

<p><b>Course Description:</b></p> <p>This introductory course enables students to examine Indigenous cultures in North America (Canada) through an exploration of art forms – painting, sculpture, storytelling, dance, and music created by First Nations, Metis and Inuit peoples .</p> <p>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 Indigenous identity, relationships, and sovereignty.</p> <p>The primary aims of this course are, in the short term to cultivate a deeper understanding and appreciation of First Nations, Metis and Inuit peoples history, culture, communities as well as their contributions to Canada and our society .</p>	<p><b>Level:</b> 9 (Open)</p> <p><b>Credit Value:</b> 1.0</p> <p><b>Pre-requisite:</b> None</p> <p><b>Department:</b> The Arts</p>

<p><b>Textbooks &amp; Resources:</b></p> <ul style="list-style-type: none"> <li>• Growing Success: Assessment, Evaluation and Reporting in Ontario Schools</li> <li>• The Ontario Curriculum Grades 9 &amp; 10: Native Studies, 1999</li> <li>• Aboriginal Beliefs, Values and Aspirations By Filion, McLeod, Methot, O’Brien and Senk (Pearson Canada 2011)</li> <li>• Aboriginal Peoples in Canada By Reed, Beeds, Elijah, Lickers, McLeod (Pearson Canada 2011)</li> <li>• 2017 Toronto District School Board Resource Guide: Respectful Engagement and Practice with Indigenous Peoples By TDSB Aboriginal Education Centre</li> <li>• Knowledge Building Education: K-12 Curriculum Connections Treaties and Residential Schools: “A response to the Truth and Reconciliation Commission of Canada: Calls to Action”</li> <li>• TDSB Aboriginal Education Centre: 16 Phin Avenue, Toronto (416) 393-9600</li> <li>• TDSB Policy P.037 CUR: Equity foundation (Statement)</li> <li>• Promise of Diversity Ontario’s Equity and Inclusive Education Strategy (2009)</li> <li>• SATEC Student Agenda 2017-2018</li> </ul>
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<p><b>Course Evaluation:</b> Student Evaluation consists of three components...</p>					
<p><b>1) Learning Skills &amp; Work Habits:</b></p>					
<p>Students are evaluated on 6 Learning Skills &amp; Work Habits. They are:</p> <ul style="list-style-type: none"> <li>• Responsibility</li> <li>• Organization</li> <li>• Independent Work</li> <li>• Collaboration</li> <li>• Initiative</li> <li>• Self-Regulation</li> </ul>	<p>These six attributes are evaluated on a scale of Excellent (E), Good (G), Satisfactory (S) &amp; Needs Improvement (N) and reported on the report card. They <b>are not</b> included in the course mark, unless specified in the curriculum expectations.</p>				
<p><b>2) Term Mark (Assessment of Learning):</b></p>					
<p>Student performance standards for knowledge and skills are described in the curriculum Achievement Chart. The curriculum is assessed in four categories:</p> <ul style="list-style-type: none"> <li>• Knowledge and Understanding 25%</li> <li>• Thinking and Inquiry 25%</li> <li>• Communication 25%</li> <li>• Application 25%</li> </ul>	<p>Evaluation of these four categories generates the term mark. The term mark accounts for 70% of the final mark.</p> <p><b>It is the student’s responsibility to submit evidence of learning.</b></p>				
<p><b>3) Final Evaluation (Assessment of Learning):</b></p>					
<p>The final evaluation, administered at or towards the end of the course is based on the evidence shown to the right. The final evaluation accounts for 30% of the final mark.</p>	<p>The final evaluation consists of:</p> <table> <tr> <td>Art Analysis</td> <td>7.5 %</td> </tr> <tr> <td>Culminating Activity</td> <td>22.5 %</td> </tr> </table>	Art Analysis	7.5 %	Culminating Activity	22.5 %
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Culminating Activity	22.5 %				
<p><b>Final Mark = 70% Term Mark + 30% Final Evaluation</b></p>					
<p>For a detailed description on Course Evaluation, see “How Did I Get That Mark!” at <a href="http://www.satec.on.ca">www.satec.on.ca</a></p>					
<p><b>Course Conduct Policies:</b> See Student Agenda.</p>					

**Course Outline:**

<b>Unit</b>	<b>Description</b>	<b>Approximate Length</b>	<b>Major Unit Evaluation</b>
<b>Introduction</b>	<b>Introduction to Indigenous Studies</b> This unit sets out the importance and uniqueness of this course while establishing the necessary framework for understanding how knowledge is transferred in an Indigenous way. Furthermore, teaching and learning will take place in an organic and holistic way.	10 Hours	Art Analysis Digital Drawing Rationale Reflection
<b>Identity</b>	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 Indigenous peoples and all Canadians.	30 Hours	Art Analysis Drawing/Value Drawing Rationale Reflection
<b>Relationships</b>	This unit serves as a focus for exploring ties that Indigenous peoples have developed and maintained with the land and its life-sustaining resources. In addition, students will explore the personal connections that Indigenous peoples have made spiritually and culturally with their world.	26 Hours	Art Analysis Students choice: Culturally Relevant Dance, Story telling or music Rationale Reflection
<b>Sovereignty</b>	Students will explore: traditional governments of Indigenous peoples, Fore which 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, Indigenous peoples assert that this understanding is within themselves and that self-determination is basic to the needs of all human beings.	24 Hours	Art Analysis Colour Theory Painting Rationale Reflection
<b>Challenges</b>	Among the range of challenges faced by Indigenous peoples today is the need to reclaim, reassert, and further develop the distinct identities, relationships, and sovereignty that they have always held. This unit will explore current events, issue, court orders, and legislation.	20 Hours	Art Analysis Culturally Relevant Culminating- Mixed Media Rationale Reflection

**Note: The order of the units of study may change due to student needs and resources available during the course.**

**General Information:**

**Methods of Historical Inquiry.** In this course, students will investigate historical topics and issues related to Indigenous peoples, carrying out research, recording and organizing information, analysing and evaluating information, communicating the results of their research, and applying their insights to other situations.

An important aspect of NAC10 are the opportunities of differentiated instruction and subject enrichment, in the majority of these opportunities there will be no further cost to the students, as such, the expectation is that every student enrolled in the course take advantage of these opportunities.

As per TDSB policy, should there ever be a reason that a student could/should not participate in an activity they are free to make that choice without fear of judgement or penalty.

**Late or missed Assignments:**

It is the responsibility of each student to provide evidence of their achievement of the overall expectations within the time frame specified as well as in a form approved by their teacher. Assignments will be assigned a **due date** and a **final submission due date**. Students are free to submit their assigned work up until the final submission date. After the final submission date, late work can no longer be submitted to the teacher and the student will receive a mark of **zero** for the assignment. If a student is unable to meet the due date of an assignment, they **must** speak to the teacher to make alternative arrangements **before** the final submission date of the assignment.