

LISGAR COLLEGIATE INSTITUTE

DEPARTMENT: Canadian and World Studies
COURSE NAME: Civics and Citizenship
COURSE CODE: CHV20



Course Description/Overview

What is your vision of a more ideal world locally and globally, and how do you as an individual fit into it? What ongoing changes need to take place in order to get us there, and what *rights, opportunities* and *responsibilities* do citizens of Canada and the world at large have to make these changes happen? What kinds of *community building* structures do we have in place right now that preserve and enhance the *progress* we have made so far, and are there alternatives? What concepts of political thinking and processes of political inquiry are useful in framing such an exploration? Outlined here are just some examples of the questions in which *Civics and Citizenship* at Lisgar will engage you and your critical and creative thinking skills as we explore our local, national, and global community, our political processes, and what it means to be an engaged, active, informed, participating citizen in a democratic society. We will emerge with a deeper sense of what it means not only to be a citizen of Canada, but a part of any group or community of people that have come together in *common purpose*.

General Topics

1. Canada, the Issues, Engaged Citizenship, and Responsibility. Political Inquiry and Skill Development; Civic Awareness; Civic Engagement and Action

“They desire a better country.” What ideas, symbols, and sentiments express your understanding and appreciation of Canada in the 21st Century? Before Canadian Marshall McLuhan observed “the Global Village,” we were *the Village*. Seek inspiration from Mike Myers, Gordon Lightfoot, Gilles Vigneault, Emily Carr, Donovan Bailey, the Rocky Mountains, Vimy Ridge, the '72 Summit Series, Canada's Olympians, First Nations and Inuit artists, the choreography of Vancouver's Winter Olympics and much more, and then travel back in time: It's 1963. What's your response to Prime Minister Pearson's call for a new Canadian flag design? How else can you express your ideas? The world faces another crisis at the United Nations. Collaborate and debate with fellow member states at UN headquarters in New York to determine the great issues facing our world. “The medium is the message.” McLuhan again. View, right now, what's going on in the world. Analyze how the media depicts it, and ‘draw’ your own conclusions. Let people like Terry Fox, Gandhi, Nelson Mandela, Rosa Parks, Martin Luther King Jr., and Tommy Douglas inspire you to make a difference in the world. Take Craig Kielburger's lead. Create your own Non Governmental Organization (NGO), and work with others to develop and research a critical path to take action on a problem that needs solving.

- Canadian Symbols/Heroes/Identity; What is Civics? Critical Thinking, Analysis and the Media; Current Affairs; Mock UN; Issues; Political Cartoons; Individuals Making a Difference; NGOs; Critical Thinking, Research, and Planning

Sample tasks: A Design for Canada; Issues Research and Analysis; Media Analysis; Political Cartoons; NGO Critical Path and Presentation

2. Government, Politics, the Electoral Process, Rights, and the Law. Political Inquiry and Skill Development; Civic Awareness; Civic Engagement and Action

And....action! How will your theatre troupe dramatize totalitarianism? Visit ancient Greece and explore its democracy. Look familiar? How will your band of Barons and Knights challenge King John's monarchical rule in medieval England?

What's the alternative? Ask Robert Baldwin, Louis Lafontaine, Benito Mussolini, George Orwell, and Saddam Hussein. What have political philosophers had to say about all this? Do you agree? What are your reasons? Visit the Galactic Senate a long time ago in a galaxy far, far away on your way to figuring out an ideal electoral system for Canada. How does it work now (or not?) Hold your own election and find out. Research the great issues facing our country. Now, imagine you are a federal cabinet minister – what national priorities will you bring to a cabinet meeting, and how will you defend your recommendations? Debate your views with your cabinet colleagues. Where do these views fit on the 'political spectrum'? How do they compare to the issues debated by Canada's political parties during the last federal election? Better make the Bill you propose good, otherwise it won't get passed second reading in Parliament. While you're at it, make sure it's consistent with the Canadian Charter of Rights and Freedoms, or it will be challenged in the Supreme Court. Let's play that out. You represent the Crown. What's your defense of the Bill? What's the criteria? Your reasoning? Prefer Criminal Law? Prove it. The burden of proof is yours. Set a precedent.

- Political Thinking and Concepts; Critical Thinking/Reasoning; Systems of Government; Canadian Political Origins and Development; Political Case Studies; Levels of Government; the Constitution; Electoral Systems; Political Spectrum; Political Debate; Elections; Cabinet Meeting; Bills to Laws; Rights and Freedoms; Court Challenges; Canada's Legal System; Criminal Law; Civil Law
Sample tasks: Composition; Summative - Issues Research, Cabinet Meeting; Unit and Summative Tests

Teaching Strategies, Assessment, and Evaluation

Formative Evaluation (70%)

Term evaluation will be balanced equally between the following four categories: Knowledge/Understanding; Thinking/Inquiry/Problem Solving; Communication; and Application. See below for category explanations and sample descriptions. See above and below for curriculum connections, and for descriptions of sample tasks and assignments, designed to appeal to as wide a range of learning styles as possible, including verbal/auditory, rhythmic, visual/artistic, problem-solving, bodily/kinesthetic, inter/intrapersonal, technological, and sensual/spiritual.

Summative Evaluation (30%)

- Summative Test: 10%
- Summative Project 20% (towards the last month or so of the course)

Learning Objectives

Overall Curriculum Expectations - By the end of this course, students will:

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)

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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)

The full curriculum document is available at <http://www.edu.gov.on.ca/eng/curriculum/secondary/canworld910curr2013.pdf>

CRITERIA	1 ACHIEVEMENT FALLS MUCH BELOW THE STANDARD				2 ACHIEVEMENT APPROACHES THE STANDARD			3 ACHIEVEMENT MEETS THE STANDARD			4 ACHIEVEMENT EXCEEDS THE STANDARD		
	R 0-49	1- 50-53	1 54-56	1+ 57-59	2- 60-63	2 64-66	2+ 67-69	3- 70-73	3 74-76	3+ 77-79	4- 80-86	4 87-93	4+ 94-100
<p>Thinking/Inquiry /Problem-solving:</p> <p>“Use of critical and creative thinking skills and processes”</p>	No evidence of critical thinking, creativity or imagination; applies little or no use of inquiry process/planning skills; and/or no evidence to suggest all work is clearly student's own.				Needs to make more use of critical thinking, creativity or imagination; some but not all ideas are supported with reasons, evidence; more use of new, original ideas; applies some use of inquiry process/planning skills			Uses critical thinking effectively; effective use of inquiry process/planning skills; uses new, original ideas; ideas are well supported with reasons, evidence; Work/ role play demonstrates creativity, originality and imagination			Work, role play includes original, imaginative, creative, twist reflecting critical thinking on new, personal insight / information/ knowledge introduced through research on the topic by the student.		
<p>Knowledge & Understanding:</p> <p>“Acquisition of subject-specific content, and the comprehension of its meaning and significance.”</p>	Submission reflects no knowledge, understanding of facts, terms, concepts, principles, theories and relationships &/or there is no evidence to suggest knowledge is student's own				Some, but not all parts of submission reflect an accurate knowledge, understanding of facts, terms, concepts, principles, theories and relationships to be explored			Work reflects an accurate knowledge, understanding of facts, terms, concepts, principles, theories and relationships; learning reflects a strong grasp of knowledge questions posed and built upon			Work reflects an accurate knowledge/understanding of new insights facts, terms, concepts, principles, theories and relationships introduced by the student on the topic beyond prompts provided		
<p>Communication:</p> <p>“The conveying of meaning and expression through various forms”</p>	No effort to clarify errors in spelling, grammar; punctuation; symbols or visuals; and/or ineffective oral communication to different audiences; or there is no evidence to suggest words are clearly student's own				Submission has a number of errors in spelling, grammar, punctuation; symbols or visuals ; and/or somewhat effective oral communication to different audiences; somewhat effective collaboration, engagement teamwork			Submission has very few errors in spelling, grammar punctuation; symbols or visuals used effectively; and/or effective oral communication to different audiences; effective collaboration, engagement teamwork			Submission has no errors in spelling, grammar, punctuation; symbols, visuals blend clearly with written work; relaxed, enjoyable, confident oral communication to different audiences; excellent collaboration, engagement teamwork		
<p>Application:</p> <p>“The use of various skills to make to make connections within and between various contexts”</p>	<p>No effort has been made to be neat & all or most parts of assign't are missing; and/or there is no evidence to suggest all content is clearly student's own.</p> <p>Most or all sections of assign't are missing or do not demonstrate effort to elaborate</p> <p>No attempt to plan, predict, transfer, apply concepts, connections, skills to new contexts and/or media (particularly technological)</p>				<p>Some effort has been made to be neat and some, but not all, of the assignment is complete.</p> <p>Some or all parts of the assignment require more elaboration.</p> <p>Some effective planning, predicting, transferring, applying of concepts, connections, skills to new contexts and/or media (particularly technological)</p>			<p>Submission is typed, neat, includes each part of the assignment, and all work for each part is complete.</p> <p>Submission is thorough and fully elaborated upon.</p> <p>Effective planning, predicting, transferring, applying of concepts, connections, skills to new contexts and/or media (particularly technological)</p>			<p>Submission demonstrates extra effort to introduce new content, personal insight / information/ knowledge on the topic.</p> <p>Submission demonstrates extra effort to introduce new, personal insight / information/ knowledge on the topic in detail. Planning, predicting, transferring, applying of concepts, connections, skills to new contexts and/or media results in originality in approach and powerful impact (particularly technological)</p>		

Digital copies of assignments and other materials are made available at www.ocdsb.ca, “Students”, “My Docs”, X-Drive, Handout, [teacher name] CHV20