



## **NIAGARA ACADEMY COURSE OUTLINE**

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| <b>COURSE:</b>          | Civics and Citizenship, Grade 10, Open (CHV2O)   |
| <b>SCHOOL:</b>          | Niagara Academy  |
| <b>DEVELOPED BY:</b>    | C. Nolman, August, 2003  |
| <b>REVISED BY:</b>      | S. Duff, 2009, C. Nolman, 2011, M. Corrigan, 2012, M. Chudyk, 2014,<br>R. Lott, 2016   |
| <b>COURSE TITLE:</b>    | Civics and Citizenship   |
| <b>COURSE TYPE:</b>     | Open   |
| <b>COURSE GRADE:</b>    | Ten  |
| <b>COURSE CODE:</b>     | CHV2O  |
| <b>DEVELOPED FROM:</b>  | The Ontario Curriculum Grades 9 and 10, Canadian and World Studies, 2013,<br><a href="http://www.edu.gov.on.ca/eng/curriculum/secondary/canworld910curr2013.pdf">http://www.edu.gov.on.ca/eng/curriculum/secondary/canworld910curr2013.pdf</a> |
| <b>PREREQUISITE:</b>    | None   |
| <b>COURSE DURATION:</b> | 55 hours   |
| <b>COURSE VALUE:</b>    | .5 credits   |
| <b>COURSE TEXT:</b>     | None   |

## COURSE DESCRIPTION AND RATIONALE

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 CURRICULUM EXPECTATIONS

The course has three strands. Instruction and learning related to the expectations in strand A are to be interwoven with instruction and learning related to expectations from The other two strands. Strand A must not be seen as independent of the other strands. Student achievement of the expectations in strand A is to be assessed and evaluated throughout the course.

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| <b>STRAND A: Political Inquiry and Skill Development</b><br>By the end of this course, students will: |  |
| <b>A1.</b>  | <b>Political Inquiry:</b> use the political inquiry process and the concepts of political thinking when investigating issues, events, and developments of civic importance   |
| <b>A2.</b>  | <b>Developing Transferable Skills:</b> 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 |

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| <b>STRAND B: Civic Awareness</b><br>By the end of this course, students will: |  |
| <b>B1.</b>  | <b>Civic Issues, Democratic Values:</b> 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: Political Significance; Political Perspective) |
| <b>B2.</b>  | <b>Governance in Canada:</b> 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: Stability and Change; Political Perspective)          |
| <b>B3.</b>  | <b>Rights and Responsibilities:</b> 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: Political Significance; Objectives and Results)         |

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| <b>STRAND C: Civic Engagement and Action</b><br>By the end of this course, students will: |   |
| <b>C1.</b>  | <b>Civic Contributions:</b> analyse a variety of civic contributions, and ways in which people can contribute to the common good (FOCUS ON: Political Significance; Stability and Change) |

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| <b>C2.</b> | <b>Inclusion and Participation:</b> 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: Political Significance; Political Perspective) |
| <b>C3.</b> | <b>Personal Action on Civic Issues:</b> analyse a civic issue of personal interest and develop a plan of action to address it (FOCUS ON: Political Significance; Objectives and Results)   |

### ASSESSMENT AND EVALUATION

**Evaluation and Reporting of Student Achievement:** Student achievement is communicated formally to students and parents twice per semester by means of the Provincial Report Card, Grades 9–12. The report card provides a record of the student’s achievement of the curriculum expectations in every course, at particular points in the school year or semester, in the form of a percentage grade. The percentage grade represents the quality of the student’s overall achievement of the expectations for the course which are described in the achievement chart on pages 36-37 of The Ontario Curriculum Grades 9 and 10, Canadian and World Studies, 20013, <http://www.edu.gov.on.ca/eng/curriculum/secondary/canworld910curr2013.pdf>.

**Learning Skills** will also be assessed and reported on the Provincial Report Card, Grades 9-12. The quality of the learning skills demonstrated by a student are recorded in six categories – Responsibility, Organization, Independent Work, Collaboration, Initiative, Self-Regulation – are assessed throughout the semester using a four-point scale (E - Excellent, G - Good, S - Satisfactory, N - Needs Improvement). Reference: page 11, Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, 2010, (<http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>) .

**Assessment for Learning** will be used as a process for seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go, and how best to get there. Teachers will use diagnostic assessment before instruction and formative assessment will occur frequently and in an ongoing manner to monitor students’ progress. Observation and conversation will be used to determine the needs of individual student learning.

**Assessment as Learning** will focus on the explicit fostering of student’s capacity over time to be their own best assessors, but teachers need to start by presenting and modelling external, structured opportunities for students to assess themselves. Formative assessment be used by students to monitor their own and their peers’ progress.

**Assessment of Learning** will be used as the assessment that becomes public and results in statements or symbols about how well students are learning. Summative assessment will be used by the teacher to summarize learning at a given point in time. (Ref: page 31 of Growing Success,)

The teacher will use assessment strategies that:

- are fair, transparent and equitable for all students;
- are clearly communicated to students at the beginning of the course and at other points throughout the semester

- are varied in nature, administered over a period of time and designed to provide opportunities for students to demonstrate the full range of their learning
- are appropriate for the learning activities used, the purposes of instruction and the needs and experiences of the students
- relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs and experiences of all students
- accommodate students with special education needs, consistent with the strategies outlined in their Individual Education Plan
- accommodate the needs of students who are learning the language of instruction
- ensure that each student is given clear directions for improvement
- promote students' ability to assess their own learning and to set specific goals
- ensure that each student is given clear directions for improvement

A final grade is recorded for every course, and a credit is granted and recorded for every course in which the student's grade is 50% or higher. The final grade for each course in Grades 9–12 will be determined as follows:

- Seventy per cent of the grade will be based on evaluations conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement. Please see the chart below for an explanation of how course work marks will be obtained.
- Thirty per cent of the grade will be based on a final evaluation in the form of an examination, essay, and/or other method of evaluation suitable to the course content and administered towards the end of the course. This final evaluation consists of the following: Culminating Activity 10% and Final Exam 20%.

## COURSE CONTENT AND EVALUATION

Evaluation in each unit will include Knowledge/Understanding - 25%, Thinking - 25%, Communication - 25%, Application - 25%. The following will be included in course work evaluation: notebooks, journals/reflections, discussion, observation-conversation, debates, reports, essays, political inquiry and skill development assignments, tests, research assignments, oral/PowerPoint presentations, dramatizations

| <b>Unit Unit</b>        | <b>Description</b>   | <b>Evaluation</b> | <b>Percentage Hours</b> |
|-------------------------|--|-------------------|-------------------------|
| Unit One                | <b>Me, A Citizen?:</b><br>decision making, ideology, meaning of democracy, individual rights, majority/minority rights, responsibilities (laws), role of youth.  | 11%               | 9 hrs                   |
| Unit Two                | <b>Canadian Government:</b><br>need for government, Canadian constitution, federal system (division of powers and responsibilities, shared powers, residual powers), parliamentary tradition, constitutional monarchy, representative democracy  | 12%               | 9 hrs                   |
| Unit Three              | <b>Local Government:</b><br>importance of local government, origins, essential services, funding, organization, election/appointment of officials, participation, school boards, planning decisions  | 12%               | 9 hrs                   |
| Unit Four               | <b>Provincial and Federal Governments (Introduction):</b><br>organization, executive branch, House of Commons, making and changing laws, opposition parties, house leaders and party whips, Senate, provincial legislative branch, representation by population, ridings, political parties, independents candidates, reform of electoral system | 12%               | 10 hrs                  |
| Unit Five               | <b>Provincial and Federal Governments (Issues):</b> Charter and changing role of judicial branch, Senate reform, role of the media, pressure/ lobby groups   | 11%               | 9 hrs                   |
| Unit Six                | <b>Global Citizenship:</b><br>being a global citizenship, human rights (Universal Declaration, Rights of the Child), Human Rights abuses, Holocaust, Nuremburg Trials, Apartheid in South Africa, Gandhi and passive resistance, Mandela and military action, Tutu and the Truth and Reconciliation Commission, child labour.                    | 12%               | 9 hrs                   |
|                         | <b>Total Term Work</b>   | <b>70%</b>        | <b>55 hrs</b>           |
| <b>Final Evaluation</b> | <b>Culminating Activity</b>  | <b>10%</b>        |                         |
|                         | <b>Final Exam</b>  | <b>20%</b>        |                         |
|                         | <b>Final Mark</b>  | <b>100%</b>       |                         |

## **TEACHING AND LEARNING STRATEGIES**

The Canadian and world studies courses will prepare students for a life of responsible citizenship in which they think critically about events, developments and issues in their daily lives. In the politics courses, the goal is to help students develop a sense of responsibility.

Teachers will bring enthusiasm and varied teaching and assessment approaches to the classroom, addressing individual students' needs and ensuring sound learning opportunities for every student. The activities offered should enable students to relate and apply these concepts to the social, environmental, and economic conditions and concerns of the world in which they live. Opportunities to relate knowledge and skills to these wider contexts will motivate students to learn in a meaningful way and to become life-long learners.

One of the keys to student success is high-quality instruction. Teachers who provide quality instruction respect students' strengths and address their learning needs, using assessment information to plan instruction. They clarify the purpose for learning, help students activate prior knowledge, and differentiate instruction for individual students and small groups according to need. Teachers explicitly teach and model learning strategies and encourage students to talk through their thinking and learning processes. They also provide many opportunities for students to practise and apply their developing knowledge and skills. Effective teaching approaches involve students in the use of higher-level thinking skills and encourage them to look beyond the literal meaning of texts and to think about fairness, equity, social justice, and citizenship in a global society. A variety of teaching strategies will be employed: cooperative small-group learning, role playing, simulations, independent research, issue-based analysis, personal reflection, problem posing, seminar presentations, constructive or creative dialogue.

## **CONSIDERATIONS FOR PROGRAM PLANNING**

The planning and administering of this course is based on the premise that all students can be successful language learners. The teacher will provide quality instruction that respects students' strengths and address their learning needs, using assessment information to plan instruction. The teacher will recognize the needs of students with special needs and those who are English language learners to provide instruction that enables those students to be successful. Information and communications technology will be used throughout the course where it is appropriate. The program will also include opportunities for students to apply their language skills to work-related situations, to explore educational and career options, and to become self-directed learners. The program will provide students with an opportunity for cooperative education and other forms of experiential learning so that they can apply the skills they have developed in the classroom to real-life activities in the community and in the world of business and public service.

## RESOURCES

*Citizenship: Issues and Action*, Prentice Hall Pearson Education Canada Inc., ISBN 13-088943-1

*Civics*, Durham Continuing Education, 2005

Skeoch, Alan, Peter Flaherty, D. Lynn Moor, *Civics: Participating in a Democratic Society*, McGraw-Hill, 2000

Watt, Jennifer, Ivor Sinfield, Charles Hawkes, *Civics Today*, 2000, Irwin Publishing

Bolotta, Angelo, Narc Keirsteadm Jill Colyer, Cathy Costello, Shane Pisani, *Active Citizenship*, Oxford Canada, 2006

Brune, N. & Bulgutch, M. (2000). *Canadian by Conviction Asserting Our Citizenship*. Toronto: Gage Educational Publishing Company.

Solsiki, R. (1999) *Our Canadian Governments*, Original Publication

The Ministry of Education (2000). *The Ontario Curriculum – Canadian and World Studies*. Queen’s Printer for Ontario: Author

Chief Electoral Officer of Canada (2000). *Canada at the Polls*. Ottawa: Chief Electoral Officer of Canada.

[http://www.taxpayer.com/main/news.php?news\\_id=1206](http://www.taxpayer.com/main/news.php?news_id=1206)

<http://www.markville.ss.yrdsb.edu.on.ca/history/civics/civicshome.html>

<http://www.abc.net.au/civics/oneworld/default.htm>

[http://www.pch.gc.ca/special/gouv-gov/index\\_e.cfm](http://www.pch.gc.ca/special/gouv-gov/index_e.cfm)

<http://www.kidsvotingcanada.com>

<http://www.psr.keele.ac.uk/election.htm>

[http://www.pch.gc.ca/charter-anniversary/index\\_e.cfm](http://www.pch.gc.ca/charter-anniversary/index_e.cfm)

<http://www.edselect.com/index.htm>

<http://www.gov.on.ca/MBS/english/index.html>

[http://www.cic.gc.ca/english/newcomer/fact\\_08e.html](http://www.cic.gc.ca/english/newcomer/fact_08e.html)

<http://www.hri.ca/index.aspx>

<http://archives.cbc.ca>

<http://www.un.org/english>

<http://laws.justice.gc.ca/en/charter>

[http://canada.justice.gc.ca/en/news/fs/2003/doc\\_30898.html](http://canada.justice.gc.ca/en/news/fs/2003/doc_30898.html)

<http://www.uelac.org/whatis.html>

[www.durhamregion.com](http://www.durhamregion.com)

<http://www.oultwood.com/localgov/canada/ontario.htm>

<http://www.city.toronto.on.ca/budget2004/pdf/2004operatingfinal.pdf>

<http://www.parl.gc.ca/information/about/process/house/guide/guide-e.htm#parl>

<http://www.craigmarlatt.com>

<http://canada.justice.gc.ca/en/ps/pad/faq/faq.html>

<http://www.edu.gov.on.ca/eng/document/curricul/secondary/canadian/canaful.htm>

[http://www.taxpayer.com/main/news.php?news\\_id=1206](http://www.taxpayer.com/main/news.php?news_id=1206)

<http://www.smokefreeottawa.com/english/letters.htm>

<http://www.ontla.on.ca/index.htm>

[http://www.electionsontario.on.ca/fyed/en/form\\_page\\_en.jsp](http://www.electionsontario.on.ca/fyed/en/form_page_en.jsp)

[http://www.scc-csc.gc.ca/Welcome/index\\_e.asp](http://www.scc-csc.gc.ca/Welcome/index_e.asp)

<http://www.pm.gc.ca/eng/default.asp>