

Social Studies 8-1
Mayerthorpe Jr/Sr High

Teacher: Mr. Ed Schalm
Room: 112
Edward.Schalm@ngps.ca
Year: 2021-2022

Google Classroom Code: **zzir4yv**

COURSE DESCRIPTION:

Grade 8 students will examine issues related to contact between societies with differing worldviews. You will explore elements of worldviews and how these views are expressed by people living in different times and in different places. Through this inquiry, you will reflect on your own worldview and assess the influence that the past has on the present. Emphasis will be placed on those attitudes, skills, facts, and generalizations that are useful for lifelong learning.

Student Materials:

Pens, binder, looseleaf, textbook

Resources

Textbook: “Worldviews: Contact and Change” by Pearson Education
Films, videos, audio clips, and short stories as appropriate and required

Topic 8.2

Origins of a Western Worldview: Renaissance Europe

September – Mid-November

Through an examination of Renaissance Europe, students will demonstrate an understanding and appreciation of how the exchange of ideas and knowledge contributed to shaping the worldview of the western world.

Concepts...

- How the Renaissance formed the worldview we have today
- Differing beliefs, values, and worldviews
- How beliefs and values are shaped by time, geographic location, and social context
- City-states
- Humanism
- Age of Discovery
- Rise of Imperialism
- Exploration and intercultural contact

Topic 8.3 Worldviews in Conflict: The Spanish and the Aztecs

Mid-November to January

Through an examination of Spanish and Aztec societies, students will demonstrate an understanding and appreciation of how intercultural contact impacts the worldviews of societies.

Concepts...

- How a worldview influences choices, decisions, and interactions with others
- How Aztec and Spanish identities and worldviews were impacted by intercultural contact
- How rapid adaptation can radically change a society's beliefs, values, and knowledge
- Aztec worldview
- Spanish empire expansion
- Technology and disease
- Dominance of one nation over another

Topic 8.1 From Isolation to Adaptation: Japan

February to June

Through an examination of Japan, 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.

Concepts...

- How society's worldview can foster the choice to remain isolated
- How models of governance and decision making reflect worldview
- How a worldview shapes individual citizenship and identity
- Edo Period
- Meiji Period

Final Review

Early to Late June 2022

During these year-end activities, students will synthesize and consolidate their knowledge and understanding of worldview by integrated all three case studies. They will apply what they have learned by engaging in a full research project to explore a society of their choosing. And finally, they will describe their own worldview and understand how this self-knowledge can improve their lives.

METHODOLOGIES:

Instruction will consist of a variety of (but is not limited to): lectures, class discussions, group discussions and projects, films and videos, readings, note-taking strategies, and effective online research.. Students will also be expected to provide a variety of responses (written and verbal) to curricular outcomes. Opportunities will exist for differentiated instruction within class activities at both the teacher's and students' discretion.

Both **formative** and **summative** assessments will occur on an ongoing basis, throughout the school year. Formative assessment provides the teacher with insight into what the students are learning and how they can be taught more effectively. Summative assessment is used to evaluate what the student knows and can do based on required curricular outcomes. Students will be given an opportunity to determine specific portfolio assignments that are considered for summative assessment in several units of study.

PROJECT EXAMPLES:

Formative	Summative
Graphic Organizers Lecture Group Collaboration Web Research Interactive Websites	Projects Homework Authentic Performance Tasks Critical Thinking Challenges Powerpoint Presentations

EVALUATION:

* Student grades will be calculated cumulatively over the entire year *

Major Assignments or Projects	30%
+	
Minor Assignments and Quizzes	20%
+	
Unit Tests	20%
+	
Midterm	10%
= Total Class Mark	
+	
Final Exam	20%

100% of FINAL GRADE in course

EXPECTATIONS:

- Due Dates/DEADLINES: It is the responsibility of the students to complete all homework assignments. All due dates will be posted in class and electronically. Assignments can be submitted in hard copy or electronically through the Google Classroom.
 - Assignments by DEADLINE: Assignments not completed by the posted DEADLINE (two weeks after due date) will be entered in the markbook as Not Handed In (NHI)
- Absenteeism: Students who are absent when assignments or tests are given will be dealt with on an individual basis, depending on reason for and length of absence. It is the student’s responsibility to complete missed course work in a timely fashion.
- Students are expected to be on time and prepared for class each day.
- Students are expected to respect school property, fellow classmates’ property, and their own personal property. This includes keeping a neat, organized binder.

5. Students are expected to respect each other, and their teachers.
6. Teacher is expected to come to the classroom with the prepared materials and lesson plan.

General Assessment Statement

Assessments are critical to guiding teaching and learning. Summative assessments are shared/returned with students to provide feedback on their learning. However, when a student does not complete an assessment, for security, that assessment can not be shared or returned to the other students. This delays the feedback to other students and creates inconsistencies in forwarding learning opportunities.

All assessments must be completed in a timely manner to support the learning for all students.

Regarding overdue assignments - I realize NGPS does not support losing/decreasing marks for "lateness" but this in itself can be a motivator to getting them done. I feel that those students that chose to not use class time and ignore the verbal and written reminders from the teacher need to have a consequence for their action. We don't want to reward those that did get it in on time because that is what we expect from them, that's the norm and that's in line with our school goals. If you receive the same mark regardless of when you hand it in then why bother?

