

GRADE EIGHT SHORT RANGE / CHAPTER PLANNING (INTRODUCTION)

A. Grade Specific Rationale: Grade 8 students will learn how intercultural contact between societies leads to significant change and alters each society's worldview.

B. General Outcome: Though this section does not have a general outcome it is necessary background knowledge and understanding for an investigation of various worldviews and their influences on each other.

C. Resources/Materials:

- Alberta Program of Studies and Online Guide
- **Pearson Worldviews: Contact and Change Introduction**
- Pearson Worldviews: Contact and Change Program components
- Web Sites, other media resources

OUTCOMES	ACTIVITIES AND PROCEDURES SUPPORTING SKILL OUTCOMES	Assessment	
		For Learning	Of Learning
<p><u>Front Matter</u> Citizenship and Identity</p> <p><u>Skills and Processes:</u> 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 perspectives 8.S.1.3 – demonstrate the ability to analyze local and current affairs 8.S.4.8 – use networks to brainstorm, plan and share ideas with group members 8.S.9.2 – examine the values, lifestyles and points of view represented in a media message</p>	<p><u>Instructional Strategies Supporting Integration of Strands:</u> Debates/discussion Value Timeline Read and Connect <u>Instructional Strategies Supporting Effective Reading Skills:</u> Photo Cards Shared Reading Listen and Read Along Listen and Visualize Paired Reading Independent Reading Read and Connect <u>Instructional Strategies Supporting Writing Skills:</u> Interactive/Shared Writing</p>	<p>LM – 1 LM – 2 G – 1 G – 2 G – 10</p>	

OUTCOMES	ACTIVITIES AND PROCEDURES SUPPORTING DIFFERENTIATED INSTRUCTION	Assessment	
		For Learning	Of Learning
<u>Other Curricula:</u> Skill Building: Image Analysis, Exploring Sources Citizenship Inquiry Model	<u>Instructional Strategies Supporting Sharing Information:</u> Think Aloud Think, Pair, Share Read For Information Placemat Group Summaries <u>Instructional Strategies for Organizing Information:</u> Venn Diagram KWL Chart Webbing or Concept Mapping T-Chart Spreadsheets <u>Additional Teacher Modeled Lessons:</u>		

D. Anticipated Timeline: Approximately 1 week

E. Essential Questions for Understanding/Inquiry:

- What is the meaning of worldview?

F. Unit Vocabulary:

Worldview, pervasive, mother tongues, point of view, perspective

GRADE EIGHT SHORT RANGE / CHAPTER PLANNING (CHAPTER ONE)

A. Grade Specific Rationale: Grade 8 students will learn how intercultural contact between societies leads to significant change and alters each society's worldview.

B. General Outcome: 8.2 Through an examination of Renaissance Europe, students will demonstrate an understanding and appreciation of how the exchange of ideas and knowledge contributed to shaping the worldview of the western world.

C. Resources/Materials:

- Alberta Program of Studies and Online Guide
- Pearson Worldviews: Contact and Change Chapter #1
- Pearson Worldviews: Contact and Change Program components
- Web Sites, other media resources

OUTCOMES	ACTIVITIES AND PROCEDURES SUPPORTING SKILL OUTCOMES	Assessment	
		For Learning	Of Learning
<p><u>Values and Attitudes:</u> 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><u>Knowledge and Understanding:</u> 8.2.4.1 – What was the Renaissance? (TCC, LPP)</p>	<p><u>Instructional Strategies Supporting Integration of Strands:</u> Debates Value Timeline Read and Connect</p> <p><u>Instructional Strategies Supporting Effective Reading Skills:</u> Photo Walk Shared Reading Listen and Read Along Listen and Visualize Paired Reading Independent Reading Read and Connect Jigsaw</p> <p><u>Instructional Strategies Supporting Writing Skills:</u> Webquests Interactive/Shared Writing</p>	<p>Teacher Observation: - Observe cooperation in partnership and class activities. - Listen for students' prior knowledge in predictions - Observe students' concept maps.</p>	<p>Because Worldview is such a new concept for grade 8 students, much of the assessment will be formative.</p> <p>Over To You P. 28 #2,3,4</p> <p>Big Ideas P. 37</p> <p>Chapter Test</p>

OUTCOMES	ACTIVITIES AND PROCEDURES SUPPORTING DIFFERENTIATED INSTRUCTION	Assessment	
		For Learning	Of Learning
<p><u>Skills and Processes:</u></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 – critically 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.2.1 – distinguish cause, effect, sequence and correlation in historical events, including the long- and short-term causal relations</p> <p>8.S.3.1 – interpret historical maps to broaden understanding of historical events</p> <p>8.S.3.3 – construct and interpret various maps to broaden understanding of given topics</p> <p>8.S.4.8 – use networks to brainstorm, plan and share ideas with group members</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><u>Instructional Strategies Supporting Sharing Information:</u></p> <p>Think Aloud Think, Pair, Share Read For Information Placemat Group Summaries</p> <p><u>Instructional Strategies for Organizing Information:</u></p> <p>Venn Diagram KWL Chart Webbing or Concept Mapping T-Chart Spreadsheets</p> <p><u>Additional Teacher Modeled Lessons:</u></p>	<p>Teacher Observation:</p> <ul style="list-style-type: none"> - Observe cooperation in debate. - Observe students' Venn diagrams. AM-30 - Observe students' reasoning/justifications/use of evidence in debate situation - Learning Log <p>Citizenship</p> <ul style="list-style-type: none"> - P. 19 Think it Through <p>Multiple Perspectives</p> <ul style="list-style-type: none"> - P. 20 Think it Through <p>Skill Building: Analyzing images</p> <ul style="list-style-type: none"> - P. 21 Try It <p>Exit Card</p> <p>Values and Attitudes Checklist 8.2 AM-4</p> <p>Skill Building: Cause-Effect</p> <ul style="list-style-type: none"> - P. 26 <p>Information Organization</p> <ul style="list-style-type: none"> - P.27 – T-chart 	

OUTCOMES	ACTIVITIES AND PROCEDURES SUPPORTING DIFFERENTIATED INSTRUCTION	Assessment	
		For Learning	Of Learning
<p><u>Other Curricula:</u> Skill Building: Image Analysis Citizenship Map Interpreting Skills (symbols)</p>		<p>P. 30 Exploring Sources</p> <p>Symbol and explanation of power of religion during the Middle Ages or DI question TR P. 71</p> <p>Geographic thinking - Exploring Sources P. 35</p> <p>Progress Portfolio Self-Evaluation AM-28</p>	

D. Anticipated Timeline: Approximately 2 weeks

E. Essential Questions for Understanding/Inquiry:

- How are people’s attitudes and values shaped by the way that a society is organized?
- In what ways do religious beliefs shape a society’s worldview?
- What were the main features of the worldview that emerged during the Renaissance?

F. Unit Vocabulary:

Black Death, Renaissance, feudalism, hierarchy, noble, allegiance, manor, freemen, serfs, monastery, journeyman, sumptuary laws, tithe, monastic

GRADE EIGHT SHORT RANGE / CHAPTER PLANNING (CHAPTER TWO)

A. Grade Specific Rationale: Grade 8 students will learn how intercultural contact between societies leads to significant change and alters each society's worldview.

B. General Outcome: 8.2 Through an examination of Renaissance Europe, students will demonstrate an understanding and appreciation of how the exchange of ideas and knowledge contributed to shaping the worldview of the western world.

C. Resources/Materials:

- Alberta Program of Studies and Online Guide
- Pearson Worldviews: Contact and Change Chapter #2
- Pearson Worldviews: Contact and Change Program components
- Web Sites, other media resources

OUTCOMES	ACTIVITIES AND PROCEDURES SUPPORTING SKILL OUTCOMES	Assessment	
		For Learning	Of Learning
<p><u>Values and Attitudes:</u> 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><u>Knowledge and Understanding:</u> 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)</p>	<p><u>Instructional Strategies Supporting Integration of Strands:</u> Debates Value Timeline Read and Connect</p> <p><u>Instructional Strategies Supporting Effective Reading Skills:</u> Photo Walk Shared Reading Listen and Read Along Listen and Visualize Paired Reading Independent Reading Read and Connect Jigsaw</p> <p><u>Instructional Strategies Supporting Writing Skills:</u> Webquests Interactive/Shared Writing</p>		

OUTCOMES	ACTIVITIES AND PROCEDURES SUPPORTING DIFFERENTIATED INSTRUCTION	Assessment	
		For Learning	Of Learning
<p><u>Skills and Processes:</u></p> <p>8.S.1.2 – critically 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.1.5 – generate creative ideas and strategies in individual and group activities</p> <p>8.S.3.1 – interpret historical maps to broaden understanding of historical events</p> <p>8.S.3.2 – use thematic maps to describe cultural and political regions</p> <p>8.S.3.4 – define geographic problems and issues and pose geographic question</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><u>Instructional Strategies Supporting Sharing Information:</u></p> <p>Think Aloud</p> <p>Think, Pair, Share</p> <p>Read For Information</p> <p>Placemat</p> <p>Group Summaries</p> <p><u>Instructional Strategies for Organizing Information:</u></p> <p>Venn Diagram</p> <p>KWL Chart</p> <p>Webbing or Concept Mapping</p> <p>T-Chart</p> <p>Spreadsheets</p> <p><u>Additional Teacher Modeled Lessons:</u></p>		

OUTCOMES	ACTIVITIES AND PROCEDURES SUPPORTING DIFFERENTIATED INSTRUCTION	Assessment	
		For Learning	Of Learning
Other Curricula:			

D. Anticipated Timeline: Approximately 2 weeks

E. Essential Questions for Understanding/Inquiry:

- What factors contributed to the rise of trade between Western Europe and the East at the beginning of the Renaissance?
- How did increased trade lead to the emergence of powerful city-states in Italy?

F. Unit Vocabulary:

crusades, city-states, hinterland, monarchy, usury, republic

GRADE EIGHT SHORT RANGE / CHAPTER PLANNING (CHAPTER THREE)

A. Grade Specific Rationale: Grade 8 students will learn how intercultural contact between societies leads to significant change and alters each society's worldview.

B. General Outcome: 8.2 Through an examination of Renaissance Europe, students will demonstrate an understanding and appreciation of how the exchange of ideas and knowledge contributed to shaping the worldview of the western world.

C. Resources/Materials:

- Alberta Program of Studies and Online Guide
- Pearson Worldviews: Contact and Change Chapter #3
- Pearson Worldviews: Contact and Change Program components
- Web Sites, other media resources

OUTCOMES	ACTIVITIES AND PROCEDURES SUPPORTING SKILL OUTCOMES	Assessment	
		For Learning	Of Learning
<p><u>Values and Attitudes:</u> 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><u>Knowledge and Understanding:</u> 8.2.4.5 – In what ways did thinkers and philosophers influence society in the development of a humanist worldview during the Renaissance?</p>	<p><u>Instructional Strategies Supporting Integration of Strands:</u> Debates Value Timeline Read and Connect</p> <p><u>Instructional Strategies Supporting Effective Reading Skills:</u> Photo Walk Shared Reading Listen and Read Along Listen and Visualize Paired Reading Independent Reading Read and Connect Jigsaw</p> <p><u>Instructional Strategies Supporting Writing Skills:</u> Webquests Interactive/Shared Writing</p>		

OUTCOMES	ACTIVITIES AND PROCEDURES SUPPORTING DIFFERENTIATED INSTRUCTION	Assessment	
		For Learning	Of Learning
<p><u>Skills and Processes:</u></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 – Critically 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.4.1 – demonstrate skills of compromise and devise strategies to reach group consensus</p> <p>8.S.4.8 – use networks to brainstorm, plan and share ideas with group members</p> <p>8.S.5.1 – identify and use a variety of strategies to resolve conflicts peacefully and fairly</p> <p>8.S.5.3 – demonstrate leadership within groups, where appropriate</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.8.5 – listen to others in order to understand their perspectives</p>	<p><u>Instructional Strategies Supporting Sharing Information:</u></p> <p>Think Aloud Think, Pair, Share Read For Information Placemat Group Summaries</p> <p><u>Instructional Strategies for Organizing Information:</u></p> <p>Venn Diagram KWL Chart Webbing or Concept Mapping T-Chart Spreadsheets</p> <p><u>Additional Teacher Modeled Lessons:</u></p>		

OUTCOMES	ACTIVITIES AND PROCEDURES SUPPORTING DIFFERENTIATED INSTRUCTION	Assessment	
		For Learning	Of Learning
Other Curricula:			

D. Anticipated Timeline: Approximately 2 weeks

E. Essential Questions for Understanding/Inquiry:

- Which ideas from classical times helped to form the Renaissance humanist worldview?
- How can thinkers and philosophers bring about changes in society?
- What do the arts tell about a society?

F. Unit Vocabulary:

Humanist, classical, colosseum, aqueduct, philosopher, democracy, civic, rhetoric, scholar, patrons, symmetry, petroglyphs, pictographs, Pieta, façade, vernacular, sonnet

GRADE EIGHT SHORT RANGE / CHAPTER PLANNING (CHAPTER FOUR)

A. Grade Specific Rationale: Grade 8 students will learn how intercultural contact between societies leads to significant change and alters each society's worldview.

B. General Outcome: 8.2 Through an examination of Renaissance Europe, students will demonstrate an understanding and appreciation of how the exchange of ideas and knowledge contributed to shaping the worldview of the western world.

C. Resources/Materials:

- Alberta Program of Studies and Online Guide
- Pearson Worldviews: Contact and Change Chapter #4
- Pearson Worldviews: Contact and Change Program components
- Web Sites, other media resources

OUTCOMES	ACTIVITIES AND PROCEDURES SUPPORTING SKILL OUTCOMES	Assessment	
		For Learning	Of Learning
<p><u>Values and Attitudes:</u> 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><u>Knowledge and Understanding:</u> 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, religions, arts)? (LPP, TCC)</p>	<p><u>Instructional Strategies Supporting Integration of Strands:</u> Debates Value Timeline Read and Connect <u>Instructional Strategies Supporting Effective Reading Skills:</u> Photo Walk Shared Reading Listen and Read Along Listen and Visualize Paired Reading Independent Reading Read and Connect Jigsaw</p> <p><u>Instructional Strategies Supporting Writing Skills:</u> Webquests Interactive/Shared Writing</p>		

OUTCOMES	ACTIVITIES AND PROCEDURES SUPPORTING DIFFERENTIATED INSTRUCTION	Assessment	
		For Learning	Of Learning
<p><u>Skills and Processes:</u></p> <p>8.S.1.1 – analyze the validity of information based on context, bias, source, objectivity, evidence and reliability</p> <p>8.S.1.3 – demonstrate the ability to analyze local and current affairs</p> <p>8.S.1.5 – generate creative ideas and strategies in individual and group activities</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.3.2 –use thematic maps to describe cultural and political regions</p> <p>8.S.4.3 – propose and apply strategies r options to solve problems and deal with issues</p> <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 shar 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.5.5 – 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.7.3 – draw conclusions based upon research and evidence</p> <p>8.S.7.5 – organize and synthesize research information</p> <p>8.S.7.9 – plan and conduct a search, using a wide variety of electronic sources</p>	<p><u>Instructional Strategies Supporting Sharing Information:</u></p> <p>Think Aloud Think, Pair, Share Read For Information Placemat Group Summaries</p> <p><u>Instructional Strategies for Organizing Information:</u></p> <p>Venn Diagram KWL Chart Webbing or Concept Mapping T-Chart Spreadsheets</p> <p><u>Additional Teacher Modeled Lessons:</u></p>		

OUTCOMES	ACTIVITIES AND PROCEDURES SUPPORTING DIFFERENTIATED INSTRUCTION	Assessment	
		For Learning	Of Learning
<p>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</p> <p>8.S.7.12 – evaluate the relevance of electronically accessed information to a particular topic</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>Other Curricula:</p>			

D. Anticipated Timeline: Approximately 2.5 weeks

E. Essential Questions for Understanding/Inquiry:

- How can discoveries in the sciences shape people’s worldview?
- What role do leaders play in changing or maintaining worldview?
- How do ideas and knowledge spread

F. Unit Vocabulary:

Heresy, scientific method, astronomy, astrology, anatomy, perspective, political scientist, Machiavellian, allegory, vanities, excommunication, indulgences, Reformation, manuscripts, scribe, vernacular, disseminate

GRADE EIGHT SHORT RANGE / CHAPTER PLANNING (CHAPTER FIVE)

A. Grade Specific Rationale: Grade 8 students will learn how intercultural contact between societies leads to significant change and alters each society's worldview.

B. General Outcome: 8.2 Through an examination of Renaissance Europe, students will demonstrate an understanding and appreciation of how the exchange of ideas and knowledge contributed to shaping the worldview of the western world.

C. Resources/Materials:

- Alberta Program of Studies and Online Guide
- Pearson Worldviews: Contact and Change Chapter #5
- Pearson Worldviews: Contact and Change Program components
- Web Sites, other media resources

OUTCOMES	ACTIVITIES AND PROCEDURES SUPPORTING SKILL OUTCOMES	Assessment	
		For Learning	Of Learning
<p><u>Values and Attitudes:</u> 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><u>Knowledge and Understanding:</u> 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><u>Instructional Strategies Supporting Integration of Strands:</u> Debates Value Timeline Read and Connect</p> <p><u>Instructional Strategies Supporting Effective Reading Skills:</u> Photo Walk Shared Reading Listen and Read Along Listen and Visualize Paired Reading Independent Reading Read and Connect Jigsaw</p> <p><u>Instructional Strategies Supporting Writing Skills:</u> Webquests Interactive/Shared Writing</p>		

OUTCOMES	ACTIVITIES AND PROCEDURES SUPPORTING DIFFERENTIATED INSTRUCTION	Assessment	
		For Learning	Of Learning
<p><u>Skills and Processes:</u> 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.2.1 – 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.2.4 – create a simulation or a model, using technology that permits the making of inferences 8.S.2.5 – identify patterns in organized information 8.S.3.1 – interpret historical maps to broaden understanding of historical events 8.S.4.6 – identify appropriate materials and tools to use in order to accomplish a plan of action 8.S.4.8 – use networks to brainstorm, plan and share ideas with group members 8.S.7.5 – organize and synthesize researched information</p>	<p><u>Instructional Strategies Supporting Sharing Information:</u> Think Aloud Think, Pair, Share Read For Information Placemat Group Summaries <u>Instructional Strategies for Organizing Information:</u> Venn Diagram KWL Chart Webbing or Concept Mapping T-Chart Spreadsheets Cause-Effect Diagram <u>Additional Teacher Modeled Lessons:</u></p>		

OUTCOMES	ACTIVITIES AND PROCEDURES SUPPORTING DIFFERENTIATED INSTRUCTION	Assessment	
		For Learning	Of Learning
Other Curricula:			

D. Anticipated Timeline: Approximately 2 weeks

E. Essential Questions for Understanding/Inquiry:

- What elements of the worldview of Renaissance Europeans led to exploration and expansionism?
- How did the exchange of knowledge and technology make European exploration possible?
- How did the desire and means to explore in the Renaissance foster an expansionist worldview?

F. Unit Vocabulary:

navigation, circumnavigate, expansionism, Indigenous

GRADE EIGHT SHORT RANGE / CHAPTER PLANNING (CHAPTER SIX)

A. Grade Specific Rationale: Grade 8 students will learn how intercultural contact between societies leads to significant change and alters each society's worldview.

B. General Outcome: 8.2 Through an examination of Renaissance Europe, students will demonstrate an understanding and appreciation of how the exchange of ideas and knowledge contributed to shaping the worldview of the western world.

C. Resources/Materials:

- Alberta Program of Studies and Online Guide
- Pearson Worldviews: Contact and Change Chapter #6
- Pearson Worldviews: Contact and Change Program components
- Web Sites, other media resources

OUTCOMES	ACTIVITIES AND PROCEDURES SUPPORTING SKILL OUTCOMES	Assessment	
		For Learning	Of Learning
<p><u>Values and Attitudes:</u> 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><u>Knowledge and Understanding:</u> 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)</p>	<p><u>Instructional Strategies Supporting Integration of Strands:</u> Debates Value Timeline Read and Connect</p> <p><u>Instructional Strategies Supporting Effective Reading Skills:</u> Photo Walk Shared Reading Listen and Read Along Listen and Visualize Paired Reading Independent Reading Read and Connect Jigsaw</p> <p><u>Instructional Strategies Supporting Writing Skills:</u> Webquests Interactive/Shared Writing</p>		

OUTCOMES	ACTIVITIES AND PROCEDURES SUPPORTING DIFFERENTIATED INSTRUCTION	Assessment	
		For Learning	Of Learning
<p><u>Skills and Processes:</u></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 – critically 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.1.6 – access diverse viewpoints on particular topics, using appropriate technologies</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><u>Instructional Strategies Supporting Sharing Information:</u></p> <p>Think Aloud Think, Pair, Share Read For Information Placemat Group Summaries</p> <p><u>Instructional Strategies for Organizing Information:</u></p> <p>Venn Diagram KWL Chart Webbing or Concept Mapping T-Chart Spreadsheets</p> <p><u>Additional Teacher Modeled Lessons:</u></p>		

OUTCOMES	ACTIVITIES AND PROCEDURES SUPPORTING DIFFERENTIATED INSTRUCTION	Assessment	
		For Learning	Of Learning
Other Curricula:			

D. Anticipated Timeline: Approximately 2.5 weeks

E. Essential Questions for Understanding/Inquiry:

- What does the Europeans' treatment of peoples they came into contact with reveal about their worldview?
- How did the Age of Exploration affect Europeans' lives and worldviews?

F. Unit Vocabulary:

Imperialism, immunity, quipu, decolonization, terraforming

GRADE EIGHT SHORT RANGE / CHAPTER PLANNING (CHAPTER SEVEN)

A. Grade Specific Rationale: Grade 8 students will learn how intercultural contact between societies leads to significant change and alters each society's worldview.

B. General Outcome: 8.3 Through an examination of Spanish and Aztec societies, students will demonstrate an understanding and appreciation of how intercultural contact impacts the worldviews of societies.

C. Resources/Materials:

- Alberta Program of Studies and Online Guide
- Pearson Worldviews: Contact and Change Chapter #7
- Pearson Worldviews: Contact and Change Program components
- Web Sites, other media resources

OUTCOMES	ACTIVITIES AND PROCEDURES SUPPORTING SKILL OUTCOMES	Assessment	
		For Learning	Of Learning
<p><u>Values and Attitudes:</u> 8.3.1 – Appreciate how a society’s worldview influences its choices, decisions and interactions with others (C,I) 8.3.2 – Appreciate how Aztec and Spanish identities and worldviews were impacted by intercultural contact (TCC, GC, I) 8.3.3 – Appreciate and recognize how rapid adaptation can radically change a society’s beliefs, values and knowledge (TCC, GC) <u>Knowledge and Understanding:</u> 8.3.4 – Critically assess how the Aztecs were affected by the Spanish worldview by exploring and reflecting upon the following questions and issues:</p>	<p><u>Instructional Strategies Supporting Integration of Strands:</u> Debates Value Timeline Read and Connect <u>Instructional Strategies Supporting Effective Reading Skills:</u> Photo Walk Shared Reading Listen and Read Along Listen and Visualize Paired Reading Independent Reading Read and Connect Jigsaw <u>Instructional Strategies Supporting Writing Skills:</u> Webquests Interactive/Shared Writing</p>		

OUTCOMES	ACTIVITIES AND PROCEDURES SUPPORTING DIFFERENTIATED INSTRUCTION	Assessment	
		For Learning	Of Learning
<p>8.3.4.1 – What were the key elements of the worldview of the Aztec civilization prior to Spanish contact? (TCC, I, CC)</p> <p>8.3.4.2 – How did the Aztec worldview influence its choices, decisions and customs? (TCC, CC. PADM)</p> <p><u>Skills and Processes:</u></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.4.8 – use networks to brainstorm, plan and share ideas with group members</p> <p>8.S.5.5 – use networks to brainstorm, plan and share ideas with group members</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><u>Instructional Strategies Supporting Sharing Information:</u></p> <p>Think Aloud Think, Pair, Share Read For Information Placemat Group Summaries</p> <p><u>Instructional Strategies for Organizing Information:</u></p> <p>Venn Diagram KWL Chart Webbing or Concept Mapping T-Chart Spreadsheets</p> <p><u>Additional Teacher Modeled Lessons:</u></p>		

OUTCOMES	ACTIVITIES AND PROCEDURES SUPPORTING DIFFERENTIATED INSTRUCTION	Assessment	
		For Learning	Of Learning
Other Curricula:			

D. Anticipated Timeline: Approximately 2 weeks

E. Essential Questions for Understanding/Inquiry:

- In what ways do a group’s collective beliefs and experiences contribute to shaping a unique identity?
- How might a society’s worldview influence its ability to adapt to its physical geography?
- How did religious beliefs affect the worldview of the Aztecs?
- How did the Aztec worldview influence the way people interacted with other cultures?

F. Unit Vocabulary:

Huitzilopchtli, migrate, Aztec, dike, aqueduct, chinampa, artifacts, primary sources, secondary sources, codices/codex, solar calendar, sacred calendar, didactic, compulsory, tribute

GRADE EIGHT SHORT RANGE / CHAPTER PLANNING (CHAPTER EIGHT)

A. Grade Specific Rationale: Grade 8 students will learn how intercultural contact between societies leads to significant change and alters each society's worldview.

B. General Outcome: 8.3 Through an examination of Spanish and Aztec societies, students will demonstrate an understanding and appreciation of how intercultural contact impacts the worldviews of societies.

C. Resources/Materials:

- Alberta Program of Studies and Online Guide
- Pearson Worldviews: Contact and Change Chapter #8
- Pearson Worldviews: Contact and Change Program components
- Web Sites, other media resources

OUTCOMES	ACTIVITIES AND PROCEDURES SUPPORTING SKILL OUTCOMES	Assessment	
		For Learning	Of Learning
<p><u>Values and Attitudes:</u> 8.3.1 – Appreciate how a society’s worldview influences its choices, decisions and interactions with others (C,I) 8.3.2 – Appreciate how Aztec and Spanish identities and worldviews were impacted by intercultural contact (TCC, GC, I) 8.3.3 – Appreciate and recognize how rapid adaptation can radically change a society’s beliefs, values and knowledge (TCC, GC) <u>Knowledge and Understanding:</u> 8.3.4.1 – What were the key elements of the worldview of the Aztec civilization prior to Spanish contact? (TCC, I, CC) 8.3.4.2 – How did the Aztec worldview influence its choices, decisions and customs? (TCC, CC, PADM)</p>	<p><u>Instructional Strategies Supporting Integration of Strands:</u> Debates Value Timeline Read and Connect <u>Instructional Strategies Supporting Effective Reading Skills:</u> Photo Walk Shared Reading Listen and Read Along Listen and Visualize Paired Reading Independent Reading Read and Connect Jigsaw <u>Instructional Strategies Supporting Writing Skills:</u> Webquests Interactive/Shared Writing</p>		

OUTCOMES	ACTIVITIES AND PROCEDURES SUPPORTING DIFFERENTIATED INSTRUCTION	Assessment	
		For Learning	Of Learning
<p><u>Skills and Processes:</u> 8.S.1.3 – demonstrate the ability to analyze local and current affairs 8.S.4.8 – use networks to brainstorm, plan and share ideas with group members 8.S.5.2 – consider the needs and perspectives of others 8.S.5.4 – access, retrieve and share information from electronic sources such as common files 8.S.5.5 – 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.7.9 – plan and conduct a search, using a wide variety of electronic sources 8.S.8.1 – integrate and synthesize concepts to provide an informed point of view on a research question or an issue</p>	<p><u>Instructional Strategies Supporting Sharing Information:</u> Think Aloud Think, Pair, Share Read For Information Placemat Group Summaries <u>Instructional Strategies for Organizing Information:</u> Venn Diagram KWL Chart Webbing or Concept Mapping T-Chart Spreadsheets <u>Additional Teacher Modeled Lessons:</u></p>		

OUTCOMES	ACTIVITIES AND PROCEDURES SUPPORTING DIFFERENTIATED INSTRUCTION	Assessment	
		For Learning	Of Learning
Other Curricula:			

D. Anticipated Timeline: Approximately 2 weeks

E. Essential Questions for Understanding/Inquiry:

- How did the structure of the Aztec society tell us what was important to the Aztec people?
- How are a society's social structure and its educational system related?
- How can a society promote good citizenship?

F. Unit Vocabulary:

omen, hierarchy, ocelot, calpolli, artisans, quetzal, calmecac, telpochcalli, conscription, glyphs, retributive justice, restorative justice, upward mobility

GRADE EIGHT SHORT RANGE / CHAPTER PLANNING (CHAPTER NINE)

A. Grade Specific Rationale: Grade 8 students will learn how intercultural contact between societies leads to significant change and alters each society's worldview.

B. General Outcome: 8.3 Through an examination of Spanish and Aztec societies, students will demonstrate an understanding and appreciation of how intercultural contact impacts the worldviews of societies.

C. Resources/Materials:

- Alberta Program of Studies and Online Guide
- Pearson Worldviews: Contact and Change Chapter #9
- Pearson Worldviews: Contact and Change Program components
- Web Sites, other media resources

OUTCOMES	ACTIVITIES AND PROCEDURES SUPPORTING SKILL OUTCOMES	Assessment	
		For Learning	Of Learning
<p><u>Values and Attitudes:</u> 8.3.1 – Appreciate how a society’s worldview influences its choices, decisions and interactions with others (C,I) 8.3.2 – Appreciate how Aztec and Spanish identities and worldviews were impacted by intercultural contact (TCC, GC, I) 8.3.3 – Appreciate and recognize how rapid adaptation can radically change a society’s beliefs, values and knowledge (TCC, GC) <u>Knowledge and Understanding:</u> 8.3.4.3 – What key elements of Spain’s worldview led to the desire to expand its empire? (TCC, I, PADM) 8.3.4.5 – To what extent were the divergent worldviews of the Spanish and Aztecs factors in the dominance of one nation over the other? (TCC, CC, GC)</p>	<p><u>Instructional Strategies Supporting Integration of Strands:</u> Debates Value Timeline Read and Connect <u>Instructional Strategies Supporting Effective Reading Skills:</u> Photo Walk Shared Reading Listen and Read Along Listen and Visualize Paired Reading Independent Reading Read and Connect Jigsaw <u>Instructional Strategies Supporting Writing Skills:</u> Webquests Interactive/Shared Writing</p>		

OUTCOMES	ACTIVITIES AND PROCEDURES SUPPORTING DIFFERENTIATED INSTRUCTION	Assessment	
		For Learning	Of Learning
<p><u>Skills and Processes:</u></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.2.2 – use historical and community resources to organize the sequence of historical events</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.5.5 – use networks to brainstorm, plan and share ideas with group members</p> <p>8.S.7.4 – determine how information serves a variety of purposes and that accuracy or relevance may need verification</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>8.S.9.1 – examine techniques used to enhance the authority and authenticity of media messages</p> <p>8.S.9.2 – examine the values, lifestyles and points of view represented in a media message</p>	<p><u>Instructional Strategies Supporting Sharing Information:</u></p> <p>Think Aloud Think, Pair, Share Read For Information Placemat Group Summaries</p> <p><u>Instructional Strategies for Organizing Information:</u></p> <p>Venn Diagram KWL Chart Webbing or Concept Mapping T-Chart Spreadsheets</p> <p><u>Additional Teacher Modeled Lessons:</u></p>		

OUTCOMES	ACTIVITIES AND PROCEDURES SUPPORTING DIFFERENTIATED INSTRUCTION	Assessment	
		For Learning	Of Learning
Other Curricula:			

D. Anticipated Timeline: Approximately 2 weeks

E. Essential Questions for Understanding/Inquiry:

- How might the location of a country influence its religious experience?
- In what ways did King Ferdinand and Queen Isabella impose their religious worldview on Spanish society?
- In what ways did the desire for gold and glory shape Spanish actions during the 1400s and 1500s?

F. Unit Vocabulary:

National unity, ideals, mosque, hadith, caliph, caliphate, principalities, martyr, Reconquista, Spanish Inquisition, monotheism, polytheism, expulsion, Le Grand Derangement, missionaries, hidalgos

GRADE EIGHT SHORT RANGE / CHAPTER PLANNING (CHAPTER TEN)

A. Grade Specific Rationale: Grade 8 students will learn how intercultural contact between societies leads to significant change and alters each society's worldview.

B. General Outcome: 8.3 Through an examination of Spanish and Aztec societies, students will demonstrate an understanding and appreciation of how intercultural contact impacts the worldviews of societies.

C. Resources/Materials:

- Alberta Program of Studies and Online Guide
- Pearson Worldviews: Contact and Change Chapter #10
- Pearson Worldviews: Contact and Change Program components
- Web Sites, other media resources

OUTCOMES	ACTIVITIES AND PROCEDURES SUPPORTING SKILL OUTCOMES	Assessment	
		For Learning	Of Learning
<p><u>Values and Attitudes:</u> 8.3.1 – Appreciate how a society's worldview influences its choices, decisions and interactions with others (C,I) 8.3.2 – Appreciate how Aztec and Spanish identities and worldviews were impacted by intercultural contact (TCC, GC, I) 8.3.3 – Appreciate and recognize how rapid adaptation can radically change a society's beliefs, values and knowledge (TCC, GC) <u>Knowledge and Understanding:</u> 8.3.4.2 – How did the Aztec civilization's worldview influence its choices, decisions, and customs? (TCC, CC, PADM) 8.3.4.4 – In what ways did factors such as technology and disease contribute to the dominance of the Spanish over the Aztec civilization? (ER, LPP) 8.3.4.5 – To what extent were the divergent worldviews for the Spanish and Aztecs factors in the dominance of one nation over the other? (TCC, CC, GC, PADM)</p>	<p><u>Instructional Strategies Supporting Integration of Strands:</u> Debates Value Timeline Read and Connect <u>Instructional Strategies Supporting Effective Reading Skills:</u> Photo Walk Shared Reading Listen and Read Along Listen and Visualize Paired Reading Independent Reading Read and Connect Jigsaw <u>Instructional Strategies Supporting Writing Skills:</u> Webquests Interactive/Shared Writing</p>		

OUTCOMES	ACTIVITIES AND PROCEDURES SUPPORTING DIFFERENTIATED INSTRUCTION	Assessment	
		For Learning	Of Learning
<p><u>Skills and Processes:</u></p> <p>8.S.1.2 – critically 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.1.6 – access diverse viewpoints on particular topics, using appropriate technologies</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.2.2 – use historical and community resources to organize the sequence of historical events</p> <p>8.S.3.1 – interpret historical maps to broaden understanding of historical events</p> <p>8.S.3.3 – construct and interpret various maps to broaden understanding of given topics</p> <p>8.S.4.8 – use networks to brainstorm, plan and share ideas with group members</p> <p>8.S.5.5 – use networks to brainstorm, plan and share ideas with group members</p> <p>8.S.7.3 – draw conclusions based upon research and evidence</p> <p>8.S.7.5 – organize and synthesize researched information</p>	<p><u>Instructional Strategies Supporting Sharing Information:</u></p> <p>Think Aloud</p> <p>Think, Pair, Share</p> <p>Read For Information</p> <p>Placemat</p> <p>Group Summaries</p> <p><u>Instructional Strategies for Organizing Information:</u></p> <p>Venn Diagram</p> <p>KWL Chart</p> <p>Webbing or Concept Mapping</p> <p>T-Chart</p> <p>Spreadsheets</p> <p><u>Additional Teacher Modeled Lessons:</u></p>		

OUTCOMES	ACTIVITIES AND PROCEDURES SUPPORTING DIFFERENTIATED INSTRUCTION	Assessment	
		For Learning	Of Learning
Other Curricula:			

D. Anticipated Timeline: Approximately 2 weeks

E. Essential Questions for Understanding/Inquiry:

- How does a leader's worldview affect his/her choices and decisions?
- In what ways did technology and disease contribute to the Spanish dominance over the Aztecs?
- How did the worldviews of the Spanish and Aztecs influence the strategies they used against one another?

F. Unit Vocabulary:

conquistador, Indigenous peoples, cause, effect, halberd, atlatl, muskets, epidemic, intermediary, Mayan, Nahuatl, house arrest

GRADE EIGHT SHORT RANGE / CHAPTER PLANNING (CHAPTER ELEVEN)

A. Grade Specific Rationale: Grade 8 students will learn how intercultural contact between societies leads to significant change and alters each society's worldview.

B. General Outcome: 8.3 Through an examination of Spanish and Aztec societies, students will demonstrate an understanding and appreciation of how intercultural contact impacts the worldviews of societies.

C. Resources/Materials:

- Alberta Program of Studies and Online Guide
- Pearson Worldviews: Contact and Change Chapter 11
- Pearson Worldviews: Contact and Change Program components
- Web Sites, other media resources

OUTCOMES	ACTIVITIES AND PROCEDURES SUPPORTING SKILL OUTCOMES	Assessment	
		For Learning	Of Learning
<p><u>Values and Attitudes:</u> 8.3.1 – Appreciate how a society’s worldview influences its choices, decisions and interactions with others (C,I) 8.3.2 – Appreciate how Aztec and Spanish identities and worldviews were impacted by intercultural contact (TCC, GC, I) 8.3.3 – Appreciate and recognize how rapid adaptation can radically change a society’s beliefs, values and knowledge (TCC, GC) <u>Knowledge and Understanding:</u> 8.3.4.1 – What were the key elements of the worldview of the Aztec civilization prior to contact with the Spanish? (TCC, I, CC) 8.3.4.2 – How did the Aztec civilization’s worldview influence its choices, decisions, and customs? (TCC, CC, PADM)</p>	<p><u>Instructional Strategies Supporting Integration of Strands:</u> Debates Value Timeline Read and Connect <u>Instructional Strategies Supporting Effective Reading Skills:</u> Photo Walk Shared Reading Listen and Read Along Listen and Visualize Paired Reading Independent Reading Read and Connect Jigsaw <u>Instructional Strategies Supporting Writing Skills:</u> Webquests Interactive/Shared Writing</p>		

OUTCOMES	ACTIVITIES AND PROCEDURES SUPPORTING DIFFERENTIATED INSTRUCTION	Assessment	
		For Learning	Of Learning
<p>8.3.4.4 – In what ways did factors such as technology and disease contribute to the dominance of the Spanish over the Aztec civilization?</p> <p>8.3.4.5 – To what extent were the divergent worldviews of the Spanish and Aztecs factors in the dominance of the one nation over the other? (TCC, CC, GC, PADM)</p> <p><u>Skills and Processes:</u></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>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.7.11 – develop a process to manage volumes of information that can be available through electronic sources</p>	<p><u>Instructional Strategies Supporting Sharing Information:</u></p> <p>Think Aloud Think, Pair, Share Read For Information Placemat Group Summaries</p> <p><u>Instructional Strategies for Organizing Information:</u></p> <p>Venn Diagram KWL Chart Webbing or Concept Mapping T-Chart Spreadsheets</p> <p><u>Additional Teacher Modeled Lessons:</u></p>		

OUTCOMES	ACTIVITIES AND PROCEDURES SUPPORTING DIFFERENTIATED INSTRUCTION	Assessment	
		For Learning	Of Learning
Other Curricula:			

D. Anticipated Timeline: Approximately 1.5 weeks

E. Essential Questions for Understanding/Inquiry:

- How can losing a war affect a conquered people's worldview?
- How can intercultural contact produce a new society that combines aspects of both original societies?

F. Unit Vocabulary:

plaque, ideology, catastrophe, Franciscan order, educated guess, encomienda system, biodiversity, Mestizo, viceroy, Creoles, imagery

GRADE EIGHT SHORT RANGE / CHAPTER PLANNING (CHAPTER TWELVE)

A. Grade Specific Rationale: Grade 8 students will learn how intercultural contact between societies leads to significant change and alters each society's worldview.

B. General Outcome: 8.1 Through an examination of Japan, students will demonstrate an understanding and appreciation of the ways in which beliefs, values and knowledge shape worldviews and contribute to a society's isolation or adaptation.

C. Resources/Materials:

- Alberta Program of Studies and Online Guide
- Pearson Worldviews: Contact and Change Program components
- Pearson Worldviews: Contact and Change Chapter #12
- Web Sites, other media resources

OUTCOMES	ACTIVITIES AND PROCEDURES SUPPORTING SKILL OUTCOMES	Assessment	
		For Learning	Of Learning
<p><u>Values and Attitudes:</u> 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) 8.1.4 – appreciate how a society's worldview shapes individual citizenship and identity (C, I, TCC) <u>Knowledge and Understanding:</u> 8.1.5.4 – How did the physical geography of Japan impact its worldview? (LPP, PADM, TCC)</p>	<p><u>Instructional Strategies Supporting Integration of Strands:</u> Debates Value Timeline Read and Connect <u>Instructional Strategies Supporting Effective Reading Skills:</u> Photo Walk Shared Reading Listen and Read Along Listen and Visualize Paired Reading Independent Reading Read and Connect Jigsaw <u>Instructional Strategies Supporting Writing Skills:</u> Webquests Interactive/Shared Writing</p>		

OUTCOMES	ACTIVITIES AND PROCEDURES SUPPORTING DIFFERENTIATED INSTRUCTION	Assessment	
		For Learning	Of Learning
<p><u>Skills and Processes:</u></p> <p>8.S.1.3 – analyze the validity of information based on context, bias, sources, objectivity, evidence and reliability to broaden understanding of a topic or an issue</p> <p>8.S.2.3 – analyze the historical contexts of key events of a given time period</p> <p>8.S.2.5 – identify patterns in organized information</p> <p>8.S.3.1 – interpret historical maps to broaden understanding of historical events</p> <p>8.S.3.2 – use thematic maps to describe cultural and political regions</p> <p>8.S.4.4 – participate in and predict outcomes of problem-solving and decision-making scenarios</p> <p>8.S.7.3 – draw conclusion based upon research and evidence</p> <p>8.S.7.15 – analyze and synthesize information to create a product</p>	<p><u>Instructional Strategies Supporting Sharing Information:</u></p> <p>Think Aloud Think, Pair, Share Read For Information Placemat Group Summaries</p> <p><u>Instructional Strategies for Organizing Information:</u></p> <p>Venn Diagram KWL Chart Webbing or Concept Mapping T-Chart Spreadsheets</p> <p><u>Additional Teacher Modeled Lessons:</u></p>		

OUTCOMES	ACTIVITIES AND PROCEDURES SUPPORTING DIFFERENTIATED INSTRUCTION	Assessment	
		For Learning	Of Learning
Other Curricula:			

D. Anticipated Timeline: Approximately 2 weeks

E. Essential Questions for Understanding/Inquiry:

- How did Japan's geography influence the Japanese sense of identity?
- In what ways can the natural environment influence religious practices and values?
- How did Japan's self-sufficiency contribute to the Japanese worldview?

F. Unit Vocabulary:

Izanagi, Izanami, kami, projection, distortion, isolated, archipelago, ritual, Ainu, kamuy, matsuri, tsunami, stoic, arable, monsoon, gohan, homogeneous, assimilation

GRADE EIGHT SHORT RANGE / CHAPTER PLANNING (CHAPTER THIRTEEN)

A. Grade Specific Rationale: Grade 8 students will learn how intercultural contact between societies leads to significant change and alters each society's worldview.

B. General Outcome: 8.1 Through an examination of Japan, students will demonstrate an understanding and appreciation of the ways in which beliefs, values and knowledge shape worldviews and contribute to a society's isolation or adaptation.

C. Resources/Materials:

- Alberta Program of Studies and Online Guide
- Pearson Worldviews: Contact and Change Program components
- Pearson Worldviews: Contact and Change Chapter #13
- Web Sites, other media resources

OUTCOMES	ACTIVITIES AND PROCEDURES SUPPORTING SKILL OUTCOMES	Assessment	
		For Learning	Of Learning
<p><u>Values and Attitudes:</u> 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) 8.1.4 – appreciate how a society's worldview shapes individual citizenship and identity (C, I, TCC) <u>Knowledge and Understanding:</u> 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><u>Instructional Strategies Supporting Integration of Strands:</u> Debates Value Timeline Read and Connect <u>Instructional Strategies Supporting Effective Reading Skills:</u> Photo Walk Shared Reading Listen and Read Along Listen and Visualize Paired Reading Independent Reading Read and Connect Jigsaw <u>Instructional Strategies Supporting Writing Skills:</u> Webquests Interactive/Shared Writing</p>		

OUTCOMES	ACTIVITIES AND PROCEDURES SUPPORTING DIFFERENTIATED INSTRUCTION	Assessment	
		For Learning	Of Learning
<p><u>Skills and Processes:</u></p> <p>8.S.1.3 – 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.1.5 – generate creative ideas and strategies in individual and group activities</p> <p>8.S.3.1 – interpret historical maps to broaden understanding of historical events</p> <p>8.S.3.6 – access and operate multimedia applications and technologies from stand-alone and online sources e.g., GIS</p> <p>8.S.5.4 – access, retrieve and share information from electronic sources such as common files</p> <p>8.S.5.5 – 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.7.7 – practice responsible and ethical use of information and technology</p> <p>8.S.7.8 – include and organize references as part of research</p> <p>8.S.7.9 – plan and conduct a search, using a wide variety of electronic sources</p> <p>8.S.9.1 – examine techniques used to enhance the authority and authenticity of media messages</p> <p>8.S.9.3 – analyze the impact of television, the Internet, radio and print media on particular current affairs issues</p>	<p><u>Instructional Strategies Supporting Sharing Information:</u></p> <p>Think Aloud Think, Pair, Share Read For Information Placemat Group Summaries</p> <p><u>Instructional Strategies for Organizing Information:</u></p> <p>Venn Diagram KWL Chart Webbing or Concept Mapping T-Chart Spreadsheets</p> <p><u>Additional Teacher Modeled Lessons:</u></p>		

OUTCOMES	ACTIVITIES AND PROCEDURES SUPPORTING DIFFERENTIATED INSTRUCTION	Assessment	
		For Learning	Of Learning
Other Curricula:			

D. Anticipated Timeline: Approximately 2 weeks

E. Essential Questions for Understanding/Inquiry:

- How can military power and social structure be used to maintain control in a society?
- How did social controls shape Japanese identity and citizenship?
- What threats had the Japanese government faced from contact with a different culture?

F. Unit Vocabulary:

Shogun, ronin, daimyo, shogunate, Alternate Attendance, hereditary, samurai, philosophy, seppuku, porcelains, outcast, Ainu, Confucianism, filial piety, Ethical codes

GRADE EIGHT SHORT RANGE / CHAPTER PLANNING (CHAPTER FOURTEEN)

A. Grade Specific Rationale: Grade 8 students will learn how intercultural contact between societies leads to significant change and alters each society's worldview.

B. General Outcome: 8.1 Through an examination of Japan, students will demonstrate an understanding and appreciation of the ways in which beliefs, values and knowledge shape worldviews and contribute to a society's isolation or adaptation.

C. Resources/Materials:

- Alberta Program of Studies and Online Guide
- Pearson Worldviews: Contact and Change Chapter #14
- Pearson Worldviews: Contact and Change Program components
- Web Sites, other media resources

OUTCOMES	ACTIVITIES AND PROCEDURES SUPPORTING SKILL OUTCOMES	Assessment	
		For Learning	Of Learning
<p><u>Values and Attitudes:</u> 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) 8.1.4 – appreciate how a society's worldview shapes individual citizenship and identity (C, I, TCC) <u>Knowledge and Understanding:</u> 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? (C, PADM)</p>	<p><u>Instructional Strategies Supporting Integration of Strands:</u> Debates Value Timeline Read and Connect <u>Instructional Strategies Supporting Effective Reading Skills:</u> Photo Walk Shared Reading Listen and Read Along Listen and Visualize Paired Reading Independent Reading Read and Connect Jigsaw <u>Instructional Strategies Supporting Writing Skills:</u> Webquests Interactive/Shared Writing</p>		

OUTCOMES	ACTIVITIES AND PROCEDURES SUPPORTING DIFFERENTIATED INSTRUCTION	Assessment	
		For Learning	Of Learning
<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><u>Skills and Processes:</u> 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.3.5 – use geographic tools, such as Geographic Information Systems (GIS) software, to assist in preparing graphs and maps 8.S.4.2 – propose and apply new ideas and strategies to contribute to problem solving and decision making, supported with facts and reasons 8.S.7.9 – plan and conduct a search, using a wide variety of electronic sources</p>	<p><u>Instructional Strategies Supporting Sharing Information:</u> Think Aloud Think, Pair, Share Read For Information Placemat Group Summaries</p> <p><u>Instructional Strategies for Organizing Information:</u> Venn Diagram KWL Chart Webbing or Concept Mapping T-Chart Spreadsheets</p> <p><u>Additional Teacher Modeled Lessons:</u></p>		

OUTCOMES	ACTIVITIES AND PROCEDURES SUPPORTING DIFFERENTIATED INSTRUCTION	Assessment	
		For Learning	Of Learning
Other Curricula:			

D. Anticipated Timeline: Approximately 2 weeks

E. Essential Questions for Understanding/Inquiry:

- Why and how did Japan isolate itself from the rest of the world?
- In what ways did isolation lead to political, economic, and social changes in Japanese society?
- How did isolation contribute to the end of Japan's closed, feudal society?

F. Unit Vocabulary:

kabuki, sumo wrestling, haiku, bunraku, noh

GRADE EIGHT SHORT RANGE / CHAPTER PLANNING (CHAPTER FIFTEEN)

A. Grade Specific Rationale: Grade 8 students will learn how intercultural contact between societies leads to significant change and alters each society's worldview.

B. General Outcome: 8.1 Through an examination of Japan, students will demonstrate an understanding and appreciation of the ways in which beliefs, values and knowledge shape worldviews and contribute to a society's isolation or adaptation.

C. Resources/Materials:

- Alberta Program of Studies and Online Guide
- Pearson Worldviews: Contact and Change Chapter #15
- Pearson Worldviews: Contact and Change Program components
- Web Sites, other media resources

OUTCOMES	ACTIVITIES AND PROCEDURES SUPPORTING SKILL OUTCOMES	Assessment	
		For Learning	Of Learning
<p><u>Values and Attitudes:</u> 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) 8.1.4 – appreciate how a society's worldview shapes individual citizenship and identity (C, I, TCC)</p>	<p><u>Instructional Strategies Supporting Integration of Strands:</u> Debates Value Timeline Read and Connect <u>Instructional Strategies Supporting Effective Reading Skills:</u> Photo Walk Shared Reading Listen and Read Along Listen and Visualize Paired Reading Independent Reading Read and Connect Jigsaw <u>Instructional Strategies Supporting Writing Skills:</u> Webquests Interactive/Shared Writing</p>		

OUTCOMES	ACTIVITIES AND PROCEDURES SUPPORTING DIFFERENTIATED INSTRUCTION	Assessment	
		For Learning	Of Learning
<p><u>Knowledge and Understanding:</u> 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 Hapanese in maintaining traditional cultural aspects of their society while undergoing rapid change? (CC, I, TCC)</p> <p><u>Skills and Processes:</u> 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.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.8.1 – communicate in a persuasive and engaging manner through speeches, multimedia presentations and written and oral reports, taking particular audiences and purposes into consideration 8.S.8.5 – listen to others in order to understand their perspectives</p>	<p><u>Instructional Strategies Supporting Sharing Information:</u> Think Aloud Think, Pair, Share Read For Information Placemat Group Summaries</p> <p><u>Instructional Strategies for Organizing Information:</u> Venn Diagram KWL Chart Webbing or Concept Mapping T-Chart Spreadsheets</p> <p><u>Additional Teacher Modeled Lessons:</u></p>		

OUTCOMES	ACTIVITIES AND PROCEDURES SUPPORTING DIFFERENTIATED INSTRUCTION	Assessment	
		For Learning	Of Learning
Other Curricula:			

D. Anticipated Timeline: Approximately 2 weeks

E. Essential Questions for Understanding/Inquiry:

- What factors motivated Japan's decision to end its traditional isolation?
- To what extent did the changes made during the Meiji Restoration affect the lives of Japanese citizens?
- What characteristics of Japanese culture allowed for successful and rapid industrialization?

F. Unit Vocabulary:

Meiji

GRADE EIGHT SHORT RANGE / CHAPTER PLANNING (CHAPTER SIXTEEN)

A. Grade Specific Rationale: Grade 8 students will learn how intercultural contact between societies leads to significant change and alters each society's worldview.

B. General Outcome: 8.1 Through an examination of Japan, students will demonstrate an understanding and appreciation of the ways in which beliefs, values and knowledge shape worldviews and contribute to a society's isolation or adaptation.

C. Resources/Materials:

- Alberta Program of Studies and Online Guide
- Pearson Worldviews: Contact and Change Chapter #16
- Pearson Worldviews: Contact and Change Program components
- Web Sites, other media resources

OUTCOMES	ACTIVITIES AND PROCEDURES SUPPORTING SKILL OUTCOMES	Assessment	
		For Learning	Of Learning
<p><u>Values and Attitudes:</u> 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) 8.1.4 – appreciate how a society's worldview shapes individual citizenship and identity (C, I, TCC) <u>Knowledge and Understanding:</u> 8.1.6.3 – How did the changes resulting from adaptation affect Japan economically, politically, and socially during the Meiji period? (ER, Cc, PADM) 8.1.6.5 – What challenges emerged for the Japanese in maintaining traditional cultural aspects of their society while undergoing rapid change? (CC, I, TCC)</p>	<p><u>Instructional Strategies Supporting Integration of Strands:</u> Debates Value Timeline Read and Connect <u>Instructional Strategies Supporting Effective Reading Skills:</u> Photo Walk Shared Reading Listen and Read Along Listen and Visualize Paired Reading Independent Reading Read and Connect Jigsaw <u>Instructional Strategies Supporting Writing Skills:</u> Webquests Interactive/Shared Writing</p>		

OUTCOMES	ACTIVITIES AND PROCEDURES SUPPORTING DIFFERENTIATED INSTRUCTION	Assessment	
		For Learning	Of Learning
<p><u>Skills and Processes:</u> 8.S.1.1 – analyze the validity of information based on content, bias, source, objectivity, evidence and reliability to broaden understanding of a topic or an issue 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.3.2 – use thematic maps to describe cultural and political regions 8.S.8.2 – use skills of informal debate to persuasively express differing viewpoints regarding an issue 8.S.8.3 – elicit, clarify and respond appropriately to questions, ideas and multiple points of view presented in discussion 8.S.8.5 – listen to others in order to understand their perspective</p>	<p><u>Instructional Strategies Supporting Sharing Information:</u> Think Aloud Think, Pair, Share Read For Information Placemat Group Summaries <u>Instructional Strategies for Organizing Information:</u> Venn Diagram KWL Chart Webbing or Concept Mapping T-Chart Spreadsheets <u>Additional Teacher Modeled Lessons:</u></p>		

OUTCOMES	ACTIVITIES AND PROCEDURES SUPPORTING DIFFERENTIATED INSTRUCTION	Assessment	
		For Learning	Of Learning
Other Curricula:			

D. Anticipated Timeline: Approximately 2 weeks

E. Essential Questions for Understanding/Inquiry:

- In what ways did resistance to rapid change lead to a return to a traditional Japanese worldview?
- What role did rapid change play in Japan becoming a military power with an expansionist worldview?
- How did the Japanese maintain their sense of identity through the Meiji period and beyond?

F. Unit Vocabulary:

conservative, Westernization, backlash, Ukiyo-e, constitution, indemnity, conscription, junshi

GRADE EIGHT SHORT RANGE / CHAPTER PLANNING (CONCLUSION)

A. Grade Specific Rationale: Grade 8 students will learn how intercultural contact between societies leads to significant change and alters each society's worldview.

B. General Outcome: 8.1 Through an examination of Japan, students will demonstrate an understanding and appreciation of the ways in which beliefs, values and knowledge shape worldviews and contribute to a society's isolation or adaptation.

C. Resources/Materials:

- Alberta Program of Studies and Online Guide
- Pearson Worldviews: Contact and Change Program components
- **Pearson Worldviews: Contact and Change Conclusion**
- Web Sites, other media resources

OUTCOMES	ACTIVITIES AND PROCEDURES SUPPORTING SKILL OUTCOMES	Assessment	
		For Learning	Of Learning
<p><u>Values and Attitudes:</u> 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) 8.1.4 – appreciate how a society's worldview shapes individual citizenship and identity (C, I, TCC)</p> <p><u>Knowledge and Understanding:</u></p>	<p><u>Instructional Strategies Supporting Integration of Strands:</u> Debates Read and Connect</p> <p><u>Instructional Strategies Supporting Effective Reading Skills:</u> Photo Walk Listen and Read Along Listen and Visualize Paired Reading Independent Reading Read and Connect Jigsaw</p> <p><u>Instructional Strategies Supporting Writing Skills:</u> Interactive/Shared Writing</p>		

OUTCOMES	ACTIVITIES AND PROCEDURES SUPPORTING DIFFERENTIATED INSTRUCTION	Assessment	
		For Learning	Of Learning
<p><u>Skills and Processes:</u></p> <p>8.S.1.4 – re-evaluate personal opinions to broaden understanding of a topic or an issue</p> <p>8.S.1.5 – generate creative ideas and strategies in individual and group activities</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.2.3 – analyze the historical contexts of key events of a given time period</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.7.3 – draw conclusions based upon research and evidence</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><u>Instructional Strategies Supporting Sharing Information:</u></p> <p>Think Aloud Think, Pair, Share Read For Information Placemat Group Summaries</p> <p><u>Instructional Strategies for Organizing Information:</u></p> <p>Venn Diagram KWL Chart Webbing or Concept Mapping T-Chart Spreadsheets</p> <p><u>Additional Teacher Modeled Lessons:</u></p>		

OUTCOMES	ACTIVITIES AND PROCEDURES SUPPORTING DIFFERENTIATED INSTRUCTION	Assessment	
		For Learning	Of Learning
Other Curricula:			

D. Anticipated Timeline: Approximately 1.5 weeks

E. Essential Questions for Understanding/Inquiry:

- How can losing a war affect a conquered people's worldview?

F. Unit Vocabulary:

plaque,
