

Social Studies - Historical Worldviews Examined
Mayerthorpe Jr. Sr. High School
Mrs. Hansen
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Overview

Social studies is the study of people in relation to each other and their world. Social studies 8 offers an opportunity to examine issues related to contact between societies with differing worldviews. Through out the course we will explore elements of worldview and how these views are expressed by people living in different times and in different places.

UNITS OF STUDY	
From Isolation to Adaptation: Japan (9 weeks)	Through an examination of Japan, students will demonstrate an understanding and appreciation of the ways in which <i>beliefs, values and knowledge shape worldviews</i> and contribute to a society's isolation or adaptation.
Origins of Western Worldview: Renaissance Europe (15 weeks)	Through an examination of Renaissance Europe, students will demonstrate an understanding and appreciation of how the <i>exchange of ideas and knowledge</i> contributed to shaping the worldview of the western world.
Worldviews in Conflict: The Spanish and the Aztecs (9 weeks)	Through an examination of Spanish and Aztec societies, students will demonstrate an understanding of how <i>intercultural contact</i> impacts the worldviews of societies

Current Events: An examination of current affairs, issues and local concerns will occur on an ongoing basis as an integrated component of the Social Studies 8 course. This will involve informal discussion on current events as well as formal current events assignments and political cartoons.

Evaluation:

Break Down for Unit Marks

- * Unit Tests, Quizzes and Written Assessments: 50%
- * Minor Assignments and Group Projects: 25%
- * Homework Checks 5%
- * Final Exam 20%

No Bus Days:

In the event of bussing not running, students will be required to check google classroom for any activities to work on that day.

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.

Student Assessment:

Assessment for Learning (Formative Assessment) is a systematic process of collecting information or evidence about student learning and is not assigned a grade/mark for the report card. **Assessment of Learning (Summative Assessment)** the judgment we make about the assessments of student learning based on established criteria and a mark/grade is recorded for the report card. The purpose of assessment is to improve student learning. This means that judgments of student performance must be criterion-referenced so that descriptive feedback can be given that includes clearly expressed next steps for improvement. Tools of varying complexity are used by the teacher to facilitate this. For the more complex evaluations, the criteria are incorporated into a rubric where levels of performance for each criterion are stated in language that can be understood by students.

Assessment is embedded within the instructional process throughout each unit rather than being an isolated event at the end. Often, the learning and assessment tasks are the same, with formative assessment provided throughout the unit. In every case, the desired demonstration of learning is articulated clearly and the learning activity is planned to make that demonstration possible. This process of beginning with the end in mind helps to keep focus on the expectations of the course curriculum outcomes. The evaluations are expressed as a percentage/mark/grade based upon levels of achievement. If a student does not complete the given assignment by the due date, every effort will be made to have the student hand in the missing assignments. NHI's are not a valid way to assess where your child is, but at some point if an assignment does not get handed in, a grade of zero will be assessed. Once an assignment is handed back to the class, the students will not be allowed to hand it in for marks. A completion check mark will be given so the parent knows they have now completed the assignment.

Benchmark Skills & Processes for Social Studies:

Dimension of Thinking	
<i>critical thinking and creative thinking</i>	determine the validity of information based on context, bias, source, objectivity, evidence and/or reliability to broaden understanding of a topic or an issue
<i>historical thinking</i>	analyze selected issues and problems from the past, placing people and events in a context of time and place
<i>geographic thinking</i>	interpret thematic maps to analyze economic and political issues
<i>decision making and problem solving</i>	take appropriate action and initiative, when required, in decision-making and problem-solving scenarios
Social Participation as a Democratic Practice	
<i>cooperation, conflict resolution and consensus building</i>	demonstrate leadership in groups, where appropriate, to achieve consensus and resolve conflicts peacefully and equitably
<i>age-appropriate behaviour for social involvement</i>	develop leadership skills by assuming specific roles and responsibilities in organizations, projects and events within the community
Research for Deliberative Inquiry	
<i>research and information</i>	reflect on changes of perspective or opinion based on information gathered and research conducted
Communication	
<i>oral, written and visual literacy</i>	communicate in a persuasive and engaging manner through speeches, multimedia presentations and written and oral reports, taking particular audiences and purposes into consideration
<i>media literacy</i>	examine techniques used to enhance the authority and authenticity of media messages

EXPECTATIONS OF THE STUDENT:

1. Show respect and courtesy to others. That includes both teachers and classmates.
2. Be prepared for class. This means that you are in the classroom on time and that you have all the materials that are needed for that class. (pens, books, homework)
3. Complete all your assignments. Work is given to you to help to achieve the goals of the course. Besides homework, essays, and projects that maybe assigned, regular review and study is essential.

NOTE: If you miss any class time, it is your responsibility to find out what happened in the class or classes that you missed and to catch up on any notes and assignments.

4. Take responsibility for your own learning and behavior. It is your attitudes and efforts that will determine what you get out of the course.
5. Assignments must be done in blue or black ink. Pencil may be used on maps or graphs or multiple choice answers.

This course qualifies for the MHS exam exemption policy. Please see the MHS student handbook for specific information regarding eligibility towards exemptions.