

WELCOME TO SOCIAL STUDIES 8!

SOCIETY AND CULTURE: WORLD CIVILIZATIONS FROM 600-1750

Ms. Ehn

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COURSE OVERVIEW

In Social Studies 8, we will be examining *World Civilizations from 600-1750 A.D.*—exploring the Early Civilizations of Asia, the Middle East and Africa; the developments in Europe from the Early to Late Middle Age; the era of discovery and exploration; and the re-birth of civilization through the Renaissance and the emergence of the Nation-State. We will focus on developing critical thinking and analytical skills as we journey through various key events in history.



Homework, announcements and resources are posted on my website: socialszehn.weebly.com



Teams will be used for announcements, reminders, discussion posts and coordinating group work.



BIG IDEAS

(THESE WILL BE FOCUSED ON THROUGHOUT THE COURSE)

- Contacts and conflicts between peoples stimulated significant cultural, social, political change.
- Human and environmental factors shaped changes in population and living standards.
- Exploration, expansion, and colonization had varying consequences for different groups.
- the world created tension between people wanting to adopt new ideas and those wanting to preserve established traditions.

UNITS OF STUDY:

As we are in unusual times, with a condensed schedule, this course will move quickly.

These are the main topics we will be focusing on:

Unit 1: Intro to Course; Historical Thinking and working with Evidence

Unit 2: The Medieval Ages

Unit 3: Medieval Japan

Unit 4: Ancient China

Unit 5 The Renaissance

Unit 6: World Religions – Inquiry Project

Formative Assessment:

Discussions, Questioning, Observations, Analysis of Concepts, Research Skills, Presenting; Responses, Group Work, Reflections, Connections, Drawing Conclusions, Participation, Self-Evaluation

Summative Assessment:

Assignments
Presentations
Projects
Inquiry project

Major focus will be on “The Big 6” concepts of Historical Thinking.

- Historical Significance
- Primary Source Evidence
- Continuity and Change
- Cause and Consequence
- Historical Perspective
- Ethical Dimensions

COURSE CONTENT:

The following is outlined in ministry's Social Studies 8 curriculum:

- Social, Political and economic systems and structures, including those of as least on indigenous civilization
- Scientific and technological innovations
- Philosophical and cultural shifts
- Interactions and exchanges of resources, ideas and culture between, and among, different civilizations
- Exploration, expansion and colonization
- Changes in population and living standards



CURRICULAR COMPETENCIES

Students are expected to be able to do the following:

- Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions
- Assess the significance of people, places, events, or developments at particular times and places (historical significance)
Identify what the creators of accounts, narratives, maps, or texts have determined significant (significance)
- Assess the credibility of multiple sources and the adequacy of evidence used to justify conclusions (evidence)
- Characterize different time periods in history, including periods of progress and decline, and identify key turning points that mark periods of change (continuity and change)
- Determine which causes most influenced particular decisions, actions, or events, and assess their short- and long-term consequences. (cause and consequence)
- Explain different perspectives on past or present people, places, issues, or events, and compare beliefs of human cultures and societies in different times and places (perspective)
- Make ethical judgements about past events, decisions, or actions, and assess the limitations of drawing direct lessons from the past. (ethical judgment)



This is what you will be evaluated on.



EVALUATION

The curricular competencies will be assessed through a combination of formative and summative assessment.

Formative assessment means the feedback you receive as you develop your skills in the course. The day to day assignments and activities helping to build your skills are formative and will

- help you identify your strengths and weaknesses to target areas that need work
- help me to recognize where you may need more guidance and help direct you

Summative assessment

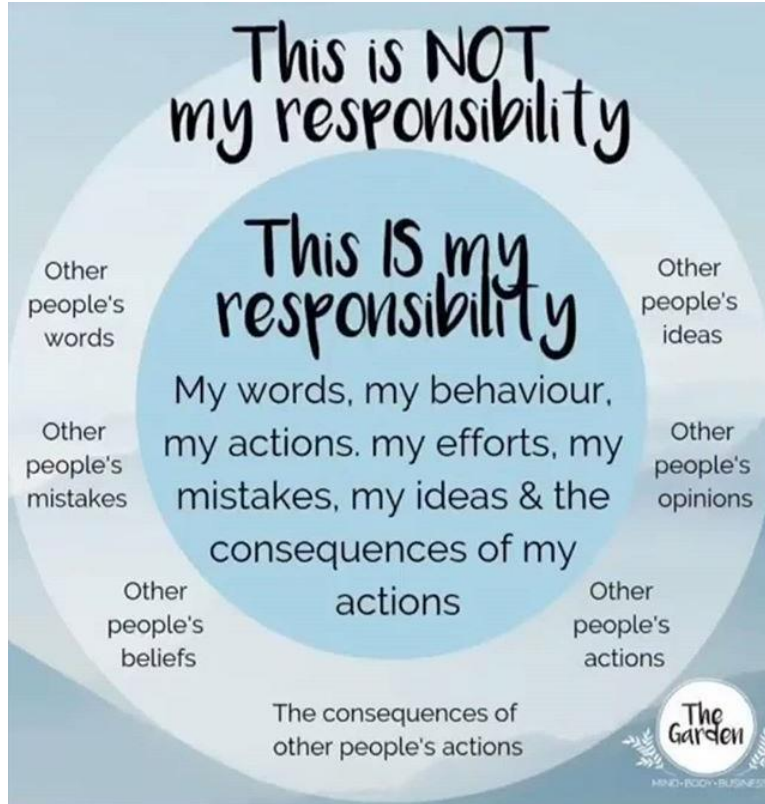
is the evaluation of what you have learned, both skills and content.

These evaluations count for “marks.”

Work habits will be assessed through homework checks, exit slips, involvement in discussions and activities, teacher and self-assessment.

Beginning to acquire knowledge, skills, strategies and processes <i>“I am just get getting started and I learn best with help”</i>	Developing the ability to apply knowledge, skills and processes <i>“I am getting <u>there</u> and I am beginning to do more and more on my own”</i>	Applying knowledge, skills, strategies and processes consistently <i>“I get it and I can do it on my own”</i>	Extending knowledge, skills, strategies and processes creatively and strategically <i>“I get it and go beyond what is expected of me”</i>
<ul style="list-style-type: none"> • Student is beginning to understand at grade level expectations. 	<ul style="list-style-type: none"> • Student is developing understanding at grade level expectations 	<ul style="list-style-type: none"> • Student is applying understanding at grade level expectations 	<ul style="list-style-type: none"> • Student is extending understanding at grade level expectations
<ul style="list-style-type: none"> • Shows evidence that learner can demonstrate some progress toward the learning standards 	<ul style="list-style-type: none"> • Shows evidence that the learner can understand the learning standards in basic or familiar situations 	<ul style="list-style-type: none"> • Shows evidence that learner can transfer understanding of learning standards to both predictable and new situations 	<ul style="list-style-type: none"> • Shows evidence that learner can insightfully and creatively apply an in-depth understanding of learning standards in complex situations.
Beginning	Developing	Applying	Extending

STUDENT EXPECTATIONS:



Involvement:

- Get involved in the class
- Actively participate.
- Ask questions so that we can have an engaged learning environment.

Respect:

- Treat yourself, others, the teacher and learning space with respect.
- Show consideration when others are speaking.
- Leave the room in a decent state.
- Put your cell phone away unless directed to use it during a lesson.

Responsibility:

- You will get out of this course what you put into it(kind of like life).
- You are responsible for your success and learning.
 - Make sure you understand what is required of assignments.
- Be reliable, especially if when you are working with others.
- Be on time.
- If you are away, you need to check in with me if you are away to see what you missed.
- Bring needed materials to class.
- Check Teams regularly for updates and announcements.

SOCIAL STUDIES 8

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For Parents and Guardians:

If you need to contact me during the quarter, please phone the school or email me at jdouglas@vsb.bc.ca Feel free to contact me with any questions or comments you have.

Social Studies 8 is one on my favourite courses to teach and I am looking forward to working with this class this quarter. Please have your child go through the course outline with you, then complete and return this form.

Many thanks,

Ms. Ehn

- I have read my child's Social Studies 8 course overview for Quarter 4, 2021.
- I have read over and understood the Student Expectations section of the course outline.
- I consent to the use of email to communicate about my child.

Please use the following email: _____

From time to time I like to post photos of what is happening in the class. Please let me know if you have completed the VSB Media Consent Form at the beginning of the school year and are comfortable with your child's name or image being posted on the class Teams page.

_____ I have GIVEN MY CONSENT

_____ I have NOT GIVEN MY CONSENT

_____ I have not completed the form. Please forward me a copy.

Students Name and Student Number

Parent Signature

Date