

Humanities 8 Course Outline

Mrs. Cabel

Welcome to Grade 8 Humanities, Knights! During this block of time, we will be covering curriculum outcomes from language arts, social studies, and STEAM. This class is designed to be a 90 minute block to open up more time for project work.

In our **reading** program, you will engage in independent and shared reading, and will respond to your reading in a variety of ways, including journals, discussions, projects, artwork, mini-assignments, and sometimes quizzes and tests. During SSR, you should read books that suit your interests and are appropriate for your reading level; it is expected that you will also read your book at home for twenty minutes each night. You will not complete projects on SSR books, rather you will conference with me and be asked to complete short demand activities on your book. I have a classroom library, which you can use to sign out books, and of course, you can access the many resources that are available in our school library and through the Scholastics Book Club. We will complete one class novel study this year and we will enhance our comprehension through the reading of multiple types of texts, including short stories, articles, poetry, infographics, advertisements, comics, art, spoken word, and digital texts.

Our **writing** program will take the form of a writing workshop, which means that students may travel through the writing process at different speeds. Writing workshop will always begin with a quick write or a mini-lesson on grammar, writing techniques, the writing process, or issues concerning our current genre. You must have a **hard cover writers notebook**, which will be used for quick writes, journaling, prewriting, and drafting. Almost all writing pieces are done in class so that I can help students throughout the writing process, provide support, writing strategies and limit frustration, as writing is not always an easy task for young people. However, if you need to catch up on writing, are struggling getting your ideas down, or are not being productive on a certain day,you may be asked to bring your writing home to complete. Students should also have a memory stick in case they need to save work on a specific piece.

You will also have the opportunity to brush up on your **speaking and listening** skills, which are an important part of the curriculum. You will be expected to contribute to discussions in partners, small groups, whole class discussions, and at times present in groups.

**Communication**

Please use my website to access homework, handouts, image galleries, and links related to the course. To get to the website, go to http://drlosier.nbed.nb.ca, then to “Teacher Pages”, and then click on my name.

Parents, please do not hesitate to email me if you have any questions, concerns, or comments regarding your child. My email is krista.cabel@nbed.nb.ca.

My door is always open!

**Units of Study** As teachable moments arise and the culture of the classroom grows, we may move in different directions based on student needs and interests. The units of study are therefore, not set in stone, and the timeline may also be altered. You never know what projects might come our way throughout the year!

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|  | **Writing** | **Reading** | **Project Work** |
| **September/****October** | -Snapshot Moment (small moment fictional or non-fictional narrative writing)-Halloween Flash Fiction Piece | Multi-modal texts for comprehension – shorter reading comprehension skill building with a variety of text forms (short stories, articles, infographics, diary entries, memoirs, art, digital texts, etc.) | **Elections (Student Vote Canada program)**Students learn about government and the electoral process, and research the issues, parties and candidates through classroom learning, campaign activities, media consumption and family dialogue. On election day, students take on the roles of election officials and coordinate a class vote for the election candidates running in our school’s electoral district.  |
| **November/****December** | -Extended Narrative (choice of fictional narrative, personal narrative, or place narrative) | Class Novel Study – building on the reading comprehension skills that were learned in the first unit.  | **North Shore Regiment Soldier Project/ Identity Project**Students will use primary documents to understand how members of the North Shore Regiment represented Atlantic Canada in World War II. Students will create projects based on their soldiers.. |
| **January** | Creating print/video ads | Media Literacy-* advertising strategies used for web, print, and video ads (particularly those targeting teens through social media, YouTube, etc.)
* digital footprints
 | **Video /Print Ad****-**create an ad/social media campaign centered on our youth’s vision for the future of Miramichi  |
| **February** | Satirical How-To Piece with multi-modal format options (writing, video, art, etc.) | Satire – analyzing parody in printed text, art, video, and music |
| **March** | Argument writing--shorter argument pieces (infographics, reviews, visual pieces)-major persuasive essay on topic of choice  | Persuasive Pieces - reading like a writer, analyzing content and author’s message (articles, essays, opinion pieces, video game/movie/app reviews, analyzing vlogs, political cartoons) | **Mapping Atlantic Canada –** a large art project that focuses on the physical geography of Atlantic Canada. |
| **April** | Analyzing the power of words – looking at how language can manipulate, hurt, give power, and take away power.  |
| **May** | Poetry – analyzing for meaning, figurative language, textual connections. | Poetry - responding to poetry and creating poetry | **First Nations project –** focus on land claims and treaty rights  |
| **June** | **If time**, the year will culminate with a multi-genre unit, where students identify a theme in their SSR novels, and create multiple genres of writing/representation based on that theme. |

\***Speaking outcomes** will be met throughout all of the reading and writing units. Students are continually assessed on their ability to discuss and collaborate with a partner, small groups, and the whole class.

**Continuous Unit**

You will enhance your close reading and response skills through “Article of the Week”. You will learn how to be critical readers of real-world texts and to “read like writers”. Every three weeks, students will be given a text on Monday and will complete a close/critical reading followed by an opinion response, which will be due on Friday of that week.

**I look forward to working with all of you this year! Good luck! ~Mrs.Cabel**