

# COURSE STATEMENT

## CHV 205

### LAMBTON CENTRAL COLLEGIATE AND VOCATIONAL INSTITUTE

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Welcome to **Civics**. This is a summary sheet for parents and students, which outlines our course evaluation and expectations.

**Course Name:** Civics **Course Code:** CHV 205

**Credit Value:** half credit **Text:** Canadian Civics

**Ministry Document:** Ontario Curriculum, Grades 9/10, Canadian and World Studies

**Development Date:** 2013

#### **Mission Statement:**

Teachers at LCCVI are dedicated to providing the following:

- ✓ access for all students
- ✓ a safe learning environment
- ✓ quality educational opportunities
- ✓ high professional standards.

#### **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.

#### **Overall and Specific Curriculum Expectations:**

The three major strands woven throughout this course include Political Inquiry and Skill Development, Civic Awareness, and Civic Engagement and Action. Details regarding these strands are available in the Ministry Curriculum Document for Grade 9 & 10 Canadian and World Studies, which can be accessed at

<http://www.edu.gov.on.ca/eng/curriculum/secondary/canworld910curr2013.pdf>

#### **Course Content Outline:**

- **Democracy: Issues and Ideas:** The first unit focuses on the basic ideas and issues that are fundamental to democratic government, practices, and citizenship. Starting with conflict resolution in an early society, students move progressively toward examining characteristics that ideally define democratic citizenship.
- **Democracy: The Canadian Context:** Students will learn about important structures, functions, events, issues and personalities in Canada's political and legal systems, as well as critically examining their current and future opportunities and roles in civic engagement as a politically active citizen.
- **Democracy: Global Perspectives:** Students will demonstrate their understanding of the role of citizenship in defending and promoting human rights as the basis of democracy in the world community. They will also study key civic issues and organizations in global contexts.

#### **Assessment and Evaluation Strategies:**

There are four achievement categories of knowledge and skills that encompass all the curriculum expectations in the Ontario Curriculum for **Civics**. The four categories and their value for the term are as follows:

**Knowledge: 30%      Thinking: 20%      Communication: 20%      Application: 30%**

## **The breakdown of your mark will be based on your level of achievement as follows:**

Performance tasks and activities will be assessed using a variety of evaluation techniques. Final grades for students will be based on the percentages listed above, but not all tasks will involve each achievement category. The mark breakdown for the term will be approximately as follows: **Assignments and Quizzes: 90%**      **Citizenship Evaluation: 10%**

### **Learning Skills**

Provincial Report Cards will be marked with each student's performance in the five Learning Skills areas:

- |                          |                        |                            |
|--------------------------|------------------------|----------------------------|
| <b>1. Responsibility</b> | <b>2. Organization</b> | <b>3. Independent Work</b> |
| <b>4. Collaboration</b>  | <b>5. Initiative</b>   | <b>6. Self-Regulation</b>  |

These Learning Skills will be assessed regularly by your teacher. They are an important statistic to understand how well students perform in the class. These are not considered in the determination of the final grade. For each of the Learning Skills one of the following achievement letters will be given:

**E = Excellent**      **G = Good**      **S = Satisfactory**      **N = Needs Improvement**

### **Attendance**

Regular attendance is vital to the process of learning. When the process and content of learning is disrupted by irregular attendance, both the individual and his/her classmates suffer a loss of experience that cannot be entirely regained. Students who miss class will suffer in the process because their participation and achievement cannot be fully assessed. Students are expected to complete any expectations missed due to absence.

### **ACADEMIC HONESTY**

#### **Consequences for Academic Dishonesty on Assignments:**

Professional judgment of the teacher is taken into account to determine the degree of academic dishonesty and appropriate consequences.

**Grades 9 and 10** – Student will redo the assigned work. The student will receive a 25 per cent deduction on their assignment. If assignment is not completed and handed in within the time frame specified by the teacher, a mark of zero will be recorded. Subsequent occurrences may result in a mark of zero.

#### **Consequences for Academic Dishonesty on Tests:**

1. Teacher has a conversation with the student about the incident.
2. If cheating has been determined, the student is assigned a mark of zero.
3. Parents are informed if student is under 18 years old.
4. In Grades 9 to 12, administration is informed if situation is not resolved.

#### **Consequences for Academic Dishonesty on Exams:**

1. If cheating is suspected during the exam, student is allowed to complete exam.
2. If cheating has been determined during or after the exam there will be a conference involving administration, teacher and the student. A mark of zero will be assigned.
3. Parents are informed if student is under 18 years old.

**Appeals Process:** Appeals will be requested through the teacher to the administration if the situation is not resolved.

### **Late Policy**

The staff and students of LCCVI recognize that deadlines need to be in place to help students develop time management skills and strategies. Where in the teacher's professional judgment it is appropriate to do so, a number of strategies may be used to help prevent and/or address late and missed assignments. After many of these strategies have been implemented and documented the teacher may deduct marks for a late assignment.

Students are expected to submit all assignments within the time frame specified by the teacher. Teachers will consider extenuating circumstances when assignments are late. If an assignment is late, **5% MAY** be deducted per school day, up to a maximum of **30%**. Once assignments have been returned to students, any late submissions **MAY** receive a mark of zero.