



Semester 1 & 2

Room: 9

Period 3 (10:48 – 12:00)

Days 1-6

## ***Grade 7/8 Social Studies***

**Course Code: 0042**

**Credit Value: none**

**Miss Doran [sdoran@trsd.ca](mailto:sdoran@trsd.ca)**

**Prerequisites:** none, although successful completion of K-6 social studies courses are strongly encouraged.

**Required Materials and Recommended Resources:**

Required: binder, pencils, eraser, lined paper, art supplies

Textbook: World History Societies of the Past (2005, Portage and Main Press)

**Course Description and Purpose**

Social studies courses are designed for students to interact with each other and their communities in order to build knowledge, values, and skills to encourage them to become more active, responsible citizens. This course will allow them to learn about people around the world and some of the issues they face, which will allow students to form educated opinions and critical thinking skills. This year, the social studies curriculum focuses on ancient histories from around the world, from early human life up until the year 1850 CE.

**Goals of Course**

The main goals of social studies education are to prepare students to

- Acquire knowledge and understanding of Canadian and world history, appreciate the achievements of past generations, and learn from past generations mistakes.
- Understand the basic principles of democracy
- Develop a sense of belonging
- Develop an increased level of respect and understanding for other cultures
- Gain geographic skills and knowledge

**Summary of Six General Learning Outcomes**

Identity, Culture and Community: students will explore concepts of identity, culture, and community in relation to individuals, societies, and nations.

The Land: Places and Peoples: students will explore dynamic relationships of people with the land, places, and environments.

Historical Connections: students will explore how people, places, and events of the past shape the present and influence the future.

Global Interdependence: students will explore global interdependence of people, societies, nations, and the environment.

Power and Authority: students will explore the processes and structures of power and authority, and their implications for individuals, relationships, communities, and nations.

Economics and Resources: students will explore the distribution of resources and wealth in relation to individuals, communities, and nations.



<b>Schedule</b> *Note that Social Studies Units will alternate with Science Units	<b>Topics covered</b>
<b>September</b>	
Social Studies Unit 1: Understanding Societies Past and Present	<ul style="list-style-type: none"> <li>• What is a World View?</li> <li>• Origins of Human Societies</li> <li>• Societies and Civilizations</li> <li>• Knowing the Past</li> </ul>
Science Unit 1: Cells and Systems	<ul style="list-style-type: none"> <li>• Cell Theory, Characteristics of Living Things</li> </ul>
<b>October</b>	
Science Unit 1: Cells and Systems	<ul style="list-style-type: none"> <li>• Cell structure and activity</li> <li>• Specialization and structure in the human body</li> <li>• Heart structure and function of blood</li> <li>• Body systems overview</li> <li>• Primary and secondary defenses</li> <li>• Disorders and diseases relating to unit material</li> <li>• Microscope use</li> </ul>
Social Studies Unit 2: Early Societies of Mesopotamia, Egypt, or the Indus Valley (focus on Egypt)	<ul style="list-style-type: none"> <li>• Overview of Early Civilizations</li> <li>• Interaction with the Natural Environment</li> </ul>
<b>November</b>	
Social Studies Unit 2: Early Societies of Mesopotamia, Egypt, or the Indus Valley (focus on Egypt)	<ul style="list-style-type: none"> <li>• Interaction with the Natural Environment</li> <li>• Living in an Early Society</li> <li>• Communication and Art in Early Society</li> </ul>
Science Unit 2: Optics	<ul style="list-style-type: none"> <li>• Sources of light; light as energy</li> </ul>
<b>December</b>	
Science Unit 2: Optics	<ul style="list-style-type: none"> <li>• Colour theory and colour detection</li> <li>• Electromagnetic radiation</li> <li>• Reflection and refraction</li> <li>• Light, mirrors, and lenses</li> <li>• The human eye</li> </ul>
<b>January</b>	
Social Studies Unit 3: Ancient Societies of Greece and Rome	<ul style="list-style-type: none"> <li>• Overview of Antiquity</li> <li>• Culture of Ancient Greece</li> <li>• Democracy in Ancient Greece</li> <li>• Roman Empire</li> <li>• Legacy of Ancient Greece and Rome</li> </ul>
<b>February</b>	
Science Unit 3: Fluids	<ul style="list-style-type: none"> <li>• Fluids vs. non-fluids</li> <li>• Viscosity and flow rate</li> <li>• Density, effects of density</li> <li>• Pressure, volume, temperature and fluids</li> <li>• Hydraulic and pneumatic systems</li> </ul>
<b>March</b>	
Social Studies Unit 4: Transition to the Modern World	<ul style="list-style-type: none"> <li>• Overview of the Middle Ages</li> <li>• Life in Medieval Europe</li> <li>• The Rise of Islam and the Ottoman Empire</li> <li>• China and the Mongol Empire</li> </ul>



	<ul style="list-style-type: none"> <li>• Legacy of the Middle Ages</li> </ul>
<b>April</b>	
Science Unit 4: Water Systems	<ul style="list-style-type: none"> <li>• Properties of water, including heat capacity</li> <li>• Ocean currents</li> <li>• Global water cycle</li> <li>• North American drainage system</li> <li>• Erosion and deposition</li> <li>• Tides</li> <li>• Flooding</li> <li>• Safe drinking water, water treatment, waste water disposal</li> <li>• Water pollution and water management</li> </ul>
<b>May</b>	
Social Studies Unit 5: Shaping the Modern World	<ul style="list-style-type: none"> <li>• World Overview (1400 – 1850)</li> <li>• Global Exploration</li> <li>• Renaissance and Reformation</li> <li>• Industrial Revolution</li> </ul>
<b>June</b>	
Social Studies Unit 5: Shaping the Modern World	<ul style="list-style-type: none"> <li>• World Overview (1400 – 1850)</li> <li>• Global Exploration</li> <li>• Renaissance and Reformation</li> <li>• Industrial Revolution</li> </ul>
End of Course Activities	

## Assessment

### Student Evaluation

- Possible Formative Assessments:
- Participation in class activities
  - Entry/exit slips
- Possible Summative Assessments:
- Assignments
  - Tests/Quizzes
  - Projects

### Breakdown of Marks

Coursework (tests, projects & assignments):  
100%

Marks will be given based on rubrics or a set marking scheme and demonstrated knowledge. Marking will vary from assignment to assignment, but will be communicated to students before they begin their work. Rubrics and set marking schemes that require key words or specific information will be the two commonly used marking schemes.

## Guidelines

### Homework Policy

- Homework may be assigned if/when:
- Students are not able to complete their assignments during class.
  - Students are absent.

### Incomplete Work

- Following the deadline of any assignment, the student's mark will be recorded as a zero. Upon completion of the assignment, it will be graded and recorded. At reporting periods, a final deadline will be given for the evaluations to take effect on the

### Plagiarism

- If a student plagiarizes work, they will receive a mark of zero until the assignment can be redone under supervision
- Any plagiarism will result in a serious conversation with the student, the classroom teachers, the parents/guardians, and possibly administration. For more than one offense, administration will be involved.

### Extra Help



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report card for that reporting period.

- If students need extra help, Ms. Doran is available at lunch hour. Appointments can also be made for the morning or afterschool.
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## Classroom Expectations

- **Attendance and Absence**
  - Students are expected to attend class regularly.
  - Students who arrive in class 5 minutes after the bell or later will be marked as LATE
  - Students who arrive with 15 minutes or less left in class will be marked as absent
  - Students who are absent for class are responsible for gathering missed work and asking questions.  
Notes for missed work will be available on Microsoft Teams or in paper format
- All members of the classroom community are expected to be polite and respectful to all staff, students, and property in the classroom.
- **Use of Personal Devices**
  - Devices and accessories must be turned off and put out of sight during teacher instruction.
  - Students may listen to music during independent work time, with teacher permission. If there is any other reason that a student must use their device, permission must always be given prior to its use. Parents/guardians are welcome to contact the office as needed.
  - If students cannot comply with the technology expectations, their device will be placed in a safe location until the end of class.