

Social Studies 8: Historical Worldviews Examined

Mayerthorpe Jr. Sr. High School

2019-2020

Instructor: Beth Bissonnette

Email: beth.ranslambissonnette@ngps.ca

Phone: (780) 786-2624

OVERVIEW

Grade 8 students will examine issues related to contact between societies with differing worldviews. They will explore elements of worldviews and how these views are expressed by people living in different times and in different places. Through this inquiry, students will reflect on their own worldviews and assess the influence that the past has had on the present. Examples will be drawn from Japan, Renaissance Europe and Spanish and Aztec societies.

Education in Alberta aims to honour cultural diversity and promote intercultural understanding. Students are able to build on foundational knowledge about First Nations, Metis and Inuit peoples. The program of studies provides opportunities for students to develop a knowledge and understanding of, and respect for, the histories, cultures, languages, contributions, perspectives, experiences and contemporary contexts of First Nations, Metis and Inuit.

RATIONALE

Grade 8 students will learn how intercultural contact between societies leads to significant change and alters each society's worldview.

Google Classroom:

We will be using google classroom in Social Studies 8 this year. Parents are welcome to add the course to follow along with what is happening in class. The codes for each Social Studies 8 section are as follows:

Social 8-1: 60sx30n

Social 8-2: 2f9kqg

RESOURCES/TEXTS/SUPPLIES

1. Textbook: **Our Worldviews: Explore, Understand, Connect**
2. Teacher Provided Resources

MATERIALS

Students are required to bring to each class:

- binder with lined paper
- writing utensil (blue or black pen, or pencil)
- assigned textbook

Outcomes & Assessments:

There are three major sections in Social Studies 8. The specific outcomes for each section are outlined below. **Each unit will include a variety of formative and summative assessments, as well as chapter exams.** The approximate unit dates are also included.

Topic 1: Origins of a Western Worldview: Renaissance Europe	Approximate Dates: September - December
Students will demonstrate an understanding and appreciation of how the exchange of ideas and knowledge contributed to shaping the worldview of the Western world.	
Students will: <ul style="list-style-type: none"><input type="checkbox"/> appreciate how Renaissance Europe formed the basis for the worldview of the Western world.<input type="checkbox"/> demonstrate the willingness to consider differing beliefs, values, and worldviews.<input type="checkbox"/> recognize how beliefs and values are shaped by time, geographic location and societal context.<input type="checkbox"/> critically examine the factors that shaped the worldview evolving in western Europe during the Renaissance through exploration and reflection	
Topic 2: From Isolation to Adaptation: Japan	Approximate Dates: December - March
Students will demonstrate an understanding and appreciation of the ways in which beliefs, values, and knowledge shape worldviews and contribute to a society's isolation or adaptation.	
Students will: <ul style="list-style-type: none"><input type="checkbox"/> appreciate the roles of time and geographic location in shaping a society's worldview.<input type="checkbox"/> appreciate how a society's worldview can foster the choice to remain an isolated society.<input type="checkbox"/> appreciate how models of governance and decision making reflect a society's worldview.<input type="checkbox"/> analyze the effects of cultural isolation during the Edo period through exploration and reflection<input type="checkbox"/> analyze the effects that rapid adaptation had on traditionally isolated Japan during the Meiji period through exploration and reflection	

Topic 3: Worldviews in Conflict: The Spanish and the Aztecs	Approximate Dates: March - June
Students will demonstrate an understanding and appreciation of how intercultural contact affects the worldviews of societies.	
Students will: <ul style="list-style-type: none"> <input type="checkbox"/> appreciate how a society's worldview influences the society's choices, decisions, and interactions with other societies. <input type="checkbox"/> appreciate how Aztec and Spanish identities and worldviews were affected by intercultural contact. <input type="checkbox"/> appreciate and recognize how rapid adaptation can radically change a society's beliefs, values, and knowledge <input type="checkbox"/> critically assess how the Aztecs were affected by the Spanish worldview through exploration and reflection 	

COURSE EVALUATION:

Minor Assignments	20%
Major Assignments	35%
Tests and Quizzes	25%
Final Exam	20%

STUDENT ASSESSMENT:

Assessment: Assessments will fall under two categories: formative assessment and summative assessment.

Formative assessment (assessment FOR learning) allows the teacher to provide feedback and monitor students' understanding of course content so that lessons can be planned accordingly. Formative assessments also allow students to practice and master important skills that will be required to complete summative assessments. These assignments will not be given a 'mark' and so will not affect the course mark but must still be completed to enhance understanding and mastery of key outcomes in this course. Consider these assessments a chance to practice, take risks, and receive valuable feedback from your peers and teacher.

Summative assessment (assessment OF learning) evaluates whether a student has met the objectives in the program of studies. These assignments will be given a mark and will affect the course mark that will appear on grade reports. Major summative assessments in this class are absolutely essential in demonstrating that you have achieved success in the various areas of the curriculum.

GRADE DETERMINATION:

Term grade determination: Grade will be based upon evaluations conducted throughout the course. This portion of the grade will reflect the student's most consistent level of achievement throughout the course, although special consideration will be given to more recent evidence of achievement.

Final grade determination: Grade will be based on the accumulation of term grade evidence and a final examination administered at the end of the course (this exam will be based on an evaluation of all units of the course). This grade will reflect the student's most consistent level of achievement throughout the course, although special consideration will be given to more recent evidence of achievement.

APPEALS PROCESS

Should a situation arise where a student is not satisfied with an assessment outcome, first discuss the matter with the teacher outside of class time. If the teacher and the student are unable to resolve the issue, then the teacher will approach another teacher to assess the assignment. (The teacher will not have prior knowledge of the student's name or the previous grade for the given assignment). If there is still an issue, a meeting will be set up between the student, teacher, parents, and administration to resolve the matter. The commencement of an appeal must occur in a timely manner; within 48 hours of receiving the marked assignment. In return, the appeal process will be completed as soon as possible.

EXPECTATIONS OF THE STUDENT:

General Classroom Rules:

- Follow all school rules and expectations within the classroom as well as in the hallway before, during and after class time.
- Show respect to others within the classroom.
- Be prepared for class.
- Students are responsible for cleaning up after themselves while in the classroom.
- Cell phone and iPods are to be turned off while the teacher or other students are speaking. Listening to music may be allowed during a work period with teacher approval.

Assignments/Projects Rules

- Complete all assignments to the best of your ability and the standard set by the teacher.
- It is the student's responsibility to make up missing or incomplete assignments due to a late or absence.
- If a student is not handing in their assignments in a timely manner, parents will be contacted, and the student may be required to attend a noon hour detention. Continuing to not hand in assignments may result in School Administration becoming involved.

Tests/Quizzes/Essays Rules

- If a student is away on the day of a test, quiz or essay, then they will write it immediately on their return.
- All tests, quizzes and essays are singular events that **MUST** be completed in the prescribed timeframe. Students will not be given extra time unless preapproved by the teacher.

Plagiarism Rules

- Plagiarism is defined as: wrongfully using another's language, thoughts, ideas or expressions as your own. This includes, copy and pasting from the internet, and copying from another student in the class.
- It is **unacceptable** that students plagiarize OR cheat. Such actions are considered a discipline issue.
- Student will be evaluated based on any evidence of work completed by him/her within the plagiarized piece.
- Parents will be notified of the event. If behaviour continues, a meeting with administration will occur.
- If you are unsure then you should ask the teacher, or reference the ideas/thoughts that you are using

Lates and Attendance Policies

Late Policy: Students must be on time for class. They are expected to be in class at the bell. Students that miss 25% of the class will be marked absent. (10 min for 40 min class, 20 min for 80 min class)

Students who are consistently late or have poor attendance will receive contact home and possible meetings with administration, to ensure their success.

Digital Citizenship

Because we will be frequently using computer labs, laptops, and tablets and occasionally using personal devices, students must also abide by the digital citizenship agreement (Administrative Procedure 140) with Northern Gateway.

If student abuses the privilege, he/she will be required to complete work other ways (example: pen and paper). Misuse of personal devices will be dealt with according to the student agenda policy.