



Windsor Secondary School

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Mission Statement "LEARNING FOR SUCCESS"

At Windsor Secondary School we strive to provide a secure and supportive environment for a diverse community of Individuals who actively pursue lifelong acquisition of knowledge, skills, and attitudes which equip each of us for a meaningful and productive future.

COURSE OUTLINE: SOCIAL STUDIES 8 - 7th Century to 1750

THE BIG IDEAS:

The Big Ideas consist of generalizations, principles and key concepts important to Social Studies. They represent what students will understand at the completion of the curriculum for their grade. Embedded within the course content, they are intended to endure beyond a single grade and contribute to future understanding.

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.

CURRICULAR COMPETENCIES:

Students are expected to be able to **do** the following:

- 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, and developments at particular times and places
- Determine what is significant in an account, narrative, map, and text (Historical 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 what factors led to particular decisions, actions, and events, and assess their short-and long-term consequences (Cause and Consequence)
- Explain different perspectives on past or present people, places, issues, and events, and compare the values, world-views, and beliefs of human cultures and societies in different times and places (Perspective)
- Make ethical judgments about past events, decisions, and actions, and assess the limitations of drawing direct lessons from the past (Ethical Judgement)

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

The course content will be investigated within the following specific topics spanning the historical timeframe of **the 7th Century to 1750**. Each of these topics will represent a section in your notebook:

- a. **Course Information** (not a topic studied, but should be the first section in your notebook)
1. **The End of the Ancient World**
2. **The Middle Ages**
3. **The Renaissance and Reformation**
4. **Early Exploration and EarlyCanada**

These topics will be investigated in relation to the “Big Ideas” utilizing the “Curricular Competencies” that are found throughout the course.

MATERIALS NEEDED:

Students are expected to bring the following to **every** class:

- Blue or black ball-point pen, pencil, and eraser
- Five dividers
- Lined paper
- Pencil Crayons (not every class)
- One sturdy **1 1/2 inch D-Ring Binder** (EXCLUSIVELY FOR SOCIAL STUDIES)
- Agenda Book
- Hi-lighting pens
- Metric ruler

STUDENT LEARNING: ACTIVITIES AND STRATEGIES:

Some examples of the variety of activities and strategies in which students might participate, and some of the products they may produce are:

- note-taking (in a variety of styles)
- formally written paragraphs
- research assignments, charts, graphs, and timelines
- oral presentations and role playing in both individual and group format
- examination and interpretation of primary and secondary print and non-print resources
- cooperative group work and peer teaching

ASSESSMENT AND EVALUATION:

The year has been divided into two semesters so students will receive formal reports as well as interims/incomplete forms when necessary. Marks throughout the year will be calculated and reported as a cumulative mark. The following are some of the assessment and evaluation strategies that may be used:

- quizzes, homework
 - oral discussion and presentations
 - research assignments
 - paragraphs on a variety of topics
 - formal exams and unit tests
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CLASSROOM POLICIES AND PROCEDURES: Please Read Carefully

Electronics usage: Students are not to use personal electronic devices in class. **Please turn them off and put them away before class begins.** Unauthorized use of iPhones, smartphones, electronic devices, etc. during class may result in forfeiture of said item for the rest of the day.

Leaving the class: Students are expected to engage in all classroom activities at all times. It is strongly recommended that **students use the bathroom before class, after class, or during scheduled breaks.**

HATS OFF!: Please remove all hats/toques/non-religious head gear, including earbuds/headphones, before entering the class. An inability to abide by this request will result in the forfeiture of said item for the rest of the day.

Tardiness and missed work: Arrive to class on time - at your desk and ready to learn before the second bell rings. If late, knock once, and wait quietly to be admitted.

Students absent from class, whether excused or unexcused, are solely responsible for obtaining and/or completing any missed tests, assignments, or homework. The school and teaching staff are not required to make special arrangements for unexcused absences. Family vacations do not qualify as excused absences.

Please see the Windsor Secondary Agenda for the full attendance policy.

All assignments must be satisfactorily completed to achieve a passing grade in this course. All incomplete/unsatisfactory assignments must be improved and resubmitted for a maximum achievable grade of 50%. Late assignments may be graded on a pass/fail basis.

Marks sheet: All students must either: **A)** maintain an up to date marks log of all Social Studies marks in the **marks log located in their agenda book** or **B)** keep an up to date **marks sheet** in their Social Studies binder as part of their notebook. Students must **keep all marked assignments** in their notebook or a safe place as the occasional discrepancy may arise between a given and recorded mark. **Parents** are encouraged to monitor their son's/daughter's progress by examining the evaluation sheet and/or the agenda book and stored assignments.

Student Signature: _____

Parent/Guardian Signature: _____