

Canterbury High School
Ottawa-Carleton District School Board
Social Science Department
Semester 1 – 2010/2011 – Course Outline

Course Title: Civics
Course Code: CHV2O
Prerequisite: None

Grade Level: 10
Credit Value: 0.5

Teachers: Mr. Blauer, Ms. H. Evans, Mr. Frogley

Course Overview 55 hours

As the twenty-first century unfolds, Canada is undergoing significant change. Canadians are struggling with a range of challenging questions, such as the following: As our population becomes more diverse, how do we ensure that all voices are heard? How do we resolve important societal and community issues in the face of so many diverse and divergent views influenced by differing values? What role will Canada play within an increasingly interconnected global community? Our responses to these questions will affect not only our personal lives, but the future of our communities, our provinces and territories, and our country.

In civics, students explore what it means to be a “responsible citizen” in the local, national, and global arenas. They examine the structures and functions of the three levels of government, as well as the dimensions of democracy, notions of democratic citizenship, and political decision-making processes. They are encouraged to identify and clarify their own beliefs and values, and to develop an appreciation of others’ beliefs and values about questions of civic importance.

Strands: Course Expectations

Informed Citizenship. An understanding of key civics questions, concepts, structures, and processes is fundamental to informed citizenship. In a diverse and rapidly changing society that invites political participation, the informed citizen should be able to demonstrate an understanding of the reasons for and dimensions of democracy. In the Civics course, students will gain an understanding of contrasting views of citizenship within personal, community, national, and global contexts. As well, they will learn the principles and practices of decision-making.

Purposeful Citizenship. It is important that students understand the role of the citizen, and the personal values and perspectives that guide citizen thinking and actions. Students need to reflect upon their personal sense of civic identity, moral purpose, and legal responsibility – and to compare their views with those of others. They should examine important civic questions and consider the challenges of governing communities in which contrasting values, multiple perspectives, and differing purposes coexist.

Active Citizenship. Students need to learn basic civic literacy skills and have opportunities to apply those skills meaningfully by participating actively in the civic affairs of their community. Civic literacy skills include skills in the areas of research and inquiry, critical and creative thinking, decision-making, conflict resolution, and collaboration. Full participatory citizenship requires an understanding of practices used in civic affairs to influence public decision-making.

Units of Study/Summative

Unit 1	The Good (Purposeful) Citizen: (Definitions and Terms of Reference)	1 - 2 Weeks
Unit 2	The Informed Citizen: Canadian Democracy and Constitutional Governance: Federal, Provincial and Municipal	2 - 3 Weeks
Unit 3	The Active Citizen: Practice of Citizenship	2 - 3 Weeks
Unit 4	The Global Citizen: Global Involvement	2 - 3 Weeks
Summative	Part 1: Integrative Assignment: Take a Stand Part 2: Exam - in class	<u>exam term 1:</u> November 4 <u>exam term 2:</u> January 21

Teaching Strategies

Teacher demonstrations	Brainstorming	Small Group Work
Multimedia	Investigative research	Written Assignments
Presentations	Listening	Discussion/Reflection
Hands-on activities	Student-teacher conferencing	

Assessment and Evaluation Strategies

Written Tests	Peer assessment	Rubrics
Summative Assignment	Group Presentation	Homework Quizzes
Seminar Presentation	Exam	Individual Research
Written assignments	Discussion	

Evaluation Summary

The term work worth 70% is made up of four units equally weighted in terms of the Ministry's Knowledge & Understanding, Thinking & Inquiry, Communication, Application categories (17.5% each), as well as fully covering the three strands and addressing the course expectations. A two-part summative, worth 30%, is composed of an integrative assignment: Take a Stand (15%) and exam (15%).

References

www.edu.gov.on.ca/eng/curriculum/secondary/

Student Resources / Texts

Civics Now \$53 replacement cost.
Newspapers and other media