



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 of particular societies and civilizations
- scientific and technological innovations and philosophical and cultural shifts
- interactions and exchanges of resources, ideas, arts, and culture between and among different societies
- 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**
 - 4. **Early Exploration and Contact**

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

ASSESSMENT AND EVALUATION:

The year has been divided into two semesters so students will receive informal assessments and feedback, interims, as well as formal reports within the semester. Assessment throughout the semester will be based on the **BC Ministry mandated Proficiency Scale. The Provincial Proficiency Scale:**

Emerging	Developing	Proficient	Extending
The student demonstrates an initial understanding of concepts and competencies relevant to the expectant learning.	The student demonstrates a partial understanding of concepts and competencies relevant to the expectant learning	The student demonstrates a complete understanding of concepts and competencies relevant to the expectant learning	The student demonstrates a sophisticated understanding of concepts and competencies relevant to the expectant learning

CLASSROOM POLICIES AND PROCEDURES: Please Read Carefully

HATS OFF!: Please remove all hats/toques/hoodies/head gear before entering the class.

Electronics usage: Students are **not** to use personal electronic devices in class. **Please turn them off and put them in the cellphone holder as soon as you enter class. Earbuds away during class as well, please.** Unauthorized use of iPhones, cellphones, electronic devices, etc. during class may result in forfeiture of said item for the rest of the day. Please refrain from using them during lessons.

Drinks OK, Food is not: Drinks are permitted in the classroom, but food is not. Please eat before or after class, not during. Students may eat during scheduled break times. Please remove garbage, wrappers, drink cans, and bottles. **And. . . no gum please.**

Leaving the class: Students are expected to engage in all classroom activities at all times. Leaving class during lessons will result in disruption of class and the missing of significant chunks of instruction. **Therefore, as best you can, please use the bathroom before or after class, not during.**

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 provide sufficient evidence of learning. Students who do not satisfactorily demonstrate learning may be assigned an IE (insufficient evidence) on their formal reports.

Assessment sheet: All students are asked to keep an up to date **assessment sheet** in their Social Studies binder as part of their notebook. Students are asked to **keep all returned assignments**. As well, **Parents** are encouraged to monitor their son/daughter's progress by examining the assessment sheet and/or the agenda book and completed assignments.

Student Signature: _____

Parent/GuardianSignature: _____