

# HUMANITIES PORTFOLIO PROJECT

Dear Parents and Students,

The Humanities Department is beginning to plan for assessing our student's growth and academic successes through an electronic format. Instead of a final exam, students are **expected** to complete a final project that will encompass all three Humanities subject areas. This project will be a reflective piece based on concepts and skills covered during Humanities classes. To showcase your personal and educational growth over the past year, you will reflect on your experiences and create an electronic portfolio.

Using **Prezi** ( [www.prezi.com](http://www.prezi.com)), **Youblisher** ( [www.youblisher.com](http://www.youblisher.com)) or **PowerPoint**, you will demonstrate the skills you have mastered and some of the knowledge you have gained.

Samples of work, music, videos, pictures and other means of "showing" growth can be used as part of the **10-15** minute presentation.

The presentation has been broken down into the three subject areas to make it easier for students to create the portfolio: **Christian Education**, followed by **Social Studies** then **English**.

A sample project is available for viewing in the Humanities section of the ND School website.

Portfolios will be presented during the week following the Victoria Day long weekend.

The project is valued at 10% in EACH of the three subject areas.

| English  | Christian Education | Social Studies | Oral Presentation | Electronic Presentation |
|----------|---------------------|----------------|-------------------|-------------------------|
| 30 marks | 30 marks            | 30 marks       | 5 marks           | 5 marks                 |

**Student's signature:** \_\_\_\_\_

**Parent's signature:** \_\_\_\_\_

# Christian Education 8

## Curriculum Outcomes

- ✓ The student will understand the Bible as God's self-revelation and as a record of God's interaction with His people.
- ✓ Read, interpret and apply Scripture to life.

## Themes

- ✓ The students will reflect on their community service.
- ✓ The students will synthesize their understanding of the year- long theme of covenant as it applies to their personal relationships and their relationship to God.

## Portfolio Questions:

### KNOW:

1. Choose an Old Testament figure and discuss one challenge this person faced and how he/she overcame it.
2. How does their story apply to your life today?

### LOVE:

1. How have your studies in Religion class helped you grow in your faith, or grown closer to God (what does it mean to grow in faith and provide 3 examples)?
2. Non-Catholics: Reflect on what we have studied in class. Are there issues you feel strongly about in a positive or negative way? Explain with examples.

### SERVE:

1. Describe the benefits you have received from participating in community service hours.
2. How have you benefitted the community you helped?

Name: \_\_\_\_\_

Mark: \_\_\_\_/30

### Christian Education Portfolio Rubric

| CATEGORY  | FULLY MEETS EXPECTATIONS   | GENERALLY MEETS EXPECTATIONS  | MINIMALLY MEETS EXPECTATIONS   | DOES NOT MEET EXPECTATIONS                              |
|---|--|---|--|---|
| <b>Love:</b><br><br><input type="checkbox"/> Define growing in faith as it relates to your covenant with God<br><input type="checkbox"/> 3 personal examples  | Provides a definition of what it means to grow in faith and provides 3 examples  | Provides a definition of what it means to grow in faith and provides 2 examples   | Provides a definition of what it means to grow in faith and provides 1 example.        | Provides a definition of what it means to grow in faith |
| <b>Know:</b><br><br><input type="checkbox"/> Thinks about characters<br><input type="checkbox"/> Identify 1 character<br><input type="checkbox"/> Identify challenge faced<br><input type="checkbox"/> Discuss how he/she overcame it<br><input type="checkbox"/> Application to own life | Student identifies character and can identify challenge faced, discussed how they overcame it and how it applies to own life   | Student identifies character and can identify challenge faced and discussed how they overcame it.                                     | Student identifies character and can identify challenge faced.                         | Student can only Identify old testament character.      |
| <b>Service:</b><br><br><input type="checkbox"/> Benefits of service to self<br><input type="checkbox"/> Benefits of service to others   | Describes community service and includes a description of how the community benefitted and how you have connected the bible (references) and topics studied to your personal experience of service | Describes community service and includes a description of how the community benefitted and how you from participating in this service | Describes community service and includes a description of how the community benefitted | Describes community services without reflection         |

# Social Studies 8

## Curriculum Outcomes

- ✓ Identify and clarify a problem, an issue, or an inquiry
- ✓ Compare daily life, family structures, and gender roles in a variety of civilizations
- ✓ Describe a variety of diverse cultural traditions and world religions
- ✓ Locate and describe major world landforms, bodies of water, and political boundaries on maps



G-44 GLOBE 863

## Themes

It is important to look at the world around us and see how the past has affected the present. If we understand this, then we can be part of the future.

## Portfolio Questions:

1. Research a current event providing an article summary that includes:
  - ✓ **Title of Article** /Author/Date of Article/Source (website/publication)
  - ✓ **Theme** Geography/Culture/Government/Technology/Environment/Economics
  - ✓ **Summary**
  - ✓ List and Describe the People mentioned in the article
  - ✓ List and Describe the Places mentioned in the article
  - ✓ Explain the connection(s) between the article and what you have studied in Social Studies
2. Plot the current event on an appropriate country map labelling:
  - ✓ Capital City
  - ✓ City where event happened, if different from Capital City
  - ✓ Major Mountain system in the country
  - ✓ Major River that runs through the country
  - ✓ Major Body of Water located near the country, if it is not landlocked.

## Current Events (Short Form)

Title of Article: \_\_\_\_\_

Author: \_\_\_\_\_ Date of article: \_\_\_\_\_

Source: \_\_\_\_\_ (*website/publication*)

Summary of Article: \_\_\_\_\_

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List and describe the *people* mentioned in the article:

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List and describe the *places* mentioned in the article:

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## Mapping:

Provide a map of the country where your news event occurred. Label the following details on your map:

- Map of the country
- Capital city
- City where event happened, if different from Capital city.
- Major mountain system in the country
- Major River that runs through the country.
- Major body of water located near the country, if it is not landlocked.

Use the links below to help locate a map of the country you are looking for. Make sure to use blank outlined maps when creating your map.

Canada:

<http://atlas.nrcan.gc.ca/site/english/maps/reference>

World Country Maps

<http://geography.about.com/library/blank/blxindex.htm>

Continents & Country Maps

<http://www.worldatlas.com/webimage/testmaps/maps.htm>

## **Current Event Links:**

Use the following links to aid you in your research of your current event:

[www.cnn.com](http://www.cnn.com)

Cable News Network

[www.bbc.com](http://www.bbc.com)

British Broadcasting Corporation

[www.nytimes.com](http://www.nytimes.com)

The New York Times

[www.ap.org](http://www.ap.org)

The Associated Press

[www.reuters.com/news](http://www.reuters.com/news)

Reuters News Service

[www.teachkidsnews.com](http://www.teachkidsnews.com)

Teaching Kids the News

[www.nationalgeographic.com](http://www.nationalgeographic.com)

National Geographic

Name: \_\_\_\_\_

Mark: \_\_\_\_/30

## Social Studies Portfolio Rubric

| CATEGORY                            | FULLY MEETS EXPECTATIONS   | GENERALLY MEETS EXPECTATIONS   | MINIMALLY MEETS EXPECTATIONS  | DOES NOT MEET EXPECTATIONS  |
|-------------------------------------|--|--|---|---|
| <b>ARTICLE</b>                      |  |  |   |   |
| <b>CITATION</b>                     | Title of article, source, date and author  | Title of article, source and date  | Title of article and source   | No information  |
| <b>SUMMARY</b>                      | Summary clearly and accurately covers information from article with great detail and theme is included         | Summary describes article clearly and with some detail. Theme is included                | Summary describes article but is missing detail. Theme is included          | Summary describes article but vital information and theme is not mentioned. |
| <b>CONNECTIONS TO SS 8 CONCEPTS</b> | Connection to 2 or more concepts explained in great detail   | Connection to 2 or more concepts with some detail  | Connection to 1-2 concepts with limited detail.                             | 1-2 concepts mentioned but not explained                                    |
| <b>MAP</b>                          |  |  |   |   |
| <b>RELATED TO CURRENT EVENT</b>     | Related to the article   |  |   | Not related to the article  |
| <b>OUTLINE MAP</b>                  | included   |  |   | Not included  |
| <b>LABELLING</b>                    | Capital city, current event city, major body of water, major river and major mountain range correctly labelled | Capital city, current event city, major body of water and major river correctly labelled | Capital city, current event city and major body of water correctly labelled | Capital city and current event city correctly labelled                      |



# English Language Arts 8

## Curriculum Outcomes

- ✓ Write meaningful personal texts that explore ideas and information
- ✓ Write purposeful information texts that express ideas and information
- ✓ Write effective imaginative texts to explore ideas and information
- ✓ Select and use a range of strategies to generate, develop, and organize ideas for writing and representing
- ✓ Select and use a range of drafting and composing strategies
- ✓ Select and use a range of strategies to revise, edit, and publish writing & representing
- ✓ Use metacognitive strategies to reflect on and assess their writing and representing
- ✓ Use conventions in writing and representing, appropriate to purpose and audience, to enhance meaning and artistry



## Portfolio Questions:

1. Select two Persuasive paragraphs:
  - ✓ one written between **September - January**
  - ✓ a second one written between **February - April**
2. Apply the Persuasive Paragraph Rubric to both paragraphs
3. Describe ways your writing has developed/improved from September - April.

Name: \_\_\_\_\_

Mark: \_\_\_\_/30

## Language Arts Portfolio Rubric

| CATEGORY  | FULLY MEETS EXPECTATIONS   | GENERALLY MEETS EXPECTATIONS   | MINIMALLY MEETS EXPECTATIONS   | DOES NOT MEET EXPECTATIONS   |
|---|--|--|--|--|
| <b>APPLICATION OF RUBRIC</b><br> Highlighted sections indicate students achievement              | Completed highlights in BOTH rubrics   |  |  | Did not complete highlights in BOTH rubrics  |
| <b>DEVELOPMENT OF WRITING</b><br> Student clearly describes writing abilities from 2 time frames | Clearly identifies strengths and weaknesses in writing and supports argument of growth with examples from the two paragraphs | Has some success identifying strengths and weaknesses in writing and supports argument of growth with examples from the two paragraphs | Attempts to identify strengths and weaknesses in writing and supports argument of growth with few examples from the two paragraphs | Attempts to identify strengths or weaknesses in writing and has very weak or no examples from the two paragraphs |

Name: \_\_\_\_\_

Mark: \_\_\_\_/30

## Self – Assessment of Persuasive Paragraph Rubric

| CATEGORY                              | Fully Meets Expectations  | Generally Meets Expectations  | Somewhat Meets Expectations  | Not Yet Within Expectations  |
|---------------------------------------|---|---|--|--|
| <b>Topic Sentence</b>                 | The topic sentence is inviting and clearly states the main topic.   | The topic sentence clearly states the main topic but is not particularly inviting to the reader.  | The topic sentence vaguely states the main topic and is not particularly inviting to the reader.   | There is no clear introduction of the main topic of the paper.   |
| <b>Detail and Commentary</b>          | The "chunks" of the paragraph are well-written and follow the Concrete Detail, Commentary, Commentary format.   | The "chunks" of the paragraph are follow the Concrete Detail, Commentary, Commentary format.  | The "chunks" of the paragraph generally follow the Concrete Detail, Commentary, Commentary format but may be missing some commentary.  | The "chunks" of the paragraph do not follow the Concrete Detail, Commentary, Commentary format at all.   |
| <b>Language Conventions</b>           | Writer makes no errors in grammar or spelling that distract the reader from the content. Writer makes no errors in capitalization or punctuation, so the paper is exceptionally easy to read. | Writer makes 1-2 errors in grammar or spelling that distract the reader from the content. Writer makes 1 or 2 errors in capitalization or punctuation, but the paper is still easy to read. | Writer makes 3-4 errors in grammar or spelling that distract the reader from the content. Writer makes a few errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow. | Writer makes more than 4 errors in grammar or spelling that distract the reader from the content. Writer makes several errors in capitalization and/or punctuation that catch the reader's attention and greatly interrupt the flow. |
| <b>Sentence Structure and Fluency</b> | All sentences are well-constructed with varied structure.   | Most sentences are well-constructed with varied structure.  | Most sentences are well-constructed but have a similar structure.  | Sentences lack structure and appear incomplete or rambling.  |
| <b>Transitions</b>                    | A variety of thoughtful transitions are used. They clearly show how ideas are connected.  | Transitions clearly show how ideas are connected, but there is little variety.  | Some transitions work well; but connections between other ideas are fuzzy.   | The transitions between ideas are unclear or nonexistent.  |
| <b>Conclusion</b>                     | The concluding sentence is strong and leaves the reader with a feeling that they understand what the writer is "getting at."  | The concluding sentence is recognizable and ties up almost all the loose ends.  | The concluding sentence is recognizable but does not tie up several loose ends.  | There is no clear conclusion; the paragraph just ends.   |

Name: \_\_\_\_\_

Mark: \_\_\_\_/5

### Electronic Portfolio Rubric

| CATEGORY                        | FULLY MEETS EXPECTATIONS  | GENERALLY MEETS EXPECTATIONS  | MINIMALLY MEETS EXPECTATIONS  | DOES NOT MEET EXPECTATIONS  |
|---------------------------------|---|---|---|---|
| <b>TIME FRAME</b><br>10-15 mins | Falls within time frame +/-   |   |   | Well under/over time frame +/-  |
| <b>ELECTRONIC FORMAT</b>        | Format is suitable for the information displayed  |   |   | Format was unsuitable for the information   |
| <b>AESTHETICS LAYOUT</b>        | It is easy to locate all important element. White space, graphic elements (colour, lines) used effectively to organize material. Visuals, videos and music add to the presentation. | It is easy to locate all important elements. White space, graphic elements (colour, lines) used to organize material. Some of the visuals, videos and music add to the presentations. | All important elements are present. White space, graphic elements (colour, lines) is ineffective tools for organizing materials. Visuals, videos and music detract from presentation. | Format chosen was unsuitable for the information displayed in presentation. It is difficult to identify important elements. White space, graphic elements (colour, lines) is ineffective tools for organizing material. Few visuals and/or music are used and it confuses the presentation. |
| <b>EDITING</b>                  | There are no errors in spelling, punctuation or grammar in the final draft of the Prezi/PowerPoint  | There are 1-3 errors in spelling, punctuation or grammar in the final draft of the Prezi/PowerPoint.  | There are 4-5 errors in spelling, punctuation or grammar in the final draft of the Prezi/PowerPoint   | There are more than 5 errors in spelling, punctuation & grammar in the draft of the presentation  |

Name: \_\_\_\_\_

Mark: \_\_\_\_/5

### Oral Presentation Rubric

| CATEGORY                    | FULLY MEETS EXPECTATIONS   | GENERALLY MEETS EXPECTATIONS   | MINIMALLY MEETS EXPECTATIONS   | DOES NOT MEET EXPECTATIONS  |
|-----------------------------|--|--|--|---|
| <b>AWARNESS OF AUDIENCE</b> | Facial expressions and body language generate a strong interest and enthusiasm about the topic in others.  | expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others.   | expressions and body language are used to try to generate enthusiasm, but seem somewhat fabricated.              | Very little use of facial Expressions or body Language. Did not generate much interest in topic being presented.        |
| <b>STRENGTH OF MATERIAL</b> | Student is completely prepared and has obviously rehearsed.  | Student seems pretty prepared but might have needed a couple more rehearsals.  | The student is somewhat prepared, but it is clear that rehearsal was lacking.                                    | Student does not seem at all prepared to present.   |
| <b>DELIVERY</b>             | Stands up straight, looks relaxed and confident. Establishes eye contact. Volume is loud enough to be heard by all and inflection help maintain audience interest. | Stands up straight and establishes eye contact with everyone in the room. Volume is loud enough to be heard and some inflection help maintain audience interest. | Sometimes stands up straight and establishes eye contact. Volume can be heard by most lacking audience interest. | Slouches and/or does not look at people during the presentation. Volume can be heard by some lacking audience interest. |