



COURSE DESCRIPTION:

This course explores what it means to be an informed, participating citizen in a democratic society. Students will learn about the elements of democracy and the meaning of democratic citizenship in local, national, and global contexts. In addition, students will learn about social change, examine decision-making processes in Canada, explore their own and others’ beliefs and perspectives on civics questions, and learn how to think and act critically and creatively about public issues.

The entire curriculum document is available from:

<http://www.edu.gov.on.ca/eng/document/curricul/seccurric.html>

UNITS OF STUDY AND ENDURING UNDERSTANDINGS:

Unit 1	<p>Informed Citizenship</p> <ul style="list-style-type: none"> * explain the causes of civic conflict and how decision-making processes and structures can avert or respond to such conflicts (e.g., by ensuring that individual and community needs are met, by developing strategies for adapting to change); * compare the benefits and drawbacks of democratic and authoritarian forms of decision making, drawing on examples from everyday contexts (e.g., with respect to the rights and responsibilities of citizens; the rule of law; the common good; the parliamentary system; majority rule and the rights of minorities, including Aboriginal peoples); * identify the rights and responsibilities of Canadian citizenship, based on the Canadian Charter of Rights and Freedoms, and describe how these rights and responsibilities are exercised in schools, communities, and the nation; * explain how the judicial system (e.g., law courts, trials, juries) protects the rights of both individuals and society (e.g., the rights of the accused, the rights of the victim, and the role of the judiciary); * compare key features and functions of different levels of government in Canada (i.e., municipal, provincial, and federal); * demonstrate an understanding of the process of electing governments in Canada (e.g., riding distribution, decision to call an election, voters’ lists, campaigning, candidates’ debates, election – day procedures) ; * describe the role of political parties in the parliamentary process and explain how this role changes in majority, minority, and coalition governments, using provincial and federal examples; * evaluate civic actions of individuals and non-governmental organizations that have made a difference in global affairs (e.g., Cardinal Paul-Émile Léger, Jean Vanier, Nelson Mandela, Mother Teresa, Jody Williams, Craig Kielburger, David Suzuki, Stephen Lewis; International Federation of Red Cross and Red Crescent Societies, Doctors Without Borders/Médecins Sans Frontières, YWCA/YMCA and YWHA/YMHA, Greenpeace, Inuit Circumpolar Conference).
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Unit 2	<p>Purposeful Citizenship</p> <ul style="list-style-type: none"> * describe fundamental beliefs and values associated with democratic citizenship (e.g., rule of law, human dignity, freedom of expression, freedom of religion, work for the common good, respect for the rights of others, sense of responsibility for others); * analyse Canadian issues or events that involve contrasting opinions, perspectives, and civic purposes (e.g., constitutional debates, Quebec sovereignty, Oka Crisis of 1990, Native self-governance); * describe and assess the contributions that citizens and citizens' groups make to the civic purposes of their communities (e.g., neighbourhood associations, service clubs);
Unit 3	<p>Active Citizenship</p> <ul style="list-style-type: none"> * formulate appropriate questions for inquiry and research; locate relevant information in a variety of sources (e.g., texts, reference materials, news media, maps, community resources, the Internet); and identify main ideas, supporting evidence, points of view, and biases in these materials; * organize information, using a variety of methods and tools (e.g., summaries, notes, timelines, visual organizers, maps, comparison organizers); * communicate the results of inquiries into important civic issues, using a variety of forms (e.g., discussions and debates, posters, letters to elected officials, Web pages, visual organizers, dramatizations). * compare and contrast different ways of resolving disputes (e.g., through the judicial process; through negotiation, mediation, arbitration, conciliation); * demonstrate an understanding of the ways in which individual citizens can obtain information and explanations or voice opinions about important civic matters (e.g., by communicating with the appropriate elected officials or bureaucratic departments; by writing letters or e-mails to the media; by organizing petitions; by voting); * compare the impact of various types of non-violent citizen participation (e.g., advocacy, community service, voting, serving on juries) in resolving public issues in Canada; * demonstrate an understanding of their responsibilities as local, national, and global citizens by applying their knowledge of civics, and skills related to purposeful and active citizenship, to a project of personal interest and civic importance (e.g., participating in food and clothing drives; visiting seniors; participating in community festivals, celebrations, and events; becoming involved in human rights, antidiscrimination, or antiracism activities).

EVALUATION:

Category	Weight
Knowledge/Understanding (KU) <ul style="list-style-type: none">• Evaluation in this category may include but is not limited to tests, quizzes and assignments.	17.5 %
Thinking/Inquiry (TI) <ul style="list-style-type: none">• Evaluation in this category may include but is not limited to research, document analysis, problem solving and critical thinking exercises.	17.5 %
Application/Connections (AC) <ul style="list-style-type: none">• Evaluation in this category may include but is not limited to seminar discussion, essay writing, case studies and assignments.	17.5 %
Communication (CO) <ul style="list-style-type: none">• Evaluation in this category may include but is not limited to oral presentations, homework exercises, speeches, class participation and simulations.	17.5%
Summative (SU) <ul style="list-style-type: none">• Final Exam (15%)• Course Culminating Project (15%)	30%