Grade 8 Social Studies

ENGLISH Program

Discipline Overview

Social studies is the study of people and places, past and present, near and far, in relation to each other and to the natural world. In Manitoba, social studies focuses on the disciplines of history and geography, and embeds the interrelated concepts found within the humanities and social sciences.

Social studies has processes that allow learners to engage effectively with the curriculum and to continuously develop their global competencies and enduring understandings. Learners acquire interdependent knowledge and understanding, skills, and values to become active democratic and responsible citizens who adhere to the principles of Truth and Reconciliation, sustainable development, and human rights.

The enduring understandings of social studies focus on the following topics:

- Identity, Culture, and Community
- The Land: Places and People
- Historical Connections
- Global Interdependence
- Power and Authority
- Economics and Resources

Course Overview

World History: Societies of the Past

Grade 8 learners explore world civilizations of the past up to the nineteenth century. They study early hunter-gatherer societies, ancient societies, and the influences that have shaped the modern world. They explore the interactions of cultures and consider the enduring influence of the past on the present.

Global Competencies in Social Studies

Manitoba

Critical Thinking

Critical thinking in social studies is essential to making ethical decisions and to being reflective and active global citizens. It involves the processes of inquiry and historical and geographical thinking, and the use of evidence, criteria, and reasoning that allows for informed decision-making and the creation of solutions necessary for a sustainable and ethical future.

- Learners will critically, strategically, efficiently, and effectively select and use sources in their research and inquiry, to ensure a depth and breadth of understanding, to draw conclusions, and to make informed decisions.

- Learners will make reasoned judgments about the world by evaluating sources for reliability and relevance, and by analyzing for bias, which could include prejudice, racism, and stereotyping.

- Learners will connect ideas, patterns, and relationships, using criteria and reasoning to understand historical thinking concepts.

- Learners will consider multiple perspectives and contexts to understand the diversity of the human experience.

- Learners will interpret information and ideas and recognize that interpretations may change with new information.

- Learners will evaluate personal assumptions and bias based on new information and ideas.

- Learners will ask relevant and clarifying questions to broaden and deepen knowledge and understanding.

- Learners will distinguish fact from opinion and interpretation to arrive at reasoned judgments.

- Learners will weigh criteria, based on observation, experience, and/or evidence, to make informed judgments and ethical decisions about the future of the world.

Creativity

Creativity in social studies enables learners to make observations and decisions, to solve problems, and to devise innovative strategies. This involves making connections among concepts and applying a variety of tools. Creative thinking emphasizes flexibility, divergent thinking, the generation of ideas, and the exploration of diverse choices to enhance understanding and consider sustainable and ethical solutions.

- Learners will demonstrate initiative and ingenuity, explore opportunities, be open to new ideas and possibilities, and take risks to consider different choices that could shape the future.
- Learners will demonstrate curiosity about choices made by people within a given context and explore new ideas/possibilities by asking relevant questions about those choices.
- Learners will use strategies and ways of thinking including historical/ geographical thinking, perspective taking, and ethical decision-making to generate innovative ideas and concepts, solve problems, and/or make a difference to consider new opportunities for the future.
- Learners will build on the ideas and understandings of others.
- Learners will create plans and adjust them as they gain understanding of new information and/or changing contexts.
- Learners will test, refine, and adapt ideas in innovative and unique ways, and persevere through ambiguity and obstacles.
- Learners will reflect, seek, and use feedback from others to consider sustainable and ethical solutions and to enhance understanding.

Citizenship

Citizenship in social studies prepares learners to be informed and engaged global citizens. As they reflect upon diverse perspectives, narratives, and stories, they develop historical/geographical knowledge and conceptual understanding of the principles of Truth and Reconciliation, sustainability, and human rights, which provide a foundation for their role as engaged and responsible citizens—locally, nationally, and globally.

- Learners will understand and reflect on their own perspective in regard to complex issues in a rapidly changing world.
- Learners will recognize bias, including racism, prejudice, stereotyping, and discrimination, and they will support the principles of Truth and Reconciliation, sustainability, and human rights.
- Learners will explore the interconnectedness of self, others, and the natural world.

- Learners will explore how the contributions of the past shape our present concepts of citizenship and democracy.
- Learners will use conceptual understanding and historical/geographical thinking to analyze information and to make informed decisions.
- Learners will explore diverse ideas, experiences, and world views to evaluate personal assumptions and bias and to make informed decisions that reflect the principles of Truth and Reconciliation, sustainability, and human rights.
- Learners will empathize with others and reflect on perspectives that do not fit their own to understand the diversity of the human experience.
- Learners will engage with others in responsible, respectful, and inclusive ways, in person and in digital contexts, to constructively shape dialogue and build relationships.
- Learners will evaluate factors and realize their own potential to propose solutions for the well-being of self, others, and the natural world.
- Learners will work with others to develop strategies to find equitable solutions that support equity, diversity, and inclusion, and that uphold human rights.
- Learners will make ethical choices to promote healthy and sustainable outcomes for the natural world.

Connection to Self

Connection to self in social studies is the learners' personal connection with historical and geographical thinking and knowing, and making connections with others and the natural world. Learners explore their dynamic relationships with people and the land, past and present, near and far, which develops knowledge and understanding of human interdependence and impact upon societies and natural environments, and of their role as responsible citizens for a sustainable and ethical future.

- Learners will recognize personal interests, strengths, challenges, and gifts to support their learning, their well-being, and their well-becoming.
- Learners will appreciate the factors that shape their identity, including the interrelationship of land and people within the cultural and historical context of their community, to gain an understanding of themselves.
- Learners will value and respect the interdependence of and personal connections to people and place, including the natural environment, to develop empathy and belonging.
- Learners will understand and use strategies to support self-regulation and well-being as citizens in a complex and ever-changing world.
- Learners will reflect on their biases, decisions, effort, and experiences, and on others' feedback.

- Learners will set goals to strengthen their learning and well-being as engaged citizens.

- Learners will have hope and demonstrate empathy as they plan for the future for themselves and as part of the natural world near and far.

- Learners will demonstrate an ability to persevere and adapt to new experiences and perspectives, environmental and global realities, and world events.

- Learners will recognize and embrace their role in lifelong learning, and take responsibility for personal growth, well-being, and well-becoming as global citizens.

Collaboration

Collaboration in social studies includes appreciating the diversity of perspectives, beliefs, and values, which is part of living in a democratic society and being part of the natural world. Collaboration includes learning with and from others and working together with a shared commitment to common purposes including Truth and Reconciliation. Collaboration builds relationships to enable learners to make informed decisions and accomplish common goals. Furthermore, productive discussion and debate concerning ethical questions serve to motivate learners, making learning more meaningful, and provide the opportunity for learners to contribute to their communities.

- Learners will seek to understand and clarify diverse perspectives, voices, and ideas.

- Learners will build on each other's ideas through productive, meaningful, and respectful interactions.

- Learners will value and put trust in others' contributions to deepen thinking about topics.

- Learners will practise active listening and ask ethical questions while considering diverse perspectives.

- Learners will work through differences and show a willingness to compromise or change perspective where appropriate to make informed and respectful decisions.

- Learners will co-construct with others by negotiating to build an ethical understanding and work together to solve problems for the well-being of people and as part of the natural world.

- Learners will use their gifts and commit to establishing and carrying out their responsibilities for a collective purpose and/or a common goal for the well-being of people and as part of the natural world.

Communication

Communication in social studies enables learners to interpret received information, and to share information and express ideas clearly and purposefully using a variety of media. This includes the development of oral, visual, print, and media literacy, and the use of information and communication technologies for the exchange of information and ideas. Learners constructively exchange information and ideas to build knowledge and to strengthen relationships for a sustainable and ethical future for themselves and the natural world.

- Learners will consider audience, purpose, context, modes, and forms to share ideas and present information thoughtfully and effectively.
- Learners will use clear and concise language to express ideas and voice perspectives that are inclusive and respectful of others, avoiding generalizations and pejoratives, while understanding how their words and actions impact others.
- Learners consider context cues (e.g., text features, non-verbal communication, tone of voice, appropriate digital images, icons) to enhance understanding when receiving messages.
- Learners will seek to understand others' perspectives to clarify and broaden thinking and negotiate constructively through active listening and questioning.
- Learners recognize how diverse contexts (linguistic, cultural, generational, experiential) can influence understanding.
- Learners will engage in productive, meaningful, and respectful discussions to build relationships and deepen understandings in a variety of ways including in digital contexts.
- Learners will relate events and stories in a way that makes sense to self and others.
- Learners will negotiate constructively with others to build consensus within a community of learners.

Enduring Understandings

Identity, Culture, and Community

Learners will explore the concepts of identity, culture, and community as they relate to individuals, societies, and nations. Many factors influence identity and life in communities, including geography and history, culture, language, economic factors, and shared beliefs and values, and these factors are subject to time and place. By studying various cultures, including one's own, learners develop a better understanding of diverse points of view and become sensitive to the fact that a community is strengthened by the interaction and interdependence among individuals through cultural diversity and pluralism.

The Land: Places and People

The exploration of people's dynamic interrelationships with places and environments creates an understanding of human dependence and impact upon the natural environment. Learners consider how connections to the land influence their identities and define their roles and responsibilities as civil stewards of the land—locally, nationally, and globally.

Historical Connections

Learners will explore how people, events, and ideas from the past shape the present and influence the future. In addition, stories and traditions allow learners to deepen their historical understanding of the influence of the past on the present. Through the exploration of one's own history, and history near and far, learners can draw on the past to understand the present and live with the future in mind, thereby providing a foundation for active democratic citizenship.

Global Interdependence

Learners will explore the interdependence of people, communities, societies, nations, and environments. This exploration will enhance the learners' global consciousness and help them develop empathy with respect to human rights and the human condition. Consideration of global connections enables them to expand their knowledge of the world in which they live and to engage in global citizenship.

Power and Authority

Learners will explore the diverse processes and structures of power and authority through time, and their impact on people, relationships, communities, and nations, along with issues of fairness and equity. Power and authority affect all human relations, in everyday life and in official situations. Rules and laws, both formal and traditional, exist to protect people and to meet their needs for living together in a just and peaceful manner. Through an exploration of power and authority and its influence on human relationships, learners develop a sense of personal empowerment as active democratic citizens.

Economics and Resources

Learners build an understanding of the impact, the sharing, and the interdependence of resources and wealth in relation to individuals, communities, and nations, both past and present. They examine economic factors that affect decision-making, the use and distribution of resources, and the development of technologies, and they consider social and environmental implications.

Learning Outcomes

Cluster 1: Understanding Societies Past and Present

Knowledge Learning Outcomes

8-KI-005	Explain the concept of world view.
8-KI-006	Describe influences that create differences in world views (e.g., culture, time, place, cross-cultural interactions, media, governance).
8-KI-007	Compare and contrast the concepts of society and civilization.
8-KI-008	Give reasons why societies may stay the same or change over time (e.g., culture, education, trade, power, war).
8-KI-009	Describe ways in which societies organize, maintain, and perpetuate themselves (e.g., physical survival, education, culture).
8-KI-010	Relate various stories and theories of the origin and development of human life.
8-KI-011	Identify the characteristics, advantages, and disadvantages of a hunter-gatherer way of life.
8-KI-012	Describe the development of agrarian societies, and explain how they differed from hunter-gatherer societies (e.g., food surplus, movement from nomadic to sedentary, division of labour, growth of villages and cities).
8-KL-022	Give examples of the influence of the natural environment on the development of societies.
8-KH-027	Identify various sources of historical evidence and information, and explain how each enhances an understanding of the past. Include archeology, artifacts, literature, art, music, biographies, journals, photographs, and oral histories.
8-KH-028	Explain the importance of knowing the past and understanding history.

Values Learning Outcomes

8-VI-004   Be willing to consider differing world views.

8-VL-008   Appreciate the importance of sustaining the natural environment for future societies.

Cluster 2: Early Societies in Mesopotamia, Egypt, or the Indus Valley

Knowledge Learning Outcomes

8-KI-013   Describe life for various groups in an early society of Mesopotamia, Egypt, or the Indus Valley (e.g., priests, scribes, traders, peasants, slaves).

8-KI-014   Describe the art, architecture, and science of an early society of Mesopotamia, Egypt, or the Indus Valley.

8-KL-023   Locate on a map the major landforms, bodies of water, and population clusters of a society of Mesopotamia, Egypt, or the Indus Valley.

8-KL-024   Give examples of the influence of the natural environment on ways of life in an early society of Mesopotamia, Egypt, or the Indus Valley.

8-KH-029   Identify people, events, and ideas in an early society of Mesopotamia, Egypt, or the Indus Valley.

8-KH-030   Describe the impact and significance of the development of writing in an early society of Mesopotamia, Egypt, or the Indus Valley.

8-KG-038   Identify defining characteristics of societies in Mesopotamia, Egypt, the Indus Valley, and China from 3500 to 500 BCE.

8-KP-045   Describe governance in an early society of Mesopotamia, Egypt, or the Indus Valley (e.g., military organization, political structures).

8-KE-054   Describe technologies and tools in an early society of Mesopotamia, Egypt, or the Indus Valley (e.g., animal and crop domestication, irrigation, construction, weapons, transportation).

Values Learning Outcomes

8-VH-009   Appreciate the historical significance of early societies (e.g., adaptations for survival, enduring human aspirations, origins of social and political structures).

8-VH-010   Value the study of early societies as a way of understanding contemporary life.

8-VE-017   Appreciate the technologies of early societies.

Cluster 3: Ancient Societies of Greece and Rome

Knowledge Learning Outcomes

8-KC-001   Describe the social organization of ancient Greece (e.g., classes of citizens, slavery; role and status of children, women, and men).

8-KC-002   Describe the rise of democracy in ancient Greece.

8-KC-003   Compare criteria for citizenship and participation in government in ancient Greece and in contemporary Canada.

8-KI-015   Compare and contrast life in Sparta and Athens (e.g., social roles, education, governance, beliefs).

8-KI-016   Describe the importance of Greek myths in ancient Greek culture.

8-KI-017   Identify defining characteristics of world religions that emerged in antiquity. Include Buddhism, Christianity, Confucianism, Hinduism, and Judaism.

8-KL-025   Illustrate on a map the expansion of the Roman Empire.

8-KH-031   Identify people, events, and ideas in ancient Greece and Rome.

8-KH-032   Identify ways in which today's world has been influenced by the ideas of ancient Greece and Rome (e.g., the arts, philosophy, science, mathematics).

8-KG-039   Identify defining characteristics of the ancient civilizations of China, Greece, Rome, Persia, and the Mayas from 500 BCE to 500 CE.

8-KP-046   Identify factors that influenced the rise and decline of ancient Greece and Rome.

8-KP-047   Describe structures of governance in ancient Rome.

8-KP-048   Describe the nature of war and territorial expansion in the Roman Empire.

8-KE-055   Describe the influence of trade on the exchange of ideas within the Roman Empire and between Rome and other places in the world.

8-KE-056   Describe technologies and achievements in ancient Greece and Rome (e.g., architecture, transportation, weapons, aqueducts).

Values Learning Outcomes

8-VC-001   Appreciate the contributions of ancient Greece to modern concepts of citizenship and democracy.

8-VI-005   Appreciate the enduring qualities of the arts, architecture, science, and ideas of ancient Greece and Rome.

8-VI-006   Respect others' ways of life and beliefs.

8-VH-011   Appreciate stories, legends, and myths of ancient societies as important ways to learn about the past.

8-VP-016   Appreciate the benefits of citizenship within a democracy.

Cluster 4: Transition to the Modern World (Circa 500 to 1400)

Knowledge Learning Outcomes

8-KI-018 Identify Islamic achievements from the seventh to fifteenth centuries (e.g., artistic, literary, intellectual, scientific, religious), and describe how they influenced other societies.

8-KI-019 Explain why China may be regarded as one of the most advanced civilizations of the fifth to fifteenth centuries (e.g., science, technology, philosophy, art).

8-KH-033 Identify the consequences of the fall of the Western Roman Empire (e.g., the Dark Ages, expansion of Arab-Islamic culture).

8-KH-034 Identify motivations for and consequences of the Crusades (e.g., Peasants', Nobles', Kings', and Children's Crusades).

8-KH-035 Describe characteristics of medieval Europe (e.g., feudalism, social and political organization, plagues, medical practices).

8-KG-040 Identify major events in Europe, the Middle East, Africa, Asia, and the Americas from the fifth to fifteenth centuries.

8-KG-041 Describe the significance of the spread of ideas and technologies between societies from the fifth to fifteenth centuries.

8-KG-042 Give examples of achievements in art, architecture, literature, and science in diverse societies from the fifth to fifteenth centuries.

8-KP-049 Locate on a map and describe the Arab conquests in the Middle East, North Africa, India, and southern Europe in the seventh and eighth centuries.

8-KP-050 Locate on a map and describe the impact of the Viking invasions on Europe from the ninth to twelfth centuries.

8-KP-051 Locate on a map and describe the expansion of the Mongol Empire into China, Europe, and the Middle East in the thirteenth century.

8-KP-052 Describe the influence of the Catholic Church in medieval Europe (e.g., education, art, political and social stability, suppression of ideas, attitudes to other faiths).

8-KP-053 Locate on a map and describe the nature of the Ottoman Empire and its expansion into the Middle East, North Africa, India, and Europe from the fourteenth to sixteenth centuries.

8-KE-057 Identify how work and education were organized in medieval Europe (e.g., guilds and apprenticeships, universities, military training, religious training).

8-KE-058 Describe the impact of technological developments from the fifth to fifteenth centuries (e.g., wind power, gunpowder, stirrups, catapults, longbows, armour).

Values Learning Outcomes

8-VH-012   Appreciate the contributions of all societies to the development of the modern world.

8-VG-014   Appreciate the enduring qualities of art, architecture, literature, and science of the fifth to fifteenth centuries.

8-VG-015   Appreciate the importance of world history in understanding the contemporary world.

Cluster 5: Shaping the Modern World (Circa 1400 to 1850)

Knowledge Learning Outcomes

8-KC-004   Identify the origins and significance of the rule of law. Include transition from absolute monarchy to representative government.

8-KI-020   Give examples of the expression of the Renaissance in its art, architecture, philosophy, literature, science, or technology from the fourteenth to sixteenth centuries.

8-KI-021   Give examples of the impact of interactions between Europeans and indigenous peoples of Africa, Asia, Australasia, and the Americas from the fifteenth to nineteenth centuries (e.g., slavery, diseases, missionaries, intermarriage, adoption of indigenous practices).

8-KL-026   Illustrate on a world map the voyages of European explorers during the fifteenth to eighteenth centuries (e.g., Christopher Columbus, Giovanni Caboto, Vasco da Gama, Ferdinand Magellan, James Cook).

8-KH-036   Identify individuals and ideas of the Renaissance, and describe the historical significance of this period.

8-KH-037   Identify individuals and ideas of the Protestant Reformation during the sixteenth century, and describe the historical significance of this movement. Include shift in power from church to state.

8-KG-043   Identify major events in Europe, Africa, Asia, Australasia, and the Americas during the fifteenth to eighteenth centuries.

8-KG-044   Explain the motivations for and the impact of global exploration and territorial expansion from the fifteenth to eighteenth centuries.

8-KE-059   Describe the impact of advances in science and technology on societies from the fifteenth to nineteenth centuries (e.g., printing press, compass, telescope, guns, steam engine).

8-KE-060   Describe the impact of the Industrial Revolution on individuals and societies (e.g., work and living conditions, urbanization, education).

8-KE-061   Give examples of the continuing influence of ideas and technologies of past societies.

Values Learning Outcomes

8-VC-002   Appreciate the enduring significance of the rule of law.

8-VC-003   Appreciate the struggles of past societies for their importance in shaping the modern world.

8-VI-007   Value the enduring qualities of art, architecture, ideas, literature, and science of the fifteenth to eighteenth centuries.

8-VH-013   Appreciate the contributions of past societies to the shaping of the modern world.

8-VE-018   Appreciate the benefits afforded to the modern world by ideas and technologies of past societies.

Grade 8 Skills

Skills for Active Democratic Citizenship

8-S-100   Collaborate with others to establish and carry out group goals and responsibilities.

8-S-101   Use a variety of strategies to resolve conflicts peacefully and fairly (e.g., clarification, negotiation, compromise).

8-S-102   Make decisions that reflect fairness and equality in their interactions with others.

8-S-103   Make decisions that reflect principles of environmental stewardship and sustainability.

8-S-104   Negotiate constructively with others to build consensus and solve problems.

8-S-105   Recognize bias and discrimination (e.g., racism, ageism, heterosexism), and propose solutions.

8-S-106   Treat places and objects of historical significance with respect (e.g., burial grounds, memorials, artifacts).

Skills for Managing Information and Ideas

8-S-200   Select information from a variety of oral, visual, material, print, or electronic sources (e.g., maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction).

8-S-201   Organize and record information in a variety of formats (e.g., maps, charts, outlines, concept maps), and reference sources appropriately.

8-S-202   Interpret primary and secondary information sources for research.

8-S-203   Select and use appropriate tools and technologies to accomplish tasks.

8-S-204   Create timelines and other visual organizers to sequence and represent historical periods, figures, relationships, or chronological events.

8-S-205	Construct maps that include a title, legend, compass rose, scale, and latitude and longitude.
8-S-206	Select, use, and interpret various types of maps for specific purposes (e.g., historical maps and atlases).
8-S-207	Use latitude and longitude to locate and describe places on maps and globes.
8-S-207A	Use Traditional Knowledge to read the land.
8-S-208	Orient themselves by observing the landscape, using Traditional Knowledge, or using a compass or other tools and technologies.

Skills for Critical and Creative Thinking

8-S-300	Plan topics, goals, and methods for historical inquiry and research.
8-S-301	Consider the context of events, accounts, ideas, and interpretations.
8-S-302	Draw conclusions based on research and evidence.
8-S-303	Evaluate personal assumptions based on new information and ideas.
8-S-304	Distinguish fact from opinion and interpretation.
8-S-305	Observe and analyze material and visual evidence for research (e.g., artifacts, photographs, works of art).
8-S-306	Assess the validity of information sources (e.g., purpose, context, authenticity, origin, objectivity, evidence, reliability).
8-S-307	Compare differing accounts of historical events.
8-S-308	Compare diverse perspectives in the media and other information sources.
8-S-309	Interpret information and ideas in a variety of media (e.g., art, music, historical fiction, drama, primary sources).
8-S-310	Recognize that interpretations of history are subject to change as new information is uncovered or acknowledged.
8-S-311	Analyze prejudice, racism, stereotyping, or other forms of bias in the media and in other information sources.

Skills for Communication

8-S-400	Listen to others to understand their perspectives.
8-S-401	Use language that is respectful of human diversity.
8-S-402	Persuasively express differing viewpoints regarding an issue.
8-S-403	Present information and ideas orally, visually, concretely, or electronically.
8-S-404	Elicit and clarify questions and ideas in discussions.
8-S-405	Articulate their beliefs and perspectives on issues.

Curriculum Implementation Resources

Curriculum implementation resources are frequently added. Please refer to https://www.edu.gov.mb.ca/k12/framework/english/socstud/resources/grade_8.html.