

Humanities 10 Course Outline Addendum – 2019 - 2020
Matthew Halton High School
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Humanities 10 Addendum

Textbooks

Drama:

Modern:

- TBD
- TBD (In the past we have looked at Gandhi, City of Joy, Bowling for Columbine, and Smallfoot)

Shakespearean:

- Romeo and Juliet

Multi-genre: Classroom Texts and a variety of resources

Fiction: One of:

- To Kill a Mockingbird
- The Chrysalids
- Oliver Twist
- Silas Marner
- The Pearl (depending on availability)

Nonfiction:

- Classroom Texts and a variety of resources
- Grade 10 Social Studies Textbook

Poetry: Classroom Texts and a variety of resources

We will also encounter various aspects of media including newspapers, magazines, movies, music and other sources of material for the above genres, some of which we may access off campus but within walking distance (i.e. Public Library, Museum). Notifications of such off-campus ventures will be sent via email prior to departure.

English and Social Studies 10 Curricular Specifics:

The Course Objectives (General Curriculum Outcomes)

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.

And the Course Objectives (General Curriculum Outcomes) also require each student to:

- explore the impacts of globalization on their lives.
- assess the impacts of historical globalization on Indigenous and non-Indigenous peoples.
- assess economic, environmental, and other contemporary impacts of globalization.
- assess their roles and responsibilities in a globalizing world.

Elements involved:

Citizenship in Canada

The political processes are influenced by a variety of groups in the community

- Examine how television and other media are used to create images, communicate demands, disseminate policies and ideas.

Rights and responsibilities are associated with citizenship

- Examine rights (individual and collective) in Canadian society: human, civil, legal, minority, economic, cultural, language, and political.

Perspectives on Globalization

- Students will explore the impacts of globalization on their lives.
- Students will assess economic, environmental and other contemporary impacts of globalization.
- Students will assess the impacts of historical globalization on Indigenous and non-Indigenous peoples.
- Students will assess their roles and responsibilities in a globalizing world.

Skills and Processes, and Dimensions of Thinking

Develop skills of critical thinking and creative thinking:

- Evaluate ideas and information from multiple sources.
- Determine relationships among multiple and varied sources of information.
- Assess the validity of information based on context, bias, sources, objectivity, evidence or reliability.
- Predict likely outcomes based on factual information.
- Analyze current affairs from a variety of perspectives.

Develop skills of decision making and problem solving:

- Describe a plan of action to use technology to solve a problem.
- Use appropriate tools and materials to accomplish a plan of action.

Research for Deliberative Inquiry

- Apply the research process:

- Demonstrate proficiency in the use of research tools and strategies to investigate issues.
- Plan and perform complex searches, using digital sources.
- Develop, express and defend an informed position on an issue.
- Select and analyze relevant information when conducting research.

Communication

- Demonstrate skills of oral, written and visual literacy:
 - Understand that different types of information may be used to manipulate and control a message (e.g., graphics, photographs, graphs, charts and statistics).
- Develop skills of media literacy:
 - Assess the authority, reliability and validity of electronically accessed information.
 - Evaluate the validity of various points of view presented in the media.
 - Appraise information from multiple sources, evaluating each source in terms of the author's perspective or bias and use of evidence.
 - Analyze the impact of various forms of media, identifying complexities and discrepancies in the information and making distinctions between sound generalizations and misleading oversimplification.
 - Demonstrate discriminatory selection of electronically accessed information that is relevant to a particular topic.

Discover Possibilities

- Generate and experiment with strategies that contribute to forming tentative understandings, interpretations and positions.

Experiment with Language, Image and Structure

- Experiment with language, image and structure to create different effects in particular situations and for particular purposes and audiences.

Express Preferences, and Expand Interests

- Reflect on personal text preferences, identity influences that have contributed to the formation of these preferences and selected strategies that may be used to expand interests in texts and text creators.
- Expand interests in a range of literary genres and in a variety of other text types and text creators.

Discern and Analyze Content

- Identify a variety of different kinds of texts, audiences and purposes for creating texts.
- Use features found within a text as information to describe the communication situation within which the text was created.
- Describe the relationship between text and context.
- Identify the impact that personal context – experience prior knowledge has on constructing meaning from a text.

Understand and Interpret Content

- Describe the personality traits, motivations, attitudes, values and relationships of characters developed/persons presented in literature and other texts; and identify how the use of archetypes adds to an appreciation of text.
- Describe a text creator's tone, and relate tone to purpose and audience.
- Describe visual elements and aural elements and describe their contributions to the meaning of texts.

Use Reference Strategies and Reference Technologies

- Use a variety of appropriate reference strategies and references technologies to aid understanding create and use own reference materials to aid understanding.

Relate Form, Structure and Medium to Purpose, Audience and Content

- Describe audience factors that may have influenced a text creator's choice of form and medium.
- Identify and describe the characteristics of various common communications media.

Relate Elements, Devices and Techniques to Created Effects

- Describe aspects of a text that contribute to atmosphere, tone and voice.
- Recognize irony and satire in print and nonprint texts, and identify language used to create irony and satire.
- Describe the effects of musical devices, figures of speech and sensory details in print and nonprint texts.
- Recognize the use of motif and symbol in print and nonprint texts.
- Identify persuasive techniques used in a variety of print and nonprint texts.

Connect Self, Text, Culture and Milieu

- Identify and consider personal moral and ethical perspectives, as well as cultural perspectives, when studying literature and other texts; and reflect on and monitor how perspectives change as a result of interpretation and discussion.
- Respond personally and analytically to ideas developed in works of literature and other texts; and analyse the ways in which ideas are reflected in personal and cultural opinions, values, beliefs, and perspectives.
- Identify and examine ways in which cultural and societal influences are reflected in a variety of Canadian and international texts.

Evaluate the Verisimilitude, Appropriateness and Significance of Print and Nonprint Texts

- Identify criteria to evaluate the effectiveness of texts, monitor the effectiveness of the criteria, and modify the criteria as needed.
- Describe images in print and nonprint texts in terms of created reality and appropriateness to purpose.
- Assess the significance of a text's theme or controlling idea, and the adequacy, relevance and effectiveness of its supporting details, examples of illustrations and content in general.

Appreciate the Effectiveness and Artistry of Print and Nonprint Texts

- Use terminology appropriate to the forms studied for discussing and appreciating the effectiveness and artistry of a variety of text forms.
- Describe the effectiveness of various texts, including media texts, for presenting feelings, ideas and information, and for evoking response.

Plan Inquiry or Research, and Identify Information Needs and Sources

- Identify and select potential strategies and technologies for gathering, generating and recording information.

Evaluate Sources, and Assess Information

- Reflect on and describe strategies to evaluate information sources and for detecting bias and for quality; and monitor and modify selected strategies as needed to evaluate sources and detect bias.
- Assess information sources for appropriateness to purpose, audience and presentation form.

- Assess the accuracy, completeness, currency and relevance of information selected from sources; and assess the appropriateness of the information to purpose.
- Identify and describe possible biases of sources.

Assess Text Creation Context

- Reflect on the purposes for text creation and on own motives for selecting strategies to engage an audience; and consider potential consequences of choices regarding text creation.
- Describe and address audience factors that affect text creation.

Consider and Address Form, Structure and Medium

- Select a text form appropriate to the purpose for text creation and consistent with the content to be presented in the text.
- Identify and use structures consistent with form, content and purpose when creating texts.
- Explore the interplay among medium, content and context.
- Understand the concept of convention; and apply it to oral, print, visual and multimedia text forms when appropriate.

Develop Content

- Take ownership of text creation, by selecting or crafting a topic, concept or idea that is personally meaningful and engaging.
- Recognize and assess personal variables and contextual variables that influence the selection of a topic, concept or idea; and address these variables to increase the likelihood of successful text creation.
- Establish a focus for text creation, and communicate scope by framing an effective controlling idea or describing a strong unifying effect.
- Develop content appropriate to audience and situation.
- Develop content appropriate to purpose.

Use Production, Publication and Presentation Strategies and Technologies Consistent with Content

- Meet particular production, publication and display requirements for print texts.
- Develop presentation materials; and select strategies and technologies appropriate to purpose, audience and situation.

Use Language and Image to Show Respect and Consideration

- Analyze and describe language and image that is used in texts to convey respectful and considerate, or disrespectful and inconsiderate, perspectives and attitudes.
- Analyze and describe stereotyping that contributes to positive or negative portrayals of characters in literature and persons in life, and be sensitive to the feelings of others.
- Analyze and describe verbal and nonverbal communication that contributes to the inclusion or exclusion of individuals involved in a communication situation, and use verbal and nonverbal communication that is inclusive of other individuals.

Appreciate Diversity of Expression, Opinion and Perspective

- Describe the ways in which selected works of literature and other print and nonprint texts influence individual and group values and behaviours.
- Identify the underlying assumptions reflected in the ideas and opinions presented in a text.

English Program of Studies Specifics

STUDENTS WILL STUDY ORAL, PRINT, VISUAL AND MULTIMEDIA TEXTS

		ELA 10-1	ELA 20-1	ELA 30-1	ELA 10-2	ELA 20-2	ELA 30-2
EXTENDED TEXTS	Novel	1 of the 2 Required	Required	1 of the 2 Required	1 of the 2 Required	Required	1 of the 2 Required
	Book-length Nonfiction		1 of the 2 Required			1 of the 2 Required	
	Feature Film	Required		1 of the 2 Required	Required		Required
	Modern Play	1 of the 2 Required	Encouraged				
	Shakespearean Play		Required	Required	1 of the 2 Required	1 of the 2 Required	1 of the 2 Required
SHORTER TEXTS	Poetry (including song)	A Variety Required	A Variety Required	A Variety Required	A Variety Required	A Variety Required	A Variety Required
	Short Story	A Variety Required	A Variety Required	A Variety Required	A Variety Required	A Variety Required	A Variety Required
	Visual and Multimedia Text★	Required	Required	Required	Required	Required	Required
	Essay	Required	A Variety Required	A Variety Required	Encouraged	Encouraged	Required
	Popular Nonfiction★★	Encouraged	Encouraged	Required	Required	A Variety Required	A Variety Required

- ★ Visual and Multimedia Text includes short films, video clips and photographs.
- ★★ Popular Nonfiction includes news stories, feature articles, reviews, interviews and other forms of informative and persuasive text, including technical writing.

STUDENTS WILL CREATE A VARIETY OF RESPONSES . . .

		ELA 10-1	ELA 20-1	ELA 30-1	ELA 10-2	ELA 20-2	ELA 30-2
PERSONAL RESPONSE	• to texts	Emphasis Required	Emphasis Required	Emphasis Required	Required	Required	Required
	• to contexts	Required	Required	Required	Emphasis Required	Emphasis Required	Emphasis Required
CRITICAL/ANALYTICAL RESPONSE	• to literary texts	Required	Emphasis Required	Emphasis Required	Encouraged	Required	Required
	• to other print and nonprint texts	Encouraged	Required	Required	Required	Emphasis Required	Emphasis Required
	• to contexts	Required	Required	Required	Required	Required	Required

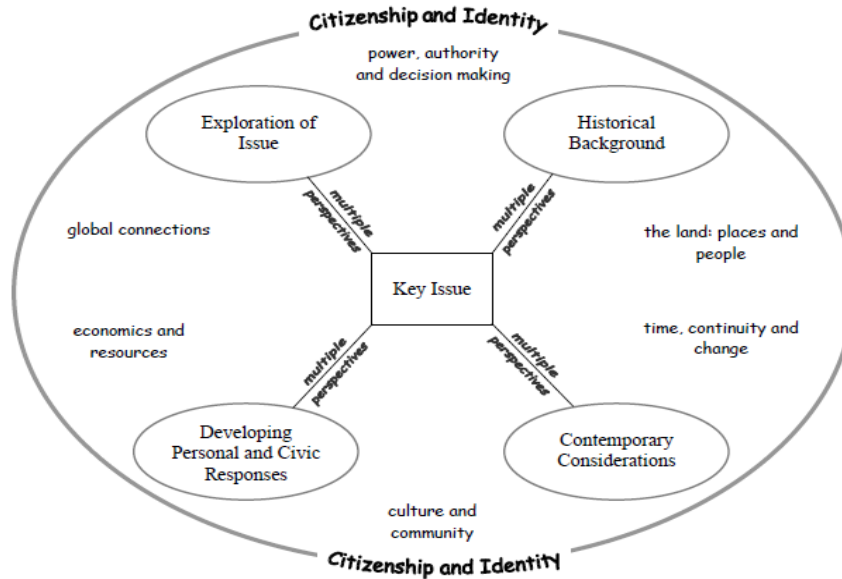
. . . USING A VARIETY OF PRINT AND NONPRINT FORMS

		ELA 10-1	ELA 20-1	ELA 30-1	ELA 10-2	ELA 20-2	ELA 30-2
PROSE	Narrative Forms (Factual and Fictional)	Required	Required	Required	Required	Required	Required
	Informative and Persuasive Forms★	Required	Emphasis Required	Emphasis Required	Required (including reports)	Emphasis Required (including proposals)	Emphasis Required
POETRY		Required	Encouraged	Encouraged	Required	Encouraged	Encouraged
SCRIPT		Encouraged	Required	Encouraged	Encouraged	Required	Encouraged
ORAL/VISUAL/MULTIMEDIA PRESENTATION★★		Required	Required	Required	Required	Required	Required

★ Informative and Persuasive Forms include essays, commentaries, articles and reviews.

★★ Oral/Visual/Multimedia Presentation includes readers' theatre, demonstrations and prepared speech.

Social Studies 10 Curricular Specifics:



Benchmark Skills and Processes

The following benchmark skills and processes are outcomes to be achieved by the end of Social Studies 30:

Dimensions of Thinking	
Critical thinking and creative thinking.	Evaluate ideas and information from multiple sources.
Historical thinking.	Analyze multiple historical and contemporary within and across cultures.
Geographic thinking.	Analyze the impact of physical and human geography on history.
Decision making and problem solving.	Demonstrate leadership in groups to achieve consensus, solve problems, formulate positions and take action, if appropriate, on important issues.
Social Participation as a Democratic Practice	
Cooperation, conflict resolution and consensus building.	Demonstrate leadership by initiating and employing various strategies to resolve conflicts peacefully and equitably.
Age appropriate behaviour for social involvement.	Demonstrate leadership by engaging in actions that enhance personal and community well-being.
Research for Deliberate Inquiry	
Research and Information.	Develop, express, and defend an informed position on an issue.
Communication	
Oral, written and visual literacy.	Communicate effectively to express a point of view in a variety of situations.
Media literacy.	Assess the authority, reliability and validity of information, including electronically accessed.