthesized.</p>
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Japan Under the Shogun 13

Key Outcomes Addressed	Student “I can” Statements
<p>Power and Control (p. 284 – 294) Values and Attitudes 8.1.3 appreciate how models of governance and decision making reflect a society’s worldview (C, I, TCC) 8.1.4 appreciate how a society’s worldview shapes individual citizenship and identity (C, I, TCC)</p> <p>Knowledge and Understanding 8.1.5.5 How did the Shogun use the feudal system and the hierarchical social classes to maintain control of Japan? (PADM, CC)</p> <p>Skills and Processes 8.S.1.3 demonstrate the ability to analyze local and current affairs 8.S.3.6 access and operate multimedia applications and technologies from standalone and online sources, e.g., GIS 8.S.5.4 access, retrieve and share information from electronic sources such as common files 8.S.7.2 develop a position supported by information gathered through research 8.S.7.7 practice the responsible and ethical use of information and technology 8.S.7.8 include and organize references as part of research 8.S.7.9 plan and conduct a search, using a wide variety of electronic sources</p> <p>Honour and Duty (p. 295 – 299) Values and Attitudes 8.1.3 appreciate how models of governance and decision making reflect a society’s worldview (C, I,</p>	<p>Power and Control (p. 284 – 294) Values and Attitudes I can explain how models of governance and decision making reflect a society’s worldview.</p> <p>I can describe how individual citizenship and identity are shaped by a society’s worldview.</p> <p>Knowledge and Understanding I can explain how the Shogun maintained power through the feudal system and the class structure.</p> <p>Skills and Processes I can identify examples of worldview in events that are occurring in my community and around the world. I can access and operate multimedia applications and technologies from standalone and online sources, e.g. GIS I can use technology to access, retrieve and share information. I can defend a position based on information gathered through research. I can use information and technology in a responsible and ethical manner. I can include references appropriately with proper citation. I can plan and conduct a search using a wide variety of electronic sources.</p> <p>Honour and Duty (p. 295 – 299) Values and Attitudes I can explain how models of governance and decision making reflect a society’s worldview.</p>

<p>TCC) 8.1.4 appreciate how a society's worldview shapes individual citizenship and identity (C, I, TCC)</p> <p>Knowledge and Understanding 8.1.5.5 How did the Shogun use the feudal system and the hierarchical social classes to maintain control of Japan? (PADM, CC)</p> <p>Skills and Processes 8.S.7.2 develop a position supported by information gathered through research 8.S.9.3 analyze the impact of television, the Internet, radio and print media on a particular current affairs issue</p> <p>First Contact with the West (p. 300 – 303)</p> <p>Values and Attitudes 8.1.3 appreciate how models of governance and decision making reflect a society's worldview (C, I, TCC) 8.1.4 appreciate how a society's worldview shapes individual citizenship and identity (C, I, TCC)</p> <p>Knowledge and Understanding 8.1.5.5 How did the Shogun use the feudal system and the hierarchical social classes to maintain control of Japan? (PADM, CC)</p> <p>Skills and Processes 8.S.1.5 generate creative ideas and strategies in individual and group activities 8.S.3.1 interpret historical maps to broaden understanding of historical events 8.S.4.8 use networks to brainstorm, plan and share ideas with group members 8.S.9.1 examine techniques used to enhance the authority and authenticity of media messages 8.S.9.2 examine the values, lifestyles and points of view represented in a media message 8.S.9.3 analyze the impact of television, the Internet, radio and print media on a particular current affairs issue</p>	<p>I can describe how individual citizenship and identity are shaped by a society's worldview.</p> <p>Knowledge and Understanding I can explain how the Shogun maintained power through the feudal system and the class structure.</p> <p>Skills and Processes I can defend a position based on information gathered through research. I can explain the impact of television, the internet, radio and print media on a particular current affairs issue.</p> <p>First Contact with the West (p. 300 – 303)</p> <p>Values and Attitudes I can explain how models of governance and decision making reflect a society's worldview. I can describe how individual citizenship and identity are shaped by a society's worldview.</p> <p>Knowledge and Understanding I can explain how the Shogun maintained power through the feudal system and the class structure.</p> <p>Skills and Processes I can develop ideas and strategies on my own as well as contribute these in a group. I can interpret historical maps to increase my understanding of historical events. I can participate in networks to brainstorm, plan and share ideas with group members. I can recognize and explain techniques used to enhance the authority and authenticity of media messages. I can identify values, lifestyle and points of view presented in media messages. I can explain the impact of television, the internet, radio and print media on a particular current affairs issue.</p>
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Edo Japan: A Closed Society 14

Key Outcomes Addressed

Student "I can" Statements

<p>Locking Out the World (p. 306 – 313)</p> <p>Values and Attitudes 8.1.1 appreciate the roles of time and geographic location in shaping a society's worldview (C, I, TCC)</p>	<p>Locking Out the World (p. 306 – 313)</p> <p>Values and Attitudes I can understand that worldview is shaped by factors such as time and geographic location.</p>
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8.1.2 appreciate how a society's worldview can foster the choice to remain an isolated society (C, I, TCC)
8.1.3 appreciate how models of governance and decision making reflect a society's worldview (C, I, TCC)

Knowledge and Understanding

8.1.5.1 In what ways did Japan isolate itself from the rest of the world? (PADM, LPP,CC)
8.1.5.2 How did isolation during the Edo period lead to changes in Japan? (CC,PADM)
8.1.5.3 How did the changes resulting from isolation affect Japan economically, politically and socially during the Edo period? (ER, PADM, CC, I)

Skills and Processes

8.S.1.2 critically evaluate ideas, information and positions from multiple perspectives
8.S.1.3 demonstrate the ability to analyze local and current affairs
8.S.1.5 generate creative ideas and strategies in individual and group activities
8.S.4.2 propose and apply new ideas and strategies to contribute to problem solving and decision making, supported with facts and reasons

Change Within Isolation

(p. 314 – 319)

Values and Attitudes

8.1.1 appreciate the roles of time and geographic location in shaping a society's worldview (C, I, TCC)
8.1.2 appreciate how a society's worldview can foster the choice to remain an isolated society (C, I, TCC)
8.1.3 appreciate how models of governance and decision making reflect a society's worldview (C, I, TCC)

Knowledge and Understanding

8.1.5.1 In what ways did Japan isolate itself from the rest of the world? (PADM, LPP,CC)
8.1.5.2 How did isolation during the Edo period lead to changes in Japan? (CC,PADM)
8.1.5.3 How did the changes resulting from isolation affect Japan economically, politically and socially during the Edo period? (ER, PADM, CC, I)

Skills and Processes

8.S.1.2 critically evaluate ideas, information and positions from multiple perspectives
8.S.1.3 demonstrate the ability to analyze local and current affairs
8.S.3.5 use geographic tools, such as Geographic Information Systems (GIS) software, to assist in preparing graphs and maps
8.S.9.2 examine the values, lifestyles and points of view represented in a media message

I can explain how a society's worldview can influence the choice to remain isolated from others.
I can explain how models of governance and decision making reflect a society's worldview.

Knowledge and Understanding

I can explain how Japan isolated itself from the rest of the world.
I can describe the changes that isolation brought to Japan during the Edo period.
I can explain how isolation impacted Japan economically, politically and socially during the Edo period.

Skills and Processes

I can understand how different people would feel about an issue.
I can identify examples of worldview in events that are occurring in my community and around the world.
I can develop ideas and strategies on my own as well as contribute these in a group.
I can support my suggestions to solve problems and/or make decision with facts and reasons.

Change Within Isolation

(p. 314 – 319)

Values and Attitudes

I can understand that worldview is shaped by factors such as time and geographic location.
I can explain how a society's worldview can influence the choice to remain isolated from others.
I can explain how models of governance and decision making reflect a society's worldview.

Knowledge and Understanding

I can explain how Japan isolated itself from the rest of the world.
I can describe the changes that isolation brought to Japan during the Edo period.
I can explain how isolation impacted Japan economically, politically and socially during the Edo period.

Skills and Processes

I can understand how different people would feel about an issue.
I can identify examples of worldview in events that are occurring in my community and around the world.
I can use geographic tools, such as Geographic Information Systems (GIS) software, in preparation of graphs and maps
I can identify values, lifestyle and points of view presented in media messages.

<p>Cracks in the Foundation (p. 320 – 325)</p> <p>Values and Attitudes</p> <p>8.1.1 appreciate the roles of time and geographic location in shaping a society’s worldview (C, I, TCC)</p> <p>8.1.2 appreciate how a society’s worldview can foster the choice to remain an isolated society (C, I, TCC)</p> <p>8.1.3 appreciate how models of governance and decision making reflect a society’s worldview (C, I, TCC)</p> <p>Knowledge and Understanding</p> <p>8.1.5.1 In what ways did Japan isolate itself from the rest of the world? (PADM, LPP,CC)</p> <p>8.1.5.2 How did isolation during the Edo period lead to changes in Japan? (CC,PADM)</p> <p>8.1.5.3 How did the changes resulting from isolation affect Japan economically, politically and socially during the Edo period? (ER, PADM, CC, I)</p> <p>Skills and Processes</p> <p>8.S.1.2 critically evaluate ideas, information and positions from multiple perspectives</p> <p>8.S.1.5 generate creative ideas and strategies in individual and group activities</p> <p>8.S.7.2 develop a position supported by information gathered through research</p> <p>8.S.7.9 plan and conduct a search, using a wide variety of electronic sources</p> <p>8.S.8.1 communicate in a persuasive and engaging manner through speeches, multimedia presentations and written and oral reports, taking particular audiences and purposes into consideration</p>	<p>Cracks in the Foundation (p. 320 – 325)</p> <p>Values and Attitudes</p> <p>I can understand that worldview is shaped by factors such as time and geographic location.</p> <p>I can explain how a society’s worldview can influence the choice to remain isolated from others.</p> <p>I can explain how models of governance and decision making reflect a society’s worldview.</p> <p>Knowledge and Understanding</p> <p>I can explain how Japan isolated itself from the rest of the world.</p> <p>I can describe the changes that isolation brought to Japan during the Edo period.</p> <p>I can explain how isolation impacted Japan economically, politically and socially during the Edo period.</p> <p>Skills and Processes</p> <p>I can understand how different people would feel about an issue.</p> <p>I can develop ideas and strategies on my own as well as contribute these in a group.</p> <p>I can defend a position based on information gathered through research.</p> <p>I can plan and conduct a search using a wide variety of electronic sources.</p> <p>I can communicate persuasively in a variety of ways with consideration of audience and purpose.</p>
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Contact and Change in Meiji Japan 15

Key Outcomes Addressed	Student “I can” Statements
<p>The End of Isolation (p. 328 – 335)</p> <p>Values and Attitudes</p> <p>8.1.1 appreciate the roles of time and geographic location in shaping a society’s worldview (C, I, TCC)</p> <p>8.1.3 appreciate how models of governance and decision making reflect a society’s worldview (C, I, TCC)</p>	<p>The End of Isolation (p. 328 – 335)</p> <p>Values and Attitudes</p> <p>I can understand that worldview is shaped by factors such as time and geographic location.</p> <p>I can explain how models of governance and decision making reflect a society’s worldview.</p>

<p>Knowledge and Understanding</p> <p>8.1.6.1 What were the motivations for the radical changes in Japan’s model of organization during the Meiji period? (ER, CC, PADM)</p> <p>8.1.6.2 How did Japan adapt to changes brought on by the transition from feudal to modern models of organization? (CC, TCC, I)</p> <p>8.1.6.3 How did the changes resulting from adaptation affect Japan economically, politically and socially during the Meiji period? (ER, CC, PADM)</p> <p>8.1.6.4 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)</p> <p>8.1.6.5 What challenges emerged for the Japanese in maintaining traditional cultural aspects of their society while undergoing rapid change? (CC, I, TCC)</p> <p>Skills and Processes</p> <p>8.S.2.3 analyze the historical contexts of key events of a given time period</p> <p>8.S.8.1 communicate in a persuasive and engaging manner through speeches, multimedia presentations and written and oral reports, taking particular audiences and purposes into consideration</p> <p>A Changing Order (p. 336 – 342)</p> <p>Values and Attitudes</p> <p>8.1.1 appreciate the roles of time and geographic location in shaping a society’s worldview (C, I, TCC)</p> <p>8.1.3 appreciate how models of governance and decision making reflect a society’s worldview (C, I, TCC)</p> <p>Knowledge and Understanding</p> <p>8.1.6.1 What were the motivations for the radical changes in Japan’s model of organization during the Meiji period? (ER, CC, PADM)</p> <p>8.1.6.2 How did Japan adapt to changes brought on by the transition from feudal to modern models of organization? (CC, TCC, I)</p> <p>8.1.6.3 How did the changes resulting from adaptation affect Japan economically, politically and socially during the Meiji period? (ER, CC, PADM)</p> <p>8.1.6.4 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)</p> <p>8.1.6.5 What challenges emerged for the Japanese in maintaining traditional cultural aspects of their society while undergoing rapid change? (CC, I, TCC)</p> <p>Skills and Processes</p> <p>8.S.1.3 demonstrate the ability to analyze local and current affairs</p> <p>8.S.2.1 distinguish cause, effect, sequence and correlation in historical events, including the long and short-term causal relations</p>	<p>Knowledge and Understanding</p> <p>I can describe the reasons for the radical changes in Japan’s model of organization during the Meiji period.</p> <p>I can explain Japan’s movement from the feudal system to modern models of organization.</p> <p>I can explain how the changes during the Meiji period impacted Japan economically, politically and socially.</p> <p>I can compare the changes brought in during a time of isolation in the Edo period with the changes resulting from adaptation in the Meiji period.</p> <p>I can explain the challenges Japan faced in maintaining traditional cultural aspects of their society while undergoing rapid change.</p> <p>Skills and Processes</p> <p>I can analyze the historical contexts of key events of a given time period.</p> <p>I can communicate persuasively in a variety of ways with consideration of audience and purpose.</p> <p>A Changing Order (p. 336 – 342)</p> <p>Values and Attitudes</p> <p>I can understand that worldview is shaped by factors such as time and geographic location.</p> <p>I can explain how models of governance and decision making reflect a society’s worldview.</p> <p>Knowledge and Understanding</p> <p>I can describe the reasons for the radical changes in Japan’s model of organization during the Meiji period.</p> <p>I can explain Japan’s movement from the feudal system to modern models of organization.</p> <p>I can explain how the changes during the Meiji period impacted Japan economically, politically and socially.</p> <p>I can compare the changes brought in during a time of isolation in the Edo period with the changes resulting from adaptation in the Meiji period.</p> <p>I can explain the challenges Japan faced in maintaining traditional cultural aspects of their society while undergoing rapid change.</p> <p>Skills and Processes</p> <p>I can identify examples of worldview in events that are occurring in my community and around the world.</p> <p>I can identify the differences in long and short term causes as well as list the sequence of events and their effects.</p>
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<p>Industrialization in Japan (p. 343 – 349)</p> <p>Values and Attitudes 8.1.1 appreciate the roles of time and geographic location in shaping a society’s worldview (C, I, TCC) 8.1.3 appreciate how models of governance and decision making reflect a society’s worldview (C, I, TCC)</p> <p>Knowledge and Understanding 8.1.6.1 What were the motivations for the radical changes in Japan’s model of organization during the Meiji period? (ER, CC, PADM) 8.1.6.2 How did Japan adapt to changes brought on by the transition from feudal to modern models of organization? (CC, TCC, I) 8.1.6.3 How did the changes resulting from adaptation affect Japan economically, politically and socially during the Meiji period? (ER, CC, PADM) 8.1.6.4 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) 8.1.6.5 What challenges emerged for the Japanese in maintaining traditional cultural aspects of their society while undergoing rapid change? (CC, I, TCC)</p> <p>Skills and Processes 8.S.1.2 critically evaluate ideas, information and positions from multiple perspectives 8.S.7.3 draw conclusions based upon research and evidence 8.S.7.9 plan and conduct a search, using a wide variety of electronic sources 8.S.8.5 listen to others in order to understand their perspectives</p>	<p>Industrialization in Japan (p. 343 – 349)</p> <p>Values and Attitudes I can understand that worldview is shaped by factors such as time and geographic location. I can explain how models of governance and decision making reflect a society’s worldview.</p> <p>Knowledge and Understanding I can describe the reasons for the radical changes in Japan’s model of organization during the Meiji period. I can explain Japan’s movement from the feudal system to modern models of organization. I can explain how the changes during the Meiji period impacted Japan economically, politically and socially. I can compare the changes brought in during a time of isolation in the Edo period with the changes resulting from adaptation in the Meiji period. I can explain the challenges Japan faced in maintaining traditional cultural aspects of their society while undergoing rapid change.</p> <p>Skills and Processes I can understand how different people would feel about an issue. I can support my conclusions with evidence I have researched. I can plan and conduct a search using a wide variety of electronic sources. I can listen to other people to understand their thoughts and ideas.</p>
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Key Outcomes Addressed	Student “I can” Statements
<p>Change and Resistance (p. 352 – 361)</p> <p>Values and Attitudes 8.1.3 appreciate how models of governance and decision making reflect a society’s worldview (C, I, TCC)</p>	<p>Change and Resistance (p. 352 – 361)</p> <p>Values and Attitudes I can explain how models of governance and decision making reflect a society’s worldview.</p>

<p>8.1.4 appreciate how a society's worldview shapes individual citizenship and identity (C, I, TCC)</p> <p>Knowledge and Understanding</p> <p>8.1.6.2 How did Japan adapt to changes brought on by the transition from feudal to modern models of organization? (CC, TCC, I)</p> <p>8.1.6.3 How did the changes resulting from adaptation affect Japan economically, politically and socially during the Meiji period? (ER, CC, PADM)</p> <p>8.1.6.4 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)</p> <p>8.1.6.5 What challenges emerged for the Japanese in maintaining traditional cultural aspects of their society while undergoing rapid change? (CC, I, TCC)</p> <p>Skills and Processes</p> <p>8.S.1.3 demonstrate the ability to analyze local and current affairs</p> <p>8.S.1.4 re-evaluate personal opinions to broaden understanding of a topic or an issue</p> <p>8.S.8.2 use skills of informal debate to persuasively express differing viewpoints regarding an issue</p> <p>8.S.8.3 elicit, clarify and respond appropriately to questions, ideas and multiple points of view presented in discussions</p> <p>8.S.8.5 listen to others in order to understand their perspectives</p> <p>Strong Army, Strong Country (p. 362 – 366)</p> <p>Values and Attitudes</p> <p>8.1.3 appreciate how models of governance and decision making reflect a society's worldview (C, I, TCC)</p> <p>8.1.4 appreciate how a society's worldview shapes individual citizenship and identity (C, I, TCC)</p> <p>Knowledge and Understanding</p> <p>8.1.6.2 How did Japan adapt to changes brought on by the transition from feudal to modern models of organization? (CC, TCC, I)</p> <p>8.1.6.3 How did the changes resulting from adaptation affect Japan economically, politically and socially during the Meiji period? (ER, CC, PADM)</p> <p>8.1.6.4 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)</p> <p>8.1.6.5 What challenges emerged for the Japanese in maintaining traditional cultural aspects of their society while undergoing rapid change? (CC, I, TCC)</p>	<p>I can describe how individual citizenship and identity are shaped by a society's worldview.</p> <p>Knowledge and Understanding</p> <p>I can explain Japan's movement from the feudal system to modern models of organization.</p> <p>I can explain how the changes during the Meiji period impacted Japan economically, politically and socially.</p> <p>I can compare the changes brought in during a time of isolation in the Edo period with the changes resulting from adaptation in the Meiji period.</p> <p>I can explain the challenges Japan faced in maintaining traditional cultural aspects of their society while undergoing rapid change.</p> <p>Skills and Processes</p> <p>I can identify examples of worldview in events that are occurring in my community and around the world.</p> <p>I can re-evaluate my own opinion to help me broaden my understanding of a topic or an issue.</p> <p>I can use my skills of informal debate to persuade others to consider my viewpoint.</p> <p>I can demonstrate respect for differences when responding to comments or answering questions.</p> <p>I can listen to other people to understand their thoughts and ideas.</p> <p>Strong Army, Strong Country (p. 362 – 366)</p> <p>Values and Attitudes</p> <p>I can explain how models of governance and decision making reflect a society's worldview.</p> <p>I can describe how individual citizenship and identity are shaped by a society's worldview.</p> <p>Knowledge and Understanding</p> <p>I can explain Japan's movement from the feudal system to modern models of organization.</p> <p>I can explain how the changes during the Meiji period impacted Japan economically, politically and socially.</p> <p>I can compare the changes brought in during a time of isolation in the Edo period with the changes resulting from adaptation in the Meiji period.</p> <p>I can explain the challenges Japan faced in maintaining traditional cultural aspects of their society while undergoing rapid change.</p>
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<p>Skills and Processes 8.S.1.1 analyze the validity of information based on context, bias, source, objectivity, evidence and reliability to broaden understanding of a topic or an issue</p> <p>8.S.3.2 use thematic maps to describe cultural and political regions</p> <p>Into the Future (p. 367 – 371)</p> <p>Values and Attitudes 8.1.3 appreciate how models of governance and decision making reflect a society’s worldview (C, I, TCC) 8.1.4 appreciate how a society’s worldview shapes individual citizenship and identity (C, I, TCC)</p> <p>Knowledge and Understanding 8.1.6.2 How did Japan adapt to changes brought on by the transition from feudal to modern models of organization? (CC, TCC, I) 8.1.6.3 How did the changes resulting from adaptation affect Japan economically, politically and socially during the Meiji period? (ER, CC, PADM) 8.1.6.4 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) 8.1.6.5 What challenges emerged for the Japanese in maintaining traditional cultural aspects of their society while undergoing rapid change? (CC, I, TCC)</p> <p>Skills and Processes 8.S.1.1 analyze the validity of information based on context, bias, source, objectivity, evidence and reliability to broaden understanding of a topic or an issue 8.S.7.5 organize and synthesize researched information</p> <p>culminating activity 8.S.7.1 integrate and synthesize concepts to provide an informed point of view on a research question or an issue 8.S.7.5 organize and synthesize researched information 8.S.7.13 make connections among related, organized data and assemble various pieces into a unified message</p>	<p>Skills and Processes I can understand the importance of using a variety of sources and analyzing information for objectivity and reliability. I can determine the validity of information based on context, bias, source, objectivity, evidence and reliability as I learn more about the topic or issue. I can use a variety of maps to illustrate cultural and political regions.</p> <p>Into the Future (p. 367 – 371)</p> <p>Values and Attitudes I can explain how models of governance and decision making reflect a society’s worldview. I can describe how individual citizenship and identity are shaped by a society’s worldview.</p> <p>Knowledge and Understanding I can explain Japan’s movement from the feudal system to modern models of organization. I can explain how the changes during the Meiji period impacted Japan economically, politically and socially. I can compare the changes brought in during a time of isolation in the Edo period with the changes resulting from adaptation in the Meiji period. I can explain the challenges Japan faced in maintaining traditional cultural aspects of their society while undergoing rapid change.</p> <p>Skills and Processes I can understand the importance of using a variety of sources and analyzing information for objectivity and reliability. I can determine the validity of information based on context, bias, source, objectivity, evidence and reliability as I learn more about the topic or issue. I can organize and synthesize information I have researched.</p> <p>culminating activity I can provide an informed point of view on a research question or an issue by integrating and synthesizing concepts. I can organize and synthesize information I have researched. I can use technology to show connections among related, organized data and assemble a variety of pieces of data into a unified message.</p>
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