

Social Studies 8

Burnaby Mountain Secondary

Semester (2021-2022)



Ms. Vangelista

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Welcome to Social Studies 8! We will spend time exploring the creation and fall of Civilizations throughout the World!

Students will look at the development of civilizations from the 7th century to 1750. They will also compare the development of the Western World with the development of many other Civilizations including China, Japan, and the Arab World. Students will learn organizational skills, writing skills, primary and secondary source analysis, social responsibility, note taking and interpersonal skills –developed through group projects and engaging activities.

All class information will be available on our **Office 365 Teams Page**.

Social Studies 8 has been redesigned on a new concept-based competency-driven approach to learning. Three key areas form the foundation of the framework:

- 1) **KNOW** – the content that students learn
- 2) **DO** – the curricular competencies (the strategies & competencies students will learn)
- 3) **UNDERSTAND** – the ‘big ideas’ and concepts that students learn & understand



<https://curriculum.gov.bc.ca/curriculum/social-studies/8/core>

Course Expectations

- **Mutual respect** - treat classmates and your teacher like you would want to be treated, be kind
- **Self-reliance** - take responsibility for your actions, attendance, work habits, expected work & progress
- **Balance** - there is a time for everything: teacher, student, discussion, together, alone, serious, silly, loud, calm
- **Curiosity** - ask thoughtful questions of yourself, teacher, and classmates, and ask for help when you need it

Technology

Cellphones, laptops, etc. can be great learning tools. They can also draw you away from classwork, instruction, and other classmates. There will be times when devices are encouraged and times when they should be tucked away. We will be using laptops for most assignments and you will need to learn how to time manage. Also, you should never be wearing earbuds, airpods etc. during instruction and group work. Please! It's super rude.

Assessment

Your progress in this class will be assessed in a variety of ways. There will be bigger inquiry group/partner projects, smaller individual assignments, podcasts, quizzes, worksheets, written responses, presentations, and regular observation of class discussion. You will have some choice and input in the sort of work we do and how you show your learning.

Based on the curricular competencies for Social Studies in BC, emphasis will be placed on assessing your ability to do the following:



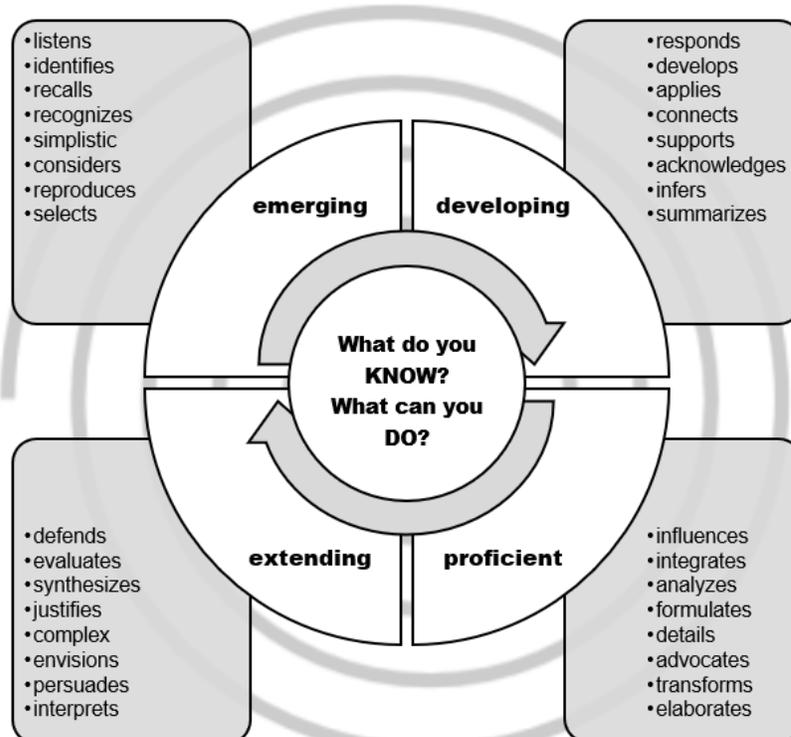
BIG IDEAS

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|---|---|---|--|
| <ul style="list-style-type: none"> Contact and conflict between peoples stimulated significant cultural, social, and political change. | <ul style="list-style-type: none"> Human and environmental factors shape changes in population and living standards. | <ul style="list-style-type: none"> Exploration, expansion, and colonization had varying consequences for different groups. | <ul style="list-style-type: none"> 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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Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <ul style="list-style-type: none"> 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) 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> social, political, and economic systems and structures, including those of at least one indigenous civilization scientific and technological innovations philosophical and cultural shifts interactions and exchanges of resources, ideas, arts, and culture between and among different civilizations exploration, expansion, and colonization changes in population and living standards

How will I be marked in Social Studies 8?



One of the First Peoples' Principles of Learning is that **learning involves patience and time**. This principle recognizes the circular nature of learning. Students need patience and time to fully absorb and deepen their learning, and to have opportunities to explore ideas in different contexts and perspectives. (courtesy *FNESC*, 2020)

Sometimes the more we know, the more we realize we *don't* know – allowing us to circle back, revisit, and grow, in our skill set and competencies.

Your Marks:

Your mark will be determined collaboratively with myself and yourself. Your classwork will be assessed in terms of the proficiency scale. The Ministry of Education also requires a letter grade as a reflection of your achievement in this course.

Emerging	C- / C
Developing	C+
Proficient	B/A
Extending	A+

You will be given ample notification if you are not working to an emerging level.

Themes and Guiding Questions

Course Introduction: Artifact Activity, Competencies (The Big Six)

Unit 1: The Rise and Fall of Civilizations

- Introduce the relationships that affect the development of civilizations (cultural, social, political, technological, economic, geographical, ideological).

Unit 2: Early, High and Late Middle Ages to Enlightenment

- Mapping the Early Middle Ages: European Empires and Viking Expansion
- Knights, Castles, and Serfs: Development of Feudalism
- Fear and Faith: The Church in Medieval Europe, Crusades
- Life in a Medieval Village Before and After the Bubonic Plague

- **Renaissance:** Italian, Northern – survey of ideas, politics, art, culture, trade, literature, individuals
- Reformation and Counter-Reformation:
- The Scientific Revolution



Unit 3: The “Grand” Exchange: Old World/New World

- The age of Exploration: reasons, technology, and methods of travel, life on a ship
- Global trade and expansion: redrawing maps, colonization, exchange
- Spanish Conquest of Aztec and Inca Cultures
- Aboriginal Peoples of North America: origins, distribution, characteristics, ethnology, adaptations (shelter, food, culture) ways of knowing, human – environment dynamic, legacy & continuity, appreciation of differences.

Unit 4: The Roots of Canada

****Current Events throughout the year**