

WORLD CULTURES

ROSDEDALE HEIGHTS SCHOOL OF THE ARTS

MS. SARTORY

Room 302

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"The world in which you were born is just one model of reality. Other cultures are not failed attempts at being you. They are unique manifestations of the human spirit."
Wade Davis

Course Description

This course examines how cultural identities are acquired, maintained, and transformed; and theories used to analyze 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 analyze issues facing ethnocultural groups within Canada and around the world. Students will develop and will design and implement a social action initiative relating to cultural diversity.

Units of Study

UNIT ONE	Concepts of Culture: The "Nature" Of Culture The "Iceberg" of Culture "Looking" for Culture	4 weeks
UNIT TWO	Looking at the Culture of Others: Ethnocentrism Cultural Relativism	4 weeks
UNIT THREE	The Fundamentals of Culture: Part 1 Language: How does language affect the meaning people assign to experience?	8 weeks
UNIT FOUR	The Fundamentals of Culture: Part 2 The Religious World View: Ways of being religious around the world	8 weeks
UNIT FIVE	Critical Issues in Culture Cultural Hegemony, Cultural Resistance & Survival Sexuality, Gender and Race	8 weeks

HSC4M Online Requirements

ALL students will be required to participate in online activities.

HSC4M course materials and assignments will be found at

tdsb.elearningontario.ca

The user name is your student number.

Your password is the TDSB password you use to log onto school computers and wifi.



tdsb - Desire2Learn

Username (e.g. 123456)

Password

Methods of Evaluation:

Research Papers:

Students will write **three short research papers**, working on the skills of creating and supporting a thesis, developing arguments, using online databases for research and following conventions for acknowledging sources .

Students will write **one major essay** at the midway point in the course to demonstrate their mastery of these skills.

Testing:

Students will write **TWO** formal exams:

The December which is worth 10% of their term mark

A final June exam worth 20 % their culminating mark.

In Class Performance Tasks:

There will be **several individual presentations** based on homework and in-class reading assignments.

Students will explore different perspectives through **role play activities**.

As part of their culminating mark, students will prepare a **"TED" Talk** presenting their own perspectives on an issue related to course materials.

Assessment and Evaluation of Student Achievement:

The Ontario curriculum for Grade 12 comprises *content standards* and *performance standards*. The content standards are the overall and specific curriculum expectations outlined above. The performance standards are outlined in the achievement chart below. The achievement chart is used as a framework within which to assess and evaluate student achievement.

Evaluation:

Term Work:	60 %
Culminating Activity:	30%

	Knowledge & Understanding	Thinking & Inquiry	Communication	Application
Skills	<p>Knowledge of content (e.g., facts, terms, definitions)</p> <p>Understanding of content (e.g., concepts, theories, ideas, processes; relationship between theory and action)</p>	<p>Use of planning skills (e.g., formulating questions, identifying problems, generating ideas, gathering and organizing information, focusing research, selecting strategies)</p> <p>Use of processing skills (e.g., analyzing, detecting point of view and bias, interpreting, evaluating, synthesizing, forming conclusions)</p> <p>Use of critical/creative thinking processes (e.g., goal setting, decision making, problem solving, invention, critiquing, reviewing)</p>	<p>Organization and expression of ideas, information, and understandings in oral, visual, and/or written forms (e.g., oral: <i>role plays, interviews, presentations, debates</i>; visual: <i>demonstrations, multimedia presentations, posters, graphic organizers</i>; written: <i>pamphlets, journals, reports, web pages</i>)</p> <p>Communication for different audiences</p> <p>Use of conventions Clearly communicate the results of their inquiries (e.g., <i>write clearly, organize ideas logically, use language conventions properly</i>), and follow APA conventions for acknowledging sources (e.g., <i>generate a reference list in APA style, use in-text author-date citations</i>)</p>	<p>Application of knowledge and skills (e.g., <i>concepts, procedures, processes, methodologies, technologies</i>) in familiar contexts</p> <p>Application of knowledge and skills (e.g., <i>concepts, procedures, processes, methodologies, technologies</i>) in familiar contexts</p> <p>Making connections within and between various contexts (e.g., <i>past, present, future; social, religious, cultural, socio-economic contexts</i>)</p>

