



Senior High

Canadian Advanced Senior High

<u>Department:</u>	Social Science
<u>Course Development Date:</u>	November 2017
<u>Course Title:</u>	Civics and Citizenship
<u>Grade:</u>	10
<u>Course Type:</u>	Open
<u>Ministry Course Code:</u>	CHV20
<u>Credit Value:</u>	0.5
<u>Hours:</u>	55
<u>Ministry Curriculum Policy:</u>	The Ontario Curriculum Grades 9 – 10 Canadian and World Studies, 2013 (Revised)
<u>Pre-requisite:</u>	None

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 EXPECTATIONS

1. Political Inquiry and Skill Development

By the end of this course, students will:

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

2. Civic Awareness

By the end of this course, students will:

1. **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;
2. **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;
3. **Rights and Responsibilities:** 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 and Action

By the end of this course, students will:

1. **Civic Contributions:** analyze a variety of civic contributions, and ways in which people can contribute to the common good;

2. 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;

3. Personal Action on Civic Issues: analyze a civic issue of personal interest and develop a plan of action to address it.

Outline of Course Content

Unit One – Political Inquiry and Skill Development 19 hours

(Online components: 13 hours; Offline components: 6 hours)

Expectations include: formulating different types of questions to guide investigations into issues and events, and/or developments of civic importance; selecting and organizing relevant evidence, data, and information on issues, events, and/or developments of civic importance from a variety of primary and secondary sources, ensuring that their sources reflect multiple perspectives; assess the credibility of sources relevant to their investigations; interpret and analyze evidence, data, and information relevant to their investigations using various tools, strategies, and approaches appropriate for political inquiry; use the concepts of political thinking when analyzing and evaluating evidence, data, and information and formulating conclusions and/or judgments about issues, events, and/or developments of civic importance; evaluate and synthesize their findings to formulate conclusions and/or make informed judgments or predictions about the issues, events, and/or developments they are investigating; communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the intended audiences and purpose; use accepted forms of documentation to acknowledge different types of sources; use appropriate terminology when communicating the results of their investigations; describe some ways in which political inquiry can help them develop skills, including the essential skills in the Ontario Skills Passport and those related to the citizenship education framework, that can be transferred to the world of work and/or to everyday life; demonstrate in everyday contexts attributes, skills, and work habits developed in civics and citizenship education; apply the concepts of political thinking when analyzing current events and issues involving Canada and the world; identify some careers in which civics and citizenship education might be useful.

Unit Two – Civic Awareness 18 hours

(Online components: 12 hours; Offline components: 6 hours)

Expectations include: describing some civic issues of local, national, and/or global significance and compare the perspectives of different groups on selected issues; describe fundamental beliefs and values associated with democratic citizenship in Canada and explain ways in which they are reflected in citizen actions; explain why it is important for people to engage in civic action, and identify various reasons why individuals and groups engage in such action; communicate their own position on some issues of civic importance at the local, national, and/or global level, explaining how their position is influenced by their beliefs/values; identify the political parties in Canada and their position on the political spectrum, and explain how the beliefs/values that underpin them may affect their perspectives on and/or approaches to issues of civic importance; explain, with reference to issues of civic importance, the roles and responsibilities of different levels of government in Canada; describe, with reference to both the federal and provincial governments, the functions of the three branches of government in Canada, and the roles/responsibilities of key positions within governments and explain how the branches help ensure political and social stability in Canada; explain, with reference to issues of civic importance, how various groups and institutions; identify Canada's form of government and demonstrate an understanding of the process of electing governments in Canada; demonstrate an understanding that Canada's constitution includes different elements, and analyze key rights of citizenship in the constitution, with particular reference to the Canadian Charter of Rights and Freedoms; analyze key responsibilities associated with Canadian citizenship; explain how the judicial system and other institutions and/or organizations help protect the rights of individuals and the public good in Canada; analyze rights and responsibilities of citizenship within a global context, including those related to international conventions, laws, and/or institutions; identify examples of human rights violations around the world and assess the effectiveness of responses to such violations.

Unit Three – Civic Engagement and Action

18 hours

(Online components: 12 hours; Offline components: 6 hours)

Expectations Include: assess the significance, both in Canada and internationally, of the civic contributions of some individuals and organizations, including NGOs and social enterprises; describe a variety of ways in which they could make a civic contribution at the local, national, and/or global level; explain how various actions can contribute to the common good at the local, national, and/or global level; analyze ways in which various beliefs, values, and perspectives are represented in their communities and assess whether all perspectives are represented or are

valued equally; describe ways in which some events, issues, people, and/or symbols are commemorated or recognized in Canada and analyze the significance of this recognition; describe various ways in which people can access information about civic matters and assess the effectiveness of ways in which individuals can voice their opinions on these matters; analyze a civic issue of personal interest, including how it is viewed by different groups; propose different courses of action that could be used to address a specific civic issue and assess their merits; develop a plan of action to implement positive change with respect to a specific civic issue, and predict the results of their plan; develop criteria that could be used to assess the effectiveness of their plan of action if it were implemented.

Assessment and Evaluation

The assessment techniques used in this course are Assessment as, for and of Learning. Their purpose is to provide students with opportunity for engage into self-directed ongoing learning, consistent student and teacher communication, consistent teacher monitoring of student-learning and the instructional strategies have been successful in facilitating the acquisition of the skills described in the Ministry of Education's curriculum expectations for each unit. Assessment tools include but are not limited to:

Group and individual presentations; story writing assignments; quizzes and written tests; organization of binders; student-teacher conferences; formal/informal teacher observation and on-going verbal feedback; oral presentations; instructional videos and independent work.

70% of the grade will be based on assessment for and of learning tests, quizzes and assignments evaluated throughout the course (term work).

30% of the grade will be based on evaluation in the form of an examination and/or project (summative evaluation).

Term work (70%)

Knowledge and Understanding	20 %
Thinking and Inquiry	20 %
Communication	15 %
Application	15 %
Culminating Activity	30%

Assessment for Learning (Growing Success) will implement the use of diagnostic assessments to determine the students' readiness skills for the ensuing lessons and skills required. Formative assessments, including frequent informal question and discussion during class, will take place in an ongoing and frequent manner to assure students' are acquiring and practicing skills.

Assessment as Learning (Growing Success) will be monitored to ascertain that students' are developing the ability to self-correct and to determine individual skills that are required for success and in determining individual learning styles. Students are provided with adequate time and resources to engage in individualized practice and learning of the materials. Assessment of Learning (Growing Success) will be done upon completion of units and course to convey the success of the students' achievement of the content and concepts learned.

Teaching/Learning Strategies

- Binder checks
- Cooperative learning groups
- Direct teaching/Socratic method
- Graphic organizers
- Think/pair/share
- Worksheets
- Individual practice of questions
- Viewing and responding to videos
- Questionnaires, Ticket out the Door
- Oral presentations
- Independent and group research projects
- Note-taking
- Mini-whiteboard activities

Resources

- **Textbook:** *Citizenship – Issues and Action*, Pearson Education Canada (2000).
- **Supplementary teaching materials:** worksheets organized by teacher.

Websites

- Introduction to Civics – Diagnostic Survey:
<http://www.cbc.ca/news2/interactives/citizenship-quiz/index.html>
- Rights and Responsibilities Video: https://youtu.be/f7Q-1Yw4EUs?list=PLLbgQX3n_T9nz7nCMgTvq7_o1gGII0Th
- Exemplar of a great presentation on Prezi:
<https://prezi.com/tvaacq6dlypn/young-canadians-making-a-difference/>
- Bill on the Hill Game:
<http://www.parl.gc.ca/About/Parliament/Education/BillOnTheHill/flash-e.asp>