



TFS High School
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Toronto, Ontario M2M 3S9
COURSE OUTLINE
Civics and Citizenship
CHV20

Department	Canadian and World Studies (Politics)
Instructor	Saren Saunders
Course Development Date	September 2018
Course Revision Date	August 2023
Ministry Course Code	CHV20
Credit Value	0.50
Ministry Curriculum Document	<i>Canadian and World Studies, The Ontario Curriculum, Grades 9 and 10, 2022 (Revised)</i> https://www.dcp.edu.gov.on.ca/en/curriculum/canadian-and-world-studies/courses/chv2o/overview
Prerequisites	None

Course Description:

Overall Expectations – CHV20

This course explores rights and responsibilities associated with being an active citizen in a democratic society. Students will explore issues of civic importance 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. This course also includes learning on digital literacy and critical-thinking skills, the mechanisms of government, Indigenous governance systems and structures, the historical foundations of the rights and freedoms we enjoy in Canada, ways in which government policy affects individuals' lives and the economy, and ways for students to serve their communities.

CHV20 is based on The Ontario Curriculum, Grades 9 and 10: Canadian and World Studies, 2022 Revised. Students will be expected to demonstrate and face evaluation based upon the following ministry curriculum expectations:

Strand A

A: Political Inquiry and Skill Development
Overall Expectations
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

Strand B-C

Overall Expectations and Related Concepts of Political Thinking	Big Ideas*	Framing Questions*
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)	In a democratic society, people have different beliefs, which influence their position and actions with respect to issues of civic importance.	<ul style="list-style-type: none">• What is the relationship between people's beliefs and values and their positions on civic issues?• Why is it important to understand how political structures and processes work?• What are some ways in which I can make my voice heard within the political process?

<p>B2. Canadian and Indigenous Governance Systems: explain, with reference to a range of issues of civic importance, the roles and responsibilities of various institutions, structures, and positions in Canadian and Indigenous governance systems, treaty relationships, and other Crown-Indigenous relations (FOCUS ON: <i>Stability and Change; Political Perspective</i>)</p>	<p>An understanding of how the different orders of government, as well as territorial, municipal, and Indigenous governments, function and make decisions enables people to effectively engage in the political process.</p>	<ul style="list-style-type: none"> • In what ways does the Canadian Charter of Rights and Freedoms protect me? What responsibilities come with these rights? • How has the rise of social media and other forms of digital media facilitated new opportunities for citizens with similar and differing beliefs and values to engage with one another, the government, and other institutions? How can digital/social media platforms impact democracy and shape public discourse through the spread of information and misinformation?
<p>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 or may be infringed upon (FOCUS ON: <i>Political Significance; Objectives and Results</i>)</p>	<p>People living in Canada have rights and freedoms based in law; at the same time, they have responsibilities associated with citizenship.</p>	
<p>C: Civic Engagement, Service, and Action</p>		
<p>C1. Civic Contributions, Inclusion, and Service: analyse the importance of various contributions to the common good, and assess the recognition of diverse beliefs, values, and perspectives, in communities in Canada (FOCUS ON: <u><i>Political Significance; Stability and Change; Political Perspective</i></u>)</p>	<p>People, including students, have various ways to voice their points of view within the many communities to which they belong.</p>	<ul style="list-style-type: none"> • Why should I care about issues in my community? • What contributions can I make to my community? To Canada? • What is the most effective way to voice my position on a civic issue?

<p>C2. Engaged Citizenship and Creating Change: analyse a civic issue of personal interest, and propose and assess methods of creating positive change in their community (FOCUS ON: <i>Political Significance; Objectives and Results; Political Perspective</i>)</p>	<p>Through the critical analysis of issues and methods of creating positive change, students find ways to contribute to their community.</p>	<ul style="list-style-type: none"> • What can I do to make a difference in the world? How will I know whether my actions have been effective?
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Units of Study

Unit Titles and Descriptions	Time and Sequence
<p>A. Political Inquiry and Skill Development: This strand highlights the political inquiry process and the skills that students need in order to become active and informed citizens who participate purposefully in civic affairs and can influence public decision making. Students will develop their ability to use the political inquiry process and the concepts of political thinking when analysing issues, events, and developments of civic importance. They will expand their digital literacy and critical-thinking skills to gather information and evaluate the credibility and biases of both social media and traditional media. Students will learn to engage in respectful discussion on contentious political and civic topics, showing consideration for multiple viewpoints.</p>	19 hours
<p>B. Civic Awareness: This strand focuses on the beliefs, values, rights, and responsibilities associated with democratic citizenship and governance in Canada, including their historical foundations. Students will develop their understanding of how people’s beliefs and values influence both their civic actions and their positions on local, national, and/or global issues. Students will also explore, in the context of various issues, the roles and responsibilities of the different orders, levels, and branches of government in Canada, as well as Indigenous governance systems. Students will learn about core government processes like elections, developing budgets, and passing laws. In this strand, students will also develop an understanding of how various domestic, foreign, and international groups and institutions can influence elections and government policy, and how government policy affects individuals’ lives and the economy.</p>	22 hours
<p>C. Civic Engagement, Service, and Action: In this strand, students will explore ways in which people in different communities express their beliefs and values, voice their positions on issues of civic importance, and contribute to the common good. In addition, students will assess whether the perspectives and contributions of different people are equitably valued. Students will also explore the importance of pride in country and the significance of commemorating important events and people in Canadian history. In this strand, students will have opportunities to express their own ideas and perspectives and propose courses of action and methods of creating positive change in their communities relating to a civic issue of personal interest, including identifying volunteer opportunities where they can develop a sense of service and leadership skills.</p>	11 hours
Final Assessment	
<p>Exam</p> <p>The Final exam is worth 30% of your total grade.</p>	3 hours
Total	55 hours

Teaching & Learning Strategies:

The Canadian and world studies courses will prepare students for a life of responsible citizenship in which they think critically about events, developments, and issues in their daily lives. In the history courses, the goal is to help students develop a sense of time. At their own pace, students will work towards:

- developing an understanding of past societies, developments, and events that enables them to interpret and analyze historical, as well as current, issues.
- analyzing how people from diverse groups have interacted and how they have changed over time.
- understanding the experiences of and empathizing with people in past societies.
- Developing historical literacy skills by analyzing and interpreting evidence from primary and secondary sources.

Assessment and Evaluation and Reporting Strategies of Student Performance:

As summarized in [Growing Success 2010](#), the primary purpose of assessment and evaluation is to improve student learning. Information gathered through assessment helps the teacher to determine students' strengths and weaknesses in their achievement of the curriculum expectations in each course. This information also serves to guide the teacher in adapting curriculum and instructional approaches to students' needs and in assessing the overall effectiveness of programs and classroom practices. As part of assessment, teacher provides students with descriptive feedback that guides their efforts towards improvement. Evaluation refers to the process of judging the quality of student work on the basis of established criteria, and assigning a value to represent that quality. All curriculum expectations must be accounted for in instruction, but evaluation focuses on students' achievement of the overall expectations. A students' achievement of the overall expectations is evaluated on the basis of his or her achievement of related specific expectations. Teacher will use her professional judgment to determine which specific expectations should be used to evaluate achievement of overall expectations, and which ones will be covered in instruction and assessment but not necessarily evaluated. In order to ensure that assessment and evaluation are valid and reliable, and that they lead to the improvement of student learning, teacher must use assessment and evaluation strategies that:

- Address both what students learn and how well they learn
- Are based both on the categories of knowledge and skills and on the achievement level descriptions given in the achievement chart
- Are varied in nature, administered over a period, and designed to provide opportunities for students to demonstrate the full range of their learning
- Are appropriate for the learning activities used, the purposes of instruction, and the needs and experiences of the students
- Are fair to all students
- Accommodate students with special education needs, consistent with the strategies outlined in their Individual Education Plan
- Accommodate the needs of students who are learning the language of instruction
- Ensure that each student is given clear directions for improvement
- Promote students' ability to assess their own learning and to set specific goals
- Include the use of samples of students' work that provide evidence of their achievement
- Are communicated clearly to students and parents at the beginning of the school year and at other appropriate points throughout the school year.

The achievement chart for Civic outlines four categories of knowledge and skills. They include knowledge and understanding, thinking, communication and application. Teacher will ensure that student work is assessed and/or evaluated in a balanced manner with respect to the four categories, and that achievement of expectations is considered within the appropriate categories. A final grade is recorded for this course, and a credit is granted and recorded for this course if the student's grade is 50% or higher. The final grade for this course will be determined as follows:

- Seventy percent of the grade will be based on evaluations conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement.
- Thirty percent of the grade will be based on a final evaluation and administered towards the end of the course.

Evaluation:

Evaluation is based on **assessment of learning** that provides evidence of student achievement at strategic times throughout the course, often at the end of a period of learning.

Each student’s achievement of the overall expectations is evaluated based on the student’s achievement of related specific expectations. The overall expectations are broad in nature, and the specific expectations define the content or scope of the knowledge and skills referred to in the overall expectations. Teacher will use her professional judgement to determine which specific expectations should be used to evaluate achievement of the overall expectations, and which ones will be accounted for in instruction and assessment but not necessarily evaluated. Determining a report card grade involves the interpretation of evidence collected through **observations, conversations, and student products** (tests/exams, assignments for evaluation), combined with the teacher’s professional judgement and consideration of factors such as the number of tests/exams or assignments for evaluation that were not completed or submitted and the fact that some evidence may carry greater weight than other evidence. **Seventy per cent of the final grade** (a percentage mark) in a course will be based on evaluation conducted throughout the course. This portion of the grade will reflect the student’s most consistent level of achievement, with special consideration given to more recent evidence. **Thirty per cent** will be based on a final evaluation administered at or towards the end of the course.

Term work:	<p>25% Knowledge & Understanding: subject-specific content acquired (knowledge), and the comprehension of its meaning and significance (understanding).</p> <p>25 % Application: the use of knowledge and skills to make connections within and between various contexts.</p> <p>25 % Thinking: the use of critical and creative thinking skills and/or processes.</p> <p>25 % Communication: the conveying of meaning through various forms (oral, visual, and/or written).</p>
Final Exam:	<p>Exam (Out of 100, K/25, A/25, T/25, C/25) (weight 30% of final mark)</p> <ul style="list-style-type: none"> 30% of the final grade will be based on final evaluations administered at the end of the course. The final assessment is a combination of both a long answer questions and a presentation.
Your final grade will be calculated by combining your Term (70%) grade and your Final exam (30%).	

Learning Skills:

Learning Skills are skills and habits are essential to success in school and in the workplace. Teachers report achievement on the six Learning Skills in the table below using letter codes:

E = Excellent G = Good S = Satisfactory N = Needs Improvement.

Learning Skills	Sample Behaviors
Responsibility	The student fulfils responsibilities and commitments within the learning environment; completes and submits class work, homework, and assignments according to agreed-upon timelines; takes responsibility for and manages own behavior.
Organization	The student devises and follows a plan and process for completing work and tasks; establishes priorities and manages time to complete tasks and achieve goals; identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks.
Independent Work	The student independently monitors, assesses, and revises plans to complete tasks and meet goals; uses class time appropriately to complete tasks; follows instructions with minimal supervision.
Collaboration	The student accepts various roles and an equitable share of work in a group; responds positively to the ideas, opinions, values, and traditions of others; builds healthy peer-to-peer relationships through personal and media-assisted interactions; works with others to resolve conflicts and build consensus to achieve group goals; shares information, resources, and expertise and promotes critical thinking to solve problems and make decisions.

Initiative	The student looks for and acts on new ideas and opportunities for learning; demonstrates the capacity for innovation and a willingness to take risks; demonstrates curiosity and interest in learning; approaches new tasks with a positive attitude; recognizes and advocates appropriately for the rights of self and others.
Self-Regulation	The student sets own individual goals and monitors progress towards achieving them; seeks clarification or assistance when needed; assesses and reflects critically on own strengths, needs, and interests; identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals; perseveres and tries when responding to challenges.

Teaching / Learning Strategies:

As in a conventional classroom, instructors employ a range of strategies for teaching a course:

- Clear writing that connects civics to relevant situational topics and issues
- Direct instruction and coaching on student work by the teacher
- Using lesson assignments to explore different sources and develop critical thinking skills

In addition, teachers and students have at their disposal several tools that are unique to electronic learning environments:

- Electronic simulation activities
- Video presentations
- Discussion boards and email
- Assessments with real-time feedback
- Interactive activities that engage both the student and teacher in the subject
- Peer review and assessment
- Internet Instructional Videos

All course material is online, no textbook is required. Assignments are submitted electronically. Tests are completed online at a time convenient for the student, and the course ends in a final exam which the student writes under the supervision of a proctor approved by TFS at a predetermined time and place. The final mark and report card are then forwarded to the student's home school.

Students must achieve the Ministry of Education learning expectations of a course and complete 110 hours of planned learning activities, both online and offline, to earn a course credit. Students must keep a learning log throughout their course which outlines the activities they have completed and their total learning hours. This log must be submitted before the final exam can be written.

The chart below indicates some general examples of online and offline activities.

Online Learning Activities	Offline Learning Activities
Watching instructional videos	Reading materials for course
Watching additional resources videos	Studying instructional material
Completing online timed assignments	Practicing skills
Contributing to Forums	Completing assignments
Uploading video presentations	Completing essays
Communicating with instructor	Preparing presentations
Participating in live conferences	Reviewing for tests and exams
Practicing through online quizzes	Researching topics on internet
Reviewing peer submissions	
Assessing peer presentations	

Students are expected to access and participate actively in course work and course forums on a regular and frequent basis. This interaction with other students is a major component of this course and there are minimum requirements for student communication and contribution.

Assessment and Evaluation

TFS approach to assessment and evaluation is based on the Ontario Ministry of Education's *Growing Success 2010* document. Assessment is the process of gathering information that accurately reflects how well a student is achieving the curriculum expectations in a subject or course.

The primary purpose of assessment is to improve student learning. Assessment for this purpose is seen as both "assessment for learning" and "assessment as learning". As part of assessment for learning, teachers provide students with descriptive feedback and coaching for improvement. Teachers engage in assessment as learning by helping all students develop their capacity to be independent, autonomous learners who can set individual goals, monitor their own progress, determine next steps, and reflect on their thinking and learning. TFS teachers use evidence from a variety of sources in their assessment. These include formal and informal observations, discussions, conversations, questioning, assignments, projects, portfolios, self-assessments, self-reflections, essays, and tests.

Assessment occurs concurrently and seamlessly with instruction. Our courses contain multiple opportunities for students to obtain information about their progress and achievement, and to receive feedback that will help them improve their learning. Students can monitor their own success through the tracking of learning goals and success criteria throughout all courses.

Summative "assessment of learning" activities occurs at or near the end of periods of learning. Evidence of student achievement for evaluation is also collected over time from different sources, such as discussions, conversations, and observation of the development of the student's learning. Using multiple sources of evidence increases the reliability and validity of this evaluation. The evaluations are expressed as a percentage based upon the levels of achievement.

Strategies for Assessment and Evaluation of Student Performance

Assessment as Learning	Assessment for Learning	Assessment of Learning
During each unit, students are asked to keep a log of new terminology they learn throughout the lessons and are asked to define that terminology. This will be a record of what students have learned, and provides a reference point for questions to ask the instructor, and a study guide when it comes to the final examination	Each unit will have a collection of texts that students are required to read, and each lesson will end with a set of questions to determine whether the student has a grasp on the knowledge needed to succeed in the course.	Two formal written assignments are distributed at various points in the course to assess the student's learning on many of the topics studied during lessons. This assignment allows the instructor to see and assess the student's ability to make further connections across texts.
Revising and editing written work is a large aspect of the course, which allows students to correct thinking, expand ideas, and change topics if necessary. Collaborative work between students when it comes to editing and revising is encouraged and suggested as a necessary component to the course.	Peer reviews and instructor consultations are a useful tool for students to assess their own ability to communicate thoughts and ideas, allowing them clarity on which aspects of the course they need to put more focus in.	A mid-term assignment will be distributed to students to assess their Knowledge and Understanding, as well as a summative assignment, which will both act as a way for students to demonstrate their ability to understand and make connections across several different texts.
Students will be utilizing the discussion forums to discuss work and ideas throughout the course, as well as having access to the instructor's email address for any further concerns.	Discussion forums are not only used for discussion, but also to check in on a student's understanding, and to provide a gateway to resources that will aid in their learning and help them to be successful in the course.	The final Assignment will be the final assessment of the course and will allow students to demonstrate their understanding of the covered content in the course.

Growing Success articulates the vision the Ministry has for the purpose and structure of assessment and evaluation techniques. There are seven fundamental principles that ensure best practices and procedures of assessment and evaluation by TFS teachers. Assessment and evaluations:

1. are fair, transparent, and equitable for all students.
2. support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Metis, or Inuit.
3. 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.
4. are 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.
5. 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.
6. provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement
7. develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning.

The Final Grade

The evaluation for this course is based on the student's achievement of curriculum expectations and the demonstrated skills required for effective learning. The percentage grade represents the quality of the student's overall achievement of the expectations for the course and reflects the corresponding level of achievement as described in the achievement chart for the discipline. A credit is granted and recorded for this course if the student's grade is 50% or higher. The final grade for this course 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 assessment, which may be a final exam, a final project, or a combination of both an exam and a project.

The Course Final Grade will be determined in this way:

20%	Contributions to Discussion Forum
30%	Unit Lesson Assignments
20%	Mid Term Assignment
30%	Final Assignment (or Culminating Project)

The general balance of weighting of the categories of the achievement chart throughout the course is

Knowledge and understanding	25%
Thinking	25%
Communication	25%
Application	25%

The Report Card

Two official report cards are issued - midterm and final. Each report card will focus on two distinct but related aspects of student achievement. First, the achievement of curriculum expectations is reported as a percentage grade. Additionally, the course median is reported as a percentage. The teacher will also provide written comments concerning the student's strengths, areas for improvement and next steps. Second, the learning skills are reported as a letter grade, representing one of four levels of accomplishment. The report cards contain separate sections for the reporting of these two aspects. The report card also indicates whether an OSSD credit has been earned.

The Achievement Chart: Overall

The purpose of the achievement chart is to:

1. provide a common framework that encompasses all curriculum expectations for all courses.
2. guide the development of high-quality assessment tasks and tools.
3. help teachers plan instruction for learning.
4. assist teachers in providing meaningful feedback to students.
5. provide various categories/criteria with which to assess and evaluate students' learning.

The achievement chart provides a reference point for all assessment practice and a framework within which achievement will be assessed and evaluated.

1. The chart is organized into four broad criteria: Knowledge / Understanding, Thinking / Investigation, Communication, and Application.
2. The achievement chart describes the levels of achievement of the curriculum expectations within each subset of criteria.
3. The "descriptor" indicates the characteristic of performance, with respect to a particular criterion, on which assessment or evaluation is focused.
4. A specific "qualifier" is used to define each of the four levels of achievement. It is used along with a descriptor to produce a description of performance at a particular level.
5. The following table provides a summary description of achievement in each percentage grade range and corresponding level of achievement:

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

Categories	50-59% (Level 1)	60-69% (Level 2)	70-79% (Level 3)	80-100% (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 (e.g., facts, terms, definitions)	demonstrates limited knowledge of content	demonstrates some knowledge of content	demonstrates considerable knowledge of content	demonstrates thorough knowledge of content
Understanding of content (e.g., concepts, ideas, theories, interrelationships, procedures, processes, methodologies, spatial technologies)	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 (e.g., organizing an inquiry; formulating questions; gathering and organizing data, evidence, and information; setting goals; focusing research)	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 (e.g., interpreting, analysing, synthesizing, and evaluating data, evidence, and information; analysing maps; detecting point of view and bias; formulating conclusions)	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 (e.g., applying concepts of disciplinary thinking; using inquiry, problem-solving, and decision-making processes)	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
Communication for different audiences and purposes (e.g., to inform, to persuade) in oral, visual, and written forms	communicates for different audiences and purposes with limited effectiveness	communicates for different audiences and purposes with some effectiveness	communicates for different audiences and purposes with considerable effectiveness	communicates for different audiences and purposes with a high degree of effectiveness
Use of conventions (e.g., mapping and graphing conventions, communication conventions), vocabulary, and terminology of the discipline in oral, visual, and written forms	uses conventions, vocabulary, and terminology of the discipline with limited effectiveness	uses conventions, vocabulary, and terminology of the discipline with some effectiveness	uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness	uses conventions, vocabulary, and terminology of the discipline 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.,	makes connections within and between	makes connections within and between	makes connections within and between	makes connections within and between

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)	various contexts with limited effectiveness	various contexts with some effectiveness	various contexts with considerable effectiveness	various contexts with a high degree of effectiveness
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Potential Resources:

Civics in Action: In your Communities across Canada, and Globally. McGraw-Hill, Ryerson. By Matthew Biggley, John Broomfield, Michelle Forde, Sandra Kritzer, Jaden Lairson.

Signing of Twinning Agreement - TT Parliament & Legislative Assembly of Ontario - May 20, 2019

<https://www.youtube.com/watch?v=ZiNIVEKteRw>

<https://www.youtube.com/watch?v=gXj1djg-78U>

Parliament of Canada - The House of Commons



<https://www.parl.ca/>

[Canadian and World Studies, The Ontario Curriculum, Grades 9 and 10, 2018 \(Revised\)](#)

<http://www.ontario.ca/edu>

Program Planning Considerations

Teachers who are planning a program in this subject will try to consider considerations for program planning that align with the Ontario Ministry of Education policy and initiatives in several important areas

1. Education for students with special education needs
2. Environmental education
3. Equity and inclusive education
4. Financial literacy education
5. Ontario First Nations, Metis, and Inuit education
6. Role of information and communications technology
7. English language learners
8. Career education
9. Cooperative education and other workplace experiences
10. Health and safety

1. Education for Students with Special Education Needs:

TFS is committed to ensuring that all students are provided with the learning opportunities and supports they require to gain the knowledge, skills, and confidence they need to succeed in a rapidly changing society. The context of special education and the provision of special education programs and services for exceptional students in Ontario are constantly evolving. Provisions included in the Canadian Charter of Rights and Freedoms and the Ontario Human Rights Code have driven some of these changes. Others have resulted from the evolution and sharing of best practices related to the teaching and assessment of students with special educational needs.

The provision of special education programs and services for students at TFS rests within a legal framework. The Education Act and the regulations related to it set out the legal responsibilities pertaining to special education. They provide comprehensive procedures for the identification of exceptional pupils, for the placement of those pupils in educational settings where the special education programs and services appropriate to their needs can be delivered, and for the review of the identification of exceptional pupils and their placement.

Teachers will take into account the needs of exceptional students as set out in the students' Individual Education Plan. The online courses offer a vast array of opportunities for students with special educational needs to acquire the knowledge and skills required for our evolving society. Students who use alternative techniques for communication may find a venue to

use these special skills in these courses. There are a number of technical and learning aids that can assist in meeting the needs of exceptional students as set out in their Individual Education Plan. In the process of taking their online course, students may use a personal amplification system, tele-typewriter (via Bell relay service), an oral or a sign-language interpreter, a scribe, specialized computer programs, time extensions, ability to change font size, oral readers, etc.

2. Environmental Education:

Environmental education teaches students about how the planet's physical and biological systems work, and how we can create a more sustainable future. Good curriculum design allows environmental issues and topics to be woven in and out of the online course content. This ensures that the student will have opportunities to acquire the knowledge, skills, perspectives, and practices needed to become an environmentally literate citizen. The online course should provide opportunities for each student to address environmental issues in their home, in their local community, or even at the global level.

3. Equity and Inclusive Education:

TFS is taking important steps to reduce discrimination and embrace diversity in our online school to improve overall student achievement and reduce achievement gaps due to discrimination. The Ontario Equity and Inclusive Education Strategy was launched in April 2009 and states that all members of the TFS community are to be treated with respect and dignity. This strategy is helping TFS educators better identify and remove discriminatory biases and systemic barriers to student achievement. These barriers related to racism, sexism, homophobia, and other forms of discrimination may prevent some students from reaching their full potential. The strategy supports the Ministry's key education priorities of high student achievement, reduced gaps in student achievement and increased accountability and public confidence in Ontario's schools. Students, regardless of their background or personal circumstances, must be given every opportunity to reach their full potential. Research shows that when students feel welcomed and accepted in their school, they are more likely to succeed academically. TFS desires to create a culture of high expectations where factors such as race, age, gender, sexual orientation and socio-economic status do not prevent students from achieving ambitious outcomes.

4. Financial Literacy Education:

Financial literacy may be defined as having the knowledge and skills needed to make responsible economic and financial decisions with competence and confidence. Since making financial decisions has become an increasingly complex task in the modern world, students need to have knowledge in various areas and a wide range of skills in order to make informed decisions about financial matters. Students need to be aware of risks that accompany various financial choices. They need to develop an understanding of world economic forces as well as ways in which they themselves can respond to those influences and make informed choices. TFS considers it essential that financial literacy be considered an important attribute of a well-educated population. In addition to acquiring knowledge in such specific areas as saving, spending, borrowing, and investing, students need to develop skills in problem solving, inquiry, decision making, critical thinking, and critical literacy related to financial and other issues. The goal is to help students acquire

the knowledge and skills that will enable them to understand and respond to complex issues regarding their own personal finances and the finances of their families, 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 as consumers. The Ministry of Education and TFS are working to embed financial literacy expectations and opportunities in all courses as appropriate, as part of the ongoing curriculum review process.

5. Ontario First Nations, Metis, and Inuit Education:

First Nation, Metis, and Inuit students in Ontario will need to have the knowledge, skills, and confidence they need to successfully complete their elementary and secondary education in order to pursue postsecondary education or training and/or to enter the workforce. They will need to have the traditional and contemporary knowledge, skills, and attitudes required to be socially contributive, politically active, and economically prosperous citizens of the world. All students in Ontario will need to have knowledge and appreciation of contemporary and traditional First Nation, Metis, and Inuit traditions, cultures, and perspectives. TFS and the Ministry of Education are committed to First Nation, Metis, and Inuit student success. TFS teachers are committed to (1) developing strategies that will increase the capacity of the education system to respond to the learning and cultural needs of First Nation, Metis, and Inuit students; (2) providing quality programs, services, and resources to help create learning opportunities for First Nation, Metis, and Inuit students that support improved academic achievement and identity building; (3) providing a curriculum that facilitates learning about contemporary and traditional First Nation, Metis, and Inuit cultures, histories, and perspectives among all students where possible; and (4) developing and implementing strategies that facilitate increased participation by First Nation, Metis, and Inuit parents, students, communities, and organizations in working to support the academic success of the student.

6. The Role of Information and Communications Technology in the Curriculum.

Information literacy is the ability to access, select, gather, critically evaluate, and create information. Communication literacy refers to the ability to communicate information and to use the information obtained to solve problems and make decisions. Information and communications technologies are utilized by all TFS students when the situation is appropriate within their online course. As a result, students will develop transferable skills through their experience with word processing, internet research, presentation software, and telecommunication tools, as would be expected in any other course or any business environment.

7. English Language Learners:

This TFS online course can provide a wide range of options to address the needs of ESL/ELD students. This online course must be flexible in order to accommodate the needs of students who require instruction in English as a second language or English literacy development. The TFS teacher considers it to be their responsibility to help students develop their ability to use the English language properly. Appropriate modifications to teaching, learning, and evaluation strategies in this course may be made in order to help students gain proficiency in English, since students taking English as a second language at the secondary level have limited time in which to develop this proficiency. This online course can provide a wide range of options to address the needs of ESL/ELD students. Well written content will aid ESL students in mastering not only the content of this course, but as well, the English language and all of its idiosyncrasies. TFS has created course content to enrich the student's learning experience. In addition, since many occupations in Canada require employees with capabilities in the English language, many students will learn English language skills which can contribute to their success in the larger world.

8. Career Education:

As the online student progresses through their online course, their teacher is available to help the student prepare for employment in a huge number of diverse areas. With the help of their teacher, students will learn to set and achieve goals and will gain experience in making meaningful decisions concerning their career choices. The skills, knowledge and creativity that students acquire through this online course are essential for a wide range of careers. Throughout their secondary school education, students will learn about the educational and career opportunities that are available to them; explore and evaluate a variety of those opportunities; relate what they learn in their courses to potential careers in a variety of fields; and learn to make appropriate educational and career choices.

9. Cooperative Education and Other Workplace Experiences:

By applying the skills they have developed, students will readily connect their classroom learning to real-life activities in the world in which they live. Cooperative education and other workplace experiences will broaden their knowledge of employment opportunities in a wide range of fields. In addition, students will increase their understanding of workplace practices and the

nature of the employer-employee relationship. TFS teachers will try to help students link to Ministry programs to ensure that students have information concerning programs and opportunities.

10. Health and Safety:

As part of every course, students must be made aware that health and safety are everyone's responsibility – at home, at school, and in the workplace. Teachers must model safe practices at all times and communicate safety requirements to students in accordance with school board and Ministry of Education policies and Ministry of Labour regulations.

Health and safety issues not usually associated with Canadian and world studies education may be important when the learning involves field trips and field studies. Out-of-school field trips can provide an exciting and authentic dimension to students' learning experiences, but they also take the teacher and students out of the predictable classroom environment and into unfamiliar settings. Teachers must preview and plan these activities carefully to protect students' health and safety.