



## Social Studies 8

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### Introduction

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Welcome to Social Studies 8!

We hope that by the end of this course, you'll have a better understanding of these big ideas:

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

Note: For some elements of this course, you may need to do research. Make sure all sources are cited (stated) and always either put things into your own words or, if there is a particularly good quotation to use, put the copied work in quotations and cite your source (this should be used sparingly). **Copying work directly from another source will result in a zero for that assignment.**

### Topics in ...

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1. Early Civilizations
2. Medieval Society
3. China 1650BCE-907CE
4. The Middle Ages
5. The Renaissance
6. Exploration and Innovation

### Assessment

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Students will be assessed on the following levels of competency at grade level:

<b>Beginning</b> to acquire knowledge, skills, strategies and processes.	<b>Developing</b> the ability to apply knowledge, skills, strategies and processes.	<b>Applying</b> knowledge, skills, strategies and processes consistently.	<b>Extending</b> knowledge, skills, strategies and processes creatively and strategically.
<ul style="list-style-type: none"> <li>▪ Student is beginning to understand at grade-level expectations</li> <li>▪ Shows evidence that learner can demonstrate some progress towards the learning standards</li> </ul>	<ul style="list-style-type: none"> <li>▪ Student is developing understanding at grade-level expectations</li> <li>▪ Shows evidence that learner can understand the learning standards in basic or familiar situations</li> </ul>	<ul style="list-style-type: none"> <li>▪ Student is applying understanding at grade-level expectations</li> <li>▪ Shows evidence that learner can transfer understanding of the learning standards to both predictable and new situations</li> </ul>	<ul style="list-style-type: none"> <li>▪ Student is extending understanding at grade level expectations</li> <li>▪ Shows evidence that learner can insightfully and creatively apply an in-depth understanding of the learning standards in complex situations</li> </ul>

Mastery is encouraged. Students who wish to improve their work and resubmit are to invited to discuss their options with their teacher.

When the authenticity of student work is in question, the teacher reserves the right to base final grades on teacher supervised assignments and assessments.

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## Resources

*Blackboard Learn 9* Website: <http://sd68.blackboard.com>  
**login:** 3lastnamefirstinitial  
**psswd:** firstname

*Jupiter Grades:* Mark update and assignment feedback at <https://jupitergrades.com>

*School Website:* <https://island-connected.sd68.bc.ca>

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## Attendance

Please be aware that Island Connect K -12 does not have a general attendance requirement. However, it is in your best interests to make a habit of checking in with Mela Vallentgoed at least once a week – face to face, by email, phone or through the virtual office link above. Past learners have stated that such contact promotes engagement with the course materials and serves to motivate them to complete the work in a timely fashion.

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## Completion Timeline Expectations

Successful learners typically finish within four months of initial enrollment in this course. COMMIT to achieving your goals! Get a calendar out and plan how you and when you will complete each lesson in the first

two units immediately. If you mess up, do your best to catch up, but change the timeline right away to reflect this change and, then, do your best to never let yourself fall behind again.

## **Ministry Curricular Outcomes**

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### **CURRICULAR COMPETENCIES:** *Students are expected to be able to do the following:*

1. Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions
2. Assess the significance of people, places, events, or developments at particular times and places (significance)
3. Identify what the creators of accounts, narratives, maps, or texts have determined is significant (significance)
4. Assess the credibility of multiple sources and the adequacy of evidence used to justify conclusions (evidence)
5. Characterize different time periods in history, including periods of progress and decline, and identify key turning points that mark periods
6. of change (continuity and change)
7. Determine which causes most influenced particular decisions, actions,
8. or events, and assess their short-and long-term consequences (cause
9. and consequence)
10. 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)
11. Make ethical judgments about past events, decisions, or actions,
12. and assess the limitations of drawing direct lessons from the past

### **CONTENT:** *Students are expected to know the following:*

#### **7th Century to 1750:**

1. social, political, and economic systems and structures, including those of at least one indigenous civilization
2. scientific and technological innovations
3. philosophical and cultural shifts
4. interactions and exchanges of resources, ideas, arts, and culture between and among different civilizations
5. exploration, expansion, and colonization
6. changes in population and living standards