Course Overview
Civics, Grade 10, Open

Identifying Information
Course Title: Civics
Secondary Policy Document Publication Date: *The Ontario Curriculum, Grades 9 and 10, Canadian and World Studies, 2013 (Revised).*
Ministry Course Code: CHV20
Credit Value: .5
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Class Website: http://www.shaunperry.info/chv20

Description/Rationale
Politics is about how societies are governed, how public policy is developed, and how power is distributed. Civics is a branch of politics that focuses on the rights and responsibilities associated with citizenship, the role of governments, and how people can get involved in the political process and take action on issues of civic importance. The study of civics supports students in becoming informed, engaged, and active citizens in the various communities to which they belong, whether at the local, national, or global level.

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 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.

Strands
The Civics course is organized into the following three strands.

A. Political Inquiry and Skill Development: This strand highlights the political inquiry process and the skills that students need in order to become active and informed citizens who participate purposefully in civic affairs and can influence public decision making. Students will develop their ability to use the political inquiry process and the concepts of political thinking when analysing issues, events, and developments of civic importance. They will apply this process and related skills in a variety of contexts throughout the course, thereby enhancing their ability to solve problems and to be critically thoughtful and collaborative citizens.

B. Civic Awareness: This strand focuses on the beliefs, values, rights, and responsibilities associated with democratic citizenship and governance. Students will develop their understanding of how people’s values and beliefs influence both their civic actions and their positions on local, national, and/or global issues. Students will explore, in the context of various issues, the roles and responsibilities of the different levels and branches of government in Canada and will determine ways in which they themselves can responsibly and effectively participate in local, provincial, national, and global political decision making.

C. Civic Engagement and Action: In this strand, students will explore ways in which people in different communities express their beliefs and values, voice their positions on issues of civic importance, and contribute to the common good. In addition, students will assess whether the perspectives and contributions of different people are equally valued. Students will also explore the civic contributions of various non-governmental organizations and other groups. In this strand, students will have opportunities...
to express their own ideas and perspectives and to make informed judgements by planning a course of action relating to a civic issue, event, or development of personal interest.

The Importance of the Study of Current Events

The study of current events forms an integral component of the Canadian and world studies curriculum, enhancing both the relevance and the immediacy of the program. Discussion of current events not only stimulates student interest and curiosity but also helps students to connect what they are learning in class with past and present-day world events or situations. The study of current events needs to be thought of not as a separate topic removed from the program but as an integral extension of the expectations found in the curriculum.

Unit Titles (Time + Sequence)

<table>
<thead>
<tr>
<th>Unit</th>
<th>Democracy: Issues and Ideas</th>
<th>Time: 15 hours</th>
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<tbody>
<tr>
<td>Unit 2</td>
<td>Democracy: The Canadian Context</td>
<td>Time: 25 hours</td>
</tr>
<tr>
<td>Unit 3</td>
<td>Democracy: Global Perspectives</td>
<td>Time: 15 hours</td>
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Unit Descriptions:

Unit 1: Democracy: Issues and Ideas
The first unit of this course focuses on the basic ideas and issues that are fundamental to democratic government, to democratic practices, and to democratic citizenship. In the first unit, the goal is to have students consider democracy from a personal and a conceptual perspective. Starting with a simulation that looks at conflicts and conflict resolution in an early society, students move progressively towards examining the characteristics that might ideally define democratic citizenship.

Unit 2: Democracy: The Canadian Context
Students will learn about Canadian important events, issues and personalities in the Canadian political and legal systems.

Unit 3: Democracy: Global Perspectives
Students will demonstrate their understanding of the role of citizenship in defending and promoting human rights as the basis of democracy in the world community.

Activities/Skills:
This course emphasizes three areas of learning so that students not only learn to recognize and pursue opportunities but learn to create, shape, and construct them in terms of their own potential and actual interests and abilities. The units and activities are designed to help students:

- acquire the habits, characteristics and skills of a self-directed, life long learner – one who can set and clarify goals and purposes for learning, plan, take action, gather evidence and assess the action, reflect on and evaluate learning, and modify actions based on new knowledge;
- ask critical questions, as part of an inquiry process, to direct the learning that they need to do and the actions they need to take;
- gain skills in decision making, problem solving, and inquiry.

In order to accomplish these goals, students will participate in a variety of activities including:
Assessment and Evaluation Techniques

In Civics a variety of assessment strategies are used for student demonstration of learning.

**Paper and Pencil**: essays, written responses, note-taking

**Demonstrations/Performances**: projects, skills demonstration, role playing, and simulations

**Personal Communication**: conferences, interviews, emails

The following tools are used to determine how well students have achieved the expectations: graphic organizers, checklists, rubrics, rating scales, and an ongoing personal profile.

Where possible, assessment tasks are designed in “real world” contexts so that students can see the practical application of the skills learned in the course.

**Evaluation Percentages:**

<table>
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<tr>
<th>Class Work/Unit Summative Assignments</th>
<th>Culminating Activity (Research/Oral Presentation)</th>
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<tbody>
<tr>
<td>70%</td>
<td>30%</td>
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The entire course structure, including administration and design of curriculum and assessment/evaluation is distributed among the 4 Achievement Categories as follows:

<table>
<thead>
<tr>
<th>Knowledge/Understanding</th>
<th>Thinking</th>
<th>Communication</th>
<th>Application</th>
</tr>
</thead>
<tbody>
<tr>
<td>25%</td>
<td>25%</td>
<td>25%</td>
<td>25%</td>
</tr>
</tbody>
</table>

**Provincial Guide for Grading:**

<table>
<thead>
<tr>
<th>Percentage Grade Range</th>
<th>Achievement Level</th>
<th>Summary Description of the Level of Achievement of Curriculum Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>80 - 100%</td>
<td>Level 4</td>
<td>A very high to outstanding level of achievement. Achievement is above the provincial standard.</td>
</tr>
<tr>
<td>70 - 79%</td>
<td>Level 3</td>
<td>A high level of achievement. Achievement is at the provincial standard.</td>
</tr>
<tr>
<td>60 - 69%</td>
<td>Level 2</td>
<td>A moderate level of achievement. Achievement is below, but approaching the provincial standard.</td>
</tr>
<tr>
<td>50 - 59%</td>
<td>Level 1</td>
<td>A passable level of achievement. Achievement is below the provincial standard.</td>
</tr>
<tr>
<td>Below 50%</td>
<td></td>
<td>Insufficient achievement of curriculum expectations. A credit will not be granted.</td>
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Learning Skills:
The following 5 learning skills will be assessed and assigned a letter grade: Independent work, Teamwork, Organization, Work Habits, Homework, and Initiative. The possible grades assigned are: E (excellent), G (good), S (satisfactory), and N (needs improvement).

Late Assignments:
Assignments are to be handed in according to deadlines, which are negotiated by the teacher and students. Extensions may be granted in advance by seeing your teacher, or a legitimate reason may warrant an extension. It is the responsibility of the student to initiate this process.
- There will be consequences for submitting assignments late or for not completing assignments at all.
- On the first day, 5% will be deducted from a major assignment. For the next four days, a further 5% will be deducted, to a maximum of 25%. After the fifth school day, marks may be deducted up to and including the full value of the assignment. In other words, a student may earn zero for not completing major assignments.
- Missed assignments may jeopardize the granting of a course credit if the teacher and administration feel the missed assignments represent essential overall expectations of the course.
- Parental involvement will help to guarantee the completion of the assignment according to the revised due date.

Tests:
Truancy is not a valid reason for missing a test, and no opportunity will be provided to rewrite the test. In the case of an unavoidable, legitimate absence, it is the student’s responsibility to arrange a time to write the test as soon as possible after the absence. The student must provide a note from the parent/guardian which is addressed to the teacher and explains the reason for missing a test. If there is no note or valid reason, there will be no opportunity to write the test.

Plagiarism:
Plagiarism is the act of taking another’s words or ideas and passing them off as one’s own. It includes the deliberate or accidental omission of proper documentation. Incidents of plagiarism will be dealt with severely, usually with a mark of zero for the assignment and a report of the incident for office records.

The Credit System:
A half credit is granted in recognition of the successful completion of this course that has been scheduled for a minimum of 55 hours. Credits are granted by the principal of behalf of the Ministry of Education and Training for courses that have been developed or approved by the Ministry. For the purpose or granting a credit “scheduled time” is defined as the time during which students participate in the planned learning activities designed to lead to the achievement of the curriculum expectations of a course.

Attendance:
Regular attendance at school is critical for the student’s learning and achievement of course expectations. Where, in the principal’s judgment, a student’s frequent absences from school are jeopardizing his or her successful completion of a course, school staff will meet with the student and the parents to explain the potential consequences for the absences, including failure to gain credits, and discuss the steps that could be taken to improve attendance.

If you are going to be away from class, tell the teacher prior to your absence so that arrangements can be made so that you do not fall behind

If you miss a test/quiz/assignment, expect that it is due immediately upon your return

Late Assignment Policy:
If a student is truant for an assessment or plagiarizes on an assessment, a second opportunity to demonstrate that he/she has met the expectations may not be provided. A mark of ‘incomplete’ will be recorded. Students may have the opportunity to demonstrate that they have met the expectation during the summative assessment(s).
Each student will be provided with one “Dog House Coupon” which is valid for a one week extension on any project (seminars excluded). Extraordinary circumstances will be discussed on an individual basis.

Students who fail to complete all required assignments may put their credit in jeopardy. The expectation in Civics is that every assignment is completed to the best of a student’s ability and handed in on time.

Further Information:

Ministry of Education website (http://www.edu.gov.on.ca/eng/curriculum/secondary/canworld910curr.pdf) provides information about the components of this course outline.

Information regarding assessment of the course:

Information regarding learning skills:

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Get Out of the Doghouse Coupon

Name:__________________________________________

Assignment:_____________________________________

Original Due Date:___________________________

"New" Due Date:_______________________________

Action Plan:____________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

Not So Small Print: Not Valid for Your Global Citizen Project nor any Group Presentation