

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: Mikail-Kaii Newby

Developed by: Leslie Clements Date: September 2018

Revision Date: September 2022

Developed from:

Ontario Ministry of Education. (2018). *The Ontario curriculum, grades 9 and 10: Canadian and world studies*. Queen's Printer for Ontario.

Text: None

Prerequisite: None

Credits: One

Length: 110 hours

Principal's Name: Angela Batsford-Mermans

Principal's Approval:



Approval Date: September 8, 2022

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.

The revisions in the 2018 curriculum support Ontario's commitment to respond to the Truth and Reconciliation Commission's Calls to Action. These revisions were made in collaboration with Indigenous teachers, Elders, Knowledge Keepers, Senators, Indigenous community representatives, and Residential School survivors. The revisions focus on strengthening students' knowledge and understanding of Indigenous histories, cultures, perspectives, contributions, and ways of knowing, as well as of the history of the Residential School system, treaties, and the Indian Act.

Overall Curriculum Expectations

Political Inquiry and Skill Development

- 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.

Civic Awareness

- 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
- 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
- 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

Civic Engagement and Action

- Civic Contributions: analyse a variety of civic contributions, and ways in which people can contribute to the common good
- 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.
- 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. Transition to Adulthood	32.5 hours
2. Working and Managing Money	41.5 hours
3. Living on Your Own	36 hours
Total	110 hours

Unit Descriptions

Unit 1 – Transition to Adulthood

In this unit, students learn about the qualities and skills needed in order to become successful, healthy adults. They practice effective communication skills and learn how communication can affect relationships. This includes thinking and learning about how different cultures might communicate in different ways. Lastly, they explore the factors that influence the decision making process including family and local community values and how people make effective decisions for independent living.

Unit 2 – Working and Managing Money

Students learn about the economic and personal advantages and costs of working. The rights and responsibilities of employers and employees are examined. Students investigate how financial institutions, including local institutions such as Northmart or a community store, can assist in managing money. In addition, they learn about different money management skills, and how they can be used effectively.

Unit 3 – Living on Your Own

In this last unit, students look at the responsibilities of living independently and what people can do to meet those responsibilities. They practice some of the skills needed to live independently and manage, or be a respectful part of a multi-generational household. Considerations (such as local availability, shipping through cargo or on ice roads etc.) for making responsible consumer decisions are examined and students have an opportunity to use this knowledge for purchasing household items.

Teaching/Learning Strategies

This course is organized into an eight-week series of lessons and activities that is presented to students in remote northern communities via the internet. The eighth week is used for course consolidation, review, and the final examination. Teacher and students communicate over the internet through timely activity feedback, emails, messages, video and audio calls. Classroom mentors assume the role of liaison between the teacher and student while also supporting a holistic approach to motivate, engage and support each individual student.

A variety of strategies will be used in the online delivery of this course. Some instructional strategies include:

- Pre-teaching of key vocabulary;
- Creating graphic organizers;
- Cooperative learning;
- Group discussion;
- Case studies;
- Independent research.

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

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 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 (p. 41).

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	Details	Weighting (%)
Term Work (70%)	Knowledge/ Understanding	Describe the various ways individuals meet their basic food needs. Explain the benefits of working for pay.	13
	Thinking	Analyse the impact of employment changes on personal finances. Compare the products and services offered by a variety of financial institutions.	19
	Communication	Demonstrate the use of effective techniques for making consumer complaints. Clearly communicate the results of their inquiries.	19
	Application	Evaluate retail shopping opportunities available within their community as sources of basic products and services. Apply appropriate conflict-resolutions skills to resolve interpersonal conflicts.	19
Final Evaluation (30%)	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 *for* learning and assessment *as* learning is obtained through a variety of means, including the following:

- Ongoing descriptive feedback (e.g., descriptive feedback on students' plans for the class celebration);
- Self-assessment (e.g., weekly self-assessment of learning, relative to specific course content as well as in contextual school, community and Land based learning);
- Peer assessment (e.g., peer feedback on personal goals related to course specific content and generalised throughout the school day);
- Mentor observations (e.g. of specific course expectations during Land based and cultural activities as well as during course specific activities);
- Conversations with student on a regular basis to verbalize observations, ask questions, and clarify understanding.

Evidence of student achievement (assessment *of* learning) is collected from various sources, including the following:

- Ongoing observations of most consistent work, with consideration given to most recent work (e.g., evidence of meeting expectations for food safety during set-up for class celebration);

- Conversations with students (e.g., discussion about personal wants and needs relative to specific family and local community values as well as values in the Westernized world);
- Summative unit activities (e.g., applying for a job, creating a personal budget (taking into consideration local variances in northern supply / demand, prices etc.), planning a class celebration);
- Culminating activity (My Blueprint portfolio);
- Exam.

The Ministry of Education's 2010 document, *Growing Success*, outlines the seven fundamental principles that guide best practice in the assessment and evaluation of students. KiHS teachers use practices that:

- are fair, transparent, and equitable for all students;
- support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Métis, or Inuit;
- are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;
- are communicated clearly to students and parents at the beginning of the course and at other points throughout the school year or course;
- are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
- develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning (p.6).

Resources

Amnesty International. (n.d.). *Home*. <https://www.amnesty.ca/>

Conservative Party. (n.d.). *Home*. <https://www.conservative.ca/>

Government of Canada. (2021, Sept. 16). *Justice laws website*. <https://laws-lois.justice.gc.ca/eng/Const/page-15.html>

Liberal Party. (n.d.). *Home*. <https://liberal.ca/>

MADD. (n.d.). *Home*. <https://madd.ca/pages/>

MyBlueprint. (2017). *MyBlueprint education planner*. www.myblueprint.ca

NDP. (n.d.). *Home*. <https://www.ndp.ca/>

Ontario Ministry of Education. (n.d.). *Indigenous education strategy*. <http://www.edu.gov.on.ca/eng/aboriginal/>

Ontario Ministry of Education. (2010). *Growing success: Assessment, evaluation and reporting in Ontario schools*. <http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>

Ontario Ministry of Education. (2016). *Ontario schools, kindergarten to grade 12: Policy and program requirements*. <http://edu.gov.on.ca/eng/document/policy/os/index.html>

Ontario Ministry of Education. (2018). *The Ontario curriculum, grades 9 and 10: Canadian and world studies*. <http://www.edu.gov.on.ca/eng/curriculum/secondary/canworld910curr2018.pdf>

Ontario Native Education Counselling Association. (n.d.). *Designing the learning*. <https://oneca.com/documents/course/civics/CHV20%20for%20ONECA.pdf>

Toulouse, P.M. (2016). *What matters in Indigenous education: Implementing a vision committed to holism, diversity and engagement*. <https://peopleforeducation.ca/wp-content/uploads/2017/07/MWM-What-Matters-in-Indigenous-Education.pdf>

United Nations. (n.d.). *Universal Declaration of Human Rights*. <https://www.un.org/en/about-us/universal-declaration-of-human-rights>

WWF. (n.d.). *Home*. <https://wwf.ca/>

Program Planning

This course is offered to Indigenous students living in isolated, northern Ontario communities. It is offered by qualified teachers in a blended classroom with a balance of academic, wellness, land-based learning, local language and culture to support the success of the whole student. 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 1320 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 resource 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 support as required.

Indigenous and local content is used throughout the course to meet students' learning needs. Opportunities for outdoor activities and land-based learning are also incorporated and students are encouraged to use local knowledge in their products. Considerations are made to the learning preferences of the student population and lessons can be adjusted for individual students as required. Opportunities have been provided for students to apply ideas and concepts encountered in this course to their lives as an individual and as a member of a First Nations community. Teachers consult the Ontario Ministry of Education policies, guidelines and important initiatives when planning a comprehensive program in this area.