

MHHS Humanities 10 Course Outline – 2019 - 2020

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Introduction and Overview of the Course

Welcome to Humanities 10. This Humanities course has been designed for several reasons. Research shows that students develop a deeper understanding of how a subject relates to the real world when taught in such a way that it more closely resembles the real world – not taught or lived in silos. There are a number of overlapping outcomes between the Social Studies and English curriculums. Taking advantage of these allows consistent approach towards literacy and the common skill sets (between the two traditionally separate courses). It also creates more time and flexibility to delve deeper and spend more time on the critical ideas and projects that explore them. Students taking this course will be assigned marks in English 10-1 or 10-2 and Social Studies 10-1 or 10-2. Students will earn 10 credits upon satisfactory completion in Social Studies 10-1 or 10-2 (5 credits) and English 10-1 or 10-2 (5 credits). The marks assigned for any combination of the two different courses, while on the surface only taking one, is merely a course coding necessity for Alberta Education.

The General Curriculum Outcomes for English Language Arts 10 require each student to listen, speak, read, write, view and represent to:

- Explore thoughts, ideas, feelings and experiences.
- Comprehend and respond personally and critically to oral, print and other media texts.
- Manage ideas and information.
- Enhance the clarity and artistry of communication.
- Respect, support and collaborate with others.

Study in English Language Arts (ELA) enables students to use language confidently and competently in a variety of situations for communicating, personal satisfaction and learning.

The General Curriculum Outcomes for Social Studies require students will explore the historical events that led to our current state of globalization, as well as the effects of globalization on lands, cultures, human rights and quality of life. Students will explore the relationships among globalization, citizenship and identity through a variety of media. There are four key questions / units we will focus on in in the order that follows:

- Should globalization shape identity?
- Should people in Canada respond to the legacies of historical globalization?
- Does globalization contribute to sustainable prosperity for all people?
- How should I, as a citizen, respond to globalization?

In addition, students will also examine local and current affairs to assist in understanding curriculum and engaging them to be active and informed citizens.

Study in Social Studies considers responsible citizenship and identity. Basic to these goals are the development of critical and creative thinking skills. Social studies centers on knowledge, skill and attitude objectives. The ‘responsible citizen’ is one who is knowledgeable, purposeful and is in a position to make responsible decisions and choices.

Addition details regarding the curricular outcomes appear later in this document and are available on the Alberta Education website.

Course and Classroom Expectations for Students:

- ❑ Consider: What is my role as a learner? What am I learning? What about us as a community? What are we learning?
- ❑ In all things respect – one’s self, others, property, time, etc.
- ❑ Be ready for class. This means each student should be on time, have the appropriate materials ready and be prepared to work.
- ❑ Students must assume some responsibility for their own education. That means handouts must be obtained from the teacher or the Google Classroom, get notes for missed work and be prepared for examinations.
- ❑ Submit work on time.
- ❑ Neatness is always a factor. Work must be assessable.
- ❑ If you are experiencing any problems in or with the class, please communicate that with your teacher as soon as possible.
- ❑ Students are expected to work diligently, participate in class, and attend all classes.
- ❑ There will be homework. One must practice the skills taught and entertained in class. Grade 10 requires a substantial amount of reading, much of which must be done outside of class time.

NB: Cell phone use – with permission only. If one is tempted to use his / her phone inappropriately, it should be left in one’s locker. If anyone needs assistance with using a phone appropriately, teachers will provide that assistance. Students will be asked to surrender said phone and be subject to additional consequences.

Students are encouraged to ask for additional help when needed. I am available at the school during P2S, at lunch and after hours if students need assistance or have any questions. Please make arrangements to see me and I will make sure to accommodate your needs.

Controversial Issues: It is an expectation that students will become familiar with societal issues often broached in literature and the study of social issues and current events. Sometimes students may be asked to take and defend a position on an issue present in the textual material in the course of study. If issues challenge religious or personal convictions, students are asked to meet with the teacher to discuss the possibility of alternative topics and/or selected material and/or assessment. **Parents please note:** It is always the goal to ask students to think critically; it is never the intention of the teacher to convince students to choose a particular perspective, and efforts will be made to provide a balanced approach when applicable. If parents have any concerns, please contact teacher directly.

Parents/Guardians: Please contact teachers regarding any questions or concerns you may have. We all have the same goal in this process, to help your child succeed and move forward on their journey of learning. We will answer any questions you may have promptly and can be contacted by email (preferred) or by phoning the school. If your child is going to be absent, please contact the school so arrangements can be made for missed work. Communication home will occur in the form of a weekly email update regarding assignments, due dates, and tests. We can be reached by email at: hockleyc@lrsd.ab.ca or vanormanr@lrsd.ab.ca or at the school by phone: 403-627-4414.

Humanities Course Progression:

Overview: Globalization! Should Canada embrace it? What is it?

In this course, we will explore the historical events that led to our current state of globalization, as well as the effects of globalization on lands, cultures, human rights and quality of life. Students will explore the relationships among globalization, citizenship and identity through a variety of media. There are four key questions / units we will focus on and in the order that follows:

Components	Approximate Timeframe
Should globalization shape identity? Explore Identity and Character in Shakespeare's Romeo and Juliet. Explore identity in poetry, visual / film and nonfiction.	September through November
Should people in Canada respond to the legacies of historical globalization? Explore historical globalization in poetry, visual / film, fiction, and nonfiction.	December through February
Does globalization contribute to sustainable prosperity for all people? Explore globalization contribute to sustainable prosperity for all people in poetry, visual / film, fiction and nonfiction.	February through March
How should I, as a citizen, respond to globalization? Explore how I should, as a citizen, respond to globalization in poetry, visual / film, fiction, and nonfiction.	April through May
20 Time is a year long project (see separate 20 Time Project document for details).	June - Project Culmination and Course Review

Humanities Assessment Breakdown:

Social Studies Component:

Unit 1 Globalization and Identity	23%
Unit 2 Historical Globalization	23%
Unit 3 Globalization and Sustainable Prosperity	11%
Unit 4 Citizen's Response to Globalization	8%
20 Time Project	20%
Final Exam	15%
Total	100%

English Components in the General Outcomes through the studying of:

Writing	11%
Literature	21%
Drama	11%
Poetry	11%
Visual	11%
20 Time Project	20%
Final Exam	15%
Total	100%

This long-range plan / timeframe may be altered to meet the needs of the students and / or available resources. However, students and the school administration will be consulted before any changes occur.

Assignments, projects and tests in Humanities will usually generate marks for both English and Social Studies.

Evaluation: All assignments are evaluated on the stated objectives (written or oral) and with the rubric developed for the outcomes being assessed. Each outcome is assessed multiple times, so the student has the opportunity for mastery. In consideration for those students who diligently hand their work in on time and out of respect for the work required in marking those assignments, **LATE ASSIGNMENTS** are **NOT ACCEPTED** unless prior arrangements are made (as per LRSD Administration Policy #360 regarding assessment).