

SOUTH CARLETON HIGH SCHOOL
Ottawa-Carleton District School Board
 STUDENT OUTLINE
CHV 20
CIVICS, AND CITIZENSHIP

Credit Value: 0.5 credit

Hours: 55 hours

Course Overview:

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 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.

Unit Title	Hours	Performance Tasks	Specific Expectations
A. Political Inquiry and Skill Development	12	1. Tests and Quizzes 2. Culminating Activities 3. Group Work 4. Research Displays 5. Oral Presentations	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.
B. Civic Awareness	12	6. Argumentative Paragraphs 7. Skills Development 8. Web Quests 9. Role Plays	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 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 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
C. Civic Engagement and Action	12	10. Debates 11. Reflective Writing	C1. Civic Contributions: analyse a variety of civic contributions, and ways in which people can contribute to the common good. 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. C3. Personal Action on Civic Issues: analyse a civic issue of personal interest and develop a plan of action to address it.
SOMMATIVE: What can you do to initiate change ?	8		

STUDENT RESPONSIBILITIES

1. Students are required to attend classes regularly, participate in activities, and submit work on time. Absence for any reason does not remove the responsibility of a student to complete missed work.
2. Students who commit *academic fraud* i.e. *plagiarize or cheat*, and those who miss performance tasks without a legitimate and substantiated excuse risk the successful and timely completion of their work. Tasks consisting of academic fraud will be considered incomplete, as they do not provide a reliable demonstration of student learning.*
3. All incomplete work will be factored into the final mark. When a student fails to demonstrate learning on a performance task, for any reason, remedial work may be assigned at the teacher's discretion. In these cases, a reasonable timeline must exist to facilitate the completion and subsequent evaluation of the task.
4. Students may, on occasion, negotiate with the teacher to have an assignment submitted late. All work accepted beyond the original due date, for any reason, will be professionally evaluated. Please note that written feedback and anecdotal remarks on late submissions may not be possible based on time constraints. Additionally, it may be judged necessary to reconsider the value of such work when determining a student's final grade.

***Academic Fraud** is defined as any act of dishonesty purposely or carelessly intended to enhance academic performance. **Plagiarism** is defined as the act of taking the written word or original work of another person, without giving due credit, whilst passing it off as one's own.

Evaluation

Term Report		Final Report	
Assessment/Evaluation tools include tests/quizzes, assignments, performance tasks and rich assessment tasks		Term	70%
		Summative task	15%
		Final Exam	15%
Term	70%		100%
<u>Summative Period</u>			
Canadian and World Studies summatives will come due within the school's Summative and Evaluation Period.			
This period occurs two weeks before exams in January and June.			
<i>Absence from evaluations during these dates must be substantiated with a medical certificate or equivalent documentation as approved by administration.</i>			

Textbook: Evans, Mark et al. Citizenship : Issues and Action. Toronto: Prentice Hall, 2000.

LITERACY

Success in Canadian and World Studies courses depends in large part on strong literacy skills. Many of the activities and tasks students undertake in CHV20 involve the use of written, oral, and visual communication skills. The study of this subject will thus encourage students to use language with greater care and precision and will enhance their ability to communicate effectively.

ANTIDISCRIMINATION POLICY

The Canadian and World Studies curriculum is designed to help students acquire the “habits of mind” essential for citizens in a complex world. Students are expected to demonstrate an understanding of the rights privileges, and responsibilities of citizenship, as well as a willingness to show respect, tolerance, and understanding towards individuals, groups, and cultures in the global community. They are also expected to understand that protecting human rights and taking a stand against racism and other expressions of hatred and discrimination are basic requirements of responsible citizenship.

Accommodations for Exceptional Students

The (name) department makes every effort to accommodate the identified needs of exceptional (IPRC'd) students and will attempt to differentiate curriculum delivery methods, student modes of expression, and assessment methods as recommended by the student's individual education plan (IEP).