Humanities Portfolio Project

*Portfolios will be presented June 16-21*

Dear Parents and Students,

The Humanities Department is beginning to plan for assessing our students’ growth through an electronic format. Instead of a final exam, students are requiredto complete a final project that will be a reflective piece based on concepts and skills covered during Humanities classes. This is intended to prepare our students for the next four years of high school and beyond, to showcase personal growth and learning over the past year, reflect on experiences in Humanities, and create an electronic portfolio.

Using **Prezi** ( [www.prezi.co](http://www.prezi.com/)m) or Google Slides ([www.google.ca/slides/about](http://www.google.ca/slides/about) ), illustrate the acquired knowledge and skills.

Samples of work, music, videos, and pictures 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 range of fully meeting projects will be available for viewing in the Humanities section of the ND School website.

*The presentation of this project is* ***mandatory*** *for the successful completion of Humanities 8 and is broken down as follows:*

|  |  |
| --- | --- |
| **Humanities 8** | **Communication Competencies** |
| **Christian Education Competencies** | **Social Studies****Competencies** | **English Language Arts Competencies** | **Oral Presentation** | **Electronic Presentation** |

**Student’s signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Parent’s signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

# **Christian Education 8 Competencies**

**Curriculum Outcomes & Themes**

* Articulate what it means to be in a covenantal relationship in which he/she is an unconditionally loved child of God and “made in His image”
* The Bible is God’s revelation of Himself to humanity.
* Read, interpret and apply Scripture to life.
* People are called into a living relationship with God and to do His will.

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**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 his/her story apply to your life today?

**LOVE:**

1. How have your studies in Christian Education class helped you grow in your faith, or grown closer to God (what does it mean to grow in faith and provide 3 examples)?

*Non‐Catholics*: Reflect on what we have studied in class. Are there topics or activities we have done which helped you grow in your faith, or grow closer to your community (provide 3 examples)

**SERVE:**

1. Describe the benefits you have received from participating in community service hours.
2. How have you benefitted the community you helped?
3. How has reading scripture inspired you to serve others?

**Christian Education Portfolio Rubric**

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

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| --- | --- | --- | --- | --- |
| **Category** | **Mastering** | **Accomplishing** | **Developing** | **Beginning** |
| ***LOVE***Define growing in faith as it relates to your covenant with God3 personal examples | Provides definitions of what it means to grow in faith and provides 3 examples | Provides definitions of what it means to grow in faith and provides 2 examples | Provides definitions of what it means to grow in faith and provides 1 example | Provides definitions of what it means to grow in faith  |
| ***KNOW***1. Thinks about characters
2. Identifies 1 character
3. Identifies challenges faced
4. Discusses how challenge overcome
5. Application to own life
 | Student identifies character and can identify challenges faced; discussed how they overcame it, and how it applies to their own life | Student identifies character and can identify challenges faced; discussed how they overcame it | Student identifies character and can identify challenges faced | Student identifies *Old Testament* character only |
| ***SERVE***1. Benefits of service to self
2. Benefits of service to others
 | Describes community & service; includes a description of how the community benefitted; makes connection to bible from personal experiences | Describes community and service and includes a description of how the community benefitted | Describes community and service  | Does not provide an example of service |

 **Social Studies 8 Competencies**

**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

**Theme**

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 a 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
1. Plot the current event on an appropriate country map labeling:
* 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.
* Map basics including a legend

**Current Events**

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

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

**Source**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(*website/publication*)

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

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

**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:

* Capital city
* ****City where event happened, if different from Capital city.
* Major mountain system in the country
* Use a legend to show event (i.e. movement of refugees)
* Major River that runs through the country.
* Major body of water located near the country, if it is not landlocked.

Remember mapping basics: border, title, compass, scale (if available), and legend.

Use the links below to help locate a map of the country you are looking for:

**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.nationalgeographic.com](http://www.nationalgeographic.com) National Geographic

**Social Studies Portfolio Rubric**

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Category** | **Mastering** | **Accomplishing** | **Developing** | **Beginning** |
| **Current Event Article** |
| **Citation:** | Title of articleSourceDateAuthor | Title of articleSourceDate | Title of article Source | No citation |
| **Summary:** | Clearly and accurately summarizes the article and includes a theme | Clearly summarizes the article with some detail and includes a theme | Summarizes article, little details and no theme included | Summary only |
| **Connections:** | Connection to 2 or more concepts from SS 8 in great detail | Connection to 2 or more concepts from SS 8 in some detail | Connection to 1-2 concepts from SS 8 in some detail | 1-2 concepts explained; no details |
| **Map** |
| **Related to Current Event:** | Related to the article | N/A | N/A | Not related to the article |
| **Outline Map:** | Included | N/A | N/A | Not included |
| **Labels:** | Capital city; current event city; major body of water, river; major mountain range, map basics | Capital city; current event city; major body of water, river, some , map basics | Capital city; current event city; major body of water, few, map basics  | Capital city; current event city, little/no , map basics |

**English Language Arts 8**

**Competencies**

**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
* Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view
* Develop an awareness of the protocols and ownership associated with First People’s Text

**Portfolio Questions:**

1. Write a reflective paragraph on your newly learned understanding about First Nations traditions and history.
2. Select two paragraphs (or essays) from the 2016-2017 school year:
* one written between **September - January**
* a second one written between **February - April**
1. Apply the Grade 8 ***Self-Assessment Rubric*** to both paragraphs (found at the end of this document)
2. Describe ways your writing has developed/improved from September – April:
* **Writing conventions** (*sentence structure; spelling; grammar*)
* **Writing style** (*theme statements; examples; commentary; vocabulary*)
* **Writing flow** (*coherence; development of ideas*)

**English Language Arts 8 Portfolio Rubric**

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

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| --- | --- | --- | --- | --- |
| **Category** | **Mastering** | **Accomplishing** | **Developing** | **Beginning** |
| **Application of:** |
| **Rubric:** | Completed highlights for both rubrics | N/A | N/A | Did not highlight the rubrics |
| **Development of Writing:****(student uses paragraphs from 2 time periods)** | Clearly identifies strengths and weaknesses in writing; supports argument of growth with good examples from the two paragraphs | Has some success in identifying strengths and weaknesses in writing; supports argument of growth with examples from the two paragraphs | Attempts to identify strengths and weaknesses in writing; supports argument of growth with few examples from the two paragraphs | Attempts to identify strengths and weaknesses in writing; does not support with evidence |
| **Reflective Paragraph** | Demonstrates an understanding of the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view; and the protocols and ownership of text | Demonstrates an awareness of the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view; and the protocols and ownership of text | Somewhat demonstrates an awareness of the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view; and the protocols and ownership of text | Does not demonstrate awareness or understanding of the role of First nations traditions |

**Electronic Portfolio Rubric**

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Category** | **Mastering** | **Accomplishing** | **Developing** | **Beginning** |
| **Time Frame****10-15 min** | Falls within the time frame | N/A | N/A | Falls outside of the time frame |
| **Aesthetics Layout** | Easy to locate all important elements; colours and slides are organized; visuals, videos and music enhance the presentation | Easy to locate all important elements; colours and slides are organized; some visuals, videos and music used | Easy to locate all important elements; colours and slides are organized; visuals, videos and music distract from the presentation | Unorganized; difficult to locate important elements; visually unappealing  |
| **Editing** | No errors in: spelling, punctuation or grammar | Only 1-3 errors in spelling, punctuation or grammar | 4-5 errors in spelling, punctuation or grammar | Many errors distract from the presentation |

**Delivery Rubric**

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

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| --- | --- | --- | --- | --- |
| **Category** | **Mastering** | **Accomplishing** | **Developing** | **Beginning** |
| **Decorum** | Steady and tall stance. Both feet firmly planted. Gestures relaxed | Appears neat and in control (even if obviously nervous) | Fidgety or very rigid. Unimpressive, but not distracting | Lazy posture and non-committal demeanor, OR major distractions |
| **Eye Contact** | Eyes take in entire audience. Gaze used to command attention | Good effort at engaging various parts of room | Little sustained connection with the room. Heavy reliance on written notes or slides | Almost no eye contact. Over-reliance on written notes or slides |
| **Voice** | Strong voice, projected into all corners and varied in tone to great effect | Clear and natural speech pattern. Well-rehearsed, but not stiff from memorization | Soft though not unclear. Without inflection. Speech “read” from memory | Audience must strain to hear and understand. Distracting “ums” |

**Self-Assessment of Paragraph/Essay Rubric**

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Category** | **Mastering** | **Accomplishing** | **Developing** | **Beginning** |
| **Topic/Theme Sentence** | Clearly states main idea; inviting | States main idea; not overly inviting | Vaguely states main idea; or main idea is confusing | No clear evidence of a topic/theme sentence |
| **Arguments; Examples and Commentary** | Paragraphs are well written; examples for arguments evident; commentary included  | Paragraphs are complete; examples for arguments somewhat evident; some commentary  | Paragraphs include minor examples; lack identifiable commentary  | Very little of the paragraph format is evident |
| **Language Conventions; Organization;****Development of Ideas** | No errors in spelling or grammar; writing is organized and well developed | Some errors in spelling or grammar; mostly organized; evidence of development | Many errors in spelling or grammar; lacking organization; minimal development | The errors distract from the writing; no organization; not developed |
| **Sentence Structure** | All sentences are well structured and developed fully | Most sentences are well structured and developed | Sentences have some structure; development is lacking | Sentences are mostly incomplete  |
| **Transitions** | Variety of thoughtful transitions used clearly showing connection of ideas | Transitions show evidence of how ideas are connected | Some transitions used; connection between ideas not clear | Transitions are not used  |
| **Conclusion** | Concluding sentence is strong; summary is clear; reader understands the message | Concluding sentence includes a good summary; no loose ends | Concluding sentence somewhat summarizes; does not tie up loose ends | There is no clear conclusion |