



Crocus Plains Regional Secondary School Course Outline and Assessment Guide

Course Name: Canada in the Contemporary World (SS10F)

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Course Description:

This course focuses on the opportunities and challenges at the core of Canada's contemporary plurality. It begins with an overview of Canada today, including its demographics, geography, and political organization. There is an examination of the evolving stories of interaction among the people of Canada, and the influence of the land on the development of Canada. Students explore the historical and contemporary complexities of citizenship and identity, considering the challenges and opportunities that emerge when groups with differing identities and perspectives interact with one another. Also, contemporary Canadian questions and issues are examined within the global context.

Textbook: Canada in the Contemporary World

Unit Title:	Learning Outcomes:	Assessment Plan	Proposed Time
Unit 1: <i>Diversity and Pluralism in Canada</i>	<ul style="list-style-type: none">- Students examine elements of physical and human geography that affect the political, social, and cultural makeup of Canada.- Students examine the roles of various levels of government, government policies, the media, and cultural diversity as they affect the quality of life of Canadians.- Students will evaluate the influence of mass media and pop culture on individuals, groups and communities.- Describe the criteria for becoming a Canadian citizen.- Investigate basic human rights and how they have become an integral part of Canadian society	<p><u>Formative Assessments</u> may include:</p> <p>Textbook Questions Class Discussion Entry/Exit Slips Practice Quizzes Conferencing Observations</p> <p><u>Summative Assessments</u> may include:</p> <p>Unit Tests Small Projects Assignments</p>	~6 weeks

Unit 2: <i>Democracy and Governance in Canada</i>	<ul style="list-style-type: none"> - Students examine the connections among people, government, and law in Canada. - Students will give examples of ways in which government affects their daily lives. - Students will describe Canadian parliamentary democracy. - Students investigate the influence of democratic ideals in the evolution of contemporary Canadian society. - Investigate the Canadian electoral process and justice system and the responsibilities of Canadian citizens within each. - Identify contemporary political leaders in Canada 	<p><u>Formative Assessments</u> may include:</p> <p>Textbook Questions Class Discussion Entry/Exit Slips Practice Quizzes Conferencing Observations</p> <p><u>Summative Assessments</u> may include:</p> <p>Unit Tests Small Projects Simulation Assignments</p>	~6weeks
Unit 3: <i>Canada in the Global Context</i>	<ul style="list-style-type: none"> - Students examine the dynamic relationship between having a national identity and being a global citizen in the industrialized world. - Students evaluate the role of media in shaping individual or national perspectives relating to global issues. - Identify nations and events where Canadian participation is expected for aid and military conflict resolution. - Students assess the implications of being a consumer in a globally connected, industrialized society. - Students evaluate Canadian perspectives regarding current global issues. 	<p><u>Formative Assessments</u> may include:</p> <p>Textbook Questions Class Discussion Entry/Exit Slips Practice Quizzes Conferencing Observations</p> <p><u>Summative Assessments</u> may include:</p> <p>Unit Tests Small Projects Assignments</p>	~6weeks

Assessment Guidelines:

There are various purposes of assessment:

- Assessment **for** learning (**formative assessment**): where assessment helps teacher gain insight into what students understand in order to plan and guide instruction, as well as provide helpful feedback to students.
- Assessment **of** learning (**summative assessment**): where assessment informs students, teachers, and parents of achievement at a certain point in time in order to celebrate success, plan interventions and support continued progress.

Academic Achievement:

Grades will be calculated on summative assessment information only. The final calculation will be a fair reflection of a student's achievement of the learning outcomes.

Course Evaluation Structure:

Note: Grading will be conducted using a weighted grading system. This means that some assessments will be weighted stronger than others. The weight of any given assignment is directly related to the number of curricular outcomes it is assessing. Some summative assessments and weighting allotments may change throughout the course if needed.

Term Work (Assignments, Tests, Projects, etc.) **85%**

Final Assessment **15%**

Learning Behaviors:

Assessment and reporting of learning behaviors will be according to the Brandon School Division Learning Behaviors Rubric

Academic Dishonesty:

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. Wherever in this Policy an offence is described as depending on "knowingly", the offence is deemed to have been committed if the person ought reasonably to have known.

Plagiarism:

Representation of another person's thoughts, writing/creative work, etc. as one's own. In the School community, plagiarism includes, but is not limited to the following:

- Work which is submitted or presented in partial fulfilment of course requirements as one's own work that was completed, in whole or in part, by another individual
- Portions of the work extracted from another source without proper and full credit to the original author (e.g. concepts, sentences, graphics, data, ideas presented through paraphrase)
- The entirety of a work copied from another source

Plagiarism can also include re-using one's own work without permission, such as submitting work in one course that has been or is simultaneously being submitted for credit in another course without the expressed written permission of all teachers involved. In such cases, the entirety of the work may originate with the student; nevertheless, plagiarism has occurred.

Any unauthorized use of ChatGPT (or other AI tools) on assessments is a breach of academic honesty.

- Here are some guiding principles for maintaining academic honesty in relation to artificial intelligence...
- AI does not replace your own thinking, analysis, or judgment. Using AI inappropriately doesn't demonstrate your understanding of a topic and it doesn't help you learn the skills that are expected of you both within the classroom and in the workplace.
- Whether or not AI use is appropriate depends on your teacher. Unless you are asked to use AI on a course assignment, assume you are not allowed to use it.
- AI can be detected. There are tools that can detect AI produced content. Your teachers will assess your work based on their expertise, the learning objectives of the course and comparisons to your previous work.

- If you have used AI without your instructor's permission, you are at risk of facing an allegation of academic dishonesty. A finding of academic dishonesty has academic and personal consequences, including lowering your grades, delaying your graduation and possibly failing the course. If in doubt whether AI is permitted – remember IF YOU NEED TO KNOW, ASK.
- AI-generated content can be redundant, inaccurate and repetitive at best, and offensive or biased at worst. Remember that whatever you submit for a course assignment is your full and ultimate responsibility.
- If you are permitted to use AI, you must cite it.

Breaches of Academic Honesty:

Breaches of the academic honesty policy will result in work being taken as incomplete. Assignments/Assessments that are found to breach the academic honesty policy will be returned to the student to be revised/repeated to meet the standards of academic honesty. A mark of INCO (Incomplete Zero) will be entered into PowerSchool until the assignment has been completed to standard.

Repeated breaches of the academic honesty policy will result in a referral to administration for further review. The consequences of such may be decided in collaboration between parent/guardian, administration and the classroom teacher.