

Course Outline

School Name: KEEWAYTINOOK INTERNET HIGH SCHOOL
Department Name: Social Sciences and Humanities

Ministry of Education Course Title: Gender Studies

Grade Level: 11

Ministry Course Code: HSG3M

Teacher's Name: Sally Anderson

Developed by: Sally Anderson Date: September 2021

Revision Date: September 2021

Developed from:

Ontario Ministry of Education. (2013). *The Ontario curriculum, grades 9 to 12, Social sciences and humanities*. Toronto ON: Queen's Printer for Ontario.

Text: None

Prerequisite: None

Credits: One

Length: 110 hours

Principal's Name: Angela Batsford-Mermans

Principal's Approval:



Approval Date: September 21, 2021

Course Description/Rationale

This course enables students to explore the social construction of gender. Students will learn about the dynamic nature of gender roles and norms; sexism and power relations; and the impact of representations of women and men in the media, popular culture, and the arts. Students will analyse a range of gender equity issues, including gender-based violence and workplace equity, in both Canadian and global contexts. Students will develop and apply research skills and will design and implement a social action initiative relating to gender equity.

Overall Curriculum Expectations

Research and Inquiry Skills

- Explore topics related to gender studies, and formulate questions to guide their research;
- Create research plans, and locate and select information relevant to their chosen topics, using appropriate social science research and inquiry methods;
- Assess, record, analyse, and synthesize information gathered through research and inquiry;
- Communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills.

Foundations

- Demonstrate an understanding of how attitudes, behaviours, roles, and norms relating to gender are socially constructed, and of the complexity of gender as a concept and as a lived experience;
- Analyse sexism and the dynamics of power relations with respect to sex and gender in a variety of contexts;
- Analyse representations of women and men in media, popular culture, and the arts, and assess the effects of these representations.

Gender Issues and Gender-related Policy in Context

- Demonstrate an understanding of concerns and objectives of women's rights movements and men's movements, and explain issues related to the rights of sexual minorities;
- Analyse a range of social, political, economic, and environmental issues relating to gender in Canadian and global contexts;
- Demonstrate an understanding of homophobic and gender-based violence in both Canadian and global contexts, and of violence-prevention strategies.

Implementing Change

- Demonstrate an understanding of changes in occupations and the workplace with respect to gender issues, and of the reasons for continuing occupational segregation;
- Describe strategies, initiatives, and accomplishments of individuals and organizations, including both Canadian and international organizations, with respect to gender equity;
- Design, implement, and evaluate an initiative to address an issue related to gender equity or gender-based violence awareness/prevention.

Course Content

Unit	Length
1. Foundations: Identity, Power, and Privilege	25
2. Gender representations in the media	17
3. Gender Rights and Challenges	28
4. Implementing Change	25
5. Engaging in Place-based Social Justice	15
Total	110 hours

Unit Descriptions

Unit 1 – Identity, Power, and Privilege

In this foundational unit, students learn language and terms associated with gender studies, power, privilege and bias. They will develop an understanding of how attitudes, behaviours, roles, and norms relating to gender are socially constructed. Students will research through interviews and oral story-telling, how their home communities support the development of gender roles and social norms. They will begin to discover the complexity of gender as a concept and a lived experience. They will compare and contrast their knowledge and expectations of gender roles as they begin to examine the idea of gender equity.

Unit 2 – Gender Representations in the Media

Students will research various representations of women, men and non-binary people in the media. They will begin to develop an understanding of conflict theory, feminist theory, queer theory and post-colonial / decolonizing theory as they continue to develop their understanding of gender as a social construct. Students will consider the implications of gender stereotypes on aspects of their own identities as Indigenous youth. Students will consider how representation in the media is culturally constructed and make links to Missing and Murdered Indigenous Women, Girls and Two-Spirit people (MMIWG2S).

Unit 3 – Gender Rights and Challenges

In this unit, students learn about concepts of social movements and local and global challenges faced by women and sexual minorities. They will discuss and debate the concept of men being feminists, and consider the patriarchal/matriarchal links to their own histories and culture. They will learn about ecofeminism and the relationships between gender and environmental issues and consider social media as a platform for change: #MeToo, #TimesUp.

Unit 4 – Implementing Change

Students consider the intricacies of effecting social change in local, regional and global contexts. They will research and consider the individual and systemic factors that help and hinder effective social change. Students will become aware of the healing power of Land as they journey towards affecting change.

Unit 5 – Engaging in Place-based Social Justice

In this culminating unit, students will make links between all they have learned in this course and develop a strategy for effectively and safely engaging in place-based social justice action.

Teaching/Learning Strategies

This course is organized into an eight-week series of lessons and activities that is presented to students in remote northern communities via the internet. The eighth week is used for course consolidation, review, and the final examination. Teacher and students communicate over the internet through timely activity feedback, emails, messages, video and audio calls. Classroom mentors assume the role of liaison between the teacher and student while also supporting a holistic approach to motivate, engage and support each individual student.

A variety of strategies will be used in the online delivery of this course. Some instructional strategies include:

- Pre-teaching of key vocabulary;
- Debates;
- Independent study;
- Interviews;
- Creating graphic organizers;
- Cooperative learning;
- Group discussion;

- Case studies;
- Media analysis;
- Media presentation;
- Independent research.

Learning goals will be discussed at the beginning of each assignment and success criteria will be provided to students. The success criteria are used to develop the assessment tools in this course, including rubrics and checklists.

Evaluation

The final grade will be determined as follows (Ontario Ministry of Education, 2010):

- Seventy per cent of the grade will be based on evaluation conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement.
- Thirty percent of the grade will be based on a final evaluation administered at or towards the end of the course. This evaluation will be based on evidence from one or a combination of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content. The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course (p. 47).

Ontario Ministry of Education. (2010). *Growing success: Assessment, evaluation and reporting in Ontario schools*. Toronto ON: Queen's Printer for Ontario.

Type of Assessment	Category	Details	Weighting (%)
Term Work (70%)	Knowledge/ Understanding	Knowledge of content Understanding of content	13
	Thinking	Use of planning skills Use of processing skills Use of critical/creative thinking processes	19
	Communication	Organization and expression of ideas, information, and understandings in oral, visual, and/or written forms Communication for different audiences and purposes in oral, visual, and/or written forms Use of conventions, vocabulary, and terminology of the discipline in oral, visual, and/or written forms	19
	Application	Application of knowledge and skills in familiar contexts Transfer of knowledge and skills to new contexts Making connections within and between various contexts	19
Final Evaluation (30%)	Culminating Activity (15%)	Knowledge/Understanding	3
		Thinking	4
		Communication	4
		Application	4
	Exam (15%)	Knowledge/Understanding	3
		Thinking	4
Communication		4	

	Application	4
	TOTAL	100

Assessment/Evaluation Strategies

A variety of assessment and evaluation methods, strategies and tools are required as appropriate to the expectation being assessed. These include diagnostic, formative, and summative within the course and within each unit.

Assessment *for* learning and assessment *as* learning is obtained through a variety of means, including the following:

- Ongoing descriptive feedback (e.g., descriptive feedback on students' understanding of gender stereotypes in media);
- Self-assessment (e.g., weekly self-assessment of learning to include reflection of personal biases, relative to specific course content as well as in contextual school, community and Land based learning);
- Peer assessment (e.g., peer feedback on personal goals related to course specific content and generalised throughout the school day);
- Mentor observations (e.g. of specific course expectations during Land based and cultural activities as well as during course specific activities);
- Conversations with student on a regular basis to verbalize observations, ask questions, and clarify understanding.

Evidence of student achievement (assessment *of* learning) is collected from various sources, including the following:

- Ongoing observations of most consistent work, with consideration given to most recent work (e.g., evidence of planning for engagement in local social justice activism);
- Conversations with students (e.g., discussions about perceptions, perspectives, privilege, bias, identity, etc.);
- Summative unit activities that support the Culminating Activity;
- Culminating activity (a collection of work compiled throughout the course designed to showcase their personal engagement in causes related to gender inequity) ;
- Exam.

The Ministry of Education's 2010 document, *Growing Success*, outlines the seven fundamental principles that guide best practice in the assessment and evaluation of students. KiHS teachers use practices that:

- are fair, transparent, and equitable for all students;
- support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Métis, or Inuit;
- are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;
- are communicated clearly to students and parents at the beginning of the course and at other points throughout the school year or course;
- are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
- develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning (p.6).

Resources

- Center for Addiction and Mental Health. (2018, Jan. 30). *Land-based healing in First Nations communities*. <https://www.camh.ca/en/camh-news-and-stories/land-based-healing-in-first-nations-communities>
- Government of Canada. (2021, Mar. 19). *Government of Canada invests over \$1 million to advance gender equality for Indigenous women and girls*. <https://www.canada.ca/en/women-gender-equality/news/2021/03/government-of-canada-invests-over-1-million-to-advance-gender-equality-for-indigenous-women-and-girls.html>
- Government of Canada. (2021, Jun. 3). *Federal pathway to address Missing and Murdered Indigenous Women, Girls and 2SLGBTQIA+ people*. <https://www.rcaanc-cirnac.gc.ca/eng/1622233286270/1622233321912>
- Lines, L.-A., & Jardine, C. G. (2019). *Connection to the land as a youth-identified social determinant of Indigenous Peoples' health*. BMC Public Health, 19(1), 176–176. <https://doi.org/10.1186/s12889-018-6383-8>
- Media Smarts. (n.d.). Gender representation. <https://mediasmarts.ca/digital-media-literacy/media-issues/gender-representation>
- Ontario Ministry of Education. (n.d.). *Indigenous education strategy*. <http://www.edu.gov.on.ca/eng/aboriginal/>
- Ontario Ministry of Education. (2010). *Growing success: Assessment, evaluation and reporting in Ontario schools*. <http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>
- Ontario Ministry of Education. (2013). *The Ontario curriculum, grades 9 to 12: Social sciences and humanities*. <http://www.edu.gov.on.ca/eng/curriculum/secondary/ssciences.html>
- Ontario Ministry of Education. (2016). *Ontario schools, kindergarten to grade 12: Policy and program requirements*. <http://edu.gov.on.ca/eng/document/policy/os/index.html>
- The Secretariat of the Permanent Forum on Indigenous Issues, Division for Social Policy and Development United Nations Department of Economic and Social Affairs, United Nations. (2010). *Gender and Indigenous People*. <https://www.un.org/esa/socdev/unpfii/documents/Briefing%20Notes%20Gender%20and%20Indigenous%20Women.pdf>
- Toulouse, P.R. (2016). What matters in Indigenous education: Implementing a vision committed to holism, diversity and engagement. <https://peopleforeducation.ca/wp-content/uploads/2017/07/MWM-What-Matters-in-Indigenous-Education.pdf>

Program Planning

This course is offered to Indigenous students living in isolated, northern Ontario communities. It is offered by qualified teachers in a blended classroom with a balance of academic, wellness, land-based learning, local language and culture to support the success of the whole student. This course uses the internet for instruction, demonstration and research. It utilizes a student-centered semi-virtual classroom which capitalizes on the strengths of internet program delivery to minimize the disadvantages of geographic remoteness.

Students are presented with 1320 minutes of instruction/activity via the internet over the period of one week. All lessons, assignments, questions and course material is presented in this manner, with approved print materials available as a student resource in each classroom. The student and instructor communicate via the internet, while a classroom mentor (a fully qualified teacher) assists students in completing tasks in a timely manner and provides support as required.

Indigenous and local content is used throughout the course to meet students' learning needs. Opportunities for outdoor activities and land-based learning are also incorporated and students are encouraged to use local knowledge in their products. Considerations are made to the learning preferences of the student population and lessons can be adjusted for individual students as required. Opportunities have been provided for students to apply ideas and concepts encountered in this course to their lives as an individual and as a member of a First Nations community. Teachers consult the Ontario Ministry of Education policies, guidelines and important initiatives when planning a comprehensive program in this area.