



GEORGE S. HENRY ACADEMY COURSE OUTLINE



Civics and Citizenship

COURSE CODE	CHV20	GRADE	10
TEACHER(S)	R.Sri	CREDIT VALUE	1.0
DEPARTMENT	Social & Global Studies	PREREQUISITE	N/A

COURSE DESCRIPTION:	<p>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.</p> <p>Additional information can be found at: http://www.edu.gov.on.ca/eng/curriculum/secondary/subjects.html</p>
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COMMUNICATION

Please direct all questions or concerns regarding student progress or program of study to the course teacher. Please call the main office to leave a message at 416-395-3240.

CONCRETE LEARNING RESOURCES	DIGITAL LEARNING RESOURCES
i.e. Textbook (Replacement Cost)	i.e. My School Day App - An app that allows you to stay up-to-date with in-class tasks and receive reminders about upcoming evaluations.
Civics in Action (\$60)	

GEORGE S. HENRY ACADEMY'S COURSE WORK POLICY

For each evaluation, the teacher will inform students of the **due date** and the **ultimate deadline**. The ultimate deadline is the last opportunity for students to submit and assignment for evaluation. Teachers may also use a variety of other methods for dealing with late and missed assignments at their discretion.

Strategies to assist students in meeting deadlines include:

- Peer tutoring
- Using the school app
- Using a personal agenda
- Seeking extra help from teachers

- Requesting for assistance with time management and organizational skills
- Getting help from parents/guardians
- Getting help from a caring adult in the school

ASSESSMENT AND EVALUATION OF STUDENT ACHIEVEMENT

Each course follows an achievement chart which enables teachers to make judgements about student work that are based on clear performance standards and on a body of evidence collected over time. Additional information can be found on the Ministry of Education website noted within the course description.

ACHIEVEMENT CHART CATEGORIES

Knowledge and Understanding (K & U): Subject-specific content acquired in each course (knowledge), and the comprehension of its meaning and significance (understanding)

Thinking (T): The use of critical and creative thinking skills and/or processes

Communication (C): The conveying of meaning through various forms

Application (A): The use of knowledge and skills to make connections within and between various contexts

COURSE WORK (70% of your overall grade)

Categories	%	Possible Assessments of Learning
K & U	17.5	<p>Knowledge of content (e.g., facts, terms, procedural skills, use of tools)</p> <p>Understanding of content (e.g., concepts, ideas, theories, interrelationships, procedures, processes, methodologies, spatial technologies)</p>
T	17.5	<p>Use of planning skills – understanding the problem (e.g., organizing an inquiry; formulating questions; gathering and organizing data, evidence, and information; setting goals; focusing research) – making a plan for solving the problem</p> <p>Use of processing skills – carrying out a plan (e.g., collecting data, questioning, interpreting, analysing, synthesizing, and evaluating data, evidence, and information; analysing maps/charts/graphs; detecting point of view and bias; formulating conclusions) – looking back at the solution (e.g., evaluating reasonableness, making convincing arguments, reasoning, justifying, proving, reflecting)</p> <p>Use of critical/creative thinking processes (e.g., applying concepts of disciplinary thinking; using inquiry, problem-solving, and decision-making processes)</p>
C	17.5	<p>Expression and organization of ideas and information (e.g., clarity of expression, logical organization), using oral, visual, and written forms (e.g., pictorial, graphic, dynamic, concrete materials)</p> <p>Communication for different audiences and purposes (e.g., peers, teachers) and purposes (e.g., to present data, justify a solution, express an argument) in oral, visual, and written forms</p> <p>Use of conventions (e.g., terms, symbols) in oral, visual, and written forms</p>
A	17.5	<p>Application of knowledge and skills in familiar contexts Ex. (concepts, procedures, spatial skills, processes, technologies)</p> <p>Transfer of knowledge and skills to new contexts Ex. (concepts of thinking, procedures, spatial skills, methodologies, technologies)</p> <p>Making connections within and between various contexts (e.g., between topics/issues being studied and everyday life; between disciplines; between past, present, and future contexts; in different spatial, cultural, or environmental contexts; in proposing and/or taking action to address related issues; in making predictions)</p>

FINAL EVALUATION (30% of your overall grade)		
Type	Description	%
Culminating Task(s)	TBD	30
Exam	i.e. written exam during exam week, performance exam, N/A, etc.	N/A

UNITS OF STUDY/COURSE ROAD MAP (subject to change)

Each course in Grade 10 civics has three strands. Strand A, Historical Inquiry and Skill Development, is followed by two content strands, which are divided into units of study which incorporates the strands.

The three units of study are as follows:

Unit 1 - What is civics? Political Inquiry and Skill Development

In this unit, students will gain an overview about the study of civics and an understanding of its relevance in their lives. Students will be taught to understand how the civic process can be used to effectively support their own views and perspectives, and teach them how plan and execute their own civic engagements.

Unit 2 - Canadian Perspective

This unit will focus on Canadian Civic culture. Students will have explained to them the democratic process, the structure of Canadian government, and the rights to which they are entitled. Students will also get a sense of the conflicts occurring in Canada due to varying political perspectives.

Unit 3 - International Politics, NGOs, and the Media

In this unit, students will examine topics of international importance. Students will see how citizens of other countries fight for their own rights and beliefs, and also explore the effectiveness of those processes. Students will be made aware of NGOs and the different causes that they tackle, and the importance of being conscious of the media's influence on our understanding of varying issues.

GEORGE S. HENRY ACADEMY'S LATE & MISSED EVALUATION POLICY

It is the responsibility of the student to make arrangements with their teacher for any missed course material and/or assignments. Extenuating circumstances will be considered on a case-by-case basis.

GEORGE S. HENRY ACADEMY'S ACADEMIC DISHONESTY POLICY

Cheating and plagiarism will not be condoned. For more information, refer to the Academic Honesty Policy found in the Student Handbook. The Student Handbook can be found in the George S. Henry Academy app.

SPECIALIST HIGH SKILLS MAJOR (SHSM) REQUIREMENTS

GRADE 11 AND 12 CREDITS	ENVIRONMENT	HEALTH & WELLNESS	HOSPITALITY & TOURISM
Major Credits	4	4	4
English (<i>including a CLA*</i>)	2	1	1
Mathematics (<i>including a CLA</i>)	1	1	1
Science or Social Sciences and Humanities (<i>including a CLA</i>) (<i>May be substituted with 1 coop credit</i>)	-	1	-
Business Studies or Science (<i>including a CLA</i>) (<i>May be substituted with 1 coop credit</i>)			1
Cooperative Education	2	2	2
TOTAL	9	9	9

*Contextualized Learning Activity