

I. COURSE DESCRIPTION:

The Aboriginal peoples of Canada have various dynamic and diverse cultures that provide a tightly-woven connection between the environment and the identity, lifestyle and values of Aboriginal peoples. The CICE student, with assistance from a learning specialist, will be introduced to Canadian Aboriginal worldview and culture and will be provided with a beginning knowledge relevant to cultural competence. Legal, political and social influences and catalysts which have affected Aboriginal Canadian culture will be covered to come to a fundamental awareness and understanding of historical/current issues and future paths. This course meets the General Education Theme #3, Social and Cultural Understanding.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist, will demonstrate the ability to:

1. Identify core concepts in Aboriginal worldview and philosophy.Potential Elements of the Performance:

- Define universals in North American Aboriginal worldview.
- Utilize a working terminology

2. Communicate the dynamic nature of the core values of Native peoples as reflected in the Medicine Wheel teachings, importance of original languages and oral traditions.**Potential Elements of Performance:**

- Relate an understanding of how oral traditions in a variety of Canadian Native cultures communicate origins, values, politics and social structure and become a basis for modern life.
- Identify the relationship between culture, identity and language and how this relationship remains dynamic in today's society.
- Communicate an awareness that traditional teachings are embedded with core values, spirituality and connection to the land for Canada's Native peoples

- 3. Be an informed citizen regarding the integral, tightly-woven relationship between their environment and the identity, lifestyle and values of the various First Nation peoples across Canada.**

Potential Elements of Performance:

- Differentiate between the First Nation cultures indigenous to the Arctic, the Eastern Woodlands, the Eastern Subarctic, the Western Subarctic, the Plains, the Plateau and the Northwest Coast of Canada.
- Identify key natural resources for each area and their interconnectedness with the lifestyle, values and culture of the First Nation peoples indigenous to each area.

- 4. Demonstrate an understanding of the effects of colonization on Aboriginal Canadians.**

Potential Elements of Performance:

- Apply core pieces of the colonization process to the Aboriginal experience in Canada
- Trace the historical roots of the Treaties in First Nation/Federal government relationship
- Connect the circumstances relating to Métis Scrip to their legal status as an Aboriginal group in Canada
- Explore the impact of the Aboriginal Canadian experience on current relationships in contemporary society

- 5. Integrate the concepts of Traditional Ecological Knowledge (TEK) as an alternative paradigm vital to partnerships for stewardship of the land.**

Potential Elements of Performance:

- Define the concepts inherent in TEK
- Trace the integral role of TEK to the historical survival of Canadian Aboriginal people
- Explore the connection between Culture and Nature

III. TOPICS:

1. Introduction to Aboriginal Cultures, Worldview and related Terminology
2. Storytelling as Key Source
Language, Traditions, Culture
4. Diversity in Cultures and Environmental Relationships

5. Effects of Colonization
6. Traditional Ecological Knowledge (TEK)

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

No Required Text

Traditional Stories from Cultures Across the Various Regions of Canada will be used in the course

Supplemental materials will be provided by the professor *The Sault College Library has an excellent collection of Native books, newspapers and recommended Internet sites. Check them out!

V. EVALUATION PROCESS/GRADING SYSTEM:

<u>Assignment/Exam</u>	<u>Weight(%)</u>	<u>Due Date</u> (estimated, specific dates to be given during the semester by the instructor)
Mid-Term Exam	25%	Week 8
Participation	5%	Ongoing
Video Report	15%	Week 10
Issue Presentation	30%	Week 14, 15
Final Exam	<u>25%</u>	Week 13
TOTAL	100%	

There will be a **MID-TERM** and a **FINAL EXAM**. The first exam will cover the first half of the semester and the second exam will be based on the remaining material after midterm. Exams cannot be re-written to receive a higher grade. Students who miss the exam without making **prior** arrangements with the instructor will be given a zero on the exam. Exams are open note therefore excellent attendance is required for students to obtain excellent notes.

The **VIDEO REPORT** will be completed by students in relation to one of the videos presented in class connected to course material. It will be 3 – 5, double spaced, 12 font, APA formatted pages in length and apply course material to information presented in the video/speaker presentation. Specifics to be provided by the professor. This is an individual assignment.

The **ISSUES PRESENTATION** will provide students with the opportunity to research, develop, present and submit an informative response to a specific and current issue facing First Nations people. The students will be work in groups to accomplish this assignment. **Each group will be given 20-30 minutes to present their research and what they have gained from it. The presentations will examine the ramifications of this issue** from the perspective of all of the groups/people affected by the issue. Information should **include Aboriginal service organizations and/or political organizations involved with the issue. Historical and current information regarding the issue should be included.** Delivery of the presentation **must include a PowerPoint** of the material presented. At least 5 different sources must be used for this research. All sources must be referenced in a **Reference Page**. It will be created in APA style and submitted to the professor on the day of the presentation. The professor will provide further details.

The following semester grades will be assigned to students:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

NOTE: Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.

If a faculty member determines that a student is at risk of not being successful in their academic pursuits and has exhausted all strategies available to faculty, student contact information may be confidentially provided to Student Services in an effort to offer even more assistance with options for success. Any student wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member.

VI. SPECIAL NOTES:

ALL Students must attend 60% of scheduled classes to attain a passing grade in this course. Assignments must be submitted in typewritten format. **A late assignment will be accepted up to five calendar days late and will be penalized 1% /day late. No assignments can be submitted for grades after the fifth calendar late day.**

CICE Program Addendum:

Further modifications may be required as needed as the semester progresses based on individual student(s) abilities and must be discussed with and agreed upon by the instructor.

CICE Modifications:**Preparation and Participation**

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

A. Tests may be modified in the following ways:

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

B. Tests will be written in CICE office with assistance from a Learning Specialist.***The Learning Specialist may:***

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

C. Assignments may be modified in the following ways:

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

The Learning Specialist may:

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

D. Evaluation:

Is reflective of modified learning outcomes.