



north vancouver

Distributed Learning School

Course Plan: SOCIAL STUDIES 8 - 7th Century to 1750

COURSE DESCRIPTION:

SOCIAL STUDIES 8 - 7th Century to 1750 is designed to empower students by providing them with strong communication skills, an understanding and appreciation of language and literature, and the capacity to engage fully as literate and responsible citizens in a digital age. Students are guided in learning to think critically, creatively, and reflectively; to construct a sense of personal and cultural identity; and to be respectful of a range of perspectives and worldviews. For the complete Ministry curriculum document for **SS8** please go to <https://curriculum.gov.bc.ca/curriculum/social-studies/8>

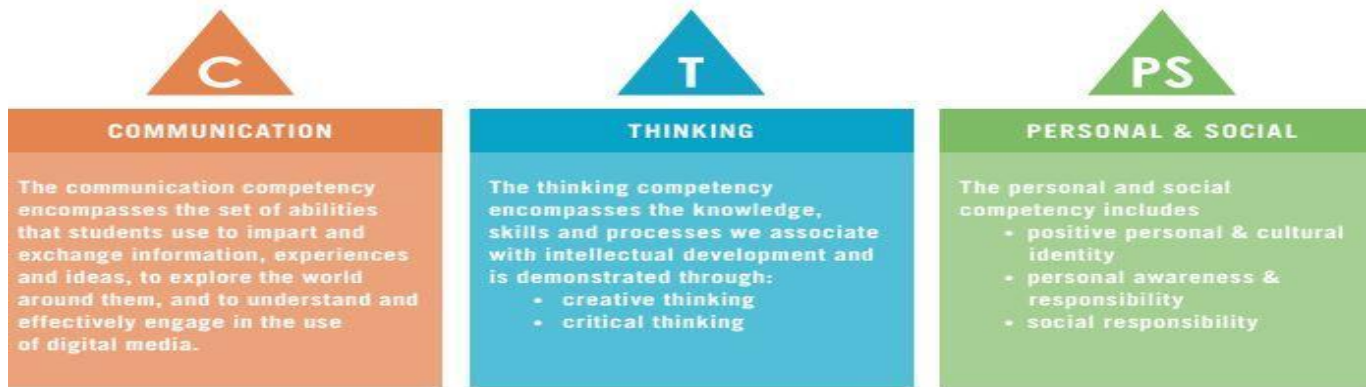
BIG IDEAS:

The Big Ideas consist of generalizations and principles and the key concepts important in an area of learning. They reflect the “Understand” component of the Know-Do-Understand model of learning. The big ideas represent what students will understand at the completion of the curriculum for their grade. They are intended to endure beyond a single grade and contribute to future understanding.

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.
---	---	---	--

CORE COMPETENCIES:

A Core Competency is a skill that all learners need to have to be successful in all aspects of their life. There are 3 core competencies: Communication (Communicating & Collaborating), Thinking (Critical Thinking, Creative and Reflective Thinking), Personal (Personal Awareness and Responsibility, Social Awareness and Responsibility and Positive Personal and Cultural Identity).



COURSE EXPECTATIONS:

- The self-paced nature of this course requires that students manage their time effectively to complete the course by the deadline (typically a year from the date of registration). Successful students make a weekly schedule to plan out the completion of the course.
- Students must read all the information and attempt all activities in the course in order to be successful in the course.
- Students must take care that their communication with the teacher and with other students through email, Moodle message, or in person, is course related, clear and respectful.
- Students must take care that their work is their own and not plagiarized from any other source. This includes, previous work submitted for another course, other people's assignments, Web or other resources etc.

LEARNING STANDARDS: Curricular Competencies

- 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, locations, events, and developments, and compare varying perspectives on their historical significance at particular times and places, and from group to group (significance)
- Assess the justification for competing historical accounts after investigating points of contention, reliability of sources, and adequacy of evidence (evidence)
- Compare and contrast continuities and changes for different groups at particular times and places (continuity and change)
- Assess how underlying conditions and the actions of individuals or groups affect events, decisions, and developments, and analyze multiple consequences (cause and consequence)
- Explain different perspectives on past or present people, places, issues, and events by considering prevailing norms, values, worldviews, and beliefs (perspective)
- Make reasoned ethical judgments about controversial actions in the past or present, and assess whether we have a responsibility to respond (ethical judgment)

Unit – Introduction Immigration in Canada will cover the following Learning Outcomes (Curricular Competencies)

- Use historical inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions
- Assess the significance of people, locations, events, and developments, and compare varying perspectives on their historical significance at particular times and places, and from group to group (significance)

These are 2 of the 7 learning outcomes in the course curriculum, which comprises 29% of the course Learning Outcomes/Activities. (2/7= 29%)

LEARNING STANDARDS: Course Content

Students are expected to know the following:

- 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

UNIT OVERVIEWS AND LEARNING ACTIVITIES:

Unit 1 - Europe's Middle Ages and Renaissance

Unit 1 covers European history from the rise of the Catholic Church after the Fall of Rome up until the dawn of the Enlightenment in the 17th century. This 1 200 years span of history was a period of great social and cultural change.

You will learn about the spread of Christianity from the eastern Mediterranean to the British Isles. You will see that starting in the 15th century individuals involved in the Protestant Reformation and scientists such as Copernicus and Galileo began to challenge the authority and teachings of the Catholic Church.

You will learn about how Europeans changed the way that they governed themselves after the fall of Rome. You will see how feudalism made sense as people went back to the land. However, with the rise of city and city-states, monarchies began to take root all over Europe.

You will explore the Age of Discovery, as Europeans spread outside of their locales by land and sea, looking to get wealthy by establishing trade relationships. You will see how they found more than they were looking for.

You will learn about the new ways of thinking that flourished during the Renaissance and Scientific Revolution. These new ideas radically transformed how people saw themselves in the context of the universe.

Big Idea: Exploration, expansion, and colonization had varying consequences for different groups.

Core Competency: *Thinking*

First Peoples Principle of Learning: Learning involves generational roles and responsibilities

Unit 2 - The Islamic World

Unit 2 covers the historical and cultural impact of Islam, a major world religion. It introduces Islam's birthplace in the Middle East and its dramatic spread across North Africa and southern Asia over the early, medieval and later periods. The foundations of the Islamic faith and the religious duties of Muslims are explored, along with important Islamic contributions to art, architecture, literature, philosophy, science, math and medicine. Islam inspired and sustained several major empires, perhaps most notably the Ottoman Empire, a precursor to the secularism of today's Turkey.

A truly global crossroad and the heartland of Islam, the Middle East has played and continues to play a critical role in world trade. Its strategic location and current status as the world's major oil producing region has resulted in many armed conflicts, some of which continue to this day.

Big Idea: The development of political institutions is influenced by economic, social, ideological, and geographic factors.

Core Competency: *Thinking*

First Peoples Principle of Learning: Learning is embedded in memory, history, and story.

Unit 3 - Trade Between Europe and Asia

Unit 3 begins with the establishment of the Silk Road in China during the Han Dynasty. It then moves on to Portuguese explorations around the Cape of Good Hope and on to southern Asia in the late 15th Century. The result of these first contacts between western Europe, coastal Africa and Asia was a robust trade for Asian spices, tea and luxury goods such as silks, cottons and porcelains, all paid for with silver. The Portuguese were also interested in spreading Christianity to China, Japan, early Mughal India, coastal south Indian and the Indonesian archipelago.

Big Idea: Historical and contemporary injustices challenge the narrative and identity of Canada as an inclusive, multicultural society

Core Competency: *Thinking*

First Peoples Principle of Learning: Learning involves generational roles and responsibilities and learning is embedded in memory, history and story.

Unit 4 - Worlds Collide

Unit 4 explores the collision between the so-called Old and New Worlds, between Europe and the Americas. Prior to Christopher Columbus, several cultures in the Americas were at least as advanced in areas such as science and agriculture as their contemporary counterparts in Eurasia. For example, the Incas and Aztecs demonstrated a high degree of sophistication in expanding and administering their Empires.

In their quest for gold, the Spanish conquerors of New World societies exploited the labor of indigenous peoples. Through the Columbian Exchange, the entire world benefited from New World products such as rubber and many key agricultural crops such as corn and potatoes.

Big Idea: Exploration, expansion, and colonization had varying consequences for different groups.

Core Competency: *Personal and Social*

First Peoples Principle of Learning: Learning requires exploration of one's identity.

STUDENT LEARNING ACTIVITIES AND STRATEGIES:

- Course readings
- Quizzes
- Interactive activities
- Reflective writing
- Assignments may include:
 - Essay/multi-paragraph writing
 - Paragraph writing
 - Verbal speeches/marketing ideas
 - Projects using a variety of technology
 - Podcasts, digital recordings
 - Presentations using a variety of tools (PowerPoint, Glogs, Prezi etc)

ASSESSMENT:

The course will include many formative assessment opportunities where students will receive teacher feedback and also have the opportunity to incorporate self-reflection and self-assessment tools. The formative tasks are designed to help students correct, hone and improve on their work before being assessed. After each full submission of work, the teacher will provide feedback based on criteria and performance standards that can then be incorporated into the final summative assignment. Summative assessment will take place after extensive formative assessment and be used on final performance tasks and tests throughout each unit. This course will be using specific rubrics for different tasks and students will have access to these rubrics before submission of the assignments. The North Vancouver Curriculum Hub Principles of Assessment - <http://nvsc44curriculumhub.ca/assessment/>

Formative:

- Teacher – student conferences (online or in person) to discuss drafts and progress
- Online quizzes to check for completion and understanding of lessons.

Summative:

- Assignments and projects – written feedback, rubric assessment and grade
- Final performance task – written feedback, rubric assessment and grade
- Tests to check for comprehension, analysis, and synthesis of course learning

EVALUATION:

Based on performance standards and criteria as outlined in each assignment:

Evaluation	Percentage of Final Mark
Introductory Unit - Substantive Assignments	10
Assignments	30
Quizzes	10
Unit Projects	30
Unit Tests	20
<i>Course Total</i>	100

RESOURCES:

There are some required texts for this course, which will be available either online or can be signed out from the teacher. Resources for readings and assignments are listed in the instructions of each lesson. These include websites maintained by government and non-profit organizations, as well as individuals. Students need access to a computer with Internet capabilities. Throughout the course, students will have the choice to engage with a variety of applications and online digital tools. The DL Centre is available for students who do not have computer access at home or who would like to meet with the teacher for academic and tech support.