



Humanities 30
Mr. Jans
Room 121

Teacher Email: tyjans@prrd8.ca

Remind: join via link in Google Classroom for reminders / updates

Come Prepared! Each student will be required to have a charged school-issued chromebook. Please ensure that the battery is charged for the beginning of each class. You will also need a *free reading book, writing utensils, a binder, and a notebook*.

Assessment

- **Formative Assessment:** Formative assessments occur during the learning process and provide feedback to the teacher and student on where and how to help improve learning. *Formative assessments are not for marks.*

- **Summative Assessment:** Summative assessments summarize learning and student achievement and occur after significant periods of learning (ie. a unit). Summative assessments are accumulated, weighted, and averaged to generate the student *grade*.

****There are two types: foundational and comprehensive.****

Minor (Foundational): Foundational assessments can be given at different intervals during the learning process. *These assessments consider a specific outcome or a small cluster of related outcomes.* Foundational assessments may break larger comprehensive tasks into smaller parts or serve as a first-draft of a comprehensive assessment. Often foundational assessments focus on specific skill-building.

Major (Comprehensive): Comprehensive assessments are generally given at the end of instruction (or end of a unit), after formative and foundational assessments. It is the final assessment of the several outcomes that are focused on throughout a unit. *Comprehensive assessments consider many outcomes and require several parts, steps, skills and/or concepts.*

Assignment Completion

It is crucial that assignments are completed by the given due date, to assist the teacher in providing the student with timely feedback to help them improve.

- If an assignment is not handed in by the due date it will be marked NHI in Powerschool (equivalent to 0%) until it is completed.
- **Past Extended Deadline (PED):** If an assignment remains unsubmitted after an agreed upon extended deadline or two weeks after the original deadline, it will be marked as a PED in PowerSchool. This is a '0' that will not be changed - it is then too late to submit the assignment. This will be clearly communicated to you before the extended deadline.
- If you know you will be absent you must make prior arrangements with me.
- If you are absent (sick, etc.) you must communicate with me and make arrangements for assignment completion. Google Classroom submission can be completed from any device on the due date. Hard copies can be handed in immediately upon your return.
- It is your responsibility to catch up on missed work, lessons, notes, etc. when you are absent - **be prepared and caught up when you return.**
- Make up assignments will not be an option in this course. If you work diligently the first time, there will be no need for end of semester extra credit requests.

Academic Honesty and Responsibility

Honesty means to complete assignments in a truthful and responsible way.

Responsibility includes completing and submitting assignments on time.

Plagiarism is using another person's words OR ideas and passing them off as your own without giving credit to the original source.

- There is ZERO tolerance for academic dishonesty, plagiarism, cheating, and colluding - all parties involved will be held responsible.
- First Offense: rewrite entire assignment under supervision; call home.
- Second Offense: consequences may result in a '0'.

“I’m just looking for ideas...”

Ideas, impressions, and understanding and why students cannot search online for inspiration.

Personal responses and critical analytical responses require students to respond to an idea, opinion, situation, and/or text. They are evidence of a student’s thinking. Therefore, you may not “google” or “search” for ideas.

****I am interested in YOUR thoughts, interpretations, ideas and words.****

Absences and Lates

If late, enter class QUIETLY. Accumulation of lates will result in a late contract as per school policy. Accumulation of absences may result in an attendance contract as per school policy.

Cell Phone/Headphone Policy

Eagle Butte High School is a distraction-free zone. This means that cellphones, laptops, smartwatches, and other personal devices should be **out of sight and notifications silenced during class time**. Using your phone or personal device during class time, unless directed otherwise by your teacher, will result in consequences as per the school policy.

Respect and Integrity

Our classroom is to be a safe and comfortable space for everyone. You are expected to behave respectfully and with integrity. This includes respect for others, yourself, the classroom, and supplies. In turn, you will be respected and trusted by others.

Throughout the semester, you will be encouraged to develop your own opinions. This means you are also responsible to remain open-minded to the opinions of others. All opinions should be presented in a respectful manner, or not shared at all.

Put downs of any kind to yourself or others, derogatory language, and disrespectful actions and attitudes will NOT be tolerated.

English

Outcome Goals

Students will **listen, speak, read, write, view, and represent** to:

1. Explore thoughts, ideas, feelings and experiences.
2. Comprehend literature and other texts in oral, print, visual and multimedia forms, and respond personally, critically and creatively.
3. Manage ideas and information.
4. Create oral, print, visual and multimedia texts, and enhance the clarity and artistry of communication.
5. Respect, support and collaborate with others.

English Teacher-Awarded Grade Calculation

Major Assessments	55%
Minor Assessments	40%
Homework Completion	5%

****Teacher-Awarded Grade is worth 70% of final grade, Diploma exam is worth 30%***

Important Dates

Diploma Exam Part A: October 29, 2025, 9:00am-12:00pm

Diploma Exam Part B: November 4, 2025, 9:00am-12:00pm

Social Studies

I. Course description:

“Social Studies provides opportunities for students to develop the attitudes, skills and knowledge that will enable them to become engaged, active, informed, and responsible citizens. Recognition and respect for individual and collective identity is essential in a pluralistic and democratic society. Social Studies helps students develop their sense of self and community, encouraging them to affirm their place as citizens in an inclusive, democratic society.”

From Alberta Education Program of Study, Program Rationale & Philosophy

The core concepts of the new Alberta Social Studies Curriculum are citizenship and identity. The program reflects multiple perspectives and pluralism using inquiry-based learning across a variety of areas of Social Studies. Students will actively engage in:

● exploring issues and developing positions	● use of research for deliberative inquiry
● making decisions and solving problems	● meta-cognition (thinking about their thinking)
● critical, creative, historical & geographical thinking	● oral, written, visual and media literacy skills

The material presented in news programs, film, and images is purposefully chosen by EBHS teachers to foster historical empathy and compassion for others which help shape who students are, what they want to become, and the society in which they want to live. In an attempt to portray events realistically, some material may contain profanity or graphic images. It is important to know that students always have the option to take a walk or choose an alternative to the material presented in class.

Social 30-1 and Social 30-2 “Perspectives on Ideology” explores the complexities of ideologies and examines multiple perspectives regarding the principles of classical and modern liberalism, and the role liberalism has played in the development of modern democratic societies. Students will analyze various political and economic systems with the opportunity to assess the merits of the principle of liberalism. In understanding the basics of competing ideologies, students will be able to effectively analyze and evaluate government policies and actions and develop individual and collective responses to current local, national, and global issues.

In Social 30-1 and 30-2, students will explore the following key issue:

To what extent should we embrace an ideology?

This issue will be studied through the examination of four related issues addressed throughout various parts of the course:

- A. To what extent should ideology be the foundation of identity?
- B. To what extent is resistance to liberalism justified?
- C. To what extent are the principles of liberalism viable?
- D. To what extent should my actions as a citizen be shaped by an ideology?

Social Teacher-Awarded Grade Calculation

Major Assessments	30%
Minor Assessments	30%
Tests	35%
Homework Completion	5%

**Teacher-Awarded Grade is worth 70% of final grade, Diploma exam is worth 30%*

Important Dates

Diploma Exam Part A: January 14, 2026, 9:00am-12:00pm

Diploma Exam Part B: January 21, 2026, 9:00am-12:00pm

CONTENT OPT-IN

In accordance with updated government standards, parents are required to opt-in their child to specific works of literature that may contain controversial, religious, or sexual material. In our classroom, the texts that we are studying that require this permission are:

- *Night*, Elie Wiesel

Thus, please sign and return this course outline to school prior to September 11, 2025. **If this form is not signed and returned, your child will be given an alternate textual title to independently study while the rest of the group studies this novel.**

X_____

Date:_____

If you have any further questions, please do not hesitate to contact me through email at tyjans@prrd8.ca . I am incredibly excited about the learning that we are going to do together this semester!