

**Academic***The Ontario Curriculum Grade10***Department of Canadian and World Studies****Assistant Curriculum Leader:** Catherine Hunnisettl**Course developed by:** S. Jamal**Revised:** September 2023**Credit Value:** 0.5**Equity Statement**

Malvern CI stands together for human rights. Our school community stands together to recognize that we are all entitled to a life of equality, dignity, and respect — a life free from discrimination.

Course Content

<b>Description</b>	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
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<b>Prerequisite</b>	None
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<b>Resource Materials</b>	1. Teacher handouts and supplementary readings.
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<b>Strands</b>	Each course in Grade 10 civics has three strands. <b>A: Political Inquiry and Skill Development</b> <b>B: Civic Awareness</b> <b>C: Engagement, Service, Action</b>
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**Assessment, Evaluation and Reporting**

	Student evaluation can include: direct instruction; independent research, project-based and inquiry-based activities; discussion; group work; presentation; self-assessment; peer assessment; teacher assessment; written evaluations; oral evaluations; opportunity to learn and be assessed before evaluations
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<b>Lates Policy / Academic Honesty and Plagiarism</b>	<b>Lates Policy:</b> <i>Students are expected to submit their work on time. Mark deduction as a consequence of late and missed assignments may be used. For each evaluation, students will be informed of the due date(s) when the assignment is given.</i>
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**Continued failure to submit work according to due dates may result in a deduction of up to the value of the assignment.**

Note: A teacher **may** grant an extension **prior** to the assignment due date extenuating circumstances such as illness. It is the **student's** responsibility to speak to the teacher **prior** to the assignment due date.

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**Academic Honesty and Plagiarism:**

The success of students is built upon the development of learning skills and strategies. Assignments are planned to ensure students have the opportunity to consult a variety of resources, select appropriate and authentic examples, and most importantly, contribute their own understanding of the given topic. **The use of information or ideas without due credit to the author is a serious offense because it breaches an ethical code of honesty within the academic community.** It is easily avoided when appropriate citation conventions are used, and students are expected to honour these conventions consistently. In addition, no use of A.I. programs, such as CHATGPT is acceptable. It will also be seen as plagiarism and academic dishonesty.

The penalty for plagiarism or academic dishonesty **may result in a zero** for that assignment. Teachers *may* provide an opportunity at another time for the student to demonstrate evidence of proper research skills and alert the student's other teachers. A repeated pattern of academic dishonesty may result in an escalating severity of consequences.

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<b>Achievement Category Weightings</b>	Knowledge/Understanding (25%); Thinking (25%); Communication (25%); Application (25%)
<b>Term Grades throughout the Year</b>	The grade for each reporting period is based on evaluations that have been conducted to that point in the course and will be preliminary and tentative. They will be based on the most consistent level of achievement to that point in time, but some of the overall expectations, strands, and units will not have been addressed. The student's grades will most likely change when his/her entire work is evaluated at the end of the course.
<b>Course Work 70%</b>	Components of evaluations during the course. These may change or be modified depending on students' needs and learning: A variety of diagnostic and formative assessment for and as learning techniques may be used including but not limited to tests, projects, peer and self-assessments. Missed or incomplete assignments will have an impact on the final grade when a significant number of curriculum expectations have not been evaluated. Major assignments in later units will be given a slightly higher weight in the calculation of the final mark.
<b>Course-Culminating Activities 30%</b>	Course Culminating Activities (Details TBD) (15%) x2 or (30%) All students must take part in the culminating and summative activities. Attendance is absolutely mandatory.
<b>Learning Skills</b>	Learning skills play a critical role in the achievement of curriculum expectations and student success. Students are expected to be academically honest by submitting their own original work. The marks they receive are intended to reflect their own academic achievement.

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Communication

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<b>Consultation</b>	<b>Email:</b> Sabrina.Jamal@tdsb.on.ca <b>Office:</b> room 302A Marks will be available at the end of each mark reporting period.
<b>Help</b>	Extra help is available when mutually-convenient times can be scheduled by arrangement with Ms. Jamal..

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