



Curriculum Pacing Guide

Social Studies 8

The purpose of this pacing guide is to assist in mapping out the assessment of curricular objectives in social studies. It should be noted that there is no required order in which to teach and assess as long as the outcomes are appropriately taught, evaluated and assessed by the end of the term. This should not be seen as a checklist of outcomes to 'cover'.

The pacing guides indicate the timing of the assessment and reporting of the outcomes. There is flexibility between quarters. All specific outcomes in Q1 and Q2 must be taught and assessed by the end of Q2. All specific outcomes in Q3 and Q4 must be taught and assessed by the end of Q4.

Teachers can use the content aspects of the program to measure pacing, but are still required to address the skills and processes which are equally important to the delivery of the class. Skills and processes recommendations (on the right) are merely suggestions to support the delivery of content.

The associated textbook chapters are merely included for reference, the goal of pacing is to follow the program of studies and not a resource.

2021 - 2022 Social Studies Scope and Sequence - ECSD

Please find the scope and sequence for ECSD's social studies curriculum pacing guide. A reminder that the *skills and processes* are not included in the pacing of this document but ARE required to be taught, evaluated and assessed over the course of the school year.

Division 1

Semester 1 September - January		Semester 2 February - June	
Quarter 1	Quarter 2	Quarter 3	Quarter 4
1.1.3 - Belonging in my community	1.1.5 - Distinguish geographic features of my community	1.1.4 - Determine what makes their community thrive	1.2.2 - Analyze how families and communities change over time
2.1.2 - Investigate the physical geography of communities in Canada	2.1.4 - Investigate economic characteristics of communities in Canada	2.1.3 - Investigate cultural and linguistic characteristics of communities in Canada	2.2.6 - Analyze how their community emerged 2.2.7 - Examine how their community changed over time
3.1.3 - Examine geographic characteristics that shape communities in the world	3.1.4 - Examine economic factors that shape communities in the world	3.1.2 - Examine the social, cultural and linguistic characteristics that impact quality of life	3.2.2 - Explore the concept of global citizenship

Division 2

Semester 1 September - January		Semester 2 February - June	
Quarter 1	Quarter 2	Quarter 3	Quarter 4
4.1.2 - Examine the physical geography of Alberta	4.1.3 - Examine how geology and paleontology contribute to Alberta's geographical knowledge 4.1.4 - Analyze how Albertans interact with their environment	4.2.2 - Assess how cultural and linguistic heritage and diversity has evolved over time	4.3.2 - Assess the challenges and opportunities Alberta has faced in its growth 4.3.3 - Examine Alberta's changing cultural and social dynamics
5.1.2 - Examine the physical geography of Canada	5.1.3 - Analyze how people in Canada interact with the environment 5.2.2 - Examine the ways of life of Aboriginal peoples in Canada	Examine the ways of life of the following cultural groups: 5.2.3 - in New France 5.2.4 - of Fur Traders 5.2.5 - of Empire Loyalists 5.2.6 - of immigrants from British Isles 5.2.7 - of NWMP 5.2.8 - of non-European immigrants 5.2.9 - of European immigrants	5.3.2 - Assess the changes that occurred in Canada following confederation 5.3.3 - Assess how the Famous Five brought about change in Canada 5.3.4 - Assess how economic booms and crashes affected ways of life. 5.3.5 - Assess how historical events shaped collective identity in Canada
6.1.2 - Demonstrate an understanding of the principles of democracy 6.1.3 - analyze how democratic ideals of equity and fairness have influenced legislation in Canada	6.1.4 - Analyze the structure and functions of local governments in Alberta	6.1.5 - Analyze the structure and functions of Alberta's provincial government 6.1.6 - Analyze how individuals and groups impact decision making of local and provincial governments	6.2.3 - Analyze the structure and functions of the democratic system in Ancient Athens 6.2.4 - Analyze the structure and functions of the Iroquois Confederacy

Division 3			
Semester 1 September - January		Semester 2 February - June	
Quarter 1	Quarter 2	Quarter 3	Quarter 4
7.1.3 - Compare and contrast diverse social and economic structures of peoples in pre-Confederation Canada.	7.1.4 - Assess the economic competition related to control of the North American fur trade. 7.1.5 - Assess the political competition between the French and British in their attempt to control North America	7.1.6 - Assess how political, economic and military events contributed to the foundations of Canada 7.2.4 - Assess the role and influence of the Red River Métis on the development of western Canada.	7.2.5 - Evaluate the impact of Confederation and immigration from 1867-1914. 7.2.6 - Assess the impacts of social and political change on individual and collective identities since 1918 7.2.7 - Assess the impact of urbanization and technology on individual and collective identities in Canada
8.2.4 - Examine the factors that shaped the worldview evolving during the Renaissance	8.2.4 - Examine the factors that shaped the worldview evolving during the Renaissance	8.3.4 - Assess how the Aztecs were affected by the Spanish Worldview	8.1.5 - Analyze the effects of cultural isolation during the Edo period 8.1.6 - Analyze the effects that rapid adaptation had on Japan during the Meiji period
9.1.4 - Examine the structure of Canada's federal political system. 9.1.5 - Analyze the role that citizens and organizations play in Canada's justice system.	9.1.6 - Assess the impact of the Canadian Charter of Rights and Freedoms on the legislative process. 9.1.7 - Assess how the increased demand for collective rights has impacted the legislative process.	9.1.8 - Assess how legislative processes address emerging issues of immigration. 9.2.4 - Compare and contrast the principles and practices of mixed and market economies.	9.2.5 - Assess the relationship between consumerism and quality of life in Canada and the USA. 9.2.6 - Assess the interrelationship between political decisions and economic systems.

Skills and Processes:

Although not prescribed for pacing, it should be understood that all skills and processes outcomes must also be evaluated and assessed. Here is a list of the skills and processes, which can be used over the course of the entire year. Some skills and processes recommendations are also included below in the pacing guide.

- 8.SST.DT - Acquires and develops thinking strategies that assist them in making connections to prior knowledge, in assimilating new information and in applying learning to new contexts
- 8.SST.SP - Applies the skills of cooperation, conflict resolution and age appropriate behaviour for social involvement as responsible citizens
- 8.SST.RI - Applies skills of decision making and problem solving during the research process
- 8.SST.CL - Demonstrates skills of oral, written, visual and media literacy through various modes of communication

Quarter 1

Reporting Standards (PTP General Outcome)	Specific Outcomes from Program of Studies	Associated Textbook Chapters (for reference only)	Skills and Processes Recommendations
8.SST.2 - Demonstrates an understanding and appreciation of how the exchange of ideas and knowledge contributed to a shaping worldview during the Renaissance	8.2.4 examine, critically, the factors that shaped the worldview evolving in western Europe during the Renaissance by exploring and reflecting upon the following questions and issues:	Worldviews: Contact and Change Chapters 1 to 6	8.SST.DT - Acquires and develops thinking strategies that assist them in making connections to prior knowledge, in assimilating new information and in applying learning to new contexts 8.SST.SP - Applies the skills of cooperation, conflict resolution and age appropriate behaviour for social involvement as responsible citizens
	What was the Renaissance?		
	How did the Renaissance spark the growth and exchange of ideas and knowledge across Europe (i.e., astronomy, mathematics, science, politics, religion, arts)?		
	How did the physical geography of Renaissance Europe affect trade and competition among European countries?		
	How did increased trade lead to the emergence of powerful city-states (i.e., Florence, Venice, Genoa)?		
	In what ways did thinkers and philosophers influence society in the development of a humanist worldview during the Renaissance?		
	In what ways were the Age of Discovery and the rise of imperialism expressions of an expansionist worldview?		
In what ways did exploration and intercultural contact during the Renaissance affect the citizenship and identity of Europeans?			

Quarter 2

Reporting Standards (PTP General Outcome)	Specific Outcomes from Program of Studies	Associated Textbook Chapters (for reference only)	Skills and Processes Recommendations
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In what ways did exploration and intercultural contact during the Renaissance affect the citizenship and identity of Europeans?			

Quarter 3

Reporting Standards (PTP General Outcome)	Specific Outcomes from Program of Studies	Associated Textbook Chapters (for reference only)	Skills and Processes Recommendations
8.SST.3 - Demonstrates an understanding of how intercultural contact impacted worldviews through an examination of Spanish and Aztec societies	8.3.4 assess, critically, how the Aztecs were affected by the Spanish worldview by exploring and reflecting upon the following questions and issues:	Worldviews: Contact and Change Chapters 7 to 11	8.SST.DT - Acquires and develops thinking strategies that assist them in making connections to prior knowledge, in assimilating new information and in applying learning to new contexts 8.SST.SP - Applies the skills of cooperation, conflict resolution and age appropriate behaviour for social involvement as responsible citizens 8.SST.RI - Applies skills of decision making and problem solving during the research process 8.SST.CL - Demonstrates skills of oral, written, visual and media literacy through various modes of communication
	What were the key elements of the worldview of the Aztec civilization prior to contact with the Spanish?		
	How did the Aztec civilization's worldview influence the Aztecs' choices, decisions and customs?		
	What key elements of Spain's worldview led to the desire to expand the Spanish empire?		
	In what ways did factors such as technology and disease contribute to the dominance of the Spanish over the Aztec civilization?		
	To what extent were the divergent worldviews of the Spanish and Aztecs factors in the dominance of one nation over the other?		

Quarter 4

Reporting Standards (PTP General Outcome)	Specific Outcomes from Program of Studies	Associated Textbook Chapters (for reference only)	Skills and Processes Recommendations
8.SST.1 - Demonstrates an understanding of the ways in which beliefs, values and knowledge shapes worldviews and contributes to isolation or adaptation	8.1.5 analyze the effects of cultural isolation during the Edo period by exploring and reflecting upon the following questions and issues:	Worldviews: Contact and Change Chapters 12 to 14	8.SST.DT - Acquires and develops thinking strategies that assist them in making connections to prior knowledge, in assimilating new information and in applying learning to new contexts 8.SST.SP - Applies the skills of cooperation, conflict resolution and age appropriate behaviour for social involvement as responsible citizens 8.SST.RI - Applies skills of decision making and problem solving during the research process
	In what ways did Japan isolate itself from the rest of the world?		
	How did isolation during the Edo period lead to changes in Japan?		
	How did the changes resulting from isolation affect Japan economically, politically and socially during the Edo period?		
	How did the physical geography of Japan affect its worldview?		
	How did the shogun use the feudal system and the hierarchical social classes to maintain control of Japan?		
8.SST.1 - Demonstrates an understanding of the ways in which beliefs, values and knowledge shapes worldviews and contributes to isolation or adaptation	8.1.6 analyze the effects that rapid adaptation had on traditionally isolated Japan during the Meiji period by exploring and reflecting upon the following questions and issues:	Worldviews: Contact and Change Chapters 15 to 16	8.SST.CL - Demonstrates skills of oral, written, visual and media literacy through various modes of communication
	What were the motivations for the radical changes in Japan's model of organization during the Meiji period? (ER, CC, PADM)		
	How did Japan adapt to changes brought on by the transition from feudal to modern models of organization? (CC, TCC, I)		
	How did the changes resulting from adaptation affect Japan economically, politically and socially during the Meiji period? (ER, CC, PADM)		

	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)		
	What challenges emerged for the Japanese in maintaining traditional cultural aspects of their society while undergoing rapid change? (CC, I, TCC)		