

Social Studies 8

Course Outline, 2018-19

Mr. B. Hanson
bhanson@sd57.bc.ca
250 566 4431 (wk)
250 566 4181 (hm)

Social Studies 8 is a broad survey course. The history portion looks at the Rise and Fall of Global Civilizations, the Middle Ages and Enlightenment in Europe, the Age of Exploration, Discovery of the New World and Early Days, the founding of British and French colonies in present-day Canada.

In Social Studies 8, students will learn more about themselves and their beliefs, each other and the world around them. They will further develop their reading, writing, problem solving, communication and interpersonal skills. They will be creative and analytical. They will read and learn from a multitude of resources, do research, work on projects, discuss, complete assignments and write quizzes and tests.

For some, history is simply a study of humanity's follies and misdeeds. But the study of the past is essential to understanding who you are, why you believe the things you do, why humankind now is such as it is, why Canada is one of the greatest nations on earth. We study the past to learn from the mistakes, dead ends, disasters and successes of our forefathers (and foremothers!) The past teaches us what works and what does not, and understanding it can set students of history on the path to success in their futures.

Units of Study

On a following page will be listed the main themes of the course - The Big Ideas - and what the student should be able to do by the end of the course - the Curricular Competencies

A. History

- i. Global Civilizations
- ii. Europe: Darkness and Light (Again)
- iii. Exploration and Colonization of the New World
- iv. Early Canada

B. Geography

- i. Maps
- ii. Photographs and satellite Images
- iii. Statistics and Graphs

C. Current Events

- i. Viewing/reading/discussing current events.

BIG IDEAS

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

LEARNING 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 (significance)**
- **Identify what the creators of accounts, narratives, maps, or texts have determined is 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 the values, worldviews, and beliefs of human cultures and societies in different times and places (perspective)**
- **Make ethical judgments about past events, decisions, or actions, and assess the limitations of drawing direct lessons from the past (ethical judgment)**

Mr. Hanson's Philosophy on Grades

Evaluation

Marks

Grade Equivalent	A	86 – 100%	
	B	73 – 85%	
	C+	67 – 72%	
	C	60 – 66%	
	C-	50 – 59%	
	I	In Progress	Given when a grade can not accurately be determined due to incomplete work or poor attendance.
	F	O – 49%	Fail

Your achievement will be determined on the following:

- i. Quizzes and tests 30%
- ii. Assignments* 70%

Assignment marks, depending of the nature of the assignment, will most often be based on assessment rubrics that outline basic requirements for each type of assignment.

I will expect to see regular progress in the quality of products you submit. With that in mind, if you improve throughout the semester, I will only count the later assignments that show the growth in your skills when determining your letter grade. Likewise, if your quiz or tests scores improve, I will count those scores which I feel best reflect your ability and commitment to excellence. Keep all assignments and quizzes and tests returned to you in an organized manner.

Assessment:

Assessment of student progress will be done in a variety of methods. It will be my objective to provide a choice of assignments to you. This ideally will allow you to select assignments or activities that best meet your learning styles and to choose the format to present your learning. For example, you might have the option of doing a report or a play on a given topic. If you learn best by being active, by moving, by using hands, facial expressions, acting, you might decide to compose and present a play that expresses the intended learning outcomes for that subject. Or, on the same topic, you might prepare a series of sketches, cartoons, posters to demonstrate your grasp of the concepts and information involved.

The teacher may return assignments to the you that he believes does either not meet the criteria of the assignment, is not to standard for your grade level, or is not to standard for you. I expect you to submit the best product you can. There will be no settling for poor quality work.

My Commitment to You

I will work with each and every student to maximize their potential as students and human beings.

*Assignments are expected to be submitted on time. There will be a due date when the assignment should be submitted. After that date, there will be no further class time dedicated to completing that assignment. The deadline for the assignment will be the Friday of the week following the due date. Work must be submitted by the deadline or a grade of "0" will be assigned. It is then the student's responsibility to devise an assignment related to the learning outcomes of the assignment missed, complete it on his or her own time and submit it in order to receive a grade for the original missed assignment.

Punctual submission of work will reflect your commitment to success, to your education and to your future. Punctuality is about character.