**North East School Division Planning Organizer**



**Social Studies Grade 8**

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| **Stage 1 – Begin With the End in Mind** | | | |
| **Big Ideas:** What do we want students to remember 40 years from now? | | | |
| What does my country tell me about me?  What is our responsibility to those less fortunate than us?  How do responsibilities govern/dictate our relationships?  Can cultures of the world co-exist peaceably?  What does it mean to be “Canadian”?  Would there even be a “Canada” without immigration?  Do all Canadians share some basic values, regardless of ethnic origin? If so, what might be most important?  How have Canadian culture and identity developed? How do these continue to evolve? | | | |
| **Goals:** Unit | | | |
| **Interactions and Interdependence**   * examine the local, indigenous, and global interactions and interdependence of individuals, societies, cultures, and nations (IN). | **Dynamic Relationships**   * analyze the dynamic relationships of people with land, environments, events, and ideas as they have affected the past, shape the present, and influence the future (DR). | **Power and Authority**   * investigate the processes and structures of power and authority, and the implications for individuals, communities, and nations (PA). | **Resources and Wealth**   * examine various worldviews about the use and distribution of resources and wealth in relation to the needs of individuals, communities, nations, and the natural environment (RW). |
| **Theme:** Gr. 8 – The Individual in Canadian Society | | | |
| **Outcomes:** Circle the verbs or skills, underline the qualifiers. | | | |
| **IN 8.1:** Investigate the meaning of culture and the origins of Canadian cultural diversity.  **IN 8.2:** Appraise the influence of immigration as a factor in Canadian cultural diversity.  **PA 8.1:** Contemplate the implications of Canadian citizenship on the life of Canadians. | | | |
| **Enduring Understandings:** What do we hope students will come to understand as a result of learning? Think: Students will understand that… | | **Essential Questions:** Questions for deeper understanding that invite deep thinking about the ideas and issues throughout the unit. | |
| * Although characteristically diverse, cultures around the world have certain shared elements. * Canadian *culture* and *identity* are difficult to define. * Language is absolutely essential to preserving culture. When language is lost, culture is lost; consequences are severe. * Historically, Canada and the USA have held different approaches/beliefs with respect to immigration. * There are many different reasons for immigration (ex. economic opportunity, economic hardship in home country, escape war, reunification of family, escape from religious/political oppression). * Canada’s immigration policy/criteria has evolved to reflect historical versus contemporary patterns of immigration (immigration policies impact immigration patterns over time). * Standards for entry into Canada have changed over the country’s history. * Canada’s policies impact Canada’s realities. * Historically and even today, Canada holds a somewhat glorified image as the “land of milk and honey”. * Being Canadian carries special rights/responsibilities. * Canada recognizes two official languages for reasons that are historically and presently significant. * The end of the Second World War was a turning point for Canada in terms of nationhood and defining its own citizens. * Although not clear or easy, Canada strives to overcome challenges and support multicultural policy for its many benefits. | | * What is “culture”? Are there elements of culture that are shared or common among the diverse cultures of the world? * What is “identity”? Why value “diversity”? * Why is Canada a destination for immigrant people? * How do immigration and multi-cultural policies impact our country now compared to in the past? * Is everyone welcome to and granted access to Canada? What are entry standards for immigration in Canada and how have they changed? * Who determines Canadian immigration policy and how? What significant historical examples have affected Canada/Canadians? * How does being *Canadian* impact how we deal with or approach immigration and responsibilities of protecting cultural diversity? * How is who we are as a country impacted by the world view (beliefs) we hold? * To what extent are immigrants encouraged or allowed to retain their cultural identity in Canada? * What special or unique rights/responsibilities does being Canadian come with? * With so much diversity, what makes it difficult to live together in one single country called Canada? * What is it about Canada that results in our highly respected reputation (around the world)? | |
| **Students need to know:** What is essential knowledge for students to have in order to demonstrate their understanding of the outcomes? | | **And be able to do:** What should they eventually be able to do as a result of their learning experiences in order to achieve the outcome? Should reference the indicators. Think: verb. | |
| * Cultural elements people around the world have in common (transmission of values through education, spiritual systems, ways of governing, satisfying needs and wants, family structure, self-expression, recreation/play) (IN 8.1a). * Definition of “culture” (IN 8.1b). * Shared characteristics among FNMI cultures in Canada (IN 8.1d). * Questions/issues of importance (and impact) to Francophone people in Canada & SK (linguistic & educational rights, changing demographics) (IN 8.1g). * Impact of language and education laws on minority groups in Canada (IN 8.1h). * Reasons diverse peoples choose Canada as home (IN 8.2a). * Benefits & challenges of Canada’s multicultural policy (IN 8.2e). * Changes in how citizenship has occurred for Canadians over time, including current categories of citizenship (PA 8.1a). * Rights and responsibilities of Canadian citizenship (PA 8.1f). * Basic research skills including source location, source reliability, citing, note-taking, and sorting information.   **Terms to Know:**  Culture Kinship patterns Artistic patterns  Religious patterns Education patterns Rec./Play patterns  Bilingualism Francophone Heritage language  Minority Immigration patterns Canadian immigration  Immigrant Multicultural Ethnic World View Diversity Racism/Prejudice Ethics Ethnocentric Endangered language Dead language Extinct language Identity  Melting-pot Mosaic Assimilation  1763 Royal Proclamation 1774 Quebec Act 1867 Constitution Act 1963 Royal Commission on Bilingualism/Biculturalism 1947 Cdn Citizenship Act  Citizenship Famous Five | | * *Examine* the extent to which cultural groups can retain their cultural identity in Canada (refer to elements of culture: kinship, artistic, religious, education, recreational/play patterns) (IN 8.1c). * *Investigate* why FN, Inuit, & Métis communities strive to preserve and revitalize their languages, and *determine* consequences of disappearance of cultures & languages (IN 8.1e). * *Describe* purposes and results of heritage languages and bilingualism policies in Canada & SK (IN 8.1f). * *Construct* a timeline of historical immigration patterns in Western Canada (IN 8.2b). * *Investigate* evolution of Canada’s immigration policy and assess impact on historic & contemporary immigration patterns (IN 8.2c). * *Assess* the fairness of Canada’s current immigration policy by conducting an inquiry to determine if the ancestor (of student or community member) would be admitted to Canada by today’s criteria (IN 8.2d). * *Analyze* the contribution of historical events in the evolution of Canadian citizenship to the nature of citizenship in Canada today (Famous Five) (PA 8.1b). * *Compare* and *evaluate* the citizenship processes in place for a person born in Canada vs a person entering the country (including the citizenship test & the oath of citizenship) (PA 8.1e). * Compare and contrast. * Describe examples. * Draw conclusions and support opinion with evidence. | |