



# Sutherland Secondary School

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## 2011-2012 Course Outline

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**Subject: Social Studies      Grade: 8      Teacher Name: Kevin Benoy**

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**Weekly plans for lessons are posted at my blogsite:**

**<http://kjbenoy.blogspot.com>**

**Assignments and additional materials are posted on the Social Studies 8 page of my website – link from:**

**<http://sites.google.com/site/kbenoy/>**

**All students should use the resources at *The Basics of Effective Learning*. This is a website designed to provide study skills and school coping techniques. Designed for US College students it is absolutely applicable to all levels of high school as well:**

**<http://www.bucks.edu/~specpop/index.htm>**

### **General Learning Outcomes:**

In this study of European and Asian civilizations from 500 BC to 1600 CE, provincial curriculum expectations (<http://www.bced.gov.bc.ca/irp/ss810/apa1.htm>) include the following:

- Applying Social Studies skills in the following areas: identifying and clarifying problems, issues and inquiries; gathering information from various print and non-print sources; interpreting and analyzing information in various formats and developing positions on historical and contemporary problems and issues; presenting information orally and in writing and visual media; practicing active citizenship.
- Studying Society and Culture, students will: compare daily life, family structures and gender roles in a variety of civilizations; describe a variety of diverse cultural traditions and world religions; demonstrate awareness of artistic expression as a reflection of the culture in which it is produced; identify periods of significant cultural achievement; describe how societies preserve identity, transmit culture, and adapt to change.

- Studying Politics and Law, students will: demonstrate an understanding of the tension between individual rights and responsibilities of citizens in a variety of civilizations; assess the impact of contact, conflict, and conquest on civilizations; describe various ways individuals and groups can influence legal systems and political structures; explain the development and importance of government systems.
- Examining Economy and Technology, students will: compare basic economic systems and different forms of exchange; analyze the effect of commerce on trade routes, settlement patterns, and cultural exchanges; compare the changing nature of labour in rural and urban environments; describe the impact of technological innovation and science on political, social and economic structures.
- Studying Geographical and Environmental concerns, students will: construct, interpret, and use graphs, tables, grids, scales, legends, contours, and various types of maps; locate and describe major world landforms bodies of water, and political boundaries on maps; locate and describe current and historical events on maps; describe how physical geography influenced patterns of settlement, trade, and exploration; analyze how people interacted with and altered their environments, in terms of population, settlement patterns, resource use and cultural development.

## **Course Content:**

This course reinforces the idea that distinctive cultures develop in response to a variety of influences through the study of historical trends in Ancient Times, the Middle Ages, the Renaissance, and the Reformation, in Europe and Asia. Specific civilizations studied include: the Roman Empire, Byzantium, Medieval Islamic Civilization, India, China, Japan and Medieval, Renaissance and Reformation Europe. Knowledge of geography and associated skills acquired in the elementary grades are reinforced and expanded. After an introductory unit on basic map and globe reading skills, geographical study will be integrated with history in the remainder of the course. Current events are also considered an essential part of this course.

## **Resource Materials:**

Textbooks: Walter G. Kempl, *Geographical Essentials; The Canadian Oxford School Atlas* (one of the 6<sup>th</sup>, 7<sup>th</sup> or 8<sup>th</sup> editions); Burton Beers, *Patterns of Civilizations I*.

Texts will be supplemented with teacher-produced text and media resources, slide presentations, filmstrips, videos, DVDs and material selected from Internet sources.

## **Student Learning: Activities and Strategies:**

Research indicates that students learn in many ways, so most material is presented and studied in several forms. Covering most material, students will see, read, discuss and present information to master it. Homework will be assigned daily. In addition, students will write short (generally paragraph length) assignments regularly, will do several quick research assignments (generally

1-3 pages of writing) and at least one long research assignment (5+ pages) during the term. In Mr. Benoy's class, most assignments will be individual; however, a small number of group assignments will also be given. Homework will be checked on a random basis and marked for completion; other assignments will be graded for completion, content and presentation, according to criteria provided when the assignment is given. All assignments must be completed, since every assignment is designed to help students grasp course content. All learning requires repetition and regular re-examination of what has been studied, so there will be regular testing at the end of each unit and a final exam at the end of the semester. The purpose of testing is to cause students to look at material repeatedly, as well as to provide regular feedback on student progress.

### **Assessment and Evaluation:**

Course work is evaluated regularly and students should check their marks, posted (generally weekly) by student number on the front wall of the classroom. Marks in this class are cumulative throughout the year; marks are not separated by term, nor are they scaled or assigned to bins with different percentage weights. Students can easily keep track of their own class work marks by dividing the number of marks earned into the total value of assignments given.

Assignments must be handed in on time unless prior arrangements are made or a parent or guardian's note confirms exceptional circumstances. Late deductions in this class will be applied as follows: 10% deduction on the first day late; 20% on the second; 30% on the third. A 50% grade is the best that can be achieved on or after the 4<sup>th</sup> day. However, if a student's overall mark is under 50% at the time that a late assignment is submitted, no late deduction will be made. This is to ensure that all students are always in a position where a pass can be earned. No mark will be reduced below a 50% total by a late deduction and late work can be submitted any time up to the final day of classes. The only exception to this is for homework checks (marked out of 3), which, because the mark is based on process and not content, cannot be handed in late.

Short assignments will be marked within a day or two. Long assignments may take up to a week to be evaluated.

### **Marks Assignment:**

Class work is worth 80% of the final grade. The final exam is valued at 20%.

Grades are assigned as follows: A 86%+; B 73-85%; C+ 67-72%; C 60-66%; C- 50-59%; D 40-49%; E 39% or less.

### **Extra Help:**

Social Studies teachers are always prepared to provide additional out-of-class help. Simply ask. Mr. Benoy's official tutorial times are immediately after school on Mondays and Fridays; However, he arrives early, leaves late, and spends most lunch and break times in his room (D208) or in the photocopy room next to the office. Come and ask for help or make an appointment. If he is unavailable because of meetings or other commitments, do not hesitate to

e-mail him at the address given at the start of this document. It is also possible to talk to another Social Studies teacher; we are here to help all students, not just those in our own sections.

## **Policies and Procedures:**

Students must behave maturely, respecting themselves, others, and the learning environment, while abiding by the Sutherland Code of Conduct at all times. Do not damage the property of others or use it without prior permission.

Much of what we learn comes from our experiences in the classroom, so it is important that students attend. If a class is missed, it is up to the student to make up work and catch up with the rest of the class. A note is required to confirm the validity of absences. Students can expect zero grades for missed tests or assignments because of skipping.

Students are expected to be punctual. If one arrives late, he or she should enter at a convenient moment to avoid disrupting the class. Be sure that the teacher knows you have arrived. Latecomers will receive zeros for homework checks or early surprise quizzes. Unexcused late assignments may receive mark deductions. However, mark deductions will never reduce an assignment's value below 50%. Quiet talking is permitted when students are working independently, provided that other students are not distracted or disturbed and that work on assignments is not hindered. When the teacher, a student, or guest is addressing the class, all are expected to pay attention and remain silent. Hands must be raised to indicate a question or request. Please leave music players at home. They are often damaged or lost at school and are frequently played at volume levels that disturb others, even though headphones are worn, causing long-term damage to the hearing of the user. Cell phones must be turned off during the school day. Paper translating dictionaries may be used if the teacher has examined them in advance – but no electronic devices are permitted.

Cheating and plagiarism (the use of the words of others without properly crediting them) are serious offenses. Please see the Sutherland Personal Agenda Book for consequences.

Students should use the washroom outside class time, except for emergencies.

The teacher's permission is needed to leave the classroom. It is important that the teacher knows exactly where everyone is in case of an emergency. Return to class promptly.

**Place this Outline and Expectation booklet in your Social Studies Binder.**