# Civics and Citizenship CHV2O
## 0.5 Credit |   Grade 10, Open
### Course Outline

**Instructors at WorldStrides**
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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.

**Course Expectations**
Based on the design and structure of this course, Civics and Citizenship CHV2O is recommended for students who will be travelling in grades 8-12 and who are looking to supplement the courses they may take at their high school(s). The nature of the course assumes that students have had ample practice writing essays.

Open level courses have one set of expectations for each subject and are appropriate for all students. Open level courses are offered for all non-core subjects and do not have a prescribed post-secondary destination.

Students are required to log in at least five times per unit and/or twice per week in accordance with attendance requirements. Successful completion will reflect steady work and application of instructor feedback.

**Course Prerequisites**
None

**Course Materials**
Online access to learning management system
Word processing program
PowerPoint or Google Slides
Adobe Acrobat Reader
Adobe Spark
Macromedia Flash Player 9+
JavaScript

**Course Objectives**
Civics and Citizenship CHV2O is based on *The Ontario Curriculum, Grades 9 and 10: Canadian and World Studies, 2018 (revised)* and Course Profile. It is comprised of four units with corresponding lessons and assignments. The first three units are term work; the final unit contains the culminating assessments.

Each course assignment is aligned with specific Canadian and World Studies expectations and it is organized to demonstrate mastery across course curriculum.

**Course Unit Overviews**
**Unit 1: Introduction to Civic Awareness and Action**
Essential Questions: What is the relationship between people's beliefs and values and their positions on civic issues? Why is it important to understand how political structures and processes work?

**Unit 2: Understanding Civics in Canada**
Essential Questions: Why is the Canadian government organized into different levels and branches, and how do these different levels and branches function? How do the decisions made at the provincial and federal levels affect individuals? What are some ways in which I can make my voice heard within the political process?

**Unit 3: Canadian and Global Citizenship**
Essential Questions: In what ways does the Canadian Charter of Rights and Freedoms protect me? What responsibilities come with these rights? How are people around the world impacted by key issues? What can I do to effect change on a global scale?

**Unit 4: Culminating Activity – Participate in a Civic Action**
Essential Questions: What can I do to make a difference in the world? How will I know whether my actions have been effective? Why is a democratic society so important for preserving rights and freedoms?

**Course Content**

| Unit | Length (hours) |
|---|---|
| Unit 1: Introduction to Civic Awareness and Action | 15 |
| Unit 2: Understanding Civics in Canada | 15 |
| Unit 3: Canadian and Global Citizenship | 15 |
| Unit 4: Culminating Activity – Participate in a Civic Action | 10 |
| **TOTAL** | **55** |

**Course Overall 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.

**Strand A**
**A: Political Inquiry and Skill Development**
**Overall Expectations**

- 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

**Strand B**
**B. Civic Awareness**
**Overall Expectations**

- 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 (Focus on: Political Significance; Political Perspective)
- 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 (Focus on: Stability and Change; Political Perspective)
- 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 (Focus on: Political Significance; Objectives and Results)

**Strand C**
**C. Civic Engagement and Action**
**Overall Expectations**

- C1. Civic Contributions: analyse a variety of civic contributions, and ways in which people can contribute to the common good (Focus on: Political Significance; Stability and Change)
- C2. 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)
- C3. 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)

**Teaching and Learning Strategies**

The teaching of lessons incorporates the following list of teaching approaches:

| | | | |
|---|---|---|---|
| Reading | Online inquiry | Research project | Presentations |
| Practical exercise | Structured discussion | Independent study | Conferences |
| Case studies | Brainstorming | Statistical analysis | Authentic assessment |
| Visual design/communication | | | |

**Assessment and Evaluation**

We align our policies and practices for the assessment, evaluation, and reporting of achievement of curriculum expectations and the development of learning skills and work habits for all students in Grades 1 to 12 in Ontario schools to *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools* (2010). The thirty percent of the student's final grade is based on the culminating task, is comprised of the process and task completed during the final unit. Seventy percent of the student's final grade is based on the summative assignments completed during the course. Rubrics for each summative task, based on the achievement charts for Canadian and World Studies, are found on the assignment pages for each activity. Other assignments are diagnostic or formative in nature and should receive teacher feedback. Completion of formative tasks are also to be considered when assessing learning skills.

We strive to maintain an understanding and supportive online classroom environment. Continuous communication with the teacher to accommodate students' needs or address challenges will ensure students can be successful in this course. By working together, students and teachers can uncover the reasons for incomplete or poorly completed work.

Students will be provided with numerous and varied opportunities to demonstrate the full extent of their achievement of the curriculum expectations, across all four categories of the Achievement Chart. Sources of assessment include the triangulation of product, conversation, and observation. Progress will be monitored on an on-going basis using a variety of assessment tools, including written work, formal testing, quizzes, teacher-student conferences and communication, and discussion boards. Unless otherwise indicated, all assignments will be submitted by uploading them to the learning management system for that assignment.

As required by the Ministry of Education, students will be assessed in the four areas of the achievement chart. The chart below provides suggested percentages for each category.

| Assessment Category | Percentage |
|---|---|
| Knowledge and Understanding | 25% |
| Thinking | 25% |
| Communication | 25% |
| Application | 25% |

At the end of every unit, students will participate in a conference (phone and/or video) with the teachers. Students will be assessed on baseline understanding of unit content, with particular focus on their knowledge and understanding, thinking, communication, and application skills. Conference records are maintained by the teacher.

Final Grade

The final grade will be determined as follows (in accordance with the Canadian Ministry of Education standards):

| | |
|---|---|
| Term Work:<br>Evaluations conducted throughout the course | 70% |
| Summative Evaluation:<br>A final evaluation in the form of culminating tasks | 30% |

Learning Skills (Behaviours/Descriptors from *Growing Success*, 2010)
Learning skills and work habits influence student achievement and are included as a formal part of the assessment and evaluation process. The following Learning Skills rubric can be used when assessing Learning Skills and are separate from numerical grades earned. End-of-unit conferences will address the criteria outlined in this rubric.

| Criteria | Needs Improvement | Satisfactory | Good | Excellent |
|---|---|---|---|---|
| **Responsibility**<br>Fulfills responsibilities and commitments within the e-learning environment<br>Completes and submits class work, homework, and assignments according to agreed-upon timelines<br>Takes responsibility for and manages own behaviour | Demonstrates limited responsible behaviour | Demonstrates some responsible behaviour | Demonstrates considerable responsible behaviour | Demonstrates a high degree of responsible behaviour |
| **Organization**<br>Devises and follows a plan and process for completing work and tasks<br>Establishes priorities and manages time to complete tasks and achieve goals<br>Identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks | Demonstrates limited organizational skills | Demonstrates some organizational skills | Demonstrates considerable organizational skills | Demonstrates a high degree of organizational skills |
| **Independent Work**<br>Independently monitors, assesses, and revises plans to complete tasks and meet goals<br>Uses time appropriately to complete tasks<br>Follows instructions with minimal direction | Demonstrates limited ability to work independently | Demonstrates some ability to work independently | Demonstrates considerable ability to work independently | Demonstrates a high degree of ability to work independently |
| **Collaboration**<br>Responds positively to the ideas, opinions, values, and traditions of others<br>Builds healthy peer-to-peer relationships through discussion forums and media assisted interactions<br>Works with others to resolve conflicts and build consensus to achieve group goals<br>Shares information, resources, and expertise and promotes critical thinking to solve problems and makes decisions | Demonstrates limited collaborative behaviour | Demonstrates some collaborative behaviour | Demonstrates considerable collaborative behaviour | Demonstrates a high degree of collaborative behaviour |

| | | | | |
|---|---|---|---|---|
| **Initiative**<br>Looks for and acts upon new ideas and opportunities for learning<br>Demonstrates the capacity for innovation and a willingness to take risks<br>Demonstrates curiosity and interest in learning<br>Recognizes and advocates appropriately for the rights of self and others | Demonstrates limited initiative | Demonstrates some initiative | Demonstrates considerable initiative | Demonstrates a high degree of initiative |
| **Self-Regulation**<br>Sets own individual goals and monitors progress towards achieving them<br>Seeks clarification or assistance if needed<br>Assesses and reflects critically on own strengths, needs, and interests<br>Identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals<br>Perseveres and makes an effort when responding to challenges | Demonstrates limited self-regulation | Demonstrates some self-regulation | Demonstrates considerable self-regulation | Demonstrates a high degree of self-regulation |

The achievement chart identifies four levels of achievement, defined as follows:

**Level 1** represents achievement that falls much below the provincial standard. The student demonstrates the specified knowledge and skills with limited effectiveness. Students must work at significantly improving in specific areas, as necessary, if they are to be successful in a course in the next grade.

**Level 2** represents achievement that approaches the standard. The student demonstrates the specified knowledge and skills with some effectiveness. Students performing at this level need to work on identified learning gaps to ensure future success.

**Level 3** represents the provincial standard for achievement. The student demonstrates the specified knowledge and skills with considerable effectiveness. Parents of students achieving at level 3 can be confident that their children will be prepared for work in subsequent courses.

**Level 4** identifies achievement that surpasses the provincial standard. The student demonstrates the specified knowledge and skills with a high degree of effectiveness. However, achievement at level 4 does not mean that the student has achieved expectations beyond those specified for the course.

## Achievement

The following conversion chart shows how the four levels of achievement are aligned with percentage marks:

| Achievement Level | Percentage Mark Range | Achievement Level | Percentage Mark Range |
|---|---|---|---|
| 4+ | 95-100 | 2+ | 67-69 |
| 4 | 87-94 | 2 | 63-66 |
| 4- | 80-86 | 2- | 60-62 |
| 3+ | 77-79 | 1+ | 57-59 |
| 3 | 73-76 | 1 | 53-56 |
| 3- | 70-72 | 1- | 50-52 |

| Achievement Chart – Canadian and World Studies, Grades 9-12 (2018) | | | | |
|---|---|---|---|---|
| **Categories** | **Level 1 (50 - 59%)** | **Level 2 (60 - 69%)** | **Level 3 (70 - 79%)** | **Level 4 (80 - 100%)** |
| **Knowledge and Understanding** | *Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding)* | | | |
| **Knowledge of content** (e.g., facts, terms, definitions) | demonstrates limited knowledge of content | demonstrates some knowledge of content | demonstrates considerable knowledge of content | demonstrates thorough knowledge of content |
| **Understanding of content** (e.g., concepts, ideas, theories, interrelationships, procedures, processes, methodologies, spatial technologies) | demonstrates limited understanding of content | demonstrates some understanding of content | demonstrates considerable understanding of content | demonstrates thorough understanding of content |
| **Thinking** | *The use of critical and creative thinking skills and/or processes* | | | |
| **Use of planning skills** (e.g., organizing an inquiry; formulating questions; gathering and organizing data, evidence, and information; setting goals; focusing research) | uses planning skills with limited effectiveness | uses planning skills with some effectiveness | uses planning skills with considerable effectiveness | uses planning skills with a high degree of effectiveness |
| | | | | |

| **Use of processing skills** (e.g., interpreting, analysing, synthesizing, and evaluating data, evidence, and information; analysing maps; detecting point of view and bias; formulating conclusions) | uses processing skills with limited effectiveness | uses processing skills with some effectiveness | uses processing skills with considerable effectiveness | uses processing skills with a high degree of effectiveness |
|---|---|---|---|---|
| **Use of critical/creative thinking processes** (e.g., applying concepts of disciplinary thinking; using inquiry, problem-solving, and decision-making processes) | uses critical/ creative thinking processes with limited effectiveness | - uses critical/ creative thinking processes with some effectiveness | - uses critical / creative thinking processes with considerable effectiveness | - uses critical/creative thinking processes with a high degree of effectiveness |
| **Communication** | *The conveying of meaning through various forms* | | | |
| **Expression and organization of ideas and information** (e.g., clear expression, logical organization**) in oral, visual, and written forms** | expresses and organizes ideas and information with limited effectiveness | expresses and organizes ideas and information with some effectiveness | expresses and organizes ideas and information with considerable effectiveness | expresses and organizes ideas and information with a high degree of effectiveness |
| **Communication for different audiences** (e.g., peers, adults) and purposes (e.g., to inform, to persuade) **in oral, visual, and written forms** | communicates for different audiences and purposes with limited effectiveness | communicates for different audiences and purposes with some effectiveness | communicates for different audiences and purposes with considerable effectiveness | communicates for different audiences and purposes with a high degree of effectiveness |
| **Use of conventions** (e.g., mapping and graphing conventions, communication conventions), **vocabulary, and terminology of the discipline in oral, visual, and written forms** | uses conventions, vocabulary, and terminology of the discipline with limited effectiveness | uses conventions, vocabulary, and terminology of the discipline with some effectiveness | uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness | uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness |

| Application | The use of knowledge and skills to make connections within and between various contexts | | | |
|---|---|---|---|---|
| **Application of knowledge and skills** (e.g., concepts, procedures, spatial skills, processes, technologies) **in familiar contexts** | applies knowledge and skills in familiar contexts with limited effectiveness | applies knowledge and skills in familiar contexts with some effectiveness | applies knowledge and skills in familiar contexts with considerable effectiveness | applies knowledge and skills in familiar contexts with a high degree of effectiveness |
| **Transfer of knowledge and skills** (e.g., concepts of thinking, procedures, spatial skills, methodologies, technologies) **to new contexts** | transfers knowledge and skills to new contexts with limited effectiveness | transfers knowledge and skills to new contexts with some effectiveness | transfers knowledge and skills to new contexts with considerable effectiveness | transfers knowledge and skills to new contexts with a high degree of effectiveness |
| **Making connections within and between various contexts** (e.g., between topics/issues being studied and everyday life; between disciplines; between past, present, and future contexts; in different spatial, cultural, or environmental contexts; in proposing and/or taking action to address related issues; in making predictions) | makes connections within and between various contexts with limited effectiveness | makes connections within and between various contexts with some effectiveness | makes connections within and between various contexts with considerable effectiveness | makes connections within and between various contexts with a high degree of effectiveness |

**Attendance & Late Policy**
Students have some flexibility with scheduling the time they spend on- and off-line in this course. Regular, consistent attendance in the course makes the difference between success and failure. Students are expected to:
- track course logins and amount of time spent in course
- be responsible for providing evidence of their achievement of the overall expectations
- understand that there will be consequences for not completing assignments for evaluation
- use course time productively

Teacher observations about student submission rates, participation, and course progress will be discussed in detail with the student during each end-of-unit conference.

**Academic Integrity**
Students are expected to fulfill academic requirements in an ethical and honest manner. This expectation pertains to the following:
- use and acknowledgement of the ideas and work of others
- submission of work to fulfill course requirements
- sharing of work with other students.

When you reference ideas and information that you discover through outside research, it is essential to provide proper citation. Failure to do so is considered academically dishonest, as is copying or paraphrasing someone else's work, including that of a classmate. The results of such behavior will lead to consequences ranging from failure on an assignment to failure and expulsion from a course.

Academic integrity will be assessed during end-of-unit conferences, some of which will be conducted via video conferencing (e.g. Zoom). Use of quizzes, learning log, teacher observations, and familiarity with the work will also inform a student's academic integrity, ensuring the submitted work is their own. The full text of expectations is outlined in the Student Honour Code in the 'Get Started' course folder.

**Course Access and Materials**
Students are expected to enroll in the learning management system. Online discussion posts, assignment submissions, and quizzes will take place through the learning management system.

Feedback on coursework submissions is provided through the learning management system. Students may comment on feedback received if clarification is needed. Students may also contact the instructor directly via private message through the learning management system. Some communication may be time sensitive, and it is the responsibility of the student to check for feedback and communication. Students are responsible for any consequences resulting from failure to receive communication.

Resources may be updated to reflect current events and research. All are made available online after registration. If students have difficulty accessing any part of the course materials or activities for this class, they should contact the instructor immediately.

**Special Needs**
It is our policy to accommodate students with disabilities. Any student with a disability who needs accommodation (e.g., extended time) should contact the instructor upon enrollment in the course and provide the appropriate medical or psychological documentation of his/her condition. Once accommodations are approved, it is the student's responsibility to follow up with the instructor about logistics and implementation of accommodations.

**Recommended Textbooks/Readings/Other Materials**
Resources may vary to maintain timeliness and accuracy. At the time of creation, all components of this course, including web links and multimedia resources, were functioning and deemed to be appropriate for use in Ontario schools. Every effort has been made to provide students with all content necessary for completion of the course within the content of the course. All materials are made available online after registration.

**Works Cited**
Biggley, Matthew, et al. *Civics in Action.* McGraw-Hill Ryerson, 2014.
Bolotta, Angelo, et al. *Civics and Citizenship.* Oxford University Press, 2014.
*Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools*. Ontario Ministry of Education Publication. First Edition, Covering Grades 1 to 12. 2010.
*The Ontario Curriculum, Grades 9 and 10: Canadian and World Studies, 2018 (revised).*