

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.

While it is important that a variety of resources are available to support students' learning, teachers must preview materials (e.g., print, web-accessed, photographs, song lyrics, videos, articles) in advance to ascertain their credibility and suitability for use with their classes and to align with Board policies and guidelines.

Background

World Cultures is one of four Equity Studies courses included in *The Ontario Curriculum, Social Sciences and Humanities, Grades 9 to 12, (Revised) 2013*. In this course, students examine the nature of culture, and the ways in which cultural identity is shaped by environment. Students explore individual and collective human needs and behaviour, and their connection to the development and evolution of cultures as well as patterns and trends in society. They investigate a variety of social structures, institutions, relationships, and power dynamics.

Cultures play a pivotal role in shaping societies. Throughout this course, students examine various definitions of culture to attain a functional understanding of the concept. Culture is explored as it influences and is influenced by individuals, communities, and societies.

Collaborative collective action is an important driver of social change. By viewing the world from different perspectives, students create more possibilities for future generations. It is through recognition and appreciation of varied views, traditions, values, beliefs, and ideologies that societies evolve, adapt, and grow.

Students explore how social change can occur in many forms, in diverse places, through a variety of means, and how individuals advocate for their causes to create a more equitable and socially just space. Individual students can be agents of social change as they learn to engage in solving problems encountered by individuals, families, communities, and societies.

As students examine their personal belief systems and the different lived experiences of others, they develop an appreciation of the contexts through which their own and others' world views are formed. They establish an understanding that through common needs, interests and passions, individuals can work together to address many issues and concerns, and make tangible solutions available for many.

Students' willingness to engage in course materials individually, in small groups, or as a whole class depends largely on the rapport developed by the teacher. Open, honest dialogue together with clear communication about unacceptable behaviours assures students that their class is a safe space for student learning. Teachers should spend some time early in the course getting to know their students and establishing an environment of inclusion and safety.

Plan for the Course

- Recognizing and understanding the concepts and theories of culture is important; however, applying that learning and being cognizant of its impact is also a key component of the course. The social action component of this course builds on the students' understanding and is an opportunity for them to deepen their learning as they apply it in a real context. The social action emphasizes the need to be socially aware and socially engaged within communities of which the student is a part (e.g., school communities, community groups, faith communities, sports teams, etc.). The social action initiative should be introduced early in the course so that students have time to determine how they can develop their own initiatives that reflect the concepts they have learned. Students have opportunities throughout each of the units to tie their investigations and thinking to planning, developing, and implementing a social action initiative.
- The units present a plan for addressing the concepts and skills expressed in the big ideas and curriculum expectations. The curriculum expectations for research and inquiry skills are spiralled through all of the units to give students multiple opportunities for practice and to support them with content for the culminating task.

In **Unit 1**, students explore terminology, theories, and concepts related to culture.

In **Unit 2**, students investigate the relationship of artistic expressions, philosophies, and religious/spiritual beliefs to aspects of global cultures.

In **Unit 3**, students think critically about power dynamics, policies, and issues within and between minority and majority cultural groups.

In **Unit 4**, students do a reflective self-assessment of how they applied their learning in a constructive, personal, and meaningful way through social action.

The table illustrates the connections among the four units and the interactions among the four areas of research and inquiry:

TABLE 1
Course by Unit with Connections to the Culminating Task

UNIT	DESCRIPTION	PURPOSE	RESEARCH AND INQUIRY CONNECTIONS	ASSESSMENT OF LEARNING
1	Culture, Identity and Transformation	Provide foundations: vocabulary, concepts, beliefs, theories, inquiry methods	Exploring	Explore underlying principles
2	Communicating Values and Beliefs	Explore cultural expressions within and among groups	Investigating	Design
3	Power and Policies	Investigate strategies and initiatives that address issues of cultural equity and diversity	Processing Information	Implement
4	Making Change through Social Action	Assess the impact of cultural/equity/diversity initiatives	Communicating and Reflecting	Assess

Teachers could use this table as a tool for planning assessment and learning. The assessment task for the second unit could be to plan and design the social action initiative. For the third unit, the assessment task could be to implement the social action initiative.

The course culminating assessment task could take many forms such as a written personal reflection or one section of a project portfolio that could include a log to indicate student growth and understanding during the process of developing and implementing their own initiative.

Sources for Information

While it is important that a variety of resources are available to support students' learning, teachers must preview materials (e.g., print, web-accessed, photographs, song lyrics, videos, articles) in advance to ascertain their credibility and suitability for use with their classes and to align with Board policies and guidelines.

Baxter, Denise. ***Aboriginal Presence in Our Schools: A cultural resource for staff*** (3rd ed.). Thunder Bay, ON: Lakehead Public Schools, 2013. Print.
<http://www.lakeheadschoools.ca/sites/default/files/docs/node_documents/Aboriginal_Education/cultural_resource.pdf>

This handbook provides background information about Aboriginal heritages and traditions, cultural teachings, celebrations, treaties, terminology, and best practices. It focuses on the Ojibwe language and people, recognizing the various dialects that exist in the area of Thunder Bay.

Case, R. and Clark, P. (eds.). "Issues and Strategies for Secondary Teachers." ***The Anthology of Social Studies*** Vol. 2. UBC: Pacific Educational Press. 2008. Print.
<<http://pacificedpress.ca/?p=155>>

This resource for teachers helps build knowledge of the theoretical analysis of culture.

City, Culture, and Society. Elsevier. Print Journal.

The 21st century has been dubbed the century of cities – sustainable cities, compact cities, post-modern cities, mega-cities, and more. This journal focuses on urban governance in the 21st century, under the banner of cultural creativity and social inclusion. It recognizes the value of culture within urban settings, and its integration into society.

Courchene, Robert. "Teaching Canadian Culture: Teacher Preparation." ***TESL Canada Journal***, 13 (2) 1996. p. 1-16. Print.

This article provides insight into the task of teaching about cultures in an equitable manner. It is incisive in its discussion of the complexity of what constitutes Canadian culture.
<www.teslcanadajournal.ca>

Parrish, P. and Linder-VanBerschoot, J. "Cultural Dimensions of Learning: Addressing the challenges of multicultural instruction". ***The International Review of Research in Open and Distance Learning***, 11(2), 1-19. 2010. Print.
<<http://www.irrodl.org/index.php/irrodl/article/view/809/1497>>

The article explores how to approach and teach with culturally relevant and adaptive instruction. It provides insight into online tools and design, as well as eight cultural parameters that can be a guide for creating a course. The Framework of Cultural Differences could be a useful tool for organizing the course, especially if teachers heed the author's suggestions that these dimensions are to be understood on a spectrum and not as either/or.

Salzman, P. ***Understanding Culture: An introduction to anthropological theory***. Prospect Heights, Illinois: Waveland Press, Inc., 2001. Print.

Philip Carl Salzman is professor of Anthropology at McGill University in Montreal. His book explores six different streams of anthropological theory and is a useful resource for teachers wishing to build familiarity with cultural theory.

Sensoy, O. and R. DiAngelo. ***Is Everyone Really Equal? An introduction to Key Concepts in Social Justice Education***. Teachers College Press, Columbia University, New York. 2011. Print.

This resource is a concise and comprehensive introduction to key concepts for the teaching of equity. It is an accessible background preparation tool for teachers who may be teaching this course for the first time.

Theory, Culture, and Society. Sage Publications. Print.

This journal was launched in 1982 to cater for the resurgence of interest in culture in the social sciences. It has built up a large international and multidisciplinary readership through its ability to raise and discuss emergent social and cultural issues in an open, non-partisan manner. This peer-reviewed journal focuses on the intersection of culture with other aspects of society. It provides a space for diverse voices, including academics, community organizers and educators to address the ongoing trends and changes of society.

UNIT 1

Culture, Identity, and Transformation

Students are introduced to the concept of culture and the various theories that help define and mold it. They gain a deeper understanding of what is meant by culture, society, and identity by exploring how each influences the other.

Big Ideas

- Culture can have various meanings and interpretations depending on the individual or groups defining it.
- Societies and cultures shape one another through norms, values and acceptable practices.
- Cultures influence people and people influence cultures.
- Cultural identity is unique to each individual as a person can have many and differing perspectives of their own cultural beliefs and values.

Overall Expectations

A1. Exploring: explore topics related to world cultures and/or cultural groups and formulate questions to guide their research;

B1. Understanding Culture: demonstrate an understanding of the elements and functions of culture, and of the nature of cultural influence;

B2. Cultural Dynamics: analyse how cultural identities are socially constructed, preserved, transmitted, and transformed;

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.

Questions to Guide Student Learning

Teachers could use questions such as the following to guide students as they begin to analyse the concepts of culture, identity, and their connections to society:

- What is culture?
- What is identity?
- How are culture and identity related? How are they different from one another?
- What theories exist that define or identify the various aspects of culture?
- How is culture influenced?
- Why do cultures transform?
- Who decides what is culturally acceptable and what is not?
- How does culture affect change?
- How are cultures sustained? How are they lost?

Questions to Guide Student Learning

Teachers could use questions such as the following to support students in developing their understanding of culture:

- What cultures are unfamiliar to you? What cultures are connected to you? Why?
- After sharing images that may provoke thinking about culture, ask: How does this image represent an individual? A culture? A society?
- How is this item or artefact (e.g., a *sari*, *moccasins*, *fez*) connected to culture?
- How has this artefact been appropriated? (Students are introduced to the concept of cultural appropriation through this question.)
- Which aspects of your culture(s) are a core part of your identity? Why?
- Why is culture more than food, fashion, and festivities?

Assessment of Learning

Planning Notes

An important concept for students to understand is that ‘culture’ is complex, fluid, and changing and is shaped by many influences. As part of assessment of learning, students could identify what influences cultures, and how. They could develop their own definitions of culture that they can revisit as they broaden their understanding and learning.

After examining historical individuals who placed emphasis on their own cultural traditions and practices students can choose how to demonstrate their understanding of the relationship between identity and culture.

Although individuals play an important role in the maintenance and sustenance of cultures, societies are also adjusting and transforming based on cultural practices. Students could show evidence of how diverse communities have changed in their major beliefs and practices over the last five decades, and connect this to culture.

Guiding Questions

Teachers could consider the following questions as they plan their assessment of student learning for this unit:

- How well does the student incorporate many views, theories, and or ideas in a definition of culture?
- How does the student demonstrate that culture is fluid?
- How well does the student connect the terms *culture*, *identity*, *individuals*, and *society*?
- What evidence is there that the student recognizes the influence of power?
- How well does the student convey understanding of why cultures are lost, maintained, or transformed over time?

Sources for Information

While it is important that a variety of resources are available to support students' learning, teachers must preview materials (e.g., print, web-accessed, photographs, song lyrics, videos, articles) in advance to ascertain their credibility and suitability for use with their classes and to align with Board policies and guidelines.

Boundless Learning Technologies. ***The Symbolic Interactionist Perspective***. Web. <<https://www.boundless.com/sociology/understanding-sociology/the-theoretical-perspectives-in-sociology/the-symbolic-interactionist-perspective/>>

This is one of a collection of current, student-friendly, on-line, interactive learning tools using open educational content. The resources in this collection would be useful in an inquiry-based, technology-enhanced teaching/learning environment.

Cmc Sociologist. ***Introducing the Conflict Perspective***. 2012. Web.

<<http://www.youtube.com/watch?v=EzQxp6itDdc>>

This is a student-friendly introductory overview of the Conflict perspective of Karl Marx, Friedrich Engels and Patricia Hill-Collins. Students would require direct vocabulary instruction for new terms prior to viewing. This video would lend itself to small-group discussion, or teacher-led "Think Aloud" types of learning/teaching activities.

Cmc Sociologist. ***Introducing Structural Functionalism***. 14 mins. 2012. Web.

<<http://www.youtube.com/watch?v=mpDV3Uifjg>>

This is a student-friendly introductory overview of the Structural Functionalism perspective of Emile Durkheim and Talcott Parsons. Students would require direct vocabulary instruction for new terms prior to viewing. This video would lend itself well to small-group discussion, or teacher-led "Think Aloud" types of learning/teaching activities.

Eamon, Michael. "Toolkit: Defining Primary and Secondary Sources." *Library and Archives Canada*. 2010. Web.

<<http://www.collectionscanada.gc.ca/education/008-3010-e.html>>

This student-friendly article defines primary and secondary sources with accessible language and meaningful examples.

Foreign Affairs and International Trade Canada. ***What Is Culture?*** Centre for Intercultural Learning. 2011. Web. <<http://www.international.gc.ca/cfsi-icse/cil-cai/intercultural-interculturelle-eng.asp>>

This website discusses the meaning of culture. It also offers an interactive map under the heading Country Insights, which could be a useful tool for students to explore a variety of topics related to world cultures.

Library and Archives Canada. ***Learning Centre***. 2008. Web.

<<http://www.collectionscanada.gc.ca/education/index-e.html>>

This is a useful Canadian tool that has credible and easily accessible resources for students and teachers. This website provides materials for history, literature, and music through a Canadian lens.

Penstone, J. ***Visualising the Iceberg Model of Culture***. 2011. Web.

<<http://opengecko.com/interculturalism/visualising-the-iceberg-model-of-culture/>>

The resource contains an image representing the iceberg model of culture described by E.T. Hall. It is released on a Creative Commons License and can be freely shared. The image could be used with students to support concept attainment of Hall's representation of culture.

St-Pierre, M. (collection analyst). ***Aboriginal Perspectives***. National Film Board. 2007.

Web. <<http://www3.nfb.ca/enclasse/doclens/visau/index.php?mode=home&language=english>>

This is a website for upper elementary and secondary students and teachers. It contains lesson plans utilizing clips from 71 National Film Board of Canada films about First Nations, Inuit, and Métis peoples presenting a thematically based exploration of the shared histories of Aboriginal peoples in Canada.

Unit 2

Communicating Values and Beliefs

Students build on their understanding of the main concepts from Unit 1. Through this unit, they recognize the importance of art, religion, and philosophy, and their connections to culture. Students also critically examine the factors influencing culture, and begin to develop research plans for their social action initiatives.

Big Ideas

- People represent and express their ideas, beliefs, and experiences symbolically through various art forms.
- As people make sense of their experiences and environment, they adopt various secular, religious and/or philosophical beliefs.
- Societies and cultures shape one another through the development and reinforcement of norms and acceptable practices.

Overall Expectations

A2. Investigating: create research plans, and locate and select information relevant to their chosen topics, using appropriate social science research and inquiry methods;

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;

C2. Cultural Expressions in Context: analyse specific cultural expressions and a range of factors that can affect them;

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.

**Questions
to Guide
Student Learning**

Teachers can use questions such as the following to guide students as they make connections between culture, art, philosophy, and religion, and recognize the resulting influences:

- What is art? What is philosophy?
- How do art and philosophy connect to culture? How do they influence one another?
- What is religion? How do religions develop?
- How are religion and culture connected? How are they distinct from one another?
- Why are religion and culture sometimes used as synonyms?
- How do culture, religion, and art influence one another?
- What are some cultural expressions that exist today?
- What cultural expressions used to exist? Why are they no longer here?
- What defines ‘Canadian Culture?’
- Why is Canada regarded as a nation that embraces diversity? To what extent is this view of Canada an accurate depiction?

**Assessment of
Learning**

Planning Notes

This unit focuses on the factors that influence culture, and how culture manifests itself through art, philosophy, religion, and other mediums. After investigating influences on culture students could present oral presentations. They could examine cultural artefacts from the past and the present, analyse what the artefacts tell us about the specific culture as well as culture in general. They might demonstrate their learning by creating living museums with pieces that reflect the culture’s identity, religion, etc. As students view the artefacts, they deepen their understanding that perspective is key in developing meaning. They also deepen their understanding of the nature of culture and the ways in which cultures change over time.

Sources for Information

While it is important that a variety of resources are available to support students' learning, teachers must preview materials (e.g., print, web-accessed, photographs, song lyrics, videos, articles) in advance to ascertain their credibility and suitability for use with their classes and to align with Board policies and guidelines.

Canadian Heritage Information Network (CHIN), Teachers' Centre. *Modern Inuit*, 2000. <<http://www.museevirtuel-virtualmuseum.ca/edu/ViewLoitLo.do?method=preview&lang=EN&id=10641>>

This resource provides insight into Inuit cultures, with teacher and student resources. This useful tool helps students better comprehend the richness of the Inuit people.

Departures. 2008-2010. DVDs <<http://www.departuresentertainment.com/about.html>>

This show follows two Canadians as they traverse the world, from the busiest cities to the most desolate places on Earth. Through their journey, viewers get a glimpse into the cultural practices and norms of diverse communities. A trailer can be viewed at: <<http://www.youtube.com/watch?v=GkldtzXmpYk>>

Government of Canada. *Arts, Culture, and Heritage*. 2013. Web.

<<http://www.canada.gc.ca/aboutcanada-ausujetcanada/explorer/arts-eng.html>>

Resources connected to Canadian culture and arts are useful to students as they connect the role of their culture within their own society of Canada and see their own culture(s) within the cultural fabric of Canada.

Grossman, L. and M. Landers. *Culture Crossing: A Community Built Guide to Cross-cultural Etiquette & Understanding*. n.d. Web.

<<http://www.culturecrossing.net/index.php>>

This evolving database allows people from all walks of life to share cross-cultural information. It could be useful for students exploring various topics related to world cultures.

Huffpost Culture. *Behind the Scenes at Red Bull House of Art in Detroit*. 2013. Web.

<http://on.aol.ca/playlist/huffpost-cultures-recent-videos-125386?icid=bottom_related_thumb_0>

This video introduces artists from Detroit who were given the opportunity to do their work without having to worry about money. This useful tool examines the culture of art, and how it is promoted in some communities but looked down upon in others. It also examines why individuals choose to become artists, and how/if cultures play a role in these decisions.

Lowrey, W. (Reporter). *Quebec Values Charter Protest Hits Montreal Streets*. CBC

News. 2013, September 14. Web. <<http://www.cbc.ca/news/canada/montreal/quebec-values-charter-protest-hits-montreal-streets-1.1840089>>

This article would engage students in dialogue about social action, social justice, and expression of cultural values in Canada.

Métis, Culture, & Heritage Resource Centre, Inc. 2013. Web.

<<http://www.metisresourcecentre.mb.ca/>>

This website provides rich and relevant resources that support conversations about the influence of the Métis in the past, present, and future of Canada.

Multicultural Canada. n.d. Web. <<http://multiculturalcanada.ca>>

This website is a useful learning resource for teachers and a valuable tool for student research. It contains an extensive collections of audio files, books and newspapers, manuscripts, photographs and also learning modules and the Encyclopedia of Canada's Peoples. Many non-English language materials and artefacts are also available.

Sources for Information

Murphy, R. (Host). **Cross Country Check-up: Should public servants be banned from wearing religious clothing and jewelry?** CBC Radio One. 2013. Web Podcast. <http://podcast.cbc.ca/mp3/podcasts/checkup_20130915_24695.mp3>

This is one podcast episode of an open-line radio program, broadcast live across Canada. This episode deals with Quebec's controversial Charter of Values, which proposes a ban on all religious clothing and symbols worn by public servants. The banning of specific items of clothing and jewelry provides a meaningful, authentic topic for students to engage in purposeful discussion, taking a variety of perspectives and building on the ideas of callers and classmates. Cross Country Check-up Site: <<http://www.cbc.ca/checkup/>>

Tillman, Diane and M. Belgrave. **An Introduction to Living Values Activities for Young Adults.** Florida: Health Communications, Inc., 2000. Print

This resource focuses on the development of twelve critical social values, ranging from happiness to humility. Through the use of the values as themes, lesson plans have been created to explore them in an age-appropriate manner.

<<http://www.livingvalues.net/books/pdf-downloads/lvacyai.pdf>>

Tonina, S. **Aboriginal Peoples: Terminology and Identity** – (HillNotes Number 2012-33-E). Library of Parliament Research Publications, Legal and Social Affairs Division. Library of Parliament. 2013. Print.

<<http://www.parl.gc.ca/content/lop/researchpublications/2012-33-e.htm>>

This is an article on the history of terms used to describe Aboriginal peoples. It could be useful to engage students in rich discussion of the cultural power of words.

United Nations. **United Nations Declaration on the Rights of Indigenous Peoples.** 2008. Print. <http://www.un.org/esa/socdev/unpfii/documents/DRIPS_en.pdf>

This policy document defines the resolution adopted by the U.N. General Assembly defining all rights of indigenous peoples. It is written in language accessible to students and could be used in connection with a discussion or investigation of universal human rights, and values.

United Nations Educational, Scientific and Cultural Organization (UNESCO). **Protecting Our Heritage and Fostering Creativity.** n.d. Web.

<<http://en.unesco.org/themes/protecting-our-heritage-and-fostering-creativity>>

This website contains a rich collection of resources supporting UNESCO's mission to preserve and promote cultural heritage around the globe. Students could use this site independently to locate images, publications articles, and information on a range of topics, such as Diversity of Cultural Expressions, Arts and Artists, and Intangible Cultural Heritage.

UNIT 3

Power and Policies

This unit builds on preliminary skills learned in Units 1 and 2 in preparation for the course culminating task. It provides opportunities for historical research, especially concerning cultural issues resulting from power imbalances between minority and majority cultures. Students investigate how power can influence the development, suppression, or even the elimination of specific cultural traditions. Community connections with a variety of local cultural organizations through field trips and guest speakers would enhance the relevance and richness of students' learning experiences.

Big Ideas

- Power relationships within and between minority and majority cultural groups in Canada, and worldwide, can affect cultural identities and interactions, both positively and negatively.
- Policies and practices such as colonization, imperialism, refugee and immigration policies, racism and discrimination have created systemic barriers to integration and achievement for minority groups in Canada and in other countries.
- Canada's policies on multiculturalism and diversity vary from those of other nations and provide the context for programs and strategies designed to address cultural issues.

Overall Expectations

A3. Processing Information: assess, record, analyse, and synthesize information gathered through research and inquiry;

D1. Power Relations: demonstrate an understanding of the dynamics of power relations within specific cultural groups and between minority and majority cultures;

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.

Questions to Guide Student Learning

Teachers could use questions such as the following to guide students as they learn about power and policies:

- How is relative power shown in our communities?
- What evidence do you have that some cultural groups have more power than others?
- How is power represented in our community?
- How have power relationships influenced your own cultural identity?
- How do cultural events in our community reflect social equity, e.g., move beyond the expression of celebrations, cuisine, and fashion to represent a deeper meaning?
- How do Canada's policies determine who can immigrate to Canada?
- What do our immigration policies tell us about what we, as a nation, believe that the purpose of immigration is?
- How are new immigrants to Canada supported?
- What are the impacts of world events on ethnocultural minority groups in Canada and in other nations? (e.g., terrorist kidnappings/murders of mall patrons in Nairobi, Kenya; shooting of Malala Yousafzai in Pakistan)
- What are the impacts of Western consumerism on cultures around the world?

Questions to Guide Student Learning

Teachers could use questions such as the following to guide students as they learn about social action:

- What does it mean to be a social activist?
- Who determines whether an individual or organization has been successful in promoting equity and inclusion of cultural minority groups?
- What does 'success' look like in the context of promoting multiculturalism, inclusion, and respect for cultural diversity?
- Which local, provincial, and federal agencies and organizations contribute to social equity in Canada?
- Which international organizations and initiatives contribute to cultural diversity and equity?
- What strategies can individuals and organizations use to support cultural diversity and equity?

Assessment of Learning

Planning Notes

The assessment of learning for this unit could be the second of three stages of the course culminating task – the 'implementation' stage of personal engagement in social action. The social action projects should respond clearly to an equity need in a community of which the student(s) are a part, e.g., school community, faith community. The social action project should also be manageable with the time available.

Reinforce for students that a small project that is achievable and makes small gains in a community *is* social action and can be considered successful. The students' role should be to take small incremental steps and, after each, reflect on what worked, what didn't work, and what their next steps would be in affecting social change.

Assessment should focus on the extent to which students are able to plan a social action initiative which responds to a need, evaluate the effectiveness of their social action, and plan meaningful next steps to address the identified need.

Guiding Questions

Teachers could consider the following as they plan their assessment of student learning for this unit:

- What evidence is there that the student can identify equity issues relating to culture, race, and ethnicity in their communities?
- How can the student communicate understanding of the impact of cultural stereotyping, labelling, and misrepresentation?
- What evidence is there that the student understands systemic barriers to integration and achievement facing ethnocultural minority groups?
- What are the indicators that the student is able to compare Canada's policies on diversity and multiculturalism with those of other nations?

Sources for Information

While it is important that a variety of resources are available to support students' learning, teachers must preview materials (e.g., print, web-accessed, photographs, song lyrics, videos, articles) in advance to ascertain their credibility and suitability for use with their classes and to align with Board policies and guidelines.

Canada in the Making. *Asian Immigration*. n.d. Web.

<http://www.canadiana.ca/citm/specifique/asian_e.html>

The Canadiana website is a rich and extensive series of resources which integrates a Government Documents collection with narrative text and links to primary source artefacts. It is a useful research resource for students examining various topics related to the history and development of Canadian culture. This specific web page supports students investigating the topics of racism and social pressures related to Asian immigration during the late 19th and 20th centuries in Canada, as well as the Chinese Immigration Act and the Head Tax of 1885.

Citizenship and Immigration Canada. 2012. Web.

<<http://www.cic.gc.ca/english/department/mission.asp>>

This website is a useful resource for students investigating the Canadian government's conception and promotion of unique ideals shared by all Canadians, as well as immigration legislation.

Conneally, P. *Digital Humanitarianism*. TED Talks. 2012. Web.

<http://www.ted.com/talks/paul_conneally_digital_humanitarianism.html>

This video advocates the use of public mobile technology as a powerful tool for social action. It would be useful to help students generate creative ideas and solutions related to the social action initiative for this course.

Crichton, K. (Producer). *8th Fire*. Toronto: Canadian Broadcasting Corporation (CBC).

2011. TV series videos. <<http://www.cbc.ca/player/Shows/Shows/Doc+Zone/8th+Fire/Full+Episodes/ID/2196907845/>>

This series of four documentary videos examines the five-hundred year old relationship between Aboriginal peoples and the settler communities in Canada. It exposes stereotypes and explores power relationships which have profoundly impacted cultures and societies. The website also includes supporting resources suitable for use both professionally and as classroom resources for learning and teaching.

Grobovsky, L., F. Macapagal, and K. Wentzel. (Producers). *The Journey to Cultural*

Competence. 23 mins. Toronto: New Immigrant Support Network (NISN), The Hospital for Sick Children. 2012. Film. <<http://www.sickkids.ca/culturalcompetence/journey-to-cultural-competence-film/Journey-to-Cultural-Competence-Film.html>>

This film shows the perspectives and challenges of families new to Canada, who are navigating the healthcare system, seeking medical treatment for their child. It supports teaching and learning of perspective-taking skills with students.

Johnson, Richard G, III. *A Twenty-First Century Approach to Teaching Social Justice: Educating for Both Advocacy and Action*. Michigan: Peter Lang Publishing. 2009. Print.

This guide approaches various issues with the social justice lens. It provides insightful strategies to unique situations, and focuses on developing equitable practices.

Kumar, N. (Host). *Intersections*. Toronto: CBC Radio One, 2013. Web Podcast Series.

<<http://www.cbc.ca/intersections/>>

Intersections is a weekly radio program broadcast on CBC Radio, suitable for use as a teaching/learning resource which explores how cultures in Canada mix and clash in everyday relationships. It uses current topics and exposes some controversial issues relevant to many of the course expectations that would be suitable for in-class discussions. Teachers can subscribe to the podcasts for later use.

<<http://www.cbc.ca/radio/podcasts/intersections/>>

Sources for Information

McLaren, N. **Muffins for Granny**. Canada: Mongrel Media, 2007. Film.

<<http://www.mongrelmedia.com/dvd/info.cgi?id=1513>>

The film is a powerful resource for use with professionals and students, to build awareness of cultural loss and trauma resulting from residential school policies and practices.

Nakagawa, A. M. (writer/director). **Between: Living in the Hyphen**. 43 mins. Canada: National Film Board. 2005. Film.

<<http://www.nfb.ca/search?q=Between%3A++Living+in+the+Hyphen>>

This documentary examines what it means to have a background of mixed ancestries that cannot be easily categorized. It attempts to get at the root of what it means to be multi-ethnic in a culture that expects each person to fit into a single category.

National Patterns in Culture Worker Employment. Statistics Canada. 2011. Web.

<<http://www.statcan.gc.ca/pub/81-595-m/2008064/s5-eng.htm>>

This resource looks at the intersection of culture and economy within Canada

Shadeism Vimeo: Refuge Productions. 2011. Video. <<http://vimeo.com/16210769>>

This Canadian-made film deals sensitively with the issue of shadeism for adolescents. Shadeism refers to discrimination that occurs within certain cultures based upon the shade of one's skin colour, where fairer skin is often considered to be a symbol of beauty.

Statistics Canada. Web. <www.statcan.gc.ca>

Statistics Canada is a useful tool to use in introducing students to analysis of data and ideas surrounding why governments collect information, and how that can influence the culture of a country.

TC² - The Critical Thinking Consortium. n.d. Web. <<http://www.tc2.ca/>>

This website contains a searchable collection of primary and secondary source documents useful as information sources about people, places, and events in Canadian history. It supports development of critical thinking skills as they relate to the use of historical documents.

ViewChange: Stories powering progress. Link TV. n.d. Web. <<http://www.viewchange.org/>>

This is an evolving collection of short videos telling stories about real people and progress in global development. This site is accessible to students learning the English language.

Yousafzai, M. **I Am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban**. Boston: Little, Brown and Company. 2013. Print.

When the Taliban took control of the Swat Valley in Pakistan in 2012, one 15-year-old girl spoke out. Malala Yousafzai refused to be silenced and fought for her right to an education.

UNIT 4

Making Change through Social Action

Throughout the course, students are engaged in designing, implementing, and evaluating an initiative to address an equity issue. In this unit, students compile the work they collected and completed throughout the course on a specific need related to cultural equity and showcase and evaluate their social action initiative.

Big Ideas

- Needs related to cultural diversity or specific ethnocultural groups throughout the world vary widely.
- Social action initiatives that address such needs can influence individuals, organizations, and governments to create positive social and political change.
- Effective social action initiatives require strategic planning and implementation, as well as reflective evaluation.

Overall Expectations

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;

C3. Contributions and Influence: assess the contributions to and influence on various cultures/societies, including Canada, of a diverse range of ethnocultural groups and individuals from those groups;

D3. Social Action and Personal Engagement: design, implement, and evaluate an initiative to address an issue related to cultural groups or promoting cultural diversity.

Assessment of Learning

Planning Notes

The final phase of the social action project requires students to evaluate the success of their initiative. Students might do this assessment in a variety of ways such as a reflective essay, a print or online portfolio, or a multi-media display exhibited in a prominent location in the school.

Guiding Questions

Teachers could consider the following as they plan their assessment of student learning:

- How does the student's culminating project reflect an understanding of the planning and implementation needed in a successful social action initiative?
- How does the student's reflection on this summative project demonstrate an understanding that one individual can create positive social and political change?

Sources for Information

While it is important that a variety of resources are available to support students' learning, teachers must preview materials (e.g., print, web-accessed, photographs, song lyrics, videos, articles) in advance to ascertain their credibility and suitability for use with their classes and to align with Board policies and guidelines.

Teachers are encouraged to contact local institutions, agencies and organizations engaged in human rights, immigration, cultural and social justice initiatives. These may include a variety of religious, spiritual and Humanist groups, art galleries, museums, cultural centres, Native Friendship centres, libraries, centres for performing arts, historical societies, and community newcomer welcome centres.

Canadian Centre for Policy Alternatives. 2013. Web. <<http://www.policyalternatives.ca/>>
This organization promotes progressive policy ideas supporting social justice and environmental sustainability. Of particular interest to teachers is their annual *Agenda for Social Change Calendar*, which can be purchased along with a teaching guide.

Canadian Red Cross. Humanitarian Education Resources. **Breaking the Poverty-Disease Cycle Workshop.** 2009. Web. <<http://www.redcross.ca/what-we-do/emergencies-and-disasters-worldwide/humanitarian-education-resources>>
This is a downloadable kit containing all guides and materials necessary to conduct the full workshop.

The Council of Canadians. 1985-2013. Web. <<http://www.canadians.org/about>>
This registered, non-profit volunteer group calls itself Canada's leading social action organization advocating social and environmental justice, clean water, fair trade, green energy, public health care, and a vibrant democracy. Its mission is to hold governments and corporations accountable. Students could contact regional offices to investigate campaigns and events in their community.

OneWorld.net. 2013. Web. <<http://www.oneworld.net/>>
This network publishes news about global issues and human rights campaigns on five continents and in nine languages. Its mission is to promote human rights awareness and fight poverty worldwide. Students could use this network as a source of ideas for research topics and to follow recent developments in global human rights issues.

ZNet – A community of people committed to social change. 2013. Web. <<http://www.zcommunications.org/znet>>
This is a rich site for teachers and students; full of debates, interviews, instructional tutorials and essays. It offers education, inspiration, rationale, and ideas for social action.