

# **Grade 7 & 8 Social Studies: People and Places in the World**

**Teacher:** Mr. Billett

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**Textbook:** The World Today: Its People and Places

## **Required Materials**

- Note paper (loose leaf) and a binder to keep class work
- A separate duotang, binder, or notebook for your Social Studies Journal
- Pencils & Pens (Blue, Black and Red)
- Pencil crayons or markers (for posters, projects, and map work)

You are asked to acquire the above materials as quickly as possible and bring them with you to EVERY class. Should you not have already done so, please ensure that your Internet user agreement has been signed, thus allowing you to access the computers.

**Course Description:** Grade 7 and 8 students focus on environmental, social, and cultural factors that affect quality of life for people in various places in the world. They study physical and human geography and global demographic trends. Students enhance their awareness of indigenous peoples and explore ways of life in other places. They examine how various factors shape ways of life in a contemporary society of Asia, Africa, or Australasia. They also focus on a contemporary society in Europe or the Americas as they consider the human impact of urbanization and technological change. Students become aware of the commonalities that link cultures and societies and the disparities that divide them. As they explore global challenges and opportunities, students become aware of the importance of international cooperation and begin to understand their roles as citizens in an increasingly interdependent world.

The course will be divided into the following sections:

### **1.) World Geography**

- a. Students examine human and physical geography and their connections.
- b. This study includes a focus on maps and mapping, population clusters, principal regions, bodies of water, vegetation and climatic zones, more- and less-developed nations, and time zones.

### **2.) Global Quality of Life**

- a. Students examine environmental, social, and cultural factors that affect quality of life for people in Canada and other places in the world.
- b. This study includes a focus on concepts related to universal human rights, diverse cultural perspectives, citizenship and democracy, identity, and discrimination.
- c. Students examine the role of international agencies and global cooperation, the relationship between wealth, resources, and power, as well as the impact of their personal actions on quality of life for people in other places.

### **3.) Ways of Life in Asia, Africa and Australasia**

- a. Students examine how various factors shape ways of life in one contemporary society, selected from a choice of Asia, Africa, or Australasia.
- b. This study includes a focus on environmental, historical, social, political, and cultural issues, as well as a focus on indigenous peoples. Students also explore economic activities, including work and trade, and consider the impact of technological change, urbanization, industrialization, and westernization within the selected society.

### **4.) Human Impact on Europe or the Americas**

- a. Students examine the impact of human activities in one contemporary society, selected from a choice of Europe or the Americas.
- b. This study includes a focus on environmental, social, political, cultural, and economic issues.
- c. Students explore historical events, climate change, technological development and urbanization, use of natural resources, food production and distribution, and consumerism.
- d. They also consider concepts related to sustainable development.
- e. Finally, as students assess the consequences of their personal actions and choices, they come to understand their roles as citizens in an increasingly interdependent world.



## Evaluation and Assessment:

Assessment will be based on a variety of activities that cater to the various learning styles of students. Individual & group researches, oral presentations, textbook exercises, class discussion, and map/atlas activities will be part of the evaluation of the course. Both peer & self-assessment will be used on a number of assignments throughout the year.

For each task, you will be given a set of evaluation guidelines in order to help you put forth your best work. It is **your** responsibility to examine the guidelines & assignment criteria. IN ADVANCE to ensure you have the opportunity to ask any-all questions. Remember, if you need clarification on an assignment, chances are, that a number of your peers have the same questions, so PLEASE ASK! Late assignments will be dealt with in accordance to School Division policy. Unit tests must be written on the assigned dates – a skip results in a zero. However, upon proof of a satisfactory reason for an absence, test may be written on arrangement.

Should you be absent for whatever reason, it is YOUR responsibility to check the missed assignment folder, take responsibility for all missed work, and take down any missed notes. Regular attendance is crucial for success in this course.

Assessment will be ongoing & will include participation in daily classroom activities, random homework checks & quizzes, unit tests, projects, and the final exam. Please refer to the evaluation format below.

*I encourage you to come see me or email me at any point with your questions relating to this course. I will be available to provide extra help or answer any questions in my classroom before or after school, during my prep period or upon special arrangement. Just Ask!*

## **Late Assignment Policy – Grades 7-12**

McCreary School's policy for late assignments was developed in accordance with the Provincial Assessment Policy.

The guidelines for late assignments are as follows:

1. Teachers will set and communicate reasonable timelines for assignments
2. Teachers will share timelines and reminders with students through various formats (ex. course outline, email, post in classroom, etc.)
3. Teachers will assist students to meet timelines – monitor progress, check-ins
4. Students who struggle will require additional support from the teacher
5. Extensions will be granted at the teacher's discretion, for valid and legitimate reasons only (ex. Illness)
6. Teachers will communicate with parents or set up parent/teacher/student conferences to discuss late assignments
7. Teachers will make an arrangement with student to complete work
8. Teachers will create alternative assignments for diverse learning needs

Where the above guidelines have been followed and assignments are not handed in by the given due date, a deduction in marks will apply. Upon teacher discretion a maximum of 5% may be deducted for every day the assignment is not turned. If the assignment is not turned in after two weeks or at the start of a new unit, the assignment will receive a mark of zero.

<p>For each task, you will be given a set of evaluation guidelines in order to help you put forth your best work. It is your responsibility to examine the guidelines &amp; assignment criteria in advance to ensure you have the opportunity to ask any-all questions. Remember, if you need clarification on an assignment, chances are, that a number of your peers have the same questions, so please ask! Late assignments will be penalized 5% each day the assignment is not handed in. Late assignments will NOT be accepted once the next unit has begun. Unit tests must be written on the assigned dates – a skip results in a zero. However, upon proof of a satisfactory reason for an absence, test may be written on arrangement.</p>
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