

# Introduction to Worldview

(p. 2 – 13)

## Key Outcomes Addressed

## Student “I can” Statements

Key Outcomes Addressed	Student “I can” Statements
<p><b>Values and Attitudes</b></p> <p>8.1.4 appreciate how a society’s worldview shapes individual citizenship and identity (C, I, TCC)</p> <p>8.2.2 demonstrate a willingness to consider differing beliefs, values and worldviews (C, I)</p> <p>8.2.3 recognize how beliefs and values are shaped by time, geographic location and societal context (C, TCC, LPP)</p> <p>8.3.1 appreciate how a society’s worldview influences the society’s choices, decisions and interactions with other societies (C, I)</p> <p><b>Skills and Processes</b></p> <p>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.1.2 evaluate ideas, information and positions from multiple perspectives</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.5.2 consider the needs and perspectives of others</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.8.4 offer reasoned comments related to a topic of discussion</p> <p>8.S.8.5 listen to others to understand their points of view</p> <p>8.S.9.2 examine the values, lifestyles and points of view represented in a media message</p>	<p><b>Values and Attitudes</b></p> <p>I can recognize that a society’s worldview shapes individual citizenship and identity</p> <p>I can understand that worldview shapes my point of view</p> <p>I can recognize that not everyone holds the same worldview</p> <p>I can understand that worldview is shaped by factors such as time, geographic location and societal context.</p> <p>I can understand that some worldviews do change.</p> <p>I can understand that a society’s worldview influences the society’s choices, decisions and interactions with other societies</p> <p><b>Skills and Processes</b></p> <p>I can understand the importance of using a variety of sources and analyzing information for objectivity and reliability.</p> <p>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.</p> <p>I can evaluate ideas, information and positions from multiple perspectives</p> <p>I can find current examples of worldview in events that are occurring in my community and around the world</p> <p>I can re-evaluate my personal opinion as I increase my understanding of a topic or an issue.</p> <p>I can demonstrate positive ways to work with people who hold different views and perspectives from mine</p> <p>I can communicate appropriately with questions and ideas when a variety of view points and perspectives are shared in whole class and small group discussions</p> <p>I can encourage others to share their points of view.</p> <p>I can listen to others while they present their points of view</p> <p>I can recognize underlying values and beliefs in messages presented by the media</p>

## Key Outcomes Addressed

## Student “I can” Statements

<p><b>A Changing Society</b> (p.18 –28)</p> <p><b>Values and Attitudes</b></p> <p>8.2.1 appreciate how Renaissance Europe formed the basis for the worldview of the Western world (C, TCC)</p> <p>8.2.2 demonstrate a willingness to consider differing beliefs, values and worldviews (C, I)</p> <p>8.2.3 recognize how beliefs and values are shaped by time, geographic location and societal context (C, TCC, LPP)</p> <p><b>Skills and Processes</b></p> <p>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.1.3 demonstrate the ability to analyze local and current affairs</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>8.S.9.2 examine the values, lifestyles and points of view represented in a media message</p> <p><b>A Religious Society</b> (p.29 –34)</p> <p><b>Values and Attitudes</b></p> <p>8.2.1 appreciate how Renaissance Europe formed the basis for the worldview of the Western world (C, TCC)</p> <p>8.2.2 demonstrate a willingness to consider differing beliefs, values and worldviews (C, I)</p> <p>8.2.3 recognize how beliefs and values are shaped by time, geographic location and societal context (C, TCC, LPP)</p>	<p><b>A Changing Society</b> (p.18 –28)</p> <p><b>Values and Attitudes</b></p> <p>I can identify examples of the Renaissance world view in my community.</p> <p>I can analyze a variety of perspectives and points of view to explore differing beliefs, values, and worldviews.</p> <p>I can recognize that the worldview in the Renaissance created a social structure different from what I live in today.</p> <p>I can understand that worldview is shaped by factors such as time, geographic location and societal context.</p> <p><b>Skills and Processes</b></p> <p>I can understand the importance of using a variety of sources and analyzing information for objectivity and reliability.</p> <p>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.</p> <p>I can analyze a variety of sources of information to develop understandings of life in the Renaissance.</p> <p>I can compare the structure of society in the Renaissance with ours today in Alberta.</p> <p>I can understand how a person’s role is more easily defined in a structured society when I compare it to the open society I live in today.</p> <p>I can illustrate my understandings effectively in a visual form.</p> <p>I can identify values, lifestyle and points of view when presented in chart forms and/or paintings</p> <p><b>A Religious Society</b> (p.29 –34)</p> <p><b>Values and Attitudes</b></p> <p>I can identify examples of religious beliefs of the Renaissance worldview in my community.</p> <p>I can analyze a variety of perspectives and points of view to explore differing beliefs, values, and worldviews.</p> <p>I can recognize that religion was a very important part of the worldview in the Renaissance.</p> <p>I can understand how a person’s role is more easily defined in a structured society when I compare it to the open society I live in today.</p> <p>I can understand that worldview is shaped by factors such as time, geographic location and societal context.</p>
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**Skills and Processes**

8.S.3.1 interpret historical maps to broaden understanding of historical events  
8.S.3.3 construct and interpret various maps to broaden understanding of given topics  
8.S.4.8 use networks to brainstorm, plan and share ideas with group members  
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

**A New Age**

(p. 35 -37)

**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)

**Knowledge and Understanding**

8.2.4.1 What was the Renaissance? (TCC, LPP)

**Skills and Processes**

8.S.1.2 critically evaluate ideas, information and positions from multiple perspectives  
8.S.1.5 generate creative ideas and strategies in individual and group activities  
8.S.2.1 distinguish cause, effect, sequence and correlation in historical events, including the long and short-term causal relations  
8.S.2.3 analyze the historical contexts of key events of a given time period  
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

**Skills and Processes**

I can interpret historical maps to increase my understanding of historical events.  
I can make and interpret various maps to develop understandings of life in the Renaissance  
I can participate in networks to brainstorm, plan and share ideas with group members.  
I can illustrate my understandings effectively in a visual form taking particular audiences and purposes into consideration.

**A New Age**

(p. 35 -37)

**Values and Attitudes**

I can identify examples of religious beliefs of the Renaissance worldview in my community.  
I can analyze a variety of perspectives and points of view to explore differing beliefs, values, and worldviews.  
I can recognize that religion was a very important part of the worldview in the Renaissance.  
I can understand how a person's role is more easily defined in a structured society when I compare it to the open society I live in today.  
I can understand that worldview is shaped by factors such as time, geographic location and societal context.

**Knowledge and Understanding**

I can define the term 'renaissance'

**Skills and Processes**

I can understand how different people would feel about an issue.  
I can develop ideas and strategies on my own as well as contribute in a group.  
I can identify the differences in long and short term causes as well as list the sequence of events and their effects.  
I can identify historical context of key events in a given time period.  
I can illustrate my understandings effectively in visual and written forms taking particular audiences and purposes into consideration.

**Key Outcomes Addressed**

**Student “I can” Statements**

<p><b>The Rise of International Trade</b> (p. 40 -46) <b>Values and Attitudes</b> 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) <b>Knowledge and Understanding</b> 8.2.4.3 How did the physical geography of Renaissance Europe impact trade among, and competition between, European countries? (LPP, TCC) <b>Skills and Processes</b> 8.S.1.3 demonstrate the ability to analyze local and current affairs</p> <p>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.3.4 define geographic problems and issues and pose geographic questions</p> <p><b>The Italian City-States</b> (p. 47 -57) <b>Values and Attitudes</b> 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) <b>Knowledge and Understanding</b> 8.2.4.3 How did the physical geography of Renaissance Europe impact trade among, and competition between, European countries? (LPP, TCC) 8.2.4.4 How did increased trade lead to the emergence of powerful city-states, (i.e., Florence, Venice, Genoa)? (TCC, CC, ER) <b>Skills and Processes</b> 8.S.1.2 evaluate ideas, information and positions from multiple perspectives 8.S.1.3 demonstrate the ability to analyze local and current affairs</p>	<p><b>The Rise of International Trade</b> (p. 40 -46) <b>Values and Attitudes</b> I can identify examples of the Renaissance worldview in my community. I can analyze a variety of perspectives and points of view to explore differing beliefs, values, and worldviews. I can understand that worldview is shaped by factors such as time, geographic location and societal context. <b>Knowledge and Understanding</b> I can explain how the physical geography of Renaissance Europe impacted trade among and competition between, European countries. <b>Skills and Processes</b> I can find current examples of worldview in events that are occurring in my community and around the world I can interpret historical maps to increase my understanding of historical events. I can use a variety of maps to illustrate cultural and political regions. I can define geographic problems and issues and pose geographic questions.</p> <p><b>The Italian City-States</b> (p. 47 -57) <b>Values and Attitudes</b> I can identify examples of the Renaissance worldview in my community. I can analyze a variety of perspectives and points of view to explore differing beliefs, values, and worldviews. I can understand that worldview is shaped by factors such as time, geographic location and societal context. <b>Knowledge and Understanding</b> I can explain how the physical geography of Renaissance Europe impacted trade among and competition between, European countries.  I can describe how increased trade lead to the emergence of powerful city-states (i.e. Florence, Venice, Genoa) <b>Skills and Processes</b> I can understand how different people would feel about an issue. I can find current examples of worldview in events that are occurring in my community and around the world</p>
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<p>8.S.1.5 generate creative ideas and strategies in individual and group activities</p> <p>8.S.3.2 use thematic maps to describe cultural and political regions</p> <p>8.S.4.8 use networks to brainstorm, plan and share ideas with group members</p> <p>8.S.5.4 access, retrieve and share information from electronic sources such as common files</p> <p>8.S.7.5 organize and synthesize researched information</p> <p>8.S.7.9 plan and conduct a search, using a wide variety of electronic sources</p> <p>8.S.7.15 analyze and synthesize information to create a product</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>8.S.8.2 use skills of informal debate to persuasively express differing viewpoints regarding an issue</p>	<p>I can develop ideas and strategies on my own as well as contribute in a group.</p> <p>I can use a variety of maps to illustrate cultural and political regions.</p> <p>I can participate in networks to brainstorm, plan and share ideas with group members.</p> <p>I can use technology to access, retrieve and share information.</p> <p>I can organize and synthesize information I have researched.</p> <p>I can plan and conduct a search using a wide variety of electronic sources.</p> <p>I can create a product by using technology to show information that I have analyzed and synthesized.</p> <p>I can communicate persuasively in a variety of ways with consideration of audience and purpose.</p> <p>I can use my skills of informal debate to persuade.</p>
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## Key Outcomes Addressed

## Student “I can” Statements

<p><b><i>A Rebirth of Ideas</i></b> ( p. 60- 64)</p> <p><b>Values and Attitudes</b> 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)</p> <p><b>Knowledge and Understanding</b> 8.2.4.1 What was the Renaissance? (TCC, LPP) 8.2.4.5 In what ways did thinkers and philosophers influence society in the development of a humanist worldview during the Renaissance? (GC, I)</p> <p><b>Skills and Processes</b> 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.1.2 critically evaluate ideas, information and positions from multiple perspective 8.S.1.3 demonstrate the ability to analyze local and current affairs</p> <p><b><i>Thinkers and Society</i></b> ( p. 65- 69)</p> <p><b>Values and Attitudes</b> 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)</p> <p><b>Knowledge and Understanding</b> 8.2.4.5 In what ways did thinkers and philosophers influence society in the development of a humanist worldview during the Renaissance? (GC, I)</p> <p><b>Skills and Processes</b> 8.S.1.2 evaluate ideas, information and positions from multiple perspectives 8.S.1.3 demonstrate the ability to analyze local and current affairs 8.S.4.1 demonstrate skills of compromise and devise strategies to reach group consensus 8.S.5.1 identify and use a variety of strategies to resolve conflicts peacefully and fairly</p>	<p><b><i>A Rebirth of Ideas</i></b> ( p. 60- 64)</p> <p><b>Values and Attitudes</b> I can identify examples of the Renaissance world view in my community. I can analyze a variety of perspectives and points of view to explore differing beliefs, values, and worldviews I can understand that worldview is shaped by factors such as time, geographic location and societal context.</p> <p><b>Knowledge and Understanding</b> I can identify values and beliefs of the Renaissance I can explain how thinkers and philosophers influenced society in the development of a humanist worldview during the Renaissance.</p> <p><b>Skills and Processes</b> I can determine the validity of information based on context, bias, source, objectivity, evidence. I can analyze a variety of sources of information to develop understandings of life in the Renaissance.</p> <p>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.</p> <p><b><i>Thinkers and Society</i></b> ( p. 65- 69)</p> <p><b>Values and Attitudes</b> I can identify examples of the Renaissance world view in my community. I can analyze a variety of perspectives and points of view to explore differing beliefs, values, and worldviews I can understand that worldview is shaped by factors such as time, geographic location and societal context.</p> <p><b>Knowledge and Understanding</b> I can explain how thinkers and philosophers influenced society in the development of a humanist worldview during the Renaissance.</p> <p><b>Skills and Processes</b> I can understand how different people would feel about an issue. I can compare humanist values and beliefs with ours today in Alberta. I can consider other individual's points of view while attempting to come to agreement within a group.</p>
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<p>8.S.5.3 demonstrate leadership within groups, where appropriate</p> <p>8.S.8.5 listen to others in order to understand their points of view</p> <p><b>Society and the Arts</b> ( p. 70 - 77)</p> <p><b>Values and Attitudes</b></p> <p>8.2.1 appreciate how Renaissance Europe formed the basis for the worldview of the western world (C, TCC)</p> <p>8.2.2 demonstrate a willingness to consider differing beliefs, values and worldviews (C, I)</p> <p>8.2.3 recognize how beliefs and values are shaped by time, geographic location and societal context (C, TCC)</p> <p><b>Knowledge and Understanding</b></p> <p>8.2.4.2 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)</p> <p>8.2.4.5 In what ways did thinkers and philosophers influence society in the development of a humanist worldview during the Renaissance? (GC, I)</p> <p><b>Skills and Processes</b></p> <p>8.S.1.2 evaluate ideas, information and positions from multiple perspectives</p> <p>8.S.4.8 use networks to brainstorm, plan and share ideas with group members</p> <p>8.S.5.4 access, retrieve and share information from electronic sources such as common files</p> <p>8.S.7.1 integrate and synthesize concepts to provide an informed point of view on a research question or an issue</p> <p>8.S.7.5 organize and synthesize researched information</p> <p>8.S.7.6 formulate new questions as research progresses</p> <p>8.S.7.9 plan and conduct a search, using a wide variety of electronic sources</p> <p>8.S.7.16 access and retrieve information through the electronic network in the context of a group research project</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>I can demonstrate positive ways to work with others by listening carefully and trying to understand those who have different opinions than I have.</p> <p>I can listen to other people to understand their thoughts and ideas.</p> <p><b>Society and the Arts</b> ( p. 70 - 77)</p> <p><b>Values and Attitudes</b></p> <p>I can identify examples of the Renaissance world view in my community.</p> <p>I can analyze a variety of perspectives and points of view to explore differing beliefs, values, and worldviews</p> <p>I can understand that worldview is shaped by factors such as time, geographic location and societal context.</p> <p><b>Knowledge and Understanding</b></p> <p>I can describe how the Renaissance encouraged the growth and exchange of ideas and knowledge across Europe ( i.e. astronomy, mathematics, science, politics, religion, arts).</p> <p>I can explain how thinkers and philosophers influenced society in the development of a humanist worldview during the Renaissance.</p> <p><b>Skills and Processes</b></p> <p>I can understand how different people would feel about an issue.</p> <p>I can participate in networks to brainstorm, plan and share ideas with group members.</p> <p>I can use technology to access, retrieve and share information.</p> <p>I can provide an informed point of view on a research question or an issue by integrating and synthesizing concepts.</p> <p>I can organize and synthesize information I have researched.</p> <p>I can develop new questions as I proceed with my research.</p> <p>I can plan and conduct a search using a wide variety of electronic sources.</p> <p>I can use technology to access, retrieve and share information.</p> <p>I can communicate persuasively in a variety of ways with consideration of audience and purpose.</p>
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## Key Outcomes Addressed

## Student “I can” Statements

<p><b>Science: A New Way of Seeing</b> ( p. 80 – 87)</p> <p><b>Values and Attitudes</b> 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)</p> <p><b>Knowledge and Understanding</b> 8.2.4.2 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)</p> <p><b>Skills and Processes</b> 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.4.3 propose and apply strategies or options to solve problems and deal with issues 8.S.5.4 access, retrieve and share information from electronic sources such as common files 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.7.10 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 8.S.7.12 evaluate the relevance of electronically accessed information to a particular topic</p> <p><b>Political and Religious Leadership</b> ( p. 88 – 96)</p> <p><b>Values and Attitudes</b> 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)</p>	<p><b>Science: A New Way of Seeing</b> ( p. 80 – 87)</p> <p><b>Values and Attitudes</b> I can identify examples of the Renaissance world view in my community. I can analyze a variety of perspectives and points of view to explore differing beliefs, values, and worldviews I can understand that worldview is shaped by factors such as time, geographic location and societal context.</p> <p><b>Knowledge and Understanding</b> I can describe how the Renaissance encouraged the growth and exchange of ideas and knowledge across Europe ( i.e. astronomy, mathematics, science, politics, religion, arts).</p> <p><b>Skills and Processes</b> 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 analyze a variety of sources of information to develop understandings of life in the Renaissance. I can suggest a variety of strategies or options to solve problems and deal with issues. I can use technology to access, retrieve and share information. I can support my conclusions based upon evidence I have researched. I can plan carefully so I will use a wide variety of technology to do research.</p> <p>I can assess whether or not electronically accessed information relates to the topic I am researching.</p> <p><b>Political and Religious Leadership</b> ( p. 88 – 96)</p> <p><b>Values and Attitudes</b> I can identify examples of the Renaissance world view in my community. I can analyze a variety of perspectives and points of view to explore differing beliefs, values, and worldviews I can understand that worldview is shaped by factors such as time, geographic location and societal context.</p>
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**Knowledge and Understanding**

8.2.4.2 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)

8.2.4.5 In what ways did thinkers and philosophers influence society in the development of a humanist worldview during the Renaissance? (GC, I)

**Skills and Processes**

8.S.1.3 demonstrate the ability to analyze local and current affairs

8.S.3.2 use thematic maps to describe cultural and political regions

8.S.4.8 use networks to brainstorm, plan and share ideas with group members

8.S.7.2 develop a position supported by information gathered through research

8.S.7.5 organize and synthesize researched information

***The Spread of Ideas***

( p. 97 – 103)

**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)

**Knowledge and Understanding**

8.2.4.2 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)

8.2.4.5 In what ways did thinkers and philosophers influence society in the development of a humanist worldview during the Renaissance? (GC, I)

8.2.4.7 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**

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.2.1 distinguish cause, effect, sequence and correlation in historical events, including the long and short-term causal relations

8.S.3.2 use thematic maps to describe cultural and political regions

**Knowledge and Understanding**

I can describe how the Renaissance encouraged the growth and exchange of ideas and knowledge across Europe ( i.e. astronomy, mathematics, science, politics, religion, arts).

I can identify examples of how thinkers and philosophers influenced the development of a humanist worldview during the Renaissance.

**Skills and Processes**

I can identify examples of worldview in events that are occurring in my community and around the world.

I can compare the beliefs of political and religious leaders in the Renaissance with ours today in Alberta.

I can use a variety of maps to illustrate cultural and political regions.

I can participate in networks to brainstorm, plan and share ideas with group members.

I can defend a position based on information gathered through research.

I can organize and synthesize information I have researched.

***The Spread of Ideas***

( p. 97 – 103)

**Values and Attitudes**

I can identify examples of the Renaissance world view in my community.

I can analyze a variety of perspectives and points of view to explore differing beliefs, values, and worldviews

I can understand that worldview is shaped by factors such as time, geographic location and societal context.

**Knowledge and Understanding**

I can describe how the Renaissance encouraged the growth and exchange of ideas and knowledge across Europe ( i.e. astronomy, mathematics, science, politics, religion, arts).

I can identify examples of how thinkers and philosophers influenced the development of a humanist worldview during the Renaissance.

I can explain how exploration and intercultural contact during the Renaissance affected the citizenship and identity of Europeans.

**Skills and Processes**

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 identify the differences in long and short term causes as well as list the sequence of events and effects.

I can use a variety of maps to illustrate cultural and political regions.

<p>8.S.4.4 participate in and predict outcomes of problem-solving and decision-making scenarios</p> <p>8.S.4.8 use networks to brainstorm, plan and share ideas with group members</p> <p>8.S.7.2 develop a position supported by information gathered through research</p> <p>8.S.7.15 analyze and synthesize information to create a product</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>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 participate in and predict outcomes of problem-solving and decision-making scenarios.</p> <p>I can participate in networks to brainstorm, plan and share ideas with group members.</p> <p>I can defend a position based on information gathered through research.</p> <p>I can create a product by using technology to show information that I have analyzed and synthesized.</p> <p>I can communicate persuasively in a variety of ways with consideration of audience and purpose.</p> <p>I can explain the impact of television, the internet, radio and print media on a particular current affairs issue.</p>
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The Age of Exploration 5

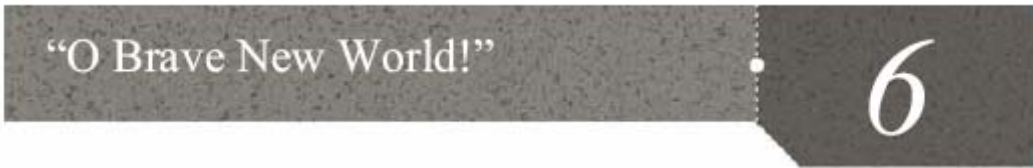
**Key Outcomes Addressed**

**Student “I can” Statements**

<p><b><i>The Desire to Explore</i></b> ( p. 106 - 113)</p> <p><b>Values and Attitudes</b></p> <p>8.2.1 appreciate how Renaissance Europe formed the basis for the worldview of the western world (C, TCC)</p> <p>8.2.2 demonstrate a willingness to consider differing beliefs, values and worldviews (C, I)</p> <p>8.2.3 recognize how beliefs and values are shaped by time, geographic location and societal context (C, TCC)</p> <p><b>Knowledge and Understanding</b></p> <p>8.2.4.6 In what ways were the Age of Discovery and the rise of imperialism expressions of an expansionist worldview? (TCC, PADM, LPP)</p> <p>8.2.4.3 How did the physical geography of Renaissance Europe impact trade among, and competition between, European countries? (LPP, TCC)</p> <p>8.2.4.7 In what ways did exploration and intercultural contact during the Renaissance affect the citizenship and identity of Europeans? (C, I, GC, LPP, TCC)</p> <p><b>Skills and Processes</b></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>8.S.2.5 identify patterns in organized information</p>	<p><b><i>The Desire to Explore</i></b> ( p. 106 - 113)</p> <p><b>Values and Attitudes</b></p> <p>I can identify examples of the Renaissance worldview in my community.</p> <p>I can analyze a variety of perspectives and points of view to explore differing beliefs, values, and worldviews</p> <p>I can understand that worldview is shaped by factors such as time, geographic location and societal context.</p> <p><b>Knowledge and Understanding</b></p> <p>I can explain how the Age of Discovery and the Rise of Imperialism were expressions of an expansionist worldview.</p> <p>I can explain how the physical geography of Renaissance Europe impacted trade among and competition between, European countries.</p> <p>I can explain how exploration and intercultural contact during the Renaissance affected the citizenship and identity of Europeans.</p> <p><b>Skills and Processes</b></p> <p>I can compare economic and religious beliefs of the Renaissance with ours today in Alberta.</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> <p>I can use technology to show patterns in information.</p>
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<p>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</p> <p><b>The Means to Explore</b> ( p. 114 - 119) <b>Values and Attitudes</b> 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)</p> <p><b>Knowledge and Understanding</b> 8.2.4.6 In what ways were the Age of Discovery and the rise of imperialism expressions of an expansionist worldview? (TCC, PADM, LPP) 8.2.4.7 In what ways did exploration and intercultural contact during the Renaissance affect the citizenship and identity of Europeans? (C, I, GC, LPP, TCC)</p> <p><b>Skills and Processes</b> 8.S.3.1 interpret historical maps to broaden understanding of historical events 8.S.7.5 organize and synthesize researched information</p> <p><b>European Expansion</b> ( p. 120 - 127) <b>Values and Attitudes</b> 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)</p> <p><b>Knowledge and Understanding</b> 8.2.4.6 In what ways were the Age of Discovery and the rise of imperialism expressions of an expansionist worldview? (TCC, PADM, LPP) <b>Skills and Processes</b> 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.2.3 analyze the historical contexts of key events of a given time period 8.S.2.4 create a simulation or a model, using technology that permits the making of inferences 8.S.4.6 identify appropriate materials and tools to use in order to accomplish a plan of action 8.S.8.3 elicit, clarify and respond appropriately to questions, ideas and multiple points of view presented in discussions</p>	<p>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.</p> <p><b>The Means to Explore</b> ( p. 114 - 119) <b>Values and Attitudes</b> I can identify examples of the Renaissance worldview in my community. I can analyze a variety of perspectives and points of view to explore differing beliefs, values, and worldviews I can understand that worldview is shaped by factors such as time, geographic location and societal context.</p> <p><b>Knowledge and Understanding</b> I can explain how the Age of Discovery and the Rise of Imperialism were expressions of an expansionist worldview. I can explain how exploration and intercultural contact during the Renaissance affected the citizenship and identity of Europeans.</p> <p><b>Skills and Processes</b> I can interpret historical maps to increase my understanding of historical events. I can organize and synthesize information I have researched.</p> <p><b>European Expansion</b> ( p. 120 - 127) <b>Values and Attitudes</b> I can identify examples of the Renaissance worldview in my community. I can analyze a variety of perspectives and points of view to explore differing beliefs, values, and worldviews I can understand that worldview is shaped by factors such as time, geographic location and societal context.</p> <p><b>Knowledge and Understanding</b> I can explain how the Age of Discovery and the Rise of Imperialism were expressions of an expansionist worldview. <b>Skills and Processes</b> 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 analyze the historical contexts of key events of a given time period. I can use technology to create a simulation or a model that allows the making of inferences. I can use the appropriate technology to develop a plan of action. I can engage in productive discussions when I share and clarify ideas.</p>
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8.S.8.4 offer reasoned comments relating to the topic of discussion 8.S.8.5 listen to others in order to understand their perspectives	I can provide reasoned comments relating to the topic of discussion. I can listen to others to understand their thoughts and ideas.
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**Key Outcomes Addressed**

**Student “I can” Statements**

<p><b>European Imperialism</b> ( p. 130 - 138) <b>Values and Attitudes</b> 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)</p> <p><b>Knowledge and Understanding</b> 8.2.4.6 In what ways were the Age of Discovery and the rise of imperialism expressions of an expansionist worldview? (TCC, PADM, LPP) 8.2.4.7 In what ways did exploration and intercultural contact during the Renaissance affect the citizenship and identity of Europeans? (C, I, GC, LPP, TCC)</p> <p><b>Skills and Processes</b> 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.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.1.4 re-evaluate personal opinions to broaden understanding of a topic or an issue 8.S.1.6 access diverse viewpoints on particular topics, using appropriate technologies 8.S.5.4 access, retrieve and share information from electronic sources such as common files 8.S.7.9 plan and conduct a search, using a wide variety of electronic sources</p> <p><b>European Worldview and Identity</b> ( p. 139 – 146) <b>Values and Attitudes</b> 8.2.1 appreciate how Renaissance Europe formed the basis for the worldview of the western world (C, TCC)</p>	<p><b>European Imperialism</b> ( p. 130 - 138) <b>Values and Attitudes</b> I can identify examples of the Renaissance worldview in my community. I can analyze a variety of perspectives and points of view to explore differing beliefs, values, and worldviews I can understand that worldview is shaped by factors such as time, geographic location and societal context.</p> <p><b>Knowledge and Understanding</b> I can explain how the Age of Discovery and the Rise of Imperialism were expressions of an expansionist worldview. I can explain how exploration and intercultural contact during the Renaissance affected the citizenship and identity of Europeans.</p> <p><b>Skills and Processes</b> 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 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 re-evaluate my own opinion to help me broaden my understanding of a topic or an issue. I can use technology to access diverse viewpoints on specific topics.</p> <p>I can use technology to access, retrieve and share information. I can plan and conduct a search using a wide variety of electronic sources.</p> <p><b>European Worldview and Identity</b> ( p. 139 – 146) <b>Values and Attitudes</b> I can identify examples of the Renaissance worldview in my community.</p>
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<p>8.2.2 demonstrate a willingness to consider differing beliefs, values and worldviews (C, I)</p> <p>8.2.3 recognize how beliefs and values are shaped by time, geographic location and societal context (C, TCC)</p> <p><b>Knowledge and Understanding</b></p> <p>8.2.4.6 In what ways were the Age of Discovery and the rise of imperialism expressions of an expansionist worldview? (TCC, PADM, LPP)</p> <p>8.2.4.7 In what ways did exploration and intercultural contact during the Renaissance affect the citizenship and identity of Europeans? (C, I, GC, LPP, TCC)</p> <p><b>Skills and Processes</b></p> <p>8.S.1.3 demonstrate the ability to analyze local and current affairs</p> <p>8.S.3.1 interpret historical maps to broaden understanding of historical events</p> <p>8.S.4.8 use networks to brainstorm, plan and share ideas with group members</p> <p>8.S.5.4 access, retrieve and share information from electronic sources such as common files</p> <p>8.S.7.3 draw conclusions based upon research and evidence</p> <p>8.S.7.9 plan and conduct a search, using a wide variety of electronic sources</p> <p>8.S.7.15 analyze and synthesize information to create a product</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><b>p. 147 culminating activity</b></p> <p>8.S.7.13 make connections among related, organized data and assemble various pieces into a unified message</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>I can analyze a variety of perspectives and points of view to explore differing beliefs, values, and worldviews</p> <p>I can understand that worldview is shaped by factors such as time, geographic location and societal context.</p> <p><b>Knowledge and Understanding</b></p> <p>I can explain how the Age of Discovery and the Rise of Imperialism were expressions of an expansionist worldview.</p> <p>I can explain how exploration and intercultural contact during the Renaissance affected the citizenship and identity of Europeans.</p> <p><b>Skills and Processes</b></p> <p>I can identify examples of worldview in events that are occurring in my community and around the world.</p> <p>I can interpret historical maps to increase my understanding of historical events.</p> <p>I can participate in networks to brainstorm, plan and share ideas with group members.</p> <p>I can use technology to access, retrieve and share information.</p> <p>I can support my conclusions with evidence that I have researched.</p> <p>I can plan and conduct a search using a wide variety of electronic sources.</p> <p>I can create a product by using technology to show information that I have analyzed and synthesized.</p> <p>I can communicate persuasively in a variety of ways with consideration of audience and purpose.</p> <p><b>p. 147 culminating activity</b></p> <p>I can use technology to show connections among related, organized data and assemble a variety of pieces of data into a unified message.</p> <p>I can communicate persuasively in a variety of ways with consideration of audience and purpose.</p>
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