

HUMANITIES 8: COURSE OUTLINE



ROOM: C105

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MICROSOFT TEAM: D – ENGLISH 8

Welcome to Panorama Ridge!

Why study Humanities?

On paper, Humanities is just English + Social Studies. Sounds easy, right? Let's dig deeper!

"The humanities can be described as the study of how people process and document the human experience. Since humans have been able, we have used philosophy, literature, religion, art, music, history and language to understand and record our world. Knowledge of these records of human experience gives us the opportunity to feel a sense of connection to those who have come before us, as well as to our contemporaries."

-- Stanford University Humanities Center

As citizens and students at Panorama Ridge, we try to create the best community possible through our choices, action, and words. Humanities helps us with this goal by providing us with the opportunity to study the communities of past civilizations. We will learn how these people tried, and succeeded or failed, at creating durable and thriving communities.

Throughout the course, you will be challenged to do the following:

- Apply strategies to **comprehend & connect** ideas
- Think **critically** and **creatively** about the world, different perspectives, and values
- Effectively **communicate** your ideas orally as well as in writing

Course Questions:

Students will revisit the following questions in order to make connections between units. These questions will be addressed through assignments, projects, quizzes, and/or discussions. They are intended to assist students as they develop their sense of the place and value of Humanities in education.

What does it mean to be human?

What are the most essential elements in a successful human society?

What is the purpose of stories?

How do perspectives impact our actions?

How do humans adapt to the world around them?

Expectations:

Classroom Conduct: (Three Rs)

- Respect learning and effort
- Respect yourself and others
- Respect your class and school community

Food/Drink:

- Students may bring **water** to class
- Food/snacks must be consumed on breaks.

Technology:

- Allowed at teacher's discretion

Late Assignments:

Every lesson, activity, or assignment you complete **builds upon** previous work. **Therefore, it is crucial that you submit your work on time.**

If you feel you will be unable to meet a due date, see me to discuss an alternative date **before** the assignment is due (not after). Together, we will develop a strategy to help you succeed.

If you are away, it is your responsibility to check the class team to find out what you've missed.

Lates & Absences

Since every lesson will build upon the previous day's discussions, it is **very** important to attend class regularly and on-time. Occasionally, something comes up and we are late. However, chronic (**consistent**) lates/absences are problematic and will result in the following:

- *A conference with me.* Together, we will identify how I can support your attendance
- *A conference with parents.* I will review our in-class strategy and discuss how we can work together to support your attendance.
- *A conference with support staff.* If there is no improvement, I will work with the school administration and/or school support workers to create a learning contract.

Intellectual Honesty:

Copying text/materials/graphics and/or ideas from another **student**, from **published sources**, and/or from the **internet** without proper citation is not permitted and is called plagiarism. Acts of plagiarism will result in a make-up assignment and/or a conversation with parents and administration.

Assessment:

Most of the learning activities in this course are **formative**. This means that you will receive detailed **feedback** during discussions, warm-ups, minor assignments, and other types of informal check-ins. This feedback will help prepare you for **summative** assessments (that count for grades). Your grade will be based on a combination of assignments that correspond to the following **curricular competencies**:

Comprehending

- Reading strategies, comprehension questions/quizzes

Connecting

- Reflections, quick writes, reading responses, etc

Historical Thinking

- *Skills & Processes* - Asking questions; gathering and interpreting ideas; and communicating findings
- *Significance* - Explaining the significance of people, places, or events
- *Evidence* - Identifying primary and secondary sources, making inferences, and explaining bias

Creating & Communicating

- Projects, mind-maps, posters, etc that use combinations of writing and/or multi-media to communicate understanding and/or connection
- Class discussions, speeches, presentations; writing and speaking using a variety of forms

Reflection on Learning

- Towards the end of the year, you will be complete a reflection on what you have learned in the course. This reflection will serve as the basis for a final conference about the grade & work habit you feel best reflects your engagement with the course.

Starting this year, students in grades 8 and 9 will no longer receive letter grades on their report cards. Instead, learning will be communicated using the provincial proficiency scale.

Emerging (EM)		Developing (DE)		Proficient (PR)		Extending (EX)	
-	+	-	+	-	+	-	+
C-		C		C+	B	B+	A

This guide is intended to give you a general sense of the equivalent letter grade / % for each proficiency.