Civics and Citizenship, Grade 10, Open (CHV2O)

ONE HALF (0.5) CREDIT, NO PREREQUISITE

Social and Global Studies Department
Harbord Collegiate Institute, Toronto District School Board (TDSB)

COURSE 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.

TEACHING STRATEGIES
Students will work individually and in groups through a series of critical thinking challenges, activities, projects, reading assignments, lectures, movies, multi-media clips, on-line research activities, PowerPoint presentations, simulations, writing projects, essays, and presentations designed to stimulate and teach global citizenship and critical thinking. Students will use critical thinking skills to develop background knowledge, use criteria for judgment, build and use global citizenship vocabulary, understanding and skills, and implement critical thinking strategies and develop critical habits of mind. Critical thinking skills and strategies will involve identifying stakeholders, building background understanding, establishing significance of perspectives events issues and ideas, using primary and secondary evidence, identifying and prioritizing the competing needs for continuity and change, analyzing cause and consequence, developing an understanding of the ethical dimension (applying and making ethical and moral judgments) of issues and events examined and making informed decisions and preparing informed action plans for positive social change.

COURSE RESOURCES & TEXT
*textbooks will be used as an in-class resource and when necessary may be signed out to students on a short term loan basis. A student who has signed a book out will be responsible for returning the book in good condition with normal wear and tear from academic use. The student must replace damaged or lost textbooks.

INSTRUCTOR
Mark B. Bauer can be reached in the Social and Global Studies Office (Rm. 328) at 416-393-1650 x 20085, by email at Mark.Bauer@tdsb.on.ca, or the course website www.socialglobalstudies.com under the “Contact” link.

*The Assistant Curriculum Leader for Social and Global Studies is A. Magney. He can be reached at 416.393.1650 x 20085.
UNIT DESCRIPTION AND EVALUATION

COURSE WORK (Units 1-3) is worth 70% of your final mark.
THE COURSE CULMINATING ACTIVITY (Unit 4) is worth 30% of your final mark.

All class work evaluations are weighted accordingly and designed to allow the student the opportunity to exhibit learning across the four categories (Knowledge/Understanding, Thinking, Communication, Application) of the Achievement Chart for Canadian and World Studies. Culminating activities are also equally weighted across the four categories. The value of the Culminating Activities is in the chart below. The Achievement Chart is published in *The Ontario Curriculum, Grades 9 and 10: Canadian and World Studies, 2013*.

<table>
<thead>
<tr>
<th>UNIT: TITLE</th>
<th>EVALUATION Assignment Name, Weighting (Assessment categories)</th>
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</thead>
<tbody>
<tr>
<td>Unit 1: Civic Awareness</td>
<td>Mapping Democracy, approx 17.5% (K/U: /10, T: /10, COM: /10, APP: /10)</td>
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<td></td>
<td>Democracy Test, approx 17.5% (K/U: /10, T: /10, COM: /10, APP: /10)</td>
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<tr>
<td>Unit 2: Civic Engagement &amp; Action</td>
<td>Project Action, approx 17.5% (K/U: /10, T: /10, COM: /10, APP: /10)</td>
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<td></td>
<td>Law &amp; Justice Test, approx 17.5% (K/U: /10, T: /10, COM: /10, APP: /10)</td>
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<tr>
<td>Unit 3: Course Culminating</td>
<td>PART A – Campaign Report &amp; Tool 10% of final mark (K/U: /5, T: /5, COM: /5, APP: /5)</td>
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<td></td>
<td>PART B – Campaign Briefing 20% of final mark (K/U: /10, T: /10, COM: /10, APP: /10)</td>
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Evaluation other than the culminating activity is subject to change based on informed professional judgment of the instructor, other teachers delivering the same course and the ACL of Social & Global Studies (department curriculum leader).

This course incorporates considerations for program planning that align with ministry and board policy and initiatives (e.g., planning related to students with special education needs, English language learners, equity and inclusive education, financial literacy education, the Ontario First Nation, Métis, and Inuit education policy framework, the role of information and communications technology, and cooperative education). Every effort is made to maximize student learning and success within the guidelines, policies and procedures specified by *Growing Success, Assessment, Evaluation and Reporting in Ontario Schools* and the Toronto District School Board.

CHV2O is based on *The Ontario Curriculum, Grades 9 and 10: Canadian and World Studies, 2013 Revised*. Students will be expected to demonstrate and face evaluation based upon the following ministry curriculum expectations:

**Strand A**

<table>
<thead>
<tr>
<th>A: Political Inquiry and Skill Development</th>
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<tbody>
<tr>
<td>Overall Expectations</td>
</tr>
<tr>
<td>A1. Political Inquiry: use the political inquiry process and the concepts of political thinking when investigating issues, events, and developments of civic importance.</td>
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</table>
A2. Developing Transferable Skills: 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.

Strands B-C

<table>
<thead>
<tr>
<th>Overall Expectations and Related Concepts of Political Thinking</th>
<th>Big Ideas*</th>
<th>Framing Questions*</th>
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<tbody>
<tr>
<td><strong>B. Civic Awareness</strong></td>
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<tr>
<td><strong>B1. Civic Issues, Democratic Values:</strong>  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 (FOCUS ON: Political Significance; Political Perspective).</td>
<td>In a democratic society, people have different beliefs, which influence their position and actions with respect to issues of civic importance.</td>
<td>What is the relationship between people’s beliefs and values and their positions on civic issues? Why is it important to understand how political structures and processes work?</td>
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<tr>
<td><strong>B2. Governance in Canada:</strong> explain, with reference to a range of issues of civic importance, the roles and responsibilities of various institutions, structures, and figures in Canadian governance (FOCUS ON: Stability and Change; Political Perspective).</td>
<td>An understanding of how various levels of government function and make decisions enables people to effectively engage in the political process.</td>
<td>What are some ways in which I can make my voice heard within the political process?</td>
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<tr>
<td><strong>B3. Rights and Responsibilities:</strong> analyse key rights and responsibilities associated with citizenship, in both the Canadian and global context, and some ways in which these rights are protected (FOCUS ON: Political Significance; Objectives and Results).</td>
<td>People living in Canada have rights and freedoms based in law; at the same time, they have responsibilities associated with citizenship.</td>
<td>In what ways does the Canadian Charter of Rights and Freedoms protect me? What responsibilities come with these rights?</td>
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<tr>
<td><strong>C. Civic Engagement and Action</strong></td>
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<tr>
<td><strong>C1. Civic Contributions:</strong> analyse a variety of civic contributions and ways in which people can contribute to the common good (FOCUS ON: Political Significance; Stability and Change).</td>
<td>Individuals and groups of people can make a difference in the world.</td>
<td>Why should I care about issues in my community? What contributions can I make to my community?</td>
</tr>
<tr>
<td><strong>C2. Inclusion and Participation:</strong> 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 (FOCUS ON: Political Significance; Political Perspective).</td>
<td>People, including students, have various ways to voice their points of view within the many communities to which they belong.</td>
<td>What is the most effective way to voice my position on a civic issue? What can I do to make a difference in the world? How will I know whether my actions have been effective?</td>
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<tr>
<td><strong>C3. Personal Action on Civic Issues:</strong> analyse a civic issue of personal interest and develop a plan of action to address it (FOCUS ON: Political Significance; Objectives and Results).</td>
<td>Through the critical analysis of issues and the creation of plans of action, students can contribute to the common good.</td>
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A “big idea” is an enduring understanding, an idea that we want students to delve into and retain long after they have forgotten many of the details of the course content. The big ideas address basic questions such as “Why am I learning this?” or “What is the point?” Through exploration of the big ideas, students are encouraged to become creators of their understandings and not passive receivers of information. Many of the big ideas are transferable to other subjects and, more broadly, to life itself. In many cases, they provide the opportunity for students to think across disciplines in an integrated way. In this document, the big ideas are connected to the overall expectations and the related concepts of disciplinary thinking in each strand. The big ideas are also connected to the general framing questions that are provided for each strand. The big ideas combined with the framing questions are intended to stimulate students’ curiosity and critical thinking and to heighten the relevance of what they are studying. The framing questions are broad and often open-ended and can be used to frame a set of expectations or an entire strand.

HARBORD COLLEGIATE INSTITUTE
SOCIAL AND GLOBAL STUDIES EVALUATION POLICY 2014-15*

*This policy is consistent with guidelines, policies and procedures specified by Growing Success, Assessment, Evaluation and Reporting in Ontario Schools, the Toronto District School Board and Harbord Collegiate Institute (You will find the school’s philosophy and procedures regarding attendance and evaluation outlined in the Harbord Collegiate Institute Student Agenda).

The on-time submission of completed coursework and culminating activities for evaluation is of critical importance for providing evidence of learning and in the process of evaluating student achievement of course expectations.

1. It is a violation to plagiarize (offer the work of others as one’s own or without due acknowledgement), cheat on tests or examinations, submit work for which credit has previously been attained in another course, or produce a paper, report or other assignment for any other student. The consequence for academic misconduct will likely include a mark of zero on the entirety of the evaluation in question. Correct citation provides a method to avoid plagiarism and students will be instructed what form of citation (MLA or APA-endnotes, footnotes or embedded citation) to use by their teacher.

2. Students are expected to be present for all evaluations. Although no student will be penalized for a legitimate or unavoidable absence, she or he may be required to verify that absence by providing a doctor’s certificate or a note from her or his parent or legal guardian. Students who are legitimately absent for an assignment due date, test or presentation are expected to contact their teacher immediately upon their return to school. Students with prior knowledge of an absence on the day of an evaluation (i.e. doctor’s appointment, school-sanctioned activity, sporting event, or other personal conflict) must notify the teacher prior to the absence in order to make alternative arrangements. Students who miss a significant assessment without a legitimate reason for doing so may receive a mark of zero. If you are having problems completing an assignment see your teacher as soon as the problem arises so that it may be resolved and our timelines respected. The Social and Global Studies Department offers weekly Social and Global Studies Tutorial and Remedial Catch-up Sessions. See your teacher or ask at the Social and Global Studies Office for further information.

3. Any group presentations will involve combining the individual work of group members. Students will be assessed on their individual contribution to the presentation. Students legitimately absent for a group or individual presentation will be offered a makeup time and may receive a mark of zero if unable to present. Students who know they will be absent on the day of a group presentation must give all of their work to another group member to present if possible. In the case of an unexpected absence every effort must be made to forward your work to a group member. Regardless of a group member’s absence the presentation will go on, other group members must be prepared to present their own portion of the presentation on the due date.

4. All assignments must follow the format explained by the teacher when the work is assigned. Creativity, critical thinking and problem solving is essential and strongly encouraged in our department and you may be able to come up with alternate ways to demonstrate your learning than those specified in the assignment. If you wish to alter the format or final product beyond established guidelines, consult with your teacher PRIOR TO THE DUE DATE to ensure
required learning goals for the assignment are met. Failure to adhere to the guidelines established by the teacher and the Social and Global Studies Department or alternative guidelines established between a student and the teacher (prior to the due date) may result in work not being accepted for evaluation.

5. Each student will have their learning skills assessed on a day-to-day basis and ongoing basis. Assessment will be based on Responsibility, Organization, Independent Work, Collaboration, Initiative, Self-Regulation.

HARBORD COLLEGIATE INSTITUTE
SOCIAL AND GLOBAL STUDIES EVALUATION PROCESS

1. All coursework will be assigned with a clearly defined DUE DATE.

2. Failure to submit or complete coursework by the DUE DATE may result in a deduction in the final mark (at the teacher’s discretion).

3. Students are expected to complete assignments by the DUE DATE and may be required by the teacher to:
   - complete outstanding work in class as opposed to continuing with ongoing curriculum,
   - to submit outstanding work by an agreed upon alternative deadline,
   - or to attend the Social and Global Studies Tutorial and Remedial Catch-up Sessions scheduled every week in order to complete outstanding work.

4. This will ensure multiple opportunities for the student to demonstrate their achievement of course expectations.

5. The ULTIMATE DEADLINE for submission of coursework will usually be 3:15 p.m. or ten minutes after the end of classes on the Friday the week after coursework was due.

6. **Note:** For some assignments (clearly indicated at the time they are given by the teacher) and Culminating Activities, Ultimate Deadlines may not follow this policy as timelines may be longer to allow students to complete assignments or shorter to allow for the evaluation of all student work by the end of the reporting period or the course. To support student learning and encourage student success, teachers will often shift ULTIMATE DEADLINES on a case by case basis. It is a student’s responsibility to approach the teacher as soon as possible if they cannot complete the assignment by the ULTIMATE DEADLINE.

7. **IF THE COURSEWORK IS NOT SUBMITTED BY THE ULTIMATE DEADLINE, THE STUDENT HAS NOT DEMONSTRATED THE ACHIEVEMENT OF COURSE EXPECTATIONS AND AS A RESULT, A MARK OF ZERO WILL BE RECORDED. IN SOME CASES ALTERNATIVE AND CATCH UP ASSIGNMENTS MAY BE ARRANGED AT THE TEACHER’S DISCRETION.**

This policy is firmly grounded in both of the policy documents that guide our assessment and evaluation processes, the Ontario Ministry of Education Document *Growing Success* and the Toronto District School Board Assessment and Evaluation policies and documents. These documents stress that in order for teachers to effectively evaluate student achievement of course expectations, students are expected to demonstrate their achievement of curriculum expectations through completing both coursework and culminating activities. Identified students (IPRC, IEP, ELL) will receive the ministry mandated accommodations and both DUE DATES, and occasionally ULTIMATE DEADLINES, will be extended in consultation with ELL and resource room staff.

*****************************************************************************
By signing below I recognize that I have read the above policy and process and will abide by the guidelines established therein.

Student Name: ___________________________ Signature: _______________________________
(Please print)

Parent/Guardian: ___________________________ Signature: _______________________________
(Please print)