Social Studies 8 Course Outline

# The Basics

My teacher’s name is: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Their email address is: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Our classroom is: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Our classroom webpage is: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# What is Social Studies 8 about?

The newly designed Social Studies 8 curriculum is based on these four **Big Ideas**:

* **Contact and conflict** between peoples stimulated significant cultural, social, and political change
* Humans 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**

We will be working to develop knowledge and skills relating to these core competencies:

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| --- | --- |
| **Historical Significance** | How do we decide what is important to learn about the past? |
| **Evidence** | How do we know what we know about the past? |
| **Continuity and Change** | How can we make sense of the complex flows of history? |
| **Cause and Consequence** | Why do events happen, and what are their impact? |
| **Historical Perspective** | How can we better understand the people of the past? |
| **The Ethical Dimension** | Are moral and ethical considerations informed by historical, geographical, and social context? |

# So… what are we learning about?

By the end of this semester, you should be able to use social studies inquiry process and skills to **ask questions, gather, interpret, and analyze ideas and communicate findings and decisions.** In addition, you will gain knowledge about these topics:

* Social, political and economic systems and structures of civilizations
* 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 specific content will cover historic events and civilizations from around the world that existed between the years 600 CE and 1750 CE.

# LiD Project

At the beginning of the semester, each student will be assigned a topic of inquiry. This will be your “LiD” project topic (Learning in Depth). LiD is a semester long portfolio project that allows you to build off of the things we learn in class and dive deeper into a specific topic in order to become an **expert**. The highlight of the LiD project is the semester end presentations where you get to showcase your knowledge to the rest of the class.

# Supplies

You will need to bring pens/pencils, a binder and lined paper to every class. On occasion you may need scissors, glue, pencil crayons, and rulers, but you will be given notice in advance so it is not necessary to bring these extra supplies to every class. Please come to class prepared.

# Assessment

You will be assessed continually throughout each unit of study. We will have check-for-understanding assignments as well as more summative tasks (tests, projects, presentations, written responses, etc.). At the end of the semester, you will meet with your teacher to discuss where you are at in terms of developing your core competencies. You will receive a letter grade (A,B,C+,C,C- or I) on your report card and a rubric (attached) that explains where you are in your skills development. You will also have a meeting with your teacher at the end of the semester to discuss your progress.