

2017-2018

CIVICS & CITIZENSHIP

Grade 10

Open

Course of Study



School: As-Sadiq Islamic School

Principal: Mr. Marcello D'Agostino

Canadian and World Studies Department

Course Creator: Jeanine Habibullah

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Updated by: Ms. Jeanine Habibullah

Course Title :

Civics and Citizenship

Course Code :

CHV203

Course Type : Open

Grade : 10

Credit Value : 0.5

Prerequisites : None

Course Developer :

Jeanine Habibullah

Date :

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Curriculum Policy Document: Canadian and World Studies, *The Ontario Curriculum*, Grade 9 and 10, 2013, Revised.

AS-SADIQ ISLAMIC SCHOOL
Course Outline – Grade 10 Civics and Citizenship (Open) – CHV203

Introduction:

The current political landscape of Canada is one that appreciates the value of democracy and individualism while delicately balancing the civic duties and responsibilities that influence a global village that is highly interrelated, interdependent and interconnected. The political, economic, environmental and/or social decisions of one country not only become questions and concerns of an individual state but also open up the discussion to the world stage.

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. (Canadian & World Studies, Ontario Curriculum, 2013, Page 147)

Overview of the course:

Strands	Overall Expectation
Political Inquiry and Skill Development	<ul style="list-style-type: none">• 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
Civic Awareness	<ul style="list-style-type: none">• 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: <i>Political Significance; Political Perspective</i>)

	<ul style="list-style-type: none"> • 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: <i>Stability and Change; Political Perspective</i>) • 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: <i>Political Significance; Objectives and Results</i>)
Civic Engagement and Action	<ul style="list-style-type: none"> • C1. Civic Contributions: analyse a variety of civic contributions, and ways in which people can contribute to the common good (FOCUS ON: <i>Political Significance; Stability and Change</i>) • 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: <i>Political Significance; Political Perspective</i>) • C3. Personal Action on Civic Issues: analyse a civic issue of personal interest and develop a plan of action to address it (FOCUS ON: <i>Political Significance; Objectives and Results</i>)

(Canadian & World Studies, Ontario Curriculum, 2013)

Outline of Course Content

Unit Title	Unit Description	Approximate Time
Political Inquiry – Concepts, Thought & Process – Concepts, Thought & Process	In this unit, students will be introduced to the political inquiry within the Citizenship Education framework. By using “Big Ideas” to frame students understanding, they will examine the subject matter and tools politicians use in their investigations and decision making process. As students learn more about political theory/concepts and Canada's governance, they will be encouraged to apply, discuss and communicate their understanding towards issues within Canadian civics.	18 Hours

Civic & Global Awareness	In this unit, students will explore various aspects of what informs our attitude and perspective towards citizenship. Students will examine the meaning, attributes, attitude, values, beliefs that either motivate or hinder one into civic action. Furthermore, students will both hypothetical and real-life issues to examine the roles and responsibilities that various institutions, structures, and figures in Canadian governance. This will then extend and broaden students understanding and application of political inquiry and thought by examining issues on the global stage.	18 Hours
Civic Engagement & Action	In this unit, student will analyse a variety of civic contributions, and ways in which people can contribute to the common good. Students will gain exposure to many situations in which they will have the opportunity to assess ways in which people express their perspectives on issues of civic importance. Students will gain an appreciation on how various perspectives, beliefs, and values are recognized and represented in communities in Canada. By the end of the unit, students will have acquired the knowledge and skills set to analyse a civic issue of personal interest and develop a plan of action to address it.	19 Hours
		55 Hours

Teaching & Learning Strategies

As mentioned many times in the Canadian and World Studies Curriculum, this course is designed to prepare responsible and critical stewards of the Earth. In doing so, students will have numerous opportunities to engage in critical thinking and reflection about events, policy, developments, and movements that they observe in the world them. It is imperative that as global citizen, students have the opportunity to develop and cultivate a sense of place our global village and gain an authentic appreciation and respect for both natural and human environments and communities. In efforts to assist students in this endeavor, this course will implement and integrate a variety of strategies that speak to multiple intelligences found in our classrooms.

- Activating Prior Knowledge
- Modeled, shared and guided instruction
- Think- Pair- Share
- Group Discussion
- Cooperative Group Learning
- Accountable Talk
- Independent Application & Consolidation
- Self & Peer Assessments
- Note Taking Skills
- Technological & Media Literacy
- Connecting Ideas & Concepts (mindmaps, flow charts, cause & effect, etc)

- Experiential Learning
- Inquiry Based Learning
- Critical Analysis
- Reflection

Strategies for Assessment & Evaluation of Student Performance

This course will draw upon the insight of *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, First Edition, Covering Grades 1 to 12, 2010* to continue to maintain high standards, improve student learning, and benefit students, parents, and teachers. Keeping in mind that assessment and evaluation are designed to improve student learning, it is imperative the assessment and evaluation pieces are a collection of meaningful information that help inform instruction decisions, promote student engagement and improve student learning. (Canadian & World Studies, Ontario Curriculum, 2013, Page 29)

To ensure that assessment, evaluation and reporting are valid, reliable and promote student success, they will be:

- Fair, transparent and equitable for all students;
- Support all students – special education, learning the language of instruction (English/French), and those who are First Nations, Metis, or Métis, or Inuit;
- Carefully planned and relate to curriculum expectations and learning goals, interests, learning styles and preferences, needs and experience of all students;
- Communicated clearly to students and parents at the beginning of the school year or course and at other appropriate points throughout the school year or course;
- On-going, 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 on-going descriptive feedback that is clear, specific, meaning and timely to support improved learning and achievement;
- Develop students' self-assessment skills to enable them to assess their own-learning and set specific goals, and plan next steps for their learning. (Growing Success, 2010, Page 6)

Baring these goals in mind, assessment will a systematic process of collecting information or evidence about a student's progress towards meeting the learning expectations. The assessment pieces will be embedded in the instructional activities throughout each unit of study. The expectations for the assessment tasks will be clearly articulated and purposefully planned to provide students with the opportunity to experience success. The intention of each assessment will be to gather the data or evidence that enables the teacher to provide meaningful feedback to the student about how to improve or sustain the performance in the course. Rubrics will be used to allow the student to visually recognize their level of achievement and guide them on how to achieve the next level.

As stated in the *Canadian and World Studies Curriculum*, “[...] evaluation refers to the process of judging the quality of student learning on the basis of established performance standards and assigning value to represent that quality” (Canadian & World Studies, Ontario Curriculum, 2013, Page 31). Therefore, it is essential for students to understand that their evaluation pieces of serve as a means of communicating to parents, teachers, employers, post-secondary institutions, and themselves what he/she knows and can do with respect to the *overall*

curriculum expectations. Keeping in mind that evaluation is based on assessment of learning, it is imperative that they are planned at strategic times throughout the course of study.

In regards to determining a report card grade, it will encompass the interpretation of evidence collected through observations, conversations, and student products such as: tests/exams, assignments for evaluation alongside the teacher’s professional judgment.

As stated in the *Canadian and World Studies Curriculum*, Seventy percent (70%) of the final grade (a percentage mark) in the course will be based on evaluation conducted throughout the course. This portion of the grade should reflect the student’s most consistent level of achievement, with special consideration given to more recent evidence. Thirty percent (30%) will be based on a final evaluation administered at or towards the end of the course. (Canadian & World Studies, Ontario Curriculum, 2013, Page 32)

Assessment & Evaluation Breakdown			
Categories	100%	Term	Final
Knowledge & Understanding	25%	70%	Final Exam 30%
Thinking	25%		
Communication	25%		
Application	25%		
Term Breakdown		FINAL EVALUATION KICA	
Unit Tests	25%	Knowledge/Understanding	30%
Quizzes	5%	Inquiry/Thinking	25%
Assignments	20%	Communication	25%
Oral Presentations	10%	Application	20%
Participation	10%		

Categories of Knowledge & Skills:

Knowledge and Understanding: Subject-specific content acquired in each grade/course (knowledge), and the comprehension of its meaning and significance (understanding)

Thinking: The use of critical and creative thinking skills and/or processes

Communication: The conveying of meaning through various forms

Application: The use of knowledge and skills to make connections within and between various contexts (Growing Success, 2010, Page 17)

Level of Achievement			
Level 1	Level 2	Level 3	Level 4
Represents achievement that falls much below the provincial standard. The student demonstrates the specified knowledge and skills with limited effectiveness. Students must work at significantly improving learning in specific areas, as necessary, if	Represents achievement that approaches the provincial standard. The student demonstrates the specified knowledge and skills with some effectiveness. Students performing at this level need to work on identified learning gaps	Represents the provincial standard for achievement. The student demonstrates the specified knowledge and skills with considerable effectiveness. Parents of students achieving at level 3 can be confident that their children will be prepared for work in	Identifies achievement that surpasses the provincial standard. The student demonstrates the specified knowledge and skills with a high degree of effectiveness. However, achievement at level 4 does not mean that the student has achieved

they are to be successful in the next grade/course.	to ensure future success.	subsequent grades/courses.	expectations beyond those specified for the grade/course.
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(Growing Success, 2010, Page 18)

As per the Growing Success Document (2010), the following conversions of Achievement Level into Percentage will be used. It is expected that both mathematical calculations and professional judgment will inform the determination of percentage marks. The following conversion chart shows how the four levels of achievement are aligned to percentage marks:

Level	Percentage
4+	95 - 100
4	87 - 94
4	80 - 86
3+	77 - 79
3	73 - 76
3-	70 - 72

Level	Percentage
2+	67 - 69
2	63 - 66
2-	60 - 62
1+	57 - 59
1	53 - 56
1-	50 - 52

(Growing Success, 2010, Page 40)

A credit will be granted and recorded for every course in which a student final percentage mark is 50 percent or higher. In the case that a student achievement is below 50%, the teacher will use a percentage mark to indicate achievement below 50 percent. Conversely, since this is a Grade 10 course, teachers may use "I" on the final report to indicate that there is insufficient evidence is available to determine a letter grade or percentage mark. For the report card, the teacher will use his/her professional judgment to determine when the use of "I" is appropriate and in the best interests of the student. (Growing Success, 2010, Page 42)

Assessment & Evaluation Strategies	Assessment & Evaluation Tools
<ul style="list-style-type: none"> • Classroom Presentation • Conferences • Essays • Response Journals • Demonstrations • Interviews • Learning Logs • Quizzes • Tests • Exams • Observation • Performance Task • Portfolios • Question & Answers • Self-Assessment 	<ul style="list-style-type: none"> • Checklists • Exemplars • Rating Scales • Rubrics • Metacognition • Self & Peer Assessment • Anecdotal Notes

As mentioned in the Growing Success Document, learning skills and work habits are an integral part of student learning. (Growing Success, 2010, Page 10). Therefore, learning skills will be

monitored and recorded throughout the course to help promote student success. Teachers will report achievement on the five Learning Skills using letter symbols: E = Excellent, G = Good, S = Satisfactory, N = Needs Improvement. Learning Skills clearly affect levels of achievement, but they are *not* part of the evaluation of achievement and are not included in the midterm mark or final course mark.

Responsibility	Organization	Independent Work	Collaboration	Initiative	Self-Regulation
<p>Fulfills responsibilities and commitments within the learning environment.</p> <p>Completes and submits classwork, homework and assignments according to agreed upon timelines.</p> <p>Takes responsibility for and manages own behaviour</p>	<p>Devises and follows a plan and process for completing work and tasks.</p> <p>Establishes priorities and manages time to complete tasks and achieve goals.</p> <p>Identifies, gathers, evaluates and uses information, technology and resources to complete tasks.</p>	<p>Independently monitors, assesses and revises plans to complete tasks and meet goals.</p> <p>Uses class time appropriately to complete tasks.</p> <p>Follows instructions with minimal supervision.</p>	<p>Accepts various roles an equitable share of work in a group.</p> <p>Responds positively to the ideas, opinions, values and traditions of others.</p> <p>Builds healthy peer relationships through personal and media assisted interactions.</p> <p>Works with other to resolve conflicts and build consensus to achieve group goals.</p> <p>Shares information , resources and expertise and promotes critical thinking to solve problems and decisions.</p>	<p>Looks for and acts on new ideas and opportunities for learning.</p> <p>Demonstrates the capacity for innovation and a willingness to take risks.</p> <p>Demonstrates curiosity and interest in learning.</p> <p>Approaches new tasks with a positive attitude.</p> <p>Recognizes and advocates appropriately for the rights of self and others.</p>	<p>Sets own individual goals and monitors progress towards achieving them.</p> <p>Seeks Clarification or assistance when needed.</p> <p>Assesses and reflects critically on own strengths, needs and interests.</p> <p>Identifies learning opportunities, choices and strategies to meet personal needs and achieve goals.</p> <p>Perseveres and makes an effort when responding to challenges.</p>

THE ACHIEVEMENT CHART: CANADIAN AND WORLD STUDIES, GRADES 9–12

Categories	Level 1	Level 2	Level 3	Level 4
Knowledge and Understanding – Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding)				
	The student:			
Knowledge of content <i>(e.g., facts, terms, definitions)</i>	demonstrates limited knowledge of content	demonstrates some knowledge of content	demonstrates considerable knowledge of content	demonstrates thorough knowledge of content
Understanding of content <i>(e.g., concepts, ideas, theories, interrelationships, procedures, processes, methodologies, spatial technologies)</i>	demonstrates limited understanding of content	demonstrates some understanding of content	demonstrates considerable understanding of content	demonstrates thorough understanding of content
Thinking – The use of critical and creative thinking skills and/or processes				
	The student:			
Use of planning skills <i>(e.g., organizing an inquiry; formulating questions; gathering and organizing data, evidence, and information; setting goals; focusing research)</i>	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 <i>(e.g., interpreting, analysing, synthesizing, and evaluating data, evidence, and information; analysing maps; detecting point of view and bias; formulating conclusions)</i>	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 <i>(e.g., applying concepts of disciplinary thinking; using inquiry, problem-solving, and decision-making processes)</i>	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

Communication – The conveying of meaning through various forms				
	The student:			
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
Application – The use of knowledge and skills to make connections within and between various contexts				
	The student:			
Application of knowledge and skills (e.g., concepts, procedures, spatial skills, processes, 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 of thinking, procedures, spatial skills, 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., 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)	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

Considerations for Program Planning:

The Role of Technology in the Curriculum. Using information technology will assist students in the achievement of many of the expectations in the curriculum regarding research, written work, analysis of information, and visual presentations.

Environmental Education & Canadian and World Studies: Drawing upon the Acting Today, Shaping Tomorrow Policy (2007) student will be provided with opportunities to learning about environmental issues and solutions, engage students in practicing and promoting environmental stewardship, and understand the importance of promoting responsible environmental practices

throughout the system in the community to become dedicated to living more sustainably.

Healthy Relationships & Canadian and World Studies: In recognizing the importance of mental health, how learning environments impact students. It will be imperative to create a classroom that allows student feel safe, cared for, free from violence and harassment. The design of learning activities will provide student opportunities to experience themselves as valued and connected members of an inclusive social environment, involved in healthy relationships with their peers, teachers, and school community. These character traits, values, and habits of mind - collaboration, cooperation, empathy, fairness, inclusiveness, and respect - are associated with responsible and active citizenship. This bridges curriculum to “real life” experience of our students. As the learning environment allows students explore and develop and foster not only positive character attributes and responsible, active citizenship but also healthy relationships, both inside and outside the classroom.

Equity and Inclusive Education in the Canadian and World Studies Program: In planning and designing learning activities, diversity will be valued to promote student engagement and support student success. Keeping this in mind, the learning activities and materials used to support the curriculum will reflect the diversity of Ontario society. Furthermore, differentiate instruction and assessment strategies will consider the background, experiences, interests, aptitudes, and learning needs of all students.

Literacy, Mathematic Literacy and Inquiry Skills in Canadian and World Studies: Literacy involves a range of critical-thinking skills and is essential for learning across the curriculum. Thus, literacy will be embedded within instruction practice and learning activities. Throughout the course, student will be required to use appropriate and correct terminology, concepts to precisely and effectively communicate with others their understanding of course content. The design of the course will draw up “Me Read? And How! Ontario Teachers Report on How to Improve Boys” Literacy Skills, 2009 • and “Think Literacy: Cross-Curricular Approaches, Grades 7–12”, 2003 to integrate literacy skills within instructional practice and learning activities. Furthermore, student will be given numerous opportunities to reinforce their mathematical literacy in areas involving computational strategies and data management as they will be practicing their abilities to read, interpret, analyze and construct graph and non-textual forms of quantitative data. Students will be encouraged to develop their ability to ask questions and to explore a variety of possible answers to those questions. In doing so, students will be required to locate relevant information from a variety of print and electronic sources. Students will gain practice in evaluating and determining the validity and relevance of the source and how to implement it in appropriate ways, which will set the stage from them to become independent learners capable of critical thinking in an ever growing and connected world.

Critical Thinking & Critical Literacy in Canadian and World Studies: The course will provide student will multiple opportunities to refine and consolidate their critical thinking skills of: questioning, predicting, analysing, synthesizing, examining opinions, identifying values and issues, detecting bias, what is present, what is missing, analyze author intent and distinguishing between alternatives. Critical literacy is not only develop through texts but also cultural points of view, context, the background of the interacting with the text, intertextuality, gaps in the text and silence in the text. Thus, student will be given opportunities to interact with books, media, movies, webpages, advertising, music, gestures, oral texts, visual art works, maps, graphs, graphic texts and other means of expression to develop critical thinking and literacy skills. By integrating and embedding these skills within instructional practice and learning activities, student will move their understanding from superficial to complex and multifaceted conclusions, which will enrich their inquiry process and agitate students to moving towards making a

difference in their world via self-reflection. Students will be encouraged to reflect on their own thought process by continuously revisiting and rethinking their work, thus deepening the inquiry process. Students will take a more active role in their learning to reflect on their strengths and need to set goals and monitor their achievement towards those goals. In doing so, students will not only gain a more holistic understanding and stance towards issues related to fairness, equity and social justice but also bridge the what skills they are learning in class to real life in authentic ways.

Role of The School Library In Canadian and World Studies: The school library plays a key role in the development of information literacy, as it encourage students to read widely, teaches them how examine and read many forms of texts for understanding/enjoyment, help improve research skills and effectively use that information. The library will be used as a collaborative resource to develop the literacy, critical literacy, and research and inquiry skills of students.

The Role of Information and Communications Technology (ICT) In Canadian and World Studies Program: Throughout the course, students will be provided with numerous opportunities to interact with a range of tools to extend and enrich instructional strategies and support student learning. ICT tools implemented in the course will include but are not limited to: multimedia resources, databases, websites, digital cameras, and word-processing programs. The use of these tools will be to help students to collect, organize, and sort the data they gather and to write, edit, and present reports on their findings. Furthermore, ICT will be used to connect students to a more global learning community. ICT programs will be used throughout the inquiry process as they gather, organize, and analyze information, data, and evidence, and as they write, edit, and communicate their findings. ICT programs will be used to develop spatial skills, whereby students can extract and analyse information using on-line interactive mapping and graphing programs. These programs can also help students organize and present information in maps and graphs. Students will develop their ability to use GIS to layer information when analysing and creating new maps. ICT will be used as part of field studies, when students are engaging in a field study. ICT will be used as simulations to provide hands-on visual engagement to support student learning.

Before and during the implementation of ICT within the course, students will be made aware of issues related to Internet privacy, safety, and responsible use, as well as of the potential for abuse of this technology, particularly when it is used to promote hatred.

Health and Safety In The Canadian and World Studies Program: Students will be made aware that health and safety are everyone's responsibility – at home, at school, and in the workplace. As part of instruction practice, teachers will model safe practices and communicate safety requirements to students in accordance with school board and Ministry of Education policies and Ministry of Labour regulations. In planning field trips and field studies, the learning environment will be previewed and activities planned carefully by the teacher to protect students' health and safety.

Ethics In The Canadian and World Studies Program: Throughout the course, students will be provided with opportunities to learn about ethical issues and the role of ethics in both public and personal decision making. As students engage in the inquiry process, students may need to make ethical judgments when evaluating evidence and positions on various issues, and when drawing their own conclusions about issues, developments, and events. As part of instruction practice and planning, the teacher may help students determine appropriate factors to consider when making such judgments. Teachers will play an active supervision role throughout the inquiry process, to ensure students are aware of potential ethical concerns and address them in

acceptable ways. The teacher will supervise inquiry activities to ensure respect, dignity, privacy, and confidentiality of their participants. Furthermore, teachers will fully address the issue of plagiarism with students by encouraging students to in his/her own voice and how to appropriately acknowledging the work of others.

Plagiarism & Academic Honesty

Students are reminded to become familiar with the As-Sadiq Islamic School policy concerning plagiarism (See Code of Conduct in Course calendar)

Course Materials & Resources

Ruypers, J. & Ryall, J. Canadian Civics. (2010). Emond Montgomery Publications Limited.

Ontario Ministry of Education. Canadian and World Studies Curriculum (Revised). (2013)

Digital Newspaper & Magazine Articles

Radio and News broadcast

Digital Archives