SAN JUAN DEL SUR DAY SCHOOL
GRADE 8 SOCIAL STUDIES LEARNING OUTCOMES AND UNIT GUIDE

Unit	Learning Outcomes	✓	Performance Indicators
			Interactions and Interdependence of Nations (IN)
Who We Are	Investigate the meaning of culture and the origins of cultural diversity in Nicaragua and other countries.		Create an inventory of cultural elements people throughout the world have in common, regardless of where they live (e.g., transmission of values through education, spiritual systems, ways of governing themselves, ways of satisfying needs and wants, family structure, means of self-expression, strategies for recreation and play).
			Formulate a definition of culture from responses to the question, "What is culture?" (e.g., A group's beliefs, norms, institutions, and communication patterns; a learned way of living shared by a group of people).
			Examine the extent to which cultural groups are able to retain their cultural identity in Canada, with reference to elements of culture, including kinship patterns (e.g., how children are perceived, relationship to the aged, family networks, living arrangements, rites of passage), artistic patterns (e.g., self-expression in visual art, music, literature, dance, fashion), religious patterns (e.g., tenets of doctrine, worship habits, place of religion in daily life), education patterns (e.g., methods of passing on the culture, who attends school, who is eligible for higher education), recreational and play patterns (e.g., sports, games, traditions, celebrations).
			Investigate why some native communities strive to preserve and revitalize their languages, and determine the consequences of the disappearance of cultures and languages.
			Describe the purposes and results of heritage languages and bilingualism in Nicaragua and San Juan del Sur.
			Identify questions and issues of importance to people in Nicaragua (e.g., linguistic and educational rights, changing demographics), and assess the impact of language and education opportunities the community.
	Appraise the influence of immigration as a factor in Nicaraguan cultural diversity.		Research reasons for diverse peoples choosing Nicaragua as a home (e.g., economic opportunity, economic hardship or war in the country of origin, reunification of family, escape from religious or political oppression).
			Construct a timeline of the historical immigration patterns in Nicaragua.
			Investigate the evolution of Nicaragua's immigration policy and assess the impact on historic and contemporary immigration patterns.
			Assess the fairness of Nicaragua's current immigration policy by conducting an inquiry to determine if the ancestor of a student or a community member would be admitted to Nicaragua by today's criteria (recognize that not all students will be descendants of immigrants, such as native students or those who are recent immigrants).
			Assess the benefits and challenges of the multicultural policy in Nicaragua.
			Dynamic Relationships (DR)
Where We Are in Place and Time	Develop an understanding of the significance of land on the evolution of Nicaraguan identity.		Examine the influence of the land on the Nicaraguan personality depicted in literary texts, songs, media presentations, visual art and dance, sport and recreation.
			Analyze the relationship between the ancient civilizations' concept of land (an animate being; the source of life) and the contemporary Western European notion of land (a resource to be owned and exploited) through the centuries.
			Illustrate on a map various designated lands in Nicaragua (e.g., lands set aside such as reserve lands, settlement lands, heritage sites, homesteads, wildlife refuges, parks, boundary areas) and explain such designations.
			Investigate the importance of the land in the Nicaraguan economy (e.g., agriculture, farming, electricity, fishing, tourism), and speculate about the impact on the identity of Nicaraguans.
	Assess how historical events in Nicaragua have affected the present Nicaraguan identity.		Describe Nicaragua's role in world conflicts since the beginning of the 20th century.
			Assess the impact of a variety of important historical events in shaping the Nicaraguan identity.
			Examine the influence of American mass media and popular culture on the Nicaraguan way of life.
			Analyze the similarities and differences in the values, beliefs, and ways of life of Nicaraguans and those of Canadians and Americans.
			Compare the perspectives taken in cases of injustice in Nicaraguan history.

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How We Express Ourselves			**Resources and Wealth (RW)**
	Analyze the social and environmental consequences of living in the Nicaraguan mixed economy.		Investigate the goods and services produced in the local economy and the consumers of those goods and services (e.g., hospital, hairdressers, manufacturers, farmers, exporters).
			Categorize the producers of goods and services in the local economy as belonging to the public or private sector, and define the differences of the two groupings.
			Identify the purpose and characteristics of public and private enterprises.
			Represent the characteristics of a mixed economy including the roles of the producer, consumer, and government.
			Illustrate the elements of a mixed economy present in the lives of students.
			Appraise the role of advertising in the mixed economy.
			Determine the positive and negative social and environmental consequences for family, school, and community in the Nicaraguan economy.
			Recognize the impact of living in situations in which assets are collectively or communally owned (e.g. rural communities).
	Assess the implications of personal consumer choices.		Determine the effects on the local community of the purchasing patterns of its members (e.g., the origins of products used in daily life).
			Create a catalogue of locally-produced products and of fair-trade products available in local businesses.
			Assess the advantages and disadvantages of buying locally, buying fair-trade products, and buying mass-produced products.
			Illustrate the effects of excessive consumption in personal, community, and national contexts.
			Propose a definition of responsible consumerism, and publish a list of strategic actions leading to responsible consumerism.
			Represent a personal change related to responsible consumption integrated into personal life.
How the World Works			**Power and Authority (PA)**
	Present the evolution of a piece of legislation, from its first conception to its implementation.		Report to the class on the evolution of a potential rule or policy, or one presently used in an area of the school (e.g., playground: a student playing with a baseball bat hits another student, which causes parent phone calls, staff meetings, school concern, and a policy which prevents students from playing baseball at recess).
			Formulate a plan for the recommendation of a new policy for the student body, including the issue requiring resolution, identification of the policy options providing resolution, explanation of how the proposed options might resolve the issue, and recording the process of the selection of the recommended option.
			Describe the catalyst for a law recently enacted, tracing the need and process for enacting the new law.
			Represent the roles and responsibilities of various players in executive government, (e.g. President, Prime Minister, the Senate, Governor, Mayor).
			Outline the processes of a bill becoming law.

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How We Organize Ourselves			**Power and Authority (PA)**
	Examine the role of power and authority in the application of diverse decision-making processes in a variety of contexts.		Contribute to classroom decision making by using the majority-rule model and the consensus model.
			Formulate contexts in which the majority-rule model and the consensus model would be effective.
			Investigate and describe the consensus decision-making model employed in traditional Aboriginal communities or jurisdictions.
			Describe traditional models of governance and selection of leaders.
			Compare the structure of leadership and decision-making process in Nicaragua.
	Assess the impact of citizens' willingness and ability to actively engage in the political processes.		Present the reasons community members have chosen to run for office or to accept a leadership appointment (e.g., student representative council member; municipal council member; school board member; health board member; community service organization leader).
			Describe examples of legislation or policy at a variety of governance levels (federal, departmental, state, province, city) which were initiated, modified, or rejected as a result of public pressure.
			Review the website of a provincial or federal political party, and propose and justify a redesign of the website in order to engage adolescents in political activity.
			Investigate the political involvement of community members, including why people choose to vote or not vote, and why people choose to join or not join a political party.
			Articulate the reasons a person would get involved in the Nicaraguan political system and the possible actions which might be taken (e.g., lobbying, hold elected members accountable, work for a political party, be informed).
			Analyze the obstacles to political involvement (e.g., language, culture, disability, socio-economic status, gender, time constraints, apathy).
			Propose avenues for people to individually and collectively influence the Nicaraguan political system (e.g., voting, civil disobedience, participation in political parties, labour organizations, non-governmental organizations).
			Speculate about the characteristics of the school or community environment without the involvement of people in its leadership and decision-making processes (e.g., What if no one participates in planned events; no one runs for local government office; no one belongs to community organizations).
			Research and report on the consequences of the non-engagement in the electoral process.
			Construct an action plan for his or her personal involvement in the political system (school, local, national).
Sharing the Planet			**Resources and Wealth (RW)**
	Critique the approaches of Nicaragua and Nicaraguans to environmental stewardship and sustainability.		Represent on a timeline the evolution of Nicaraguan policy on global environmental issues and approaches to environmental stewardship.
			Outline the issues involved in finding solutions to an environmental challenge (e.g., water resources plastic use, energy sources, development of land).
			Tell the story of changes made in personal behaviors to protect the environment (e.g., walking, purchasing locally-produced or seasonal products, recycling; composting; disposing responsibly of garbage; using less paper; using less plastic; factoring packaging into purchases).