

Course Outline

School Name: KEEWAYTINOOK INTERNET HIGH SCHOOL

Department Name: Canadian and World Studies

Ministry of Education Course Title: Civics and Citizenship

Grade Level: 10

Ministry Course Code: CHV20

Teacher's Name: Thomas Choong

Developed by: Thomas Choong

Date: September 2014

Revision Date: October 2016

Developed from: The Ontario Curriculum, Grades 9 and 10, Canadian and World Studies, 2013

Text: None

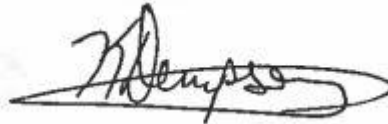
Prerequisite: None

Credits: 0.5

Length: 55 hours

Principal's Name: Kevin Dempsey

Principal's Approval (signature) _____



Approval Date: 2016-09-16

Course Description/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

- A. Political Inquiry and Skill Development
 - 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 every 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.

- B. Civic Awareness
 - 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
 - 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
 - B3. 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

- C. Civic Engagement and Action
 - C1. Civic Contributions: analyse a variety of civic contributions, and ways in which people can contribute to the common good
 - C2. Inclusion and Participation: assess ways in which people express their perspective on issues of civic importance and how various perspectives, beliefs, and values are recognized and represented in communities in Canada.
 - C3. Personal Action on Civic Issues: analyse a civic issue of personal interest and develop a plan of action to address it

Course Content

Unit	Length
1. Understanding Civics and its Importance	14 hrs, 40 min
2. Canadian Perspective	18 hrs, 20 min
3. International Politics, NGOs, and the Media	14 hrs, 40 min
4. Activity: Action Plan	7 hrs, 20 min
Total	55 hrs

Unit Descriptions

Unit 1 - Understanding Civic Importance

In this unit, students will gain an overview about the study of civics and an understanding of its relevance in their lives. Students will be taught to understand how the civic process can be used to effectively support their own views and perspectives, and teach them how plan and execute their own civic engagements.

Unit 2 - Canadian Perspective

This unit will focus on Canadian Civic culture. Students will have explained to them the democratic process, the structure of Canadian government, and the rights to which they are entitled. Students will also get a sense of the conflicts occurring in Canada due to varying political perspectives.

Unit 3 - International Politics, NGOs, and the Media

In this unit, students will examine topics of international importance. Students will see how citizens of other countries fight for their own rights and beliefs, and also explore the effectiveness of those processes. Students will be made aware of NGOs and the different causes that they tackle, and the importance of being conscious of the media's influence on our understanding of varying issues.

Teaching/Learning Strategies

The course is delivered to students via Internet to computers set up at KIHS classrooms in the communities. Most communication between students and the teacher is done using the Internet connection with the teacher mentor assuming the role as liaison between the course instructor and the student.

The teaching of lessons incorporate the following list of instructional strategies:

- Reading,
- Structured Discussion,
- Practical Exercise,
- Brainstorming,
- Group work,
- Research project,
- Independent study,
- Interpretation

Learning goals will be discussed at the beginning of each assignment and success criteria will be provided to students. The success criteria will be used to develop the assessment tools in this course, including rubrics, checklists, and exemplars.

Evaluation

The final grade will be determined as follows (Ontario Ministry of Education, 2010):

- Seventy per cent of the grade will be based on evaluation 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.
- Thirty per cent of the grade will be based on a final evaluation administered at or towards the end of the course. This evaluation will be based on evidence from one or a combination of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content. The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course (p. 47).

Ontario Ministry of Education. (2010). *Growing success: Assessment, evaluation and reporting in Ontario schools*. Toronto ON: Queen’s Printer for Ontario.

Type of Assessment	Category	Detail	Weighting (%)
70%	Knowledge/ Understanding	<ul style="list-style-type: none"> - Knowledge of content (e.g., facts, terms, definitions). - Understanding of content (e.g., concepts, ideas, theories, procedures, processes, methodologies, and/or technologies) 	13%
	Thinking	<ul style="list-style-type: none"> - Use of planning skills (e.g., focusing research, gathering information, organizing an inquiry, asking questions, setting goals) - Use of processing skills (e.g., analysing, generating, integrating, synthesizing, evaluating, detecting point of view and bias) 	19%

		<ul style="list-style-type: none"> - Use of critical/creative thinking processes (e.g., inquiry process, problem-solving process, decision-making process, research process) 	
	Communication	<ul style="list-style-type: none"> - Expression and organization of ideas and information (e.g., clear expression, logical organization) in oral, written, and visual forms - Communication for different audiences (e.g., peers, adults) and purposes (e.g., to inform, to persuade) in oral, written, and visual forms - Use of conventions (e.g., conventions of form, map conventions), vocabulary, and terminology of the discipline in oral, written, and visual forms 	19%
	Application	<ul style="list-style-type: none"> - Application of knowledge and skills (e.g., concepts, procedures, processes, and/or technologies) in familiar contexts - Transfer of knowledge and skills (e.g., concepts, procedures, methodologies, technologies) to new contexts - Making connections within and between various contexts (e.g., past, present, and future; environmental; social; cultural; spatial; personal; multi-disciplinary) 	19%
Summative	Culminating Activity (15%)	Knowledge/Understanding	3%
		Thinking	4%
		Communication	4%
		Application	4%
	Exam (15%)	Knowledge/Understanding	3%
		Thinking	4%
		Communication	4%
		Application	4%
Total			100%

Assessment/Evaluation Strategies

A variety of assessment and evaluation methods, strategies and tools are required as appropriate to the expectation being assessed. These include diagnostic, formative and summative within the course and within each unit.

Assessment information is obtained through a variety of means, including the following:

- rating scales

- projects
- presentations
- assignments tests
- examinations checklists
- diagrams
- self evaluation
- work sheets

Resources (APA)

Ontario Ministry of Education. (2010). *Growing success: Assessment, evaluation and reporting in Ontario schools*. Toronto ON: Queen's Printer for Ontario.

The Ontario Curriculum. (2013). *The Ontario Curriculum: Social Sciences and Humanities: Civics and Citizenship (OLC40)*, Grade 10. www.ontario.ca/edu

Muslimfest Mississauga Website: www.muslimfest.com

Canadian Ukrainian Festival Website: www.cnuf.ca

Toronto Dragon Boat festival website: www.dragonboats.com

South American Website Against Coca Cola: www.killercoke.org

Web page of Notable Canadians: www.canada-heros.com

Canadian Government website of Canada's Charter of Rights and Freedoms <http://laws-lois.justice.gc.ca/eng/Const/page-15.html>

Canada's major party websites:

www.ndp.ca

www.liberal.ca

www.conservative.ca

Canadian divisions of power (federal, provincial, municipal):

http://www.parl.gc.ca/about/parliament/senatoreugeneforse/touchpoints/touchpoints_content-e.html

Exemplar of persuasive letter: <http://www.writeexpress.com/persua05.html>

News Sources:

www.thestar.com/

www.wawataynews.ca

www.ctvnews.ca

www.cbcnews.ca

Universal Declaration of Human Rights: <http://www.un.org/en/documents/udhr/index.shtml>

2013 human rights violations: <http://www.alternet.org/civil-liberties/14-shocking-global-human-rights-violations-2013>

Non-Government Organizations:

www.wwf.ca

www.amnesty.ca

www.madd.ca

www.worldvision.ca (Old)

Canadian Political Campaign and fund raising commercials:

www.youtube.com

Article on allocation of funds received by Red Cross:

<http://www.alternet.org/civil-liberties/14-shocking-global-human-rights-violations-2013>

Program Planning

This course is offered to students living in isolated northern Ontario communities which do not have access to regular high school facilities, equipment, or teachers associated with secondary education. This course uses the internet for instruction, demonstration and research. It utilizes a student centered semi-virtual classroom which capitalizes on the strengths of internet program delivery to minimize the disadvantages of geographic remoteness.

Students are presented with instruction/activity via the internet. All lessons, assignments, questions and course material is presented in this manner, with approved print materials available as a student resources in each classroom. The student and instructor communicate via the internet, while a classroom mentor (a fully qualified teacher) assists students in completing tasks in a timely manner and provides tutoring as required.