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* **Humanities 8**

Course Rationale:

The course, Humanities 8, combines the English and Social Studies curricula. Inherently, these subjects share literacy skills involving reading, writing, oral presenting and critical thinking regardless of the content or texts used. Having one teacher focusing on Literacy skills in the Language Arts helps students better transition from the Elementary School experience, while making the focus about the depth of study rather than breadth. Ultimately, the goal is as B.C.’s new curriculum says, to “develop graduates who have the knowledge, skills and competencies to be active, informed citizens” who will become lifelong learners, self-directed and reflective humans.

**Curriculum Big Ideas**

* *Contacts and conflicts between peoples stimulated significant cultural, social, political change.*
* *Human and environmental factors shape changes in population and living standards.*

Social Studies

* *Changing ideas about the world created tension between people wanting to adopt new ideas and those wanting to preserve established traditions.*
* *Exploration, expansion, and colonization had varying consequences for different groups.*
* *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 to the world.*
* *Developing our understanding of how language works allows us to use it purposefully*

English

* *Purpose, audience and context guide the author’s choices in the construction of text*
* *Language can shape ideas and influence others*
* *People understand texts differently depending on their world views and perspectives*
* *Text are socially, culturally and historically constructed*

**This course outline is only a guide line or a recommended approach; it is not meant to be prescriptive. Lessons can evolve, pop up, or disappear according to the learning needs of the student body. Furthermore, student based self-inquiry could also re-shape the units.**

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| **Social Studies & English Content** | **Curricular Competencies (skills)** |
| **Continuity and Change – the Ancient World to Medieval Feudalism**   * What is civilization? * How are civilizations forged and what forces contribute to their collapse? * What are the effects of conflict between different cultures?   Empire (nation building) and the Fall of Rome  Clash of cultures – Anglo Saxons, Celts, Vikings, Franks  Religion – paganism to monotheism    **Short Stories:**  **Thematic focus**: How does one’s social, economic and cultural identity affect their view of the world?  **Hierarchy – Social Systems and Battles for Power**   * How does feudalism work? * How does a fixed social system affect individual rights?   Rise of feudalism and feudal structure  Code of Chivalry and the Knighthood  The Law, Church and the Crusades  **Medieval Poetry**   * Sir Gawain and the Green Knight   **Agents of Change and Humanism**  **Rise of the middle class / individualism**   * How does art in the Renaissance differ from art in the Middle Ages? * What is Humanism? How is it revolutionary?   Renaissance  Protestant Reformation  **Poetry**   * Exploration of one’s selfhood through story telling (Connect to idea of Humanism)   **Discovery and Exploration – Expanding Horizons**  Self-initiated discovery project:  Students will focus on either Chapter 11 (India), Chapter 12 (Africa) or Chapter 13 (China) of their *Pathways* textbook and create a project exploring a culture of their choice.  **Silent Reading (throughout the year)**   * Language and text can be a source of creativity and joy   **Current Events (throughout the year)**   * the significance of people, places, events and developments at the present time * curricular connections | **Note Taking strategies**   * Students will show their understanding of the main idea of the nonfiction text by taking notes in a variety of ways   **Vocabulary**   * Using mind maps to understand terminology   **Writing**   * paragraph development   **Oral Communication**   * individual and group presentations   **Primary Sources**   * analyzing primary sources to better understand the historical context * Bar Graph work   **Research**   * students will learn and show their skills in using library to do research and present findings; bibliography   **Elements of Fiction**   * Students will study the short story as a genre and explore literary terms in the context of thematic stories   **Reading Strategies**   * Students will use a variety of reading strategies to outline major elements of fiction that aid in telling of the story   **Writing**   * Textual analysis with integration of quotations * Creative writing * Students will learn difference in perspective depending on cultural, racial, economic differences   **Compare and Contrast**   * Students will compare and contrast Feudal Europe and the knights with Feudal Japan and the Samurai to come up with an deeper understanding of each * Chart work   **Literary Analysis**   * Reading in a historical context   **Poetic Devices**   * Students will learn poetic devices and how they create meaning in poetry   **Writing**   * theme analysis * Creative writing   **Oral Communication**   * Presentation; class discussion/debate   **Poetic Devices & Forms**   * Students will learn poetic devices and how they create meaning in poetry   **Writing**   * Poem analysis * Creative writing (create ballad of personal experience)   **Research & Bibliography** |