

Humanities 8 Course Outline

What is it?

Humanities 8 is a combination of English and Social Studies content and skills. More importantly, the course is designed to help students develop their critical thinking skills by allowing them to explore history from a counter narrative perspective that challenges Eurocentric/hegemonic understandings of our world in both the past and present. Similarly, by analyzing written texts, poems and short stories, students will be able to discern how themes and plot structures are created by writers to convey meaning to the reader in a variety of ways.

Why is it important?

The goal of Humanities 8 is to create well-informed citizens who have the critical thinking skills and reading comprehension skills to understand societal issues that extend beyond the classroom. In a practical sense, students will develop the skills to construct convincing arguments based upon sociological concepts, to analyze a wide range of text and media in a meaningful way and to communicate their ideas in a convincing and effective manner.

Assessments

All assessments for Humanities 8 will be done during class time unless students are absent for a prolonged period. All assessments will be written in order for students to improve their writing and critical thinking skills. Students are expected to do their utmost to complete their work during class time so that they can receive the appropriate feedback and guidance before the assignment itself is due. The reason for this is that assignments are often quite complex in that they are a significant departure from the academic expectations of elementary school.

Descriptor	Description of Student Understanding
Extending	The student demonstrates excellent or outstanding performance in relation to expected curricular competencies
Proficient	The student demonstrates very good performance in relation to curricular competencies.
Developing	The student demonstrates good performance in relation to curricular competencies.
Emerging +	The student demonstrates satisfactory performance in relation to curricular competencies.
Emerging	The student demonstrates minimally acceptable performance in relation to curricular competencies.

Silent Reading

By the beginning of October, each class will begin with silent reading for approximately 30 minutes. The goal is for students to read a novel or piece of non-fiction that grasps their interest so that they can further develop and hone their ability to analyze texts and expand their respective worldviews. Students will periodically complete reading log entries that will then be assessed as a part of their interim and/or term grades.

Curricular Guidelines

English Big Ideas:

1. Language and text can be a source of creativity and joy.
2. Exploring text and story helps us understand ourselves and make connections to others and the world.
3. People understand text differently depending on their worldviews and perspectives.
4. Texts are socially, culturally, and historically constructed.
5. Questioning what we hear, read, and view contributes to our ability to be educated and engaged.

Social Studies Big Ideas:

1. Contacts and conflicts between peoples stimulated significant cultural, social, political change.
2. Human and environmental factors shape changes in population and living standards.
3. Exploration, expansion, and colonization had varying consequences for different groups.
4. Changing ideas about the world created tension between people wanting to adopt new ideas and those wanting to preserve established traditions.

Materials needed for Humanities 8

- Large 3 ring binder that is used only for Humanities 8
- Pack of Lined Paper
- Blue and/or Black Pens
- Highlighters (3 Different Colours)
- Ruler
- Dividers (3)