

## Civics and Citizenship, Grade 10, Open

**Course Title:** Civics and Citizenship

**Course Code:** CHV20

**Grade:** 10

**Course Type:** Open

**Credit Value:** 0.5

**Prerequisites:** None

**Curriculum Document:** [Canadian and World Studies, Revised \(2018\)](#)

**Course Developer:** Matt Vanderheide

**Department:** Canadian and World Studies

**Development Date:** September 2021

**Most Recent Revision Date:** September 2021

**Teacher(s):**

Matt Vanderheide B. A., M. A., B. Ed., [OCT](#)

### 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.

Unit Title and Description	Time Allocated
<p><b>Values and Active Citizenship</b></p> <p>Students are prompted to think about how they can apply the values of active and involved citizenship throughout their daily lives. By developing an introductory understanding of democracy, rights, freedoms, and the political spectrum, students examine both local and international politics. Students explore a variety of real-world issues from the perspectives of different political stakeholders. Throughout the unit, students practice how to extend their influence throughout individual, organizational, governmental, and international levels of decision-making and action. In this unit, students will get the chance to explore how Christians engage in the life of their families, communities and country/world.</p>	17 Hours
<p><b>Canadian Governance</b></p> <p>Students explore a brief history of governance in Canada before dissecting the various levels of government and their roles and responsibilities. All throughout,</p>	17 Hours

<p>students practice engaging with various levels of government in different ways as they champion a civic issue that is of personal importance. The practical application of political knowledge and civic values helps prepare students to be involved citizens.</p>	
<p><b>Branches of Government</b></p> <p>Students conclude the course by examining the roles and responsibilities of each branch of government, and their interrelations. Students use real-world examples to see how bills are passed into law and how the electoral process works. Students also engage in the complexity of legal interactions between the legislative and judicial branches.</p>	<p>17 Hours</p>
<p><b>Final Assessment</b></p> <p>The final assessment in this course consists of a presentation and final exam. In the presentation, students identify an issue of civic importance that matters to them and throughout the course, they develop a plan on how to effect change. The final assignment is a summary of the work that is drafted as a presentation for a UN conference. They explain the issue, why it is an important civic issue, how they plan to address the issue, and reflect on the effectiveness of their plan. Together, the presentation and exam make up 30% of a student's overall grade.</p>	<p>4 Hours</p>

### Overall Curriculum Expectations

#### Political Inquiry and Skill Development

1. Political Inquiry: use the political inquiry process and the concepts of political thinking when investigating issues, events, and developments of civic importance
2. 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

1. 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
2. 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
3. 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

#### Civic Engagement and Action

1. Civic Contributions: analyse a variety of civic contributions, and ways in which people can contribute to the common good
2. 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
3. Personal Action on Civic Issues: analyse a civic issue of personal interest and develop a plan of action to address it

### Resources Required:

This course is entirely online and does not require nor rely on any textbook. The materials required for the course are:

- A smart phone, camera, or similar device to record video and sound,
- A scanner, smart phone camera, or similar device to upload handwritten or hand-drawn work,
- Online access to third party software.

### Teaching and Learning Strategies:

The Canadian and world studies courses prepare students for a life of responsible citizenship. Students are trained to think critically about events as they are experienced in daily life. One of the goals of the politics courses is to help students develop a sense of responsibility. At their own pace, students will work towards:

- developing an understanding of how to influence change within the diverse communities to which they belong, and of how individuals and groups can participate in action that promotes change;
- analysing current political issues, and assessing methods and processes that can be used to influence relevant political systems to act for the common good;
- assessing the power and influence of different people involved in civic issues, using political perspective;
- developing a respect and appreciation for different points of view on various political issues.

### Assessment and Evaluation Strategies

Every student attending Christian Virtual School is unique. We believe each student must have the opportunities to achieve success according to their own interests, abilities, and goals. Like the Ministry of Education, we have defined high expectations and standards for graduation, while introducing a range of options that allow students to learn in ways that suit them best and enable them to earn their diplomas. Christian Virtual School's Assessment, Evaluation, and Reporting Policy is based on seven fundamental principles, as outlined in the [Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools](#) document.

When these seven principles are fully understood and observed by all teachers, they guide the collection of meaningful information that helps inform instructional decisions, promote student engagement, and improve student learning. At Christian Virtual School, teachers use practices and procedures that:

- are fair, transparent, and equitable for all students;
- support all students, including those with special education needs, those who are learning English, and those who are First Nation, Métis, or Inuit;
- are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;
- are communicated clearly to students and parents or guardians at the beginning of the school year or course and at other appropriate points throughout the school year or course;
- are ongoing, 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 ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement; and
- develop students' self-assessment skills to enable them to access their own learning, set specific goals, and plan next steps for their learning.

For more information on Christian Virtual School's assessment and evaluation strategies, you can refer to our [Assessment, Evaluation, and Reporting Policy](#).

### **Program Planning Considerations**

Each of our courses have been designed by a team of educators to create an environment infused with creativity, flexibility, choice, and variety, with the goal to help every student succeed. We also take into consideration several topics that span disciplines and ensure we incorporate these into each of our courses.

#### **Program Planning Considerations**

##### **Students with Special Needs**

Christian Virtual School is committed to ensuring that all students are provided with the learning opportunities and supports they require to succeed. Our courses are made to offer flexible, personalized learning experiences. By maintaining an asynchronous model, students can move through their courses at their own pace, ensuring they are able to take the time they need to understand concepts or work with their teacher if they hit roadblocks. Christian Virtual School courses also incorporate choice, allowing students to submit work in a variety of mediums or formats to communicate their ideas.

In addition to the flexibility built into the courses, Christian Virtual School will implement the accommodations that are listed in a student's Individual Education Plan (IEP) that are applicable to the online learning environment. In these cases, the learning expectations will be the same as or similar to the expectations outlined in the curriculum document but supports will be provided to help students achieve those expectations. Common accommodations in the environment are reducing the workload, simplifying tasks and materials, providing extra time for tests and exams, allowing scribing or the use of specialized equipment, and not deducting marks for spelling.

##### **English Language Learners**

Although all our courses are only offered in English at this time, Christian Virtual School welcomes students learning the English language. Students do need to meet a baseline proficiency level to access

the content, but Christian Virtual School teachers are responsible for helping students develop their English literacy skills no matter the course they are enrolled in.

Upon enrollment, students are asked if they would like to provide information about their English language background, and this information is used by our teachers to help them adjust their instruction and suggest accommodations within the courses. English language learners are encouraged to reach out to their teacher or the Christian Virtual School administration to talk about the accommodation options in their courses so that the appropriate opportunities are given to everyone.

### **Environmental Education**

Christian Virtual School operates with 5 core values: responsibility, perseverance, integrity, compassion, and community. These core values determine our business operations, as well as exemplify what we, as educators, want to instill in our students. Environmental education, among other causes, are important to us as a school and we strive to promote learning about these issues and solutions within our courses. We work to educate students on the environment, its threats, and the importance of sustainability. We also work to inspire students to make an impact within their community and identify an alignment between their passions and the local, or global, needs.

Environmental education is woven throughout our course content, across all disciplines. Depending on the course and subject matter, this education can be subtle or explicit, but the goal is to ensure that students have the opportunity to acquire the knowledge, skills, perspective and practices needed to become an environmentally literate citizen.

### **Equity and Inclusive Education**

Christian Virtual School stands on the belief that every person is unique and, regardless of ancestry, culture, ethnicity, sex, physical or intellectual ability, race, religion, sexual orientation, socio-economic status, or other similar factor, they are to be welcomed, included, accepted, treated fairly, and respected. As a school, we teach students about multiple worldviews, how to identify and acknowledge similarities and differences, and how to communicate with others in an inclusive, kind, loving, and compassionate way.

Diversity is valued at Christian Virtual School, and it is our goal to ensure all members of the community feel safe, comfortable, and accepted. Our courses are written to draw attention to the contributions of men and woman alike, the different perspectives of various cultural, religious, and racial communities, and the beliefs and practices of First Nations, Métis, and Inuit peoples, to showcase a wide range of backgrounds and allow all of our students to see themselves reflected in the curriculum.

As a school, we see and recognize the diversity of families, children, and people in the world in need of Christ's love. We work every day to spread the love and acceptance of Christ.

### **Financial Literacy Education**

Whenever possible, Christian Virtual School emphasizes the importance of financial literacy. Making financial decisions has become an increasingly complex task, and students need to have knowledge in many areas and a wide range of skills in order to make informed decisions about financial matters. In addition to the concrete skills of numeracy and finances from a mathematical point of view, students need to develop an understanding of the economic forces and ways in which they can respond to those influences.

Lessons that promote skill building in problem solving, inquiry, research, decision making, reflection, and critical thinking are present throughout Christian Virtual School courses. The goal is to help students acquire the knowledge and skills required to understand their own finances, as well as to develop an understanding of local and global effects of world economic forces and the social, environmental, and ethical implications of their own choices.

### **The Role of Information and Communication Technology**

Technology is rapidly changing, and the requirements for literacy in technology is growing just as quickly. Students entering the workforce are expected to have a firm grasp of information and communication technologies and be skilled their use.

Due to the nature of Christian Virtual School courses, students are exposed to a wide range of technologies to both facilitate and communicate their learning. As a result, students will develop transferable skills through their experience with word processing, information processing, internet research, presentation software, communication tools, and more.

### **Career Education**

Opportunities are present throughout Christian Virtual School courses to explore careers related to the different disciplines and subject areas. Students are exposed to a wide variety of modern careers, fields of study, and employment opportunities.

In addition, teachers are available to help the student prepare for employment in a number of diverse areas. With the help of teachers, students will learn to set and achieve goals and gain experience in making meaningful decisions concerning career choices. The skills, knowledge, and creativity that students acquire through our course are essential for a wide range of careers.

### **Health and Safety**

In order to provide a suitable learning environment for the Christian Virtual School staff and students, it is critical that the courses and the learning environment complies with relevant federal, provincial, and municipal health and safety legislation and by-laws, including, but not limited to, the Workplace Safety and Insurance Act, the Workplace Hazardous Materials Information System (WHMIS), the Food and Drug Act, the Health Protection and Promotion Act, the Ontario Building Code, and the Occupational Health and Safety Act (OHSA).

Consideration of students' health and safety is taken when planning activities, investigations, and experiments for our courses to ensure that proper safety precautions are communicated to and attainable for students.