



COURSE: Civics, (CHV 200) Grade 10 Open
2018-2019

Course Description:

This course explores what it means to be an informed, participating citizen in a democratic society. Students will learn about the elements of democracy in local, national, and global contexts, about political reactions to social change, and about political decision-making processes in Canada. They will explore their own and others’ ideas about civics questions and learn how to think critically about public issues and react responsibly to them.

Ministry Course Overall Expectations:

- By the end of the course, students will:
- demonstrate an understanding of the need for democratic decision making;
 - explain the legal rights and responsibilities associated with Canadian citizenship;
 - describe the main structures and functions of municipal, provincial, and federal governments in Canada;
 - explain what it means to be a “global citizen” and why it is important to be one.
 - demonstrate an understanding of the beliefs and values underlying democratic citizenship and explain how they guide citizens’ actions;
 - describe the diversity of beliefs and values of various individuals and groups in Canadian society;
 - analyse responses, at the local, national, and international levels, to civic issues that involve multiple perspectives and differing civic purposes.
 - apply appropriate inquiry skills to the research of questions and issues of civic importance;
 - demonstrate an understanding of the various ways in which decisions are made and conflicts resolved in matters of civic importance, and the various ways in which individual citizens participate in these processes.

Course Weighting

Term	70%
Knowledge	17.5%
Thinking	17.5%
Communication	17.5%
Application	17.5%
Final Exam/ Summative	30%

Course Units and Learning Goals

Unit 1: Introduction to Civic Responsibility

- Leadership styles
- Development of democracy
- Civic responsibility and social unrest

Unit 2: Canada’s Political System

- Rules and responsibilities of government positions
- Political ideology and party membership
- Civic involvement

Unit 3: Global Citizenship

- Canada’s role in the international community
- Non-governmental organizations

Assessment and Evaluation - Key Terms and Definitions

Assessment for Learning: The ongoing process of gathering and interpreting evidence about student learning for the purpose of determining where students are in their learning, where they need to go, and how best to get there(e.g. portfolios, observations, conversation, Non-graded quizzes, pre-tests, minute papers, exit tickets, written assignments, concept maps, interviews, progress monitoring, performance). The information gathered is used by teachers to provide feedback and adjust instruction and by students to focus their learning. Assessment for learning is a high-yield instructional strategy that takes place while the student is still learning and serves to promote learning.

Assessment as Learning: The process of developing and supporting student metacognition. Students are actively engaged in this assessment process: that is, they monitor their own learning (e.g. learning logs, Metacognitive questions and self-assessment using Graphic Organizers, Interviews, Conferences); use assessment feedback from teacher, self, and peers to determine next steps; and set individual learning goals (e.g. goal setting). Assessment as learning requires students to have a clear understanding of the learning goals and success criteria (e.g. co-constructing rubrics/check lists, self assessment, peer assessment).

Assessment of learning: The process of collecting and interpreting evidence for the purpose of summarizing learning at a given point in time, to make judgements about the quality of student learning on the basis of established criteria, and to assign a value to represent that quality. (e.g. test, summative assignment) The information gathered may be used to communicate the student’s achievement to parents, other teachers, students themselves, and others. It occurs at or near the end of a cycle of learning.

STUDENT ASSESSMENT, EVALUATION, AND REPORTING IN PEEL SECONDARY SCHOOLS

(Growing Success Policy 2010 and Peel Policy 14)

Achievement Chart Category			
Knowledge	Thinking/Inquiry	Communication	Application
-Knowledge of content(e.g., facts, terms, definitions) standing of content (e.g., concepts, ideas, theories, procedures, processes)	- Use of planning skills(e.g., focusing research, gathering information,) -Use of processing skill (e.g., analysing, generating, integrating, synthesizing) -Use of critical/creative thinking processes (e.g., inquiry process, problem-solving)	- Expression and organization of ideas and information (e.g., clear expression) - Communication for different audiences and purposes in oral, written, and visual forms -Use of conventions vocabulary, and terminology of the discipline in oral, written, and visual forms	- Application of knowledge and skills (e.g., concepts, procedures, processes, and/or technologies) in familiar contexts -Transfer of knowledge and skills (e.g., concepts, procedures, methodologies, technologies) to new contexts -Making connections within and between various contexts
EVIDENCE OF LEARNING			
OBSERVATIONS	CONVERSATIONS	PRODUCTS	
<ul style="list-style-type: none"> • Homework • Checklist • Group Work • Presentations • Debate 	<ul style="list-style-type: none"> • Group Work Records • Student-Teacher Conferences • Class Discussion • Debate 	<ul style="list-style-type: none"> • Notebooks • Quizzes • Projects • Tests • Portfolio • PowerPoint 	

Success Criteria for completing this course:

Learning Skills:

It is an expectation that each student is assessed not only on their academic achievement but also on their Learning Skills. These skills include: *Responsibility, Organization, Independent Work, Collaboration, Initiative, and Self Regulation.*

Learning skills will not be factored into the grade for this course but will appear on the report card. It is important to remember that the development and consistent practice of these skills will influence academic achievement.

Late and Missed Assignments

Please see the Policy on Absence of Evidence of Student Achievement as outlined in the student agenda

Plagiarism and Cheating

Please see the Policy on Plagiarism and Cheating as outlined in the student agenda

Homework, Assignments and Effective Communication

To earn a credit students have a responsibility to submit sufficient evidence of understanding within established deadlines. It is in the student's best interest to submit evidence of learning at every opportunity that is provided, so that his/her grade accurately reflects what was learned. In the event that a student produces insufficient evidence in the key understandings for the course, the entire credit is at stake.

Movie Viewing Permission

We plan to show PG / PG-13 / PG-14 rated movies in full or as excerpts to enhance our class curriculum. Our school requires parental permission for your son/daughter to view movies that are used in our curriculum, or selected by our teachers, which are rated PG, PG-13, and PG-14. We believe showing your son/daughter certain movies enable them to benefit from another medium as a resource in their study of Canadian geography. Movies, along with our hands-on activities such as reading, in-class discussion, and research projects, give students a well-rounded opportunity to discover Canada and the world. Movies go beyond dry facts and help bring events "alive". Be assured that we will use proper discretion when showing these movies. **Please check "Yes" or "No" below:**

_____ **Yes**, I approve my child's viewing of curriculum and school appropriate movies rated PG / PG-13 / PG-14.

_____ **No**, I do not approve my child's viewing of curriculum and school appropriate movies. I understand alternate learning experiences will be provided for my child while the movie is being watched.

Student Signature: _____

Parent Signature: _____