

EXPRESSING ABORIGINAL CULTURES

NAC10 - COURSE SYLLABUS

COURSE TITLE:	Expressing Aboriginal Cultures	SCHOOL:	Subway Academy II
MINISTRY DOCUMENT:	http://www.edu.gov.on.ca/eng/curriculum/secondary/nativestudies910curr.txt	COURSE CODE:	NAC10
COURSE TYPE/GRADE:	Grade 9 Open	CREDIT VALUE:	1.0 110 hours
PREREQUISITE:	None	YEAR:	2015-2016
TEACHER NAME:	Joanna Simpson	HOURS:	Individual Sessions 9am-1:30pm
TEXTBOOK(S):	Various Texts		

COURSE DESCRIPTION :

This course examines Indigenous cultures in Canada through an exploration of art forms – painting, sculpture, printmaking and some traditional art forms. Students will learn to identify Indigenous art forms and describe relationships between the art forms and Indigenous traditions, philosophy, and culture. Students will also create their own art forms to express their understanding of personal identity, Indigenous Identity, relationships, challenges and sovereignty.

OVERALL CURRICULUM EXPECTATIONS:

Expectations for Expressing Aboriginal Cultures are organized in four distinct and related strands: Identity, Relationships, Sovereignty, and Challenges.

Identity

By the end of this course, students will:

- describe the elements of culture reflected in various art forms;
- demonstrate understanding of how Aboriginal art forms reflect cultural identity;
- produce Aboriginal art forms that portray Aboriginal culture;
- demonstrate understanding of traditional Aboriginal forms of expression and their influence on the portrayal of Aboriginal identity in contemporary art forms.

Relationships

By the end of this course, students will:

- demonstrate understanding of the relationships among Aboriginal peoples, their environments, and art forms;
- identify how specific Aboriginal art forms reflect aspects of the society that produced them;
- produce art forms that demonstrate Aboriginal relationships.

Sovereignty

By the end of this course, students will:

- demonstrate an appreciation of the diversity of Aboriginal art forms;
- produce art forms that have sovereignty as their theme, using a combination of traditional and new technologies.
- explain how Aboriginal art forms can be a means of self-expression and collective identity that re-establish sovereign relationships.

Challenges

By the end of this course, students will:

- demonstrate understanding of the impact of Aboriginal art forms on society;
- explain how art forms are a means for promoting dialogue and healing in Aboriginal communities;
- demonstrate understanding of issues related to the production of Aboriginal art forms;
- identify how new and evolving art forms reclaim, revive, and sustain Aboriginal cultures.

ASSESSMENT:

The Purposes of Assessment, the Nature of Assessment for Different Purposes, and the Uses of Assessment Information (Growing Success: p. 31). - See next page for explicit details.

Purpose of Classroom Assessment	Nature of Assessment	Use of Information
<p>Assessment FOR learning "...is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go, and how best to get there."</p>	<p>Diagnostic Assessment: -occurs before instruction begins so teachers can determine students' readiness to learn new knowledge and skills, as well as obtain information about their interests and learning preferences.</p>	<p>The information gathered: -is used by teachers and students to determine what students already know and can do with respect to the knowledge and skills identified in the overall and specific expectations, so teachers can plan instruction and assessment that are differentiated and personalized and work with students to set appropriate learning goals.</p>
	<p>Formative Assessment: -occurs frequently and in an ongoing manner during instruction, while students are still gaining knowledge and practicing skills.</p>	<p>The information gathered: -is used by teachers to monitor students' progress towards achieving the overall and specific expectations, so that teachers can provide timely and specific descriptive feedback to students, scaffold next steps, and differentiate instruction and assessment in response to student needs.</p>
<p>Assessment AS Learning "...focuses on the explicit fostering of students' capacity over time to be their own best assessors, but teachers need to start by presenting and modelling external, structured opportunities for students to assess themselves."</p>	<p>Formative Assessment: -occurs frequently and in an ongoing manner during instruction, with support, modelling, and guidance from the teacher.</p>	<p>The information gathered: -is used by students to provide feedback to other students (peer assessment), monitor their own progress towards achieving their learning goals (self-assessment), making adjustments in their learning approaches, reflect on their learning, and set individual goals for learning.</p>

Purpose of Classroom Assessment	Nature of Assessment	Use of Information
<p>Assessment OF Learning "...is the assessment that becomes public and results in statements or symbols about how well students are learning. It often contributes to pivotal decisions that will affect students' futures."</p>	<p>Summative Assessment: -occurs at or near the end of a period of learning, and may be used to inform further instruction.</p>	<p>The information gathered: -is used by the teacher to summarize learning at a given point in time. This summary is used to make judgments about the quality of student learning on the basis of established criteria, to assign a value to represent that quality, and to support the communication of information about achievement to students, parents, teachers, and others.</p>

ASSESSMENT OF LEARNING (EVALUATION TASKS)

Evaluation measures achievement of the overall curriculum expectations. They are summative and usually take place at the end of important segments of learning (end of a unit, strand, term, semester), following student practice and constructive feedback. Evaluations give students an opportunity to apply and demonstrate their learning based on established achievement criteria.

Seventy per cent (70%) - (COURSE WORK) of the final grade will be based on the evaluations conducted during the course. There will be numerous and varied opportunities for students to demonstrate their achievement of the curriculum expectations across all four achievement categories according to the weighting described below. Missed and/or incomplete assignments will have an impact on the final grade where there are a number of curriculum expectations that have not been evaluated because of missed assignments.

Thirty per cent (30%) - (CULMINATING ACTIVITIES) of the final grade will be based on summative evaluation(s) administered towards the end of the course and following the same weighting of the achievement chart categories as the term evaluation. All students must take part in the course-culminating activities that make up the 30% final evaluation mark.

WEIGHTING ACCORDING TO ACHIEVEMENT CHART CATEGORIES:

Knowledge & Understanding	20 %
Thinking & Inquiry	20 %
Communication	30 %
Application	30 %

Each of the activities you complete in this course (including tests) will be directly tied to the following achievement areas:

Knowledge and Understanding (evaluation of your knowledge of facts and terms and understanding of concepts and theories)

Thinking/Inquiry (evaluation of your critical and creative thinking and inquiry skills)

Communication (evaluation of your ability to communicate information and ideas in a variety of ways)

Application (evaluation of your ability to transfer ideas, draw conclusions, make predictions, and make connections)

EVALUATION - LEVELS OF ACHIEVEMENT

Note: Level 3 is the provincial standard.

Achievement Level	Percentage Mark Range
4+	95-100
4	87-94
4-	80-86
3+	77-79
3	73-76
3-	70-72
2+	67-69
2	63-66
2-	60-62
1+	57-59
1	53-56
1-	50-52

Source: Growing Success: 40.

LEARNING SKILLS:

There are six clusters of *learning skills* required for effective learning, achievement of the curriculum expectations and student success in and out of school: Responsibility, Organization, Independent Work, Collaboration, Initiative, and Self-Regulation.

LATE SUBMISSIONS:

Submitting course work on time is an important aspect of student learning and time management. Students will be informed of the due date for each evaluation at the beginning of a Unit. Late submissions will be reported as part of the learning skills on the report card and a variety of strategies will be used to encourage on-time submission of assignments including clarifying the reason for not completing the assignment, helping develop better time-management skills, setting up a contract, holding team meetings, deducting marks for late assignments, up to an including the full value of the assignment, etc.

(Growing Success: 5)

MISSED SUMMATIVE ASSIGNMENTS / IMPORTANT DATES:

If a student is absent on the day a summative assignment is due or test, the student is expected to bring a note from a parent/guardian (if under 18), physician explaining the test day absence on the day of their return to school. A doctor's note may be required.

ACADEMIC HONESTY:

Students are expected to be academically honest by submitting their own original work, and the marks they receive are intended to reflect their own academic achievement. Academic dishonesty in any form is a serious offence.

Policies are based on at least the following four factors: the grade level of the student, the maturity of the student, the number and frequency of incidents, and, the individual circumstances of the student

COMMUNICATION:

School Telephone: 416-393-1445. School email address: Joanna.Simpson@tdsb.on.ca

COURSE EVALUATION PLAN (subject to change)

ASSESSMENT OF LEARNING

WEEKS	Unit Descriptions	ASSESSMENT OF LEARNING
1-4	<p>Unit 1: Identity Specific topics within this unit include:</p> <p>What is Indigenaity?, What determines identity?, colour theory, the meaning of your name, personal and national identity, self-concept, Seven Grandfather Teachings, deconstructing colonization, the Indian Act, the wampum belt, the Royal Proclamation, assimilation and the impact of residential schools, What is a stereotype and the impact of Hollywood and film on Indigenous peoples, Elements and Principles of Art, looking at logos and symbols, focus on line, texture, shape, contrast. Learning how to make a relief print, inking and printing a block.</p>	<p>UNIT WORTH = 17.5%</p> <p>Unit 1 Summative: → options provided to students include: examining graphic novels, analyzing documentaries, various sketchbook responses and skill building exercises, discussion, examining primary documents, experimenting with a variety of two-dimensional media, interpreting (Inuit) printmaking.</p> <p>Students will be able to present their understanding through a variety of differentiated product choices (i.e. written reflection, artist statements, printmaking, drawing with a variety of media, collage, etc).</p>

WEEKS	Unit Descriptions	ASSESSMENT OF LEARNING
5-8	<p>Unit 2: Relationships Specific topics within this unit include:</p> <p>What is our relationship to people? (our friends, family, peers, etc.), Trade relationships (Fur Trade) Our relationship to nature and land, the Oka Crisis, indigenous perspectives and world views on human connections with the natural world and its influence on the arts (dance, throat singing, beadwork, etc.) The Four Directions and the Medicine Wheel.</p>	<p>UNIT WORTH = 17.5%</p> <p>Unit 2 Summative: → options provided to students include: examining story-telling and its significance, analyzing Inuit sculpture the paintings of Norval Morrisseau, work by Brian Jungen and Keesic Douglas.</p> <p>Students will be able to present their understanding through a variety of differentiated product choices (i.e. written reflection, artist statements, sculpture, various sketchbook responses and skill building exercises, etc).</p>
9-11	<p>Unit 3: Challenges Specific topics within this unit include:</p> <p>What are the challenges faced by indigenous: women, youth, men and the elderly in contemporary society? What are the challenges within education, employment, poverty, housing, voting rights, human rights? Discrimination, reconciliation.</p>	<p>UNIT WORTH = 17.5%</p> <p>Unit 3 Summative: → options provided to students include: examining and analyzing various articles, documentaries, and graphic novels/zines.</p> <p>Students will be able to present their understanding through a variety of differentiated product choices (i.e. written reflection, artist statements, Photoshop and Comic Life, photo essay or zine, various sketchbook responses and skill building exercises etc).</p>

WEEKS	Unit Descriptions	ASSESSMENT OF LEARNING
12-15	<p>Unit 4: Sovereignty Specific topics within this unit include:</p> <p>What is sovereignty, self-determination, self-governance? Treaty rights, Bill C-45, Idle No More movement, street art vs. vandalism, political and social responsibility of the artist.</p>	<p>UNIT WORTH = 17.5%</p> <p>Unit 4 Summative: → options provided to students include: presentations, treaty maps, primary documents, documentaries and videos, graffiti artists like Banksy, walking tour of Kensington Market and Graffiti Ally.</p> <p>Students will be able to present their understanding through a variety of differentiated product choices (i.e. graffiti-style painting on canvas, graffiti drawing, a graphic t-shirt, 3-D graffiti, stenciling, street art using various media, various sketchbook responses and skill building exercises, etc).</p>
16-18	<p>Culminating Activity: Mixed Media</p> <ul style="list-style-type: none"> a) Sketchbook Portfolio (ongoing = 5%) b) Reflection = 5% c) Mixed media piece = 20% 	<p>UNIT WORTH = 30%</p> <p>Students will be able to demonstrate their understanding of the course through the production of a self-directed, mixed-media piece. Student will look at work by Jane Ash Poitras and Carl Beam among other indigenous artists at the AGO. Students will answer the question, “How are we in this together?” inspired by our collective responsibility to humankind and Mother Earth.</p>