



<h2>COURSE OUTLINE</h2>

Course: Humanities 8

Teachers: Ms. K. Brooker, Mrs. P. Elhorn, Ms. M. Tolsma

Contact Information: Kbrooker@sd68.bc.ca
Pelhorn@sd68.bc.ca
Mtolsma@sd68.bc.ca

Room: D109; B101A; D107

Reporting Procedure:

- Ongoing progress is available on Jupiter Grades, MyEd BC, and Google Classroom
- There will be a minimum of 2 Ongoing Communications of Student Learning per semester
- At mid-course, there will be a Progress Report
- There will be a formal, Summative Report at the end of the course

Assessment:

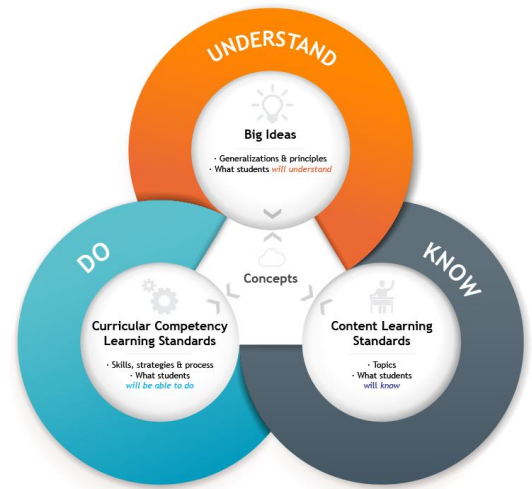
- The new Ministry of Education Assessment and Reporting Order has changed the way we report to parents. We will now be communicating **with** parents rather than reporting **to** parents. Students will be assessed on the following levels of competency at grade level:

Beginning to acquire knowledge, skills, strategies and processes.	Developing the ability to apply knowledge, skills, strategies and processes.	Applying knowledge, skills, strategies and processes consistently.	Extending knowledge, skills, strategies and processes creatively and strategically.
<ul style="list-style-type: none"> ▪ Student is beginning to understand at grade-level expectations ▪ Shows evidence that learner can demonstrate some progress towards the learning standards 	<ul style="list-style-type: none"> ▪ Student is developing understanding at grade-level expectations ▪ Shows evidence that learner can understand the learning standards in basic or familiar situations 	<ul style="list-style-type: none"> ▪ Student is applying understanding at grade-level expectations ▪ Shows evidence that learner can transfer understanding of the learning standards to both predictable and new situations 	<ul style="list-style-type: none"> ▪ Student is extending understanding at grade level expectations ▪ Shows evidence that learner can insightfully and creatively apply an in-depth understanding of the learning standards in complex situations

SOCIAL STUDIES 8

BIG IDEAS: *Students are expected to understand the following:*

1. Contact and conflict between peoples stimulated significant cultural, social, and 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.



CURRICULAR COMPETENCIES: *Students are expected to be able to do the following:*

1. Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions
2. Assess the significance of people, places, events, or developments at particular times and places (significance)
3. Identify what the creators of accounts, narratives, maps, or texts have determined is significant (significance)
4. Assess the credibility of multiple sources and the adequacy of evidence used to justify conclusions (evidence)
5. 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)
6. Determine which causes most influenced particular decisions, actions, or events, and assess their short-and long-term consequences (cause and consequence)
7. 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)
8. Make ethical judgments about past events, decisions, or actions, and assess the limitations of drawing direct lessons from the past (ethical judgment)

CONTENT: *Students are expected to know the following:*

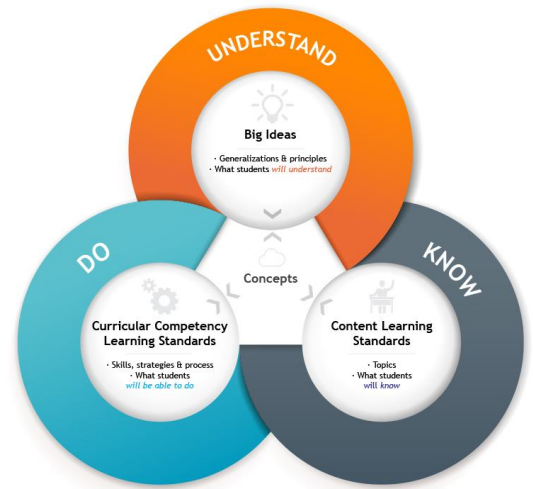
7th Century to 1750:

1. Social, political, and economic systems and structures, including those of at least one indigenous civilization
2. Scientific and technological innovations
3. Philosophical and cultural shifts
4. Interactions and exchanges of resources, ideas, arts, and culture between and among different civilizations
5. Exploration, expansion, and colonization
6. Changes in population and living standards

ENGLISH 8

BIG IDEAS: *Students are expected to understand the following:*

1. Language and text can be a source of creativity and joy.
2. Exploring stories and other texts helps us understand ourselves and make connections to others and to 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 citizens.



CURRICULAR COMPETENCIES: *Students are expected to be able to do the following:*

Comprehend and connect (reading, listening, viewing)

1. Access information and ideas for diverse purposes and from a variety of sources and evaluate their relevance, accuracy, and reliability
2. Apply appropriate strategies to comprehend written, oral, and visual texts, guide inquiry, and extend thinking
3. Synthesize ideas from a variety of sources to build understanding
4. Recognize and appreciate how different features, forms, and genres of texts reflect different purposes, audiences, and messages
5. Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts
6. Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts
7. Recognize how language constructs personal, social, and cultural identity
8. Construct meaningful personal connections between self, text, and world
9. Respond to text in personal, creative, and critical ways
10. Recognize how literary elements, techniques, and devices enhance and shape meaning
11. Recognize an increasing range of text structures and how they contribute to meaning
12. Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view
13. Develop an awareness of the protocols and ownership associated with First Peoples texts

Create and communicate (writing, speaking, and representing)

1. Exchange ideas and viewpoints to build shared understanding and extend thinking
2. Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts for a variety of purposes and audiences
3. Assess and refine texts to improve their clarity, effectiveness, and impact according to purpose, audience, and message
4. Use an increasing repertoire of conventions of Canadian spelling, grammar, and punctuation
5. Use and experiment with oral storytelling processes
6. Select and use appropriate features, forms, and genres according to audience, purpose, and message
7. Transform ideas and information to create original texts

CONTENT: *Students are expected to know the following:*

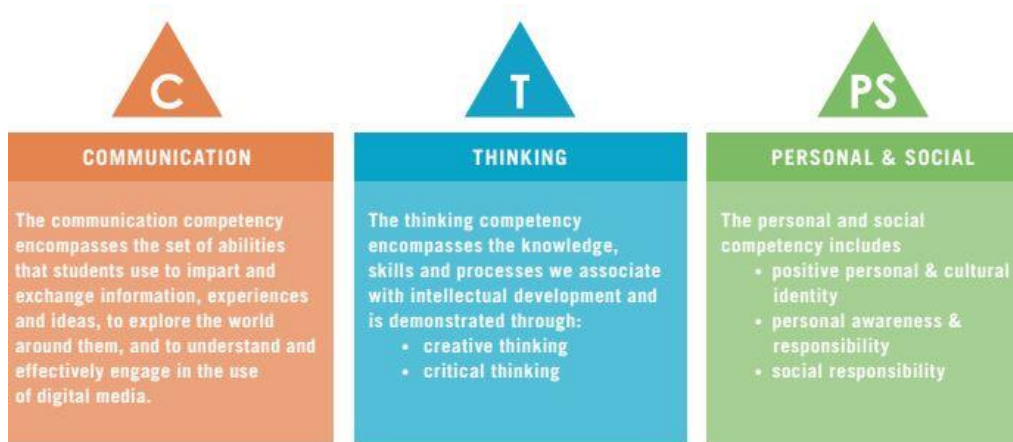
Story/text

- forms, functions, and genres of text
- text features

- literary elements
 - literary devices
 - elements of visual/graphic texts
 - relevance, accuracy, reliability
- Strategies and processes
- reading strategies
 - oral language strategies

CORE COMPETENCIES:

Students will be accessing the Core Competencies in all their curricular areas. They may be self-assessing the Core Competencies on their Ongoing Communications. Summative reports at the end of the course will report that the student has engaged in this self-assessment.



COMMUNICATION

THINKING:

- CREATIVE THINKING
- CRITICAL THINKING

PERSONAL AND SOCIAL RESPONSIBILITY:

- POSITIVE PERSONAL AND CULTURAL IDENTITY
- PERSONAL AWARENESS AND RESPONSIBILITY
- SOCIAL RESPONSIBILITY