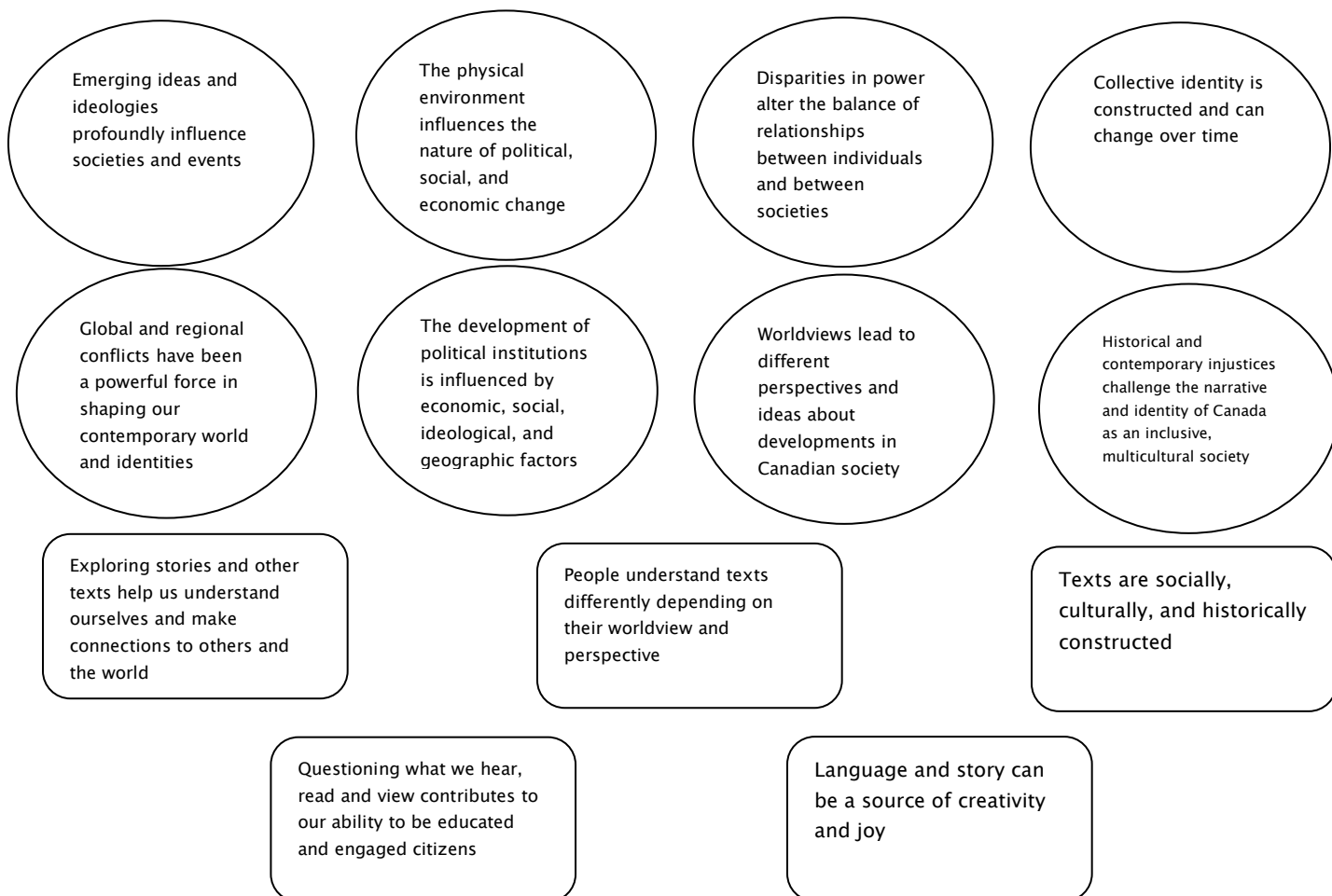


“The redesigned curricula for English and Social Studies supports disciplinary and interdisciplinary learning, encourages locally-developed curriculum, as well as enables a variety of learning environments and school configurations. This flexibility supports teachers and students wanting to organize learning through interdisciplinary inquiries that focus on project-based and problem-based learning.” –context document, Provincial Curriculum and Assessment Framework Advisory Group

Because of the *design* and the *pedagogy* of the Humanities courses, much of the *curricular competencies* of this ‘re-imagined’/new curriculum are already well-ingrained in this Mini course. This is an exciting time to be a student, and to be a student at PG Mini!

The learning across your Humanities courses in grades 9 and 10 will be connected back to a number of BIG IDEAS:



Humanities is a blended course and over the course of your two years in the new curriculum, you will get course credit for *Social Studies 9 and 10, English 9, Focused Literature 10 (2 credits) and Composition 10 (2 credits)*

- Our thematic topics centre on *the emergence of human rights and democracy; nationalism; colonialism and colonization*
- *Our studies follow Humanities 8 topics of pre-contact Indigenous Peoples; European exploration, expansion, exchange, and resource exploitation*
- The focus of the literature will support our Socials Studies content whenever possible

Overview

Part One (1500-1800) The War for the Continent (3 weeks)

New France and British North America and Indigenous Peoples
Battle for Continent and Seven Year War 1791

Part Two: Enlightenment and Revolution (8 weeks)

Enlightenment and enlightened thinkers
Background to the French Revolution
A Tale of Two Cities
Industrialism and Industrial Revolution

Part Three: The Road to Nationhood (6 weeks)

Victorian Era Project (including mini units on Gothicism and origins of hockey in Canada)
War of 1812
Rebellions of 1830s
Political Deadlock to Great Coalition
Confederation 1867

Part Four: A Nation Tested and A Nation Grows (8 weeks)

The Metis, Riel and Rebellion
The National Dream and the Emergence of Vancouver
Saltspring Island and *Who Killed William Robinson* (a BC Murder Mystery)

Part Five: Book Club Partner Project (ongoing from January-May)

Part Six: Poetry and Short Fiction (3 weeks)

Selected short stories from *In Context, Inside Stories II*, and other anthologies
Selected poetry studies and student original work

Part Seven: Violent Delights and Violent Ends (5 weeks)

Romeo and Juliet and Elizabethan theatre

Field Studies

Humanities enrichment field studies and workshops at: Bard on the Beach, Vancouver International Writers' Festival, Vancouver International Film Festival, Cinematheque media studies workshops, Oregon Shakespeare Festival and others...

Evaluation, Assessment and Expectations

Students will have opportunities to communicate their understanding through a variety of tasks over the school year. For assessment purposes, these tasks and their weights are:

Assignments (including projects, presentations, reports, skits, etc.)

50%

Tests and Quizzes

35%

Participation and Citizenship (this includes having homework completed and being willing to discuss topics in class, self and peer assessments)

15%

Expectations

1. Students are required to be in attendance
2. Assignments are to be submitted by the due date
3. A test missed by a student having a legitimate absence, may be written when the student delivers a parental note to the teacher
4. Students experiencing difficulty must ask the teacher for extra help or learning assistance
5. Students will treat the room and furnishings with respect
6. Students will treat one another with respect

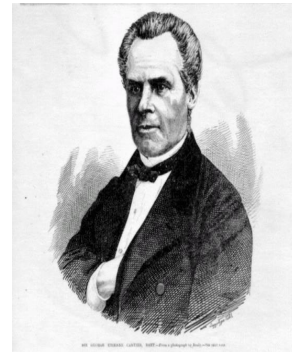
RESPECT AND RESPONSIBILITY

High school is one of the most exciting times of your life. Have fun.

“Be more concerned with your character than your reputation, because your character is what you really are, while your reputation is merely what others think you are.”

About Writing

Students will be aware that writing *is a process* which involves transferable critical thinking skills. Students will also write with an understanding of *voice, purpose and audience*.



TEACHER NOTES OUTLINE

Please note that 'suggested resources' are just that; these resources may be used in part or in entirety as well as supplemented with additional resources not listed. Based upon what has been covered in your previous year, an outline for the upcoming year looks something like this:

- Unit One:** (2 weeks) The Writing Process in Practice
- Interview and Magazine Project
- Unit Two:** : (6 weeks) The French and The English in North America (1609-1791)
- The Balance of Power
 - Empire Building
 - The Fall of New France
- Suggested Resources: Origins, Chapters 9,10,11,12 and supplemental Crossroads, Chapters 8, 9, 10
- Unit Three:** (9 weeks) Revolution! *Enlightened Thinking, The French Revolution and Napoleon (1789-1815)*
- Suggested Resources: Crossroads, Chapter 3, 4, 10
A Tale of Two Cities by Charles Dickens
- Unit Four:** (4 weeks) *Victorian England and The Industrial Revolution (1750-1914)*
- Suggested Resources: Crossroads, Chapter 5
- Unit Five:** (3-4 weeks) Poetry
- Suggested Resources: Poetry selections from students and teacher. Please note that this unit will often run concurrently with other units, as relevancy dictates.
- Unit Six:** (3-4 weeks) Short Stories
- Suggested Resources: Selected stories from Inside Stories and other anthologies. As with poetry, this unit may run concurrently with other units.
- Unit Seven:** (3-4 weeks) Drama
- Suggested Resources: *Romeo and Juliet*
- Unit Eight:** (1 week) English Sentence Mechanics and Grammar. This will be on-going with feedback and editing of writing tasks, as well as being supplemented with *Language Power Book I* or similar workbook.