

# **SOCIAL STUDIES 8**

TEACHER: MR. A. HILL – ROOM: 203



## **Contact Information**

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(Scan QR image for web page link)

**Textbook:** *Pathways: Civilizations Through Time*

## **Materials required (each and every day):**

*Textbook*

*Binder & Loose Leaf Lined Paper*

*Writing Utensils*

## **Course Introduction**

*Social Studies is a multidisciplinary subject that aims to study human interaction and natural and social environments. The goal of Social Studies is to develop thoughtful, responsible and active citizens who are able to think critically and thus make informed decisions.*

### **Course Description:**

Social Studies 8 is a survey course that covers world civilizations between the 7<sup>th</sup> Century & 1750 C.E. with an emphasis on European history.

## **Social Studies 8: “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.

## **Social Studies 8: Curricular Goals**

At the completion of Social Studies 8, it is expected that students will:

- **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**
- **Identify what the creators of accounts, narratives, maps, or texts have determined is significant**
- **Assess the credibility of multiple sources and the adequacy of evidence used to justify conclusions**

- **Characterize different time periods in history, including periods of progress and decline, and identify key turning points that mark periods of change**
- **Determine which causes most influenced particular decisions, actions, or events, and assess their short-and long-term consequences**
- **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**
- **Make ethical judgments about past events, decisions, or actions, and assess the limitations of drawing direct lessons from the past**

### **Social Studies 8: Content Goals**

At the completion of Social Studies 8, it is expected that Students will know:

- **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**

### **Social Studies 8: Course Outline\***

1. Geography Basics
  - Maps and atlas skills (setup for Grade 9 Socials)
2. The Emergence of Civilizations
  - Recap of the fall of Roman Empire, and how it lead to civilization shifts
  - Early Middle Ages in Europe
  - Early Arab World
3. The Clash of Religions
  - High Middle Ages and the Feudal System
  - Expansion of Islam
  - Crusades
4. Europe's Late Middle Ages
  - Decline of Feudal System
5. Europe Prospers
  - Renaissance
  - Exploration and Expansion
  - Reformation
6. Asia
  - India
  - China
  - Japan

\*subject to change & modification...

## **Social Studies 8: Class Rules & Expectations**

Social Studies 8 is a fast pace adventure through 1000 years of history, politics, and geography. Please follow the rules and expectations below to ensure that this can be a smooth and productive ride...

### Attendance:

Students are expected to attend class every day. If a student is absent for any reason, he/ she is expected to complete the day's assignment for homework. Missing too many classes/assignments will result in time spent in the 'homework club', or may result in removal from the course.

If you miss, or are going to miss a class, daily work will be posted online (see web page address above), as well as in class ahead of time for the coming week.

### **IF KEEPING UP TO DATE ON ASSIGNMENTS BECOMES AN ISSUE, YOU WILL BE ASSIGNED 'HOMEWORK CLUB' FOR LUNCH AND AFTER SCHOOL CATCH-UP TIME**

### Classroom Expectations:

Each student is expected to be in class and ready to start with all required materials once the 2<sup>nd</sup> bell rings. If you are not in your seat with all of your needed supplies, you are considered late. Being late means you need a late slip, you must get a late slip from the office...

### Food in Class:

Please refrain from bringing full meals into the class. I am okay with snack food – in moderation – loud, smelly, and distracting food choices will be removed (along with their owner) from class. Violate this rule too many times and zero food will be tolerated. Beverages are okay, just make sure that they are in a sealable container...

### Classroom Behaviour:

We **will follow a seating plan**, this is done to help me learn your names, and to ensure you are working in a productive environment. If there is ever a TOC, you must follow the seating plan or you may find yourself marked as "away". From time to time I will switch up the seats; favorable seating is something that must be earned. There is a 'penalty box' – again time spent in here can be looked at as earned, when you get out is also up to you, and me...

### Technology in the Classroom:

To ipod or not to ipod, that is the question? If we are doing a work session where you are working independently I see no problem listening to your personal music – as long as it does not disturb your neighbours, or disrupt my lecture time...

**Texting/social media is not allowed. If you are caught texting etc. in class, you phone is mine for the remaining class time. Repeat offenders will lose their phone for a longer period of time; some offenders will have their phone sent to the office for an undetermined amount of time. Please do not test me on this, this is your only warning...**

Neatness & Organization:

Marking and maintaining an organized class is the responsibility of the teacher. Ensuring your work is presented in a legible and professional manner is yours, please do your best to keep your binder/workbook and assignments neat and organized. Keep track of all handouts, lose them and you'll lose the work you have completed... (This is an important task, as you will see shortly...)

**Social Studies 8: Assigned Values for Course Work**

Social Studies 8 is a fast pace adventure through 1000 years of history, politics, and geography. If you are having difficulties or concerns, come and see me. It is my goal that everyone is successful in this course and to ensure that we will need to work as a team.

Classroom Discussion & Quizzes: I use daily discussion & quizzes to ensure you are maintaining pace with classroom activities/topics. Quizzes will be used if classroom discussion is met with lack of input. (2.5% assigned/assessed per term)

*Value.....5%*

Assignments: Assignments for marks include any assignments that we do in class. That being said, expect homework daily. It will be checked for completion regularly, I will keep an eye on you! Any given work not completed in class is to be completed prior to next class. Students are responsible for obtaining information on missed assignments due to absences.

*Value.....40%*

Unit Tests: A test will be given at the end of each chapter. For any student who missed a test, they must write at the earliest opportunity possible.

I do offer re-tests, however, these are not a "given", you must earn the right to take a re-test. If I feel that students are not giving 100% effort in their original test, then the re-test is not permitted. **YOU MUST BE UP TO DATE ON ALL WORK IN ORDER TO WRITE A RETEST!!!**

*Value.....35%*

Final Exam: This will be scheduled during the exam week. This test will include everything that is in the Socials 8 Year. There will be time set aside to study for this test in class, that is if we are able to stick to our schedule.

*Value.....20%*

***Total.....100%***

<b>Assessment Rubric: How your marks are determined</b>
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### STUDENT PROFILES

Many students and parents often wonder what makes an A or a B or a C-? Here is a chart which shows some of the characteristics associated with the letter grades. You'll notice that many features of top students are a reflection of effort (something they choose to do) rather than natural ability.

	An "A" student	A "B" or "C+" student	A "C" or "C-" student	An "F" student
Participation	comes ready to learn, asks good questions, treats problems like challenges, looks for ways to help others	usually takes class seriously, tries to contribute to the learning atmosphere, puts in some effort	may be confused about what school is for, may or not contribute to the learning atmosphere	doesn't come to school or class to learn, keeps others from learning, appears disinterested or disconnected
Assignments	solid research & organization, high level of detail, work is authentic, creative, and thorough	some research, planning, & adequate detail, work is often original and meets the criteria	work can be rushed, messy, or miss the point; work is sometimes late or not handed in at all	much work is not done or does not meet the criteria; little effort is made to understand the assignment
Work habits	uses class time productively from start to finish, thinks of class as a time to learn and develop skills	uses most of class time productively to learn and understand the material or improve skills	uses only some of class time to learn, may be slow to start, off-task during class, and early to pack up	doesn't often use class time to learn, finds excuses to stay off-task or "check out," might skip
Study	reviews notes, checks out course concepts online or in texts, and finds ways to "own" the material	sometimes reviews key course concepts, especially before tests, probably checks out online help	does not often review notes or course concepts, except a bit before tests, might use online help	spends no time reviewing, finds ways to avoid having notes or work to study, very disorganized
Classwork	completes all work assigned, keeps accurate notes	completes most work assigned, keep notes	completes some assigned work and keeps some notes	much incomplete work and missing notes

(Rubric cited from: [http://dpts.sd57.bc.ca/~gthielmann/geog12/geog12docs/G12\\_IntroPackage.pdf](http://dpts.sd57.bc.ca/~gthielmann/geog12/geog12docs/G12_IntroPackage.pdf))

**Southern Okanagan Secondary  
Work Habit Rubric**



**Student Name:** \_\_\_\_\_ **Course:** \_\_\_\_\_

Term Date		Student	Teacher	Categories	Excellent	Good	Satisfactory	Needs Improvement
E G S N	E G S N	E G S N	E G S N	<b>Attendance and Punctuality</b>	- Consistently in attendance.  - Consistently on time.	- Most often in attendance  -Most often on time	- Usually in attendance.  - Usually on time	- Often absent  - Often late.
E G S N	E G S N	E G S N	E G S N	<b>Preparedness</b> <i>(eg. prepared and ready to learn)</i>  <i>( eg; binder, textbook, pencil, calculator, P.E. Strip, planner)</i>  <i>(eg; completes homework and assignments)</i>	- Consistently comes prepared to learn & be involved in class.  - Consistently brings all required materials.  - Consistently completes homework & meets deadlines	- Most often prepared to learn & be involved in class.  - Most often brings all required materials.  - Most often completes homework & meets deadlines.	- Usually prepared to learn & be involved in class.  - Usually brings all required materials.  - Usually completes homework & meets deadlines.	- Is often not prepared to learn or be involved in class.  - Often forgets required materials for class.  - Has several incomplete assignments. - Seldom does homework. - Often misses deadlines.
E G S N	E G S N	E G S N	E G S N	<b>Responsibility</b> <i>(eg; listens to others, allows others to focus, is on task, takes care of equipment).</i> <i>(eg; works well with others, participates in discussion &amp; other group activities, is not disruptive)</i>	- Consistently respects others and the learning environment.  - Consistently is a positive member of the learning community.	- Most often respects others and the learning environment.  - Most often is a positive member of the learning environment.	- Usually respects others and the learning environment.  - Usually is a positive member of the learning community.	- Still learning to respect others and the learning environment.  - Still learning to be a positive member of the learning community.
E G S N	E G S N	E G S N	E G S N	<b>Initiative</b> <i>(eg; a self-starter, sees what needs to be done, seeks help when needed/absent)</i>	- Consistently takes initiative for own learning.	- Most often takes initiative for own learning.	- Usually takes initiative for own learning.	- Seldom takes initiative for own learning.