

# SOCIAL STUDIES 8 COURSE OUTLINE

This course investigates the history and geography of many regions of the world from 500 – 1600 CE (Common Era). Studies will focus on ancient civilizations, the Renaissance, and the Enlightenment. In addition to European history, students may explore other areas of the world, including Africa, China, India, Japan, and or the Middle East.

## *Introduction Geography*

### *Unit 1 Ancient Rome*

*Unit 2 Europe's Early Middle Ages Pathways* (Ch 1) Term 1 (September- November)

**Europe's High Middle Ages Pathways** (Ch 2)

**Europe's Late Middle Ages Pathways** (Ch 5) Term 2 (December- February)

### *Unit 3 European Renaissance*

*Pathways* (Ch 7) Term 3 (March- May)  
**Navigators and Sea Dogs Pathways** (Ch 8)

### **Emergence of the Nation-State**

*Pathways* (Ch 9)

*Unit 4 Africa Pathways* (Ch 12) Term 4 (May-June)

**China Pathways** (Ch 3, 13)

**India Pathways** (Ch 11)

**Japan Pathways** (Ch 6)

**Middle East Pathways** (Ch 4, 10)

(\*\*\*Time permitting, one chapter from Unit 4 might be studied).

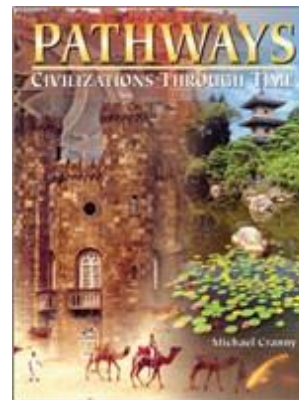
## **Skills Objectives**

- Geography – map interpretation, location, landforms, regions, natural and political boundaries, topography
- Data Interpretation – graphs, charts, tables
- Critical Analysis – identifying issues and bias/objectivity, evaluating primary and secondary sources
- Research & Presentation – note-taking, presentation skills

## **Textbooks/Reference Materials**

Students are responsible for the care and return of all textbooks and reference books assigned to them for this course:

### *Pathways: Civilizations Through Time*



## **Expectations**

- focus on the task at hand
- participate in class discussions and activities
- be organized
- bring to class every day: a binder with paper, pencil, pen, eraser, coloured pencils, ruler, and textbook.
- be courteous and respectful at all times (appropriate language and conduct)

- help keep the classroom clean and tidy

### **Attendance**

To be successful, students are expected to attend all classes. As class time is extremely valuable, students must do their utmost to arrive to class on time. Also, **washroom and locker visits are to be done in between classes.** If a student happens to arrive late for class, **he/she should not disrupt the class. In addition, a late student must advise the teacher of the reason for his/her tardiness before the end of class.** Parents/guardians are encouraged to set appointments (doctor, dentist, driving exam, etc.) either before or after school.

### **Snacks & Beverages**

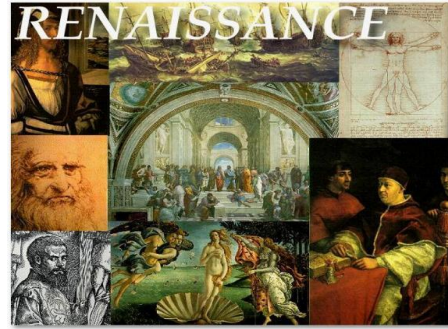
Students are encouraged to enjoy healthy snacks and are expected to clean up after themselves. Water and or appropriate electrolyte drinks are permitted in the classroom.

### **Shape of the Day**

- class objective(s)
- day's lesson- may include lecture, discussion, assignments, and or minor/major projects.
- announcements – record homework, assignment and/or exam/test due dates in your student agenda.

### **Assessment and Evaluation**

Assignments	40%
Presentations/Project(s)	20%
Unit Tests	20%
Midterm Exam	10%
Final Exam	10%



**Note:** Assignments/projects will be accepted up to one week after the initial deadline, subject to any late deductions. All work must be completed no **NHI's** are given. If meeting deadlines is constantly occurring this will reflect your work effort (i.e.) **G-** Good to **S-** Satisfactory, to **N-**Needs improvement.

### **Missed Tests**

Students will have to write on an agreed time with the teacher. If this time is not possible, students will have to make arrangements with the teacher to write before the school day begins or ends. Prior to writing any missed exam, test, quiz, students will have to provide a signed parent/guardian note why they had missed and if a note is not provided an alternate test will be given to student.

### **Teacher Availability**

Students needing additional help with their studies are encouraged to meet with the teacher before and after class time.

**My goal for ALL of you is to be successful in this class.** I want you to feel like you have worked hard to produce work you are proud of. I want you to internalize the skills and methods so that you will be successful in future Social Studies classes and in your life beyond high school.