



Waterdown District High School

Course Outline 2016

CHV20 – Civics (Politics)



TEACHER: Mr. R. Flosman
Mr. N. Tidridge

PREREQUISITE: NONE

HOURS: 55

CREDIT VALUE: 0.5

DEPARTMENT HEAD: Mr. C. Draksler **TEXTBOOK:** Online Textbook “Civics @ Waterdown” www.waterdowncivics.org

GUIDELINE: The Ontario Curriculum – Canadian and World Studies: Grade 10 (2013)

The text will be provided free of charge. However, the student is responsible for returning the book in reasonable condition. The student will be charged for loss or damage.

OVERALL EXPECTATIONS:

The course has three strands. Instruction and learning related to the expectations in strand A are to be interwoven with instruction and learning related to expectations from the other two strands. Strand A must not be seen as independent of the other strands. Student achievement of the expectations in strand A is to be assessed and evaluated throughout the course.

A1. Political Inquiry: use the political inquiry process and the concepts of political thinking when investigating issues, events, and developments of civic importance

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
Change and Continuity

B1. Civic Issues, Democratic Values: 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)

B2. Governance in Canada: 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)

B3. Rights and Responsibilities: 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)

C1. Civic Contributions: analyse a variety of civic contributions, and ways in which people can contribute to the common good
(FOCUS ON: Political Significance; Stability and Change)

C2. Inclusion and Participation: 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)

C3. Personal Action on Civic Issues: analyse a civic issue of personal interest and develop a plan of action to address it
(FOCUS ON: Political Significance; Objectives and Results)

TEACHING STRATEGIES (include, but not limited to):

- Providing appropriate accommodation for students on IEP's and for English Language Learners and for those who are First Nations, Metis or Inui;
- Utilizing Student Support and Student Alternative Support Programs;
- Contacting parents for support and assistance;
- Using diagnostic assessment and check-in points to monitor student progress;
- Providing differentiation of instruction and assessment to meet the needs of diverse learners;
- Providing ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved student learning;
- Creating lessons, and assessment and evaluations, that are carefully planned to relate to the curriculum expectations and learning goals, and as much as possible to the interests, learning styles and preferences of all students;
- Developing students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning.

ASSESSMENT AND EVALUATION OF WORK:

Assessment and evaluation will be based on content standards (provincial curriculum expectations) and performance standards (as outlined in the Achievement Chart below). Teachers will ensure that the content of the curriculum is assessed and evaluated in a balanced manner with respect to the four categories of the chart (the balance of the categories will depend on the emphasis put on them in the curriculum expectations of the course).

Achievement Chart:

Category	Criteria	Evidence of achievement can be determined from a variety of sources:
Knowledge and Understanding	<ul style="list-style-type: none">• Understanding of concepts• Knowledge of content	<ul style="list-style-type: none">• Quizzes• Unit tests• In-class assignments• Class presentations• Investigations• Projects• Open-ended questions• Observations• Conversations• Portfolios• Anecdotal records• Etc.
Application	<ul style="list-style-type: none">• Applying concepts and procedures relating to familiar and unfamiliar settings	
Communication	<ul style="list-style-type: none">• Communicating reasoning orally, in written, and graphical formats• Using content specific language, symbols, visuals, and conventions	
Thinking	<ul style="list-style-type: none">• Reasoning; formulating questions; interpreting information and forming conclusions• Selecting strategies; resources, technology and tools• Reflecting on the reasonableness of results	

MARK CALCULATION:

Interim: A report will be given to reflect how well the student is progressing with suggestions for improvement.

Term Work: 70% of the overall grade (from all term evaluations)

Final Evaluation(s): 30% (Every Student will write the final examination and/or culminating activity that is based on the overall expectations.)

****Teachers will take various considerations into account before making a decision about the grade to enter on the report card. Determining a report card grade will involve teacher's professional judgement and interpretation of the evidence and should reflect the student's most consistent level of achievement with special considerations given to the more recent evidence.**