



## Toronto Central Academy Course Outline

|                             |   |
|-----------------------------|---|
| <b>Course Title:</b>        | Civics Grade 10, Open   |
| <b>Department:</b>          | Canadian and World Studies  |
| <b>Grade Level:</b>         | Grade 10  |
| <b>Course Code:</b>         | CHV2O   |
| <b>Developed from:</b>      | The Ontario Curriculum, Grades 9 and 10: Canadian and World Studies, 2018 (Revised) |
| <b>Prerequisite:</b>        | None  |
| <b>Credits:</b>             | .5  |
| <b>Developed by:</b>        | G. Vanderkuur   |
| <b>Development Date:</b>    | November 2016   |
| <b>Reviewed/Revised By:</b> | Gillian Matthews  |
| <b>Review/Revise Date:</b>  | Jan. 2023   |

## 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.

## Topics and Timing

| Unit | Topic  | Content   | Time.          |
|------|--|---|----------------|
| 1    | Political Inquiry and Developing Transferable Skills<br><br>Civics: Issues and Ideas | <ul style="list-style-type: none"><li>· Political Research and Inquiry Process</li><li>· Developing Transferable Skills in Political Research/Inquiry</li><li>· Leadership styles</li><li>· Different styles of government</li><li>· Evolution of democracy</li><li>· Degrees of democracy</li><li>· Rights and responsibilities</li><li>· Conflict resolution</li><li>· Fundamentals of democracy</li></ul>  | 15 hrs.        |
| 2    | Governance in Canada<br><br>Rights and Responsibilities                              | <ul style="list-style-type: none"><li>· 1867, Canadian constitution and federal system</li><li>· Levels of government and who's who</li><li>· Federal government: Legislative branch and process</li><li>· Public agencies</li><li>· Informed citizenship</li><li>· Political spectrum and political parties</li><li>· Elections: Process, procedures and alternatives</li><li>· Judicial branch overview</li><li>· Legal issues</li><li>· Origins of Universal Declaration of Human Rights</li><li>· Understanding the Universal Declaration of Human Rights</li></ul> | 20 hrs.        |
| 3    | Civic Engagement and Action  | <ul style="list-style-type: none"><li>· Global Citizenship and contributions</li><li>· Inclusion and Participation</li><li>· Personal Actions on Civic Issues</li><li>· Future of Human Rights</li></ul>  | 15 hrs.        |
| 4    | Final  | Preparation For Final Evaluation Oral and Visual Presentation   | 5 hrs.         |
|      | <b>Total</b>   |   | <b>55 hrs.</b> |

## Overall Expectations

### A: Political Inquiry and Skill Development

- 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

### **B: Civic Awareness**

- 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)

### **C: Civic Engagement and Action**

- 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/Learning Strategies**

- encourage maximum student engagement in the learning activity;
- include whole class, small group, and individual instruction;
- use electronic technology as appropriate;
- address a variety of learning styles;
- provide opportunities for genuine inquiry;
- encourage students in self and peer evaluation;
- use diagnostic assessment for planning instruction (see FOR, AS, and OF learning Strategies);
- use formative assessment to provide opportunities for practice and consolidation;
- make authentic connections with the classroom, the school, and the world beyond the school walls e.g. students connecting to their own societies
- respect the cultural diversity of Ontario classrooms;
- Use positive ways to incorporate the needs of ESL students into the classroom environment e.g., phrases and syntax that express encouragement, requests for repetition, clarification, and restatement;
- Assign activities that need the production of a specific and concrete product expected of students e.g. Independent Study, Map Analysis, Chart Analysis, Terminology, Guided Internet Research
- monitor note-taking and summarizing and provide constructive feedback.

### **Assessment For, As, and Of Learning Strategies**

#### **Diagnostic Assessment (For)**

is the process of gathering evidence of student learning prior to commencing instruction. This information is useful for planning instruction, and in particular for individualizing program delivery. It is not used to determine student achievement levels.

**Implementation Strategy**

- History vocabulary / idioms English competency assessment at beginning of course
- Pretest for each section of the Course
- Interview with teacher

**Formative Assessment (As)**

is the process of gathering information during the learning process. It involves constructive and specific feedback to students aimed to improve learning. This evidence may be used for determining a grade/level when there is insufficient evidence from summative assessments.

**Implementation Strategy**

- Learning expectations and criteria for assessment are communicated to students in advance.
- Frequent use of quizzes, surveys, Icebreakers, Forum Discussions or short art assignments to provide feedback to student and teacher
- observation with teacher feedback to student
- Provide rubrics to that clarify performance expectations and levels of achievement for rich assignments
- Discuss how the achievement chart levels relate to selected specific expectations
- Provide ongoing feedback on their learning to help them establish goals for improvement
- Peer assessment of selected assignments, performances, presentations etc.
- Provide students with guidance to learn how to assess their own work and to set goals for improvement.
- Examples of student work and teacher modeling of assignment requirements and expectations
- Provided students with exemplars to illustrate achievement levels
- Provide students with opportunity to demonstrate authentic performance and investigation skills

**Summative assessment (Of)**

Summative assessments are designed to allow students to demonstrate achievement toward the expectations of a course. It forms the primary basis for establishing the report card levels of achievement.

**Implementation Strategy**

- Summative tests at end of each unit referencing the achievement charts
- Assign at least one rich project (e.g. independent investigation involving map work)
- Determination of grading levels for formal reporting purposes should primarily reflect student performance on summative tasks. Students’ level grades will reflect their most consistent level of achievement with an eye to their most recent levels of achievement at the time of reporting.
- Theory Tests and oral presentations
- Observation, Participation and Class Discussion
- Final Oral and Visual Presentation

**Evaluation**

Evaluation will be based on the provincial curriculum expectations and the achievement levels outlined in the curriculum document. Student achievement of the learning expectations will be evaluated according to the following breakdown.

| Categories of the Achievement Chart | Wt. |
|-------------------------------------|-----|
|-------------------------------------|-----|

|   |  |      |
|---|--|------|
| <b>Knowledge/<br/>Understanding</b>           | <ul style="list-style-type: none"> <li>· Knowledge of content (e.g., facts, terms, definitions)</li> <li>· Understanding of content (e.g., concepts, ideas, theories, interrelationships, procedures, processes, methodologies, spatial technologies)</li> </ul>   | 25%  |
| <b>Thinking/ Inquiry/<br/>Problem Solving</b> | <ul style="list-style-type: none"> <li>· Use of planning skills (e.g., organizing an inquiry; formulating questions; gathering and organizing data, evidence, and information; setting goals; focusing research)</li> <li>· 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)</li> <li>· Use of critical/creative thinking processes (e.g., applying concepts of disciplinary thinking; using inquiry, problem-solving, and decision-making processes)</li> </ul>  | 25%  |
| <b>Communication</b>                          | <ul style="list-style-type: none"> <li>· Expression and organization of ideas and information (e.g., clear expression, logical organization) in oral, visual, and written forms</li> <li>· Communication for different audiences (e.g., peers, adults) and purposes (e.g., to inform, to persuade) in oral, visual, and written forms</li> <li>· Use of conventions (e.g., mapping and graphing conventions, communication conventions), vocabulary, and terminology of the discipline in oral, visual, and written forms</li> </ul>   | 25%  |
| <b>Application</b>                            | <ul style="list-style-type: none"> <li>· Application of knowledge and skills (e.g., concepts, procedures, spatial skills, processes, technologies) in familiar contexts</li> <li>· Transfer of knowledge and skills (e.g., concepts of thinking, procedures, spatial skills, methodologies, technologies) to new contexts</li> <li>· 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)</li> </ul> | 25%  |
| <b>Total</b>                                  |  | 100% |

### **Final Mark**

The percentage grade represents the quality of the student's overall achievement of the expectations for the course and reflects the corresponding level of achievement as described in the achievement chart for Canadian and World Studies.

70% of the grade will be based upon evaluations conducted throughout the course. This portion of the grade will reflect the student's most consistent level of achievement throughout the course, although special consideration will be given to more recent evidence of achievement.

30% of the grade will be based on a final evaluation. At least 20% of this evaluation will be a formal examination. The other 10% may be any one of a variety of assessment tools that suit the students learning style.

## **Program Planning Considerations for Civics**

*The Ontario Curriculum, Grades 11 and 12: Canadian and World Studies, 2015, (revised) contains a more detailed description of planning considerations for this course.*

### **Instructional Approaches**

#### *A Differentiated Approach to Teaching and Learning*

An understanding of students' strengths and needs, as well as of their backgrounds and life experiences, can help teachers plan effective instruction and assessment. Teachers continually build their awareness of students' learning strengths and needs by observing and assessing their English language competency, readiness to learn, their interests, and their learning styles and preferences. As teachers develop and deepen their understanding of individual students, they can respond more effectively to the students' needs by differentiating instructional approaches.

### **Lesson Design**

Teachers select instructional strategies to effectively introduce concepts, and consider how they will scaffold instruction in ways that will best meet the needs of their students the majority of whom are ELL.

### **Instructional Approaches in Canadian and World Studies**

Students who are recently from Asia will benefit from reference to History related issues to Pacific Rim countries.

### **Connections to Current Events and Issues**

Teachers need to integrate current events and issues within the curriculum expectations, and not treat them as separate topics. The integration of current events and issues into the curriculum will help students make connections between what they are learning in class and past and present-day local, national, and global events, developments, and issues. Examining current events helps students analyse controversial issues, understand diverse perspectives, develop informed opinions, and build a deeper understanding of the world in which they live. In addition, investigating current events will stimulate students' interest in and curiosity about the world around them. The inclusion of current geographic events in will help keep the curriculum a relevant, living document.

### **Program Considerations for English Language Learners**

Young people whose first language is not English enter Ontario secondary schools with diverse linguistic and cultural backgrounds. These students can bring a rich array of background knowledge and experience to the classroom, and all teachers must share in the responsibility for their English-language development. Students who come to Ontario from other countries will find the study of the subjects within Canadian and World Studies particularly useful. Through this study, they can develop an understanding of Canadian economics, History, history, law, and politics that will help them to become well-informed Canadian citizens.

In a supportive learning environment, most students will develop oral language proficiency quite quickly. Teachers can sometimes be misled by the high degree of oral proficiency demonstrated by many English language learners in their use of everyday English and may mistakenly conclude that these students are equally proficient in their use of academic English. Most English language learners who have developed oral proficiency in everyday English will nevertheless require instructional scaffolding to meet curriculum expectations.

Appropriate accommodations for ELL students include:

- present some or all of the subject expectations so that they are challenging but attainable for the learner at his or her present level of English proficiency, given the necessary support from the teacher;

- use of a variety of instructional strategies (e.g., modeling; use of music, movement, and gestures; open-ended activities; extensive use of visual cues, images, diagrams; visual representations of key ideas; graphic organizers; scaffolding; pre-teaching of key vocabulary; peer tutoring; strategic use of students' first languages);
- use of a variety of learning resources (e.g., simplified text, illustrated guides or diagrams, bilingual dictionaries, visual material, displays);
- use of assessment accommodations (e.g., provision of extra time; use of interviews and oral presentations; use of portfolios, demonstrations, visual representations or models, or tasks requiring completion of graphic organizers or cloze sentences instead of essay questions and other assessment tasks that depend heavily on proficiency in English).

### **Environmental Education and History**

There are many opportunities to integrate environmental education into the teaching of History. Students can be encouraged to explore a range of environmental issues. In economics, students have opportunities to analyse the environmental impact of economic growth as well as issues related to the scarcity of natural resources. Students also consider how the actions of consumers and producers can affect the environment.

### **Healthy Relationships and History**

In examining issues from multiple perspectives, students develop not only an understanding of various positions on these issues but also a respect for different points of view. Students develop empathy as they analyse events and issues from the perspectives of people in different parts of Canada or the world, or from different historical eras. These attitudes and attributes provide a foundation on which students can develop their own identity, explore interconnectedness with others, and form and maintain healthy relationships.

### **Equity and Inclusive Education in The History Program**

It is important that teachers of History create an environment that will foster a sense of community where all students feel included and appreciated. It is imperative that students see themselves reflected in the choices of issues, examples, materials, and resources selected by the teacher. When leading discussions on topics related to diverse ethnocultural, socio-economic, or religious groups or the rights of citizenship, teachers should ensure that all students – regardless of culture, religious affiliation, gender, class, or sexual orientation – feel included and recognized in all learning activities and discussions. By teachers carefully choosing support materials that reflect the makeup of a class, students will see that they are respected. This will lead to student understanding of and respect for the differences that exist in their classroom and in the multiple communities to which they belong.

### **Literacy, Mathematical Literacy, and Inquiry Skills in History**

Many of the activities and tasks that students undertake in the History curriculum involve the literacy skills relating to oral, written, and visual communication. In all History courses, students are required to use appropriate and correct terminology, including that related to the concepts of disciplinary thinking, and are encouraged to use language with care and precision in order to communicate effectively.

Helpful advice for effectively addressing the literacy demands of different curriculum areas, including those represented in History may be found in resource materials available in the literacy domain of the EduGAINS website, at [www.edugains.ca/newsite/literacy/index.html](http://www.edugains.ca/newsite/literacy/index.html).

The History program also builds on, reinforces, and enhances mathematical literacy. History provides students with opportunities to reinforce their mathematical literacy in areas involving computational strategies and data management and, in particular, the ability to read and construct graphs.

Inquiry and research are at the heart of learning in all subject areas. In History courses, students are encouraged to ask questions and explore a variety of possible answers to those questions.

### **Critical Thinking and Critical Literacy in History**

Students use critical-thinking skills in History when they assess, analyse, and/or evaluate the impact of something and when they form an opinion about something and support that opinion with a rationale. In order to think critically, students need to examine the opinions and values of others, detect bias, look for implied meaning, and use the information gathered to form a personal opinion or stance, or a personal plan of action with regard to making a difference. In History, students who are critically literate are able, for example, to actively analyse media messages and determine potential motives and underlying messages. They are able to determine what biases might be contained in texts, media, and resource material and why that might be, how the content of these materials might be determined and by whom, and whose perspectives might have been left out and why. Students would then be equipped to produce their own interpretation of the issue.

### **The Role Of Information and Communications Technology in the History Program**

Information and communications technology (ICT) provides a range of tools that can significantly extend and enrich teachers' instructional strategies and support student learning. ICT tools include multimedia resources, databases, websites, digital cameras, and word-processing programs. Tools such as these can help students to collect, organize, and sort the data they gather and to write, edit, and present reports on their findings. ICT can also be used to connect students to other schools, at home and abroad, and to bring the global community into the local classroom.

### **The Ontario Skills Passport and Essential Skills**

<http://www.skills.edu.gov.on.ca/OSP2Web/EDU/Welcome.xhtml>

Teachers planning programs in History studies need to be aware of the purpose and benefits of the Ontario Skills Passport (OSP). The skills described in the OSP are the essential skills that the Government of Canada and other national and international agencies have identified and validated, through extensive research, as the skills needed for work, learning, and life. Essential skills provide the foundation for learning all other skills and enable people to evolve with their jobs and adapt to workplace change.

### **Ethics in the History Program**

The History curriculum provides varied opportunities for students to learn about ethical issues and to explore the role of ethics in both public and personal decision making.

### **Resources (texts and materials)**

**Canadian by Conviction: Asserting Our Citizenship;** Nick Brune, Mark Bulgutch; Gage Learning Corporation, 2000

<https://socialstudies.nelson.com/077158198x/pdf/weblinks.pdf>

**Civics Now;** Nelson; Doug Gordon; Jack McFadden; Jennifer Watt

[https://pages.nelson.com/civicsnow/pdf/CivicsNow\\_Studentsampler.pdf](https://pages.nelson.com/civicsnow/pdf/CivicsNow_Studentsampler.pdf)

Various Websites, Internet Resources and Links



## The Achievement Chart: Canadian And World Studies, Grades 9–12

| Categories   | Level 1  | Level 2   | Level 3   | Level 4   |
|--|--|---|---|---|
| <b>Knowledge and Understanding</b> <b>The student:</b>   |  |   |   |   |
| 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  |
| <b>Thinking</b> <b>The student:</b>  |  |   |   |   |
| 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                      |
| <b>Communication</b> <b>The student:</b>   |  |   |   |   |
| 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 |
| <b>Application</b> <b>The student:</b>   |  |   |   |   |
| Application of knowledge and skills (e.g., concepts, procedures, spatial skills, processes, technologies) in familiar contexts<br>Transfer of knowledge and skills (e.g., concepts of thinking, procedures, spatial skills, methodologies, technologies) to new contexts<br>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) | 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               |
|  | 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                  |
|  | 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           |

