

**EXPLORING INTERDISCIPLINARITY STUDIES: A RECONSTRUCTED
CURRICULAR APPROACH TO THE DEVELOPMENT OF A HUMANITIES
COURSE EMPHASIZING CONCEPTUAL INTEGRATION AND SYNTHESIS
OF DISCIPLINARY CONCEPTS**

FLEUR KAY SWEETMAN
Bachelor of Education, University of Lethbridge, 1998
Bachelor of History, University of Lethbridge, 1998

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FLEUR KAY SWEETMAN

Dr. S. Pelech
Project Supervisor

Associate Professor

Ph.D.

Dr. D. Slomp
Project Committee Member

Associate Professor

Ph.D.

Dedication

For my Family: Scott, Katrina and Sabrina

Abstract

This project explores the question, how does the design of a humanities course emerge from previously published research and my own practical experience. The process takes into account the complex nature of interdisciplinarity studies. The identification and examination of Social Studies and English curricula are central to the entire project, as all the other decisions, pedagogically and in assessment are built on the understanding of those curricula. Through a reconstructed curricula focused on conceptual integration and synthesis of disciplinary concepts a curricular framework is created. From this framework, an humanities 10 curriculum map is developed as a living document to be shared with other teachers. The document focuses on curriculum, pedagogy and assessment practice. This project will demonstrate the benefits and the challenges that educators encounter when constructing interdisciplinarity studies.

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Introduction and Rational

Renewed interest and enthusiasm for interdisciplinarity has created opportunities for educators to design and implement interdisciplinarity programs. Along with a shift towards a "holistic view of knowledge and integrative strategies of learning" (Holley, 2017, p. 20), the trend to offer interdisciplinarity programs in Alberta Schools is increasing and becoming an approach to curriculum and assessment that can be found in urban and rural areas in Alberta. With the focus on how to engage the 21st-century learner, interdisciplinarity studies "has re-emerged recently as part of the 21st century future-focused discourses in education (Hipkins et al., 2014; Ministry of Education, 2009; Scott, 2015). At all levels, from primary to tertiary, it is promoted as an approach that can enhance and enrich learning and knowledge production by bringing two or more disciplines together" (Pountney & McPhail, 2017, p. 1069). With the reintroduction of interdisciplinarity studies, educators and students need to consider looking at the ability to find solutions to complex issues and problems will need input from more one area of expertise. Being part of an interdisciplinarity program demands students and educators to view learning in a new way. Writers such as Holley (2017) emphasize the need for educators to reflect on the idea that knowledge does not always advance in a linear fashion (p. 2). Interdisciplinary courses allow for the use of alternative methods of teaching and assessing outcomes. (Holley, 2017, p. 11). Conceptual integration and reconstructed curriculum provides educators opportunities to use instructional approaches which enable students to have an educational experience in a non-traditional format. Students are given the opportunity to explore and discover new meanings in the texts that are provided to them.

My interest in interdisciplinarity studies has been growing over my teaching career. My introduction to interdisciplinarity studies began when I worked in an international school in Japan and I team taught with a Finnish teacher. All of the students, from various countries, responded very well to her and were engaged throughout the whole class. After teaching with her and observing her style, I realized part of her success in the classroom was how she naturally combined concepts from various disciplines. By doing this the students were able to make deeper connections and showed an authentic desire to learn. Her pedagogical approach was inquiry based, reflective, experiential, collaborative and integrative. I had studied constructivism theory; however, after witnessing the theory being put into practice my understanding of what I considered best practices in teaching changed, causing me to reflect on my own pedagogy.

After 13 years of teaching abroad, I returned and took on a position at a Hutterite Colony School. This was a very challenging position as one is responsible for all subjects, a grades 1 to 12 multi-level classroom. Being in this type of school, I realized the only way I would survive and to teach all of the curricula would be through designing some interdisciplinarity courses. During my first year, I was very fortunate to have a mentor who helped me with resources and guidance to how to begin to put the Alberta Program of Studies into this format. As my understanding of the Alberta Program of Studies continued to develop so did my comprehension of the interconnections between the various disciplines. At this point, I began to question and reflect how the students were experiencing the choices I made. I wanted to understand why some of the students were able to transfer concepts from what I was teaching to their real lives; however, some students were not able to transfer the knowledge. I realized I needed to have a deeper

understanding and knowledge of the theories and philosophy of interdisciplinarity studies. To be able to focus on this, I changed teaching positions to a humanities teacher for grades 7-12. Even though I was a humanities teacher, my teaching assignment was to teach Social Studies and English in different time blocks and often in different semesters. Therefore, I began a discussion with my administrative team about the humanities and why it would be beneficial to the students to experience this type of course. My administrative team requested evidence for the “why and how” our school should offer this type of course. I decided to narrow my focus to grade 10 Social Studies and English as the first course I would design as a humanities course. I made this decision based on the following rationale. Firstly, de-tracking and combining disciplines in grade 10 was perceived less high risk than at grade 11 and 12 level. After attending the High School Resign Conference for three years, the majority of teachers I spoke to about humanities course were willing to try humanities in grade 10. Grade 11 and 12 they felt there was a need to track and separate the disciplines in order to prepare students for the standardized test, they were expected to take in grade 12. After speaking to numerous teachers, none really had any research to prove this to be accurate but felt this to be true from their own teaching experience. After this experience, I went on school visits to various High Schools in Central and Southern Alberta to gain a better understanding to how Humanities programs are being designed and implemented in Alberta. The teachers’ personal narratives created an awareness for me of the real benefits and challenges of interdisciplinary programs. Many of the programs were based on Social Studies and English essential understandings because both curricula compliment and intertwine well, also some of the programs integrated geography and religious studies curricula. This was

the starting point for my design of a curriculum map. Through designing the Humanities 10 course, I hope my work would provide insights to how this type of course could emerge from previously published research and personal experience and to produce an exemplar that could be used for further creation of humanities courses at different grade levels.

Interdisciplinarity Studies

Designing and implementing an interdisciplinary program is a complex process. The need to define and articulate the term interdisciplinarity becomes essential. A single definition of interdisciplinarity is not a simple task as many scholars and educators define it differently due to who is writing the definition and the situation the term is being applied in. Applebee, Adler & Flihan (2007) states “different writers use terms as integrated, interdisciplinary, multidisciplinary, cross-disciplinary, and meta-disciplinary without much consensus about the nature of the phenomenon being described” (p. 1005). Miller (1981) describes three basic approaches to interdisciplinary study to be identified as multi-disciplinary, cross-disciplinary and trans-disciplinary.

Interdisciplinary then remains the generic all-encompassing concept and includes all activities which juxtapose, apply, combine, synthesize, integrate or transcend parts of two or more disciplines. Multi-disciplinary activity involves juxtaposing, but experiencing little contact between the participating disciplines.

Crossdisciplinary approaches involve real interaction across disciplines, though the extent and nature vary considerably. Trans-disciplinary approaches feature overarching thought models which propose to replace existing disciplinary world views. (p. 6)

Other writers such as Jacobs (1989) articulates "interdisciplinary refers to a knowledge view and curriculum approach that consciously applies methodology and language from more than one discipline to examine a central theme, issue, problem, topic or experience" (p. 33). Due to the complexity of interdisciplinarity studies there is no consensus for a definition. This ambiguity leaves educators searching for a way to define their courses. Applebee et al. (2007), developed a framework that could be used as a tool for thinking about types of interdisciplinary curricula. They did this by exploring the variations that are present by the interdisciplinary continuum, see figure 1 (p. 1006). Applebee et al. (2007), describes figure 1 as the "continuum runs from predisciplinary curricula, which elaborate students' common-sense understanding, through curricula grounded in the academic disciplines, to various types of interdisciplinary curricula in which different disciplines are increasingly closely intertwined" (p. 1005). Teachers see the aim of interdisciplinarity studies as the integration of knowledge across disciplines. However, what does the actually form of integration that takes is determined by the teacher constructing the course and the school system of that teacher. It is essential that the teacher understands where their course is on the continuum so then the curriculum map can reflect the level of integration that is possible and really taking place.

Type of Curriculum	Related Terms	Characterized by
Predisciplinary	Integrated; thematic	Everyday knowledge: Disciplinary concepts undifferentiated
Disciplinary Correlated	Subject-based Multidisciplinary; complementary; juxtaposed; parallel; sequenced; thematic; webbed	Discipline-based concepts Discipline-based concepts related to common topics across disciplines
Shared	Thematic; interdisciplinary; integrated; broad field curriculum	Concepts overlapping across disciplines; disciplines mutually supportive
Reconstructed	Synthesized; blended; fused; core curriculum; problem centered; integrated; integrative	Concepts reconstructed across disciplines, eliminating disciplinary boundaries

Figure 1. The interdisciplinary continuum.

As teachers are making decisions about curricula, it is essential that they are able to articulate the benefits and challenges to using an integrated curriculum approach. There are researchers such as Barns, 2015, Drake, 1998, and Wineburg & Grossman, 2000 that claim that integrated studies allow students to see how ideas are connected and increases engagement and retention (Pountney & McPhail, 2017, p. 1071). Further they believe that this type of approach will stimulate student's interest and motivation by providing strong links to real-world problems (p. 1069). A challenge to integrated curriculum is that one curriculum is emphasized over another. It is necessary to be aware of this issue so one discipline is not focused on at the expense of the other (Applebee et al., p. 1004). The research done by Naidoo indicates teachers expressed uneasiness with the following points when they were asked to teach in an integrated knowledge situation: first there is a focus on "general" or everyday knowledge at the expense of factual and conceptual subject knowledge, second the dominance of regulative discourses (such as moral and practical judgments, a healthy lifestyle, respect and tolerance, etc.), thirdly the

time spent on planning and discussion; and the lack of articulation with curricula and the high stake examination (2010). These are all aspects of interdisciplinarity studies that a teacher designing a course needs to be aware of in order to attempt to create courses which is balanced and true to all of the discipline areas integrated into the course. “An enduring argument for integration is that it represents a way to avoid the fragmented and irrelevant acquisition of isolated facts, transforming knowledge into personally useful tools for learning new information” (Lipson, Valencia, Wixson & Peters, 1993, p. 252).

Humanities

The design of humanities courses vary as the scope of the subject matter of the courses is very broad; however, usually focuses on the study of human experiences. Wierzbicka (2011) defines the humanities’ as it “provides opportunities for people to think about how someone can live, and whether it is good or not good for people to do things of some kinds...to the goal of ‘understanding other people’” (p. 39). This broad scope allows teachers to include curricula from disciplines such as history, literature, philology, classics, philosophy or /and religious studies. So creating a curriculum for a humanities course the following needs to be considered as part of the overall design of the course. The subject matter “embraces things that happen to people, things people do and things that people say, as well as people’s thoughts, emotions, motivation and values” (Wierzbicka, 2011, p. 38).

Since there is no written Program of Studies for humanities in the Alberta Curriculum, schools that are currently offering a humanities program have been developed by teachers who use the program of studies from the various courses they have selected to integrate into their program. Teachers collaborate at each individual school to

design the essential questions, signature experiences and essential skills that best fit their local community. Each program retains its own unique design. There are strengths and weaknesses in this type of curriculum mapping. The designs reflect the school's culture so are successful in some school environments but need to be changed or adapted to be successful in another school due to the teaching staff's experience and abilities.

The focus of the humanities courses for this project was to use a reconstructed curricular. This is found at the far end of the continuum; it is at this point where the concepts merge together, so students develop an understanding of the curriculum that eliminates disciplinary boundaries (Applebee et al., 2007, p. 1006). I selected to design a reconstructed curriculum as it fits best into creating a program that flows across disciplines allowing students to learn in an environment that is designed to create authentic learning experiences, deeper understanding of content which results in students feeling successful and motivated in the program. Moving to using reconstructed curriculum as Ciecierski (2015) states, "We know that developing challenging and integrated curriculum so foundational to successful middle school is not easy; it is messy and in and of itself, challenging" (p. 17). As teachers are designing engaging and innovative learning experiences for students, all of the outcomes outlined in the Program of Studies need to be followed in order for the student to receive credit for the course.

As I was going through the process of creating a humanities course, I discovered some limitations that I had not considered when I first began this process. Limitations such as it is very difficult to combine courses already established and any course not on the Alberta Program of Studies list needs to be locally developed. Taking into account these limitations, I focused on disciplines that could be integrated into Social Studies and

English. I began to explore a way to include curriculum from Geography 10 or Religious Studies 10 course. I discovered World Geography 30 and World Religious Studies 30 exist, but the grade 10 level can only be offered under special conditions, as they need to be locally developed and then approved by the school division. While I was given the option to create the courses, the glitch is that the courses would be Career and technology studies classes only, not to be incorporated in the humanities course for credit. As a result of this development, plus taking into consideration the current educational environment and system I am working within and then using Applebee's interdisciplinary continuum, I decided to shift my project to be considered correlated curriculum instead of reconstructed as originally planned. In order to be able to field test this course next year at my school, my school administration requested I design the course so it aligns to the current Program of Studies and PowerSchool, our student information system. This means that I would have to enter my assessment separately for Social and English sections in PowerSchool. For the first year, the humanities course will only be Social and English disciplines. Over the following year, I will develop a Geography 10 and World Religions 10, and go through the process of having the courses approved within my school division. I believe by now creating a correlated curriculum with the disciplines of Social and English, it will lead to administration agreeing to the next step of adding geography and world religions into the humanities course. Eventually leading to my original goal of creating a reconstructed curriculum.

Conceptual Integration Theory

Conceptual integration theory is one of the essential means we have for apprehending and constructing the world we live in. (Fauconnier, 2001, p. 7) There are

various definitions of conceptual integration; scholars vary on the way it is applied to different disciplines. Fauconnier (2001), a linguist, explains conceptual integration, “as a function of language and how we use language to map our mental spaces...describes the process as integrating partial structures from two separate domains into a single structure with emergent properties within a third domain” (p. 22).

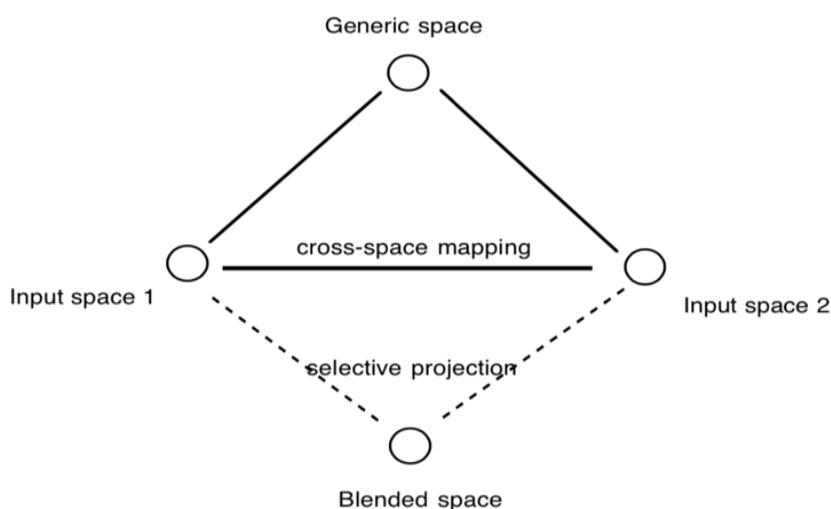


Figure 2. Conceptual integration.

Turner describes as conceptual integration being “path-dependent: the knowledge we use to construct the blend and to connect it to influencing spaces depends crucially on the conceptual path we have mentally traveled” (2001, p. 66). Focusing on conceptual integration when delivering an interdisciplinarity course, gives the teacher a way to understand creativity and where the curriculum fits onto the continuum of integration. If a student will be experiencing concepts reconstructed across disciplines instead of disciplined-based concepts, this results in students integrating "knowledge from two or more subjects into one synthesised whole" (Pountney & McPhail, 2017, p. 1078). The process is characterized as "parts of two separate concepts are blended into a third

to take the course at what is considered dash 1. Then at the end of the semester after discussion with myself, the student and parents the student could select before the final exam which track they would be registered in. In a system, that does not have detracking I felt this still allows for the experience of detracking and tracking to exist at the same time. This is only possible to be done if the school administration is willing to allow tracking to be selected at the end of the term. At any point of the course, there is an opportunity for students, parents and the teacher to discuss the progress of the student in the course, if before the end of the course if the decision is to be in dash 2, then a re-evaluation of the students' assessments would take place. Due to having to work within the current school system and based on Rubin's research on detracking the above solution was the best I could devise. Rubin states systems that allows for the student to self select their track while still providing a track system for other students has more positive results then a system that has no flexibility (2006). Rubin outlines best practices for detracking includes "reforms of teachers' and students' views, community beliefs, reshaping instructional practices and reforming school structures" (2006, p. 7). These reforms are ones that take time and many different levels of the education system to achieve. So for my project I focused on the one area I feel teachers have power to make changes-reshaping instructional practices. The following instructional best practices are supported by Freedman, Delp, and Crawford (2005), these include:

building a learning community that respects and makes productive use of diverse contributions from varied learners; (b) providing opportunities for diverse ways of learning; (c) providing support to individuals as needed; (d) challenging all students; (e) keeping learners actively involved; (f) building a year-long

curriculum, which promotes the recycling of structures and ideas, with room forever deepening levels of complexity; and (g) considering learners to be in control of their learning and building structures that support them in challenging themselves. (Rubin, 2006 p. 8)

When designing the humanities course the above best practices were taken into consideration, and with the thought of using structured project approach, multimodal approach, culturally relevant pedagogy and flexible approach to grouping. These approaches are supported by creating learning environments based in constructivism.

Constructivist Learning Theory

The theory of Constructivism in the design of this project is influenced by the work of David Jonassen. Jonassen (1990) defines constructivism as “the belief the knowledge is personally constructed from internal representations by individuals using their experiences as a foundation. Knowledge is based upon individual constructions that are not tied to any external reality, but rather to the knower’s interactions with the external world” (p. 32). Jonassen (1994) offers the following principles to illustrate how purposeful knowledge construction can be facilitated in creating learning environments:

- provide multiple representations of reality
- avoiding oversimplification of instruction by representing the natural complexity of the real world
- focus on knowledge construction, not reproduction
- present authentic tasks (contextualizing rather than abstracting instruction)
- provide real-world, case- based learning environments, rather than pre-determined instructional sequences

- foster reflective practice
- enable context- and content- dependent knowledge construction
- supporting collaborative construction of knowledge through social negotiation, not competition among learners for recognition. (p. 35)

The next step in the process is to translate the above ideas into practice. So in the planning of the Enduring Understanding and +1 Projects section of the curriculum map, the above principles are ones I needed to be aware of and try to integrate into an instructional setting. A possible way to do this can be through the use of a simple checklist designed by Murphy (1997). This check list is some tool teachers could use to allow them to reflect and be aware of their own pedagogy (see Appendix A).

Another model that influenced the design of the humanities course is The Realms of Meaning model which is based "on the constructivist principles of building upon the basic foundation of a student's understanding and intellect and then adding to that base new knowledge to strengthen academic learning and understanding" (Watkins & Kritsonis, 2008, p. 2). The Realms model is inclusive for all subjects and similar to the Ancient Greeks concept of holistic curriculum, that included all disciplines and integrated knowledge, so education becomes meaningful and purposeful to the student (Watkins & Kritsonis, 2008, p. 5). A holistic philosophy of integrated curriculum, such as Kritsonis outlines creates opportunity for teachers to provide students with the learning experience that the Humanities program was designed to support.

Curriculum Mapping

The curriculum map design for the Humanities 10 course (see Appendix B) was designed with the awareness that it is a living document and over time it will grow and

change. It is created by myself with input from other teachers. As we use it in the future, teachers will enter what is taught in real-time throughout the school year. The curriculum map follows the Alberta Program of Studies. The choice of format for the curriculum map was chosen to be similar in design to the new draft curriculum the government released in 2018. I decided to do this in the hope that it would be more accessible and appealing to teachers to use. I used vocabulary that was similar to the new curriculum, such as conceptual knowledge to be what students should know and understand to achieve the learning outcome and procedural knowledge to be what students should be able to do to achieve the learning outcome. I also include possible texts that could be used that are from the approved reading list so the texts are accessible and should be at no or very low cost for teachers to use.

In this map, I created an Essential Understanding and Transfer section at the top of the map. Then I divided the curricula into 5 units. In the horizontal sections: guiding questions, learning outcomes, conceptual knowledge, procedural knowledge, competencies and assessment. Then vertical sections: Social Studies, English, Enduring Understanding and +1 Projects and timeline. I used constructive alignment throughout the map to outline the connections. The Enduring Understanding and +1 Project sections were designed to reflect the factors needed to be considered when using an integrated curriculum.

I based the design the Enduring Understanding and +1 Project sections considering the four attributes of integrated curriculum outlined by Lipson et al. (1993):

- First, the learning experiences are authentic by providing experiences that are closely adjusted to the way children learn.

- Second, it is generative, this means it encourages students to construct meaning, gain insights, and use new knowledge.
- Thirdly, the design is integrative, requiring and promoting higher order thinking and transference of concepts across disciplines.
- Fourthly, it is iterative; "the curriculum itself, as well as the child's experience, is an evolutionary outcome of a cyclical learning process that involves successive stages of problem formulation, concept formation, application, evaluation, reflection, celebration, and modification" (Lipson et al., 1993, p. 252).

In interdisciplinarity approaches teachers "chunk together the common learnings embedded in the disciplines to emphasize interdisciplinary skills and concepts" (Drake & Burns, 2004, p. 12). Drake and Burns outline the KNOW/DO/BE Framework to serve as a foundation to building an interdisciplinary unit. It connects the disciplines and acts as a way to transcend them. By going through this process, educators are able to identify the subset of skills students will need direct instruction on so they will be able to do the complex performance skills they are asking the students to do. (Drake & Burns, 2004, p. 47). As I developed the curriculum map, I took into consideration this framework when outlining the projects and assignments.

When designing the curriculum map, the concepts of integration and transfer needs to be considered. Erickson states integration happens when students go beyond the factual content, it is when students themselves can make personal meaning of the content through understanding conceptual relationships. At this point students have reached a synthesis of knowledge and understanding (2014). This provides students with the

experience and opportunity to understand concepts in a more complex and larger context (Lonning, DeFranco & Weinland, 1998). With the goal to have the student be able to transfer their learning, it is important for teachers to be aware and understand when transfer of learning is happening. Perkins (1992) describes this process as “transfer of learning occurs when learning in one context or with one set of materials impacts on performance in another context or with other related materials” (p. 3). The current movement of using conceptual learning allows students to go through the process of making their learning visible into transferable, conceptual understandings (Stern, 2018). These are key parts of the curriculum map as it impacts the assessment of the course.

Assessment

Assessment for interdisciplinarity studies is an area that there is some controversial issue over due to the nature of interdisciplinarity studies. Pountney and McPhail (2017) begins to explore assessment of interdisciplinarity studies by putting forth this question “to what extent the outcomes of interdisciplinarity curriculum design are recognizable as new forms of knowledge for which criteria exist or are potentially created” (p. 1076). Due to that there may not be criteria already created, it allows for teachers to use their professional judgment and base their assessments on principles and artifacts to monitor and support student learning. Planning for assessment in any type of course, there is a need for constructive alignment between the teaching methods and learning targets (Biggs, 1996). I felt if I designed the curriculum map so teachers could use it as a living document that allowed them to have the outcomes, suggested learning activities and possible assessment tools that then they could through the use of constructive alignment customize a humanities course that would be best for their own

context. I include an assessment section with possible formative and summative assessment practices for each unit. The idea of formative assessment is an essential part of this type of course. The design was developed with the plan to give suggestions to what could be possible assessment choices. The foundation of these suggestions came from readings about Understanding by Design (UbD), +1 Pedagogy (+1P) performance based assessment and building rubrics for interdisciplinarity studies.

The curriculum map, is designed so teachers are able to go to the Enduring Understandings and +1 Projects, then follow down to the assessment section possibility use the suggested formative and summative assessment outlined. Each of the 5 units are designed so they could be further developed through Wiggins and McTighe's (2005) UbD or Warren and Ott's (2016) +1 P. Like UbD, +1P could be used to create curriculum units and performance assessments. Both learning models focus on authentic learning, placing the learner at the center of the learning experience and implementing project based learning across curriculum.

Reflection journals, authentic writing projects and portfolios are some of the main tools I suggested how to make student learning visible. The use of reflection journals and portfolios allows for the students to build their metacognitive skills such as monitoring their own comprehension of concepts, self assessing and self correcting in response to self assessment. Using authentic writing projects allows for the students' voice to be heard and can increase the students' ability to transfer their learning to their real life.

Rubrics are often used because when teachers use rubrics grading is seen to be fairer and more consistent as the criteria has been made explicit and teachers describe different levels of performance. Also rubrics allow for students to do self-assessment,

reflect on their work, judge their current quality of work and then think of the ways in which they could develop it further (Mansilla, 2005). Designing a fair and valid rubric can be time consuming, this means often teachers will use already made or student and teacher generated ones. In Warren's book on +1 P, she provides rubrics that could be adapted to a variety of projects outlined in the Humanities 10 course. There are 3 premises I use when I further develop my own assessment is based on Mansilla's (2007) research:

- a) the assessment tasks should invite students to build and demonstrate mastery of "whole" performance
- b) criteria and outcomes should be shared between teacher and students
- c) assessment should be on going and should provide feedback to support learning

After reading Mansilla's (2005) research on using the same the four qualitatively distinct levels of student achievement are described: naive, novice, apprentice, and master on each criterion. I would recommend that teachers explain what each of these levels could mean, either by showing examples each or explaining the characteristics of each level. This consistently of this should allows students to be able to comprehend what is being asked on them and reflect on their own understanding of the concept.

Role of Competencies

Being part of an interdisciplinary program provides a gateway for instruction of the eight competencies outlined by Alberta Education (2018). This is beneficial to educators as the Ministry of Education is encouraging the competencies to be included in teachers' pedagogy and assessment practices. Recently, the Alberta government has

introduced the eight competencies to be incorporated into the Program of Studies for each subject area. The issue of how to integrate the competencies into daily instruction can be challenging. Each of these competencies requirements can be achieved, along with the outcomes of the Program of Studies, when students participate in an interdisciplinarity program. "Evidence of competency development is contextualized by subject-area learning content... Educators are encouraged to give students feedback on competency development as it relates to specific learning outcomes and activities" (Alberta Education, 2017, p. 2).

Incorporating the competencies into the humanities curriculum map creates the opportunity for the synthesis of disciplinary concepts. This would be the main role of the competencies, there are many opportunities for teachers to intertwine all 8 competencies into projects and assignments. Two examples would be: 1) critical thinking from the English curriculum, involves analysing or synthesising ideas to interact with text. 2) managing information in Social Studies involves synthesising information from a variety of sources to understand people, places, land, events or issues over time. Throughout the curriculum map there is a row that indicates which competencies could be part of each of the unit plans. There has been a great of discussion on how to assess the competencies; however, for the humanities courses, assessment would be done through student self reflection in a journal and by observation checklists done by the teacher.

Challenges and Benefits of Interdisciplinarity Curricula

When interdisciplinarity curricula are designed, there are various outcomes that are common to most programs even if they may not share common institutional contexts. The outcomes for various programs are ones such as: "flexible thinking, enhanced

cognitive skills, greater tolerance for ambiguity, ability to synthesize information, and improved critical thinking skills" (Holley, 2007, p. 11). Advocates of interdisciplinary curricula believe that students who participate in these types of courses develop the skills to demonstrate unconventional thinking, sensitivity to bias and enhanced listening (p. 11). Di Camillo (2015) claim that interdisciplinary studies provide students with the opportunity to increase their achievement and engagement, also inspire teachers to design lessons that are more relevant to the students.

Yet, researchers also urge teachers to be cautious about embracing interdisciplinary curricula because disciplinary connections can be superficial and subject disciplines can be shortchanged (Applebee et al., 1997, p. 219). "Critics of interdisciplinary studies such as Wineburg and Grossman (2000) assert that discussing interdisciplinary teaching and learning is difficult because there is no systematic research base. Most studies arguing for or against interdisciplinary methods have been written by practitioners" (p. 219). There are researchers, for example, Applebee et al. (2007) who examined 11 interdisciplinary teams in New York and California. Their study echoed the full range of problems, as well as of benefits, that others have written about interdisciplinarity programs. However, they felt the trade-offs, and knowing what those trade-offs are should help teachers and administrators make more informed decisions about whether and how to go forward. (Applebee et al., 2007). With no definite answer on the outcomes of interdisciplinary programs, it becomes the responsibility of educators' professional judgment to decide how they view knowledge and deliver the content of their courses. Teachers felt that it was very difficult to assess integrated knowledge in the examination 'because there was little or no assessable content'. To some teachers the

integrated topics such as the emphasis on sound moral and ethical judgments, a healthy lifestyle, communication skills, respect, tolerance and acceptance and understanding differences was difficult to assess. Then the everyday or common-sense knowledge that teachers referred to as ‘general knowledge’ was not assessable. What ought to be assessed, and how it ought to be assessed, was not as clear-cut as in a subject-based assessment system (Naidoo, 2010, p. 150).

It is important when designing and implementing a course to establish clear definitions as key terms such as ‘interdisciplinary’ continue to change over time. This is important as it allows the educators to know where their course is on the interdisciplinarity continuum. Advocates of interdisciplinary studies who believe progressive pedagogy which is student-centered pedagogy engages and motivates students allowing them to achieve deeper knowledge. Teacher's comprehensive knowledge of each discipline and a passionate commitment to interdisciplinarity studies are required to create a course that has increased integration of two or more disciplines. Implementation of the program should be flexible and set up to best match the school situation. The process to needs follows the framework for the Program of Studies: however; the educator must have the ability to adapt and change the course as the students are experiencing and begin to synthesize the concepts of the course. Assessment of projects and assignments in interdisciplinary studies needs to be carefully crafted, allowing for exploration of topics and students' voices to be recognized and valued, not only by the educator but by themselves as well. Test validity and fairness must be established for the assessment tools to be effective.

Conclusion

Throughout this project, I analyzed the complex process a teacher goes through when designing a humanities course. Although there are various articles and books written on interdisciplinary studies outlining the benefits and challenges, after going through the process of creating my own humanities course I realize that there is not formula or standardized way to design a curriculum map for an interdisciplinarity course. The curriculum map I designed is a living document that through use will change and adapted to meet the needs of the learners. While I believe what I created could be used as an exemplar for what a humanities 10 courses could look like I feel the process I went through to create it may be more beneficial to someone thinking of designing a course like this one. Throughout the process, I asked myself the following three questions related to conceptual progression, pedagogical consensus and authentic assessment: 1. What content do we need? 2. What is the place of the student experience in the learning? 3. How to create fair and valid assessment? By reflecting and making sure I was answering those questions along with using constructive alignment principles I was able to develop a comprehensive humanities 10 course.

After an in-depth exploration of readings on interdisciplinarity studies, constructivism, conceptual integration, conceptual understanding and the Alberta Program of Studies I discovered there were still so many aspects to designing an interdisciplinarity studies that I feel need to be examined in order to form a better understanding of how to design and then possibly implement this type of course. The main area I would like to do further reading on is the concept of collaboration. The challenge of how to create collaborate teaching environments to allow interdisciplinarity

studies to be successful is an area I feel needs further research. It is the key to being able to provide students with a true interdisciplinarity course. So many parts of the process depend on how teachers share and build resources for courses. Collaboration is not an easy task and holds different connotations. How teachers put the ideas of collaboration into practice can and does mean different results. Out of McPhail's (2018) research, he stated that teachers felt by modeling collaboration for students themselves through team teaching and planning. Students were more open to try collaboration and saw the teachers as learners too. "On the other hand, several fewer positive aspects were highlighted such as the potential for imbalance in the subject pairing, tenuous learning connections, larger class sizes in the modules, and teacher workload overall" (McPhail, 2018, p. 65). In closing, while its imperative to consider learning theory, educational philosophy and pedagogy when designing courses, without an understanding of the components of interdisciplinarity collaboration it may leave teachers and administrators unable to implement interdisciplinary studies in their schools.

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Appendix A
Constructivist Checklist

Characteristic	Supported	Not Supported	Not Observed
Multiple perspectives			
Student-directed goals			
Teachers as coaches			
Metacognition			
Learner control			
Authentic activities			
Knowledge construction			
Knowledge collaboration			
Previous knowledge			
Problem solving			
Consideration of errors			
Exploration			
Apprenticeship learning			
Interrelated concepts			
Alternative viewpoints			
Scaffolding			
Authentic assessment			
Primary sources of data			

Appendix B

Humanities 10: Curriculum Map

Essential Understanding	<p>Students will</p> <ul style="list-style-type: none"> • explore multiple perspectives on the origins of globalization and the local, national and international impacts of globalization on identity, lands, cultures, economies, human rights and quality of life • examine the relationships among globalization, citizenship and identity to enhance skills for citizenship in a globalizing world • develop their understanding and appreciation of the significance and artistry of literature. • be enabled to understand and appreciate language. They will be able to use it confidently and competently for a variety of purposes, with a variety of audiences and in a variety of situations for communication, personal satisfaction and learning.
Transfer	<p>Students will be able to independently use their learning for</p> <ul style="list-style-type: none"> • active citizenship that contributes to the vitality of communities that promote pluralism among diverse people in a democratic society. • engagement in various forms of communication and be able to express how they represent and interpret their understanding of the world in multiple ways

Unit 1: Challenges	Enduring Understanding: Being able to face and overcome challenges is a valuable trait in life. Transfer: Use critical thinking to help overcome challenges they face in life.			
	Social Studies	English	+1 Projects & Assignments	Timeline
Guiding Question	To what extent should contemporary society respond to the legacies of historical globalization?	What does it mean to face a challenge? How can literature help us learn to face challenges?		Sept- Nov
Learning Outcomes	Students will assess the impacts of historical globalization on Indigenous and non-Indigenous peoples.(Issue #2)	Students will Manage ideas and information. (G.O. #3) Students will create oral, print, visual and multimedia texts, and enhance the clarity and artistry of communication. (G.O. #4) Comprehend literature and other texts in oral, print, visual and multimedia forms, and respond personally, critically and creatively. (G.O#2)	+1Project 1: Personal Writing • Note and Notice Journal (Integrated throughout English and Social throughout the year) • Short story: <i>Long Walk to Forever</i> Kurt Vonnegut • Time Capsule letters	

	Social Studies	English	+1 Projects & Assignments	Timeline
Conceptual Knowledge	<p>Historical and contemporary consequences of European contact, historical globalization and imperialism on Aboriginal societies. 2.1</p> <p>A global consciousness with respect to the human condition. 2.2</p> <p>Social responsibilities associated with global Citizenship. 2.3</p> <p>Validity of oral histories. 2.4</p> <p>Various perspectives regarding the prevalence and impacts of Eurocentrism. 2.5</p>	<p>Determine inquiry or research requirements. 3.1</p> <p>Follow a plan of inquiry. 3.2</p> <p>Respond to a variety of print and non print texts. 2.3</p> <p>Develop and present a variety of print and non print texts. 4.1</p> <p>Improve thoughtfulness, effectiveness and correctness of communication. 4.2</p>	<p>+1Project 2: Walking Together</p> <ul style="list-style-type: none"> • Short Story: <i>The Last Word</i> Joseph Bruchac • Selecting actions to strengthen relationships. TC2 • Sharing Circle: Elder from local area: residential school and spirituality • Mentoring reading workshop (Kobi Yamada's picture books) • Picture Book Study: Residential Schools • Personal Response 	
Procedural Knowledge	<p>Examine impacts of cultural contact between Indigenous and non-Indigenous peoples. 2.6</p> <p>Explore the foundations of historical globalization. 2.7</p> <p>Explore the relationship between historical</p>	<p>Connect self, text, culture and milieu. 2.3.1</p> <p>Evaluate the verisimilitude, appropriateness and significance of print and non print texts. 2.3.2</p> <p>Appreciate the effectiveness and artistry of print and non print texts. 2.3.3</p>	<p>+1Project 3: Seeing the World Differently</p> <ul style="list-style-type: none"> • Poetry from Imperialist period. • Film Study: Banana Wars • Research/ Presentation: • Impact of Imperialism 	

	Social Studies	English	+1 Projects & Assignments	Timeline
	<p>globalization and imperialism.2.8 Examine multiple perspectives on the political, economic and social impacts of historical globalization and imperialism. 2.9 Examine imperialist policies and practices that affected Indigenous peoples.2.10 Analyze contemporary global issues that have origins in policies and practices of post-colonial governments in Canada and other locations. 2.11 Evaluate various attempts to address consequences of imperialist policies and practices on Indigenous peoples in Canada and other locations. 2.12 Examine legacies of historical</p>	<p>Focus on purpose and presentation form. 3.1.1 Plan inquiry or research, and identify information needs and sources. 3.1.2 Select, record and organize information. 3.2.1 Evaluate sources, and assess information. 3.2.2 Form generalizations and conclusions. 3.2.3 Review inquiry or research process and findings. 3.2.4</p> <p>Assess text creation context. 4.1.1. Consider and address form, structure and medium. 4.1.2 Develop content 4.1.3 Use production, publication and presentation strategies and technologies consistent with context. 4.1.4</p>	<p>+1Project 4: Historical Record</p> <ul style="list-style-type: none"> • Primary/secondary sources • Credibility of sources (T4T) • Critically reading a source (T4T) • Oral History Workshop • <i>Remembrance</i> Timothy Findley • Oral History Project: Interview of family or community member. <p>Authentic Writing:</p> <ul style="list-style-type: none"> • Postcards for Peace (Veterans Affairs Canada) 	

	Social Studies	English	+1 Projects & Assignments	Timeline
	globalization and imperialism that continue to influence globalization. 2.13			
Competencies	Collaboration Cultural and Global Citizenship Critical Thinking	Cultural and Global Citizenship Managing Information Communication		
Assessment (possible)	<p>Formative: Think/Pair/Share/ - Think/Ink/Pair/Share Know/Understand/Do (KUD), Know/Want/Learn(KWL) Frayer diagrams or other graphic organizers, Exit cards Mind Map, 3,2,1 Chart, Four Corners, Turn and Talk Note & Notice Journals Peer and Self Assessment Teacher/student (team) conference</p> <p>Summative: Written Product: Research Essay, Personal Response (writing assessment rubric) Observation: Presentation (+1 Presentation rubric) Performance task: Multimedia products, interview (performance task rubric) Test: Quiz and Multi-Choice Questions Authentic Writing Assignment: reaching audience rubric</p>			
Comments:				

Unit 2 Acts of Courage	Enduring Understanding: Individuals and groups can bring about change in society through social action. Courage is shown in different ways in different situations. Learning about courage in others can inspire someone to be courageous. Transfer: Recognize and value the courageous acts they perform and observe.
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	Social Studies	English	+1 Projects & Assignments	Timeline
Guiding Question	To what extent does globalization contribute to sustainable prosperity for all people.	Why does racial prejudice still exist? What is the responsibility of those with rights toward those deprived of rights? Why is courage valued? How can an act of courage affect others?		Dec - Feb
Learning Outcomes	Students will assess economic, environmental and other contemporary impacts of globalization. (Issue # 3)	Students will explore thoughts, ideas, feelings and experiences. (G.O. #1) Comprehend literature and other texts in oral, print, visual and multimedia forms, and respond personally, critically and creatively. (G.O.#2)	+1Project 5: Novel Study <ul style="list-style-type: none"> • <i>To Kill A Mockingbird</i> H.Lee • Essay: Critical response • Film study: TKMB Comparison/ Contrast Chart +1Project 6: Economic Globalization <ul style="list-style-type: none"> • Influences of Ideas(Keynes/ Hayek) • International organizations/ trade • Research and Presentation: Transnational 	

	Social Studies	English	+1 Projects & Assignments	Timeline
			Corporation (cc)	
Conceptual Knowledge	Multiple perspectives that exist with respect to the relationships among politics, economics, the environment and globalization. 3.1 Impacts of globalization on the interdependent relationships among people, the economy and the environment. 3.2	Discover possibilities. 1.1 Extend awareness. 1.2 Construct meaning from text and context. 2.1 Understand and appreciate textual forms, elements and techniques. 2.2 Respond to a variety of print and non print texts. 2.3 Develop and present a variety of print and non print texts. 4.1 Improve thoughtfulness, effectiveness and correctness of communication. 4.2	+1Project 7: Global Sustainability <ul style="list-style-type: none"> • Cartoon Analysis: • Instant Sustainability, Globalization, Resource development, Pandemics • Develop and present a position. Position Paper Whose responsibility is it to ensure that the needs of people worldwide are being met in a sustainable way? 	
Procedural Knowledge	Explore understandings of contemporary economic globalization. 3.3 Examine the foundations of contemporary globalization (F. A. Hayek, Bretton Woods Conference, Milton Friedman) 3.4 Analyze factors	Form tentative understandings, interpretations and positions 1.1.1 Experiment with language, image and structure. 1.2.1 Consider new perspectives 1.2.2 Express preferences, and expand interests Set personal goals for language growth. 1.2.3	Authentic Writing: <ul style="list-style-type: none"> • Valentines for Vets (Veterans Affairs Canada) 	

	Social Studies	English	+1 Projects & Assignments	Timeline
	<p>contributing to the expansion of globalization since the Second World War (international agreements, international organizations, transnational corporations, media and transportation technologies).3.5 Analyze political and economic challenges and opportunities of globalization (trade liberalization, foreign investment, economic growth, privatization, outsourcing, knowledge economy) 3.6 Explore multiple perspectives regarding the relationship among people, the land and globalization (spirituality, stewardship, sustainability, resource development) 3.7. Evaluate actions and policies associated with globalization that</p>	<p>Discern and analyze context 2.1.1 Understand and interpret content 2.1.2 Engage prior knowledge 2.1.3 Use reference strategies and reference. technologies 2.1.4 Relate form, structure and medium to purpose, audience and content 2.2.1 Relate elements, devices and techniques to create effects. 2.2.2 Connect self, text, culture and milieu 2.3.1 Evaluate the verisimilitude, appropriateness and significance of print and non print texts 2.3.2 Appreciate the effectiveness and artistry of print and non print texts.2.3.3 Assess text creation context 4.1.1 Consider and address form, structure and medium 4.1.2 Develop content 4.1.3 Use</p>		

	Social Studies	English	+1 Projects & Assignments	Timeline
	<p>impact the environment (land and resource use, resource development agreements, environmental legislation) 3.8</p> <p>Analyze multiple perspectives on sustainability and prosperity in a globalizing world.3.9</p>	<p>production, publication and presentation strategies and technologies consistent with context 4.1.4</p> <p>Enhance thought and understanding and support and detail. 4.2.1</p> <p>Enhance organization. 4.2.2</p> <p>Consider and address matters of choice. 4.2.3</p> <p>Edit text for matters of correctness. 4.2.4</p>		
Competencies	<p>Critical Thinking</p> <p>Cultural and Global</p> <p>Citizenship</p> <p>Problem Solving</p>	<p>Personal Growth and Well-Being</p> <p>Communication</p> <p>Creativity and Innovation</p>		
Assessment (possible)	<p>Formative: Think/Pair/Share/ - Think/Ink/Pair/Share</p> <p>Know/Understand/Do (KUD), Know/Want/Learn (KWL)</p> <p>Frustration diagrams or other graphic organizers, Exit cards</p> <p>Mind Map, 3,2,1 Chart, Four Corners, Turn and Talk</p> <p>Note & Notice Journals</p> <p>Peer and Self Assessment</p> <p>Teacher/student (team) conference</p> <p>Summative: Written Product: Research Essay, Position Papers, and Critical Analysis Essay (writing assessment rubric)</p> <p>Observation: Presentation (+1 Presentation rubric)</p> <p>Performance task: Multimedia products ((performance task rubric), Comparison/Contrast Chart</p> <p>Test: Quiz and Multi-Choice Questions</p> <p>Authentic Writing Assignment: reaching audience rubric</p>			
Comments				

Unit 3 Relationships	<p>Enduring Understanding: Friends are a key part of a healthy life and lend support in trying times. Friendship is based on respect and being honest with each other.</p> <p>Relationships and interdependencies develop within a community. Within a community, we encounter and should respect alternative viewpoints and values.</p> <p>Transfer: Appreciate and work toward fostering healthy relationships in their own lives.</p>
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	Social Studies	English	+1 Projects Assignments	Timeline
Guiding Question	To what extent should I as a citizen respond to globalization?	How can differences or disagreements strengthen friendships? What is an individual's responsibility to community? What is the community's responsibility to each individual? How important are laws in maintaining a community?		March - April
Learning Outcomes	Students will assess their roles and responsibilities in a globalizing world. (Issue #4)	Respect, support and collaborate with others. (G.O. #5) Comprehend literature and other texts in oral, print, visual and multimedia forms, and respond personally, critically and creatively. (G.O. #2)		
Conceptual Knowledge	4.1 Impact of globalization on the quality of life of individuals and communities. 4.2 The importance of human rights in determining the quality of life. Political,	Respect others and strengthen community. 5.1 Work within a group. 5.2 Construct meaning from text and context. 2.1 Understand and appreciate textual forms, elements and techniques. 2.2		

	Social Studies	English	+1 Projects Assignments	Timeline
	social and environmental responsibilities associated with global citizenship. 4.3	Respond to a variety of print and non print texts. 2.3		
Procedural Knowledge	<p>Explore various understandings of quality of life 4.4</p> <p>Analyze impacts of globalization on children and youth (awareness of global issues, employment issues, identity) 4.5</p> <p>Analyze impacts of globalization on women (gender issues, labour issues, opportunities for entrepreneurship p. 4.6</p> <p>Evaluate relationships between globalization and democratization and human rights. 4.7</p> <p>Analyze how globalization affects individuals and communities (migration,</p>	<p>Use language and image to show respect and consideration 5.1.1</p> <p>Appreciate diversity of expression, opinion and perspective 5.1.2</p> <p>Recognize accomplishments and events 5.2 Cooperate with others, and contribute to group processes 5.2.1</p> <p>Understand and evaluate group processes. 5.2.2</p> <p>Discern and analyze context 2.1.1</p> <p>Understand and interpret content 2.1.2</p> <p>Engage prior knowledge 2.1.3 Use reference strategies and reference. technologies 2.1.4</p> <p>Relate form, structure and medium to purpose, audience and content 2.2.1</p> <p>Relate elements, devices and techniques to create effects. 2.2.2</p> <p>Connect self, text, culture and milieu 2.3.1</p> <p>Evaluate the verisimilitude, appropriateness and</p>		

	Social Studies	English	+1 Projects Assignments	Timeline
	technology, agricultural issues, pandemics, resource issues, contemporary issues) 4.8	significance of print and non print texts 2.3.2 Appreciate the effectiveness and artistry of print and non print texts.2.3.3 Assess text creation context. Evaluate sources, and assess information. 3.2.2 Form generalizations and conclusions. 3.2.3 Review inquiry or research process and findings. 3.2.4		
Competencies	Collaboration Managing Information Problem Solving	Collaboration Managing Information Creativity and Innovation		
Assessment (possible)	<p>Formative: Think/Pair/Share/ - Think/Ink/Pair/Share Know/Understand/Do (KUD),Know/Want/Learn(KWL) Frayer diagrams or other graphic organizers, Exit cards Mind Map, 3,2,1 Chart, Four Corners, Turn and Talk Note & Notice Journals Peer and Self Assessment Teacher/student (team) conference</p> <p>Summative: Written Product: Research Essay, Personal Response, Article writing (writing assessment rubric) Observation: Presentation (+1 Presentation rubric) Performance task: Multimedia products, Comparison/Contrast Chart Test: Quiz and Multi-Choice Questions Authentic Writing Assignment: reaching audience rubric</p>			
Comments				

Unit 4 Finding Identity	Enduring Understanding: Heroes are defined by their deeds and choices. Cultural values can influence what is considered heroic. The potential to be a hero exists in everyone. Transfer: Identify and appreciate heroic behavior in their community and own lives.
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	Social Studies	English	+1 Projects and Assignments	Timeline
Guiding Question	To what extent should globalization shape identity? (Issue #1)	How are heroes in stories in the same as or different from heroes in real life? How do heroes affect the people around them? How do heroes face challenges? What acts do you consider heroic?	+1 Project 11: Dreams: <ul style="list-style-type: none"> • Poetry Unit: (R. Frost L Huges, E. Browning D. Livesay, Rumi) • Speeches: (M.L. King, J. Amagoalik) • Write and Perform own poem +1 Project 12: Destiny <ul style="list-style-type: none"> • Novel Study: <i>The Alchemist</i> P.Coelho • Infographic/Mind map or StoryBoard: three themes • Personal response: What does <i>The Alchemist</i> teach us about our own life and how we should live it? +1 Project 13: Role of Media <ul style="list-style-type: none"> • Film study: Truman Show • Photo Essay: Role of Media in your life +1 Project 14:	May - June
Learning Outcomes	Students will explore the impacts of globalization on their lives. (Issue #1)	Students will explore thoughts, ideas, feelings and experiences. (G.O. #1) Students will create oral, print, visual and multimedia texts, and enhance the clarity and artistry of communication. (G.O. #4)		
Conceptual Knowledge	The existence of multiple perspectives in a globalizing world 1.1	Discover possibilities 1.1 Extend awareness 1.2		

	Social Studies	English	+1 Projects and Assignments	Timeline
	Peoples in Canada and other locations strive to promote their cultures, languages and identities in a globalizing world.1.2 Identities and cultures shape, and are shaped by, globalization 1.3	Develop and present a variety of print and non print texts. 4.1 Improve thoughtfulness, effectiveness and correctness of communication. 4.2	Heroes <ul style="list-style-type: none"> • Mentor reading: <i>Even SuperHeroes have bad days</i> S.Becker • Hero: Defining Hero/ History of Heroes and Celebrities • Research Project: Create a Display board : What does it take to be a hero? 	
Procedural Knowledge	Explore ways in which individuals and collective's express identities (traditions, language, religion, spirituality, the arts, attire, relationship to land, ideological beliefs, role modelling.1.4 Explore understandings and dimensions of globalization (political, economic, social, other contemporary examples) 1.5 Examine the impact of communications technology and	Form tentative understandings, interpretations and positions 1.1.1 Experiment with language, image and structure 1.1.2 Consider new perspectives 1.2.1 Express preferences, and expand interests 1.2.2 Set personal goals for language growth. 1.2.3 Assess text creation context 4.1.1 Consider and address form, structure and medium 4.1.2	+1 Project 15: Who Am I <ul style="list-style-type: none"> • Short Stories: <i>The Bicycle</i> J Horton, <i>Mrs. Bertha</i> Flowers Maya Angelou • Essay: <i>None of the Above</i> Josh Freed • Identify Yourself? (CC) • Personal Response: Self Reflection after reading Sept. time capsule letter 	

	Social Studies	English	+1 Projects and Assignments	Timeline
	<p>media on diversity (universalization of pop culture, hybridization, diversification)</p> <p>1.6 Analyze opportunities presented by globalization to identities and cultures (acculturation, accommodation, cultural revitalization, affirmation of identity, integration) 1.7 Analyze challenges presented by globalization to identities and cultures (assimilation, marginalization, accommodation, integration, homogenization)</p> <p>1.8 Evaluate efforts to promote languages and cultures in a globalizing world (language laws, linguistic rights, cultural content legislation, cultural revitalization,</p>	<p>Develop content 4.1.3 Use production, publication and presentation strategies and technologies consistent with context 4.1.4 Enhance thought and understanding and support and detail. 4.2.1 Enhance organization. 4.2.2 Consider and address matters of choice. 4.2.3 Edit text for matters of correctness. 4.2.4</p>		

	Social Studies	English	+1 Projects and Assignments	Timeline
	linguistic revitalization) 1.9			
Competencies	Communication Personal Growth and Well-Being Creativity and Innovation	Problem Solving Personal Growth and Well-Being Creativity and Innovation		
Assessment (possible)	<p>Formative: Think/Pair/Share/ - Think/Ink/Pair/Share Know/Understand/Do (KUD), Know/Want/Learn (KWL) Frayer diagrams or other graphic organizers, Exit cards Mind Map, 3,2,1 Chart, Four Corners, Turn and Talk Note & Notice Journals Peer and Self Assessment Teacher/student (team) conference</p> <p>Summative: Written Product: Research Essay, Personal Response and Photo Essay (writing assessment rubric) Observation: Presentation (+1 Presentation rubric) Performance task: Multimedia products, Comparison and Contrast Chart Poetry Performance, Infographic, Story Board or Mind Maps (rubric) Test: Quiz and Multi-Choice Questions Authentic Writing Assignment: reaching audience rubric</p>			
Comments				

Unit 5	<p>Enduring Understanding: All media messages are ‘constructed.’ Media messages are constructed using a creative language with its own rules. Different people experience the same media message differently. Media have embedded values and points of view. Most media messages are organized to gain profit and/or power.</p> <p>Transfer: Have an awareness of the influence of media and critically view messages sent or received. Use information literacy skills for evaluating claims and sources in media.</p>
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	Social Studies	English	+1 Projects & Assignments	Timeline
Guiding Question	How does investigating current affairs from multiple perspectives motivate students to engage in meaningful dialogue on relevant historical and contemporary issues, helping them to make informed and reasoned decisions on local, provincial, national and global issues?	Who created this message? What creative techniques are used to attract my attention? How might different people understand this message differently than me? What values, lifestyles and points of view are represented in, or omitted from, this message? Why is this message being sent?	+1 Project 16 Current Events <ul style="list-style-type: none"> • Summary/ presentations of local, provincial, national and international stories: video, skit, TV show • Debate: Current event issue connected to globalization • Poetry study: <i>A letter to the Media</i> • Written response: Letters to the editor • Student Vote: Information literacy skills • Authentic writing: students gather forms that they fill out such as: 	Integrated throughout the year
Learning Outcomes	Fosters the development of citizens who are informed and engaged in current affairs.	Respect, support and collaborate with others. (G.O. #5) Students will Manage ideas and information. (G.O. #3)		

	Social Studies	English	+1 Projects & Assignments	Timeline
Conceptual Knowledge	<p>Awareness of ethical consequences of decision making.</p> <p>Knowledge of the history of Alberta and Canada and of the world, contributes to a better comprehension of contemporary realities.</p> <p>Social cohesion can be achieved in a pluralistic society.</p> <p>Political and economic distribution of power affects individuals, communities and nations.</p> <p>Humans exist in a dynamic relationship with the natural environment.</p>	<p>Respect others and strengthen community. 5.1</p> <p>Work within a group. 5.2</p> <p>Determine inquiry or research requirements. 3.1</p> <p>Follow a plan of inquiry. 3.2</p>	<p>insurance forms</p> <p>citizenship tests</p> <p>passport forms</p>	
Procedural Knowledge	<p>Accessing, interpreting and evaluating mass media texts, newspapers, internet.</p> <p>Explore concepts in mass media.</p> <p>Identifying key messages and multiple points</p>	<p>Use language and image to show respect and consideration 5.1.1</p> <p>Appreciate diversity of expression, opinion and perspective 5.1.2</p> <p>Recognize accomplishments</p>		

	Social Studies	English	+1 Projects & Assignments	Timeline
	<p>of view that are being communicated. Detecting bias Examine the responsibility of citizen to respond to media text.</p>	<p>and events 5.2 Cooperate with others, and contribute to group processes 5.2.1 Understand and evaluate group processes. 5.2.2 Focus on purpose and presentation form. 3.1.1 Plan inquiry or research, and identify information needs and sources. 3.1.2 Select, record and organize information. 3.2.1 Evaluate sources, and assess information. 3.2.2 Form generalizations and conclusions. 3.2.3 Review inquiry or research process and findings. 3.2.4</p>		
Competencies	<p>Managing Information Communication Collaboration</p>	<p>Critical Thinking Problem Solving Cultural and Global Citizenship</p>		

	Social Studies	English	+1 Projects & Assignments	Timeline
Assessment (possible)	Formative: Think/Pair/Share/ - Think/Ink/Pair/Share Know/Understand/Do (KUD), Know/Want/Learn (KWL) Frayer diagrams or other graphic organizers, Exit cards Mind Map, 3,2,1 Chart, Four Corners, Turn and Talk Note & Notice Journals Peer and Self Assessment Teacher/student (team) conference Summative: Written Product: Personal Response and Current Event summaries (writing assessment rubric) Observation: Presentation (+1 Presentation rubric) Performance task: Multimedia products, Comparison and Contrast Chart Debate (rubric)			
Comments				

Humanities 10 : Approved Texts (Sightlines 10)			
EXTENDED TEXTS	Novel/Book-length Nonfiction	To Kill a Mockingbird by Harper Lee The Alchemist by Paulo Coelho	1 of the 2 Required
	Feature Film	The Truman Show To Kill A Mockingbird Hotel Rwanda Banana Wars	Required
	Modern Play Shakespearean Play	A Merchant of Venice	1 of the 2 Required
SHORTER TEXTS	Poetry (including song)	Rudyard Kipling's "White Man's Burden," Henry Labouchère's "The Brown Man's Burden", Ernst Crosby's "The Real' White Man's Burden" Robert Frost Mending wall, Road-selection of poems	A Variety Required

		In there somewhere: Tom Dawe A letter to the Media by A. Neuheimer	
	Short Stories, Memoirs, Speeches	The Bicycle by J Horton Long Walk to Forever Kurt Vonnegut The Last Word by Joseph Bruchac	A Variety Required
	Visual and Multimedia Text (Oral pieces)	Meditation xvii John Donne I have a Dream Martin Luther King	Required
	Essay	None of the Above Josh Freed	Required
	Popular Nonfiction	Mrs. Bertha Flowers by Maya Angelou Remembrance by Timothy Findley	Required
	Picture Book	What do you do with an idea? What do you do with a problem? What do you do with a chance? By Kobi Yamada Even SuperHeros have Bad Days by Shelly Becker Possible Residential School Texts: <i>Shi-shi-etko</i> , by Nicola Campbell (Ages 4-8) <i>Shin-chi's Canoe</i> , by Nicola Campbell (Ages 4-8) <i>Arctic Stories</i> , by Michael Kusugak (Ages 4-8) <i>Kookum's Red Shoes</i> , by Peter Eyvindson (Ages 4-8) <i>Fatty Legs: A True Story</i> , by Christy Jordan-Fenton and Margaret Pokiak-Fenton (Ages 9-12)	Encouraged

		<p><i>A Stranger at Home: A True Story</i>, by Christy Jordan-Fenton and Margaret Pokiak-Fenton (Ages 9-12)</p> <p><i>No Time to Say Goodbye: Children's Stories of Kuper Island Residential School</i>, by Sylvia Olsen (Ages 9-12)</p> <p><i>As long as the Rivers Flow</i>, by Larry Loyie (Ages 9-12)</p> <p><i>My Name is Seepeetza</i>, by Shirley Sterling (Ages 9-12)</p> <p><i>We feel good out here = Zhik gwaa'an, nakhwatthaiitat qwiinzii</i> (The Land is Our Storybook) by Julie-Ann André and Mindy Willett (Ages 9-12)</p>	
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