



# Oakwood Collegiate Institute

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Website: <http://schoolweb.tdsb.on.ca/oakwoodci/Home.aspx>

## Course Outline: Expressing Aboriginal Cultures

<b>Academic Year: 2019-2020</b>		<b>Teacher Name: P. Tiberio</b>	
<b>Department: Arts</b>		<b>CL / ACL: P. Tiberio</b>	
<b>Course Title</b>	Native Studies	<b>Course Code</b>	NAC1O1
<b>Prerequisite</b>	None	<b>Grade</b>	9
<b>Level</b>	Open	<b>Credit Value</b>	1

### Course Description

#### Ontario Ministry of Education Document:

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

### Course Overview: Instructional Strands/Units

**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.

**Relationships:** This strand serves as a focus for exploring ties that Aboriginal peoples have developed & 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.

**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.

**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.

<b>Student Evaluation Criteria</b>			
<b>Term Work</b>		<b>Culminating Activities</b>	
<b>Curricular Strands</b>			
Knowledge/Understanding	17.5%	Culminating Project	30%
Thinking	17.5%		
Communication	17.5%		
Application	17.5%		
<i>Term Work 70%</i>		<i>Culminating Activity Total 30%</i>	

<b>Learning Supports for Students</b>
<p><u>Supports for Students with Individual Education Plans (IEP's)</u></p> <ul style="list-style-type: none"> <li>Subject teachers provide accommodations and modifications as outlined on student IEP's. Supports may include: organizational support, additional time, graphic organizers, reduced work load, chunking of information, note-taking assistance, assistive technology (computer), preferential seating.</li> </ul>
<p><u>Extra Help</u></p> <ul style="list-style-type: none"> <li>Teachers post the time that they are available for extra help in their classrooms. Students are encouraged to speak with their teachers to arrange other times as required.</li> <li>Students can also see their Guidance Counsellor for information on other academic supports available.</li> </ul>

<b>Assessment of Learning Skills</b>
<b>Independent Work</b> – Uses class time appropriately to complete tasks
<b>Collaboration</b> – Accepts various roles and an equitable share of work in a group
<b>Organization</b> - Arrives to class prepared and on time, meets deadlines with quality work and maintains a complete notebook
<b>Responsibility</b> – Fulfils responsibilities and commitments within the learning environment
<b>Initiative</b> – Looks for and acts on new ideas and opportunities for learning
<b>Self-Regulation</b> – Sets own individual goals and monitors progress towards achieving them

<b>Report Card Schedule</b>				
	<b>1<sup>st</sup> Report Card</b>	<b>2<sup>nd</sup> Report Card</b>	<b>Interim Report Card</b>	<b>Final Report Card</b>
<b>Report Cards</b>	Nov. 20, 2019.	Feb. 7, 2020.	April 16, 2020.	June 25, 2020.
<b>Parent-Teacher Interviews</b>	Nov. 28, 2019.	Feb.13, 2020.		

## Department Expectations, Policies and Procedures

### Homework and Assignments:

There is an expectation that daily homework will be completed and assignments will be **submitted at the start of class on the specific due date**. Homework can take the form of studio work, sketchbook assignments, preparatory sketches, readings, question and answer sheets, written critiques, oral critiques, research, presentations, written reflections, and preparation for quizzes and tests. Students not adhering to the above expectations must meet with their teachers on an individual basis.

### Culminating Activity:

Students will be required to complete a culminating activity. The culminating activity will be an opportunity to use knowledge and skills acquired in this course in a single major project or series of projects. This activity will include written work. This studio portion of this activity must be completed in class in order to be assessed and will represent 30% of the final mark.

### Attitude and Effort:

**Your attitude and effort will be an integral part of your success in this course:**

1. **Homework** – You will be successful in this course if you come to class on time, with your homework thoroughly complete. You can expect to receive homework regularly.
2. **Ready for class** – Be punctual, with course materials, attend class & actively participate in classroom activities; these are the most effective ways to ensure success in this course.
3. **Cooperation** – You will be successful in this course if you respect yourself, your classmates, the teacher, and the classroom environment. You are asked to be polite and listen actively. You will have opportunities to work in small groups and individually.

### Late Policy:

**Assignments are due in hard copy at the beginning of class on the due date, unless specified otherwise. Late assignments will be deducted -10% off the total value the assignment. Once the assignments have been marked and returned to students, the teacher will no longer accept the late assignment; a mark of zero will be achieved.**

INITIALS \_\_\_\_\_

It is a student's responsibility to make alternative arrangements for missed work. However, teachers are not required to provide extensions or alternative assignments to accommodate a student who misses work due to unexplained absences. If any evaluations are missed, without valid reason, a mark of zero will be achieved.

Tests and presentations must be done during the scheduled class unless prior arrangements have been made with the teacher and/or a medical note verifying a legitimate absence is presented to the teacher immediately upon return to school, in which case an arrangement will be made to make-up or omit the work (at the teacher's discretion). Missed tests and presentations that do not meet the above criteria will achieve a mark of zero.

### Plagiarism:

Plagiarism is copying, reproducing or paraphrasing more than 5 words of someone else's published or unpublished material, and representing these as one's own by not acknowledging the appropriate source or by failure to use the appropriate quotation marks. If a student is found guilty of plagiarism, one or more of the following penalties will apply: inform parents/guardians for students under the age of 18 years old, requirement for submission of a new piece of work, total loss of marks on the assignment, suspension from school.