



THAMES VALLEY DISTRICT SCHOOL BOARD

LONDON CENTRAL SECONDARY SCHOOL



COURSE OUTLINE 2019-2020

Course Name:	Civics and Citizenship	Course Code:	CHV 20
Course Type:	Grade 10 - Open	Credit Value:	.5
Teacher(s):	Cox, Harris, Paranosic		

Course Description:

This course explores rights and responsibilities associated with being an active citizen in a democratic society. Students will explore issues of civic importance such as healthy schools, community planning, environmental responsibility, and the influence of social media, while developing their understanding of the role of civic engagement and of political processes in the local, national, and/or global community. Students will apply the concepts of political thinking and the political inquiry process to investigate, and express informed opinions about, a range of political issues and developments that are both of significance in today's world and of personal interest to them.

Strand A	Overall Expectations
Political Inquiry and Skill Development	A1. Political Inquiry: use the political inquiry process and the concepts of political thinking when investigating issues, events, and developments of civic importance
	A2. Developing Transferable Skills: apply in everyday contexts skills developed through investigations, related to civics and citizenship education, and identify some careers in which civics and citizenship education might be an asset.
Strand B	Overall Expectations
Civic Awareness	B1. Civic Issues, Democratic Values: describe beliefs and values associated with democratic citizenship in Canada, and explain how they are related to civic action and to one's position on civic issues (FOCUS ON: <i>Political Significance; Political Perspective</i>)
	B2. Governance in Canada: explain, with reference to a range of issues of civic importance, the roles and responsibilities of various institutions, structures, and figures in Canadian governance (FOCUS ON: <i>Stability and Change; Political Perspective</i>)
	B3. Rights and Responsibilities: analyse key rights and responsibilities associated with citizenship, in both the Canadian and global context, and some ways in which these rights are protected (FOCUS ON: <i>Political Significance; Objectives and Results</i>)
Strand C	Overall Expectations
Civic Engagement and Action	C1. Civic Contributions: analyse a variety of civic contributions, and ways in which people can contribute to the common good (FOCUS ON: <i>Political Significance; Stability and Change</i>)
	C2. Inclusion and Participation: assess ways in which people express their perspectives on issues of civic importance and how various perspectives, beliefs, and values are recognized and represented in communities in Canada (FOCUS ON: <i>Political Significance; Political Perspective</i>)
	C3. Personal Action on Civic Issues: analyse a civic issue of personal interest and develop a plan of action to address it (FOCUS ON: <i>Political Significance; Objectives and Results</i>)

Assessment and Evaluation Strategies:

The purpose of assessment and evaluation is to improve student learning. Assessment and evaluation is based on the provincial curriculum expectations and the achievement levels outlined in the curriculum document. In order to ensure that assessment and evaluation are valid and reliable, and that they lead to the improvement of student learning, teachers use a variety of strategies throughout the course, including: providing students with feedback about their work (known as assessment for learning), helping to set learning goals and monitor their own progress (known as assessment as learning), and evaluation and reporting of progress in the form of grades and marks (known as assessment of learning).

Unit Overview	Assessment and Evaluation Methods (May include major evaluations)
<p>Informed Citizenship: An understanding of key civics questions, concepts, structures, and processes is fundamental to informed citizenship. In a diverse and rapidly changing society that invites political participation, the informed citizen should be able to demonstrate an understanding of the reasons for and dimensions of democracy. In the Civics course, students will gain an understanding of contrasting views of citizenship within personal, community, national, and global contexts. As well, they will learn the principles and practices of decision making.</p>	<ul style="list-style-type: none"> • assignments, in-class debates, group-work, inquiry-based discussions, presentations, projects, quizzes and/or tests, reports, culminating activity, and exam
<p>Purposeful Citizenship: It is important that students understand the role of the citizen, and the personal values and perspectives that guide citizen thinking and actions. Students need to reflect upon their personal sense of civic identity, moral purpose, and legal responsibility – and to compare their views with those of others. They should examine important civic questions and consider the challenges of governing communities in which contrasting values, multiple perspectives, and differing purposes coexist.</p>	<ul style="list-style-type: none"> • assignments, in-class debates, group-work, inquiry-based discussions, presentations, projects, quizzes and/or tests, reports, culminating activity, and exam
<p>Active Citizenship: Students need to learn basic civic literacy skills and have opportunities to apply those skills meaningfully by participating actively in the civic affairs of their community. Civic literacy skills include skills in the areas of research and inquiry, critical and creative thinking, decision making, conflict resolution, and collaboration. Full participatory citizenship requires an understanding of practices used in civic affairs to influence public decision making.</p>	<ul style="list-style-type: none"> • assignments, in-class debates, group-work, inquiry-based discussions, presentations, projects, quizzes and/or tests, reports, culminating activity, and exam

Course Culminating Activity/Independent Study	<ul style="list-style-type: none"> • Culminating Activity varies depending on the teacher. Students complete an Independent Study of political inquiry.
Final Exam	EXAM

Assessment and Evaluation Categories and Weights:

Achievement Chart Categories	
Achievement Category	Percentage
Knowledge/Understanding	25
Thinking/Inquiry	25
Communication	25
Application	25

Evaluation/Weight of Marks	
Evaluation	Percentage
Term Evaluation	70
Final Evaluation	
• Culm	15
• Exam	15

Learning Skills and Work Habits Assessment:

The development of learning skills and work habits is an integral part of student learning. These skills are:

- Responsibility
- Organization
- Independent Work
- Collaboration
- Initiative
- Self-Regulation

Learning skills and work habits influence student achievement and are included as a formal part of the assessment and evaluation process. Learning skills and work habits will be assessed through a variety of teacher strategies. (e.g. observation, student /teacher conference, self-reflection, checklists, exit cards, etc.) These important learning skills and work habits will be formally reported on the Provincial Report Card according to the following scale: E- Excellent, G- Good, S- Satisfactory, N- Needs Improvement.

Academic Dishonesty - Cheating and Plagiarism:

Learning tasks that students complete, as well as all assignments, tests and exams which students submit for evaluation must be their own work. Cheating and plagiarism is a serious offence which will not be condoned. Academic consequences will result.

Late and Missed Assignments - Student Roles and Responsibilities

Students are expected to:

- be responsible for providing evidence of their achievement of the overall expectations within the time frame specified by the teacher, and in a form approved by the teacher;
- understand that there will be consequences for not completing assignments for evaluation and/or for submitting those assignments late;
- use class time productively;
- in extenuating circumstances, request an extension from the teacher before the due date.

Mark deductions for late and missed assignments may apply to major assignments only.

References: *TVDSB Assessment & Evaluation Policy*, September 2011; *Growing Success - Assessment and Evaluation, and Reporting in Ontario Schools*, 2010.
Student Planner and School Web site