Social Studies 8 Course Outline

Mrs. Cabel

In our social studies class this year, we will have the opportunity to explore the past, analyze the present, and work towards bettering the future. The focus of the curriculum is understanding Atlantic Canadian culture, economy, politics, and geography, as well as the role that Atlantic Canadians have to play in the world. Our plan is to engage students in problem-based and project-based learning, enhancing the role that students play as citizens in their community and the world. Because I also teach this class English Language Arts and 21C, there will be some overlap between the three courses.

**Units of Study** There could be many opportunities for the projects to arise throughout the year, as I am working with the District in the application for grants for particular projects. Therefore, the units of study may change, and in particular, student interest may drive us in particular directions.

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| **Up to September 24th** | **NB Election**  Students learn about government and the electoral process, and research the issues, parties and candidates through classroom learning, campaign activities, media consumption and family dialogue. On election day, students take on the roles of election officials and coordinate a class vote for the election candidates running in our school’s electoral district. |
| **September 24th –**  **Mid-October** | **Orange Shirt Day and First Nations Culture**  Orange Shirt Day will be a major part of English Language Arts, but in social studies that week, we will hyperfocus on the topic and hopefully play a lead role in honoring Orange Shirt Day at DLMS. Following Orange Shirt Day, we will learn more about First Nations culture, residential schools, treaties and land displacement, reconciliation/reconciliACTION, and a program called #thenext150. |
| **Mid-October – Mid-November** | **Remembrance Day – Multi-genre/Multi-thematic Unit**  Students will use primary documents to understand how members of the North Shore Regiment represented Atlantic Canada in World War II. The first part of the unit will include teaching about World War II specific to the North Shore Regiment’s involvement. Students will research a North Shore Regiment soldier using primary source documents that have been given to our class from the archives of Veterans Affairs. Students will create projects based on their soldiers, which will be showcased during the school’s Remembrance Day ceremony. |
| **Mid-November-End of December** | **Physical Setting: Atlantic Canada**  Students will be knowledgeable of the physical features of Atlantic Canada, settlement patterns, and weather patterns. |
| **January** | **The Cultures that Shape Atlantic Canada**  Students will understand the impact of different cultures in our region – in particular Indigenous, Acadian, and other settler populations, as well as the recent impact of immigrant and refugee cultures. |
| **February** | **Economics and Technology**  We will examine the role of economics in the everyday lives of students, the economic challenges of Atlantic Canada, the effect of migrant workers leaving Atlantic Canada for “out west”, social entrepreneurism, and the advantages and disadvantages of technology in our society. |
| **March-April** | **Case Study Video Project**  With the help of digital production students from JMH and experts in the field, students will work in groups to create video case studies that represent aspects of local folklore and important past and present members of the community. |
| **May-June** | **Interdependence**  We will discuss concepts of privilege, worldview, and enhance cross- cultural understanding. We will discuss global citizenship and social activism, and also connect with students in rural Rwanda. |

**Communication**

Please use my website to access homework, handouts, image galleries, and links related to the course. To get to the website, go to http://drlosier.nbed.nb.ca, then to “Teacher Pages”, and then click on my name.

Parents, please do not hesitate to email me if you have any questions, concerns, or comments regarding your child. My email is [krista.cabel@nbed.nb.ca](mailto:krista.cabel@nbed.nb.ca).

My door is always open!

**Continuous Unit**

* Weekly or sometimes bi-weekly on Fridays, students will share a news story that caught their eye that week. We will discuss the news stories in groups and as a whole class. This will be following by a critical thinking comprehension activity from *The World* magazine, which focuses on current event issues around the globe.
* Read Alouds: classes will start with a read aloud from the teacher for 10 minutes. Read alouds will be novels that have historical significance.

**I look forward to working with all of you this year! Good luck! ~Mrs.Cabel**