

## Humanities 9 Course Outline – 2020-21

Matthew Halton High School

Teacher: Mr. Greg Freer

### Introduction and Overview of the Course

Welcome to Humanities 9. 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 9 and Social Studies 9. The marks assigned for 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 9 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 9 require each student to analyze the relationship between Canada's political and legislative processes and their impact on issues pertaining to governance, rights, citizenship and identity. Students will also explore issues of economics and their impact on quality of life, citizenship and identity within Canada as well as the United States. The overarching curriculum has three components:

- Issues for Canadians: Governance and Rights
- Issues for Canadians: Economic Systems in Canada and the United States
- 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. Social Studies 9 is a course in which students will analyze the relationship between Canada's political and legislative processes and their impact on issues pertaining to governance, rights citizenship and identity. Students will also explore issues of economics and their impact on quality of life, citizenship and identity within Canada as well as the United States.

Additional 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 9 requires a substantial amount of reading, much of which must be done outside of class time.

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 teacher 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. I 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. I can be reached by email at: [freerg@lrsd.ab.ca](mailto:freerg@lrsd.ab.ca); or at the school by phone: 403-627-4414.

## Textbooks

### Drama:

Modern (may include but not limited to):

- Freedom Writers

Shakespearean - One of Shakespeare's comedies:

- As You Like It
- A Midsummer Night's Dream

Multi-genre: Classroom Texts and a variety of resources

Fiction: One of:

- Ender's Game

Nonfiction:

- Classroom Texts and a variety of resources
- Grade 9 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.

Humanities Course Progression:

Components	Approximate Timeframe
Canadian Gov't and Citizen Participation, Poetry, Novel <i>Enders Game</i>	September through November
Canadian Judicial System, Rights and Immigration, Fiction ( <i>Touching Spirit Bear</i> or <i>Ender's Game</i> ), Nonfiction, Poetry, Film ( <i>Freedom Writers</i> )	November through March
Economics and Consumerism, Nonfiction, Poetry, short stories	March through April
Quality of Life, Nonfiction, Poetry, Film ( <i>Hunt for the Wilderpeople</i> , Shakespeare)	May through June

*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.**

## Grading

**The Grade 9 English** curriculum outcomes occur, generally, in five different ways. There are overlaps between some of the components for many of the outcomes, but the outcomes get approached from a different point of view. For example, the writing in poetry differs from writing in an essay and differs again in writing fiction. Even though there are some overlaps for many of the curricular outcomes, some of the outcomes are quite specifically addressed in specific course components (i.e. business letter format). Specific curriculum outcomes will be covered within each of the course components and will form the basis for outcomes-based assessment.

The first report card mark will be comprised of marks earned to that point, and similarly for all other mid-year report cards; the final report card will reflect the summative assessments of the entire course and all the outcomes.

### Component 1.

The General Outcomes through the studying of Writing 14.3% or 1/7th of the course.

- Grammar, Writing Mechanics, Sentences, Paragraphs, and Mechanics are taught throughout all the units.
- Functional Writing, Business Letters (Specifically done in April prior to the PAT in May)
- Essay writing (including nonfiction) is taught throughout all the units.

### Component 2.

The General Outcomes through the study of Fiction in 28.6% or 2/7th of the course.

- Novel Study (4-5 weeks embedded\*)
- Short Story Study (2 weeks embedded)
- Nonfiction (4-5 weeks embedded)

### Component 3.

The General Outcomes through the study of Drama 14.3% or 1/7th of the course.

- Modern Drama (3-4 weeks embedded)
- Shakespearean Drama (3-4 weeks)

### Component 4.

The General Outcomes through the study of Poetry 14.3% or 1/7th of the course.

- Poetry is embedded and taught throughout all the units, plus a portfolio project.

### Component 5.

The General Outcomes through the study of Film and Visual Media Literacy 14.3% or 1/7th of the course.

- Modern Drama (3-4 weeks embedded)
- Project Visual Components (embedded and taught throughout all the units).

Final Exams PAT Part A (1/14th) and Part B (1/14th) combined 14.3% or 1/7<sup>th</sup> of the course.

**Review and PAT Prep** Some time is devoted to preparation for the final exam(s) to ensure students know what to expect and the skills studied over the course get adequate review.

\* Some sections of the course may occur as components or be embedded within another section.

**The Grade 9 Social Studies** curriculum consists of two related issues. I have divided the course into four units. However, each unit is not graded equally. Weighing of each unit is based on the Grade 9 PAT Exam Blueprint provided by Alberta Learning.

Unit 1 Canadian Gov't and Citizen Participation	32%
Unit 2 Canadian Judicial System, Rights and Immigration	27%
Unit 3 Economics and Consumerism	18%
Unit 4 Quality of Life	8%
Final Exam	15%
Total of overall grade	100%

The marks come from projects, essays, and tests. The weighting of each assessment piece depends on the nature, breadth and depth of the assessment piece. A larger essay will carry more weight than a paragraph, a major project will carry significant weight, a summative test will carry more weight than a quiz.

\* Some sections of the course may occur as components within another section.

## **Grade 9 English Program of Studies**

### **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

## Grade 9 Social Studies Program of Studies

### SOCIAL STUDIES 9 – CANADA: Opportunities and Challenges

#### 9.1 Issues for Canadians: Governance and Rights

#### 9.2 Issues for Canadians: Economic Systems in Canada and the United States

Students will also examine local and current affairs to assist in understanding curriculum and engaging them to be active and informed citizens.

#### General Outcome 9.1

##### Issues for Canadians: Governance and Rights

Students will demonstrate an understanding and appreciation of how Canada's political processes impact citizenship and identity in an attempt to meet the needs of all Canadians

9.1.1 appreciate the impact of the Canadian Charter of Rights and Freedoms on rights and governance in Canada.

9.1.2 appreciate the various effects of government policies on citizenship and on Canadian society.

9.1.3 appreciate how emerging issues impact quality of life, citizenship and identity in Canada.

9.1.4 examine the structure of Canada's federal political system.

9.1.5 analyze the role that citizens and organizations play in Canada's justice system.

9.1.6 assess, critically, the impact of the Canadian Charter of Rights and Freedoms on the legislative process in Canada.

9.1.7 assess, critically, how the increased demand for recognition of collective rights has impacted the legislative process in Canada.

9.1.8 assess, critically, how legislative processes attempt to address emerging issues of immigration.

Essential questions students are expected to be able to answer:

- Who chooses Canada's MPs & Senators and how are they held responsible for their actions?
- How do the media, lobby groups, and others influence the federal government?
- Does the federal government meet the needs of all Canadians?
- How do Canadian citizens know about & participate in Canada's justice system?
- How does the Canadian Charter of Rights and Freedoms help people to know and protect their rights, specifically in the workplace?
- In what ways do the various levels of government recognize & promote the collective rights of minorities in Canada?
- How do the various levels of Canadian government respond to emerging issues of immigration?
- To what extent in Canada impacted by immigration?

#### General Outcome 9.2

##### Issues for Canadians: Economic Systems in Canada and the United States

Students will demonstrate an understanding and appreciation of how economic decisions making in Canada and the United States impacts quality of life, citizenship and identity.

9.2.2 appreciate the values underlying economic decision making in Canada and the United States.



- 9.2.2 appreciate the relationship between consumerism and quality of life.
- 9.2.3 appreciate the impact of government decision making on quality of life.
- 9.2.4 compare and contrast the principles and practices of market and mixed economies.
- 9.2.5 assess, critically, the relationship between consumerism and quality of life in Canada and the United States.
- 9.2.6 assess, critically, the interrelationship between political decisions and economic systems.

Essential questions students are expected to be able to answer:

- What values shape the mixed and market economies of Canada and the United States?
- How do the economic systems of Canada & the United States address the questions of scarcity?
- To what extent do consumer actions reflect individual & collective identity?
- To what extent is quality of life impacted by consumerism in market & mixed economies?
- How do decisions about social programs and taxation in Canada and the United States attempt to meet the needs of citizens?
- How do political ideologies shape the economy & quality of life?