



# Cardinal Newman High School

## Civics and Citizenship Course Outline

### CHV20



**Teacher:** Mr. Scotta

**Student:** \_\_\_\_\_

**Section:** \_\_\_\_\_

**Room:** \_\_\_\_\_

**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 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.

### Course Content

Unit	Components	Hours
<b>Unit #1: The Individual as Citizen</b>	This unit will introduce students to the need for government in society. Students will become aware of their rights and responsibilities as Canadian citizens. In addition, students will encounter the principles and practices of decision-making. Students will develop an understanding of democratic beliefs and values and come to appreciate the importance of civic involvement and participation. This unit will introduce skills such as analysis, inquiry, research, communication and collaboration. Students will be encouraged to act morally and legally as people formed in Catholic tradition.	<b>Approximately 21 hours</b>
<b>Unit #2: The Citizen at the Local, Provincial and National Level</b>	In this unit, students will examine the structures of the Canadian government, the processes involved in making laws at the federal, provincial, and municipal levels, and how elections are conducted in Canada and other democracies around the world. Students will employ research, inquiry, analytical, collaboration, conflict-resolution and decision making skills. In this unit, students will learn to act as responsible citizens who witness Catholic social teaching, by promoting equality, democracy, and solidarity for a just and peaceful society.	<b>Approximately 14 hours</b>
<b>Unit #3: The Global Citizen</b>	This unit will introduce students to historic and contemporary global issues. Students will clarify and evaluate their own and others’ positions on these issues. They will come to understand the concept and responsibilities of global citizenship through the use of various examples. In addition, students will examine civic actions of individuals and non-governmental organizations that have made a difference in global affairs. Students will further develop research, inquiry, analytical, collaboration and decision making skills. Students will become responsible citizens who respect and affirm the diversity and interdependence of the world’s peoples and cultures and the acts to promote social good.	<b>Approximately 10 hours</b>
<b>Unit #4 The Active Citizen</b>	The focus of this unit will be to prepare students for full citizenship in order to influence public decision-making. Students will become actively engaged with a community issue of interest to them. This will provide students with the opportunities to make connections between classroom activities, active participation, and possible career links. This unit will reinforce students’ literacy skills, including inquiry strategies, critical thinking, creative, thinking, decision making, conflict resolution and collaboration. Students will continue to develop attitudes and values founded in Catholic social teaching and will act to promote social responsibility, human solidarity and the common good.	<b>Approximately 10 hours</b>

## Cardinal Newman High School Geography Guidelines

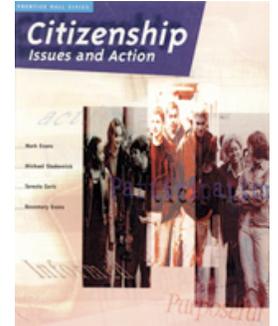
### Materials Required:

- Agenda Book
- Three-ring binder with lined paper
- Coloured pens and pencils
- Highlighters
- Calculator
- Compass Set
- USB Key



### Textbook:

- A textbook will be issued for the duration of the course.
- Textbook – *Citizenship: Issues and Action*
- You are responsible for keeping it in good condition and returning it at the end of the course.
- **Students will be required to pay the replacement cost if the book is lost or damaged.**
- Textbooks will be collected **one week prior to the exam.**
- It is extremely important that your **notebook is kept in proper order for easy reference.**
- **Your textbook number is:** \_\_\_\_\_



### Attendance/Punctuality:

- Students must attend every class are expected to be on time.
- If you are absent or late, it is your responsibility to find out what work you have missed.
- The course has not been shortened for you just because you were absent.
- Normally, students will not be permitted to leave class since there is sufficient time before class to go to the washroom or get a drink.
- Lateness will result in a detention during lunch or after school.
- If you are detained by a principal, vice-principal, teacher, counsellor, or supervisor please have them write a note explaining your reason for being late and have them sign it for authenticity.

### Behaviour:

- Students are expected to be polite and courteous when dealing with fellow students and staff members.
- In class you must be attentive and respectful to the people around you.
- Treat others the same way you wish to be treated.

### Uniform:

- Students must adhere to the school dress code.
- Failure to do so will result in immediate expulsion to the office.
- There is no compromise on this matter.



### Food/Drink:

- No food is allowed in the class.
- The only beverage that will be allowed is bottled water.
- There is no compromise to the above two rules.

### Electronic Devices:

- No devices such as iPods, gaming systems, or cameras are allowed in class.
- Cell phones must be turned off and out of sight.
- Failure to adhere to the above two rules may result in the confiscation of the device, or the student being asked to leave the class and the parent being contacted.

### Geography Office

Located in Room 221.

Morning: 8:00am – 8:20am.

After School: 2:30pm – 3:00pm.

\* If you cannot find me, then have a secretary in the main office page me. \*

**Homework:**

- Any class work or homework that is not completed during class time, must be completed for the next class.
- Work will be checked on a regular basis and will directly affect the term mark one receives.
- Failure to complete homework will result in a phone call home to your parents/guardians.
- Extra help/advice concerning homework is always available before, during and after school

**Assignments:**

- All assignments are expected on the due date:
  - (1) **A late assignment will not be accepted if handed in after that particular assignment was marked and returned to the class.**
  - (2) **Plagiarized material will receive a mark of zero and a phone call home.**
  - (3) **Skipping class on the due date of an assignment will result in a mark of zero on the assignment.**

**Tests:**

- All major tests will be announced a few days beforehand.
- Students should prepare in advance.
- **A missed test will be given a zero unless a parent/guardian note is provided.**
- You must have all your materials with you for tests.
- You are to blame for improper preparation.

**Buddy System:**

- Write the names and phone numbers of five people in the class.
- These people will be the ones who you can phone to ask for help regarding class work.

#1	_____
#2	_____
#3	_____
#4	_____
#5	_____

**Student Evaluation:**

- Evaluation will be based on two components – course expectations and learning skills. The overall grade will reflect the course expectations, however both components are strongly related to one another. Weak learning skills almost always will result in poor achievement of the curriculum expectations.
- The evaluation of your work will include assessment of the following:
  - **Knowledge/Understanding** – content, facts, terms, concepts, principles, and theories.
  - **Critical Thinking Skills/Inquiry Skills** – data analysis, problem solving, interpretation.
  - **Communication** – Oral and written communication of information with clarity.
  - **Application** – Applying skills, knowledge, and procedures in present and future contexts.

<b>Course Evaluation</b>	
<b>Course Grade Weighting</b>	<b>%</b>
<i><b>Knowledge</b></i>	<i><b>17.5</b></i>
<i><b>Thinking and Inquiry</b></i>	<i><b>17.5</b></i>
<i><b>Communication</b></i>	<i><b>17.5</b></i>
<i><b>Application</b></i>	<i><b>17.5</b></i>
<i><b>Culminating Activity</b></i>	<i><b>30</b></i>
<b>Course Grade</b>	<b>100</b>



## Civics Course Expectations

As the twenty-first century unfolds, Canada is undergoing significant change. Canadians are struggling with a range of challenging questions, such as the following: As our population becomes more diverse, how do we ensure that all voices are heard? How do we resolve important societal and community issues in the face of so many diverse and divergent views influenced by differing values? What role will Canada play within an increasingly interconnected global community? Our responses to these questions will affect not only our personal lives but also the future of our communities, our provinces and territories, and our country. In civics, students explore what it means to be a “responsible citizen” in the local, national, and global arenas. They examine the structures and functions of the three levels of government, as well as the dimensions of democracy, notions of democratic citizenship, and political decision-making processes. They are encouraged to identify and clarify their own beliefs and values, and to develop an appreciation of the beliefs and values of other people.

### *Strand A*

<b>A: Political Inquiry and Skill Development</b>
<b>Overall Expectations</b>
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

### *Strands B–C*

Overall Expectations and Related Concepts	Big Ideas*	Framing Questions*
<b>B: Civic Awareness</b>		
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: <i>Political Significance; Political Perspective</i> )	In a democratic society, people have different beliefs, which influence their position and actions with respect to issues of civic importance.	What is the relationship between people’s beliefs and values and their positions 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 (FOCUS ON: <i>Stability and Change; Political Perspective</i> )	An understanding of how various levels of government function and make decisions enables people to effectively engage in the political process.	Why is it important to understand how political structures and processes work?
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: <i>Political Significance; Objectives and Results</i> )	People living in Canada have rights and freedoms based in law; at the same time, they have responsibilities associated with citizenship.	What are some ways in which I can make my voice heard within the political process?  In what ways does the Canadian Charter of Rights and Freedoms protect me? What responsibilities come with these rights?
<b>C: Civic Engagement and Action</b>		
C1. Civic Contributions: analyse a variety of civic contributions, and ways in which people can contribute to the common good (FOCUS ON: <i>Political Significance; Stability and Change</i> )	Individuals and groups of people can make a difference in the world.	Why should I care about issues in my community?
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: <i>Political Significance; Political Perspective</i> )	People, including students, have various ways to voice their points of view within the many communities to which they belong.	What contributions can I make to my community?  What is the most effective way to voice my position on a civic issue?
C3. Personal Action on Civic Issues: analyse a civic issue of personal interest and develop a plan of action to address it (FOCUS ON: <i>Political Significance; Objectives and Results</i> )	Through the critical analysis of issues and the creation of plans of action, students can contribute to the common good.	What can I do to make a difference in the world? How will I know whether my actions have been effective?

