

York Region District School Board
The Dr. G. W. Williams Secondary School
Personalized Alternative Education Department
Grade Ten Civics(CHV2O)
Subject Head: C. Cluff

Credit Value: 1/2 Credit **Prerequisite:** None **Course Fee:** None
Curriculum Policy Document: *Canadian and World Studies, The Ontario Curriculum, Grades 9 and 10, 2005, revised* **Department:** Canadian and World Studies

Course Description:

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.

Units of Study:

1-Citizenship and Government

This unit focuses on the way that individuals can become informed about the issues affecting their local, national, and international communities. Students will learn about the structure of Canadian government. In addition, they will also learn about who holds power within each level of government and how those with power make decisions. Finally, students will learn about the rule, rights and responsibilities of Canadian citizenship.

2- Rights and Responsibilities

This unit will focus on using the knowledge students have gained about government to influence decisions made by government. Students will learn that the most important way to influence any government decision is through voting. They will also learn about the effect that interest groups can have on the political process. Finally, this unit will explore the value of active protest in bringing about positive change.

3- Thinking Globally

This unit focuses on some of the most important current global issues affecting people in the world. Students will learn about the causes and potential solutions to various global issues. Students will learn about world problems caused by the actions of individuals, governments, and international organizations. Students will learn that the solutions to some of the world's problems will come in the form of individual awareness, understanding and action.

Overall Course Expectations (Students can...)

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

Learning Skills: (abridged list from *Growing Success, 2010*)

Learning Skills will be assessed, modelled, and reflected upon throughout the course. Students will be required to address several critical questions regarding their own development of essential learning skills and how effective use of learning skills impacts their learning process.

Responsibility

- completes and submits class work, homework, and assignments according to agreed-upon timelines
- takes responsibility for and manages own behavior

Organization

- devises and follows a plan and process for completing work and tasks
- establishes priorities and manages time to complete tasks and achieve goals.

Independent Work

- uses class time appropriately to complete tasks
- follows instructions with minimal supervision

Collaboration

- responds positively to the ideas, opinions, values, and traditions of others
- shares information, resources, and expertise and promotes critical thinking to solve problems and make decisions

Initiative

- demonstrates the capacity for innovation and a willingness to take risks
- demonstrates curiosity and interest in learning

Self-Regulation

- sets own individual goals and monitors progress towards achieving them
- seeks clarification or assistance when needed

Assessment

- *Diagnostic assessment* is used at the beginning of a unit to help determine a starting point for instruction.
- *Formative assessment* provides information to students, as they are learning and refining their skills.
- *Summative assessments* at the end of units and a course give students an opportunity to synthesize/apply/demonstrate their learning. Summative assessments are counted toward the student's final mark.

Evaluation Breakdown: Knowledge / Understanding 17.5% Thinking / Inquiry 17.5% Communication 17.5% Application 17.5% <hr/> <hr/> Term Mark 70%	+	Course Culminating ISU 15% Course Culminating Exam 15% <hr/> Final Mark 100%
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Instructional Strategies:

Any course can offer traditional and creative approaches to learning. Current research indicates that students can learn more effectively if given time and opportunity (*Growing Success*, 2010)- teachers incorporate a wide variety of differentiated instructional methods to respond to the varied intelligences and needs of our school community. Students will, through a miscellany of activities, explore the various skills required in this course. As such, many instructional strategies, which include (but are not limited to):

- socratic learning
- concept attainment
- collaborative learning
- peer learning and assessment
- written and verbal reflection
- performance

When deemed appropriate, either through a student's IEP, or through in-class needs, alternate means of instruction and assessment will be used.