

# LISGAR COLLEGIATE INSTITUTE



**DEPARTMENT:** Social Science and Library

**COURSE NAME:** Civics

**COURSE CODE:** CHV20

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## OVERVIEW

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.

If you were running for political office, or casting a vote, in the next municipal, provincial or federal election, what would your views be on the issues facing your community, your city, your province, your country, your world? What is your vision of a more ideal world locally and globally? What 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?

In Civics, we will explore these and many more questions about civic life in Canada — we will observe and analyze the world around us, draw our own conclusions, examine the varying conclusions of others, and share and debate these ideas with each other. 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.

## COURSE CONTENT

Units

1. Global Citizenship
2. Systems of Government
3. Canadian Government
4. Canada's Legal System

## OVERALL CURRICULUM EXPECTATIONS

### Informed Citizenship

- demonstrate an understanding of the reasons for democratic decision making.
- compare contrasting views of what it means to be a “citizen”;
- describe the main features of local, provincial and federal governments in Canada and explain how these features work;
- explain the legal rights and responsibilities associated with Canadian citizenship;
- demonstrate an understanding of citizenship within a global context.

### Purposeful Citizenship

- examine beliefs/values underlying democratic citizenship, & explain how these guide citizens' actions;
- articulate clearly their personal sense of civic identity and purpose, and understand the diversity of beliefs and values of other individuals and groups in Canadian society;

- demonstrate an understanding of the challenges of governing communities or societies in which diverse value systems, multiple perspectives, and differing civic purposes co-exist;
- demonstrate an understanding of a citizen’s role in responding to non-democratic movements (i.e., supremacist and racist organizations, fascism, and communism) through personal and group action

### Active Citizenship

- demonstrate an ability to research questions and issues of civic importance, and to think critically and creatively about these issues and questions;
- demonstrate an ability to apply decision-making and conflict-resolution procedures and skills to cases of civic importance;
- demonstrate an ability to collaborate effectively when participating in group inquiries and community activities;
- demonstrate a knowledge of different types of citizenship participation and involvement.

### LEARNING SKILLS

The development of sound learning skills is essential to the success of our students. Teachers and students will work together to understand and further the development of student learning skills in the areas of initiative, work habits, organization, team work, and independent work. Teachers report on learning skills on the midterm and final report cards.

### ASSESSMENT METHODS

The course consists of six main components, each of which surfaces interactively and periodically in class throughout a given week of study. These components are:

- Primary and Secondary Source Focus, Discussion
- Lecture, Reading & Discussion
- Independent Reading, Assignments, Research & Projects
- Group Activity / Debate / Dramatization / Film / Discussion
- Student Presentations & Discussions
- Testing of knowledge

Please refer to the Lisgar Assessment and Evaluation Policy.

### EVALUATION

#### Course Work (70%)

1. Application	17.5 %
2. Knowledge/Understanding	17.5 %
3. Communication	17.5 %
4. Thinking/Inquiry/Problem Solving	17.5 %

#### Summative (20%)

Performance Task (i.e. oral/debate and research report, etc.)

Summative Due Date(s): Last quarter of the course (i.e., around the 30<sup>th</sup> class)

#### Exam (Summative Test- 10%)

## **ATTENDANCE**

If you are absent from class, you are expected to catch up what you missed and complete any relevant homework. When you return to class, you must show your teacher an Absence Verification Form.

If you know in advance that you will be absent for a test, please see your teacher **before** the scheduled test date to arrange an alternate time to write it.

If you are unexpectedly absent for a valid reason on the day of a scheduled test, please let your teacher know why. When you return to class, remember to show an Absence Verification Form from your homeroom teacher and a note from your parents indicating that they are aware you missed the test. An **unjustified absence** for a test may result in a **mark of zero**.

## **SUPPLEMENTARY NOTES**

Text: "Canadian by Conviction" (\$45-00)