

Social Studies 8

Type: Online

Course Description:

The big question for Social Studies 8 is, “How can learning about the past help us to understand today?” While the BC Curriculum focuses on the 7th century to 1750 C.E., this course focuses on 476 to 1750 C.E. The authors determined that earlier context was needed for students to understand what followed, so some attention has been given to the Fall of Rome and the Early Middle Ages. This course seeks to avoid Eurocentrism, allowing students to grow in their knowledge of Empires and civilizations outside of Europe, while still having an understanding of what happened in Europe during this time period. The hope is that students will have a better picture of the world that they live in today through being aware of the major developments in history, including those that happened in the Islamic Empire, Imperial China, Mesoamerica, and pre-Confederation Canada.

Major Units and Topics:

- Overview of 476-1750 C.E.
- Medieval Europe
- Inventions and Innovations
- Cultural Exchanges and Exploration
- Indigenous Life and Colonization in Canada
- Final Assessments

Assessments:

- Various quizzes, reflection questions, forum responses
- Unit 1 Test
- Medieval Europe Presentation
- Invention Collection
- Columbus Controversy Assignment
- Canada’s Story Assignment
- Final Project
- Final Exam



Learning Standards Overview:

Curricular Goals <i>Students are expected to be able to do the following:</i>	Unit 1 Overview of 476-1750 C.E.	Unit 2 Medieval Europe	Unit 3 Inventions and Innovations	Unit 4 Cultural Exchanges and Exploration	Unit 5 Indigenous Life and Colonization in Canada	Unit 6 Final Assessments
Comprehend and connect (reading, listening, viewing)						
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, or developments at particular times and places (significance)	✓	✓	✓	✓	✓	✓
Identify what the creators of accounts, narratives, maps, or texts have determined is significant (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 which causes most influenced particular decisions, actions, or events, and assess their short-and long-term consequences (cause and consequence)	✓	✓	✓	✓	✓	✓
Explain different perspectives on past or present people, places, issues, or events, and compare the values, worldviews, and beliefs of human cultures and societies in different times and places (perspective)		✓		✓	✓	
Make ethical judgements about past events, decisions, or actions, and assess the limitations of drawing direct lessons from the past (ethical judgement)			✓	✓	✓	



Content <i>Students are expected to know the following:</i>	Unit 1 Overview of 476-1750 C.E.	Unit 2 Medieval Europe	Unit 3 Inventions and Innovations	Unit 4 Cultural Exchanges and Exploration	Unit 5 Indigenous Life and Colonization in Canada	Unit 6 Final Assessments
Social, political, and economic systems and structures, including those of at least one indigenous civilization		✓			✓	
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	✓	✓		✓		

