

## Humanities 20-1 Course Outline – 2021 - 2022

Matthew Halton High School

Teacher: Mr. Clair Hockley

**Introduction and Overview of the Course Welcome to Humanities 20-1.** The course blends English 20-1 and Social Studies 20-1.

Welcome to Humanities 20. 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 20-1 and Social Studies 20-1. Students will earn 10 credits upon satisfactory completion in Social Studies 20-1 (5 credits) and English 20-1 (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 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 nation be the foundation of identity?
- Should national interest be pursued?
- Should internationalism be pursued?
- Should Canadians embrace a national identity?

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](mailto:hockleyc@lrsd.ab.ca) or at the school by phone: 403-627-4414.

## Humanities Course Progression

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

In this course, we will explore the historical events of nationalism, as well as the effects of nationalism on lands, cultures, human rights, and quality of life in present times. Students will explore the relationships among nationalism, citizenship, and identity through a variety of media.

There are four key questions / units (plus 20 Time) that we will focus on as follows:

1. Should nation be the foundation of identity?
  - Explore the relationship between identity and nationalism - explore various short stories, poems, songs as medium to express / discover our identity.
  - Explore ideas of contending loyalties (may insert a thematic film study here).
  - Explore the concept of a collective - the French Revolution.(Approximately 10 Weeks)
2. Should national interest be pursued?
  - Explore World War I, Interwar period, World War II, United Nations and Self-Determination - Explore viewpoints of war through short stories, poetry, fiction (novel study- novel(s) TBD).(Approximately 13 weeks)
3. Should internationalism be pursued?
  - Explore Foreign policy/ Global issues - Visual reflections.
  - Explore a Humanitarian project, Current events, Biographies of significant individuals who have shaped our contemporary world.(Approximately 8 Weeks)
4. Should Canadians embrace a national identity?
  - Explore differing viewpoints on Canadian Nationalism Cumulative project source analyses.(Approximately 3 weeks)
5. 20 Time Project (year long)
  - See 20 Time material.

The Grade 11 English component of this course approaches the Alberta curriculum outcomes, 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. The course weightings reflect the emphasis placed on the curricular outcomes in the English Program of Studies.

Course Components	Weighting	Approximate Time
Component 1. The General Outcomes through the studying of Writing	This component is weighted at approximately 10% of the course.	Grammar, Writing Mechanics, Sentences, Paragraphs, and Mechanics are included throughout. A variety of formats of writing are taught and assessed. This section occurs within and concurrently with other course sections.
Component 2. The General Outcomes through the study of Literature in: a) Fiction and b) Short Story c) Nonfiction	This component is weighted at approximately 20% of the course.	Short Story (2 – 3 weeks) Fiction (3 – 4 weeks) Nonfiction (2 - 3 weeks)
Component 3. The General Outcomes through the study of Drama: a) Modern Drama, and b) Shakespearean Drama	This component is weighted at approximately 10% of the course.	Shakespearean Drama (3 – 4 weeks) Modern Drama (2 – 3 weeks)
Component 4. The General Outcomes through the study of Poetry (Portfolio a/o Rock Opera)	This component is weighted at approximately 10% of the course.	Poetry (2 – 3 weeks)
Component 5. The General Outcomes through the study of Film and Visual Media Literacy	This component is weighted at approximately 10% of the course.	Film Visual Media Literacy
Component 6. 20 Time Project	This component is weighted at approximately 20% of the course.	Please see 20 Time material.
Review and Final Exam Preparation  Final Exam	Each component is weighted equally, 1/6 <sup>th</sup> of the course or approximately 20%	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.

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:
    - a. Shakespeare: Macbeth, King Lear or Special Shakespeare Project (Constructed Individually).
    - b. Modern Drama: TBA
  2. Multi-genre: Classroom Texts and a variety of resources.
  3. Literature: (below)
  4. Poetry: Classroom Texts and a variety of resources
  5. SS: Exploring Nationalism
- 
- |   |   |
|---|---|
| <input type="checkbox"/> An American Childhood  | <input type="checkbox"/> Jane Eyre  |
| <input type="checkbox"/> The Apprenticeship of Duddy Kravitz                              | <input type="checkbox"/> The Joy Luck Club                                    |
| <input type="checkbox"/> Barometer Rising   | <input type="checkbox"/> Life of Pi   |
| <input type="checkbox"/> A Bird in the House  | <input type="checkbox"/> Lord of the Flies                                    |
| <input type="checkbox"/> Brave New World  | <input type="checkbox"/> Metamorphosis: Stages in Life                        |
| <input type="checkbox"/> Cat's Cradle   | <input type="checkbox"/> The Moon by Whale Light                              |
| <input type="checkbox"/> Death on the Ice: The Great Newfoundland Sealing Disaster        | <input type="checkbox"/> My Name is Asher Lev                                 |
| <input type="checkbox"/> Dinner at the Homesick Restaurant                                | <input type="checkbox"/> Nuk Tessli: The Life of a Wilderness Dweller         |
| <input type="checkbox"/> Dr. Jekyll and Mr. Hyde  | <input type="checkbox"/> Obasan   |
| <input type="checkbox"/> Ethan Frome  | <input type="checkbox"/> The Old Man and the Sea                              |
| <input type="checkbox"/> The Fellowship of the Ring (The Lord of the Rings, Part 1)       | <input type="checkbox"/> Old Man on His Back: Portrait of a Prairie Landscape |
| <input type="checkbox"/> Fifth Business   | <input type="checkbox"/> The Queen of October                                 |
| <input type="checkbox"/> Fried Green Tomatoes at the Whistle Stop Café                    | <input type="checkbox"/> The Road Past Altamont                               |
| <input type="checkbox"/> Frozen in Time: Unlocking the Secrets of the Franklin Expedition | <input type="checkbox"/> A Separate Peace                                     |
| <input type="checkbox"/> The Ghost Walker   | <input type="checkbox"/> Still Me   |
| <input type="checkbox"/> The Great Gatsby   | <input type="checkbox"/> A Tale of Two Cities                                 |
| <input type="checkbox"/> Icefields  | <input type="checkbox"/> Tamarind Mem   |
| <input type="checkbox"/> Island Wings: A Memoir   | <input type="checkbox"/> 2001: A Space Odyssey                                |
|   | <input type="checkbox"/> The Wine of Astonishment                             |
|   | <input type="checkbox"/> Wyrld Sisters  |

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 prior to departure.

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.

Assessments Breakdown:

Social Studies Component:

Unit 1 Should nation be the foundation of identity?	15%
Unit 2 Should national interest be pursued?	20%
Unit 3 Should internationalism be pursued?	15%
Unit 4 Should Canadians embrace a national identity?	10%
20 Time Project	20%
Final Exam	20%
Total	100%

English Components in the General Outcomes through the studying of:

Writing	10%
Literature	20%
Drama	10%
Poetry	10%
Visual	10%
20 Time Project	20%
Final Exam	20%
Total	100%

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

Humanities assessments draw on a variety of assessment methodologies including but not limited to projects, essays, tests, visual, and oral formats. Our goal is to have students demonstrate what they have learned in ways that work best for them.



## 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

## ELA Program Outline

### 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
<b>EXTENDED TEXTS</b>	<b>Novel</b>	1 of the 2 Required	Required	1 of the 2 Required	1 of the 2 Required	Required	1 of the 2 Required
	<b>Book-length Nonfiction</b>		1 of the 2 Required			1 of the 2 Required	
	<b>Feature Film</b>	Required		1 of the 2 Required	Required		Required
	<b>Modern Play</b>		Encouraged				
	<b>Shakespearean Play</b>	1 of the 2 Required	Required	Required	1 of the 2 Required	1 of the 2 Required	1 of the 2 Required
<b>SHORTER TEXTS</b>	<b>Poetry (including song)</b>	A Variety Required	A Variety Required	A Variety Required	A Variety Required	A Variety Required	A Variety Required
	<b>Short Story</b>	A Variety Required	A Variety Required	A Variety Required	A Variety Required	A Variety Required	A Variety Required
	<b>Visual and Multimedia Text *</b>	Required	Required	Required	Required	Required	Required
	<b>Essay</b>	Required	A Variety Required	A Variety Required	Encouraged	Encouraged	Required
	<b>Popular Nonfiction **</b>	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
<b>PERSONAL RESPONSE</b>	• to texts	Emphasis Required	Emphasis Required	Emphasis Required	Required	Required	Required
	• to contexts	Required	Required	Required	Emphasis Required	Emphasis Required	Emphasis Required
<b>CRITICAL/ ANALYTICAL RESPONSE</b>	• 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
<b>PROSE</b>	<b>Narrative Forms (Factual and Fictional)</b>	Required	Required	Required	Required	Required	Required
	<b>Informative and Persuasive Forms*</b>	Required	Emphasis Required	Emphasis Required	Required (including reports)	Emphasis Required (including proposals)	Emphasis Required
<b>POETRY</b>		Required	Encouraged	Encouraged	Required	Encouraged	Encouraged
<b>SCRIPT</b>		Encouraged	Required	Encouraged	Encouraged	Required	Encouraged
<b>ORAL/VISUAL/MULTIMEDIA PRESENTATION**</b>		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 20-1: Perspectives on Nationalism

### Overview

Students will explore the complexities of nationalism in Canadian and international contexts. They will study the origins of nationalism and the influence of nationalism on regional, international and global relations. The infusion of multiple perspectives will allow students to develop understandings of nationalism and how nationalism contributes to the citizenship and identities of peoples in Canada.

### Rationale

While nationalism has historically examined the relationship of the citizen to the state, contemporary understandings of nationalism include evolving individual, collective, national and state realities. Exploring the complexities of nationalism will contribute to an understanding and appreciation of the interrelationships among nation, nationalism, internationalism, globalization, and citizenship and identity. Developing understandings of the various points of view associated with nationalism as well as an appreciation for the perspectives of others will encourage students to develop personal and civic responses to emergent issues related to nationalism.

### Key Issue

**To what extent should we embrace nationalism?**

### Key Outcome

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

### Related Issues

1. *To what extent should nation be the foundation of identity?*

### General Outcomes

Students will explore the relationships among identity, nation and nationalism.

2. *To what extent should national interest be pursued?*

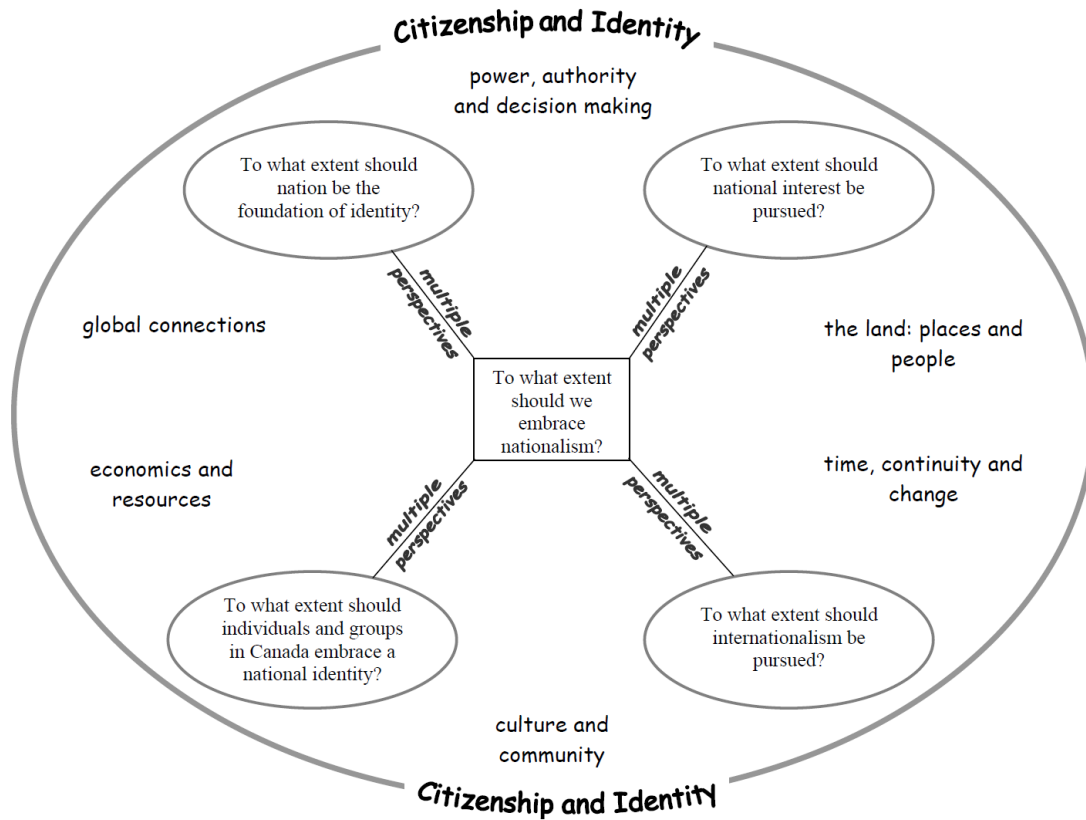
Students will assess impacts of nationalism, ultranationalism and the pursuit of national interest.

3. *To what extent should internationalism be pursued?*

Students will assess impacts of the pursuit of internationalism in contemporary global affairs.

4. *To what extent should individuals and groups in Canada embrace a national identity?*

Students will assess strategies for negotiating the complexities of nationalism within the Canadian context.



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