**SCHOOL NAME**

Address

**COURSE NAME:** World Cultures, Grade 12, University/College Preparation

**COURSE CODE:** HSC4M

**CREDIT VALUE:** 1.0

**PREREQUISITE:** Any university, college, or university/college preparation course in social sciences and humanities, English, or Canadian and world studies

**CURRICULUM POLICY:** *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools,* 2010

*First Nations, Métis and Inuit Connections, Scope and Sequence of Expectations, 2016*

*Financial Literacy: Scope and Sequence of Expectations, 2016*

*Environmental Education: Scope and Sequence of Expectations, 2017*

*Health and Safety: Scope and Sequence of Expectations, 2017*

*Social Sciences and Humanities: Grades 9-12 (2013)*

**DEPARTMENT:** Social Sciences

**DEVELOPED BY:**

**DEVELOPMENT DATE:**

**REVISED BY:**

**REVISION DATE:**

# COURSE DESCRIPTION

This course examines the nature of culture; how cultural identities are acquired, maintained, and transformed; and theories used to analyse 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 analyse 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.

# FIRST NATIONS, MÉTIS AND INUIT CONNECTIONS

In this course, First Nations, Métis, and Inuit connections are addressed through a consideration of ways in which Indigenous beliefs and cultures affect various aspects of individual, family, and community life, including food choices (through comparisons between different versions of Canada’s Food Guides, including *Eating Well with Canada’s Food Guide: First Nations, Inuit and Métis)*, individual and family lifestyles, fashion and creative expression, parent– child relationships, social and emotional development, and the development of social institutions. Students also have the opportunity to examine polices and issues affecting First Nations, Métis, and Inuit ways of life.

# OVERALL CURRICULUM EXPECTATIONS

***Research and Inquiry Skills***

Overall Expectations

Throughout this course, students will:

1. explore topics related to world cultures and/or cultural groups and formulate questions to guide their research;

* *explore a variety of topics related to world cultures and/or cultural groups (e.g., … educational and employment barriers faced by newcomers to Canada) to identify topics for research and inquiry (FLC);*

1. create research plans, and locate and select information relevant to their chosen topics, using appropriate social science research and inquiry methods;
2. assess, record, analyse, and synthesize information gathered through research and inquiry;
3. communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry and communication skills.

## The Concept of Culture

Overall Expectations

By the end of this course, students will be able to:

1. demonstrate an understanding of the elements and functions of culture and of the nature of cultural influence;

* *describe multiple ways in which culture can influence individual’s perceptions, attitudes, and behaviours, (e.g., the human relationship to nature, employment opportunities) and can shape social institutions and practices (EEC) (FLC);*

1. analyze how cultural identities are socially constructed, preserved, transmitted and transformed;

* *analyze ways in which culture is transmitted between groups (e.g., through dispersion, incorporation, assimilation, diffusion, conquest, exogamy, cultural imperialism) and how processes of transmission can result in changes to cultures, including loss of traditional culture (FNM&I);*
* *compare the rates at which cultural change is taking place within a variety of cultures and analyze the factors contributing to this change (e.g., climate change, economic development, globalization,) (EEC) (FLC);*

1. demonstrate an understanding of theories and concepts related to the study of culture and apply these theories to analyse various cultures.

## Cultural Expressions

Overall Expectations

By the end of this course, students will be able to:

1. demonstrate an understanding of artistic expressions, philosophies and religious/spiritual beliefs found within specific culture and of how these expressions relate to various aspects of those cultures;

* *describe forms of artistic expression found within a specific culture (e.g., totem poles of West Coast First Nations in Canada), and explain how they relate to aspects of that culture (e.g., spiritual or religious beliefs or rituals; military or political traditions; social roles and structures; values, norms, and attitudes; identities) (FNM&I);*
* *demonstrate an understanding of various religious or spiritual beliefs (e.g., Aboriginal or tribal spiritual beliefs) found within a specific culture and of how they relate to various aspects of that culture (e.g., dietary laws; social hierarchies; attitudes towards gender roles and social inequality; ethics and mores; rituals/practices around birth, marriage, sickness, death; educational practices; practices such as powwows) (FNM&I)*
* *analyze the ways in which a culture’s relationship to the environment is reflected in its art, philosophy, and religious/spiritual beliefs (e.g., the Aboriginal medicine wheel) (FNM&I);*
* *analyze the ways in which a culture’s relationship to the environment is reflected in its art, philosophy, and religious/spiritual beliefs (e.g., with reference to depictions of nature in visual arts; creation stories of various cultures, including that of the Garden of Eden; the Aboriginal medicine wheel; philosophical approaches that view nature as separate from humanity) (EEC);*

1. analyze specific cultural expressions and a range of factors that can affect them;

* *analyze specific cultural expressions (e.g., in the areas of visual arts, music, dance, drama, literature, architecture, fashion, values, philosophy, religion, media) with reference to their function and the time and place with which they are associated (FNM&I);*
* *compare similar forms of cultural expression in different cultures and/or historical periods (e.g., Aboriginal art in Canada) (FNM&I);*
* *analyse the impact of various transformative social, economic, or political conditions or events (e.g., … economic changes in Harlem in the early twentieth century, …) on forms of cultural expression in the areas of art, philosophy, and religion/spirituality (FLC);*

1. assess the contribution to and influence on various cultures/societies including Canada, of a diverse range of ethnocultural groups and individuals from those groups.;

* *assess the influence of the art, philosophy, and religious/spiritual beliefs or practices of one culture (e.g., Haida masks) on forms of cultural expression produced by individuals or groups from other cultures (FNM&I);*
* *demonstrate an understanding of the ways in which Canadian individuals from various ethnocultural minority groups have contributed to and influenced Canadian culture and society (e.g., Adam Beach, David Bouchard, Elijah Harper, Sandra Lovelace, Robbie Robertson) (FNM&I);*
* *assess the broad significance of historic cultural developments associated with a diverse range of ethnocultural groups (e.g., the Three Sisters of Haudenosaunee agriculture; tobacco; the canoe) (FNM&I);*
* *demonstrate an understanding of the ways in which Canadian individuals from various ethnocultural minority groups have contributed to and influenced Canadian culture and society (e.g., David Suzuki) (EEC);*
* *assess the broad significance of historic cultural developments associated with a diverse range of ethnocultural groups (e.g., the Three Sisters of Haudenosaunee agriculture; tobacco; foods/beverages such as pasta, rice, ketchup, corn, potatoes, tea, coffee, wine) (EEC) (FLC);*

## Critical Cultural Issues

Overall Expectations

By the end of this course, students will be able to:

1. demonstrate an understanding of the dynamics of power relations within specific cultural groups and between minority and majority cultures;

* *demonstrate an understanding of the dynamics of power relations within specific cultural groups (e.g., the role of elders among First Nation peoples; the status of two-spirited people in Aboriginal cultures) (FNM&I);*
* *analyze the potential impact on cultural identity and on the relations between cultural groups of cultural stereotypes, labelling, and misrepresentations found in mainstream media and popular culture (e.g., stereotypes such as First Nation warriors) (FNM&I);*
* *analyze both the positive and negative aspects and effects of the interactions between minority and majority cultures in Canada and around the world (e.g., interactions between Aboriginal peoples and majority cultures in Canada) (FNM&I);*
* *assess the effects of cultural imperialism on cultures around the world (e.g., preferences for Western brands over local products, the spread of consumerism) (FLC);*

1. 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;

* *explain the impact of colonization on Aboriginal communities in Canada and other countries (e.g., the loss of culture, autonomy, land, and way of life; the impact on language and spirituality; the effects of the introduction of alcohol and new diseases; the different impact on women, men, and children) (FNM&I);*
* *analyze major past and present policies, practices, and cultural issues at the community, provincial, and national levels in Canada (e.g., nativism; … intermarriage and the status of First Nation women; …) (FNM&I);*
* *compare the context of and approaches implicit in Canada’s policies on diversity and multiculturalism with the context, approaches, and policies of other nations (e.g., the Statement of the Government of Canada on Indian Policy [White Paper, 1969]) (FNM&I);*
* *explain systemic barriers to integration and achievement facing Canadian ethnocultural minority groups (e.g., the need for “Canadian experience”; … lack of access to language training, educational opportunities), and assess the effectiveness of programs and strategies to overcome these barriers (LC);*

1. design, implement and evaluate an initiative to address an issue related to cultural groups or promoting cultural diversity.

# UNITS

|  |  |  |
| --- | --- | --- |
| **Unit** | **Title** | **Time** |
| 1 | Culture, identity and transformation | 25 hrs |
| 2 | Communicating values and beliefs | 25 hrs |
| 3 | Power and Policies | 25 hrs |
| 4 | Making Action Through Social Change - ISP | 35 hrs |
|  | Total: | 110 hrs |

# ACHIEVEMENT CHART

The following table provides a summary description of achievement in each percentage grade range and corresponding level of achievement:

|  |  |  |
| --- | --- | --- |
| **Percentage**  **Grade Range** | **Achievement**  **Level** | **Summary Description** |
| 80-100% | Level 4 | A very high to outstanding level of achievement. Achievement is above the provincial standard. |
| 70-79% | Level 3 | A high level of achievement. Achievement is at the provincial standard. |
| 60-69% | Level 2 | A moderate level of achievement. Achievement is below, but approaching the provincial standard. |
| 50-59% | Level 1 | A passable level of achievement. Achievement is below the provincial standard. |
| Below 50% | Insufficient achievement of curriculum expectations. A credit will not be granted. | |

# TEACHING AND LEARNING STRATEGIES

Using a variety of instructional strategies, the teacher will provide numerous opportunities for students to develop skills of inquiry, problem solving, and communication as they investigate and learn fundamental concepts. The integration of critical thinking and critical literacy will provide a powerful tool for reasoning and problem solving, and is reflected in a meaningful blend of both process and content.

## The Role of Critical Thinking and Inquiry Skills in the Curriculum

This course will focus on developing students’ critical thinking and inquiry skills, in order to develop their appreciation of, and engagement with, the multilayered subject matter. The goal of this focus on critical thinking and inquiry skills is to support students in attempting to reach beyond superficial conclusions and move towards deeper understanding.

* The inquiry process consists of formulating questions; gathering and organizing evidence; interpreting and analyzing evidence; evaluating evidence and drawing conclusions; and communicating findings.
* Critical thinking then applies the steps of the inquiry process toward examinations of opinions, values, biases and meanings.
* Teachers will support students’ development of these skills by modeling in the classroom, providing ongoing and varied opportunities to exercise.
* Assessment and evaluation will focus on students’ effective use of critical thinking skills, and not solely on a traditional “product”.

Along with some of the strategies noted in the assessment for, as, and of learning charts below, strategies will include:

|  |  |  |
| --- | --- | --- |
| **Activity Based Strategies** | **Arts Based Strategies** | **Cooperative Strategies** |
| * Field Trip * Debate * Oral Presentation * Panel Discussion | * Role Playing * Collage | * Discussion * Interview * Peer Teaching * Think/Pair/Share |

|  |  |  |
| --- | --- | --- |
| **Direct Instruction Strategies** | **Independent Learning Strategies** | **Technology and Media Based Applications** |
| * Conferencing * Demonstration * Guided Reading * Lecture * Seminar/Tutorial * Socratic Dialogue | * + Homework   + Independent Study   + Note Making   + Reading Response   + Reflection | * + Communication Applications   + Database Applications   + Internet Technologies   + Media Presentation |

|  |
| --- |
| **Inquiry Research Mode** |
| * Historical Inquiry * Inquiry Process * Problem-Based Models * Questioning Process * Research Process * Writing Process |

|  |  |
| --- | --- |
| **Thinking and Inquiry Skills** | |
| * Brainstorming * Critical Thinking * Detecting and Analyzing Bias/Stereotype * Expressing Another Point of View * Hypothesizing and Critiquing * Identifying Values and Issues * Inquiry Process * Interpretation of Information * Issue-Based Analysis * Logical Thinking and Reasoning | * Oral Explanation * Problem Posing * Problem Solving * Process Notes * Questioning * Synthesizing Information |

|  |  |
| --- | --- |
| **Planning Skills** | **Processing Skills** |
| * Defining a Problem * Articulating a Vision * Clarifying a Task * Acquiring Relevant Information * Organization of Data, Research, Ideas | * Clarifying * Identifying and Distinguishing Among Components and Attributes * Inferring * Predicting * Elaborating * Connecting and Combining Information |

# STRATEGIES FOR ASSESSMENT AND EVALUATION OF STUDENT PERFORMANCE:

There are three forms of assessment that will be used throughout this course:

**Assessment for Learning**: Assessment for learning will directly influence student learning by reinforcing the connections between assessment and instruction, and provide ongoing feedback to the student. Assessment for learning occurs as part of the daily teaching process and helps teachers form a clear picture of the needs of the students because students are encouraged to be more active in their learning and associated assessment. Teachers gather this information to shape their classroom teaching.

Assessment for learning is:

* Ongoing
* Is tied to learning outcomes
* Provides information that structures the teachers’ planning and instruction
* Allows teachers to provide immediate and descriptive feedback that will guide student learning

The purpose of assessment for learning is to create self-regulated and lifelong learners.

**Assessment as Learning:** Assessment as learning is the use of a task or an activity to allow students the opportunity to use assessment to further their own learning.  Self and peer assessments allow students to reflect on their own learning and identify areas of strength and need.  These tasks offer students the chance to set their own personal goals and advocate for their own learning.

The purpose of assessment as learning is to enable students to monitor their own progress towards achieving their learning goals.

**Assessment of Learning:** Assessment of learning will occur at or near the end of a period of learning; this summary is used to make judgments about the quality of student learning using established criteria, to assign a value to represent that quality and to communicate information about achievement to students and parents.

Evidence of student achievement for evaluation is collected over time from three different sources – *observations*, *conversations*, and *student products*. Using multiple sources of evidence will increase the reliability and validity of the evaluation of student learning.

|  |  |  |
| --- | --- | --- |
| **Assessment for Learning** | **Assessment as Learning** | **Assessment of Learning** |
| **Student Product**   * Entrance Tickets * Exit Cards * Rough Drafts * Quiz * Journal | **Student Product**   * Self Proofreading Checklist * Reflection/Response * Exit Cards | **Student Product**   * Test * Research Paper * Essay * Exam * Assignments |
| **Observation**   * Discussions * Group work | **Observation**   * Class Discussion * Debate * Pair Work | **Observation**   * Presentation * Debate |

|  |  |  |
| --- | --- | --- |
| **Conversation**   * Student Teacher Conferences | **Conversation**   * Student Teacher Conferences | **Conversation**   * Student Teacher Conferences * Oral Test |

# THE FINAL GRADE

|  |  |
| --- | --- |
| Percentage of Final Mark | Categories of Mark Breakdown |
| 70% | Assessment of Learning Tasks Throughout the Term |
| 30% | Final Written Examination: 15% |
| Final Independent Study Project: 15% |

Towards the end of this course, students will conduct research that allows them to explore issues relating to world cultures and cultural groups. Students will then write a report answering the question: Do we really need culture? Students will be required to draw upon knowledge gained from the four units studied. Students will be able to present their work as they see fit.

A student’s final grade is reflective of their most recent and most consistent level of achievement.

The balance of the weighting of the categories of the achievement chart throughout the course is:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SUBJECT AREA** | **Knowledge** | **Inquiry/Thinking** | **Communication** | **Application** |
| Social Sciences | 20 | 30 | 20 | 30 |

# LEARNING SKILLS AND WORK HABITS

The development of learning skills and work habits is an integral part of each student’s learning. The key Learning Skills and Work Habits evaluated and reported on include: responsibility, organization, independent work, collaboration, initiative and self-regulation. The development of learning skills and work habits needed to succeed in school and in life begins early in a child’s schooling. As students move through the grades in school, they develop and then consolidate their learning skills and work habits in preparation for postsecondary education and the world of work. At SCHOOL NAME, we assess, evaluate, and report on the achievement of curriculum expectations and on the demonstration of learning skills and work habits separately, which allows teachers to provide information to the parents and student that is specific to each of the two areas of achievement.

Therefore, in addition to the final grade the report card also shows student achievement of learning skills and work habits throughout the course. These are not included in the calculation of the final grade for this course. The six areas are:

1) Responsibility 2) Organization 3) Independent Work 4) Collaboration 5) Initiative 6) Self-Regulation

They are assessed as:

E (excellent); G (good); S (satisfactory); N (needs improvement)

# STUDENTS’ RESPONSIBILITIES WITH RESPECT TO EVIDENCE FOR EVALUATION IN SOCIAL SCIENCES

## Cheating and Plagiarism

SCHOOL NAME commits to having policies for assessments that minimize the risk of cheating. We also commit to begin each course with refresher learning on cheating.

In the event of cheating:

* Student will meet with the teacher, Head of School and possibly parent(s)
* A course of action will be decided based on the meeting

SCHOOL NAME commits to begin each course with refresher learning on how to properly credit and source work from other sources; therefore, plagiarism at the Grade 11 and 12 levels is not considered accidental.

The following protocol will be followed for true plagiarism:

* Student will meet with the teacher, Head of School, and possibly parent(s)
* The assignment will be re-worked to the teacher’s satisfaction for a grade of up to 50%
* If the student repeats the offence, a score of zero will be given with a likely suspension and possible consequence of expulsion from school.
* A third-time offence will result in expulsion

Improper citations or situations in which a teacher deems the student to have acted with good intentions:

* The school will work with the student to ensure plagiarism is understood and will not be repeated
* A second submission of the assignment will be permitted
* The teacher will decide how the re-submission will be evaluated (50% or full value)

## Late and Missed Assignment Policy

Any assignments given by the teacher will have a **due date**. If a student has an issue with the due date, he/she will have an opportunity to discuss alternate arrangements with the teacher ahead of time. In every class, students have ONE FREE PASS to turn in an assignment up to 3 days late without penalty (certain assignments excluded, such as presentations and assessments). Otherwise, late work may be subject to mark deduction. Weekends count as one day unless otherwise specified by the teacher. If a student wishes to discuss a penalty/mark, they may do so with the teacher. In order to be evaluated in time for inclusion in an overall mark, all assignments must be submitted no later than the start of the course’s final exam or final class.  We do understand that extenuating circumstances do occur, but we also seek to prepare students for the real world, where university professors and employers are not as flexible with respect to deadlines.  Despite all this, discretionary efforts are made by school staff in order to ensure that all students are assessed on their academic achievement rather than their learning skills.  To that end, where in the teacher’s professional judgment it is appropriate to do so, a number of strategies may be used to help prevent and/or clarify the reason for not completing the assignment, as outlined in *Growing Success*;

* Helping students develop better time-management skills;
* Collaborating with other staff to prepare a part- or full-year calendar of major assignment dates for every class;
* Planning for major assignments to be completed in stages, so that students are less likely to be faced with an all-or-nothing situation at the last minute;
* Maintaining ongoing communication with students and/or parents about due dates and late assignments, and scheduling conferences with parents if the problem persists;
* Taking into consideration legitimate reasons for missed deadlines;
* Requiring the student to work with the school team to complete the assignment;
* Providing alternative assignments or tests/exams where, in the teachers professional judgment, it is reasonable and appropriate to do so;
* Deducting marks for late assignments.

## Missed Tests and Exam Policy

A student who misses a test or quiz in class, for legitimate reasons as determined by the teacher, can make up the test or quiz the next day before or after class (parent phone call may be required). A student cannot write it during class time. If a student simply skips a test or quiz, he/she cannot write a make-up without an appeal to the teacher. For a missed EXAM we require a note from a doctor.

## ***Punctuality and Absences***

Punctuality is a necessity at every stage of life – we would be doing a disservice to our students if we paid no attention to or ignored punctuality. Please understand our need for the following policies regarding lates and absences, and know that we will work with our students to find success.

All teachers will maintain a record of their students’ attendance and punctuality based on provincial Ministry’s “safe arrival” approach. In any given term, when a student establishes a pattern (as defined by the classroom teacher) of being late or absent, a call and/or written correspondence will be placed/sent home, and the student will be considered to be “at risk”. At the discretion of the teacher or Principal, a medical note or valid written explanation can result in excused lates or absences. At a certain point excessive lates or absences will result in forfeiture of course, credit, and cost (up to the discretion of the teacher and administration). If a student has 5 unexplained absences, they may be deemed “at risk” for earning their credit. If a student has missed 5 total hours of class time (this can be any combination of lates and absents which equal 5 total hours), they will be required to meet with the Principal/Guidance Counselor to set up a plan to support the student in their attendance. Students will also be told of the consequences of further hours of missed class, and the possibility of being deemed “at risk” for earning their credit. Parents will also be notified. If the pattern of lates/absences continues, at 8 - 9 hours of missed class time, the student and parents will be asked to meet with the Principal regarding their “at risk” status.

## Non-attendance

As of December 20, 2006, all students under 18 years of age are required to be in attendance at school unless they have already graduated or are otherwise excused from attendance at school. Legal reasons for being absent from school (e.g. receiving satisfactory instruction at home or elsewhere) continue to apply.

If a student is absent for an extended period of time, the first responsibility of the school is to investigate why a student is absent, and make every effort to have the student return to school.

A student who has been absent for 15 consecutive school days without appropriate supporting documentation is to be removed from the register. A pupil of compulsory school age may remain on the register for 16 to 30 consecutive days of absence, if the Principal has approved the case in writing. This may be extended for subsequent fifteen-day periods, if the Principal receives reports every 15 days that the file is still active. It is critically important to maintain contact with absent students/parents.

If a student is known to have left the school board jurisdiction or if after a reasonable period of time the Principal is unable to locate the student, then his/her name should be removed from the register. Removing a student’s name from the register for absenteeism does not mean the student need not attend school. Attendance for students of compulsory school age is required under the Education Act. The Principal must inform the Private Schools Branch of the Ministry of Education when pupils are removed from the register. The school should continue to attempt to reach out to them as they may eventually respond to these efforts and return to school.

# PROGRAM PLANNING CONSIDERATIONS FOR SOCIAL SCIENCES

## Instructional Approaches

Teachers will use a variety of instructional strategies to help students become independent, strategic and successful learners. The key to student success is effective, accessible instruction. When planning this course of instruction, the teacher will identify the main concepts and skills of the course, consider the context in which students will apply their learning and determine the students’ learning goals. The instructional program for this course will be well planned and will support students in reaching their optimal level of challenge for learning, while directly teaching the skills that are required for success.

Understanding student strengths and needs will enable the teacher to plan effective instruction and meaningful assessments. Throughout this course the teacher will continually observe and assess the students’ readiness to learn, their interests, and their preferred learning styles and individual learning needs.

Teachers will use differentiated instructional approaches such as:

* adjusting the method or pace of instruction
* using a variety of resources
* allowing a wide choice of topics
* adjusting the learning environment
* scaffolding instruction

During this course, the teacher will provide multiple opportunities for students to apply their knowledge and skills and consolidate and reflect upon their learning.

## Planning the Program for Students with Special Educational Needs

The teacher in this course is the key educator of students with special education needs. The teacher has a responsibility to help all students learn, and will work collaboratively with the guidance counselor, where appropriate, to achieve this goal. In planning this course, the teacher will pay particular attention to the following guidelines:

* All students have the ability to succeed
* Each student has his or her own unique patterns of learning
* Successful instructional practices are founded on evidence-based research, tempered by experience
* Universal design and differentiated instruction are effective and interconnected means of meeting the learning or productivity needs of any group of students
* Classroom teachers are the key educators for a student’s literacy and numeracy development
* Classroom teachers need the support of the larger school community to create a learning environment that supports students with special education needs
* Fairness is not sameness

In this course, students may demonstrate a wide range of strengths and needs. The teacher will plan the course in a way that recognizes the diversity of the class members and give students performance tasks that respect their particular abilities so that all the students in the class can derive the greatest possible benefit from the teaching and learning process. The teacher will use the following strategies:

|  |  |
| --- | --- |
| **Students with Special Educational Needs** | |
| * Extra time on tests and extended deadlines for major assessments * Complete tasks or present information in ways that cater to individual learning styles * Variety of teaching and learning strategies * Scaffolding * Break down (chunk) assignments * Computer for assessments and exams | * Graphic organizers * Exemplars for major assessments * Oral testing * Allow for sufficient response time * Experiential learning experiences so that students can make connections between curriculum and real world examples * Conferencing * Oral and written instructions |

## Planning the Program for Students with English as a Second Language

In planning this course for students with linguistic backgrounds other than English, the teacher will create a safe, supportive, and welcoming environment that nurtures the students’ self-confidence while they are receiving course instruction. Most English language learners who have developed oral proficiency in everyday English will nevertheless require instructional scaffolding to meet curriculum expectations. The teacher will adapt the instructional program in order to facilitate the success of these students in their classrooms. Appropriate adaptations and strategies for this course will include:

|  |  |
| --- | --- |
| **Students with English as Second Language** | |
| * Cooperative learning * Concrete examples and materials * Avoid idioms * Allow sufficient response time * Provide instructions both orally and in writing * KWL Charts * Graphic organizers * Scaffolding | * Conferencing * Pre-writing strategies * Journal * Materials that reflect cultural diversity * Guided Reading * Guided Writing * Surveys and Interviews * Editing checklist |

## Supporting First Nations, Métis, and Inuit Students

The vision of the Ontario Ministry of Education is to support First Nation, Métis, and Inuit students in Ontario to gain the knowledge, skills, and confidence they need to successfully complete their elementary and secondary education in order to pursue postsecondary education or training and/or to enter the workforce. SCHOOL NAME is fully supportive of this vision and has an important role to play in promoting an inclusive school climate and a learning environment in which all students, including First Nations, Métis, and Inuit students, see themselves reflected in our curriculum and in which all students have opportunities, across our Academies, to learn about and appreciate contemporary and traditional First Nations, Metis, and Inuit cultures, histories and perspectives.

SCHOOL NAME will promote active and engaged citizenship, which includes greater awareness of the distinct place and role of Indigenous (First Nation, Métis, and Inuit) peoples in our shared heritage and in the future in Ontario.

SCHOOL NAME will:

* increase the focus in school strategic planning to promote the voluntary, confidential self-identification of First Nation, Métis, and Inuit students as a means to enhance the success and well-being of Aboriginal students and to help close the achievement gap
* continue to identify and share practices and resources to help improve First Nation, Métis, and Inuit student achievement and close the achievement gap
* increase the training in our schools to respond to the learning and cultural needs of First Nation, Métis, and Inuit students
* provide quality programs, services, and resources at our schools who support First Nation, Métis, and Inuit students to help create learning opportunities that support improved academic achievement and identity building
* provide curriculum links that facilitates learning about contemporary and traditional First Nation, Métis, and Inuit cultures, histories, and perspectives among all students
* develop awareness among teachers of the learning styles of First Nation, Métis, and Inuit students and employ instructional methods designed to enhance the learning of all First Nation, Métis, and Inuit students
* implement targeted learning strategies for effective oral communication and mastery of reading and writing
* implement strategies for developing critical and creative thinking
* provide access to a variety of accurate and reliable Aboriginal resources such as periodicals, books, software, and resources in other media, including materials in the main Aboriginal languages in schools with First Nation, Métis, and Inuit students
* provide a supportive and safe environment for all First Nation, Métis, and Inuit students

## The Role of Information and Communication Technology

Information and Communications Technology (ICT) provides a range of tools that can significantly extend and enrich the teacher’s instructional strategies in this course by bringing the global community into the classroom. The integration of ICT into this course represents a natural extension of the curriculum. The tools used in this course will enhance the students’ thinking and inquiry processes as they gather, organize, analyse and communicate their findings.

ICT tools will be integrated into this course for whole-class instruction and for the design of curriculum units that contain varied approaches to learning in order to meet diverse needs and interests of the students in this class. Although the Internet is a powerful learning tool, there are potential risks attached to its use. At the beginning of this class, all students will be made aware of issues related to Internet privacy, safety, and responsible use, as well as of the potential for abuse of this technology, particularly when it is used to promote hatred. ICT used in this course will include:

|  |  |
| --- | --- |
| **Information and Communication Technology** | |
| * Websites * Virtual museums/Galleries * Moodle/Schoology | * Cell phones * iPads/tablets * Digital Camera |

***Environmental Education Connections***

In general social sciences and equity studies courses, students will examine the impact of climate change on individuals and diverse groups and communities, including the disproportionate impact on the poor and marginalized.

The teacher will give students to opportunity to integrate environmental education into this course, by encouraging the students to explore a range of environmental concerns using issue-based analysis and some of the following strategies:

* Community Connections
* Environmental Perspective
* Simulation
* Problem Solving
* Surveys
* Co-operative Learning
* Inquiry-based learning
* Cross-curricular connections

## Healthy Relationships in the Classroom

At SCHOOL NAME, every student is entitled to learn in a safe, respectful and caring environment, free from violence and harassment. The teacher will create a safe and supportive environment in the class by cultivating positive relationships between students and between the teacher and their students. The teacher will create a classroom environment which promotes respect, caring, empathy, trust, and dignity, and in which diversity is accepted and celebrated. Abusive, controlling, violent, or other inappropriate behaviors such as bulling or harassment will not be tolerated in this class or at SCHOOL NAME.

The teacher will use the following strategies:

* Using inclusive language during instruction
* Developing a learning environment where all students feel safe
* Promotion of diversity and inclusivity in the classroom
* Getting students involved within their school community
* Making community connections
* Peer tutoring
* Role playing
* Group discussions
* Case study analysis

## Equity and Inclusive Education in the Classroom

An equitable and inclusive education system is fundamental to achieving high levels of student achievement. It is recognized internationally as critical to delivering a high-quality education for all learners (UNESCO, 2008). Equitable, inclusive education is also central to creating a cohesive society and a strong economy that will secure Ontario’s future prosperity.

At SCHOOL NAME, we embrace multiculturalism, human rights and diversity as fundamental values. Bullying, hate propaganda and cyberbullying, racism, religious intolerance, homophobia and gender-based violence are still evident in our communities and, unfortunately, in our schools. At SCHOOL NAME we address the needs of a rapidly changing and increasingly complex society by ensuring that our policies evolve with changing societal needs.

On September 1, 2012, Bill 13, the Accepting Schools Act, which amends the Education Act, came into force. In accordance with the Accepting Schools Act, SCHOOL NAME will:

* create and support a positive safe school climate that fosters and promotes equity, inclusive education, diversity
* develop and implement an equity and inclusive education policy
* will share effective practices and resources and promote and participate in collaborative learning opportunities •
* seek out community partners to support school efforts by providing resources and professional learning opportunities

SCHOOL NAME is committed to providing to providing a safe, inclusive, and accepting learning environment in which every student can succeed.

During this course, the teacher will give students a variety of opportunities to learn about diversity and diverse perspectives.

## Ethics in the Classroom

At SCHOOL NAME, teachers provide varied opportunities for students to learn about ethical issues and to explore the role of ethics in decision making. The teacher will support and encourage students to make ethical judgements when evaluating evidence and positions on various issues, and when drawing their own conclusions about issues, advancements, and global events.

During this course the teacher will provide support and oversight to students throughout the inquiry process, ensuring that students engaged in inquiry-based activities are aware of potential ethical concerns and address them in a respectful manner. If students are conducting surveys and/or interviews, teachers will supervise student activities to ensure that they respect the dignity, privacy, and confidentiality of their participants.

The teacher will thoroughly address the issue of plagiarism with students. Students will be reminded of the ethical issues surrounding plagiarism, and the consequences of plagiarism will be clearly discussed before students engage in an inquiry.

The following strategies will be used to develop students’ understanding of ethics:

* Making community connections
* Peer tutoring
* Role playing
* Group discussions
* Case study analysis
* Simulation
* Problem solving
* Cross-curricular connections
* Media connections
* Surveys and interviews
* Model ethical behavior
* Explore ethical standards
* Explore ethical concerns
* Inclusive practices
* Foster positive relationships with others
* Assist students in developing an understanding of ethical judgments
* Assist students in understanding confidentiality standards

## Financial Literacy Connections

There is a growing recognition that the education system has a vital role to play in preparing young people to take their place as informed, engaged, and knowledgeable citizens in the global economy. Financial literacy education can provide the preparation Ontario students need to make informed decisions and choices in a complex and fast-changing financial world.

In social sciences and humanities courses, there are many explicit connections to financial literacy. In this course, students will develop skills in decision making, critical thinking, and consumer awareness as they explore choices related to food, fashion, parenting, and personal and family resource management. Students will also develop an understanding of the causes and effects of economic changes and challenges on individuals, families, and communities.

## Literacy, Mathematical Literacy, and Inquiry Skills

Literacy involves a range of critical-thinking skills and is essential for cross-curricular learning. At SCHOOL NAME it is the responsibility of all of our teachers to explicitly teach literacy and inquiry skills. Literacy, mathematical literacy, and inquiry/research skills are critical to students’ success in all subjects of the curriculum and in all areas of their lives. Students will be exposed to literacy skills relating to oral, written, and visual communication. The following skills will be developed in each course delivered at SCHOOL NAME:

* Reading, interpreting, and analyzing various texts, including diaries, letters, government legislation and policy documents, interviews, speeches, treaties, information from non-governmental organizations, news stories, and fiction and non-fiction books
* Extract information
* Analyze various types of maps and digital representations, maps, charts, diagrams, pictures, etc.
* Use appropriate and correct terminology, including that related to the concepts of disciplinary thinking
* Making community connections
* Peer tutoring
* Role playing
* Group discussions
* Case study analysis
* Simulation
* Problem solving
* Cross-curricular connections
* Media connections
* Kinesthetic opportunities
* Foster use of proper terminology
* Inquiry and research skills
* Help students to develop a language for literacy, inquiry and numeracy skills
* Assist students with developing communication skills in areas of literacy, inquiry and numeracy

***Cooperative Education and other Forms of Experiential Learning***

Central to the philosophy at SCHOOL NAME is the focus on experiential learning. Planned learning experiences in the community, including job shadowing and job twinning, field trips, work experience, hands-on experiences and cooperative education, will provide our students with opportunities to see the relevance of their classroom learning in a work setting, make connections between school and work, and explore a career of interest as they plan their pathways through secondary school and make postsecondary plans. Planned learning experiences in this course will include:

* Experiential Learning: Museums, galleries, cultural centres, restaurants, community organizations, guest speakers

***Health and Safety in the Classroom***

As part of every course, students must be made aware that health and safety in the classroom are the responsibility of all participants – at home, at school, and in the workplace. Teachers will model safe practices at all times and communicate safety requirements to students. Health and safety issues not usually associated with a particular course may be important when the learning involves field trips and field studies. Teachers will preview and plan these activities carefully to ensure students’ health and safety.

***The Role of the School Library***

Although SCHOOL NAME does not have an official school library, students are encouraged to use e-books, local libraries, and archives to develop important research and inquiry skills. During this course, students will visit the local library to meet with local librarians and have a library day, to develop important research skills that are critical for post-secondary education.

## Promotion of Careers

The knowledge and skills students acquire in this course will be useful in helping students recognize the value of their education and applications to the world outside of school and identify possible careers, essential skills and work habits required to succeed. Students will learn how to connect their learning in asking questions and finding answers to employable skills.

During this course the teacher will:

* ensure that all students develop the knowledge and skills they need to make informed education and career/life choices;
* provide classroom and school-wide opportunities for this learning; and
* engage parents and the broader community in the development, implementation, and evaluation of the program, to support students in their learning
* use the four-step inquiry process linked to the four areas of learning
* Knowing yourself – Who am I?
* Exploring opportunities – What are my opportunities?
* Making decisions and setting goals – Who do I want to become?
* Achieving goals and making transitions – What is my plan for achieving my goals?

The teacher will support students in this course in education and career/life planning by providing them with learning opportunities, filtered through the lens of the four inquiry questions, that allow them to apply subject-specific knowledge and skills to work-related situations; explore subject-related education and career/life options; and become competent, self-directed planners.

***RESOURCES***

Dolan, Sean. *Exploring World Religions: The Canadian Perspective.* Don Mills, Ont.: Oxford UP, 2002. Print.

Bracewell, Maureen, Brian Ethan. Schwimmer, and Nancy Bonvillain. *Cultural Anthropology, Canadian Edition Nancy Bonvillain, Brian Schwimmer*. Toronto: Pearson Education Canada, 2009. Print.

**Videos/Websites:**

Youtube: The Story of God – Zoroastrianism

Youtube: Early Jewish Diaspora

Youtube: Theodor Herzl and the birth of political Zionism

<http://www.npr.org/templates/story/story.php?storyId=5052885> Podcast - Drive for an Islamic Sorority at U. of Kentucky, by Kathleen Adams

<http://www.pbslearningmedia.org/resource/islam08.socst.world.glob.lpwomen/women-in-islam/>

<http://www.youtube.com/watch?v=Fdy1AgO6Fp4&feature=youtu.be>

<http://www.ted.com/talks/shereen_el_feki_pop_culture_in_the_arab_world.html>

http://www.teachertube.com/viewVideo.php?video\_id=261591&title=Blackface\_Then\_and\_Now&ref=Media Awareness

<http://www.pbslearningmedia.org/resource/islam08.socst.world.glob.lpwomen/women-in-islam/>

**Articles:**

*Leaving the wild and Liking it*

*Searching for the Lost Jews of Alexandria,* By Elana Bell

Toronto Star Article : *Women in hijab say it completes their identity, by Tara Walton*

The Mensch of Malden Mills, by Rebecca Leung

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