

# HALIBURTON HIGHLANDS SECONDARY SCHOOL



## Canada & World Studies Department Evaluation Policy for Aboriginal Beliefs, Values, and Aspirations in Contemporary Society



Course Code:	<b>NBV3C</b>	Teacher Contact Information:
Level:	<b>Grade 11 College</b>	Teacher: <b>Ms. Mitchell</b>
Credit Value:	<b>1.0</b>	By Phone: <b>(705) 457-2950 ext: 529</b>
Period:	<b>Period 2 (on a Week 1)</b>	By E-mail: <b>cynthia.mitchel@tldsb.on.ca</b>
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Department Head:	<b>Mr. Dobson</b>	

### **Course Description:**

This course is designed as a study of how beliefs and values shape Aboriginal peoples' history, culture, and aspirations. This course elaborates on how values, beliefs, and spirituality form Aboriginal peoples' identity and how colonial experiences have threatened and impacted on Aboriginal peoples. Students examine how Aboriginal peoples understand their natural and cosmological environment and explore how their world views and philosophies have had an impact on relationships with EuroCanadian society both historically and in the present. The relevant topics of this course are representation, colonialism, world views, accomplishment, renewal, reconciliation, and revitalization. The question "Who defines Aboriginal identity?" is rigorously explored for the purpose of understanding how identity is related to colonialism

### **Strands of Study and Overall Expectations include:**

#### **Identity**

- describe traditional and contemporary beliefs and values of Aboriginal cultures that influence present-day activities and behaviours;
- identify aspects of cultural identity related to specific Aboriginal peoples;
- compare Aboriginal and non-Aboriginal perspectives on the contemporary cultural identities of Aboriginal peoples;
- describe the efforts and actions of Aboriginal communities and individuals to maintain their cultures and languages within traditional land bases, on reserves, and in urban settings.

#### **Relationships**

- explain how Aboriginal peoples' relationship to the land traditionally sustained them in various environments across Canada;
- demonstrate an understanding of the cultural practices of Aboriginal peoples;
- explain how Aboriginal peoples' links to the land and to a sustainable environment are part of their cultural identity;
- demonstrate an understanding of the varying perspectives on Aboriginal peoples' right to self-determination.

#### **Sovereignty**

- demonstrate an understanding of how traditional teachings and contemporary beliefs are the foundation of Aboriginal self-determination;
- describe the efforts of Aboriginal peoples to attain autonomy in their lives;
- describe how contemporary Aboriginal communities assert their autonomy through a blend of traditional and modern practices;
- identify the Aboriginal beliefs and values that provide or have provided the foundation for the negotiation of treaties and land claims.

#### **Challenges**

- identify the obstacles that Aboriginal peoples must overcome to protect and maintain their cultures and languages;
- describe the challenges that technology presents to Aboriginal cultures and communities, and the ways in which technology can assist Aboriginal communities;
- identify challenges presented by the ways in which the media deal with Aboriginal issues;

-demonstrate an understanding of differences in the challenges faced by various Aboriginal peoples, including Status Indians, Métis, and Inuit;

Efforts will be made to meet the individual learning needs of students in order to ensure these expectations are being met.

**Course Outline / Units of Study:**

- Unit 1 – Media Study
- Unit 2 – *The Four Agreements*
- Unit 3 – Residential Schools
- Unit 4 – Current Issues and Opinions
- Unit 5 – Novel Study
- Unit 6 – Project Hope (Final Summative)

**Evaluation Structure:**

Knowledge/Understanding	25%
Thinking/Inquiry	25%
Communication	25%
Application	25%

The above is reflected both in the term work (worth 70% of the final mark) and the summative culminating activities (worth 30% of the final mark). The culminating activity is a 10% project and a 20% final exam.

**Resources:**

**Textbook:**

- The Four Agreements
- Aboriginal Beliefs, Values, and Aspirations
- Aboriginal Perspectives
- Through Black Spruce, As Long As the River Flows

**Policy Document:**

- The Ontario Curriculum Grades 11 & 12
- Native Studies - 2000

**Evaluation:**

Students will be assessed & evaluated according to the work produced & skills displayed. Methods of providing feedback will include assessing work in process & evaluating completed assignments, tests, co-operative learning activities, simulations and presentations. Peer & self-evaluations will also be utilized.

Student marks will be determined by evaluating process & product according to 4 categories & 4 levels. Please see the chart below for specific skills and key words used to determine student competency in the different categories.

Category	Level 1: 50-59%	Level 2: 60-69%	Level 3: 70-79%	Level 4: 80-100%
<b>Knowledge/Understanding</b> <ul style="list-style-type: none"> <li>➤ Knowledge of facts &amp; terms</li> <li>➤ Understanding of concepts &amp; relationships</li> </ul>				
<b>Thinking/Inquiry</b> <ul style="list-style-type: none"> <li>➤ Critical thinking skills</li> <li>➤ Creative thinking skills</li> <li>➤ Inquiry Skills</li> </ul>				
<b>Communication</b> <ul style="list-style-type: none"> <li>➤ Communication of ideas &amp; information</li> <li>➤ Use of symbols &amp; visuals</li> <li>➤ Oral &amp; written communication</li> </ul>	Limited display of knowledge, skills and ability to apply concepts	Some success in displaying knowledge, skills and application of concepts	Considerable display of knowledge skills and ability to apply concepts	Thorough understanding of concepts and ability to communicate, think creatively and apply concepts
<b>Application</b> <ul style="list-style-type: none"> <li>➤ Applications in familiar contexts</li> <li>➤ Transfer of concepts to new contexts</li> <li>➤ Making logical conclusions and predictions</li> <li>➤ Use of technology</li> <li>➤ Making connections</li> </ul>				

**Learning Skills:**

Students are expected to reflect the following skills throughout the course:

- Responsibility:** Fulfils responsibilities. Completes & submits work ON TIME. Manages own behaviour.
- Organization:** Devises & follows a plan. Establishes priorities & manages time. Uses resources to complete tasks.
- Independent Work:** Monitors, assesses & revises plans to complete tasks & meet goals. Uses class time wisely. Follows instructions with minimal supervision.
- Collaboration:** Accepts various roles in a group. Responds positively to ideas, opinions of others. Builds healthy peer relationships. Resolves conflict and builds consensus. Shares resources and promotes critical thinking to solve problems and make decisions.
- Initiative:** Looks for and acts on new ideas. Innovative and takes risks. Demonstrates curiosity and an interest in learning. Approaches new tasks with a positive attitude. Advocates for all appropriately.
- Self-Regulation:** Sets goals. Seeks help when needed. Reflects on own strengths, needs & interests. Identifies learning opportunities, choices and strategies. Perseveres and makes an effort when responding to challenges.

Students will receive the following letter grades:    **E** - Excellent    **G** - Good    **S** - Satisfactory    **N** - Needs Improvement

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## COURSE EXPECTATIONS AND EVALUATION POLICY



### Welcome to NBV3C – Aboriginal Beliefs, Values, and Aspirations in Contemporary Society

#### Attendance

Regular attendance is essential for academic success in school. It is the student's responsibility to inform the teacher beforehand of any planned absences. It is the student's responsibility to get notes assignments and any other information missed while absent from class. This should be done on the student's first day back, either during class, lunch hour or after school. **Any student that is truant the last three days of a semester will not be allowed to write his/her final examination.**

#### Tests

Students must be prepared to write tests on the assigned day. Students who miss a test for no valid reason will receive a mark of zero. Any student who knows that he/she will be absent for a valid reason during a test must make arrangements with the teacher before the period in which the test is to be written. Students who miss a test for any valid reason should be prepared to write the test on the first day back at school or should make suitable arrangements with the teacher on the first day back.

#### Assignments

If a student is absent on the day work is assigned, it is his/her responsibility to get the assignment from the teacher. If a student is absent when an assignment is collected, it is to be submitted at the beginning of the period on the first day back.

#### Late Assignment Policy "Not Done is not Acceptable"

Please adhere to our new HHSS Late Assignment Policy. Students received this in their period one class on the first day of the semester.

#### Plagiarism

Plagiarism is the act of taking someone else's ideas or writing and passing it off as your own. Whatever material students consult in the preparation of essays/projects should be properly credited to the writer or source. Material may be quoted if the student identifies it as a quotation and cites the author. Copying another student's work is cheating, and is also called plagiarism. **A first offense may result in a mark of zero or an opportunity to redo/resubmit the evaluation, after consultation with the student, parent, teacher, department head and school administrator. A second offense will result in a mark of zero, a call home and the student will be referred to the Principal. A third offense will result in a mark of zero and may result in an in-school suspension.**

**Computers are tools for education; not entertainment devices. Students who are not on task may have their computer account disabled for the remainder of the day (or longer.)**

I hereby acknowledge that I am fully aware of the expectations and evaluation in **Aboriginal Beliefs, Values, and Aspirations in Contemporary Society, NBV3C** course.

Student Signature: \_\_\_\_\_ Parent's/Guardian Signature: \_\_\_\_\_

Should it be necessary to contact you about your child's progress, it would be helpful if you would provide the appropriate information below:

Parent(s)/Guardian(s):

\_\_\_\_\_ Phone: (H) \_\_\_\_\_ (W) \_\_\_\_\_

E-mail: \_\_\_\_\_

\_\_\_\_\_ Phone: (H) \_\_\_\_\_ (W) \_\_\_\_\_

E-mail: \_\_\_\_\_

For students 18 years of age and over or who will turn 18 during the course:

I give permission for my teacher to contact my parents/guardians with regard to this course: \_\_\_\_\_