

Civics and Citizenship

CHV20

Grade 10, Open: Credit Value 0.5

Canadian and World Studies Department • Malvern C.I. • Toronto District School Board

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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. All students should feel safe at school and deserve a positive school climate that is inclusive and accepting, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status or disability

Course Content

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. (Ministry of Education. (2018). The Ontario Curriculum Grades 9 and 10: Canadian and World Studies, pg. 155. <http://www.edu.gov.on.ca/eng/curriculum/secondary/canworld910curr2018.pdf>)

Prerequisite None.

Resource Materials • Individual subject binder, loose leaf paper and writing utensils

Major Units The course is broken down into 5 short units. Each of these units will have a major evaluation plus assessment throughout. Additional evaluations may also be assigned.

Unit	Topic / Expectations	Major Evaluation
1	Civic Issues and Democratic Values (A1, A2, B1, C2)	Political Party Presentations
2	Governance in Canada (A1, A2, B2)	Unit Test
3	Rights and Responsibilities (A1, A2, B3)	“Charter” Case Studies
4	Leadership, Global Issues and Engagement (A1, A2, B3, C1, C2)	News Article
5	Culminating Activity (A1, A2, B1, B2, B3, C1, C2, C3)	Local Civics “Campaign”

*subject to modification

Overall Goals / Expectations The curriculum is divided into 3 strands with overall expectations as follows (found at <http://www.edu.gov.on.ca/eng/curriculum/secondary/canworld910curr2018.pdf>):

By the end of this course, students should be able to:

POLITICAL INQUIRY & SKILL DEVELOPMENT

- use the political inquiry process and the concepts of political thinking when investigating issues, events, and developments of civic importance (**Political Inquiry – A1**)
- 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 (**Developing Transferable Skills – A2**)

CIVIC AWARENESS

- 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 (**Civic Issues, Democratic Values – B1**)
- explain, with reference to a range of issues of civic importance, the roles and responsibilities of various institutions, structures, and figures in Canadian governance (**Governance in Canada – B2**)
- analyse key rights and responsibilities associated with citizenship, in both the Canadian and global context, and some ways in which these rights are protected (**Rights and Responsibilities – B3**)

CIVIC ENGAGEMENT AND ACTION

- analyse a variety of civic contributions, and ways in which people can contribute to the common good (**Civic Contributions – C1**)
- 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 (**Inclusion and Participation – C2**)
- analyse a civic issue of personal interest and develop a plan of action to address it (**Personal Action on Civic Issues – C3**)

Assessment, Evaluation and Reporting

- Strategies**
- Students will be evaluated on content and skills throughout the year
 - Assessment and evaluation methods will vary with each unit, but over the course of the year may include:
 - quizzes and tests, written responses and analyses, individual and group projects, individual and group presentations and an individual action project
 - Students will be given notice of timelines, due dates, criteria and expectations for assignments, and marking schemes.

Achievement Category Weightings	Knowledge / Understanding 25%	Thinking 25%	Communication 25%	Application 25%
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- Term Grades throughout the Year**
- 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 their entire work is evaluated at the end of the course.

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- Course Work 70%**
- 70% of the final grade will be based on evaluations undertaken throughout the course in Units 1-4. Consideration will be given to the most recent evaluations.
 - Missed or incomplete assignments will have an impact on the final grade when a significant number of curriculum expectations have not been evaluated.

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- Course-Culminating Activities 30%**
- 30% of the final grade will be based on evaluations administered towards the end of the course. Final summative evaluations will be marked weighted as follows:
 - **30 % Culminating Activity (research-based)**
 - **There will be no final examination for this course.**
 - All students must take part in the culminating activities.

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- Learning Skills**
- Students will also be assessed for development in a variety of learning skills:
 - Responsibility
 - Organization
 - Independent Work
 - Collaboration
 - Initiative
 - Self-Regulation
 - Learning skills play a critical role in the achievement of curriculum expectations and student success.
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Learning Skills (continued)	<ul style="list-style-type: none"> 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. Academic Integrity: See School Evaluation Policy Attendance in crucial for satisfactory achievement. Regular attendance and active participation are expected. Students cannot replace the in-class experience by simply getting notes or handouts. All assignments have an impact on students' growth and final achievement in each unit as well as the final evaluations; therefore, students are expected to submit work in each unit in order to meet course expectations. Students are expected to manage their time and workload, and to respect the time constraints imposed. End of reporting period "catch-up" submissions are discouraged, and may not be possible.
Rules for Tests, Quizzes, and Assignments	<ul style="list-style-type: none"> Students are responsible for providing evidence of their achievement of the overall expectations within the time frame specified by the teacher and should understand that there could be consequences for not completing assignments or for submitting them late. All assignments are expected to be handed in on their assigned due dates. Extenuating circumstances should be discussed with the teacher in advance of due dates. Extensions may be negotiated in certain unforeseeable situations. While credit rescue opportunities will be available, they may be only for students achieving < 50%, and missed work can still result in a mark of zero. Should serious illness or extenuating circumstances (<i>i.e.</i>: beyond your control) occur on the day of an evaluation, it is the responsibility of the student to inform the teacher as soon as possible. Note: The policies applicable to missed tests and late assignments are in line with the guidelines as outlined in TDSB policy and the Ministry of Education Policy document <i>Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools</i> (page 43). The teacher will use their professional judgment to determine what other strategies, as outlined in <i>Growing Success</i>, may be used to help prevent and/or address late and missed assignments.
Plagiarism	<p>Where plagiarism has been suspected, the student will be expected to conference with the teacher, a phone call to parents made and a meeting set up. If it is detected that a student plagiarized a paper by including information in an assignment without proper referencing a mark of zero will be given. For additional information on plagiarism, please consult your student agenda.</p>

Communication

Consultation	<p>Students, parents and guardians are asked to contact the course instructor using the information below.</p> <p>Office Location: Canadian and World Studies (3rd floor, Room 302A)</p> <p>Phone: 416-393-1480</p> <p>Email: James.Bencze@tdsb.on.ca</p>
Help	<p>Extra help is available by contacting the course instructor directly.</p>