Forest Hill Collegiate Institute Fall 2019
Course of Study and Evaluation Statement

Canadian and World Politics, Grade 12: University Preparation

Note 1: All Ontario Ministry of Education curriculum documents with full course content information can be located at http://www.edu.gov.on.ca/eng/curriculum/secondary/subjects.html

Note 2: Detailed information on Ministry of Education assessment, evaluation, and reporting policy is provided in *The Ontario Curriculum, Grades 9 to 12: Program Planning and Assessment, 2000*, located at http://www.edu.gov.on.ca/eng/curriculum/secondary/progplan912curr.pdf

1. Course Details
• Program Area: Canadian and World Studies
• Course title: Canadian and World Politics, Grade 12, University Preparation. Credit Value 1.0
• Prerequisites: Any university or university/college preparation course in Canadian and World Studies, English, or social sciences and humanities
• Textbook(s) and resource materials that are essential to the course: *Canadian and World Politics* by Ruypers, Austin, Carter and Murphy ($100).

2. Overall Goals
• Course Description:
This course examines Canadian and world politics from a variety of perspectives. Students will investigate the ways in which individuals, groups, and states work to influence domestic and world events, the role of political ideologies in national and international politics, and the dynamics of international cooperation and conflict resolution. Students will apply critical thinking and communication skills to develop and support informed opinions about current political conflicts, events, and issues.

•Overall Expectations in the area of Participation in the International Community.
By the end of this course, students will:
• explain the rights and responsibilities of individual citizens, groups, and states in the international community;
• describe the main ways in which sovereign states and non-state participants cooperate and deal with international conflicts;
• evaluate the role of Canada and Canadians in the international community;
• describe the structure and function of international intergovernmental and non-governmental organizations;
• evaluate the role and operation of the international human rights protection system.

Overall Expectations in the area of Power, Influence, and the Resolution of Differences.
By the end of this course, students will:
• analyse the factors that determine the power and influence of a country;
• analyse how international organizations, the media, and technology are able to influence the actions of sovereign states;
• evaluate Canada's role and influence in international relations.

Overall Expectations in the area of Values, Beliefs, and Ideologies.
By the end of this course, students will:
• explain the role and function of ideologies in national and international politics;
• analyse how social and cultural beliefs and political ideologies influence national and international politics;
• compare the aspirations, expectations, and life conditions of people in developed and developing nations.

Overall Expectations in the area of Methods of Political Inquiry and Communication.
By the end of this course, students will:
• use methods of political science inquiry to locate, gather, evaluate, and synthesize information;
• analyse information gathered about political events, issues, and trends according to fundamental principles of political interpretation and analysis;
• communicate knowledge, opinions, and interpretations about events, issues, and trends relating to politics and citizenship, using a variety of forms of communication.

• Specific Curriculum Expectations
Please refer to Ontario Ministry of Education curriculum document for details of Overall and Specific Expectations, found at http://www.edu.gov.on.ca/eng/curriculum/secondary/canworld1112curr.pdf

Unit 1	**Values, Beliefs and Ideologies** Political definitions, terminology, and concepts Development of political ideologies Forms of government – democratic, authoritarian and totalitarian Case Studies	40 hours
Unit 2	**Power, Influence and the Resolution of Differences** Imperialism and decolonization The Cold War Unilateralism – one superpower?	22 hours
Unit 3	**Participation in the International Community** Foreign policy Decision-making in the international community International organizations (WTO, UN) Current Events	24hours
Unit 4	**Methods of Political Inquiry** This unit is divided between the first three units.	24 hours

• Course content:

3. Program Planning Considerations
• *Individual Education Plan*: Accommodations to meet the needs of exceptional students as set out in their Individual Education Plan will be implemented within the classroom program. Additional assistance is available through the Special Education program.
• *The Role of Technology in the Curriculum.* Using information technology will assist students in the achievement of many of the expectations in the curriculum regarding research, written work, analysis of information, and visual presentations.
• *English As a Second Language (ESL)*: Appropriate accommodations in teaching, learning, and evaluation strategies will be made to help ESL students gain proficiency in English, since students taking ESL at the secondary level have limited time in which to develop this proficiency.
• *Career Education*: Expectations in this course include many opportunities for students to explore educational and career options, and to become self-directed learners.
• *Cooperative Education and Other Workplace Experiences:* The knowledge and skills students acquire in this courses will assist them in their senior level cooperative-education and work-experience placements related to this course. General information about cooperative education courses can be found at
http://www.edu.gov.on.ca/eng/document/curricul/secondary/coop/cooped.pdf

4. Learning Skills
Learning Skills are skills and habits that are essential to success in school and in the workplace. The Learning Skills evaluated are: Responsibility, Organization, Independent Work, Collaboration, Initiative and Self-regulation. Teachers report achievement on the six Learning Skills using letter symbols: E = Excellent, G = Good, S = Satisfactory, N = Needs Improvement.

Learning Skills clearly affect levels of achievement, but they are *not* part of the evaluation of achievement and are not included in the midterm mark or final course mark.

5. Academic Honesty: Cheating and Plagiarism
Students are expected to submit only their own original work on evaluations done in class or out of class. Plagiarism the passing off the ideas or writings of another as one's own. Cases of academic dishonesty (cheating and/or plagiarism) will be dealt with on a case-by-case basis, but each case will involve an investigation, communication with the student and his/her parent/guardian, and a mark of zero for the plagiarized work. Whether the student has an opportunity to demonstrate his/her learning in another assignment will be at the discretion of the teacher and/or Principal.

6. Teaching Strategies
Teachers use a variety of teaching strategies to maximize student learning. The following teaching strategies will be used in this course:

• *Direct Instruction* is highly teacher-directed. This strategy includes methods such as lecture, didactic questioning, explicit teaching, practice and drill, and demonstrations.
• *Indirect Instruction* is mainly student-centred. Indirect Instruction includes inquiry, induction, problem solving, decision making, and discovery.
• *Interactive Instruction* relies heavily on discussion and sharing among participants. Interactive instruction may include total class discussions, small group discussions or projects, or student pairs or triads working on assignments together.
• *Experiential Learning* is inductive, learner centred, and activity oriented. In Experiential Learning, students participate in an activity; critically look back on the activity to clarify learnings and feelings; draw useful insights from such analysis; and/or put learnings to work in new situations..
• *Independent Study* refers to the range of instructional methods which are purposefully provided to foster the development of individual student initiative, self-reliance, and self-improvement. The focus is on planned independent study by students under the guidance or supervision of a classroom teacher.

7. Assessment and Evaluation Strategies
Assessment and Evaluation of Student Achievement
The primary purpose of assessment and evaluation is to improve student learning. Assessment is the process of gathering information from assignments, demonstrations, projects, performances, and tests that accurately reflects how well a student is achieving the curriculum expectations in a course. As part of assessment, teachers provide students with feedback that guides their efforts towards improvement.

Evaluation refers to the process of judging the quality of student work on the basis of established criteria, and assigning a value to represent that quality. In Ontario secondary schools,
the value assigned will be in the form of a percentage grade.

• In this course, the following teaching and evaluation strategies may be used:

Unit 1	**Values, Beliefs and Ideologies** Political definitions, terminology, and concepts Development of political ideologies Forms of government – democratic, authoritarian and totalitarian Case Studies	40 hours

8. Achievement Chart
The achievement chart provides a standard, province-wide method for teachers to use in assessing and evaluating their students' achievement. Students are evaluated according to the major categories or strands in each course. Ministry curriculum documents provide detailed description of student achievement levels.

Unit 1	**Values, Beliefs and Ideologies** Political definitions, terminology, and concepts	40 hours

In this course, students are evaluated in four strands, according to the weightings shown:

9. 70% Mark on Course Work
• Students need to demonstrate achievement of all the overall expectations of the course. 70% of the final mark in the course will be based on work done prior to the culminating activities. Evaluations that are late, missing, and/or incomplete will affect a student's 70% grade. See FHCI Evaluation Policy as printed in the Student Agenda Book for information about late, missed, and/or incomplete assignments.

10. 30% Grade Based on Course Culminating Activities
• All students must take part in the culminating activities for each course at every grade and level of study. The steps to follow when a student is absent from one or more culminating activities is included in the FHCI evaluation policy as printed in the Student Agenda Book.

Unit 1	**Values, Beliefs and Ideologies** Political definitions, terminology, and concepts Development of political ideologies	40 hours

• Culminating activities that occur in class are held within the last three weeks of classes. Culminating activities that are formal examinations occur within the last nine days of the semester

11. Determining Marks for the Midterm Provincial Reports in November and April
This grade will be based on the evaluations that have been conducted to the midterm point in the course. Some of the Overall Expectations, categories/strands, and units will not have been addressed by the midterm, and the students' grades will most likely change when the students' entire work is evaluated by the end of the course.

12. Determining the Mark for the Final Report Card
The mark for the final will report card will be the sum of the 70% mark and the 30% mark.

Contact Information:

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