



St. Paul High School
Grade 9 Expressions of First Nations, Métis, and Inuit
Cultures NAC10



Teacher: N. Marin

Prerequisite Course: None

Description and Overall Expectations: This course explores various arts disciplines (dance, drama, installation and performance art, media arts, music, storytelling, utilitarian or functional art, visual arts), giving students the opportunity to create, present, and analyse art works, including integrated art works/productions that explore or reflect First Nations, Métis, and Inuit perspectives and cultures. Students will examine the interconnected relationships between art forms and individual and cultural identities, histories, values, protocols, and ways of knowing and being. They will demonstrate innovation as they learn and apply art-related concepts, methods, and conventions, and acquire skills that are transferable beyond the classroom. Students will use the creative process and responsible practices to explore solutions to creative arts challenges.

A. Artistic Expression and First Nations, Métis, and Inuit World Views: develop an understanding of how various art forms and arts disciplines are used to express and reflect the key concept areas associated with First Nations, Métis, and Inuit cultures: relationships, identities, and self-determination.

B. Creating and Presenting: apply the creative process to create art works/productions using materials and elements and/or principles from one or more arts disciplines, use technologies, tools, and techniques associated with these disciplines to create, modify, present, and promote art works/productions ethically and responsibly, drawing on their exploration of diverse Indigenous perspectives while respecting cultural protocols.

C. Foundations: use the critical analysis process to develop an understanding of and appreciation for First Nations, Métis, and Inuit works from various arts disciplines, and learn to use appropriate terminology to refer to elements, principles, and other key concepts related to those disciplines. explore past and present themes and influences in First Nations, Métis, and Inuit art making, as well as conventions and ethical considerations.

D. Art and Society: develop their understanding of and appreciation for the historical and contemporary social contexts of a variety of Indigenous art forms, examine the role of art in promoting renewal and healing in First Nations, Métis, and Inuit communities and reconciliation in dialogue with non-Indigenous communities, generating a deeper understanding of themselves and the communities in which they live.

Course Resources: Subject-related books, Videos, Music, Chromebooks (supplied), Personal laptops and other technology is optional and can be beneficial to student's learning. The school is not responsible for lost or stolen Personal Technology Devices (PTD's). <http://stpmarin.weebly.com>

Catholic Graduate Expectations: Our goal for all students is to experience an education based on our Catholic Graduate Expectations.

We work in community to develop graduates that are:

- Discerning Believers Formed in the Catholic Faith Community
- Effective Communicators
- Reflective and Creative Thinkers
- Self-Directed, Responsible, Life-Long Learners
- Collaborative Contributors
- Caring Family Members
- Responsible Citizens

<http://www.iceont.ca>

Assessment, Evaluation and Reporting: The primary purpose of assessment and evaluation is to improve student learning. Students will understand what is expected of them, using learning goals, and success criteria, based on the overall expectations. Feedback (self, peer, teacher) supports learning, and plays a critical role in academic achievement and success.

The development of learning skills and work habits is a key indicator of future success. The following learning skills and work habits will be developed, assessed, and reported during this course:

1. Responsibility fulfills responsibilities and commitments (*e.g. accepts and acts on feedback*)
2. Organization manages time to complete tasks and achieve goals (*e.g. meets goals, on time*)
3. Independent work uses class time appropriately to complete tasks (*e.g. monitors own learning*)
4. Collaboration works with others, promotes critical thinking (*e.g. provides feedback to peers*)
5. Initiative demonstrates curiosity and an interest in learning (*e.g. sets high goals*)
6. Self-Regulation sets goals, monitors progress towards achieving goals (*e.g. sets, reflects goals*)

Group work supports collaboration, an important 21st century skill. This will be assessed only as a learning skill. Homework may also be assessed as a learning skill. Evaluation completed in class will be based only on individual student work. Regular attendance is important to support group work, various forms of feedback, and to allow students to demonstrate evidence of their learning. Students are responsible for providing evidence of their own learning (with references where required), in class, within given timelines. Next steps in response to academic integrity issues, such as lack of work completion, plagiarism, or other forms of cheating, range from providing alternate opportunities, to a deduction of marks.

The achievement chart identifies four levels, based on achievement of the overall expectations:

Level 1	achievement falls below the provincial standard	(50-59%)
Level 2	achievement approaches the provincial standard	(60-69%)
Level 3	achievement is at the provincial standard	(70-79%)
Level 4	achievement surpasses the provincial standard	(80-100%)

The report card grade will be based on evidence of student performance, including observations, conversations and student products. Consideration will be given to more recent evidence (skill development) and the most consistent level of achievement.

Mark Breakdown:

Term Work (70%) will include a variety of assessment tasks designed to demonstrate students' development in their knowledge and understanding, thinking and inquiry, communication and application of all overall expectations.

Summative evaluation (30%) takes place towards the end of the semester, is completed in class, and provides the final opportunity for students to demonstrate what they know, and the skills they have learned, based on the overall expectations. In NAC10, the summative evaluation will consist of a rich summative assessment task (30%).

Awarding of Course Credit: Students who demonstrate evidence of achievement of overall expectations, **and** earn a mark of 50% or greater, will earn one credit for the course with the following exception:

Students who do not complete their summative task will not earn their credit regardless of their grade.

Student and Parent/Guardian Acknowledgement We have read the above course outline and are aware of the student responsibilities to attend class on a regular basis and to provide evidence of learning within the established timelines.

Student's Name (print): _____ Student's Signature: _____

Parent/Guardian Name (print): _____ Parent/Guardian Signature: _____