Ontario eSecondary School
Course Outline
2022-2023

Ministry of Education Course Title: Civics and Citizenship	
Ministry Course Code: CHV2O	
Course Type: Open Level	
Grade: 10	
Credit Value: 0.5	
Prerequisite(s): None	
Department: Canada and World Studies	
Course developed by: Janna Youngblut **Course UPDATED by:** Jaclyn Wilson	**Date:** May 1, 2020 **Date:** August 31, 2022
Length: 1/2 Semester	**Hours:** 55
This course has been developed based on the following Ministry documents: 1. *REVISED COURSE Civics and Citizenship, The Ontario Curriculum, Grade 10 (OPEN)*, 2022 2. *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools (2010)* 3. *Learning for All (2013)*	

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 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. This course also includes learning on digital literacy and critical-thinking skills, the mechanisms of government, Indigenous governance systems and structures, the historical foundations of the rights and freedoms we enjoy in Canada, ways in which government policy affects individuals' lives and the economy, and ways for students to serve their communities.

OVERALL CURRICULUM EXPECTATIONS

Political Inquiry and Skill Development
By the end of this course students will:
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 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
Civic Awareness
By the end of this course, students will:
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. Canadian and Indigenous Governance Systems: explain, with reference to a range of issues of civic importance, the roles and responsibilities of various institutions, structures, and positions in Canadian and Indigenous governance systems, treaty relationships, and other Crown-Indigenous relations
B3. 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 or may be infringed upon
Civic Engagement, Service, and Action
By the end of this course, students will:
C1. Civic Contributions, Inclusion, and Service: analyse the importance of various contributions to the common good, and assess the recognition of beliefs, values, and perspectives, in communities in Canada and internationally
C2. Engaged Citizenship and Creating Change through Action: analyse a civic issue of personal interest, and propose and assess methods of creating positive change in their community

COURSE CONTENT

Unit	Length
Unit 1: Civics and Politics	21 hours
Unit 2: Rights and Responsibilities	19 hours
Unit 3: Active and Global Citizenship	10 hours
Summative	5 hours
Final Exam	1.5 hours
Total	**55 Hours**

UNIT DESCRIPTIONS

UNIT 1: Civics and Politics

In this unit, you will begin CHV2O by learning about different types of governments and how the Canadian political system works. This unit will be a strong foundation for the reminder of the course. Through information, readings, activities and some neat videos, students will learn about Canada and various political systems to be an informed citizen.

UNIT 2: Rights and Responsibilities

In this unit, you will continue CHV2O by learning about your rights and responsibilities as a Canadian citizen. You will learn about the international, national and provincial documents and laws that have been created to protect all people. You will also learn about your responsibilities based on these documents and will analyse case studies of human rights issues in Canada.

UNIT 3: Active and Global Citizenship

In this unit, you will continue CHV2O by learning about how to be an active citizen and how to be well informed about issues in the world. You will also assess biases in sources and learn about organizations that are working to make the world a better place.

TEACHING AND LEARNING STRATEGIES

The students will experience a variety of activities:

Discussions with your instructor which are facilitated through video conferencing and telephone conversations with their subject teacher or discussions with other students concerning the concepts and skills being studied.

Video presentations and technological aids (research) with videos embedded to enrich the course content and clarify concepts and skills being studied. Also the use of online pre-approved quizzes and games to help a student become more familiar with the concepts and skills being studied.

Brainstorming, charts and graphs are a great way for students to demonstrate their knowledge of subject matter through graphic organizers, pictures, and texts. This is communicated through assignments in Moodle.

Oral presentations in an online environment we have the equipment to have students either live video conference oral presentations, or make videos and submit them for their oral presentations. These oral presentations can be viewed by fellow students (when appropriate) and the teacher. Students can learn from one another, and from their teacher.

Research is completed in an online environment by teaching the students first about plagiarism rules and giving examples of good sources to use. The students are not only limited to the online search for information, but have resources available by links on the Moodle page of information that has been scanned and uploaded.

Individual assignments are worked on at a student's own pace. The teacher can support the student in these activities with ongoing feedback.

Reading students are able to read a variety of texts online. The students may print out the reading material to use it to highlight, take notes, and have with them when a computer is not available.

Written assignments are used to allow students to develop their skills in writing, comprehension, and communication. With the online format students submit their work, and have a chance to get feedback from the teacher, and submit their best work.

ASSESSMENT, EVALUATION, AND REPORTING

Assessment: The process of gathering information that accurately reflects how well a student is achieving the identified curriculum expectations. Teachers provide students with descriptive feedback that guides their efforts towards improved performance.

Evaluation: Assessment of Learning focuses on Evaluation which is the process of making a judgement about the quality of student work on the basis of established criteria over a limited, reasonable period of time.

Reporting: Involves communicating student achievement of the curriculum expectations and Learning Skills and Work Habits in the form of marks and comments as determined by the teacher's use of professional judgement.

STRATEGIES FOR ASSESSMENT

Assessment practices can nurture students' sense of progress and competency and information instruction. Many diagnostic tools, e.g. checklists and inventories, are used at regular intervals throughout the units to encourage students' understanding of their current status as learners and to provide frequent and timely reviews of their progress. Assessment of student acquisition of listening and talking, reading and viewing and writing skills also occurs regularly through unobtrusive teacher observation and conferencing.

Units conclude with performance tasks. Teachers are encouraged to share goals with students early in the course and to connect unit learning experiences frequently and explicitly with big ideas, overall expectations, and performance tasks, i.e. check bricks; teacher-adapted generic rubrics available in many sources, including the *Ontario Secondary School Literacy Course (OSSLC) Profile,* so that they are more task-specific. The teacher might ask: "What does the criteria look like for this particular task?" Or "What does limited effectiveness look like?" The teacher could involve students in the discussion, modification, or creation of rubrics, and teach students to use rubrics as a learning tool that can support the writing process and practice.

ASSESSMENT ACTIVITIES

- ❏ Homework assignments
- ❏ Individual conference meetings
- ❏ Outlining and planning sheets
- ❏ Completed Templates & Graphic Organizers
- ❏ Checklists
- ❏ Reflections
- ❏ Oral presentations & Active Listening
- ❏ Tests & Exam
- ❏ Evaluations

EVALUATION

The final grade will be determined as follows:

- ❏ Seventy percent 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 will be given to more recent evidence of achievement.

- ❏ Thirty percent 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.

(*Growing Success: Assessment, Evaluation and Reporting in Ontario Schools*. Ontario Ministry of Education Publication, 2010 p.41)

TERM WORK EVALUATIONS (70%):

Evaluation Item	Description	Category	Weight
Unit 1: Democracy in Canada reflection question	Students will reflect on whether Canada is a good representation of a modern democracy.	K, I, C, A	6
Unit 1: Build your Own Country Presentation and comparison chart	Students will create their own country and compare how it is governed with Canada.	K, I, C, A	10
Unit 2: Canadian Charter Worksheet	Students will use the Canadian Charter of Rights and Freedoms to analyse mini case studies	I, A	5
Unit 2: Should we… Reflection questions	Students will look at the pros and cons of issues that face Canadians and whether our laws should be changed.	I, C, A	5
Unit 2: Debate presentation	Students will research a controversial issue for Canadians, they will present their findings on the different points of view on the topic, as well as their opinion.	K, I, C, A	10
Unit 3:Documentary assignment	Students will watch a documentary on a topic of international importance and reflect on the value of the information given.	K, I ,C, A	6

FINAL EVALUATIONS (30%):

Evaluation Item	Description	Category	Weight
Societies in Crisis Assignment	Students will select an international issue and research and present this topic using news articles. They will also make connections to course material through their specific issue	SUM	15
Final Exam	An exam to cover the major units studied through this course. This will be 1.5 hours in length.	SUM	15

Weight	
Course Work	**70**
Knowledge/Understanding	15
Thinking/Inquiry	20
Communication	15
Application	20
Final	**30**
Exam	15
Culminating Project	15

AFL/AAL/AOL Tracking sheet:

Unit 1: Civics and Politics

AAL	AFL	AOL
Intro to Civics Handout Forms of government note How democratic are we note Who's who in Canadian Government Leader's questions worksheet	North Korea Video reflection question Where am I on the Political Spectrum? reflection question Unit 1 reflection questions	Democracy in Canada reflection question Build your own country presentation and comparison chart

Unit 2: Rights and Responsibilities

AAL	AFL	AOL
Youth Charter of Human Rights OHRC worksheet OHRC quiz Responsibilities Minds On Research and reliable sources worksheet	OHRC Reflection questions Exploring Issues Unit 2 reflection questions	Canadian Charter Worksheet Should we… Reflection questions Debate project

Unit 3: Active and Global Citizenship

AAL	AFL	AOL
Active citizen worksheet		Documentary assignment

Finals

AOL
Independent Study Unit
Final Exam

CONSIDERATION FOR PROGRAM PLANNING

PLANNING PROGRAMS FOR STUDENTS WITH SPECIAL EDUCATION NEEDS

Classroom teachers are the key educators of students who have special education needs. They have a responsibility to help all students learn, and they work collaboratively with special education teachers, where appropriate, to achieve this goal. Special Education Transformation: The Report of the Co-Chairs with the Recommendations of the Working Table on Special Education, 2006 endorses a set of beliefs that should guide program planning for students with special education needs in all disciplines. Those beliefs are as follows: All students can succeed. Universal design and differentiated instruction are effective and interconnected means of meeting the learning or productivity needs of any group of students. Successful instructional practices are founded on evidence-based research, tempered by experience.

PROGRAM CONSIDERATIONS FOR ENGLISH LANGUAGE LEARNERS

Ontario schools have some of the most multilingual student populations in the world. The first language of approximately 20 percent of the students in Ontario's English language schools is a language other than English. Ontario's linguistic heritage includes several Aboriginal languages; many African, Asian, and European languages; and some varieties of English, such as Jamaican Creole. Many English language learners were born in Canada and raised in families and communities in which languages other than English were spoken, or in which the variety of English spoken differed significantly from the English of Ontario classrooms. Other English language learners arrive in Ontario as newcomers from other countries; they may have experience of highly sophisticated educational systems, or they may have come from regions where access to formal schooling was limited. When they start school in Ontario, many of these students are entering a new linguistic and cultural environment.

THE ROLE OF TECHNOLOGY IN THE PROGRAM

Information and communications technologies (ICT) provide a range of tools that can significantly extend and enrich teachers' instructional strategies and support students' language learning. ICT tools include multimedia resources, databases, Internet websites, digital cameras, and word-processing programs. Tools such as these can help students to collect, organize, and sort the data they gather and to write, edit, and present reports on their findings. Information and communications technologies can also be used to connect students to other schools, at home and abroad, and to bring the global community into the local classroom. Whenever appropriate, therefore, students should be encouraged to use ICT to support and communicate their learning.

ACCOMMODATIONS

Accommodations will be based on meeting with parents, teachers, administration and external educational assessment report. The following three types of accommodations may be provided:

- ❑ *Instructional accommodations:* such as changes in teaching strategies, including styles of presentation, methods of organization, or use of technology and multimedia.
- ❑ *Environmental accommodations:* such as preferential seating or special lighting.
- ❑ *Assessment accommodations:* such as allowing additional time to complete tests or assignments or permitting oral responses to test questions.

Other examples of modifications and aids, which may be used in this course, are:

- ❑ Provide step-by-step instructions.
- ❑ Help students create organizers for planning writing tasks.
- ❑ Record key words on the board or overhead when students are expected to make their own notes.
- ❑ Allow students to report verbally to a scribe (teacher/ student) who can help in note taking.
- ❑ Permit students a range of options for reading and writing tasks.
- ❑ Where an activity requires reading, provide it in advance.
- ❑ Provide opportunities for enrichment.