**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? | | | | |
| Do we influence economy or does economy influence us?  How do we balance the need for technology/ jobs/development with the need to protect/sustain the environment and its resources?  What are our responsibilities to others when our choices/wants/needs/beliefs conflict?  How can we coexist peacefully when different worldviews about economy, consumerism, and resource utilization exist? Who is “right”?  What is “the good life”?  What does it mean to “buyer beware” when it comes to certain products or practices?  Why is the world an unequal place? Why should I care if it is?  Should environmentally/consumption-responsible individuals/communities/nations be rewarded? Should others be punished? | | | | |
| **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. | | | | |
| **RW 8.1:** Analyze the social and environmental consequences of living in the Canadian mixed market economy based on consumerism.  **RW 8.2:** Assess the implications of personal consumer choices.  **RW 8.3:** Critique the approaches of Canada and Canadians to environmental stewardship and sustainability. | | | | |
| **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. | |
| * Canada operates a mixed market economy, and mixed market economies have unique features. * There are social and environmental consequences for our choices as consumers. * Consumerism affects us, our community, our province, our nation, and our world. * People are the caretakers of the Earth, and are responsible for it. * Our past has a way of impacting our future. * What we choose and do affects us and others around us. We have a duty to take care of this Earth and its resources and ensure future generations have the same opportunities (or better). * First Nations traditionally held a different view of land ownership, stewardship, and sustainability. * Views about land, ownership, and caretaking duties differ in various cultures/nations and these differences impact populations. * Canada is fortunate to be a land rich in resources, and so we have a special responsibility to utilize, share, and protect those resources for the use of all. * People can make responsible consumer and environmental choices. Each individual can make a difference. * Excessive consumption hurts individuals, communities, and nations. * Canadian policy regarding global environmental issues continues to evolve from the historical practises of FN to today * People are affected by the purchasing patterns in their community | | | * Who is responsible for our Earth? * Why should we care about “others’” environmental problems? * What is “consumerism” and how do I contribute to it? * How do my beliefs and values (worldview) surrounding the environment and sustainability/stewardship influence my practises and beliefs about consumerism and environmental issues? * How does being *Canadian* impact how we deal with or approach environmental stewardship and sustainability responsibilities? * How am I impacted by the economy, and how do I impact the economy? What role does advertising play? * Why do some people value and choose to live in communal living situations (FN, Hutterites)? * How does purchasing locally-developed products and fair-trade products compare to purchasing mass-produced products? * At what point is consumption excessive? What are the consequences? * How can I be a solution to consumption/consumerism/ environmental challenges? What are my responsibilities? * Who determines Canadian environmental policy and how? * How has Canadian policy changed over time? * What affects our purchasing patterns? | |
| **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. | |
| * Goods, services & consumers in local economy (RW 8.1a). * Public and Private Sector and Enterprise (RW 8.1b,c). * Mixed Market Economy, roles within, advertising, and impacts/consequences of (RW 8.1d,e,f,g). * Characteristics of communal living situations (RW 8.1h).   Locally-produced products and fair trade products available in our local businesses (RW 8.2b).   * Basic research skills including source location, source reliability, citing, note-taking, and sorting information.   **Terms to Know:**  Consumerism Mixed market economy Stewardship  Sustainability Goods Services  Consumer Public Sector Private Sector  Public Enterprise Private Enterprise Communal ownership  Hutterite Locally produced Fair-Trade  Mass produced Consumption Materialism  Urbanization Global citizenship Shopocalypse | | | * *Investigate* goods & services produced in the local economy and the consumers of those goods and services (RW 8.1a). * *Categorize* producers of goods & services in the local economy as public or private sector, and *define* differences (RW 8.1b). * *Identify* purpose and characteristics of public vs private enterprise (RW 8.1c). * *Represent* characteristics of a mixed market economy (roles of producer, consumer, government) (RW 8.1d). * *Illustrate* elements of MM Econ. in students’ lives (RW 8.1e). * *Appraise* the role of advertising in MM Econ. (RW 8.1f). * *Determine* + and - social & enviro. consequences for family, school, and community in the Canadian MM Econ. (RW 8.1g). * *Recognize* impact of living in situations where assets are collectively/communally owned (FN, Hutterite) (RW 8.1h). * *Determine* the effects of purchasing patterns on local community members (RW 8.2a). * *Create* a catalogue of locally-produced products and of fair-trade products available in local businesses (RW 8.2b). * *Assess* advantages/disadvantages of buying locally, buying fair-trade products, and buying mass-produced products (RW 8.2c). * *Illustrate* effects of excessive consumption in personal, community, and national contexts (RW 8.2d). * *Propose* responsible consumerism definition/actions (RW 8.2e). * *Represent* personal responsible consumption change (RW 8.2f). * *Represent* (timeline) Cdn policy evolution of global enviro. issues (& historical FN approach to enviro. stewardship) (RW 8.3a). * *Outline* issues in finding enviro. challenge solutions (RW 8.3b). * *Tell* changes made (own behaviour) to protect enviro. (RW 8.3c). * *Compare* locally-produced products, mass-produced products, and fair trade products (advantages/disadvantages) (RW 8.2c). * Compare and contrast. * Describe examples. * Draw conclusions and support opinion with evidence. | |