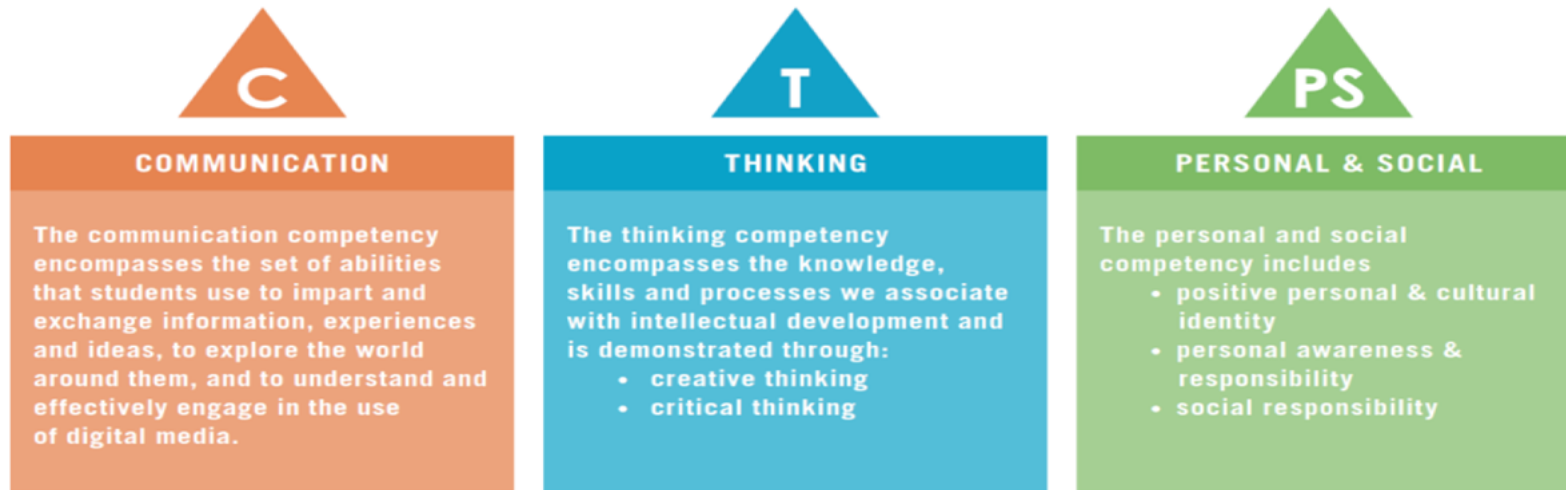


Welcome to Humanities 8!

"The truth about stories is, that's all that we are."
- Thomas King, Cherokee Nation

Humanities 8 is a combination of Social Studies and English content and skills, studying the history, geography, language, and literature of humanity. The aim is to develop students who communicate effectively, think critically and creatively, and have the knowledge, skills, and competencies to be active, informed citizens.

1. CORE COMPETENCIES



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2. SOCIAL STUDIES BIG IDEAS

Contacts and **conflicts** between peoples stimulated significant cultural, social, political **change**.

Human and **environmental factors** shape changes in **population** and **living standards**.

Exploration, expansion, and **colonization** had varying **consequences** for different groups.

Changing **ideas** about the world created **tension** between people wanting to adopt new ideas and those wanting to preserve established **traditions**.

Social Studies Curricular Competencies

Students are expected to be able to do the following:

- **Use Social Studies inquiry processes and skills** to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions
- **Assess the significance** of people, places, events, or developments at particular times and places (significance)
- **Identify what the creators** of accounts, narratives, maps, or texts have **determined is significant** (significance)
- **Assess the credibility of multiple sources** and **the adequacy of evidence used to justify conclusions** (evidence)
- **Characterize different time periods in history**, including periods of progress and decline, and identify key turning points that mark periods of change (continuity and change)
- **Determine which causes most influenced particular decisions**, actions, or events, and assess their short-and long-term consequences (cause and consequence)
- **Explain different perspectives** on past or present people, places, issues, or events, and **compare the values, worldviews, and beliefs of human cultures and societies** in different times and places (perspective)
- Make **ethical judgments** about past events, decisions, or actions, and **assess the limitations of drawing direct lessons from the past** (ethical judgment)

3. ENGLISH BIG IDEAS

Language and text can be a source of **creativity** and **joy**.

Exploring text and story helps us **understand ourselves** and make **connections** to **others** and the **world**.

People understand texts **differently** depending on their **worldviews** and **perspectives**.

Texts are **socially, culturally,** and **historically** constructed.

Questioning what we hear, read, and view contributes to our ability to be **educated** and **engaged**.

English Curricular Competencies

*Using oral, written, visual, and digital **texts**, students are expected individually and collaboratively to be able to:*


Comprehend and connect (reading, listening, viewing)

- Access information and ideas for **diverse purposes** and from a variety of sources and evaluate their **relevance, accuracy, and reliability**
- Apply appropriate strategies to comprehend written, oral, and visual **texts**, guide **inquiry**, and **extend thinking**
- Synthesize ideas from a variety of sources to build understanding
- Recognize and appreciate how **different features, forms, and genres of texts** reflect different purposes, audiences, and messages
- **Think critically, creatively, and reflectively** to explore ideas within, between, and beyond **texts**
- Recognize and identify the role of **personal, social, and cultural contexts, values, and perspectives** in **texts**
- Recognize **how language constructs personal, social, and cultural identity**
- Construct meaningful personal connections between self, **text**, and world
- Respond to **text** in **personal, creative, and critical ways**
- Recognize **how literary elements, techniques, and devices enhance and shape meaning**

- Recognize an increasing range of text structures and how they contribute to meaning
 - Recognize and appreciate the role of **story**, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view
 - Develop an awareness of the **protocols** and ownership associated with First Peoples **texts**
- Create and communicate (writing, speaking, representing)**
- **Exchange ideas and viewpoints** to build shared understanding and extend thinking
 - Use writing and design processes to plan, develop, and create engaging and meaningful **literary and informational texts** for a variety of purposes and **audiences**
 - Assess and **refine texts** to improve their clarity, effectiveness, and impact according to purpose, **audience**, and message
 - Use an increasing repertoire of conventions of Canadian spelling, grammar, and punctuation
 - Use and experiment with **oral storytelling processes**
 - Select and use appropriate features, forms, and genres according to audience, purpose, and message
 - Transform ideas and information to create original texts.

4. ASSESSMENT

Students will get feedback based on the proficiency scale. They will have opportunities throughout the course to show their growth and skill development.

Proficiency Scale				
	Emerging	Developing	Proficient	Extending
	The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.

Students will be assessed using two methods:

Formative Assessment		Summative Assessment
Students receive frequent and often immediate <i>descriptive comments</i> as feedback to their everyday work, with no letter grade and often no numerical value attached. The purpose of this type of assessment is to help students understand where they are now, where they need to go, and how they will get there on their journey to improvement and learning.		Students may receive feedback that has numerical value at the end of units or terms, but often <i>descriptors</i> are adequate to assess levels of understanding until the completion of the course. The purpose of this type of assessment is to compare achievement to set learning standards at formal reporting periods. <u>NOTE: A letter grade will ONLY be assigned at the completion of the course.</u>
Letter Grade	Descriptor	Description of Student Understanding
A	Extending	The student demonstrates excellent or outstanding performance in relation to expected curricular competencies
B	Proficient	The student demonstrates very good performance in relation to curricular competencies.
C+	Developing	The student demonstrates good performance in relation to curricular competencies.
C	Emerging	The student demonstrates satisfactory performance in relation to curricular competencies.
C-	Emerging	The student demonstrates minimally acceptable performance in relation to curricular competencies.
I	In progress/ incomplete	The student, for a variety of reasons, is not demonstrating minimally acceptable performance in relation to curricular competencies.
F	Failed (end of course)	The student has not demonstrated, or is not demonstrating the minimally acceptable performance in relation to curricular competencies

Assessment Tools: Teacher Observations/Conversations, Rubrics, Practice and Final Assignments, Drafts and Final Copies, Group and Individual Projects, Presentations, Quizzes, Tests, etc.

5. MATERIALS NEEDED FOR HUM 8

- Big 3 ring binder with zip-up case
- Pencil case
- Many pencils
- Pencil crayons
- Several blue and black ball-point pens
- Several red ball-point pens for marking
- 2 fine-point black out-liners (skinny tip)
- Highlighters in at least 3 colours
- Erasers
- Sharpener
- White Out
- Ruler
- Scissors
- 10 – 12 Dividers
- 3 clear page-protectors
- Lots of lined paper

Divider Sections:

- Reading
- Core Competencies
- Geography
- Social Studies
- Paragraph Writing
- Grammar/Conventions
- Short Stories
- Poetry
- Novel Study

