

# SOCIAL STUDIES GRADE 8

## CURRICULUM PACKAGE

February 2012

*Creating  
Futures*



2012



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## **Dene Kede**

Dene Kede, the culture-based curriculum of the NWT, serves as the heart of the NWT Curriculum. Dene Kede was developed under the guidance of Dene elders and shares, through its teachings, the knowledge, skills, and values of the Dene. These cultural understandings serve as the underpinnings for all learning in all content areas and it is expected that the teachings and knowledge contained within Dene Kede shall be woven into all lessons. In this manner our students will become more capable, more successful and better able to *walk in two worlds*.

## DENE KEDE GRADE 8

### Strong Like Two People:

**Module Purpose:** to motivate student to pursue educational goals which include learning in Dene and non-Dene cultures

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
<b>Major Cultural Understanding:</b> Education in both cultures creates a person who is "Strong Like Two People".	
Explain ways that education in both cultures creates a person who is "Strong Like Two People".	<ul style="list-style-type: none"> <li>• Demonstrate understanding of how academic and cultural education creates a person who is Strong Like Two People.                             <ul style="list-style-type: none"> <li>○ S/he can operate in and enjoy both cultures.</li> <li>○ S/he has the trust of both cultures and can help the two to understand each other.</li> <li>○ S/he will be able to make positive choices from both cultures.</li> </ul> </li> </ul>
<b>Major Cultural Understanding:</b> Being "Strong Like Two People" will provide more opportunities for the student.	
Describe how being "Strong Like Two People" will provide more opportunities for the student.	<ul style="list-style-type: none"> <li>• Explain opportunities that might include:                             <ul style="list-style-type: none"> <li>○ Occupational choices and higher standards of living</li> <li>○ Prestige</li> <li>○ Gain knowledge and therefore influence</li> <li>○ Ability to help Dene in complex areas of economic and political development</li> <li>○ Ability to learn and experience the world</li> </ul> </li> </ul>
<b>Major Cultural Understanding:</b> Attitudes for becoming "Strong Like Two People"	
Identify attitudes for becoming "Strong Like Two People"	<ul style="list-style-type: none"> <li>• Explain benefit of attitudes such as:                             <ul style="list-style-type: none"> <li>○ Setting academic and cultural goals</li> <li>○ Seeking learning experiences and support</li> </ul> </li> </ul>
<b>Major Cultural Understanding:</b> Strategies for goal setting	
Identify various strategies for goal setting	<ul style="list-style-type: none"> <li>• Visualize self in five years as a young adult</li> <li>• Assess personal strengths and weaknesses that will help or hinder in reaching long-term goals</li> <li>• Identify year-end goals</li> <li>• Identify what must be done to reach goals</li> <li>• Identify people to help them reach their goals</li> <li>• Identify shorter-term goals</li> </ul>
<b>Hunting Camp</b>	
<b>Module Purpose:</b> to give students the knowledge and understandings related to a spring or fall hunting camp and to give them the experience of a fall hunting camp.	
<b>Major Cultural Understanding:</b> Dene knowledge of the hunting area is important to hunting success and safety.	
Explain ways in which Dene knowledge of the hunting area is important to hunting success and safety.	<ul style="list-style-type: none"> <li>• Describe route landmarks and Dene names</li> <li>• Identify geographical features, landmarks and spiritual site in the area</li> <li>• Identify potentially dangerous areas</li> <li>• Explain importance of historical land use information</li> <li>• Identify seasonal uses of area by community</li> </ul>
<b>Major Cultural Understanding:</b> Dene knowledge of game is important for hunting success.	
Describe how Dene knowledge of game is important for hunting success.	<ul style="list-style-type: none"> <li>• Identify small game found at hunting location</li> <li>• Identify small game and caribou habitat, life cycles and habits (Note: Caribou are to be studied only if people in the community hunt them. This can be substituted with any other large game hunted in the fall or spring.)</li> <li>• Describe hunting techniques based on knowledge of game</li> <li>• Identify other resources in the area used by the community</li> </ul>

## DENE KEDE GRADE 8

### Hunting Camp

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
<b>Major Cultural Understanding:</b> Attitudes related to camping and hunting	
Explain significance of attitudes related to camping and hunting	<ul style="list-style-type: none"> <li>• Explain importance of showing respect toward others and the land</li> <li>• Ways to learn in unfamiliar situations</li> <li>• Demonstrate taking responsibility and leadership in doing camp chores</li> <li>• Demonstrate following leadership of the hunt leader during the hunt</li> <li>• Demonstrate patience and determination</li> </ul>
<b>Major Cultural Understanding:</b> Skills related to land travel and camping	
Demonstrate skills related to land travel and camping	<ul style="list-style-type: none"> <li>• Demonstrate setting up and maintaining a camp</li> <li>• Demonstrate using a map for travel</li> <li>• Demonstrate computing travel distances using a map</li> <li>• Demonstrate canoe handling</li> <li>• Demonstrate using direction indicators</li> </ul>
<b>Major Cultural Understanding:</b> Skills related to hunting	
Demonstrate skills related to hunting	<ul style="list-style-type: none"> <li>• Illustrate how to predict weather</li> <li>• Demonstrate skills of: tracking, pursuing and shooting game</li> <li>• Demonstrate the making of stretchers or other equipment required for small game</li> </ul>
<b>Major Cultural Understanding:</b> Skills related to Dene laws	
Explain/demonstrate various skills related to Dene laws	<ul style="list-style-type: none"> <li>• Ways of honouring water, land and fire</li> <li>• Illustrate handling game and equipment with respect</li> <li>• Describe reasons for hunting only as much as can be used and using as much of the parts as possible</li> </ul>
<b>Major Cultural Understanding:</b> Skills related to land and water safety and survival	
Explain/demonstrate skills related to land and water safety and survival	<ul style="list-style-type: none"> <li>• Explain ways of making shelter: moss huts with smoke fire, spruce bark</li> <li>• Describe how to make a shelter with pitch and roots and poles, spruce bough shelters</li> <li>• Explain first aid for burns, cuts and broken bones review</li> <li>• Demonstrate and/or describe practice of gun safety</li> <li>• Explain ways of finding direction using stars and wind and sun</li> <li>• Illustrate using ingenuity "when tools are not available</li> <li>• Describe/demonstrate how to make basic repairs to small engines</li> </ul>
<b>Major Cultural Understanding:</b> Skills related to handling hunting and camping equipment and supplies	
Explain/demonstrate skills related to handling hunting and camping equipment and supplies	<ul style="list-style-type: none"> <li>• Explain ways of gathering hunting equipment and basic camping supplies</li> <li>• Explain ways of packing for efficiency</li> </ul>
<b>Major Cultural Understanding:</b> Skills related to handling game	
Explain/demonstrate skills related to handling game	<ul style="list-style-type: none"> <li>• Explain ways of:               <ul style="list-style-type: none"> <li>○ Cleaning and butchering</li> <li>○ Making caches</li> <li>○ Smoking meat or making drymeat</li> <li>○ Cooking meat on a campfire</li> <li>○ Packing meat</li> </ul> </li> </ul>

## DENE KEDE GRADE 8

### Birchbark Canoes

**Module Purpose:** to give students an awareness and appreciation of the science and technology behind the Dene birchbark canoes, an understanding of the historical importance of the canoe, and experience with working with land materials in a Dene way

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
<b>Major Cultural Understanding:</b> The birch bark canoe is an example of the sophistication of traditional Dene technology.	
Explain ways in which the birch bark canoe is an example of the sophistication of traditional Dene technology.	<ul style="list-style-type: none"> <li>• Describe the scientific and technological principles of structure and materials used for:               <ul style="list-style-type: none"> <li>○ Creating maneuverability and speed for the canoe</li> <li>○ Creating canoe durability</li> <li>○ Creating ability of canoe to bear weight</li> <li>○ The scientific principles involved in:                   <ul style="list-style-type: none"> <li>○ Slipstreaming</li> </ul> </li> </ul> </li> </ul>
<b>Major Cultural Understanding:</b> Canoes were a very important part of Dene history and culture.	
Identify how canoes were a very important part of Dene history and culture.	<ul style="list-style-type: none"> <li>• Provide details regarding how canoes were a part of history and culture of the Dene in the following ways:               <ul style="list-style-type: none"> <li>○ Uses of birch bark vs. Spruce vs. Moose hide canoes by</li> <li>○ Various tribes and in various seasons</li> <li>○ Caribou hunting</li> <li>○ Fishing</li> <li>○ Muskrat hunting</li> <li>○ Trading</li> <li>○ Enabled extensive hunting territory during summer</li> <li>○ Months                   <ul style="list-style-type: none"> <li>○ Into the barrens</li> <li>○ Down mountains</li> </ul> </li> </ul> </li> </ul>
<b>Major Cultural Understanding:</b> Canoe building involved expertise and cooperation.	
Explain ways in which canoe building involved expertise and cooperation.	<ul style="list-style-type: none"> <li>• Describe how Birchbark and moose hide canoes were built involving the efforts of many people working cooperatively together.</li> <li>• Explain reasons why learning how to build the canoes required many years of experience with others more knowledgeable and experienced in the making and using of canoes.</li> <li>• Explain ways in which those who were very skilled at building birchbark or moose skin canoes were highly esteemed people because the canoe designs were the result of generations of Dene experimenting and learning from one another. The knowledge passed down from one to another was very complex and invaluable.</li> </ul>
<b>Major Cultural Understanding:</b> The land was shown respect when taking materials for canoe building.	
Describe way that the land was shown respect when taking materials for canoe building.	<ul style="list-style-type: none"> <li>• Explain how bark was taken from trees in such a way that the trees were not killed.</li> <li>• Describe ways that the land was honoured for the resources it gave 10 enable life.</li> </ul>
<b>Major Cultural Understanding:</b> Skills related to working with wood.	
Describe and/or demonstrate skills related to working with wood.	<ul style="list-style-type: none"> <li>• Describe how to:               <ul style="list-style-type: none"> <li>○ Work with spruce wood, spruce root, birchbark, spruce gum and moss</li> <li>○ Work with wood working tools</li> </ul> </li> <li>• Explain ways in which to achieve wood working while in the bush</li> </ul>

## DENE KEDE GRADE 8

### Birchbark Canoes

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
<b>Major Cultural Understanding:</b> Attitudes related to working with wood.	
Explain positive attitudes related to working with wood.	<ul style="list-style-type: none"> <li>• Describe how to demonstrate respecting and learning from resource people or Elders</li> <li>• Explain value of reflecting on personal talents and interests with respect to new experiences</li> <li>• Demonstrate how to show patience and determination while developing one's woodworking skills</li> </ul>
<b>Leadership</b>	
<b>Module Purpose:</b> to give students an understanding of the meaning of Dene leadership, to provide them with stories of Dene leaders and heroes, and to give them a sense of what Dene leadership mean today.	
<b>Major Cultural Understanding:</b> A traditional Dene leader was one who enabled others to survive.	
Explain how a traditional Dene leader was one who enabled others to survive.	<ul style="list-style-type: none"> <li>• Identify ways in which food and security were provided to those who went with a leader because of the leader's special abilities.</li> </ul>
<b>Major Cultural Understanding:</b> Traditionally, Dene leaders were spiritual leaders.	
Explore and explain how traditionally, Dene leaders were spiritual leaders.	<ul style="list-style-type: none"> <li>• Explain ways in which they lived morally good lives.</li> <li>• Explore and describe how they were prophets with messages to the Dene from the Creator.</li> <li>• Provide details of how they reminded Dene that there was a power greater than them and that they had to be humble in their living.</li> </ul>
<b>Major Cultural Understanding:</b> Traditional Dene leaders had special abilities and attitudes.	
Identify traditional Dene leaders had special abilities and attitudes.	<ul style="list-style-type: none"> <li>• Describe how they led by example rather than by force or persuasion.</li> <li>• Identify how that they were the most capable providers.</li> <li>• Explain ways that they knew the land exceptionally well and were hardworking.</li> <li>• Explore ways that they were often spiritual people possessing medicine powers that they used for the good of the people.</li> <li>• Describe their foresight and planned ahead.</li> <li>• Explain ways in which they demonstrated they were concerned with the welfare of the whole group, rather than simply themselves and their families.</li> <li>• Provide examples of ways they were generous.</li> <li>• Explain how they were humble. They did not brag about their abilities, nor did they abuse their power by imposing their wishes on people.</li> <li>• Describe how they recognized that their leadership was based on the support of others.</li> <li>• Provide examples of how they were often good orators and communicators.</li> </ul>
<b>Major Cultural Understanding:</b> Traditionally, leaders were identified by Elders and led through consensus.	
Explore ways in which traditionally, leaders were identified by Elders and led through consensus.	<ul style="list-style-type: none"> <li>• Explain why people did not compete for leadership nor were there elections.                             <ul style="list-style-type: none"> <li>○ Instead, a person became a leader when others chose to follow him or her (traditionally, the leaders were predominantly male) because of his abilities and attitudes.</li> </ul> </li> <li>• Describe the impact of there being no law that said that everyone must follow the same leader. Those who did not wish to follow that person were free to go their own way or to make their own decisions.</li> <li>• Explore ways in which elders and the most experienced were influential deciding who should be chosen as leader. Every person did not have equal influence or power in deciding who to follow.</li> </ul>

## DENE KEDE GRADE 8

### Leadership

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
<b>Major Cultural Understanding:</b> Traditionally, leadership was based on consensus.	
Explain how traditionally, leadership was based on consensus.	<ul style="list-style-type: none"> <li>• Describe how all those who depended upon his leadership chose him freely to be their leader. They gave the leader their full support in carrying out any decision that was made for the group. There was little in the way of fighting. Those who felt strongly in opposition to a leader could go their own way.</li> <li>• Explain how those who dissented were free to speak their minds to the leader. A good leader would hear all voices, especially those of the Elders and find a solution that suited everybody's concerns (consensus decision-making).</li> <li>• Describe how once consensus was reached and a decision made, it was expected that all the people in the group would act responsibly and efficiently in carrying out the decision. To do otherwise threatened the safety of the group.</li> </ul>
<b>Major Cultural Understanding:</b> Traditionally, there were different levels of Dene leadership.	
Identify how traditionally, there were different levels of Dene leadership.	<ul style="list-style-type: none"> <li>• Describe and discuss various levels of Dene Leadership, including:               <ul style="list-style-type: none"> <li>○ The band camp - this was the main group of the Dene in traditional times. Most of their time was spent living within this group (see Grade 7 - Module Four). Often the camps were made up of extended families and friends and followers. The leader of this camp was often a male head of the extended family, a person who displayed all the characteristics of a good leader.</li> <li>○ The tribe – when bands would come together for special annual hunts or celebrations, usually one person was chosen to speak for all of them. This tribal leader would meet with the bandleaders and Elders to make decisions concerning the tribe.</li> <li>○ The hunting group or family camp - Small hunting groups would sometimes go off from the band camp to hunt and live, especially when food was scarce. These groups were usually made up of family, a father perhaps and one or two grown sons with their wives and children. The father or oldest hunter was the leader while they were away from the band.</li> </ul> </li> </ul>
<b>Major Cultural Understanding:</b> Non-Dene forms of selecting leadership have been introduced to the Dene.	
Explain how non-Dene forms of selecting leadership have been introduced to the Dene.	<ul style="list-style-type: none"> <li>• Describe the impact of fur trade on Dene Leadership, those who dealt with the traders in the name of the camp or band became leaders.</li> <li>• Explain how after treaty, elected chief and councilors became official leaders.</li> <li>• Illustrate how/why today, elected mayors and Members of the Legislative Assembly (MLAs) form a part of Dene leadership.</li> </ul>
<b>Major Cultural Understanding:</b> Dene perspectives on leadership are still valued and practiced.	
Describe way in which Dene perspectives on leadership are still valued and practiced.	<ul style="list-style-type: none"> <li>• Provide examples of leaders who are humble and generous and explain why they are preferred.</li> <li>• Identify reasons why leaders are chosen for their skills and abilities in required areas.</li> <li>• Show ways that leaders consult with Elders for guidance.</li> <li>• Explore/discuss ways that support and cooperation are given to chosen leaders.</li> <li>• Show how consensus and negotiation are used in decision-making.</li> <li>• Explore/discuss ways that Dene Elders today use their Dene perspectives and knowledge about the land to help them to make decisions about how the land is to be used.</li> </ul>

## DENE KEDE GRADE 8

### Leadership

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
<b>Major Cultural Understanding:</b> Attitudes that accompany good leadership.	
Explore attitudes that accompany good leadership.	<ul style="list-style-type: none"> <li>• Explain ways in which the following attitudes contribute to good leadership:               <ul style="list-style-type: none"> <li>○ Taking leadership if one has the required abilities and knowledge</li> <li>○ Acknowledging talents in one another</li> <li>○ Having input into choosing leadership and supporting it once chosen</li> <li>○ Being humble, patient and generous</li> <li>○ Leading by example rather than force</li> </ul> </li> </ul>
<b>Major Cultural Understanding:</b> Skills that accompany good leadership.	
Discuss skills that accompany good leadership.	<ul style="list-style-type: none"> <li>• Weigh the value of these various skills on good leadership:               <ul style="list-style-type: none"> <li>○ Communicating needs</li> <li>○ Listening to concerns and voices of others</li> <li>○ Consulting with experienced people for guidance</li> <li>○ Making decisions based on the welfare of the whole rather than selected individuals</li> <li>○ Recognizing that their position is based on the support of others</li> </ul> </li> </ul>
<b>Discovering Our Dene Talents</b>	
<b>Module Purpose:</b> to provide students with the learning attitudes and skills required to further develop their Dene skills	
<b>Major Cultural Understanding:</b> Practice is essential for developing the basic Dene Skills.	
Explain ways in which practice is essential for developing the basic Dene Skills.	<ul style="list-style-type: none"> <li>• Explore and describe ways that various skills are developed with much practice and constant learning:               <ul style="list-style-type: none"> <li>○ Mental attitude is important in being able to develop skills.</li> <li>○ Setting personal goals and being determined to accomplish them.</li> <li>○ Basic skills are often learned by watching and learning from family members.</li> <li>○ Watching others learn and practice can develop skills.</li> </ul> </li> </ul>
<b>Major Cultural Understanding:</b> Developing one's Dene skills gives focus and meaning to life.	
Explore ways in which developing one's Dene skills gives focus and meaning to life.	<ul style="list-style-type: none"> <li>• Describe how the development of Dene skills requires discipline and commitment, which are important to any life endeavour.</li> <li>• Explain ways in which skill development is a lifetime activity.</li> <li>• Describe how sharing and teaching one's skills to others is rewarding.</li> <li>• Identify ways in which one's skills may become one's livelihood.</li> <li>• Explore and describe how developing and sharing Dene skills strengthens the Dene culture.</li> <li>• Identify how one's developed skills may be seen as work done for the Creator.</li> </ul>
<b>Major Cultural Understanding:</b> Development of Dene skills	
Describe the development of Dene skills	<ul style="list-style-type: none"> <li>• Identify impact of developing one's basic Dene skills</li> <li>• Explain ways to explore and experience a wide range of Dene skills</li> </ul>
<b>Major Cultural Understanding:</b> Attitudes helpful in developing basic Dene skills	
Identify attitudes that are helpful in developing basic Dene skills	<ul style="list-style-type: none"> <li>• Identify and justify attitudes that are helpful in developing basic Dene skills, such as:               <ul style="list-style-type: none"> <li>○ Persevering without frustration</li> <li>○ Taking risks that could lead to error and correction</li> <li>○ Making the choice to practice with one's personal time</li> <li>○ Taking opportunities to observe and listen to family and community members as they work on their Dene skills</li> <li>○ Sharing one's work with others so as to learn from one another</li> </ul> </li> </ul>

## DENE KEDE GRADE 8

### Discovering Our Dene Talents

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
<b>Major Cultural Understanding:</b> Strategies for developing basic Dene skills	
Explore and describe strategies for developing basic Dene skills	<ul style="list-style-type: none"> <li>• Demonstrate the setting small goals for oneself</li> <li>• Explain the value of promising small rewards for oneself as one makes progress</li> <li>• Describe the value of reminding self that perfection only comes with practice</li> <li>• Describe the value of reminding self of the potential value of the Dene skills one is developing</li> <li>• Describe the value of reminding self of cultural pride and pride in work for the creator</li> </ul>

## SOCIAL STUDIES GRADE 8

### Attitudes (embed throughout all units)

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Acquire and develop skills, attitudes, insights, and become competent in processes that lead to thinking, feeling and acting as knowledgeable, purposeful, and responsible citizens in a rapidly changing society	<ul style="list-style-type: none"> <li>• Respect, tolerance, and understanding toward individuals, groups, and cultures in one’s own community and in other communities (local, regional, territorial, national, global)</li> <li>• Positive and realistic attitudes about one’s self</li> <li>• Positive attitudes about learning</li> <li>• Positive attitudes about democracy, including an appreciation of the rights, privileges, and responsibilities of citizenship</li> <li>• Attitude of responsibility toward the environment and community (local, regional, territorial, national, global)</li> <li>• An appreciation of change as a common feature of life in all societies</li> <li>• An empathy for people who have been significantly impacted by change</li> <li>• An appreciation of the contributions made by past generations to the wellbeing of today’s people</li> <li>• An awareness that developments in technology can raise important issues</li> <li>• An appreciation of the historical context in which issues arise</li> <li>• An appreciation that social issues are complex and may take time to resolve</li> <li>• A habit of critical thinking, analyzing pros and cons</li> <li>• Open-mindedness, delaying judgment until evidence is considered</li> <li>• A habit of making tentative judgments, then remaining open to new evidence</li> <li>• A sensitivity to other points of view, combined with an ability to identify and reject irrational and unethical positions</li> <li>• An appreciation for the way in which knowledge of the past helps people to understand the present and see possibilities for the future</li> <li>• Better understand themselves, their cultural heritage; others cultural heritage</li> <li>• Better understand the nature of social and ecological interdependence</li> <li>• Become aware of, to analyze critically/constructively, the values of their society</li> <li>• Gain cooperation and conflict resolution skills</li> <li>• Interact positively and productively with their physical and social environments</li> <li>• Cope critically/creatively with current social/political phenomena and problems</li> <li>• Make rational decisions so they can take effective action to influence events</li> </ul>
<b>Processing Skills (embed throughout all units)</b>	
Develop skills that help one acquire, evaluate and use information and ideas	<ul style="list-style-type: none"> <li>• Identify possible sources and locations of information (print and non-print as well as knowledgeable individuals)</li> <li>• Create a timeline to show a sequence of historical events</li> <li>• Identify cause and effect relationships in historical world changes</li> <li>• Make notes that outline the main and related ideas from reading, listening and observing</li> <li>• Draw inferences, make generalizations and reach tentative conclusions from evidence about our changing world</li> <li>• Relate past to present in the study of human continuity and change</li> <li>• Venture predictions about the direction of future social change</li> <li>• Identify values underlying various positions taken on an issue</li> <li>• Distinguish between well-founded and ill-founded opinions</li> <li>• Identify fact, opinion, bias and propaganda</li> <li>• Identify the purpose, message and intended audience of visual communications</li> </ul>

## SOCIAL STUDIES GRADE 8

### Processing Skills (embed throughout all units)

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
(Continued)	<ul style="list-style-type: none"> <li>• Identify and evaluate alternative answers, conclusions, solutions or decisions regarding issues used for inquiry and research</li> <li>• Construct graphs or charts to illustrate changes in society</li> </ul>

### Communication Skills (embed throughout all units)

Develop skills that help one express and present information and ideas	<ul style="list-style-type: none"> <li>• Interpret opinions presented by visual means</li> <li>• Convey thoughts, feelings and information in a speech on an issue</li> <li>• Organize written material under topical headings</li> <li>• Support an opinion with factual information</li> <li>• Prepare and organize questions for an interview</li> <li>• Write an essay on an issue from several points of view and with sensitivity to more than one perspective</li> <li>• Document sources of information and ideas</li> <li>• Prepare and deliver a speech to the class</li> </ul>
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### Participation Skills (embed throughout all units)

Develop skills that help one interact with others	<ul style="list-style-type: none"> <li>• Contribute to a group discussion as a member, recorder, or leader</li> <li>• Observe the courtesies of a group discussion</li> <li>• Express disagreement, yet remain courteous and constructive</li> <li>• Resolve conflict through compromise and cooperation</li> <li>• Present information and explain ideas to others orally</li> <li>• Work independently without supervision</li> <li>• Recognize personal strengths and weaknesses and seek help when required</li> <li>• Understand, evaluate and accept constructive criticism</li> </ul>
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### Ancient Societies

**Essential Question:** What impact did the development of agriculture have on ancient societies?

Describe how the advent on agriculture had a major impact on ancient societies	<ul style="list-style-type: none"> <li>• What factors in ancient times were responsible for promoting the establishment of settlements and the growth of cities?</li> </ul>
Explain significant change in ancient societies took place over long periods of time	<ul style="list-style-type: none"> <li>• What expectations would a child in an ancient (middle) society have with respect to: family responsibilities, education, occupation, place of residency, contact with other people who held different beliefs and values and followed different lifestyles? How have these expectations changed today?</li> </ul>
Identify ways in which government has evolved from the informal small family groupings to the organization and administration of large, pluralistic societies.	<ul style="list-style-type: none"> <li>• What were some similarities and differences in the ways various ancient (middle) societies were organized and governed?</li> <li>• The essential features of various kinds of government</li> </ul>
Explore and explain ways that the style of government has varied throughout history	<ul style="list-style-type: none"> <li>• How had European society changed from ancient to medieval times?</li> </ul>
Describe the various times in history, when groups of individuals such as commoners, slaves, women and minority groups have been subject to governments over which they could exercise no control.	<ul style="list-style-type: none"> <li>• In what ways were each of men, women and children in various ancient (middle) societies free? Restricted?</li> </ul>
Explain ways in which human ingenuity has allowed some populations to live easier, more prosperous and more comfortable lifestyles	<ul style="list-style-type: none"> <li>• What was the level of technology in ancient (middle) societies with regard to: metallurgy, tools, weapons, constructions techniques, agriculture, food storage and preservation, transportation and communication, clothing? What is the level of technology in those areas today?</li> </ul>

## SOCIAL STUDIES GRADE 8

### Ancient Societies

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Describe ways that a change in society often generates social and ethical issues.	<ul style="list-style-type: none"> <li>• How had European society changed from ancient to medieval times?</li> <li>• How has trade and commerce contributed to change in the world throughout human history?</li> <li>• What has been the relative roles of science and religion in human affairs throughout human history?</li> </ul>

### Middle Societies

**Essential Question:** What Impact did industrialization have on people’s lives in middle societies?

Explain ways that the industrial revolution had a major impact on middle societies.	<ul style="list-style-type: none"> <li>• What expectations would a child in an ancient (middle) society have with respect to: family responsibilities, education, occupation, place of residency, and contact with other people who held different beliefs and values and followed different lifestyles? How have these expectations changed today?</li> </ul>
Describe how government has evolved from the informal small family groupings to the organization and administration of large, pluralistic societies.	<ul style="list-style-type: none"> <li>• What were some similarities and differences in the ways various ancient (middle) societies were organized and governed?</li> </ul>
Explain ways that the style of government has varied throughout history	<ul style="list-style-type: none"> <li>• How has trade and commerce contributed to change in the world throughout human history?</li> <li>• The role that world exploration and trade and industrial revolution played in changing middle societies</li> <li>• The essential features of various kinds of government</li> </ul>
Identify various times in history, groups of individuals such as commoners, slaves, women and minority groups have been subject to governments over which they could exercise no control	<ul style="list-style-type: none"> <li>• In what ways were each of men, women and children in various ancient (middle) societies free? Restricted?</li> </ul>
Explain ways in which human ingenuity has allowed some populations to live easier, more prosperous and more comfortable lifestyles	<ul style="list-style-type: none"> <li>• What was the level of technology in ancient (middle) societies with regard to: metallurgy, tools, weapons, constructions techniques, agriculture, food storage and preservation, transportation and communication, clothing? What is the level of technology in those areas today?</li> <li>• The role that science plays in shaping modern societies</li> </ul>
Describe ways that a change in society often generates social and ethical issues.	<ul style="list-style-type: none"> <li>• What were consequences to human life in middle societies of technological advances such as square-rigged galleons, the compass and cross-staff, the printing press, the steam engine?</li> <li>• What has been the relative roles of science and religion in human affairs throughout human history?</li> </ul>

### Modern Societies

**Essential Questions:**

What role has change in transportation and communication played in making the modern world a “global village”?

What effects does rapid change have on individuals and cultures today?

Explain ways in which during modern times, rates of social change are highly accelerated	<ul style="list-style-type: none"> <li>• What expectations would a child in an ancient (middle) society have with respect to: family responsibilities, education, occupation, place of residency, contact with other people who held different beliefs and values and followed different lifestyles? How have these expectations changed today?</li> </ul>
Describe how a revolution in the fields of transportation and communication is having a major impact on modern societies, turning the world into a “global village”	<ul style="list-style-type: none"> <li>• What was the level of technology in ancient (middle) societies with regard to: metallurgy, tools, weapons, constructions techniques, agriculture, food storage and preservation, transportation and communication, clothing? What is the level of technology in those areas today?</li> </ul>

## SOCIAL STUDIES GRADE 8

### Modern Societies

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Describe ways that social revolutions are events that have relatively rapid and long-term impacts on society	<ul style="list-style-type: none"> <li>• Explore and describe the role that transportation and communication technologies play in shaping modern societies</li> </ul>
Describe how the style of government has varied throughout history. Government has evolved from the informal small family groupings to the organization and administration of large, pluralistic societies.	<ul style="list-style-type: none"> <li>• Identify the essential features of various kinds of government</li> </ul>
Identify various times in history, groups of individuals such as commoners, slaves, women and minority groups have been subject to governments over which they could exercise no control	<ul style="list-style-type: none"> <li>• Define and discuss problems and expectations of developing nations</li> </ul>
Explain ways in which human ingenuity has allowed some populations to live easier, more prosperous and more comfortable lifestyles	<ul style="list-style-type: none"> <li>• What are the consequences to modern human life of radio, television, telecommunications, computers, airplanes?</li> <li>• Explore the role that science plays in shaping modern societies</li> </ul>
Change in society often generates social and ethical issues.	<ul style="list-style-type: none"> <li>• How has trade and commerce contributed to change in the world throughout human history?</li> <li>• What has been the relative roles of science and religion in human affairs throughout human history?</li> </ul>
Explain ways that more than ever before, decisions that individuals and societies make can significantly impact other individuals and societies.	<ul style="list-style-type: none"> <li>• What are some of the effects of rapid social change on individual? On family life?</li> </ul>
Explore some movement towards democracy in all parts of the world in the twentieth century	<ul style="list-style-type: none"> <li>• Identify problems and expectations of developing nations</li> </ul>
Explore and describe that levels of freedom and prosperity are not equal for all peoples around the globe.	<ul style="list-style-type: none"> <li>• The main social and ethical issues of the modern age</li> </ul>
<b>Current Events</b>	
Focus on news stories that describe recent archeological and anthropological findings	<ul style="list-style-type: none"> <li>• Discuss and describe conflicts raised by social ethical and gender issues</li> <li>• Explain new technologies and sustainable economic developments</li> <li>• Describe poverty and prosperity of freedom and oppression around the world</li> <li>• Explain/discuss civics through territorial government stories</li> </ul>