Humanities Portfolio Project

Portfolios will be presented June 13-16

Dear Parents and Students,

The Humanities Department is beginning to plan for assessing our student's growth through an electronic format. Instead of a final exam, students are **_expected_** to 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.com), or Google Slides (www.google.ca/slides/about), illustrate the acquired knowledge and skills gained.

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 are available for viewing in the Humanities section of the ND School website.

*The project is valued at **10% of the student's final Humanities grade**; broken down this way:*

Humanities 8			Communication Competencies:	
Christian Education Competencies	**Social Studies Competencies**	**English Language Arts Competencies**	**Oral Presentation**	**Electronic Presentation**
30 marks	**30 marks**	**30 marks**	**5 marks**	**5 marks**

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.

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)?

2. 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: _____   Mark: /30

Category	Fully Meets Expectations	Generally Meets Expectations	Minimally Meets Expectations	Does Not Meet Expectations
LOVE Define growing in faith as it relates to your covenant with God 3 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

2. 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:

_____
_____
_____
_____
_____

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	Cable News Network
www.bbc.com	British Broadcasting Corporation
www.nytimes.com	The New York Times
www.ap.org	The Associated Press
www.reuters.com/news	Reuters News Service
www.nationalgeographic.com	National Geographic

Social Studies Portfolio Rubric

Name: _____   Mark: /30

Category	Fully Meets Expectations	Generally Meets Expectations	Minimally Meets Expectations	Does Not Meet Expectations
Current Event Article				
Citation:	Title of article Source Date Author	Title of article Source Date	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

Portfolio Questions:

1. Select two paragraphs (or essays) from the 2015-2016 school year:
   - ✓ one written between **September - January**
   - ✓ a second one written between **February - April**

2. Apply the Grade 8 *Self-Assessment Rubric* to both paragraphs (found at the end of this document)

3. 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: _____   Mark: /30

Category	Fully Meets Expectations	Generally Meets Expectations	Minimally Meets Expectations	Does Not Meet Expectations
Application of:				
Rubric:	Completed hi-lights for both rubrics	N/A	N/A	Did not hi-light 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

Electronic Portfolio Rubric

Name: _____   **Mark   /5**

Category	Fully Meets Expectations	Generally Meets Expectations	Minimally Meets Expectations	Does Not Meet Expectations
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: _____   **Mark:**   /5

Category	Fully Meets Expectations	Generally Meets Expectations	Minimally Meets Expectations	Does Not Meet Expectations
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	Fully Meets Expectations	Generally Meets Expectations	Minimally Meets Expectations	Does Not Meet Expectations
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