Social Studies 8

Goals of Social Studies

✓ To develop thoughtful, responsible, and active citizens who are able to acquire the requisite information needed to consider multiple perspectives and to make reasoned judgments.
✓ Social Studies 8 involves BIG IDEAS about power, ideas, and change. Students will be able to recognize how the ideas and stories of various societies left a mark on cultures and landscapes, and will be able to see how these same patterns are present and active in their own world.
✓ Allow students to gain an understanding and to prepare to exercise their roles, rights, and responsibilities within the family, the community, Canada, and the world.
✓ To help students develop an appreciation of democracy and what it means to be Canadian.
✓ To help students demonstrate respect for human equality and cultural diversity.
✓ To teach students to think critically, evaluate information, and practice effective communication and appreciate the importance of these skills.

Social Studies Competencies

The following skills will be developed throughout the course:

✓ Conduct effective inquiry and research: Proper MLA Works Cited referencing, Note taking etc.
✓ When faced with different kinds of geographic or social data, and evidence or perspectives about historical content or current events, be able to determine the following:
  o What is significant; what has serious consequences?
  o How can credibility and usefulness be established?
  o What does the evidence say about the time period; what are the turning points?
  o What’s the social context (influence of society)?
**Written communication and blog posts:** Encouraging writing: thematic, descriptive, persuasive, & expository. (Paragraph/Essay structure).

**Digital Literacy:** The ability to locate, organize, understand, evaluate, and analyze information using digital technology. Blog using WordPress.

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**Big Ideas**

- Contacts and conflicts between peoples stimulated significant cultural, social, 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.

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**Critical Challenges and Topics**

Students will be required to consider and think about the following critical challenges. These challenges act as the foundation of the Social Studies 8 curriculum. They are as follows:

<table>
<thead>
<tr>
<th>Topic</th>
<th>Challenge Questions</th>
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<tbody>
<tr>
<td>Middle Ages in Europe</td>
<td>Did the quality of life improve during the Middle Ages?</td>
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<tr>
<td>Renaissance &amp; Reformation in Europe</td>
<td>What was the most important change to society that took place during the Renaissance?</td>
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<tr>
<td>Age of Exploration</td>
<td>Assess the impact of contact, conflict, and conquest on the respective civilizations.</td>
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<tr>
<td>Comparing Civilizations</td>
<td>To what extent do value system effect civilizations? Consider at least two different civilizations in your investigation.</td>
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**Unit 1:** Middle Ages & The Enlightenment  
**Unit 2:** Global Civilizations (Japan, India, China, Islamic World, Africa, Central & South America)  
**Unit 3:** Exploration & Discovery and Conquest  
**Unit 4:** Early Canada and First Nations  
*Current Events throughout the year*
Assessment
Assignments/Quizzes
Inquiry Projects
Blogfolio

Course Expectations

✓ Mutual respect - treat the students, teacher, and learning space with dignity, safety, calmness, and joy
✓ Self-reliance – take responsibility for your actions, attendance, work habits, expected workload, deadlines, & progress
✓ Balance - there is a season (and time in class) for everything; teacher, students, group, individual, talk, listen, laugh, reflect
✓ Curiosity – ask thoughtful questions of yourself, teacher, and classmates, and ask for help when you need it

TECHNOLOGY – Cell phones, tablets, etc. can be great learning tools for collaboration, research, and making. They can also draw students away from the classwork, teacher, and other students. There will be times when technology will be encouraged, and times when they must be put away. “When” will be something between what is obvious or necessary and what is negotiated as a class.

ASSIGNMENT DUE DATES – Most projects have a two-week window after a due date before something else will be required to demonstrate learning. For in class assessments, it’s closer to a week. Keeping a planner/APP to help your organize and keep track of due dates is highly recommended.

Walk through Time Inquiry Project with BLOG presentation
Students begin research and preparation during term 2. “A walk through time” allows students to appreciate and learn about the research writing process and tapping into their creative potential in terms of producing artifacts and oral presentations. Students will be asked to select a topic of interest from various World Civilizations and with in-class support, develop library skills to become an expert in their chosen topic. Students are then expected to create a museum exhibit with an oral presentation (includes multimedia and blog). Further details and expectations of this project will be given in term 2. Showcase will take place the last week of school.

Note: The finer details about this course, texts and resources can be found on my website: mrsvangelista.com

Agreement: Please sign below to indicate that you have read and understood our class policies and course content. Have a great year!

(Student): ___________________________    Date: _______________

(Parent/Guardian): _________________________