Humanities 8

Course outline

Course Overview

Humanities 8 incorporates the topics of social studies into the reading and writing skills of language arts. The course is project based, which means that students will use their language arts skills to learn the social studies topics, take notes, and create projects. This year's topics include:

- Medieval villages and civilizations

- Exploration, expansion, and colonization

- Early forms of trade and transportation of goods

The projects incorporate various language arts skills including research using the Pathways textbook and internet sources, paragraph writing, essay writing, poetry, oral speaking, and presentation. Students will develop and use their technological skills to design and produce documents, models, audiovisual, and presentation files using different software programs. They will also design various creative pieces for the projects, which will provide them with their mark for Arts 8 as well as Applied Design, Skills, and Technologies 8.

Course Content and Suggested Timelines

Research and Note-Taking – *Start-Up Assignment* (Suggested time: 2-4 days)
- ❖ Students will learn how to take notes using the 3-keyword (Cornell) method. Students will use this technique as they do research for their other projects in this course.

Project #1 – Build a Medieval Village (Suggested time: 4-6 weeks)
- ❖ Students are to build a model of a medieval village from a choice of geographic areas: Medieval Europe, Japan, or Africa. They are to research the area and society and create 3-keyword notes. Students may create their village as a 3-D model or design it digitally, representing all the information they gathered.

Project #2 – Poetry Five-and-Five (Suggested time: 4-6 weeks)
- ❖ Students will create a poetry booklet, either digitally or by hand, including title page, table of contents, poems, and images. The first five poems must be 'found' poems and include the poet's name and some historical background. The remaining five poems must be original poetry written by the student and supported by images.

Project #3 – Silk Road Travel Log (Suggested time: 6-8 weeks)

❖ Students will create a travel diary of a merchant's journey on the Silk Road. They are to select one of the characters presented, research, take notes, and describe their travels through Middle Ages Europe, India and China. The final project should include a descriptive and detailed journal, supporting images, and a map of the journey.

Project #4 – Novel Study (Suggested time: 4-6 weeks)

❖ Students will read a novel of their choice or choose one from the recommended list. They then complete a variety of activities that focus on plot, character, and vocabulary. Activity choices include written assignments, artwork, drama, and audiovisual presentations.

Project #5 – Early Explorers Expo (Suggested time: 6-8 weeks)

❖ The *Early Explorers Expo* is a mock exposition that invites students to present at its annual travel conference. As a presenter, the student must create a visual display and oral presentation to entice travelers to visit their chosen region. Time periods and regions to choose from include the Song Period, the Elizabethan Era, and the Italian Renaissance.

Course Materials

Student textbooks are available digitally within the course.

Click **HERE** to access the BC Curricular Learning Standards for Language Arts 8.

Click **HERE** to access the BC Curricular Learning Standards for Social Studies 8.

Click **HERE** to access the BC Curricular Learning Standards for Arts Education 8.

Click **HERE** to access the BC Curricular Learning Standards for Applied Design, Skills, and Technologies 8.

Assessment

Research and Note-Taking Assignment	10% of total mark
5 Project Proposal (2% each)	10% of total mark
5 Final Projects (16% each)	80% of total mark

Communication

Students and parents can contact the teacher through email, phone, and messaging within the Moodle course. The teacher will contact students regularly to give feedback on course work to support learning and help students improve. Regular internet access is, therefore, required for this course. It is critical that students and their parent(s) have an active email address that they check often. Both students and parents will be emailed regular progress reports to keep you up to date on how you are developing through the course.

When students are falling behind

When students fall behind, the course teacher will email or call the student and their parents. Together we will create a plan to help the student work through the course successfully.

Students should let the course teacher know when they are struggling with course content. The teacher will provide appropriate help or strategies to support learning. The teacher provides regular feedback on assignments, which the student should use to develop their skills and improve their learning.

If a student is falling behind in a manner where it does not appear they will complete the course within the year, will be sent reminder emails. Without a response or renewed efforts in the course, the student may be assigned an F or withdrawn. Should they begin actively working in the course, they may be given an alternate completion date.

Expectations

- ❖ Contact your teacher when help is needed (Messaging, email, phone)
- ❖ Review and act on feedback from assignments
- ❖ Work to complete the course in a timely manner
- ❖ Communicate respectfully
- ❖ Review biweekly progress reports

Reporting to Parents

Progress reports are emailed to students and parents monthly for each course. Parents and students always have access to 'live' progress reports. Students can view by clicking on the blue "A+" icon on their myEBUS Dashboard, and parents can log in to the "Parent Portal" at http://my.ebus.ca/parents.

 Click **HERE** to view our reporting policy online.

Contacting your Teacher

Monique Pippy
mpippy@sd91.bc.ca
250-567-4744 ex. 43
Office Hours : 8 :30-3 :30

If you would like me to call you, please send an email with a good time to call.