**Course:** Civics (CHV2O)

**Teacher:**

**Online Presence:**

**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.

**Assessment & Evaluation**

|  |  |
| --- | --- |
| **Percentage of Final Mark** | **Categories of Mark Breakdown** |
| 70% | Assessment of Learning Tasks Throughout the Term |
| 30% | Final Written Examination: 10% |
| Final Independent Study Project: 20% |

The balance of the weighting of the categories of the achievement chart throughout the course is:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SUBJECT AREA** | **Knowledge** | **Inquiry/Thinking** | **Communication** | **Application** |
| Guidance | 20 | 30 | 20 | 30 |

**Unit Outlines:**

|  |  |  |
| --- | --- | --- |
| **Unit** | **Title** | **Time** |
| 1 |  Political Inquiry |  16 hours |
| 2 |  Civic Awareness |  16 hours |
| 3 |  Civic Engagement and Action |  15 hours |
| 4 |  ISP and Final Exam |  8 hours |
|  | **Total…** |  **55 hours** |

**Unit Expectations:**

***1. Political Inquiry & Skill Development***

Overall Expectations:

Throughout this course, students will:

1. use the political inquiry process and the concepts of political thinking when investigating issues, events, and developments of civic importance;
2. 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.

***2. Civic Awareness***

Overall Expectations:

By the end of this course, students will be able to:

1. 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
2. explain, with reference to a range of issues of civic importance, the roles and responsibilities of various institutions, structures, and figures in Canadian governance
3. analyze key rights and responsibilities associated with citizenship, in both the Canadian and global context, and some ways in which these rights are protected.

***3. Civic Engagement & Action***

Overall Expectations:

By the end of this course, students will be able to:

1. analyze a variety of civic contributions, and ways in which people can contribute to the common good
2. 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
3. analyze a civic issue of personal interest and develop a plan of action to address it.

**Achievement Chart**

The following table provides a summary description of achievement in each percentage grade range and corresponding level of achievement.

|  |  |  |
| --- | --- | --- |
| **Percentage****Grade Range** | **Achievement****Level** | **Summary Description** |
| 80 – 100% | Level 4 | A very high to outstanding level of achievement. Achievement is above the provincial standard. |
| 70 – 79% | Level 3 | A high level of achievement. Achievement is at the provincial standard. |
| 60 – 69% | Level 2 | A moderate level of achievement. Achievement is below, but approaching the provincial standard. |
| 50 – 59% | Level 1 | A passable level of achievement. Achievement is below the provincial standard. |
| Below 50% | Insufficient achievement of curriculum expectations. A credit will not be granted. |