



# Hanson International Academy

## COURSE OUTLINE

**Name of School:** Hanson International Academy

**Department:** Canadian and World Studies

**Course Title:** Civics and Citizenship

**Course Grade & Type:** Grade 10, Open

**Ministry Course Code:** CHV2O

**Credit Value:** 0.5

**Ministry Guideline:** The Ontario Curriculum, Grades 9 and 10, Canadian and World Studies (Revised), 2005

**Prerequisite:** None

**Teacher:** Mr. Singh

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## 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 CURRICULUM EXPECTATIONS

### **A. Political Inquiry and Skill Development**

By the end of this course, students will:

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

### **B. Civic Awareness**

By the end of this course, students will:

- **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: Political Significance; Political Perspective)
- **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: Stability and Change; Political Perspective)
- **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: Political Significance; Objectives and Results)

**C. Civic Engagement and Action**

By the end of this course, students will:

- **Civic Contribution:** analyse a variety of civic contributions, and ways in which people can contribute to the common good (FOCUS ON: Political Significance; Stability and Change)
- **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: Political Significance; Political Perspective)
- **Personal Action on Civic Issues:** analyse a civic issue of personal interest and develop a plan of action to address it (FOCUS ON: Political Significance; Objectives and Results)

**Unit Descriptions:**

**Unit 1: Democracy: Issues and Ideas**

**Time:** 15 Hours

The first unit of this course focuses on the basic ideas and issues that are fundamental to democratic government, to democratic practices, and to democratic citizenship. In the first unit, the goal is to have students consider democracy from a personal and a conceptual perspective. Starting with a simulation that looks at conflicts and conflict resolution in an early society, students move progressively towards examining the characteristics that might ideally define democratic citizenship

**Unit 2: Democracy: The Canadian Context**

**Time:** 25 Hours

Students will learn about Canadian important events, issues and personalities in the Canadian political and legal systems.

**Unit 3: Democracy: Global Perspectives**

**Time:** 15 Hours

Students will demonstrate their understanding of the role of citizenship in defending and promoting human rights as the basis of democracy in the world community.

**TEACHING & LEARNING STRATEGIES**

Strategies marked with “x” are used in the course.			
Direct Instruction (teacher-led)	X	Class Activity (teacher facilitation)	X
Direct Instruction (discussion)	X	Experiential learning (learn by doing)	X

possible)			
Class Discussion (teacher facilitated)	X	Worksheets/Surveys	X
Small Group Discussion	X	Individual or Group Research	X
Partner Discussion/Conferencing	X	Teacher modeling	
1:1 Conferencing Teacher & Student	X	Text-based modeling	
Teacher reading to class		Use of Computers / Internet	X
Silent individual reading		Use of video tape or audio materials	X
Group based reading	X	Role Playing	
Independent Work (teacher facilitation)		Presentations	X
Group Work (teacher facilitation)	X	Guest Speaker / Interviews / Questions	X
Brainstorming	X	Field Trip	
Problem Solving	X	Independent Study Unit	

### ASSESSMENT & EVALUATION

#### **Purpose**

The primary purpose of assessment is to improve student learning. Assessment relates directly to the expectations for the course.

A variety of assessments for and as learning are conducted on a regular basis to allow ample opportunities for students to improve and ultimately demonstrate their full range of learning and in order for the teacher to gather information to provide feedback. Assessment tasks relate to the success criteria set out in lesson plans. Success criteria allow students to see what quality looks like.

Evaluation is the process of judging the quality of student work in relation to the achievement chart categories and criteria, and assigning a percentage grade to represent that quality. Evaluation is based on gathering evidence of student achievement through:

- Products
- Observations
- Conversations

**Your Report Card Grade will be determined as follows:**

<p><b>Term work:</b> 70% of your grade will be based on all of the evidence you have provided. It will reflect your most consistent level of achievement with special consideration given to more recent evidence.</p>	<p><b>25% Knowledge &amp; Understanding:</b> Knowledge of content and the understanding of business concepts.</p> <p><b>20% Application:</b> the application of knowledge and skills in familiar contexts; transfer of knowledge and skills to new contexts; making connections within and between various contexts.</p> <p><b>15% Thinking:</b> use of planning and processing skills; use of critical and creative thinking processes.</p> <p><b>10% Communication:</b> Expression and organization of ideas and communication for different audiences/purposes and use of conventions, vocabulary and terminology of the discipline ... all using oral, visual and written forms.</p>
<p><b>Final Evaluation:</b> 30% of your grade will be determined at the end of the course.</p>	<p><b>10% Performance Task:</b> Consisting of a business investigation or contextual, open-ended problematic situation suited to a variety of approaches including use of technology where appropriate.</p> <p><b>20% Exam:</b> Consisting of a variety of question types (e.g. short answer, multiple choice, extended tasks) sampling all strands and categories of 3 hours duration or less.</p>
<p>Your <b>final grade</b> will be calculated by combining your Term (70%) grade and your Exam and Performance Task Evaluations (30%).</p>	

### Assessment Tools

Assessment tools marked with “x” are used in the course.			
Marking schemes	X	Rubrics	X
Anecdotal comments	X	Checklists	X
Rating Scales	X		

### Assessment Strategies

Assessment for Learning		Assessment as Learning		Assessment of Learning	
Quizzes	X	Journal	X	Tests	X
Tests	X	Exit and Entrance Cards	X	Presentations	X
Presentations	X	KWL Chart		Journals	X
Journals	X	Self/Peer assessment	X	Essays	
Essays		Logs		Models	
Models				Projects	X
Projects	X			Demonstrations	X
Demonstrations	X			Conferencing	
Conferencing				Questioning	
Questioning	X			Independent Study Assignment	
Independent Study Assignment				Art Exhibits	

Art Exhibits				Debates	
Researching	X				
Reading Aloud					
Problem Solving (process focused)	X				
Debates					
Work Sheets					
Role Playing					
Direct Instruction					

**Academic Honesty**

Students who present the work of others as their own are guilty of plagiarism and will receive a mark of zero for the work and will have the details of the plagiarism noted in their school records. Students who are guilty of cheating on tests or examinations will receive a mark of zero on the test or examination and have the details of the cheating noted in their school records.

**Late Assignments**

Students are responsible for providing evidence of their achievement of the overall expectations within the time frame specified by the teacher, and in a form approved by the teacher. There are consequences for not completing assignments for evaluation or for submitting those assignments late.