



<b>Course:</b> Social Studies 8
<b>Teacher:</b> Jan Steyn de Beer
<b>Unit:</b> Pirates of the Caribbean 🏴‍☠️
<b>Date:</b> 31 March to 24 April 2020
<b>Duration:</b> 4 weeks (11 lessons)

**Description:** Before March Break, we concluded our unit on exploration/colonisation as it tied to Canada. This new unit shifts the focus to the Caribbean, where the growth of the European population and trade, as well as the impact of wars between European states, created conditions ripe for piracy. The unit will comprise several **preliminary activities** to establish the necessary skills and knowledge, a creative **unit project** (‘reimagine your life as an 18c. pirate’), and a concluding, reflective **written piece**.

Understand	Big Ideas	→ Essential Questions
	(1) Exploration, expansion, and colonization had varying consequences for different groups. (2) Human and environmental factors shape changes in population and living standards.	

Do	Core Competencies (common to all subjects)	
	(1) Critical and Reflective Thinking (2) Personal and Social Responsibility	The first will be explored primarily through the <b>unit project</b> (‘reimagine your life as an eighteenth-century pirate’), as students will be taking historical data and manipulating it to create a new, fictitious pirate. The second will be the target of the reflective <b>written work</b> at the end of the unit (see below). Those assignments reflect these First Peoples’ Principles of Learning: learning requires exploration of one’s identity; and learning involves recognising the consequences of one’s actions.
	Curricular Competencies (particular to this course)	
(1) Determine which causes most influenced particular decisions, actions, or events, and assess their short- and long-term consequences. (2) Use SS inquiry skills and processes to: ask questions; gather, interpret & analyse ideas; and communicate findings and decisions. (3) Make ethical judgments about past events, decisions or actions, and assess the limitations of drawing direct lessons from the past.	Students will practise the first and second in the <b>preliminary activities</b> (see below), and then show their proficiency in the <b>unit project</b> . The <b>unit project</b> in particular allows the development of these skills as it is an inquiry driven by students’ questions and interests. The third will be practised and assessed in the final <b>written work</b> , in which students will judge the morality and repercussions of piracy and similar actions.	

Curricular Content	
<b>Know</b>	<p>(1) Exploration, expansion and colonisation  (2) Changes in population and living standards</p> <p>The Content will mostly be taught through the <b>preliminary activities</b>, such as: using historical and contemporary maps, drawings and graphs or tables to gather information; and discussing similarities and differences between piracy past and present based on written or audio-visual prompts. The final preliminary activity will be an answer to first Essential Question (above). Students' knowledge and learning will be monitored during the activities, and finally evaluated in the <b>unit project</b> and <b>written piece</b>.</p>

<b>Assessment</b>	<b>Formative Assessment</b> <i>Assessment as preparation for learning</i>	<b>Reflexion/Self-assessment</b> <i>Assessment as part of learning</i>	<b>Summative Assessment</b> <i>Assessment of completed learning</i>
	<b>Assessment</b>	<p>(1) Warm-ups at the beginning of class  (2) Homework checks</p>	<p>(1) Class discussions  (2) The <b>preliminary activities</b></p>

<b>Required Resources</b>
<p>Students will require the following resources.</p> <ul style="list-style-type: none"> <li>- Google Drive (both the class folder and their individual folders)</li> <li>- Access to a computer and the Internet for video-conferencing</li> <li>- <i>Either</i> basic art supplies <i>or</i> image- and word-processing software to complete the unit project either manually or digitally</li> <li>- <i>Optional:</i> a camera (such as a smartphone camera) that will allow students to photograph and share any work done on paper.</li> </ul>