



# PORT CREDIT S.S. COURSE OVERVIEW



## World Cultures

**DEPARTMENT:** Social Science

**COURSE CODE:** HSC4M0

**TEXTBOOK:** n/a

**TEXTBOOK REPLACEMENT COST:** n/a

**PREREQUISITE:** Grade 11 Social Science or English

### 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

### OVERALL EXPECTATIONS

Throughout this course, students will be:

- ✓ Exploring: explore topics related to world cultures and/or cultural groups, and formulate questions to guide their research;
- ✓ Investigating: create research plans, and locate and select information relevant to their chosen topics, using appropriate social science research and inquiry methods;
- ✓ Processing Information: assess, record, analyse, and synthesize information gathered through research and inquiry;
- ✓ 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.
- ✓ Understanding Culture: demonstrate an understanding of the elements and functions of culture and of the nature of cultural influence;
- ✓ Cultural Dynamics: analyse how cultural identities are socially constructed, preserved, transmitted, and transformed;
- ✓ 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.
- ✓ 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;
- ✓ Cultural Expressions in Context: analyse specific cultural expressions and a range of factors that can affect them;
- ✓ 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.
- ✓ Power Relations: demonstrate an understanding of the dynamics of power relations within specific cultural groups and between minority and majority cultures;
- ✓ 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;
- ✓ Social Action and Personal Engagement: design, implement, and evaluate an initiative to address an issue related to cultural groups or promoting cultural diversity

### PLAGIARISM & ACADEMIC DISHONESTY

Students are encouraged to research and use other people's ideas to help prove their hypothesis and argument. However, it is a crime to take these ideas and use them as their own. Students who do the following will be considered to have completed an act of academic dishonesty and/or plagiarism.

- ✓ Directly copy another person's work and claim it as their own
- ✓ Use less than the recommended number of footnotes or references per page
- ✓ Use a thesaurus to simply change some of the key words in a sentence without referencing
- ✓ Paraphrase without properly referencing
- ✓ Reference a work but do not paraphrase sufficiently
- ✓ Do not include a bibliography



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## EVALUATION

Assessment and evaluation in this course will be based on provincial curriculum expectations. Evaluation throughout the course and the final evaluation will incorporate four broad categories.

**A final grade will be calculated: Term Work = 70%; Final Evaluation = 30%**

Knowledge & Understanding	Thinking	Communication	Application	Final Summative Evaluation
	TERM	WORK	= 70%	30%
Knowledge of facts & terms Understanding of concepts & relationships between concepts	Critical & creative thinking Inquiry skills (generating ideas, formulating questions, planning, selecting strategies & resources)	Communication of ideas & information through writing, visual & oral presentations	Application of concepts, skills & procedures in familiar contexts Transfer of concepts, skills & procedures to new contexts	Culminating Activity 15% Written Exam 15%

**The exact weighting of these categories will vary depending on the subject, unit and type of evaluation. Students will also receive descriptive feedback as part of the assessments that will not form part of the student's final marks.**

## LEARNING SKILLS

The following learning skills will be taught and assessed throughout the course and rated on the report card:

- \* **Responsibility**
- \* **Collaboration**
- \* **Organization**
- \* **Initiative**
- \* **Independent Work**
- \* **Self Regulation**

These skills will not be included in the final numeric mark unless they are part of the provincial curriculum expectations for the course. However, it is important to remember that the development of these skills is critical to academic achievement and does have a direct bearing on the final mark.

## AUDIO-VISUAL CURRICULUM DELIVERY

- ✓ Any Social Science curriculum has multi-media instruction as part of the delivery process.
- ✓ Peel District School Board Policy requires parental permission for any media rated 14A-18A by the Ontario Film Board, regardless of the age of the student. It is illegal to show R rated material in the classroom, regardless of parental consent or the age of the student.
- ✓ By signing this course outline, parents acknowledge that material up to and including 18A may be shown in the classroom. If you have any specific concerns, contact the individual teacher.

## ACKNOWLEDGEMENT

I acknowledge that I have read & understood the expectations described in this course outline:

Student name (printed): \_\_\_\_\_

Parent/guardian signature: \_\_\_\_\_