

## Sir John A. Macdonald Collegiate Institute (2024-2025)

<b>Course Name</b>	World Cultures	<b>Grade</b>	12
<b>Course Code</b>	HSC4M	<b>Credit Value</b>	1.0
<b>Prerequisite</b>	Any university or university/college preparation course in social sciences and humanities, English, or Canadian and world studies	<b>Type of Course</b>	M (mixed)
<b>Textbook</b>	None	<b>Teacher</b>	Ms. Stavrou

### Course Description:

This course examines the nature of culture; how cultural identities are acquired, maintained, and transformed; and theories used to analyze cultures. Students will explore world cultures, with an emphasis on the analysis of religious and spiritual beliefs, art forms, and philosophy. They will study the contributions and influence of a range of cultural groups and will critically analyze issues facing ethnocultural groups within Canada and around the world. Students will develop and apply research skills and will design and implement a social action initiative relating to cultural diversity.

Strand / Category	Definition	Weighting
Knowledge and Understanding (K/U)	Subject-specific content acquired in each grade / course (knowledge), and the comprehension of its meaning and significance (understanding)	25%
Thinking and Inquiry (TI)	The use of critical and creative thinking skills and / or processes	25%
Communication (C)	The conveying of meaning and expression through various forms	25%
Application (A)	The use of knowledge and skills to make connections within and between various contexts	25%

### Units of Study:

These are fluid units of study that may alter throughout the course depending on student interest, relevant current events, and time constraints.

1. The Concept of Culture
2. Cultural Expressions
3. Cultural Issues

### Assessment and Evaluation Strategies:

The following is a list of potential assessment and evaluation strategies to be used within the course; the list is not exhaustive and is subject to change based on circumstance and the release of Ontario Ministry of Education profile.

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| <ul style="list-style-type: none"> <li>● Quizzes, Quests, Tests</li> <li>● Position Paper / Essay</li> <li>● Research Project / Task</li> <li>● Research Activities / Reports</li> </ul> | <ul style="list-style-type: none"> <li>● Case Studies</li> <li>● Class Activities</li> <li>● Debates</li> <li>● Multimedia Presentations</li> </ul> | <ul style="list-style-type: none"> <li>● Visual Organizers</li> <li>● Oral Presentations</li> <li>● Exam</li> </ul> |
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Learning Skills	Assessment of Learning Skills
Responsibility Organization Independent Work Collaboration Initiative Self-Regulation	Excellent (E) Good (G) Satisfactory (S) Needs Improvement (N)

## Levels of Achievement

For Grades 9 to 12, a student's achievement of the overall curriculum expectations will be evaluated in accordance with the achievement charts in the provincial curriculum and will be reported using percentage marks.

Achievement Level	Percentage Mark Range	Achievement Description
HL4 / L4+ L4 LL4 / L4-	90 – 100 84 – 89 80 – 83	Level 4 identifies achievement that surpasses the provincial standard. The student demonstrates the specified knowledge and skills with a high degree of effectiveness.
HL3 / L3+ L3 LL3 / L3-	77 – 79 73 – 76 70 – 72	Level 3 represents the provincial standard for achievement. The student demonstrates the specified knowledge and skills with considerable effectiveness. Parents of students achieving at level 3 can be confident that their children will be prepared for work in subsequent grades/courses
HL2 / L2+ L2 LL2 / L2-	67 – 69 63 – 66 60 – 62	Level 2 represents achievement that approaches the provincial standard. The student demonstrates the specified knowledge and skills with some effectiveness. Students performing at this level need to work on identified learning gaps to ensure future success.
HL1 / L1+ L1 LL1 / L1-	57 – 59 53 – 56 50 – 52	Level 1 represents achievement that falls much below the provincial standard. The student demonstrates the specified knowledge and skills with limited effectiveness. Students must work at significantly improving learning in specific areas, as necessary, if they are to be successful in the next grade/course

Students who achieve below 50% have not met curriculum expectations; a credit will not be granted.

### Calculation of Final Mark:

- 70% for evaluations conducted throughout the course and class work
- 30% for the culminating activity and final exam

### Ontario Ministry of Education HSC4M1 Curriculum:

Strand	Overall Expectations
A. Research and Inquiry Skills	<ul style="list-style-type: none"> <li>● <i>A1. Exploring:</i> explore topics related to world cultures and/or cultural groups, and formulate questions to guide their research</li> <li>● <i>A2. Investigating:</i> create research plans, and locate and select information relevant to their chosen topics, using appropriate social science research and inquiry methods</li> <li>● <i>A3. Processing Information:</i> assess, record, analyze, and synthesize information gathered through research and inquiry</li> <li>● <i>A4. Communicating and Reflecting:</i> communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills</li> </ul>
B. The Concept of Culture	<ul style="list-style-type: none"> <li>● <i>B1. Understanding Culture:</i> demonstrate an understanding of the elements and functions of culture and the nature of cultural influence</li> <li>● <i>B2. Cultural Dynamics:</i> analyze how cultural identities are socially constructed, preserved, transmitted, and transformed</li> <li>● <i>B3. Theoretical Analysis of Culture:</i> demonstrate an understanding of theories and concepts related to the study of culture, and apply these theories to analyze various cultures</li> </ul>
C. Cultural Expressions	<ul style="list-style-type: none"> <li>● <i>C1. Art, Philosophy, and Religion:</i> demonstrate an understanding of artistic expressions, philosophies, and religious/spiritual beliefs found within specific cultures, and of how these expressions relate to various aspects of those cultures</li> <li>● <i>C2. Cultural Expressions in Context:</i> analyze specific cultural expressions and a range of factors that can affect them</li> <li>● <i>C3. Contributions and Influences:</i> assess the contributions to and influence on various cultures/societies, including Canada, of a diverse range of ethnocultural groups and individuals from those groups</li> </ul>
D. Critical	<ul style="list-style-type: none"> <li>● <i>D1. Power Relations:</i> demonstrate an understanding of the dynamics of power relations within specific</li> </ul>

Cultural Issues	<p>cultural groups and between minority and majority cultures</p> <ul style="list-style-type: none"> <li>● <i>D2. Policies and Issues:</i> demonstrate an understanding of past and present policies and issues affecting cultural diversity in Canada, and compare approaches to such policy in Canada with those in other countries</li> <li>● <i>D3. Social Action and Personal Engagement:</i> design, implement, and evaluate an initiative to address an issue related to cultural groups or promoting cultural diversity</li> </ul>
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### \*\*\* ACADEMIC HONESTY \*\*\*

#### **Cheating**

Cheating is usually defined as the act of practicing deceit or breaking the rules. In the context of assessment and evaluation, cheating would be defined as the deviation from the behaviour expected in an evaluation situation. Examples include but are not limited to:

- Copying another student's homework;
- Using another student's work on a test or any other evaluation;
- Bringing unauthorized notes or notations into an evaluation;
- Asking for or giving someone an answer during an evaluation;
- Using technology or artificial intelligence to create written work;
- Unauthorized use of electronic media to obtain answers during an evaluation; and
- Presenting assignments that have been completed by someone else as one's own.

#### **Plagiarism**

Plagiarism is defined as the use or close imitation of the language and thoughts of another without attribution, in order to represent them as one's own original work (*Growing Success*, 2010, p.151). It can take many forms, including the following:

- Submitting an essay/assignment written by someone else (e.g., buying an essay online, downloading an essay from a website, having someone else complete one's assignment, or copying or using work including homework done by another student);
- Piecing together material from one or several sources and adding only linking sentences;
- Quoting or paraphrasing material without citing the source of that material, including, but not limited to books, magazines, journals, websites, newspapers, television programs, radio programs, movies, videos, photographs, and drawings in print or electronic form;
- Using technology or artificial intelligence to create written work;
- Copying and pasting from the internet or other electronic sites without citing the source; and
- Omitting quotation marks for direct quotations even if the sources have been cited.

#### **Responsibility**

To ensure academic honesty and avoid instances of plagiarism, students are expected to:

- Seek clarification from teachers about actions that constitute plagiarism;
- Seek remediation when their research skills are deficient;
- Understand the penalties for academic dishonesty and plagiarism; and
- Ensure that all their work is original and that they cite sources accurately and consistently.

#### **CONSEQUENCES OF ACADEMIC DISHONESTY**

It is the intention of the TDSB to provide a consistent and fair approach to dealing with instances of academic dishonesty, specifically with plagiarism and cheating. When plagiarism/cheating is detected, the following process will be followed:

#### **Investigation**

- When a teacher discovers evidence of plagiarism/cheating, the teacher will discuss the matter with the student(s) involved;
- The teacher will determine if plagiarism/cheating has occurred; and
- The teacher may consult with the principal/vice-principal to review the situation or whether there may be a consistent pattern of academic dis-honesty.

#### **Communication**

If the teacher confirms plagiarism/cheating has occurred:

- The teacher will inform the principal/vice-principal of the specific details regarding the plagiarized assignment or the allegation of cheating and the resulting consequences;

- The teacher will inform the student of the consequences of this instance of plagiarism/cheating; and
- The teacher will inform the parent(s)/guardian (when the student is under the age of 18) that plagiarism/cheating has occurred and the consequences of this action.

**Minimum Consequences for Plagiarism/ Cheating**

- A mark of zero **may** be awarded for the assignment in question, as the student has not demonstrated skills required to meet achievement of the course/curriculum expectations;
- Or, in the professional judgment of the teacher/principal, they may provide an opportunity at another time for the student to demonstrate evidence of skills;
- And, depending on the nature of the offense and in discussion with the principal/vice-principal, the student's other teachers may be alerted; and,
- A repeated pattern of academic dishonesty **will** result in an escalating severity of consequences.

*This document is subject to change.*