

# BAA [Explorations of Great Ideas ] Framework 10

**District Name:** Kamloops/North Thompson

**District Number:** School District #73

**Developed by:** Mr. Neil Whitmore

**Date Developed:** 2003

**School Name:** South Kamloops Secondary

**Principal's Name:** Mr. Vic Bifano

**Board/Authority Approval Date:**

**Board/Authority Signature:**

**Course Name:** Explorations of Great Ideas

**Grade Level of Course:** ~~Grade 8-12~~ 10

**Number of Course Credits:** 4 credits

**Number of Hours of Instruction:** 120 hours

**Prerequisite(s):**

**Special Training, Facilities or Equipment Required:**

**The Great Books of the Western World** (GBWW), Encyclopaedia Britannica.

**Course Synopsis:**

The course is unique in its multi-disciplinary scope and multi-grade level class composition. The Great Books of the Western World provide opportunities for the students to read the original works of the most distinguished western authors in the areas of literature, history, mathematics, the sciences, economics, philosophy, religion politics, and ethics. As gifted learners in grades 8-12 interact and share ideas while working on projects based on their readings of the Great Books they expand their vocabulary and knowledge in all subject areas as well as an increased understanding of the great ideas that shaped the development of western culture over the past 30 centuries. Additionally students will increase their understanding of the types of reasoning and critical thinking skills.

**Definitions:**

GBWW - The Great Books of the Western World. A 60 Volume set of books published by the Encyclopaedia Britannica.

Great Ideas - A set of themes referenced through the *syntopicon*.

Syntopicon - The first 2 volumes of the GBWW. It is a distinctive type of index which cross-references the works of the Great Authors to specific themes, topics and sub-topics in chronological order.

**Rationale:**

Reading and understanding great works by history's outstanding minds is often considered the fundamental substance of a liberal education. Explorations of Great Ideas is a reading, thinking and project based course to provide academic enrichment to gifted learners. It is based on the principle that gifted learners need a distinctly different learning challenge within the regular school timetable and not simply more classroom work or advancement to the next grade level.

**Organizational Structure:**

Unit/Topic	Title	Time
Unit A	Individual Studies (The Great Ideas)	20
Unit B	Individual Studies (Patterns of Reasoning)	20
Unit C	Individual Studies (The Inventory of Terms)	20
Unit D	Individual Studies (Book Report)	20
Unit E	Small Group Studies (Exploring a Theme through Time)	20
Unit F	Whole Class Studies (Timeline)	10
Unit G	Whole Class Studies (Discussions)	10
<b>Total Hours</b>		120

**Unit/Topic/Module Descriptions:****A: Individual Studies (The Great Ideas)**

It is expected that students will...

- A1. use the *syntopicon* to access works relating to the *Great Ideas*
- A2. read works from 3 or more authors in the GBWW relating to a single Great Idea
- A3. analyse 3 or more quotes relating to a single Great Idea
- A4. reflect on their analysis and record their thoughts relating to the Great Idea

**B: Individual Studies (Patterns of Reasoning)**

It is expected that students will...

- B1. differentiate between and give examples of the following types of reasoning:
  - Analytical
  - Synthesising
  - Comparative
  - Classifying
  - Induction
  - Deduction
  - Evaluative
- B2. state the divisions of Bloom's Taxonomy and the skills demonstrated by each
- B3. apply a type of reasoning to 3 or more quotes relating to a single Great Idea

**C: Individual Studies (The Inventory of Terms)**

It is expected that students will...

C1. use the Inventory of Terms in the syntopicon to access works relating to 2 or more of the Great Ideas

C2. read works from 3 or more authors in the GBWW relating to 2 or more of the Great Ideas

C3. analyse 3 or more quotes relating to 2 or more Great Ideas

C4. reflect on their analysis and record their thoughts relating to their chosen topic

**D: Individual Studies (Book Report)**

It is expected that students will...

D1. self-select a single work from the GBWW and read a significant portion of that work

D2. chronicle the facts of the work

D3. provide a written interpretation of the work.

D4. use quotations from the original work to support their thesis

D5. conduct research on the historical context in which the work was written or the impact that the work made on western culture

**E: Small Group Studies (Exploring a Theme through Time)**

It is expected that students will...

E1. form small groups (2 or 3) of students to explore how a theme (great idea) has evolved through time

E2. read works from 3 or more authors in the GBWW relating to how a theme has evolved through time

E3. analyse 3 or more quotes relating to how a theme has evolved through time

E4. reflect on their analysis and record their thoughts relating to how a theme has evolved through time

**F: Whole Class Studies (Timeline)**

It is expected that students will...

F1. co-operate with all members of the class to produce a timeline project

F2. develop a historical perspective relating the works of the Great Authors to the events of western culture preceding and during their lives

**G: Whole Class Studies (Discussions)**

It is expected that students will...

G1. define the following elements of critical thinking

- Observations
- Facts
- Inferences
- Assumptions
- Opinions.
- Arguments
- Critical Analysis

G2. apply the elements of critical thinking to provide meaningful and positive critiques on their projects

**Instructional Component:**

For units A to E the students will be given direct class instruction along with one-on-one teacher to student discussions on the organisation and use of the syntopicon and the GBWW. “Hands-on” small group student centred activities have been developed to teach the patterns of reasoning and Bloom’s Taxonomy in unit B and the elements of critical thinking in unit G. As one can tell from the expected learning outcomes that the students do a great deal of reading and writing with the teacher acting as a facilitator as they work through making projects based on their interpretation of the themes presented in the Great Books.

### **Assessment Component:**

Units A and D will be assessed using a student produced written report (typically 2-6 typed pages in length)

Unit B will be assessed on a poster project that diagrammatically depicts the application of a type of reasoning to a single Great Idea.

Units C and E will be assessed on a project produced by the students and may take the form of their choosing.

Examples of projects:

- written report
- painting
- poster/collage
- sculpture
  - ↳ clay
  - ↳ paper maché
  - ↳ 3-D model
- video presentation
- performance
  - ↳ dance
  - ↳ play

Units F and G will be assessed on individual participation and contributions to the timeline class project and on their individual participation and thoughtful contributions to positive critiques of their own and their peers projects.

### **Learning Resources:**

- The Great Books of the Western World , Encyclopaedia Britannica.
- Dictionaries

### **Additional Information:**