

# Course Outline

School Name: Keewaytinook Internet High School

Department Name: Canadian Studies

Ministry of Education Course Title: Civics

Grade Level: 10

Ministry Course Code: CHV20

Teacher's Name: Kevin Dempsey

Developed by: Kevin Dempsey

Date: September 2009

Revision Date: September 2009

Developed from: The Ontario Curriculum, Canadian Studies,  
Grades 9 and 10, 2006

Profile Name: Referred to Public Profile, Civics, Grade 10, Open, 2000

Text: None

Prerequisite: None

Credits: 0.5

Length: 55 hours

Principal's Name: Darrin Potter

Principal's Approval (signature) \_\_\_\_\_

Approval Date:

## ***Course Description/rationale***

This course explores what it means to be an informed, participating citizen in a democratic society. Students will learn about the elements of democracy in local, national, and global contexts, about political reactions to social change, and about political decision-making processes in Canada. They will explore their own and others' ideas about civics questions and learn how to think critically about public issues and react responsibly to them.

## ***Overall Curriculum Expectations***

### **Informed Citizenship**

- demonstrate an understanding of the need for democratic decision making;
- explain the legal rights and responsibilities associated with Canadian citizenship;
- describe the main structures and functions of municipal, provincial, and federal governments in Canada
- explain what it means to be a “global citizen” and why it is important to be one.

### **Purposeful Citizenship**

- demonstrate an understanding of the beliefs and values underlying democratic citizenship and explain how they guide citizens' actions
- describe the diversity of beliefs and values of various individuals and groups in Canadian society
- analyse responses, at the local, national, and international levels, to civic issues that involve multiple perspectives and differing civic purposes

### **Active Citizenship**

- apply appropriate inquiry skills to the research of questions and issues of civic importance
- demonstrate an understanding of the various ways in which decisions are made and conflicts resolved in matters of civic importance, and the various ways in which individual citizens participate in these processes

## ***Course Content***

<b><i>Unit</i></b>	<b><i>Length</i></b>
Citizenship: Issues and Ideas	15 hours
Canadian Context	20 hours
Global Perspectives	15 hours
Culminating Activity: Action Plan	10 hours
<b>Total</b>	<b>55 hours</b>

# ***Unit Descriptions***

## **Unit 1 - Citizenship: Issues and Ideas**

This unit will look at democratic beliefs and values and the diversity of beliefs. Students will examine the decision making process in a democratic society. They will explore various responses to civics issues, human rights violations, and non-democratic movements by individuals and groups.

## **Unit 2 - The Canadian Context**

Students will examine the rights and responsibilities of Canadian Citizens. They will consider these rights in the context of the three levels of government (local, provincial, federal). Finally, they will examine cases in Canadian history that have upheld or violated individual or group rights.

## **Unit 3 - Global Perspectives**

This unit will involve looking at various critical civics issues around the world (health, poverty, education, disasters, human rights, environment, terrorism and war). Students will examine various individual and group responses to these issues in order to better understand what it means to be a global citizen and to exercise one's responsibilities as a member of the global community.

# ***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 teaching approaches: Direct Instruction (online lecture), On-line inquiry, Reading, Structured Discussion, Practical Exercise, Brainstorming, Group work, Research project, Independent study, Interpretation

# ***Evaluation***

The student's final grade for the course will be determined as outlines in Program Planning and Assessment 2000 (p.15).

**Seventy per cent** (70%) of the grade will be based on evaluations conducted throughout this course. This portion of the grade should reflect the students' ***most consistent level of achievement*** throughout the course, although special consideration should be given to the more recent evidence of achievement.

**Thirty per cent** (30%) of the grade will be based on a final evaluation in the form of an examination, performance, essay and /or other method of evaluation suitable to the course content and administered towards the end of the course.

Type of Assessment	Category	Details	Weighting (%)	
<b>Formative (70%)</b>	Knowledge/ Understanding	-Knowledge of content (e.g., facts, terms, definitions). -Understanding of content (e.g., concepts, ideas, theories, procedures, processes, methodologies, and/or technologies)	13	
	Thinking/ Inquiry	-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) -Use of critical/creative thinking processes (e.g., inquiry process, problem-solving process, decision-making process, research process)	19	
	Communication	-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	-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	
<b>Summative (30%)</b>	Culminating Activity	Students will develop an action plan for a local, national, or global issue of importance to them. They will research background information and outline an appropriate set of actions they could take to address this issue.	Knowledge/ Understanding	3
			Thinking/ Inquiry	4
			Communication	4
			Application	4
	Final Exam	60 minutes testing on key concepts and applications of skills learned in the course.	Knowledge/ Understanding	3
			Thinking/ Inquiry	4
			Communication	4
			Application	4
<b>TOTAL</b>			100	

# *Assessment/Evaluation Strategies*

Online submissions  
rating scales  
rubrics  
projects  
presentations  
assignments  
tests  
quizzes  
work sheets  
examinations  
Other exemplars  
checklists  
rubrics  
rating scales  
projects  
presentations  
diagrams  
online discussions  
self evaluation

## *Resources*

Text: *Citizenship: Issues and Action*, Prentice Hall, 2000

Amnesty International: [www.amnesty.org/](http://www.amnesty.org/)

Human Rights Watch: [www.hrw.org/](http://www.hrw.org/)

UN Office of the High Commission on Human Rights: [www.ohchr.org/](http://www.ohchr.org/)

Democracy Watch Canada: [www.dwatch.ca/](http://www.dwatch.ca/)

## *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 800 minutes of instruction/activity via the internet over the period of one week. 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.