

COURSE OUTLINE

COURSE TITLE	: Canadian Politics and Citizenship
COMMON COURSE CODE	: CPC30
GRADE	11
COURSE TYPE	: Open
CREDIT VALUE	: 1.0
PREREQUISITE	: Canadian History Since World War I, Grade 10, Academic or Applied
CURRICULUM POLICY DOCUMENT	: Canadian and World Studies, The Ontario Curriculum, Grades 11 and 12, 2015 (revised) : Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, 2010
DEPARTMENT	: Canadian and World Studies
COURSE DEVELOPER	: Kasim Dogan
DEVELOPMENT DATE	: September 2015
REVISION DATE	: 2015
NUMBER OF SCHEDULED HOURS	: 110 hours
NUMBER OF PERIODS	: 10 periods a week, 19 weeks
PERIOD LENGTHS	: 40 min.

COURSE DESCRIPTION/RATIONALE

This course enables students to develop plans for change in the local, national, and/or global community. Students will explore various issues, investigating their causes as well as their impact, and determining where change is needed, and why. They will examine the effectiveness of various problem-solving strategies used by individuals and groups that have brought about and/or are attempting to bring about political change in democratic societies. In addition, students will analyse the role and perspectives of governments and other stakeholders in relation to issues of political importance and will consider factors affecting their own and others' political engagement. Students will apply the concepts of political thinking and the political inquiry process as they investigate various issues of political importance and develop a plan of action to address a selected issue.

OVERALL CURRICULUM EXPECTATIONS

A. Political Inquiry and Skill Development

By the end of this course, students will:

- ✓ Political Inquiry: use the political inquiry process and the concepts of political thinking when investigating issues of political importance in various communities and ways to address them;
- ✓ Developing Transferable Skills: apply in everyday contexts skills developed through investigations related to politics, and identify some careers in which a background in political studies might be an asset.

B. Foundations of Political Engagement

By the end of this course, students will:

- ✓ Factors Affecting Political Engagement: analyse how various factors can contribute to, and present a barrier to, their own and others' political engagement (FOCUS ON: Political Significance; Political Perspective)
- ✓ Issues of Political Importance: explain the political importance of some current issues and analyse various perspectives associated with these issues (FOCUS ON: Political Significance; Political Perspective)
- ✓ Causes, Impact, and Solutions: analyse some issues of political importance in terms of their causes, their impact, and ways in which they have been addressed (FOCUS ON: Objectives and Results; Stability and Change)

C. Policy, Politics, and Democratic Change

By the end of this course, students will:

- ✓ The Influence of Individuals and Groups: analyse the objectives and strategies, and assess the influence, of individuals and groups in addressing issues of political importance (FOCUS ON: Objectives and Results; Political Perspective)
- ✓ Law and Policy in Canada: analyse the impact of some key changes in Canadian law and policy as well as the process for changing laws in Canada (FOCUS ON: Objectives and Results; Stability and Change)
- ✓ Political Change in Democratic Societies: demonstrate an understanding of factors that facilitate and present challenges to democratic political change (FOCUS ON: Political Significance; Political Perspective)

D. Personal Action on a Political Issue

By the end of this course, students will:

- ✓ Investigating an Issue: identify and analyse a political issue, with the goal of developing a personal plan of action to address this issue (FOCUS ON: Political Significance; Political Perspective)
- ✓ Developing a Plan of Action: identify a goal associated with the selected issue and construct an action plan to achieve that goal (FOCUS ON: Objectives and Results; Political Perspective)
- ✓ Considering Outcomes: analyse and reflect on possible outcome(s) of their plan (FOCUS ON: Objectives and Results; Stability and Change)

OUTLINE OF COURSE CONTENT

Unit	Titles and Descriptions	Time and Sequence
Unit 1	<p style="text-align: center;">What is Politics? (September 1, 2015 – September 28, 2015)</p> <p>In this unit students will have an opportunity to analyze the key features of citizenship, democracy, and evolution of law. Students will explain how key theories have shaped the development of modern democracies.</p>	25 hours
Unit 2	<p style="text-align: center;">Political Ideology (September 29, 2015 – October 30, 2015)</p> <p>In this unit students will have an opportunity to explain the major political ideologies and will be able to identify where they are on the political spectrum. This unit traces the various forms of ideologies and the ways in which it has changed the local, national, and international governance.</p>	30 hours
Unit 3	<p style="text-align: center;">Canadian Political System (November 2, 2015 – December 7, 2015)</p> <p>In this unit students will have an opportunity describe the main characteristics of the Canadian political system and of government decision-making processes. Students will evaluate the role and influence of key participants in Canadian government decision making. In addition, this unit will describe the extent to which political and economic systems and institutions in Canada meet people’s needs and promote the common good.</p>	35 hours
Unit 4	<p style="text-align: center;">Politics in Everyday Life (December 8, 2015 – January 8, 2016)</p> <p>In this unit students will have an opportunity to explain how politics shapes our everyday lives. Students are expected to be proactive and analyze local, national, and international issues and apply their knowledge from the previous units into these issues. Students will have an opportunity to meet key political personnel and engage with the issues our societies are facing.</p>	17 hours
	<p style="text-align: center;">Final Assessment</p> <p>3 hours final exam culminating activity, worth 30% of the final grade, meant as a summative evaluation of all strands.</p>	3 hours
	TOTAL	110 hours

TEACHING AND LEARNING STRATEGIES

A wide range of teaching and learning strategies are employed including inductive reasoning exercises, reading text and articles, answering questions, completing graphic organizers, research and reporting, research skills, pursuing case studies, media analysis, test writing, creating power point presentations and finding and posting resources, critical analysis of arguments, comparing and contrasting opinions expressed in writing. In fact, the skills of civics are taught and measured as seriously as the content of civics studies throughout this course.

Since the over-riding aim of this course is to help students use language skillfully, confidently and flexibly, a wide variety of instructional strategies are used to provide learning opportunities to accommodate a variety of learning styles, interests and ability levels. These include:

Observation	Independent Research	Directed Reading Activities
Visuals	Concept Mapping	Writing to Learn
Discussions	Guided Internet Research	Multimedia Productions
Newspaper Articles Analysis	Game Construction	Didactic and Socratic Questions
Analyzing Articles	Video Analysis	Guided Research
K-W-L	Essays	Cooperative Learning Groups
Think, Pair, Share	Higher Order Thinking (Bloom's Taxonomy)	Debates

STRATEGIES FOR ASSESSMENT AND EVALUATION OF STUDENT PERFORMANCE

The tools below will be used for the three different types of assessments:

Assessment as Learning	Assessment for Learning	Assessment of Learning
Student Product - Journals/Letters/Emails (checklist) - Learning logs (anecdotal) - Entrance tickets - Exit tickets	Student Product - Assignment - Quizzes (scale/rubric) - Rough drafts (rubric) - Portfolios (rubric) - Posters (rubric/scale) - Peer feedback (anecdotal/checklist) - Essays (rubric)	Student Product - Assignment - Tests (scale/rubric) - Exam (scale/rubric) - Rough drafts (rubric) - Portfolio (rubric) - Posters (rubric/scale) - Essays (rubric)
Observation - Whole class discussions (anecdotal) - Self-proofreading (checklist)	Observation - Class discussions (anecdotal) - Debate (rubric) - PowerPoint presentations (rubric) - Performance tasks (anecdotal/scale)	Observation - Debate (rubric) - PowerPoint presentations (rubric) - Performance tasks (anecdotal/scale)
Conversation - Student teacher conferences (checklist) - Small group discussions (checklist) - Pair work (checklist) - Debate (rubric)	Conversation - Student teacher conferences (checklist) - Small group discussions (checklist) - Pair work (checklist) - Peer-feedback (anecdotal) - Peer-editing (anecdotal)	Conversation - Student teacher conferences (checklist) - Question and answer session (checklist) - Oral tests (scale/rubric)

Assessment Methods and Tools:

Term Assessment and Evaluation: 70% (Tests, Projects, Presentations, Essays)		
Category	Description	Weighting
Knowledge and Understanding	Knowledge of content (e.g., facts, terms, definitions and procedures.) Understanding of content (e.g., concepts, principles, theories, relationships and methodologies)	25%
Thinking and Inquiry	Planning skills (e.g., focusing research, gathering information, selecting strategies, organizing a project) Processing skills (e.g., analyzing, interpreting, assessing, reasoning, gathering ideas, evaluating, seeking a variety of perspectives, forming conclusions)	25%
Communication	Expression of original ideas and information (e.g., logical organization) in oral, visual, and written forms	25%
Application/Making connection	The use of the knowledge and skills to make connections within and between various contexts.	25%
Final Exam 30%		

The Final Grade:

The evaluation of the student's achievement in this course is based on the student's achievement of the curriculum expectations. The percentage grade represents the student's overall achievement and reflects the corresponding level of achievement as described in the Achievement chart for this discipline. A credit will be granted if the final percentage awarded is 50% or more. The final grade will be determined as follows:

- 70% of the grade will be based upon evaluations conducted throughout the course. This portion of the grade will reflect the student's most consistent level of achievement throughout the course, although special consideration will be given to more recent evidence of achievement.
- 30% of the grade will be based on a final exam administered at the end of the course.

CONSIDERATIONS FOR PROGRAM PLANNING

The Role of Technology in the Curriculum

Information and communications technology (ICT) is considered a learning tool that must be accessed by students when the situation is appropriate. ICT can be used to connect students to other schools, locally and abroad, and to bring the global community into the local classroom. Through Internet websites and CD-ROM technology, students can now access primary resources held in museums, libraries, archives, and public institutions across the country and around the world. ICT resources allow secondary students to conduct more far-ranging and authentic research than ever before.

Applications such as databases, spreadsheets, word processors, and presentation software can be used to support various methods of inquiry. The technology also makes possible simulations of complex systems that are useful for problem-solving purposes or when field studies on a particular topic are not feasible. Students are able to develop job-related computer skills through the use of industry applications such as geographic information systems (GIS) and the global positioning system (GPS).

Career Education

The knowledge and skills students acquire in Canadian and world studies courses will be useful in a variety of careers. For example, the study of economics increases students' awareness of the ways in which local and global events and trends affect not only the economy but also their own career opportunities. A background in geography, history, politics, or law can lead to employment in fields such as law, politics, resource management, information technology, teaching, recreation, hospitality and tourism, and journalism. Students should be made aware of these possibilities and encouraged to explore areas of interest to them.

English as a Second Language

English language learners (students who are learning English as a second or additional language in English-language schools) bring a rich diversity of background knowledge and experience to the classroom. These students' linguistic and cultural backgrounds not only support their learning in their new environment but also become a cultural asset in the classroom community. ESL students will be allowed to use dictionaries during assessments for and as learning. Furthermore, they will be encouraged to speak English in class through pair/group work, and small class presentations.

RESOURCES

Ontario Ministry of Education (EDU) – curriculum documents page
< <http://www.edu.gov.on.ca/eng/document/curricul/curricul.html> >

Atlases, Maps, Visuals, Internet, TV/VCR