

SOUTH CARLETON HIGH SCHOOL
COURSE OUTLINE
HSC 4M
World Cultures

Credit Value: 1 Credit

Hours: 110 hours

Course Overview:

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.

Unit Title	Hours	Performance Tasks	Overall Expectations
1. <i>Introduction: What is culture?</i> ➤ Concepts, functions and cultural proficiency	25	1. Tests and Quizzes	<p>Research and Inquiry Skills</p> <p>A1. Exploring: explore topics related to world cultures and/or cultural groups, and formulate questions to guide their research;</p> <p>A2. Investigating: create research plans, and locate and select information relevant to their chosen topics, using appropriate social science research and inquiry methods;</p> <p>A3. Processing Information: assess, record, analyse, and synthesize information gathered through research and inquiry;</p> <p>A4. Communicating and Reflecting: communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills.</p> <p>The Concept of Culture</p> <p>B1. Understanding Culture: demonstrate an understanding of the elements and functions of culture and of the nature of cultural influence;</p> <p>B2. Cultural Dynamics: analyse how cultural identities are socially constructed, preserved, transmitted, and transformed;</p> <p>B3. Theoretical Analysis of Culture: demonstrate an understanding of theories and concepts related to the study of culture, and apply these theories to analyse various cultures.</p> <p>Cultural Expressions</p> <p>C1. Art, Philosophy, and Religion: demonstrate an understanding of artistic expressions, philosophies, and religious/spiritual beliefs found within specific cultures, and of how these expressions relate to various aspects of those cultures;</p> <p>C2. Cultural Expressions in Context: analyse specific cultural expressions and a range of factors that can affect them;</p> <p>C3. Contributions and Influences: assess the contributions to and influence on various cultures/societies, including Canada, of a diverse range of ethnocultural groups and individuals from those groups.</p> <p>Critical Cultural Issues</p> <p>D1. Power Relations: demonstrate an understanding of the dynamics of power relations within specific cultural groups and between minority and majority cultures;</p> <p>D2. Policies and Issues: 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;</p> <p>D3. Social Action and Personal Engagement: design, implement, and evaluate an initiative to address an issue related to cultural groups or promoting cultural diversity.</p>
	20	2. Culminating Activities	
2. <i>Expressing Culture</i> ➤ Cultural expression, influences, and contributions	25	3. Collaborative/Group Work	
	25	4. Oral Presentations	
3. <i>Cultural Issues</i> ➤ Economics, politics, power and globalization	25	5. Issues Analysis	
	25	6. Statistical and map analysis	
4. <i>International Development: the Good the Bad and the Ugly</i> ➤ Sustainable development, NGO's, Personal Social Action	15	7. Literacy Skills Development	
		8. Web Quests	
5. <i>Summative Performance Task</i>		9. Role Plays/Simulations	
		10. Debates	
		11. Problem Solving	
		12. Research Notes	
		13. Research Report	
		14. Visual Displays	
		15. Seminars and tutorials	
		16. Formal Examination	

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STUDENT RESPONSIBILITIES

1. Students are required to attend classes regularly, participate in activities, and submit work on time. Absence for any reason does not remove the responsibility of a student to complete work in a timely manner.
2. Students who commit *academic fraud* i.e. *plagiarize or cheat*, and those who miss performance tasks without a legitimate and substantiated excuse risk the successful and timely completion of their work. Tasks consisting of academic fraud will be considered incomplete, as they do not provide a reliable demonstration of student learning.*
3. All incomplete work will be factored into the final mark. When a student fails to demonstrate competence with a task for this or any reason, remedial work may be assigned at the teacher's discretion. In these cases, a reasonable timeline must exist to facilitate the completion and subsequent evaluation of the performance.
4. Students may on occasion negotiate with the teacher to have an assignment submitted late. All work accepted for marking will be professionally evaluated; however, written feedback and anecdotal remarks on late submissions may not be possible based on time constraints.

• See School Assessment, Evaluation, and Reporting Policy for details.

* Academic Fraud is defined as any act of dishonesty purposely or carelessly intended to enhance academic performance. Plagiarism is defined as the act of taking the written word or original work of another person, without giving due credit, whilst passing it off as one's own.

Evaluation

Term Report Assessment/Evaluation tools include tests/quizzes, assignments, performance tasks and rich assessment tasks	Final Report Term 70% Summative task 15% Final Exam 15%
Term 70%	100%
Summative Period Canadian and World Studies summatives will come due within the school's Summative and Evaluation Period. This period occurs two weeks before exams in January and June. <i>Absence from evaluations during these dates must be substantiated with a medical certificate or equivalent documentation as approved by administration.</i>	

LITERACY

Success in Canadian and World Studies courses depends in large part on strong literacy skills. Many of the activities and tasks students undertake in HSC 4M involve the use of written, oral, and visual communication skills. The study of this subject will thus encourage students to use language with greater care and precision and will enhance their ability to communicate effectively.

ANTIDISCRIMINATION POLICY

The Canadian and World Studies curriculum is designed to help students acquire the "habits of mind" essential for citizens in a complex world. Students are expected to demonstrate an understanding of the rights privileges, and responsibilities of citizenship, as well as a willingness to show respect, tolerance, and understanding towards individuals, groups, and cultures in the global community. They are also expected to understand that protecting human rights and taking a stand against racism and other expressions of hatred and discrimination are basic requirements of responsible citizenship.

Accommodations for Exceptional Students

The (name) department makes every effort to accommodate the identified needs of exceptional (IPRC'd) students and will attempt to differentiate curriculum delivery methods, student modes of expression, and assessment methods as recommended by the student's individual education plan (IEP).