

## **Grade 8 Pearson Social Studies: Worldviews: Contact and Change Year Planner, 2007-2008\***

**Service project (fulfillment of Skills and Processes 8.S.6):** 1) Social justice and/or community volunteer service through student suggestion, in conjunction with other classes, or in part with a special school-wide fundraising drive towards giving to the community (or special member of the community). 2) Citizenship project with recordable hours for unpaid/volunteer work at home, in the school, and within the community. **NOTE:** Timeline of each project to be determined by the project chosen and by teacher and/or student input.

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\* Numbers/Lettering in brackets refers to Alberta's Program of Studies

Unit 1: What is Worldview? Weeks 1 to 3	Week 1 Section 1A: Defining Worldview	Week 2 Section 1B: Impacts of worldview	Week 3 Section 1C: Comparison of Worldview
Outcomes	<ul style="list-style-type: none"> <li>❖ Appreciate how a society’s worldview shapes individual citizenship and identity (8.1.4)</li> <li>❖ Appreciate the roles of time and geographic location in shaping a society’s worldview (8.1.1)</li> </ul>	<p><i>Impact of geography, philosophy, and cultural contact</i></p> <ul style="list-style-type: none"> <li>❖ Appreciate how a society’s worldview influences its choices, decisions, and interactions with others (8.3.1)</li> <li>❖ Appreciate how a society’s worldview shapes individual citizenship and identity (8.1.4)</li> </ul>	<p><i>Factors influencing worldviews and decisions</i></p> <ul style="list-style-type: none"> <li>❖ Demonstrate a willingness to consider differing beliefs, values and worldviews (8.2.2)</li> </ul>
Skills and Processes	<ul style="list-style-type: none"> <li>➤ Re-evaluate personal opinions to broaden understanding of a topic or an issue (8.S.1.iv)</li> <li>➤ Generate creative ideas and strategies in individual and group activities (8.S.1.v)</li> <li>➤ Demonstrate skills of compromise and devise strategies to reach group consensus (8.S.4.i)</li> <li>➤ Offer reasoned comments relating to the topic of discussion (8.S.8.iv)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Generate creative ideas and strategies in individual and group activities (8.S.1.v)</li> <li>➤ Distinguish cause, effect, sequence and correlation in historical events, including the long- and short-term causal relations (8.S.2.i)</li> <li>➤ Construct and interpret various maps to broaden understanding of given topics. (8.S.3.iii)</li> <li>➤ Demonstrate skills of compromise and devise strategies to reach group consensus (8.S.4.iv)</li> <li>➤ Propose and apply new ideas and strategies to contribute to problem solving and decision making, supported with facts and reasons (8.S.4.ii)</li> <li>➤ Offer reasoned comments relating to the topic of discussion (8.S.8.iv)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Critically evaluate ideas, information and positions from multiple perspectives (8.S.1.ii)</li> <li>➤ Elicit, clarify and respond appropriately to questions, ideas and multiple points of view presented in discussions (8.S.8.iii)</li> </ul>
Resources	<p><b>Pearson ST</b><sup>+</sup> (pp. 2, 3-5, 8, 12) and <b>TR</b><sup>+</sup> (pp. 1, 3)</p> <p><b>Handouts:</b> Worldview Icon</p> <p><b>Video Clips:</b> <i>The Gods Must Be Crazy</i>, <i>Hoodwinked</i></p> <p><b>Bulletin Display:</b> Worldview Icon</p>	<p><b>Pearson ST</b> (pp. 4-5, 8, 44/45-map, 217-map, 245, 265-266) and <b>TR</b> (pp. 3-9)</p> <p><b>Maps:</b> Canada and/or provinces, Mexico, and/or Japan</p> <p><b>Bulletin Display:</b> Worldview Icon</p>	<p><b>Pearson ST</b> (pp. 12, 68, 96, 110) and <b>TR</b> (pp. 447)</p> <p><b>Handouts:</b> Venn Diagram</p> <p><b>Articles:</b> related current events items</p>

<sup>+</sup> Student Textbook (ST)

<sup>+</sup> Teacher Resource (TR)

<p>Instructional Strategies</p>	<ul style="list-style-type: none"> <li>➤ Define and differentiate worldview, perspective, and point of view               <ul style="list-style-type: none"> <li>○ Vocabulary</li> <li>○ Independent reading</li> <li>○ Note-making</li> <li>○ Think, pair, share</li> <li>○ Discussion</li> <li>○ Analyzing and interpreting video media</li> <li>○ Current Affairs</li> </ul> </li> <li>➤ Explore/discuss student's own "worldview"               <ul style="list-style-type: none"> <li>○ Text-to-Self Correlation</li> <li>○ Reflection</li> </ul> </li> <li>➤ Explore/discuss Canadian "worldview"               <ul style="list-style-type: none"> <li>○ Text-to-World Correlation</li> <li>○ Think, pair, share</li> <li>○ Discussion</li> <li>○ Current Affairs</li> </ul> </li> <li>➤ Formation of Worldview and worldview elements               <ul style="list-style-type: none"> <li>○ Independent reading</li> <li>○ Note-making</li> <li>○ Discussion</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ Formation of Worldview and worldview elements               <ul style="list-style-type: none"> <li>○ Independent reading</li> <li>○ Note-making</li> <li>○ Discussion</li> </ul> </li> <li>➤ Explore how geography has impacted Canada's worldview. Extend to predictions of Mexico and Japan using maps.               <ul style="list-style-type: none"> <li>○ Think, pair, share</li> <li>○ Discussion</li> <li>○ Map-reading</li> <li>○ Analyzing</li> <li>○ Prediction</li> </ul> </li> <li>➤ Using Canadian "worldview", explore and analyze the reasoning behind its worldview.               <ul style="list-style-type: none"> <li>○ Review and recollection</li> <li>○ Text-to-World Correlation</li> <li>○ Analyzing</li> <li>○ Current Affairs</li> </ul> </li> <li>➤ Explore reasons for change in worldview               <ul style="list-style-type: none"> <li>○ Think, pair, share/jigsaw puzzle</li> <li>○ Note-making</li> <li>○ Discussion</li> <li>○ Current Affairs</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ Comparison of Canada's "worldview" to that of another (i.e. Japan/China, Iraq/Afghanistan, etc.), with further discussion/prediction as to why another culture's worldview is as it is. Current Events items may be brought into discussion at this time.               <ul style="list-style-type: none"> <li>○ Discussion</li> <li>○ Text-to-World Correlation</li> <li>○ Think, pair, share</li> <li>○ Note-making</li> <li>○ Current Affairs</li> </ul> </li> </ul>
<p>Formative and Summative Assessments</p>	<p><b>Formative:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Checks for understanding (questions, comments, discussion, Exit Slips, homework checks, etc.)</li> </ul>	<p><b>Formative:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Checks for understanding (questions, comments, discussion, Exit Slips, Homework checks, etc.)</li> </ul>	<p><b>Formative:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Checks for understanding (questions, comments, discussion, Exit Slips, Homework checks, etc.)</li> </ul> <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Quiz (Cumulative Topic A)</li> </ul>

<p>Unit 2: Why do Societies Change? Weeks 4 to 28</p>	<p>Weeks 4-12 Section 2A: Renaissance and Adaptation</p>	<p>Weeks 13-20 Section 2B: The Aztec and Spanish – Worldview in Conflict</p>	<p>Weeks 21-28 Section 2C: Edo and Meiji Japan – Isolation and Adaptation</p>
<p>Outcomes</p>	<p><i>Development of imperialism and expansionism through adaptation</i></p> <ul style="list-style-type: none"> <li>❖ Recognize how beliefs and values are shaped by time, geographic location and societal context (8.2.3)</li> <li>❖ Critically examine the factors that shaped the worldview evolving in western Europe during the Renaissance (8.2.4: i, ii, v, vii)</li> </ul>	<p><i>Worldview change because of conflict</i></p> <ul style="list-style-type: none"> <li>❖ Appreciate how Aztec and Spanish identities and worldviews were impacted by intercultural contact (8.3.2)</li> <li>❖ Appreciate and recognize how rapid adaptation can radically change a society’s beliefs, values, and knowledge (8.3.3)</li> <li>❖ Critically assess how the Aztecs were affected by the Spanish worldview (8.3.4: i, ii, iii)</li> </ul>	<p><i>Worldview in isolation to adaptation</i></p> <ul style="list-style-type: none"> <li>❖ Appreciate how a society’s worldview can foster the choice to remain an isolated society (8.1.2)</li> <li>❖ Appreciate how a society’s worldview can foster the choice to remain an isolated society (8.1.3)</li> <li>❖ Analyze the effects of cultural isolation during the Edo period (8.1.5: i, ii, iii, iv)</li> </ul> <p>Analyze the effects that rapid adaptation had on traditionally isolated Japanese during the Meiji period (8.1.6: ii, iv)</p>
<p>Skills and Processes</p>	<ul style="list-style-type: none"> <li>➤ Develop skills of critical thinking and creative thinking (8.S.1)</li> <li>➤ Develop skills of historical thinking (8.S.2: i, ii, iii)</li> <li>➤ Develop skills of geographic thinking (8.S.3: i, ii, iii, iv)</li> <li>➤ Demonstrate skills of decision making and problem solving (8.S.4: i, ii, iv, ICT v, vii)</li> <li>➤ Demonstrate skills of cooperation, conflict resolution and consensus building (8.S.5: i, ii, iii, ICT* iv)</li> <li>➤ Apply the research process (8.S.7)</li> <li>➤ Demonstrate skills of oral, written and visual literacy (8.S.8: i, iii, iv, v)</li> <li>➤ Develop skills of media literacy (8.S.9)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Develop skills of critical thinking and creative thinking (8.S.1: i, ii, v)</li> <li>➤ Develop skills of historical thinking (8.S.2: i, ii)</li> <li>➤ Demonstrate skills of decision making and problem solving (8.S.4: ii, iii, iv)</li> <li>➤ Apply the research process (8.S. 7: i, ii, iii, iv, v, ICT ix)</li> <li>➤ Demonstrate skills of oral, written, and visual literacy (8.S.8)</li> <li>➤ Develop skills of media literacy (8.S.9)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Develop skills of critical thinking (8.S.1: ii, iii, ICT vi)</li> <li>➤ Develop skills of historical thinking (8.S.2: i, iii)</li> <li>➤ Develop skills of geographic thinking (8.S.3: i, iii)</li> <li>➤ Demonstrate skills of decision making and problem solving (8.S.4: ii, iii)</li> <li>➤ Apply the research process (8.S.7: ii, iii, vii)</li> <li>➤ Demonstrate skills of oral, written and visual literacy (8.S.8: i, ii)</li> <li>➤ Develop skills of media literacy (8.S.9)</li> </ul>

\* ICT denotes an information and communication technological tie

<p>Resources</p>	<p><b>Pearson ST</b> (pp. 16-147) and <b>TR</b> (pp. 15-120, 257, 262-263, 292, 294, 300-302, 449-498, 597-608, Worldview Inquiry Cards) <b>Handouts:</b> Map of Europe, Timeline Graphic Organizer, other graphic organizers for note-taking <b>Research materials:</b> books, articles, web-based research (possibly pre-selected web-sites by the teacher/teacher-librarian) <b>Culminating Activity:</b> poster-board and/or media presentation software</p>	<p><b>Pearson ST</b> (pp. 148-257) and <b>TR</b> (pp. 121-188, 270, 272, 273, 275, 499-541, 609-631, Worldview Inquiry cards) <b>Handouts:</b> Map of Mexico, Graphic organizers for note-taking/note-making <b>Guest Speaker:</b> Aboriginal speaker</p>	<p><b>Pearson ST</b> (pp. 258-372) and <b>TR</b> (pp. 189-250, 277-278, 281, 283, 286, 287, 298, 300, 542-588, 632-652, Worldview Inquiry Cards) <b>Handouts:</b> Map of Japan, Venn diagram, Graphic organizers for note-taking <b>Fieldtrip:</b> Japanese cultural organization and/or guest speaker</p>
<p>Instructional Strategies</p>	<ul style="list-style-type: none"> <li>➤ Understanding the geography of Europe and its impact on worldview <ul style="list-style-type: none"> <li>○ Mapping</li> <li>○ Analyzing influence on worldview</li> </ul> </li> <li>➤ Timeline/overview of events of the Renaissance period <ul style="list-style-type: none"> <li>○ Vocabulary</li> <li>○ Independent reading</li> <li>○ Note-making/note-taking</li> <li>○ Shared reading</li> <li>○ Discussion</li> <li>○ Concept mapping</li> <li>○ Skim and scan reading</li> </ul> </li> <li>➤ Explore how knowledge influences and creates change in worldview (philosophy, astronomy, math, science, politics, religion, arts, technology, trade, etc.). <ul style="list-style-type: none"> <li>○ Independent reading</li> <li>○ Visual interpretation and analysis</li> <li>○ Note-making/note-taking</li> <li>○ Shared reading</li> <li>○ Discussion</li> <li>○ Concept mapping</li> <li>○ Text-to-Self Correlation</li> <li>○ Text-to-World Correlation</li> <li>○ Skim and scan reading</li> <li>○ Jigsaw/Think, pair share</li> <li>○ Current Affairs</li> </ul> </li> <li>➤ Explore development of humanism and expansionism. <ul style="list-style-type: none"> <li>○ Independent reading</li> <li>○ Visual interpretation and analysis</li> <li>○ Note-making/note-taking</li> <li>○ Shared reading</li> <li>○ Discussion</li> <li>○ Concept mapping</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ Aztec worldview <ul style="list-style-type: none"> <li>○ Vocabulary</li> <li>○ Mapping</li> <li>○ Analyzing influence of geography on worldview</li> <li>○ Independent reading</li> <li>○ Note-making/note-taking</li> <li>○ Shared reading</li> <li>○ Discussion</li> <li>○ Concept mapping and/or graphic organizers</li> <li>○ Skim and scan reading</li> <li>○ Visual interpretation and analysis</li> <li>○ Text-to-Self Correlation</li> <li>○ Text-to-World Correlation</li> <li>○ Jigsaw/Think, pair share</li> <li>○ Current Affairs</li> </ul> </li> <li>➤ Spanish worldview <ul style="list-style-type: none"> <li>○ Vocabulary</li> <li>○ Analyzing influence of geography on worldview</li> <li>○ Independent reading</li> <li>○ Note-making/note-taking</li> <li>○ Shared reading</li> <li>○ Discussion</li> <li>○ Concept mapping and/or graphic organizers</li> <li>○ Skim and scan reading</li> <li>○ Visual interpretation and analysis</li> <li>○ Text-to-Text Correlation (Spanish Worldview compared to worldview built in Renaissance – Unit B1)</li> <li>○ Text-to-Self Correlation</li> <li>○ Text-to-World Correlation</li> <li>○ Jigsaw/Think, pair share</li> <li>○ Current Affairs</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ Geographical influence on Japan’s worldview <ul style="list-style-type: none"> <li>○ Mapping</li> <li>○ Analysis of geography on worldview</li> <li>○ Compare and contrast (Canada)</li> <li>○ Text-to-World Correlation</li> </ul> </li> <li>➤ Edo Japan (isolation) <ul style="list-style-type: none"> <li>○ Role play (economist, sociologist, and political scientist)</li> <li>○ Vocabulary</li> <li>○ Compare and contrast (Canada)</li> <li>○ Independent reading</li> <li>○ Note-making/note-taking</li> <li>○ Shared reading</li> <li>○ Discussion</li> <li>○ Concept mapping</li> <li>○ Current Affairs</li> </ul> </li> <li>➤ Meiji Japan (adaptation) <ul style="list-style-type: none"> <li>○ Role play (economist, sociologist, and political scientist)</li> <li>○ Vocabulary</li> <li>○ Compare and contrast (Canada)</li> <li>○ Independent reading</li> <li>○ Note-making/note-taking</li> <li>○ Shared reading</li> <li>○ Discussion</li> <li>○ Concept mapping</li> <li>○ Current Affairs</li> </ul> </li> <li>➤ Culminating Activity <ul style="list-style-type: none"> <li>○ Compare and contrast</li> <li>○ Text-to-World Correlation</li> <li>○ Text-to-Text Correlation comparison</li> <li>○ Persuasive writing in report form</li> <li>○ Interpretation</li> <li>○ Critical thinking and supportive evidence</li> <li>○ Role play</li> <li>○ Organization of information</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Text-to-Self Correlation</li> <li>○ Text-to-World Correlation</li> <li>○ Skim and scan reading</li> <li>○ Jigsaw/Think, pair share</li> <li>○ Current Affairs</li> <li>➤ Culminating Activity <ul style="list-style-type: none"> <li>○ Presentation</li> <li>○ Group collaboration</li> <li>○ Interpretation</li> <li>○ Research skills and validity of information</li> <li>○ Critical thinking and supportive evidence</li> <li>○ Debate</li> <li>○ Role play</li> <li>○ Visual representation of information</li> <li>○ Organization of information</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ Worldviews in Conflict (similarities, differences, rules of battle) <ul style="list-style-type: none"> <li>○ Independent reading</li> <li>○ Note-making/note-taking</li> <li>○ Shared reading</li> <li>○ Discussion</li> <li>○ Concept mapping and/or graphic organizers</li> <li>○ Text-to-Text Correlation</li> <li>○ Text-to-World Correlation</li> <li>○ Jigsaw/Think, pair share</li> <li>○ Current Affairs</li> </ul> </li> <li>➤ Culminating Activity <ul style="list-style-type: none"> <li>○ Independent reading</li> <li>○ Note-making/note-taking</li> <li>○ Shared reading</li> <li>○ Discussion</li> <li>○ Concept mapping and/or graphic organizers</li> <li>○ Text-to-Text Correlation</li> <li>○ Text-to-World Correlation</li> <li>○ Jigsaw/Think, pair share</li> <li>○ Problem-solving</li> <li>○ Compare and contrast</li> <li>○ Group collaboration</li> <li>○ Interpretation</li> <li>○ Critical thinking and supportive evidence</li> <li>○ Role play</li> <li>○ Organization of information</li> </ul> </li> </ul>	
Formative and Summative Assessments	<p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>☑ Checks for understanding (questions, comments, discussion, Exit Slips, Homework checks, etc.)</li> <li>☑ Self-reflection</li> <li>☑ Peer evaluation</li> </ul> <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>☑ Quiz and/or Test</li> <li>☑ Mapping</li> <li>☑ Culminating activity with rubric – <i>Who made the biggest contribution to the shaping of the worldview of the western world?</i></li> </ul>	<p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>☑ Checks for understanding (questions, comments, discussion, Exit Slips, Homework checks, etc.)</li> <li>☑ Self-reflection</li> <li>☑ Peer evaluation</li> </ul> <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>☑ Quiz and/or Test</li> <li>☑ Mapping</li> <li>☑ Culminating activity with rubric – <i>Disappearance of the Aztec worldview: What REALLY happened?</i></li> </ul>	<p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>☑ Checks for understanding (questions, comments, discussion, Exit Slips, Homework checks, etc.)</li> <li>☑ Self-reflection</li> <li>☑ Peer evaluation</li> </ul> <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>☑ Quiz and/or Test</li> <li>☑ Mapping</li> <li>☑ Culminating activity with rubric – <i>Should Canada adopt a foreign policy of isolationism or a policy of rapid adaptive response (as compared to Japan)?</i></li> </ul>

<p>Unit 3: What Gives a Group Power and Authority? Weeks 29-38</p>	<p>Weeks 29-30 Section 3A: Renaissance Europe and the 21<sup>st</sup> Century</p>	<p>Weeks 31-32 Section 3B: Aztec/Spanish and the 21<sup>st</sup> Century</p>	<p>Weeks 33-34 Section 3C: Adaptation after Isolation – Japan in the 21<sup>st</sup> Century</p>
<p>Outcomes</p>	<p><i>Knowledge leads to power</i></p> <ul style="list-style-type: none"> <li>❖ Appreciate how Renaissance Europe formed the basis for the worldview of the western world</li> <li>❖ Critically examine the factors that shaped the worldview evolving in western Europe during the Renaissance (8.2.4: iii, iv, vi)</li> </ul>	<p><i>Global awareness can lead to group dominance.</i></p> <ul style="list-style-type: none"> <li>❖ Critically assess how the Aztecs were affected by the Spanish worldview (8.3.4: iii, iv, v)</li> </ul>	<p><i>Change is a result of internal/external influences, militarism, and expansionism</i></p> <ul style="list-style-type: none"> <li>❖ Analyze the effects of cultural isolation during the Edo period (8.1.5: v)</li> <li>❖ Analyze the effects that rapid adaptation had on traditionally isolated Japan during the Meiji period (8.1.6: i, iii, v)</li> </ul>
<p>Skills and Processes</p>	<ul style="list-style-type: none"> <li>➤ Develop skills of critical thinking and creative thinking (8.S.1)</li> <li>➤ Develop skills of decision making and problem solving (8.S.4)</li> <li>➤ Demonstrate skills of cooperation, conflict resolution and consensus building (8.S.5)</li> <li>➤ Apply the research process (8.S.7)</li> <li>➤ Demonstrate skills of oral, written, and visual literacy (8.S.8)</li> <li>➤ Develop skills of media literacy (8.S.9. iii)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Develop skills of critical thinking and creative thinking (8.S.1)</li> <li>➤ Develop skills of historical thinking (8.S.2: i, iii, ICT iv, v)</li> <li>➤ Develop skills of geographic thinking (8.S.3)</li> <li>➤ Demonstrate skills of decision making and problem solving (8.S.4)</li> <li>➤ Apply the research process (8.S.7)</li> <li>➤ Demonstrate skills of oral, written and visual literacy (8.S.8, i)</li> <li>➤ Develop skills of media literacy (8.S.9, iii)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Develop skills of critical thinking and creative thinking (8.S.1: ii, v)</li> <li>➤ Develop skills of historical thinking (8.S.2: i, iii)</li> <li>➤ Demonstrate skills of oral, written, and visual literacy (8.S.8)</li> </ul>
	<p><b>Pearson ST</b> (pp. 106-146) and <b>TR</b> (pp. 260 and 267) <b>Handouts:</b> Venn diagram, Graphic organizers for note-taking <b>Current Media Resource:</b> current affair articles and clips portraying companies and/or countries portraying dominance</p>	<p><b>Pearson ST</b> (pp. 214-256) and <b>TR</b> (pp. 268-269, 275) <b>Handouts:</b> Venn Diagram, Graphic organizers for note-taking <b>Current Media Resource:</b> current affair articles and clips showing and/or representing the dominance of a country in the global community</p>	<p><b>Pearson ST</b> (pp. 304-371) and <b>TR</b> (p. 276) <b>Handouts:</b> T-chart organizer, Graphic organizers for note-taking</p>

<p>Instructional Strategies</p>	<ul style="list-style-type: none"> <li>➤ Factors leading to domination (competition, trade, technology, knowledge, worldview) <ul style="list-style-type: none"> <li>○ Compare and contrast</li> <li>○ Think, pair, share</li> <li>○ Discussion</li> <li>○ Text-to-World Correlation</li> <li>○ Current Affairs</li> </ul> </li> <li>➤ Consequences of domination (European global dominance, 21<sup>st</sup> century domination-example: Microsoft, Nike, peer groups, etc.) <ul style="list-style-type: none"> <li>○ Compare and contrast</li> <li>○ Think, pair, share</li> <li>○ Discussion</li> <li>○ Text-to-World Correlation comparison</li> <li>○ Cause and effect</li> <li>○ Current Affairs</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ Introduction to the concept of Global awareness <ul style="list-style-type: none"> <li>○ Group reading</li> <li>○ Discussion</li> <li>○ Text-to-World Correlation</li> <li>○ Text-to-Self Correlation</li> <li>○ Current Affairs</li> </ul> </li> <li>➤ The impact of technology on group dominance – comparison of Aztec/Spanish to Renaissance and the 21<sup>st</sup> century <ul style="list-style-type: none"> <li>○ Compare and contrast</li> <li>○ Think, pair, share</li> <li>○ Discussion</li> <li>○ Text-to-Self Correlation</li> <li>○ Text-to-World Correlation</li> <li>○ Cause and effect</li> <li>○ Current Affairs</li> </ul> </li> <li>➤ Differing beliefs and values impact a group’s ability to adapt and to change. <ul style="list-style-type: none"> <li>○ Compare and contrast</li> <li>○ Think, pair, share</li> <li>○ Discussion</li> <li>○ Text-to-Self Correlation</li> <li>○ Text-to-World Correlation</li> <li>○ Cause and effect</li> <li>○ Current Affairs</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ Change as a result of internal and external influences <ul style="list-style-type: none"> <li>○ Think, pair, share</li> <li>○ Discussion</li> <li>○ Text-to-Self Correlation</li> <li>○ Text-to-World Correlation</li> <li>○ Cause and effect</li> <li>○ Current Affairs</li> </ul> </li> <li>➤ Change as a result of militarism <ul style="list-style-type: none"> <li>○ Think, pair, share</li> <li>○ Discussion</li> <li>○ Text-to-Self Correlation</li> <li>○ Text-to-World Correlation</li> <li>○ Cause and effect</li> <li>○ Current Affairs</li> </ul> </li> <li>➤ Change as a result of expansionism <ul style="list-style-type: none"> <li>○ Think, pair, share</li> <li>○ Discussion</li> <li>○ Text-to-Self Correlation</li> <li>○ Text-to-World Correlation</li> <li>○ Cause and effect</li> <li>○ Current Affairs</li> </ul> </li> <li>➤ Elements of isolation (tradition) remain <ul style="list-style-type: none"> <li>○ Think, pair, share</li> <li>○ Discussion</li> <li>○ Text-to-Self Correlation</li> <li>○ Text-to-World Correlation</li> <li>○ Cause and effect</li> </ul> </li> <li>➤ Comparison of change – Japan, Renaissance Europe, Aztec/Spanish, and change today <ul style="list-style-type: none"> <li>○ Think, pair, share</li> <li>○ Discussion</li> <li>○ Text-to-text correlation</li> <li>○ Text-to-world correlation</li> <li>○ Current affairs</li> </ul> </li> </ul>
<p>Formative and Summative Assessments</p>	<p><b>Formative:</b>  <input checked="" type="checkbox"/> Checks for understanding (questions, comments, discussion, Exit Slips, Homework checks, etc.)</p>	<p><b>Formative:</b>  <input checked="" type="checkbox"/> Checks for understanding (questions, comments, discussion, Exit Slips, Homework checks, etc.)</p>	<p><b>Formative:</b>  <input checked="" type="checkbox"/> Checks for understanding (questions, comments, discussion, Exit Slips, Homework checks, etc.)</p> <p><b>Summative:</b>  <input checked="" type="checkbox"/> Quiz on Unit Three (time permitting)</p>

Unit 4: Culminating Activity and Final Review	Weeks 35-38 Culminating Activity: Your Worldview	Weeks 39-40 Review and Final Exam
Outcomes	<ul style="list-style-type: none"> <li>❖ Appreciate the roles of time and geographic location in shaping a society’s worldview (8.1.1)</li> <li>❖ Appreciate how models of governance and decision making reflect a society’s worldview (8.1.3)</li> <li>❖ Appreciate how a society’s worldview shapes individual citizenship and identity (8.1.4)</li> <li>❖ Recognize how beliefs and values are shaped by time, geographic location and societal context (8.2.3)</li> <li>❖ Appreciate how a society’s worldview influences its choices, decisions and interactions with others (8.3.1)</li> </ul>	n/a
Skills and Processes	<ul style="list-style-type: none"> <li>➤ Develop skills of critical thinking and creative thinking (8.S.1: ii, iv)</li> <li>➤ Develop skills of geographic thinking (8.S.3: iv, vi)</li> <li>➤ Demonstrate skills of decision making and problem solving (8.S.4: v, vi)</li> <li>➤ Apply the research process (8.S.5: vii, ix, xiii)</li> <li>➤ Demonstrate skills of oral, written, and visual literacy (8.S.8: i, iii, v)</li> </ul>	n/a
Resources	<p><b>Pearson ST</b> (pp 373-376, those specific pages required for project) and <b>TR</b> (pp. 251-252, 288, 299, 300, 376)</p> <p><b>Technological Resource(s):</b> computer lab for media presentation preparation</p>	<p><b>Pearson ST</b></p> <p><b>Handouts:</b> Review questions (teacher and/or students created), various graphic organizers for review notes</p> <p><b>Teacher created game suggestions:</b> <i>Jeopardy, Weakest Link, Who Wants to be a Millionaire, Are you Smarter than an 8<sup>th</sup> Grader</i>, or other popular game shows</p>

<p>Instructional Strategies</p>	<ul style="list-style-type: none"> <li>➤ Review and recap of worldview, impacts of worldview, and change of worldview.             <ul style="list-style-type: none"> <li>○ Think, pair, share</li> <li>○ Discussion</li> <li>○ Current Affairs</li> </ul> </li> <li>➤ Culminating Activity: Media presentation on one aspect of student's changing worldview (a reflection)             <ul style="list-style-type: none"> <li>○ Compare and contrast</li> <li>○ Discussion</li> <li>○ Independent reading</li> <li>○ Critical thinking</li> <li>○ Text-to-World Correlation comparison</li> <li>○ Text-to-Self Correlation comparison</li> <li>○ Cause and effect</li> <li>○ Information organization and presentation</li> <li>○ Oral presentation</li> <li>○ Current Affairs</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ Review questions</li> <li>➤ Review games (teacher created)</li> <li>➤ Study groups</li> </ul>
<p>Formative and Summative Assessments</p>	<p><b>Formative:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Checks for understanding (questions, comments, discussion, Homework checks, etc.)</li> </ul> <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Culminating Activity – Media presentation</li> </ul>	<p><b>Summative:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Final Examination</li> </ul>