**Mrs. K. Hardy-Guarducci's English/Social Studies 8 Classes**

**English Course Purpose:**

The grade eight English course is designed to continue to develop a student's technical writing along with developing their ability to explore stories and other texts to help them understand themselves and make connections to themselves, others, and the world.  Students will look at factors that allow people to understand text differently depending on their worldviews and perspectives.  They will see that texts are socially, culturally, and historically constructed.  Students will question what they hear, read, and view to become educated and engaged citizens.  They will also have many opportunities to build vocabulary and grammar skills while using language to create a variety of their own text to express their ideas, connections, and emotions.

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| **Ongoing activities:**Silent Reading (Reading Log)Journal WritingSpelling/Vocabulary BuildingGrammar  |  Apply appropriate strategies to comprehend written text. Respond to textJournal to extend thinking – question, speculate, analyze, synthesize, summarize, and problem solveWriting – skill buildingWriting – skill building |
| Unit 1:  Story writing | Plot and character development.  Use of literary devices.  Plan, develop and create engaging and meaningful text |
| Unit 2:  Reading for information (News)Think Paper/Position Papers | Reading for information. Language – as we determine perspective, bias, and understand the use of propagandaPersuasive Essay techniques |
| Unit 3:  Poetry | Using language to express one's ideas and creatively notice and observe the world  |
| Unit 4: Reimagined Bookshelf  | Using visual representations to express thinking, connections, and ideas connecting ourselves and our learning to various forms of literature  |
| Unit 4:  Novel Study – Crispin | Looking at how author's develop character, plot sequence, and creative journal writing. Extending our thinking, to imagine, plan, predict, and interact with literature |
| Unit 5:  Graphic Novel Study | Learn the physical layout of classic graphic novels/ terminology.  Showing plot sequences.  Theme/evaluate relevance to today's world |
| Unit 6:  Legends/Myths/ Fables/Fairy Tales – Reading and Writing | Recognize and appreciate how different features, forms, and genres of text vary depending on their purpose. Experiment with creative writing and oral story telling |
| Unit 7:  Novel Study/Film Study – The Outsiders | Understanding stories help us understand ourselves and make connections to others and to the world.  Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives.  Connection to our own identity and how identity is shaped |

**Social Studies:**

The grade eight social studies course is designed to play a key role in educating citizens for the world of tomorrow but acknowledging this idea, "Those who cannot remember the past are condemned to repeat it."  - George Santagana.  Students will explore the contacts and conflicts between peoples that stimulated significant cultural, social, and political change.  They will look at the human and environmental factors that shaped populations and living standards.  They will analyze ideas about the world created by tension between people wanting to adopt new ideas and those wanting to preserve tradition.  These ideas will be developed looking at change in the world from the fall of the Roman Empire until the Age of Enlightenment.

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| Unit 1:  Political/Physical Geography of the World | Demonstrate an ability to interpret scales, legends, graphs, tables, and maps through atlas work. Learn the continents and countries of the world |
| Unit 2:  World Religions | Contacts and conflicts between peoples stimulated significant cultural, social, and political change. Explain different perspectives, compare values, worldviews, and beliefs of human cultures |
| Unit 3:  Current Events/Propaganda | Make ethical judgments about past events, decisions, or actions.  Contact and conflict stimulate change.  Tension between new ideas and established traditions |
| Unit 4:  Fall of the Roman Empire – Rise of the Barbarians (progress and decline) | Contacts and conflicts between people stimulated significant cultural change.  Exploration, expansion, and colonization had varying consequences for different groups |
| Unit 5:  Feudal Europe/Black Death/Exploration | Human and environmental factors shape changes in populations and living standards. Reasons, interactions, and conflict due to immigration and conquest |
| Unit 6:  The World 500 – 1500 CE Ottoman Empire/African Empires/Asian Empires/Indian Empires/Feudal Japan (access multiple sources) | Contacts and conflicts between peoples stimulated significant cultural, social, and political change. Use of inquiry process and skills to ask questions, gather information, interpret, analyze ideas, and communicate findings |
| Unit 7:  The Renaissance (identify key turning points, key philosophical and cultural shift) | Contacts and conflicts between peoples stimulated significant cultural, social, and political change. Use of inquiry process and skills to ask questions, gather information, interpret, analyze ideas, and communicate findings about how thinking began to shift and change |
| Unit 8:  The America's 500 – 1500 CE (Explain different perspectives on past or present people compare values, worldviews, and beliefs.) | Contacts and conflicts between peoples stimulated significant cultural, social, and political change. Use of inquiry process and skills to ask questions, gather information, interpret, analyze ideas, and communicate findingSocial, political, and economic systems and structures, of at least one indigenous civilization |

**Learning Environment:**

This is a class where taking risks is encouraged and different opinions and voice are valued. I will be teaching students to open their minds, analyze their thinking, source information, and push themselves to dialogue respectfully around controversial topics.  Diversity in thinking forces us to sharpen our ideas and thoughts as they get examined and challenged. We only learn when we are exposed to ideas that challenge and confront our own perspectives. I encourage students to observe their reactions, ask themselves what is making them feel uncomfortable, then look at the evidence and formulate respectful responses and learn to work on understanding others perspectives and points of view while examining their own ideas around various topics, and deepen their understanding by searching for evidence to support their ideas.

**Assessment:**

Assessment will utilize classroom conversations, group discussion notes, note taking (oral, video, text), essays, perspective papers, exit slips, tests/quizzes, projects, and presentations.

**Student Organization:**

Please **always** have the following!

-           Binder with dividers

-           LOTS of paper

-           Pens/Pencils

-           Pencil crayons

-           **QUIET READING BOOK/MAGAZINE WITH ARTICLES/COMIC**

Parents, please check your child's binder weekly to ensure it is organized, look at my Weebly account where homework is posted each week. The Weebly is broken down into each section English and Social, you will find assignments, videos, and other materials to help you understand what we are doing both on the Weebly and in Google Classroom. The Weebly can be accessed through the school webpage under teacher's webpages or directly at **khardy-guarducci.weebly.com**

**Classroom Expectations:**

**RESPECT** – Respect the space (keep it clean and treat it carefully), respect your peers (speak politely at all times, be kind, be helpful), respect me (speak politely at all times, be kind, be helpful)  and respect yourself (speak well of yourself, be kind to yourself because you are just learning and it may not go perfectly, be helpful – ask for help, use the websites to keep on track.)

**IF YOU ARE AWAY, USE THE WEEBLY AND GOOGLE CLASSROOM TO MAKE SURE YOU STAY ON TOP OF WHAT YOU MISS.  IT IS YOUR RESPONSIBILITY TO CATCH UP ON MISSED WORK.**

**Extra Help:**

If you do not understand or if you have been away, please come and see me to get clarification. It is my job to help you understand, but I assume you know what you are doing unless you ask for help!

**Homework:**

There is not a lot of homework in grade eight.  Please read nightly and log it.  Try to journal at home to work on clarifying your thoughts and ideas about any topic. There will be vocabulary building on Mondays throughout the year and the vocabulary will be posted on the Weebly.  The rest of the homework would only be finishing what you were unable to finish in class OR studying for tests and quizzes!  PARENTS, PLEASE KEEP AN EYE ON THE WEEBLY, IT GETS POSTED ON MONDAY'S WITH THE WEEKS WORK.

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 Dear Parents/Guardians,

My name is Karry Hardy-Guarducci (also formerly known as Ms. Proud if you had students here previously.)    This is my twenty-fourth year of teaching in both Canada and overseas in China.  I have taught in Port Coquitlam, Coquitlam, Rocky Mountain House, Airdrie, Cochrane, Calgary, and in Dalian, China.

 Growing up in Kelowna, I graduated from KSS, then moved to Vancouver to finish my B.A. In geography with a minor in history and a Liberal Arts Certificate.  From there I went into education and trained in the Middle Years program at UBC.  There have been many hats I have worn over the years as far as careers have gone, from being a housekeeper to a waitress, barista, warehouseman, landscaper, forklift operator, lifeguard, and gallery owner (small businesswoman).

 My passion is travelling, and I have had the great fortune to have travelled throughout the South Pacific region, Southeast Asia, Asia, South/Central America, Canada and USA, and Europe.  My hope is to visit Africa, India, and the Middle East as soon as possible!  Just this summer we were exploring the Caribou region of BC and over to Bella Coola. My family enjoys backpacking, camping, fishing, hiking, biking, skating, skiing, canoeing, kayaking, sailing, travelling, music, art, and reading. My husband and I have one daughter at home, and both of our extended families live here in Kelowna.   It is a funny thing, my father taught in the very portable I currently teach in!

  This will be my tenth year here at Springvalley Middle School.  I am very excited about getting to know your child and learning and growing with them!  Each new group comes with its own history, ideas, experiences, and I love it when they share themselves with me!

  Please use my Weebly to keep you informed of all that is going on in my classes with assignments often posted in Google Classroom.  You can always ask your child to see their work!   Please do not hesitate to contact me at karry.guarducci@sd23.bc.ca this is the best way to get a hold of me.

 Finally, take some time to fill in the sheet that tells me a bit about your child so that I can be sensitive to their needs and understand them a little bit better.

Sincerely,

**Mrs. Karry Hardy - Guarducci**

English 8, Social Studies 8, & JHSC

Springvalley Middle School

Phone: 250-870-5111

karry.guarducci@sd23.bc.ca

**khardy-guarducci.weebly.com**

I respectfully acknowledge that my place of work is located on the ancestral, traditional and unceded territory of the Okanagan-Syilx Peoples.

***"The way to develop self-confidence is to do the thing you fear and get a track record of successful experiences behind you."  - William Jennings Bryan***