



**The Bishop Strachan School**  
**Department Name: Canadian, Business and World Studies**

**Course Title: Civics**

**Grade Level: 10**

**Ministry Course Code: CHV20**

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**Developed from: The Ontario Curriculum Grades 9 and 10 Canadian  
and World Studies, 2005**

**Credits: 1.0**

**Length: 55 Hours**

## Course Description/Rationale

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.

## Overall Curriculum Expectations

### **Informed Citizenship**

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

### **Purposeful Citizenship**

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

### **Active Citizenship**

8. apply appropriate inquiry skills to the research of questions and issues of civic importance;
9. 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.

## Instructional Hours Summary

Course Content Unit	Classroom Hours	Field Trip Hours	Independent Study/Student Teacher Conference	Total
1. Canadian Government	17	3		20
2. Canadian Law	14			14
3. Global Issues	14		3	17
4. Summative Project & Test	4			4
<b>Total</b>	<b>49</b>	<b>3</b>	<b>3</b>	<b>55</b>

## Unit Descriptions

### Unit 1 – Canadian Government

In this unit, students will be introduced to the basic information about the function, purpose, structure, and roles of government. The unit will include studies on the political spectrum, federalism and the division of powers, voting and electoral processes, Parliament, and the Executive and Legislative branches of government. Students will also be introduced to ideas and themes such as citizenship, Canadian identity, societal needs and wants, conflict resolution, contemporary political ideologies, and democratic decision making.

### Unit 2 – Canadian Law

In this unit, the legal requirements, rights, and responsibilities of citizenship are investigated in detail along with the Charter of Rights and Freedoms. A more detailed analysis will be placed on fundamental freedoms, legal rights, equality rights, and language rights. The purpose of the Constitution will also be analyzed as well as French-Canadian concerns for changes to the Constitution. Emphasis will be placed on court procedures, the role of the jury, and alternate forms of justice. In addition, students will also become aware of the rights of the accused and victims' rights.

### Unit 3 – Global Issues

This unit focuses on how citizens can bring about change in Canadian and global communities. It assesses the increasing power of interest groups. Students will also examine critical issues facing our world, conflict resolution and peacekeeping, the role of the United Nations in promoting rights and responsibilities of global citizenship, environmental awareness, and Canada's role in the global community. Students will also research Canadian organizations that have had an impact on a global scale and embody the ideals of a responsible global citizen. Students will gain an understanding of and an appreciation for the role of the citizen in local, national, and global contexts.

### Teaching/Learning Strategies

<input type="checkbox"/> Lecture	<input type="checkbox"/> Brainstorming	<input type="checkbox"/> Essay writing
<input type="checkbox"/> Demonstration	<input type="checkbox"/> Group work	<input type="checkbox"/> Videotape critique
<input type="checkbox"/> Reading	<input type="checkbox"/> Committee	<input type="checkbox"/> Self analysis
<input type="checkbox"/> Structured discussion	<input type="checkbox"/> Debate	<input type="checkbox"/> Peer analysis
<input type="checkbox"/> Practical exercise	<input type="checkbox"/> Forum	<input type="checkbox"/> Self reflection
<input type="checkbox"/> Small group discussion	<input type="checkbox"/> Panel	<input type="checkbox"/> Teacher analysis
<input type="checkbox"/> Case study	<input type="checkbox"/> Seminar	<input type="checkbox"/> Field trip
<input type="checkbox"/> Role play	<input type="checkbox"/> Simulation	<input type="checkbox"/> Game
<input type="checkbox"/> Cooperative learning	<input type="checkbox"/> Listening team	<input type="checkbox"/> Independent study
<input type="checkbox"/> Discovery	<input type="checkbox"/> Research project	<input type="checkbox"/> Interview
<input type="checkbox"/> Conference	<input type="checkbox"/> Workshop	

### Assessment/Evaluation Strategies

<b>Paper and Pencil</b>	<b>Performance Methods</b>	<b>Personal Communication</b>	<b>Other</b>
Tests	Projects	Interviews	Teacher anecdotal records
Work sheets	Portfolios	Conferences	Teacher log
Examinations	Presentations	Classroom discussions	Checklists
Mini-Essay Paragraph	Essays	Seminars	Rubrics
Letter	Simulations	Portfolio interview	
	Role playing	Self evaluation	
	Demonstrations	Peer evaluation	
	Diagrams		
	Constructions		
	Reflections		

## Assessment/Evaluation

**Seventy per cent (70%)** of the final 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 this course, although special consideration should be given to the more recent evidence of achievement.

**Thirty per cent (30%)** of the final 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.

Teachers will ensure that student work is assessed and/or evaluated in a balanced manner with respect to the four categories (see below), and that achievement of particular expectations is considered within the appropriate categories. The four categories should be considered as interrelated, reflecting the wholeness and interconnectedness of learning. The categories of knowledge and skills are:

- Knowledge and Understanding (20-30%)
- Thinking (20-30%)
- Communication (20-30%)
- Application (20-30%)

Type of Assessment	Unit Title/Length	Overall Expectations (see pg 2)	Assessment Strategies
<b>70%</b>	Canadian Government 17 Hours	1, 3, 5-9	Current Events Presentation
			Senate Mini-Essay
			H of C Simulation
			Test
	Canadian Law 14 Hours	2, 5-9	Debate
	Global Issues 14 Hours	3, 4-9	Audio-Visual Presentation Letter
<b>30%</b>	Summative 4 Hours	4, 6-8	Global Issues Assignment Summative Test
			Total

## Course Resources

Teacher generated documents, including: various websites, selected newspaper articles and editorial cartoons, CBC News In Review and library resources including databases

**Achievement Chart – Canadian and World Studies, Grades 9–12**

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
<b>Knowledge and Understanding</b> <i>Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding)</i>				
<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, procedures, processes, methodologies, and/or technologies)	– demonstrates limited understanding of content	– demonstrates some understanding of content	– demonstrates considerable understanding of content	– demonstrates thorough understanding of content
<b>Thinking</b> <i>The use of critical and creative thinking skills and/or processes</i>				
<b>The student:</b>				
Use of planning skills (e.g., focusing research, gathering information, organizing an inquiry, asking questions, setting goals)	– 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., analysing, generating, integrating, synthesizing, evaluating, detecting point of view and bias)	– 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., inquiry process, problem-solving process, decision-making process, research process)	– 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> <i>The conveying of meaning through various forms</i>				
<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

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
<b>Communication (cont.)</b>				
<b>The student:</b>				
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., conventions of form, map 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> <i>The use of knowledge and skills to make connections within and between various contexts</i>				
<b>The student:</b>				
Application of knowledge and skills (e.g., concepts, procedures, processes, and/or technologies) in familiar contexts	– 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
Transfer of knowledge and skills (e.g., concepts, procedures, methodologies, technologies) to new contexts	– 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
Making connections within and between various contexts (e.g., past, present, and future; environmental; social; cultural; spatial; personal; multidisciplinary)	– 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