

COURSE STATEMENT

NDW4M

LAMBTON CENTRAL COLLEGIATE AND VOCATIONAL INSTITUTE

Welcome to ***Contemporary Indigenous Issues and Perspectives in a Global Context, Grade 12***. This is a summary sheet for parents and students which outlines our course evaluation and expectations.

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TEACHER:

Course Name: Contemporary Indigenous Issues and Perspectives in a Global Context

Course Code: NDW4M

Credit Value: one credit

Ministry Document: The Ontario Curriculum, Grades 9 and 12: First Nations, Métis, and Inuit Studies, 2019

Development Date: 2019

Mission Statement:

Teachers at LCCVI are dedicated to providing the following:

- access for all students
- a safe learning environment
- quality educational opportunities
- high professional standards

Course Description:

This course examines global issues from the perspectives of Indigenous peoples. Students will explore the depth and diversity of Indigenous cultures, traditions, and knowledge. Students will consider how diverse Indigenous communities persevere despite current global environmental and economic trends, and will investigate topics such as identity, social justice, human rights, spirituality, resilience, and advocacy for change.

Overall and Specific Curriculum Expectations:

Refer to the Ministry of Education document entitled *Ontario Curriculum, Grades 9 and 12: First Nations, Métis, and Inuit Studies, 2019* which is available on the Ministry of Education website

(<http://www.edu.gov.on.ca/eng/curriculum/secondary/nativestudies.html>)

Course Content Outline: This course has four strands. Strand A, Political Inquiry and Skill Development, is followed by three content strands, which are organized thematically. The four strands are as follows:

- Political Inquiry and Skill Development
- Indigenous Peoples and Perspectives
- Global Trends and Cultural Survival
- Legal, Political, and Social Action

Assessment and Evaluation Strategies:

Your work will be assessed against the key Overall Outcomes in this course. Outcomes will be attached to Assignments, Discussions, Quizzes, and Portfolio Items and will be reflected in the Grades Tool of D2L. You will have multiple opportunities to demonstrate your understanding of an Outcome. Your final level will be determined by your most consistent and most recent evaluation as well as teacher professional judgment.

There are four achievement categories of knowledge and skills that encompass all the curriculum expectations in the Ontario Curriculum for *Contemporary Indigenous Issues and Perspectives in a Global Context*. The four categories and their value for the term are as follows:

Knowledge	25
Thinking	25
Communication	25
Application	25

The final grade will be determined as follows (in accordance with Ministry of Education standards):

Term Work – 70%

Based on evaluations conducted throughout the course.

Final Evaluation Activities – 30%

All students must participate in the final evaluation activities towards the end of the semester. These final evaluation activities allow students opportunities to demonstrate their achievement of course expectations and represent 30% of a student's final mark.

Learning Skills

Provincial Report Cards will be marked with each student's performance in the five Learning Skills areas:

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

These Learning Skills will be assessed regularly by your teacher. They are an important statistic to understand how well students perform in the class. These are not considered in the determination of the final grade. For each of the Learning Skills one of the following achievement letters will be given:

E = Excellent G = Good S = Satisfactory N = Needs Improvement

ATTENDANCE

Regular attendance is vital to the process of learning. When the process and content of learning is disrupted by irregular attendance, both the individual and his/her classmates suffer a loss of experience that cannot be entirely regained. Students who miss class will suffer in the process because their participation and achievement cannot be fully assessed. Students are expected to complete any expectations missed due to absence.

ACADEMIC HONESTY

Consequences for Academic Dishonesty on Assignments:

Professional judgment of the teacher is taken into account to determine the degree of academic dishonesty and appropriate consequences.

Grade 11 - Student will redo the assigned work. The student will receive a 50 per cent deduction on their assignment. If an assignment is not completed and handed in within the time frame specified by the teacher, a mark of zero will be recorded. Subsequent occurrences may result in a mark of zero.

Grade 12 – A mark of zero will be assigned. There will be no opportunity for the assignment to be re-evaluated.

Note: Consequences may vary depending on the grade and level of a course.

Consequences for Academic Dishonesty on Tests:

1. Teacher has a conversation with the student about the incident.
2. If cheating has been determined, the student is assigned a mark of zero.
3. Parents are informed if student is under 18 years old.

4. In Grades 9 to 12, administration is informed if the situation is not resolved.

Consequences for Academic Dishonesty on Exams:

1. If cheating is suspected during the exam, the student is allowed to complete the exam.
2. If cheating has been determined during or after the exam there will be a conference involving administration, teacher and the student. A mark of zero will be assigned.
3. Parents are informed if a student is under 18 years old.

Appeals Process: Appeals will be requested through the teacher to the administration if the situation is not resolved.

LATE POLICY

Students are expected to submit all assignments within the time frame specified by the teacher. Teachers will consider extenuating circumstances when assignments are late or missing. When assignments are late or missing, evidence of student learning is considered to be missing since the student has not demonstrated the expectation(s) being evaluated. Missing evidence of learning may impact a student's final grade.

If there is a pattern of late or missed assignments, or absences on the day assignments are due, the teacher will work with the parent / guardian, administration and a school team including the Student Success teacher, to determine the reason and plan next steps to help prevent and/or address late and missed assignments.

If a student misses an evaluation or a due date due to an absence, the student and teacher will determine a date for completion upon the student's return to school.

Should you have any questions or concerns, please contact the teacher at 882-1910.