

Humanities 8
Course Outline and Long Range Plan
Teachers: Greg Freer & Robbie Van Orman
School: Matthew Halton

Course Description:

Welcome to Humanities 8. 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 8 and Social Studies 8 to maintain consistent course coding necessary for Alberta Education.

Social Studies Themes of Study:

Worldviews – An Introduction

Renaissance Europe – Origins of a Western Worldview

The Spanish & The Aztec – Worldviews in Conflict

Japan – From Isolation to Adaptation

Current Events

ELA General Outcomes

General Outcome 1

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

- 1.1 Discover and explore
- 1.2 Clarify and extend

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

- 2.1 Use strategies and cues
- 2.2 Respond to texts
- 2.3 Understand forms, elements and techniques
- 2.4 Create original text

General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.

- 3.1 Plan and focus
- 3.2 Select and process
- 3.3 Organize, record and evaluate
- 3.4 Share and review

General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

- 4.1 Enhance and improve
- 4.2 Attend to conventions
- 4.3 Present and share

General Outcome 5

Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.

- 5.1 Respect others and strengthen community
- 5.2 Work within a group

Skills to Develop:

- reading strategies
- formal and creative writing
- critical and creative thinking
- language conventions and mechanics
- evaluation and interpretation of sources
- library usage
- writing process and formatting
- writing for various purposes and audiences
- considering various perspectives
- vocabulary and spelling development
- organizing and researching skills
- technology proficiencies

Humanities 8 Assessment Breakdown:

Social Studies Component:

Unit 1 Introduction to Worldview	10%
Unit 2 Western Worldview (Renaissance)	25%
Unit 3 Worldviews in Conflict (Aztec)	25%
Unit 4 Changing Worldviews (Japan)	25%
Final Exam	15%
Total	100%

English Components in the General Outcomes through the studying of:

Writing	17%
Novel	17%
Short Story	17%
Poetry	17%
Visual, Film and Media	17%
Final Exam	15%
Total	100%

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

Assignments will be both **formative** and **summative**:

Formative: Assessment that occurs *during* the learning process. It is continuous and provides information about next steps for the student and teacher.

Summative: Assessment that occurs at the end of the learning process. It provides a summary of learning at a particular time, unit of study.

Long Range Plans

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.

Unit 1 - Introduction

September/October

Big Ideas:

What shapes who I am as an individual?

What is a worldview?

Where does worldview come from?

What are the elements of the worldview icon?

How do these elements help us understand the worldview of a society?

How do the elements of the worldview icon shape your own worldview?

How can critical thinking help you understand worldviews further?

What are the elements of a short story?

How can authors shape opinions by writing perspective?

What strategies work best for me to organize information?

Formative and Summative Assessments:

Canada Collage, ORC Paragraphs, World View Icon Sheet, Media bias project, short story, digital media project, political cartoon

Unit 2 - Origins of a Western Worldview: Renaissance Europe

November/February

Big Ideas:

How can changing social structures change a society's worldview?

How trade and business change society's worldview.

How can shifts in ideas affect a society's worldview?

What strategies can be used for interpreting visual and written text?

What are poetic devices?

General Outcomes:

SS 8.2: Through an examination of Renaissance Europe, students will demonstrate an understanding and appreciation of how the exchange of ideas and knowledge contributed to shaping the worldview of the Western world.

LA 2: Comprehend and respond personally and critically to oral, print and other media texts.

LA 5: Respect, support and collaborate with others

Specific Outcome – Values and Attitudes

- Students will appreciate how Renaissance Europe formed the basis for the worldview of the western world.
- Students will demonstrate a willingness to consider differing beliefs, values and worldviews.
- Students will recognize how beliefs and values are shaped by time, geographic location and societal context.
- Students will use strategies and clues; respond to text; understand forms, elements and techniques; create original text
- Students will respect others and work within a group

Formative and Summative Assessments:

Personal Journal, State Presentation, ORC Paragraphs, Essay, Multiple Choice Exam, Anthology of Short Stories, Movie Critique

Unit 3 - Worldviews in Conflict (Spanish and Aztec)

February/April

Big Ideas:

- How do a group's collective beliefs and experiences contribute to the shaping of a unique identity?
- How could a society's worldview influence its ability to adapt to its geography?
- How did religious beliefs affect the worldview of the Aztecs?
- How did Spanish and Aztecs view the religions of others?
- How did the Aztec worldview influence the way the people interacted with other cultures?
- What is a Graphic Novel?
- How is a Graphic Novel different than Comic Books?
- What form, techniques and elements are required to write and illustrate a Graphic Novel?

General Outcomes:

SS 8.3: Through an examination of Spanish and Aztec societies, students will demonstrate an understanding and appreciation of how intercultural contact affects the worldviews of societies.

LA 3: Manage ideas and information

LA 4: Enhance the clarity and artistry of language

Specific Outcome- Values and attitudes

- Students will examine how Aztec and Spanish identities and worldviews were impacted by intercultural contact.
- Students will examine and recognize how rapid adaptation can radically change a society's beliefs, values and knowledge.
- Students will assess critically, how the Aztecs were affected by the Spanish worldview.
- Students will plan and focus; select and process; organize, record and evaluate; share and review
- Students will enhance and improve; attend to conventions; present and share

Formative and Summative Assessments:

Trial Presentation, ORC Paragraphs, Essay, Multiple Choice Exam, Novel Worksheets, Graphic Novel, Graphic Novel Quiz, Novel, book review, character sketches and critiques,

Unit 4 -From Isolation to Adaptation (Japan)

April/June

Big Ideas:

In what ways does physical geography contribute to shaping a worldview?

How did Japan's geography influence the Japanese sense of identity?

In what ways can the natural environment influence religious practices and values?

How did Japan's self-sufficiency contribute to the Japanese worldview?

How does a theme shape a novel and what impact does it have on me?

How can I demonstrate my understanding and appreciation for the theme of a literary piece?

General Outcomes:

SS 8.1: Through an examination of Japan, students will demonstrate an understanding and appreciation of the ways in which beliefs, values and knowledge shape worldviews and contribute to a society's isolation or adaptation.

LA 1 : Explore thoughts, ideas, feelings and experiences

LA 2 : Comprehend and respond personally and critically

Specific Outcome – Values and Attitudes

-Students will appreciate the roles of time and geographic location in shaping a society's worldview and how models of governance and decision making reflect a society's worldview.

-Students will appreciate how a society's worldviews can foster the choice to remain an isolated society and how worldviews shape individual citizenship and identity

-Students will discover and explore; clarify and extend

-Students will use strategies and cues; respond to text; understand forms, elements and techniques; create original text

Formative and Summative Assessments:

Oral Presentation, ORC Paragraphs, Essay, Multiple Choice Exam, Novel Questions, Novel Project, Novel Quiz

Embedded in all Units of Study:

Specific Outcome- Knowledge and Understanding

Students will:

- Develop skills of critical and creative thinking, historical thinking, and geographic thinking.
- Demonstrate skills of decision making and problem solving and of cooperation, conflict resolution and consensus building.
- Develop age-appropriate behavior for social involvement as responsible citizens contributing to their community.
- Apply the research process and develop skills of media literacy.
- Demonstrate skills of oral, written, and visual literacy.

COURSE EXPECTATIONS

Attendance:

We understand that things happen, sickness, etc. However, class continues despite your absence. If you miss a class be expected to spend 1.5 hours to catch up. **Livingstone Range School Division considers 10 absences in a course to be a serious concern. That is the equivalent of missing one class every 2 weeks. If you miss class even once a week, that's a 20% absentee rate!** If you know you are going to miss a class get the work PRIOR to the absence. If you miss a class due to lateness, illness, or any other reason, it is **your responsibility** to find out what you missed. Also, be sure to collect any handouts/worksheets needed.

Plagiarism:

If students “copy and paste” any work and submit it as their own for the first instance it will require a resubmission. **Further plagiarism will result in an awarded grade of 0%.**

Late Assignments:

Late assignments will be accepted, however, depending on the circumstances, may be a different assignment or work may be assessed in a stricter manner. Students with exceedingly late or missing assignments will be required to complete work by a set deadline determined by the teacher. **If more time is needed for an assignment, this matter must be discussed prior to the due date.**

Classroom Adequate:

Most students know the difference between right and wrong. We operate on the understanding of **mutual respect**. It is not respectful to be talking when the teacher or others are talking. It is not respectful to use our cell phones inappropriately. Expectations will be reviewed and specific questions answered in class.

Student Signature:

Parent/Guardian Signature:

Date: