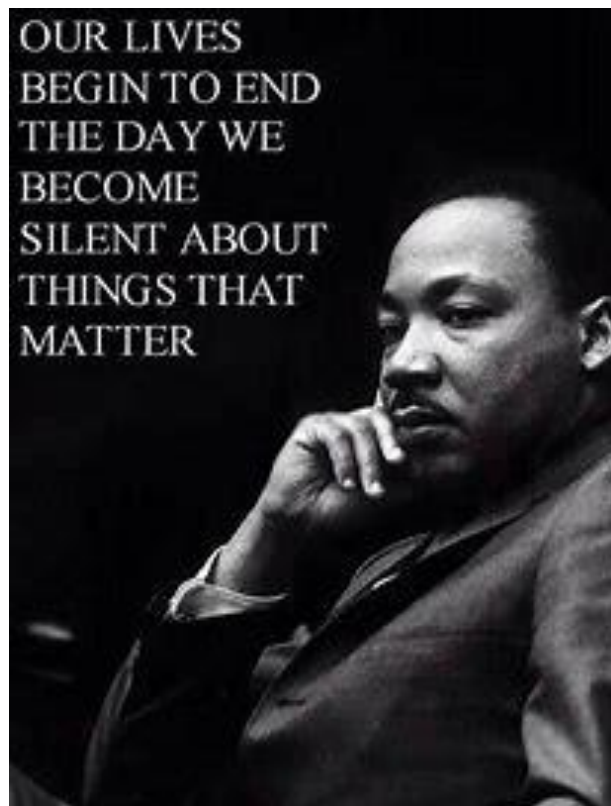


MHHS Humanities 10-1 Course Outline – 21 - 22

Teachers: Mr. Clair Hockley

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 completing this course successfully will earn marks in English 10-1 and Social Studies 10-1. Students will earn 10 credits upon satisfactory completion in Social Studies 10-1 (5 credits) and English 10-1 (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 function of education is to teach one to think intensively and to think critically. Intelligence plus character – that is the goal of true education” –
Martin Luther King**

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.

Additional details regarding the curricular outcomes are available on the Alberta Education website.

Course Expectations, Housekeeping and Other Information:

1. Consider: What are we learning? What is my role as a learner? What about us as a community.
2. In all things, respect.
3. Be ready for class. This means each student should be on time, have the appropriate materials ready and be prepared to work.
4. Students must assume some responsibility for their own education. That means handouts must be obtained from the teacher, get notes for missed work and be prepared for examinations.
5. Submit work on time.
6. Neatness is always a factor. Work must be assessable.
7. If you are experiencing any problems in or with the class, please communicate that with your teacher as soon as possible.
8. Students are expected to work diligently, participate in class and attend all classes.
9. We will use Google Classroom extensively for posting and submitting assignments.
10. NB: Cell phone - if one is tempted to use his / her phone inappropriately, I can hold it for you until the end of the day. I will help anyone make appropriate usage choices if necessary.

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 the 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 the 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. I can be reached by email at: hockleyc@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 / March
Does globalization contribute to sustainable prosperity for all people? Explore to what degree globalization contributes to sustainable prosperity for all people in poetry, visual / film, fiction and nonfiction.	February / March through March / April
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.

The report card marks will be comprised of marks earned to that point; the final report card will reflect the summative assessments of the entire course and all the outcomes.

Evaluation: All assignments are evaluated on the stated objectives (written or oral) and with the rubric developed for the outcomes being assessed.

Texts:

1. Drama:
 1. Shakespeare: Romeo and Juliet.
 2. Modern Drama: TBA.
 2. Multi-genre: Classroom Texts and a variety of resources.
 3. Literature: (below) 1 Choice (with restrictions) plus To Kill a Mockingbird (whole class).
 4. Poetry: Classroom Texts and a variety of resources.
 5. SS: Perspectives on Globalization.
-
- | | |
|---|--|
| <input type="checkbox"/> The Adventures of Huckleberry Finn | <input type="checkbox"/> Random Passage |
| <input type="checkbox"/> The Alchemist | <input type="checkbox"/> Rebecca |
| <input type="checkbox"/> The Chrysalids | <input type="checkbox"/> Rick Hansen: Man in Motion |
| <input type="checkbox"/> Dragonsbane | <input type="checkbox"/> Silas Marner |
| <input type="checkbox"/> The Education of Little Tree | <input type="checkbox"/> Something Wicked This Way Comes |
| <input type="checkbox"/> Fateless | <input type="checkbox"/> Thinking Like a Mountain |
| <input type="checkbox"/> Girl with the Pearl Earring | <input type="checkbox"/> To Kill a Mockingbird |
| <input type="checkbox"/> My Family and Other Animals | <input type="checkbox"/> Touch the Dragon |
| <input type="checkbox"/> A Night to Remember | <input type="checkbox"/> Waiting for the Rain |
| <input type="checkbox"/> October Sky | <input type="checkbox"/> Who has Seen the Wind |
| <input type="checkbox"/> Oliver Twist | |

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 (for example, the Public Library). Notifications of such off-campus ventures will be sent via email prior to departure.

ELA Program Outline

General Outcome 1

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

1.1 Discover possibilities

1.1.1 Form tentative understandings, interpretations and positions

1.1.2 Experiment with language, image and structure

1.2 Extend awareness

1.2.1 Consider new perspectives

1.2.2 Express preferences, and expand interests

1.2.3 Set personal goals for language growth

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend literature and other texts in oral, print, visual and multimedia forms, and respond personally, critically and creatively.

2.1 Construct meaning from text and context

2.1.1 Discern and analyze context

2.1.2 Understand and interpret content

2.1.3 Engage prior knowledge

2.1.4 Use reference strategies and reference technologies

2.2 Understand and appreciate textual forms, elements and techniques

2.2.1 Relate form, structure and medium to purpose, audience and content

2.2.2 Relate elements, devices and techniques to created effects

2.3 Respond to a variety of print and nonprint texts

2.3.1 Connect self, text, culture and milieu

2.3.2 Evaluate the verisimilitude, appropriateness and significance of print and nonprint texts

2.3.3 Appreciate the effectiveness and artistry of print and nonprint texts

General Outcome 3

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

3.1 Determine inquiry or research requirements

3.1.1 Focus on purpose and presentation form

3.1.2 Plan inquiry or research, and identify information needs and sources

3.2 Follow a plan of inquiry

3.2.1 Select, record and organize information

3.2.2 Evaluate sources, and assess information

3.2.3 Form generalizations and conclusions

3.2.4 Review inquiry or research process and findings

General Outcome 4

Students will listen, speak, read, write, view and represent to create oral, print, visual and multimedia texts, and enhance the clarity and artistry of communication.

4.1 Develop and present a variety of print and nonprint texts

4.1.1 Assess text creation context

4.1.2 Consider and address form, structure and medium

4.1.3 Develop content

4.1.4 Use production, publication and presentation strategies and technologies consistent with context

4.2 Improve thoughtfulness, effectiveness and correctness of communication

4.2.1 Enhance thought and understanding and support and detail

4.2.2 Enhance organization

4.2.3 Consider and address matters of choice

4.2.4 Edit text for matters of correctness

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

5.1.1 Use language and image to show respect and consideration

5.1.2 Appreciate diversity of expression, opinion and perspective

5.1.3 Recognize accomplishments and events

5.2 Work within a group

5.2.1 Cooperate with others, and contribute to group processes

5.2.2 Understand and evaluate group processes

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		Encouraged				
	Shakespearean Play	1 of the 2 Required	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.

SS PROGRAM OUTLINE



PROGRAM FOUNDATIONS

The program of studies provides a foundation of learning experiences that address critical aspects of social studies and its application. These critical areas provide general direction for the program of studies and identify major components of its structure.

CORE CONCEPTS OF CITIZENSHIP AND IDENTITY

The dynamic relationship between citizenship and identity forms the basis for skills and learning outcomes in the program of studies.

The goal of social studies is to provide learning opportunities for students to:

- understand the principles underlying a democratic society
- demonstrate a critical understanding of individual and collective rights
- understand the commitment required to ensure the vitality and sustainability of their changing communities at the local, provincial, national and global levels
- validate and accept differences that contribute to the pluralistic nature of Canada
- respect the dignity and support the equality of all human beings.

SOCIAL STUDIES 10-1: Perspectives on Globalization

Overview

Students will explore multiple perspectives on the origins of globalization and the local, national and international impacts of globalization on lands, cultures, economies, human rights and quality of life. Students will examine the relationships among globalization, citizenship and identity to enhance skills for citizenship in a globalizing world. The infusion of multiple perspectives will allow students to examine the effects of globalization on peoples in Canada and throughout the world, including the impact on Aboriginal and Francophone communities.

Rationale

Globalization, the process by which the world's citizens are becoming increasingly connected and interdependent, demands that students explore responsibilities associated with local and global citizenship and formulate individual responses to emergent issues related to globalization. Recognizing and appreciating the influence of globalization will lead students to develop individual and collective responses to emergent issues.

Key Issue

To what extent should we embrace globalization?

Key Outcome

Students will understand, assess and respond to the complexities of globalization.

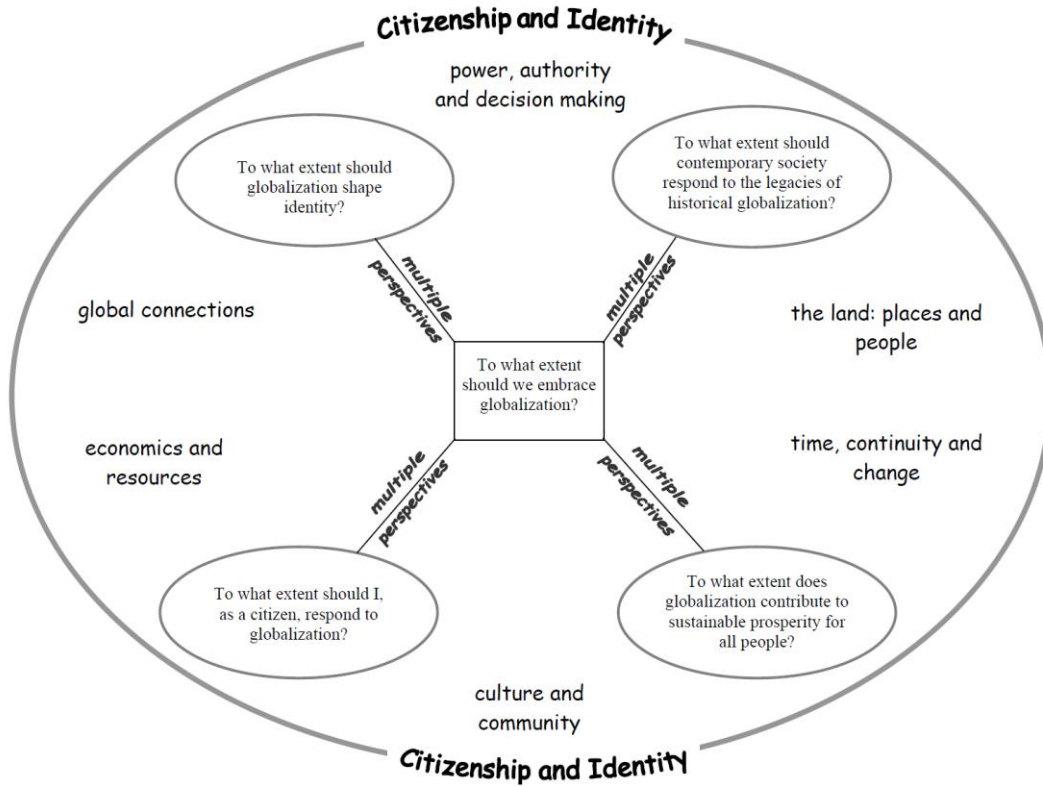
Related Issues

1. *To what extent should globalization shape identity?*
2. *To what extent should contemporary society respond to the legacies of historical globalization?*
3. *To what extent does globalization contribute to sustainable prosperity for all people?*
4. *To what extent should I, as a citizen, respond to globalization?*

General Outcomes

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

SOCIAL STUDIES 10-1 COURSE ORGANIZER



[Programs of Study - Programs of Study \(alberta.ca\)](http://alberta.ca)