



# GEORGE S. HENRY ACADEMY COURSE OUTLINE

## EXPRESSING INDIGENOUS CULTURES THROUGH THE ARTS



<b>COURSE CODE</b>	NAC101	<b>GRADE</b>	9
<b>TEACHER(S)</b>	R. M.C. Filicetti	<b>CREDIT VALUE</b>	1.0
<b>DEPARTMENT</b>	Social Global	<b>PREREQUISITE</b>	none

### COURSE DESCRIPTION:

This course examines Indigenous cultures in Canada through an exploration of art forms – painting, sculpture, storytelling, dance, and music – created by Indigenous artists. Students will learn to identify Indigenous art forms and describe relationships between the art and Indigenous traditions, philosophy, and culture. Students will also create their own art forms to express their understanding of Indigenous identity, relationships, and sovereignty.

Additional information can be found at: <http://www.edu.gov.on.ca/eng/curriculum/secondary/subjects.html>

### COMMUNICATION

Please direct all questions or concerns regarding student progress or program of study to the course teacher. Please call the main office to leave a message at 416-395-3240 or email at [rita.filicetti@tdsb.on.ca](mailto:rita.filicetti@tdsb.on.ca)

### CONCRETE LEARNING RESOURCES

Textbook 1—Aboriginal Beliefs, Values and Aspirations.  
(Replacement Cost \$85)

Textbook 2—Aboriginal Peoples In Canada  
(Replacement Cost \$85)

### DIGITAL LEARNING RESOURCES

My School Day App - Allows you to stay up-to-date with in-class tasks and reminders about upcoming evaluations.

Google Classroom called NAC10

### GEORGE S. HENRY ACADEMY'S COURSE WORK POLICY

For each evaluation, the teacher will inform students of the **due date** and the **ultimate deadline**. The ultimate deadline is the last opportunity for students to submit an assignment for evaluation. Teachers may also use a variety of other methods for dealing with late and missed assignments at their discretion.

#### Strategies to assist students in meeting deadlines include:

- Peer tutoring
- Using a personal agenda
- Seeking extra help from teachers
- Requesting for assistance with time management and organizational skills
- Getting help from parents/guardians
- Getting help from a caring adult in the school

### ASSESSMENT AND EVALUATION OF STUDENT ACHIEVEMENT

Each course follows an achievement chart which enables teachers to make judgements about student work that are based on clear performance standards and on a body of evidence collected over time. Additional information can be found on the Ministry of Education website noted within the course description.

### ACHIEVEMENT CHART CATEGORIES and COURSE WORK (70% of your overall grade)

Categories	%	Possible Assessments of Learning
<b>K &amp; U</b>	<b>17</b>	<b>Knowledge of content</b> (facts, terms, procedural skills, use of tools); <b>Understanding of content</b>
<b>T</b>	<b>18</b>	<b>Use of planning skills</b> –carrying out a plan, collecting data, questioning, testing, revising, modelling, solving, inferring, forming conclusions, evaluating reasonableness, making convincing arguments, reasoning, justifying, proving, reflecting; <b>Use of critical/creative thinking processes</b> —problem solving, inquiry
<b>C</b>	<b>18</b>	<b>Expression and organization of ideas and information</b> clarity of expression, logical Organization, using oral, visual, and written forms; <b>Communication for different audiences and purposes</b> —to present data, justify an idea, express a critical argument, etc <b>in oral, visual, and written forms</b> to peers, teachers <b>Use of conventions</b> (e.g., terms, symbols) in oral, visual, and written forms
<b>A</b>	<b>17</b>	<b>Application of knowledge and skills in familiar contexts, Transfer of knowledge and skills to new contexts, Making connections within and between various contexts/disciplines</b>

## UNITS OF STUDY/COURSE ROAD MAP (subject to change)

**Unit 1 Identity--** Identity is a concept based on the question Who am I? The investigation of identity is a personal journey of discovery and realization, which is part of the maturation process of all students during the adolescent years. Historical events, such as the Indian Act, have made the issue of identity a particular concern to Aboriginal peoples and all Canadians.

Portfolio design	Communication	3%
Class community artwork (totem)	Knowledge	3%
Softleum print of original symbol on paper	Application	6%
Symbol stencil on t-shirt	Thinking	6%

**Unit 2 Relationships--** This strand serves as a focus for exploring ties that Aboriginal peoples have developed and maintained with the land and its life-sustaining resources. In addition, students will explore the personal connections that Aboriginal peoples have made spiritually and culturally with their world.

Pre-colonial role play	Knowledge	3%
Sugar Falls—reading, writing and drawing	Thinking	4%
Grandfather teachings	Communication	3%
Animal clay vessel	Application	6%

**Unit 3 Sovereignty--** In the traditional governments of Aboriginal peoples, sovereignty is based on a spiritual understanding that the Creator gives human beings the responsibility for governing themselves and taking care of the natural environment. In current discussions about sovereignty, Aboriginal peoples assert that this understanding is within themselves and that self-determination is basic to the needs of all human beings.

Treaties and wampums	Knowledge	4%
Native Group of Seven study	Application	4%
Medicine Wheel construction	Communication, Thinking	10%

**Unit 4 Challenges--** Among the range of challenges faced by Aboriginal peoples today is the need to reclaim, reassert, and further develop the distinct identities, relationships, and sovereignty that they have always held.

Mural	Thinking, communication	9%
Self-portrait painting	Knowledge, application	9%

### Final 30 % Unit 5 - Culminating Activity

Written reflection	Thinking, communication	10%
Multi-media artwork	Knowledge, application, communication	20%

## GEORGE S. HENRY ACADEMY'S LATE & MISSED EVALUATION POLICY

It is the responsibility of the student to make arrangements with their teacher for any missed course material and/or assignments. Extenuating circumstances will be considered on a case-by-case basis.

## GEORGE S. HENRY ACADEMY'S ACADEMIC DISHONESTY POLICY

Cheating and plagiarism will not be condoned. For more information, refer to the Academic Honesty Policy found in the Student Handbook. The Student Handbook can be found in the George S. Henry Academy app.

## SPECIALIST HIGH SKILLS MAJOR (SHSM) REQUIREMENTS

GRADE 11 AND 12 CREDITS	ENVIRONMENT	HEALTH & WELLNESS	HOSPITALITY & TOURISM
Major Credits	4	4	4
English ( <i>including a CLA*</i> )	2	1	1
Mathematics ( <i>including a CLA</i> )	1	1	1
Science or Social Sciences and Humanities ( <i>including a CLA</i> ) ( <i>May be substituted with 1 co-op credit</i> )	-	1	-
Business Studies or Science ( <i>including a CLA</i> ) ( <i>May be substituted with 1 co-op credit</i> )			1
Co-operative Education	2	2	2
<b>TOTAL</b>	<b>9</b>	<b>9</b>	<b>9</b>

\*Contextualized Learning Activity