

## **Humanities 20 Course Outline – 2020 - 2021**

Matthew Halton High School

Teacher: Mr. Clair Hockley

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

### **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 we will focus on in in the order that 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 with film studies on Rob Roy and Macbeth - sense of self versus loyalty to nation.
- 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.
- 20 Time Project

(Approximately 8 Weeks)

#### **4. Should Canadians embrace a national identity?**

- Explore differing viewpoints on Canadian Nationalism Cumulative project source analyses.

(Approximately 3 Weeks)

**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?	25%
Unit 2 Should national interest be pursued?	30%
Unit 3 20 Time Project – Humanitarian (+ Should internationalism be pursued?)	20%
Unit 4 Should Canadians embrace a national identity?	10%
Final Exam	20%

### 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.

## **Housekeeping and Other Information:**

### **Course Expectations for English Students:**

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.

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 their 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.