

Catholic District School Board Writing Partnership

Course Profile

Civics

Grade 10

Open

- *for teachers by teachers*

This sample course of study was prepared for teachers to use in meeting local classroom needs, as appropriate. This is not a mandated approach to the teaching of the course. It may be used in its entirety, in part, or adapted.

Course Profiles are professional development materials designed to help teachers implement the new Grade 10 secondary school curriculum. These materials were created by writing partnerships of school boards and subject associations. The development of these resources was funded by the Ontario Ministry of Education. This document reflects the views of the developers and not necessarily those of the Ministry. Permission is given to reproduce these materials for any purpose except profit. Teachers are also encouraged to amend, revise, edit, cut, paste, and otherwise adapt this material for educational purposes.

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Acknowledgments

Catholic District School Board Writing Teams – Civics

Project Manager
Shelly Roy

Lead Writer
Harry Lack

Writers
Pina Sacco
Jack Cecillon

Course Overview

Civics, Grade 10, Open

Identifying Information

Grade: 10

Course Type: Open

Ministry Course Code: CHV20

Credit Value: .5

Description/Rationale

This course explores what it means to be an informed, active citizen in a democratic society. Students will learn about the elements of democracy and the meaning of democratic citizenship in local, provincial, 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.

How This Course Supports the Ontario Catholic School Graduate Expectations

The purpose of this course is to allow Ontario Catholic School Graduates to develop attitudes and values based on Catholic social teachings and to integrate faith with civic duty and responsibility. Students will be encouraged to examine, evaluate, and apply knowledge of political, ethical, and socio-economic systems for the promotion of a just, peaceful, and compassionate society. Students will be encouraged to make decisions in light of gospel values with an informed conscience. This course will involve activities that will encourage students to act morally and legally as persons formed in Catholic traditions. Civics course graduates will be effective communicators of the Good News of Jesus Christ in their attitudes and approaches to historical and contemporary issues involving citizenship.

Unit Titles (Time + Sequence)

Unit 1	The Individual as Citizen	21.25 hours
Unit 2	The Citizen at the Provincial and National Level	13.75 hours
Unit 3	The Global Citizen	10 hours
Unit 4	The Active Citizen	10 hours

Unit Organization

Unit 1: The Individual as Citizen

Time: 21.25 hours

Description

This unit will introduce students to the need for government in society. Students will become aware of their rights and responsibilities as Canadian citizens. In addition, students will encounter the principles and practices of decision making. Students will develop an understanding of democratic beliefs and values and come to appreciate the importance of civic involvement and participation. This unit will introduce skills such as analysis, inquiry, research, communication, and collaboration. Students will be encouraged to act morally and legally as people formed in Catholic tradition. As a culminating activity, students will examine a public agency or special interest group and research and analyse their contribution to the betterment of society.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: CGE1c, CGE1d, CGE1h, CGE 1i, CGE2a, CGE2d, CGE13b, CGE3c, CGE3d, CGE4a, CGE4c, CGE4f, CGE5a, CGE5c, CGE5d, CGE5e, CGE7a, CGE7c, CGE7f, CGE7g, CGE7h, CGE7j.

Strand(s): Informed Citizenship, Purposeful Citizenship, Active Citizenship

Overall Expectations: ICV.01, ICV.02, ICV.03, ICV.04, ICV.05, PVC.01, PCV.02, PCV.03, ACV.01, ACV.02, ACV.03, ACV.04.

Specific Expectations: IC1.01, IC1.02, IC1.03, IC1.04, IC1.05, IC2.01, IC2.02, IC4.01, IC4.02, IC4.03, IC4.04, IC4.05, IC5.03, IC5.04, IC5.06, PC1.01, PC1.03, PC2.02, PC2.04, PC3.01, PC3.06, AC1.01, AC1.02, AC1.03, AC2.01, AC2.02, AC3.01, AC3.02, AC3.03, AC3.05, AC4.01, AC4.02, AC4.03.

Unit 2: The Citizen at the Provincial and National Level

Time: 13.75 hours

Description

In this unit, students will examine the structures of the Canadian government (e.g., levels and branches), the processes involved in making laws at the federal, provincial, and community levels, and how elections are conducted in Canada and other democracies around the world. Students will employ research, inquiry, analytical, collaboration, conflict-resolution, and decision-making skills. In this unit, students will learn to act as responsible citizens who witness Catholic social teaching, by promoting equality, democracy, and solidarity for a just and peaceful society. As a culminating activity, students will participate in a debate addressing a current issue at the provincial or national level.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: CGE1d, CGE1e, CGE1h, CGE1i, CGE1j, CGE2a, CGE2b, CGE2c, CGE2d, CGE3b, CGE3c, CGE3d, CGE3f, CGE4a, CGE4f, CGE4g, CGE5a, CGE5e, CGE7a, CGE7d, CGE7e, CGE7f, CGE7g, CGE7h.

Strand(s): Informed Citizenship, Purposeful Citizenship, Active Citizenship

Overall Expectations: ICV.01, ICV.02, ICV.03, ICV.04, PCV.01, PCV.02, PCV.03, ACV.02, ACV.03.

Specific Expectations: IC4.06, IC5.01, IC5.02, IC5.05, IC5.06, IC5.07, IC6.05, PC1.02, PC2.01, PC2.03, PC2.04, PC3.02, PC3.05, PC3.06, AC1.01, AC1.02, AC2.01, AC2.02, AC2.03, AC3.01, AC3.02, AC3.03.

Unit 3: The Global Citizen

Time: 10 hours

Description

This unit will introduce students to historic and contemporary global issues. Students will clarify and evaluate their own and others' positions on these issues. They will come to understand the concept and responsibilities of global citizenship through the use of various examples. In addition, students will examine civic actions of individuals and non-governmental organizations that have made a difference in global affairs. Students will further develop research, inquiry, analytical, collaboration, and decision-making skills. Students will become responsible citizens who respect and affirm the diversity and interdependence of the world's peoples and cultures and acts to promote the social good. The culminating activity in this unit has students look at a global issue and evaluate the actions taken by various people, groups, and nations.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: CGE1d, CGE1h, CGE2a, CGE2b, CGE2c, CGE2d, CGE3a, CGE3f, CGE4a, CGE4f, CGE5a, CGE5e, CGE5g, CGE7a, CGE7d, CGE7e, CGE7f, CGE7g, CGE7j.

Strand(s): Informed Citizenship, Purposeful Citizenship, Active Citizenship

Overall Expectations: ICV.05, PCV.01, PCV.02, PCV.03, PCV.04, ACV.01, ACV.02, ACV.03.

Specific Expectations: IC6.01, IC6.02, IC6.03, IC6.04, PC1.02, PC2.03, PC2.04, PC3.03, PC3.04, PC3.05, PC3.06, AC1.01, AC2.03, AC3.01.

Unit 4: The Active Citizen

Time: 10 hours

Description

The focus of this unit will be to prepare students for full citizenship in order to influence public decision making. Students will become actively engaged with a community issue of interest to them. This will provide students with the opportunities to make connections between classroom activities, active participation, and possible careers links. This unit will reinforce students' literacy skills, including inquiry strategies, critical and creative thinking, decision making, resolving conflicts, and collaboration. Students will continue to develop attitudes and values founded on Catholic social teaching and will act to promote social responsibility, human solidarity, and the common good. This culminating activity will require the students to identify and research a local issue. They will then formulate a plan of action and begin to implement it.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: CGE2a, CGE2b, CGE2c, CGE4a, CGE4e, CGE4f, CGE4g, CGE5a, CGE5c, CGE5e, CGE5f, CGE7b, CGE7j.

Strand(s): Active Citizenship

Overall Expectations: ACV.01, ACV.02, ACV.03.

Specific Expectations: AC1.01, AC1.02, AC1.03, AC2.01, AC3.01, AC3.03, AC3.04.

Course Notes

As a course in the Catholic system, teachers will address a diversity of issues (i.e., gender equity, multiculturalism, minority rights) that make up our pluralistic society from a Christian perspective.

Teachers should take into account that this is an open course with varying levels of ability. Consequently, course activities are designed to accommodate all students. The course contains three units that parallel the strands provided by the Ministry guidelines. This approach allows students to become informed, purposeful, and active citizens. Students will examine current issues throughout the course. In the first unit students will examine a current piece of legislation together and then write an individual report on it. In the second unit students will then pick one issue to explore in greater detail and will clarify their own position on the issue in light of Catholic social teaching. In the final unit students will then formulate and begin to carry out a plan of action for effecting change in relation to this issue. Teachers, therefore, have to carefully monitor students' progress towards the culminating task at the end of Unit 3.

Teacher must be aware of special needs students on IEP and become familiar with these students' strengths, needs, social skills, and instructional strategies that have been effective in the past. Consult with appropriate itinerant teacher or support staff for specific accommodations for students on IEP. The Special Education Guide (EDU) is an excellent resource to consult for specific recommendations for assisting students with identified difficulties.

The Internet will be used as a resource for both students and teachers. Therefore, the teacher is to be familiar with this medium. The teacher familiarizes students with the local board's policy regarding the responsible use of the Internet (i.e., safety, security, plagiarism). Depending on the familiarity that students have with this medium, teachers may conduct a formal lesson on the use of the Internet. The students must use the Internet in a manner that reflects the local board's Catholic Mission Statement. Students will be required to keep a resource bank of all Internet sites used throughout the course for future reference.

Teaching/Learning Strategies

- brainstorming: small to large group generation of ideas expressed without analysis
- case study: investigating real and simulated problems
- co-operative learning: small group investigation or problem solving
- conferencing: student-to-teacher or student-to-student discussion
- computer-generated learning: use of computers to learn or reinforce material
- discussion or debate: exchange of ideas on an issue and defence of a point of view
- independent study: explore and research a topic as a process or product
- guest speakers: experts in the field
- lecture: dissemination of information by speaker or teacher
- note making: summarizing text
- poster making: synthesizing information or concepts to deliver a message
- presentation/report: oral, written, and visual presentation or research topic to a specific audience
- reading: periodicals, articles, journals, newspapers, and magazines
- reflection: critical, directed, and self
- role playing/scenario: describe a situation
- field/excursion: class trip to reinforce classroom learning
- teacher-directed instruction

Assessment and Evaluation

Assessment and evaluation will be based on the Provincial Curriculum Expectations and the achievement levels outlined in *The Ontario Curriculum, Grades 9 and 10, Program Planning and Assessment* and *The Ontario Curriculum, Grades 9 and 10, Canadian and World Studies*.

The assessment and evaluation practices used in this course profile will:

- address both what students learn and how well they learn;
- be based on the categories of knowledge and skills and on the achievement level descriptions given in the achievement chart that appears on pages 58 and 59 of *The Ontario Curriculum, Grades 9 and 10, Canadian and World Studies*;
- be varied in nature, administered over a period of time, and designed to provide opportunities for students to demonstrate the full range of their learning;
- be appropriate for the learning activities used, the purposes of instruction, and the needs and experiences of students in the Civics course;
- be fair to all students in an open course;
- accommodate the needs of exceptional students, consistent with the strategies outlined in their Individual Education Plan;
- accommodate the needs of students who are learning the English language;
- ensure that each student is given clear directions for improvement;
- promote student's 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;
- be communicated clearly to students and parents at the beginning of the course and at other appropriate points throughout the course.

The assessment/evaluation techniques used in this course profile will reflect authentic practices and students will have multiple opportunities to demonstrate their achievement of the expectations. According to *Ontario Secondary Schools Grades 9 to Grade 12 – Program and Diploma Requirements*, assessment is defined as the process of gathering information from a variety of sources (including assignments, demonstrations, projects, performances and test) that accurately reflect how well students are achieving the curriculum expectations (6.2.1). The following tools will be used as part of the assessment for this course:

- checklist for peer assessment
- checklist for self-assessment
- checklist for learning skills
- checklist for groups activities
- informal teacher observation of students and anecdotal comments to students
- ongoing observation and feedback on the daily performance of students
- rubrics for assessment
- written and oral feedback from student assignments

According to *Ontario Secondary Schools Grades 9 to Grade 12 – Program and Diploma Requirements*, evaluation is defined as the process of judging the quality of a student's work on the basis of established achievement criteria, and assigning a value to represent that quality (6.2.1). The following student work will be used as part of the evaluation for this course:

- debates, reports, posters, oral presentations
- paper and pencil tests at the end of Units 1, 2, and 3
- the culminating activities for Units 1, 2, and 3
- the culminating activity for the course (Unit 4 culminating activity, Civics Writing Portfolio, and final examination)

The debates, reports, posters, oral presentations, and the culminating activities for the units and the course will be evaluated through the use of various rubrics (some have been included as appendices). In the student's overall mark a 70% weight will be for ongoing assessment throughout the course while 30% will be for final evaluation. In the ongoing assessment the student's most recent work will be given greater consideration and the most consistent level of achievement will be used to generate the mark (*The Ontario Curriculum, Grades 9 and 10, Program Planning and Assessment*, p. 11). The 30% for final evaluation will be divided between a) a final examination, b) the Culminating Activity at the end of Unit 4, and c) a Civics Writing Portfolio.

The Civics Writing Portfolio will be a work in progress throughout the course.

Students will collect several pieces of writing that will reflect their views on citizenship. Only six to eight writing pieces will be evaluated in the student's Civics Writing Portfolio which will be submitted at the end of the course. The teacher should explain that the written pieces are to reflect evidence of understanding the issues involving citizenship. In evaluating the portfolio the teacher will look for student growth and development in terms of knowledge and understanding, inquiry, problem-solving, and communication. The teacher may wish to have the students use the following three steps for their Civics Writing Portfolio (as adapted from Burke, K.B. (1999) *The Mindful School: How to Assess Authentic Learning*):

- Step 1 – Collect everything in a working portfolio.
- Step 2 – Select six to eight key pieces for final portfolio evaluation.
- Step 3 – Students will write a reflection on the selections chosen.

Accommodations

Consult students' IEPs with regard to specific accommodations. The following are suggestions only.

For Students with Writing Difficulties

- Give more time to complete written work (copying from the board, proof-reading).
- Have students produce work on using a word processing package on a computer.
- Allow students to read pertinent text into a recording device, such as a audio tape recorder.
- Give several short assignments rather than one long one.
- Use oral presentation.
- Let another student copy notes using NCR paper.
- Check notebook consistently.
- Provide overhead copies before the class begins.

For Students with Reading Difficulties

- Teach how to underline or highlight important points.
- Highlight key points for students.
- Describe how to use diagrams, charts, and graphs. Reinforce verbally.
- Tape record texts: provide adapted versions of texts.
- Have interesting and relevant books and articles available that are at the appropriate reading level.
- Teach how to use the text.
- Have a peer read text, then discuss to check for comprehension.

Oral Language Difficulties

- Have all responses given in a written format.
- Work one-to-one.
- Permit small groups.
- Provide practise time.

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- Use electronic media.
 - Do not ask the student to respond to questions without forewarning.
 - Have students respond to the first or second question only.

For Students with Organization, Concentration and/or Attention Difficulties

- Teach study skills (resource teacher, classroom teacher, or mentor teacher).
- Segment long assignments so students may complete work in small amounts.
- Arrange appropriate physical placement in the classroom.
- Emphasize eye contact.
- Keep distractions to a minimum (noise, physical).
- Use visual aids.
- Keep oral directions clear, simple, and slow.
- State purpose of lesson at the beginning.
- Contract breaks during class time.
- Write homework assignments on the board (read assignments out to class while they are copying them from the board).
- Encourage use of an agenda organizer. Check regularly.
- Tell students what is important to study.
- Use three ring binders.
- Repeat important information.
- Read board notes and transparencies aloud.
- Have students highlight important ideas in notes with a highlighter.

Alternative Evaluation Techniques

- Use oral tests.
- Give open-book tests or permit use of notes.
- Give tests that elicit short answers. Also use multiple choice, true/false, matching.
- Assign fewer questions, especially in research projects if students indicate that they comprehend and have mastered the task.
- Tape tests. Student listens and/or responds on tape.
- Extend time on tests.
- Use short quizzes instead of major tests.
- Give projects that allow for visual responses, such as drawings, with little text being required.
- Adapt the weighting of the 30% of the culminating task based on the individual student's IEP or learning disability, i.e., greater emphasis could be placed on the Civics Writing Portfolio.

Main Resources

Textbooks

It is suggested the teacher select one of the new texts as a student and teacher resource for this course.

Supplementary Texts

Canadian Citizenship in Action. Edmonton: Wiegand Educational Publishers Ltd., 1992.

Citizenship: Rights and Responsibilities. Prentice-Hall Ginn, 1996

Cruickshank and Wilson. *Spotlight Canada*. Toronto: Oxford University Press, 1998.

Evans and Martinello. *Canada's Century*. Toronto: McGraw-Hill Ryerson Ltd., 1988.

Government in Action. Gage Educational Publishing, 1990.

Guy. *People, Politics & Government*. Prentice-Hall: Toronto, 1995.

How Are We Governed in the 90's ? Irwin Publishing, 1990.

Web Sites

The Iroquois Confederacy

<http://www.clpgh.org/cmnh/exhibits/north-south-east-west/iroquois/confederacy.html>

Ancient Greece: The Age of Pericles: The Athenian Empire

<http://www.wsu.edu:8001/dee/Greece/Athemp.htm>

Magna Carta

<http://www.nara.gov/exhall/charters/magnacarta/magtrans.html>

Municipal World Magazine

www.municipalworld.com

Canadian Red Cross

www.redcross.ca

International Committee of the Red Cross

www.icrc.org

Frontier College

www.frontiercollege.ca

Doctors Without Borders

www.dwb.org

YMCA

www.ymca.ca

YWCA

www.ywca.org

United Nations Declaration of Human Rights

<http://www.un.org/>

Convention on the Rights of the Child

<http://www.unicef.org/crc/convention.html>

UNICEF

<http://www.unicef.org>

Canadian Resource Bank for Democracy and Human Rights

<http://www.front.web.net/canadem>

Amnesty International

<http://www.io.org/amnesty>

Human Rights in Action

<http://www.un.org/Pubs/CyberSchoolBus/humanrights/index/html>

Greenpeace
<http://www.greenpeacecanada.org>

World Alliance for Citizen Participation
<http://www.civicus.org>

Canadian Resource Band for Democracy and Human Rights
<http://www.front.web.net/canadem>

OXFAM Canada
<http://www.oxfam.ca>

Scarborough Foreign Missions
sfms@web.apc.org

Women's Environment and Development Organization
<http://www.wedo.org>

World Vision
<http://worldvision.ca>

Save The Children Canada
www.savethechildren.ca

WarChild
www.warchild.ca

United Nations in the Twenty-First Century
www.unu.edu/unupress/un21-report.html

A Technology of Citizenship: Learning Democracy
www.oise.utoronto.ca/CASAE/cnf99/eharris.htm

Canadian Encyclopedia World Edition. McClelland and Stewart, 1999: Maclean's updates. (Morin and Latimer cases; conflict-resolution mechanisms: courts, mediation, arbitration)

CBC.ca/cgi-bin/templates/view.cgi (Milgaard compensation)

http://www.canada.gc.ca/howgoc/govorg_e.html (Government Organizational Chart: Judiciary)

<http://www.fcnetwork.org/4thnorth/joyceand.html> (Joyce and David Milgaard presentation)

Globe and Mail
www.globeandmail.com

The National Post
www.nationalpost.com

The Toronto Star
www.thestar.com

Maclean's Magazine
www.macleans.ca

Time
www.time.com

Elections Ontario (416-326-6155)
www.electionsontario.on.ca/English/voter_list.htm

Canada At the Polls, Elections Canada (613-993-2975)
www.elections.ca

Canadian Elections on the Internet
www.library.ubc.ca/poli/cpwebe.html
www.artsci.lsu.edu/poli/research.html
www.lsu.edu/guests/poli/public_html

StudyWeb: Government & Politics: World Government and Canadian Government
www.studyweb.com/links907.htm

Elections and Electoral Systems by Country
www.psr.keele.ac.uk/election/htm

Department of Justice: Law
canada.justice.gc.ca/Loireg/index_en.html

Sources of Canadian Federal and Provincial Legislation: LIS2133: Legal Literature
www.fis.utoronto.ca/courses/LIS/2133/legisour.htm

Local or national newspapers, magazines – Indexes, Databases & Full Text Periodicals at BCIT Libraries
www.lib.bcit.bc.ca/le.htm

Newspapers and Magazines and Editorials
<http://www.webwombat.com.au/intercom/newsrs/index.htm>
<http://www.fact.com/eof.htm>

The Mounties Finally Get Their Man
www.singh~songh.org

The Canadian Jewish News. Ontario Snubs UN Ruling on School Funding
www.cjnews.com

Holocaust timelines
<http://fcit.coedu.usf.edu/Holocaust>

Ministry of Heritage
<http://www.pch.gc.ca/credo/>

Summary of Choosing a Government, Ontario Conference of Catholic Bishops, 1998
(OCCB@OCCB.on.ca)
www.OCCB.on.ca 416-923-1423

Vatican
www.vatican.org

Human

Teacher-librarian/Resource teacher

Priest or chaplain

These will vary based on locality, but could also include:

- school board trustee
- town counsellor
- mayor
- member of provincial parliament
- member of parliament
- ambassador or consulate official
- visiting foreign missionary
- representative of a Catholic service organization (i.e., Canadian Catholic Development and Peace)

Video

Canada's Growth and Change: Rights and Responsibilities. Prentice Hall Ginn, 1997.

Canada: Growth and Change: Visions of Quebec. Prentice Hall Ginn, 1997.

Canada Votes. Elections Canada, 1995.

Evolution of the Canadian Constitution. School Services of Canada Ltd.

Introduction to the Legislative Assembly. Ontario: Ministry of Culture.

News in Review. Canadian Broadcasting Corporation (CBC).

Parliament in Action. Magic Lantern Communications, 1991.

Passage of a Bill, The Parliamentary Process. Magic Lantern Communications, 1991.

Unbroken Line. National Film Board (office of the Governor General)

Voices of Survival. Magic Lantern Communications, 1991.

Other

Mission Statements from the school, the board or a community agency

Holy Bible

Kids Around Town: A Local Government Education Model

Telephone Books

Canada Votes, "Election Map", Elections Canada

Election Tool Kit, Citizens for Public Justice.

Rapport: Journal of OHASSTA, Summer 1999.

Charter of Rights and Freedoms. Canada, 1982.

Catholic Resources

Books

(**Note:** These are mainly for teacher reference but some may be adapted for student use.)

Christian Justice. Minnesota: St. Mary's Press, 1995.

Do Justice! CCB (Toronto, 1987)

Dreams, Dilemmas and Decisions. Manitoba: Friesen Press, 1994.

Gaudium et Spes. Second Vatican Council document

Love Kindness. Jesuit Centre for Social Justice.

On Choosing a Government. Ontario Bishops 1998 Pastoral Letter

Rerum Novarum. Papal Encyclical.

Sollicitudo Rei Sociali. Papal Encyclical, 1986.

Summa Theologica. St. Thomas Aquinas.

Computer Software

Welcome to the Catholic Church. CD-ROM. Oregon: Harmony Media.

OSS Policy Applications

The Civics course provides students with the opportunity to acquire skills and knowledge that they need in order to pursue education and career goals and to carry out social responsibility. This course will provide students with learning experiences that are consistent with program goals outlined in *Choices into Action, Guidance and Career Education Program Policy for Ontario Elementary and Secondary Schools, 1999*. Students will relate what they are learning in this course to personal aspirations and interests and to possible work and life roles. To reach this objective, teachers should offer a range of career exploration activities, e.g., guest speakers. In some situations students may benefit from co-operative education and work experience if teachers choose to add this component to the course. Examples of ways of providing these opportunities for students are suggested in *Ontario Schools, Grade 9 to Grade 12, Program and Diploma Requirements, 1999*, section 7.5, Co-operative education and work experience (pp. 52-54).

This course also gives consideration to integrating technology across the curriculum (i.e., use of Internet in research), students with special needs (modifications when necessary), using the community as a resource (visits to city council), and using the Library/Resource Centre.

Teachers should also integrate the values of anti-discrimination, respect, and violence prevention into the course of study. When this course is taught in an adult setting more emphasis can be placed on the students' own personal experience with civic issues. Student safety should be considered especially when organizing activities outside the classroom, i.e., field trips.

Course Evaluation

Students, parents, and teachers should evaluate the course on an ongoing basis. The evaluation tool could be a checklist, rubrics, questionnaire or other method that is found to be useful. The course should be evaluated on how well it is meeting the following criteria:

- meeting expectations
- using teaching strategies that meet all students' learning styles
- employing a variety of assessment/evaluation methods that are reliable and accurate

Since this course has the greater objective of trying to transform students into informed, purposeful, and active citizens formed in the Catholic tradition the school could survey students. The survey could be used to assess how this course has influenced their values and beliefs regarding their role as, and their perspectives on, citizenship. This could be done in the form of a questionnaire prior to the start of the course, i.e., on or before the first class, and after the course is completed, i.e., on or after the last class. This would allow teachers and students to see how the course has influenced students' attitudes regarding citizenship. Course emphasis will focus on the enduring expectations of Catholic citizenship.

Coded Expectations, Civics, CHV2O

Informed Citizenship

Overall Expectations

ICV.01

– demonstrate an understanding of the reasons for democratic decision making;

ICV.02

– compare contrasting views of what it means to be a “citizen”;

ICV.03

– describe the main features of local, provincial, and federal governments in Canada and explain how these features work;

ICV.04

– explain the legal rights and responsibilities associated with Canadian citizenship;

ICV.05

– demonstrate an understanding of citizenship within a global context.

Specific Expectations

Democratic Decision Making

IC1.01

– explain the causes of civic conflict, and identify the need for decision-making processes and structures (e.g., ensure individual and community needs are met, resolve conflict, adapt to change);

IC1.02

– distinguish between democratic and authoritarian forms of decision making, and compare the benefits and drawbacks of each form when used in everyday contexts;

IC1.03

– research and report on the elements of democratic decision making (e.g., rights and responsibilities of citizens, rule of law, common good, parliamentary system, majority rule, rights of minorities);

IC1.04

– analyse how dimensions of democratic decision making were practised in different historical contexts (e.g., Magna Carta, Periclean Athens, Iroquois Confederacy) and in their current circumstances (e.g., classroom, community associations);

IC1.05

– identify similarities and differences in the ways power is distributed in groups, societies, and cultures to meet human needs and resolve conflicts (e.g., in families, classrooms, municipalities).

Elements of Democratic Citizenship

IC2.01

– explain what it means to be a citizen in diverse political communities (e.g., school student union, community groups, ethnocultural groups, national and international organizations);

IC2.02

– research and write profiles of citizens with varying backgrounds (e.g., culture, religion, gender, socioeconomic status, nationality) who have made a difference in public life, and compare the different types of civic involvement they represent.

The Rights and Responsibilities of Canadian Citizenship

IC3.01

– identify the rights and responsibilities of citizenship expected and practised in their school or classroom, explain why these rights and responsibilities were developed, and evaluate the extent to which they apply to all students;

IC3.02

– describe the changing nature of Canadian citizenship rights and responsibilities based on an examination of provincial legislation, the Bill of Rights (1960), and the Canadian Charter of Rights and Freedoms (1982) (e.g., in terms of fundamental freedoms, democratic rights, mobility rights, legal rights, equality rights, language rights, Aboriginal rights);

IC3.03

– explain why it is essential in a democracy for governments to be open and accountable to their citizens, while protecting the personal information citizens are required to provide to governments (e.g., Municipal Freedom of Information and Protection of Privacy Act);

IC3.04

– demonstrate an understanding of 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);

IC3.05

– describe a case in which a citizen's rights and responsibilities have been upheld or restricted, outlining the concerns and actions of involved citizens and the reasons for the eventual outcome;

IC3.06

– identify significant political leaders in today's Canada.

Making Decisions, Resolving Conflicts, and Developing Policy in Canada

IC4.01

– explain the main features and functions of the different levels of government in Canada (e.g., federal, provincial, municipal);

IC4.02

– compare how laws, regulations, public policies, and decisions are made and enforced at the local, provincial, and federal levels;

IC4.03

– examine and analyse the importance and value of different ways of resolving disputes (e.g., mediation, arbitration) that differ from judicial approaches;

IC4.04

– demonstrate an understanding of the important role played by regulatory and adjudicative (quasi-judicial) agencies in our democratic society when resolving issues and disputes between individuals and groups, and between individuals or groups and government;

IC4.05

– investigate the role of political parties in the parliamentary process and examine the selection process for majority, minority, and coalition governments, using provincial and federal examples;

IC4.06

– examine and describe the roles played by elected representatives and interest groups in the political process (e.g., lobbying);

IC4.07

– research recently passed legislation at the community, provincial, or federal level to resolve public conflict (e.g., smoking and health regulations, drinking and driving laws, gun laws), and then produce a report analysing the key issues and different points of view on the issues.

Citizenship Within the Global Context

IC5.01

– analyse contemporary crises or issues of international significance (e.g., health and welfare, disasters, human rights, economic development, environmental quality) in the context of the global community;

IC5.02

– summarize the rights and responsibilities of citizenship within the global context, as based on an analysis of the United Nations Universal Declaration of Human Rights (1948) and Convention on the Rights of the Child (1989);

IC5.03

– research and summarize civic actions of individuals and non-governmental organizations that have made a difference in global affairs (e.g., Cardinal Paul-Emile Léger, Nelson Mandela, Mother Teresa, Craig Kielburger, David Suzuki, Jean Vanier, Red Cross, Frontier College, Doctors Without Borders, YWCA/YMCA);

IC5.04

– compare the contributions of individuals, as explored in the student summaries, to arrive at a definition of the term “global citizen”;

IC5.05

– examine and describe methods of electing governments in other countries (e.g., France, Israel, South Africa, Ireland).

Purposeful Citizenship

Overall Expectations

PCV.01

– examine beliefs and values underlying democratic citizenship, and explain how these beliefs and values guide citizens’ actions;

PCV.02

– 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;

PCV.03

– demonstrate an understanding of the challenges of governing communities or societies in which diverse value systems, multiple perspectives, and differing civic purposes coexist;

PCV.04

– demonstrate an understanding of a citizen’s role in responding to non-democratic movements (e.g., supremacist and racist organizations, fascism, and communism) through personal and group actions (e.g., actions of the Righteous Among the Nations during the Holocaust, Medgar Evers, Emily Murphy).

Specific Expectations

Democratic Beliefs and Values

PC1.01

– describe fundamental beliefs and values associated with democratic citizenship (e.g., rule of law, human dignity, freedom of worship, respect for rights of others, work for common good, sense of responsibility for others, freedom of expression);

PC1.02

– explain, based on an analysis of cases in local, provincial, national, and global contexts, how democratic beliefs and values are reflected in citizen actions;

PC1.03

– articulate and clarify their personal beliefs and values concerning democratic citizenship, and determine the influence of significant factors (e.g., community, nation, cultural group, religion, gender, socioeconomic status) on their sense of civic purpose.

Beliefs, Values, and Multiple Perspectives**PC2.01**

– compare the varied beliefs, values, and points of view of Canadian citizens on issues of public interest (e.g., privacy, reducing voting age, freedom of information, compulsory military service, Native self-government, Québec sovereignty);

PC2.02

– explain how different groups (e.g., special interest groups, ethnocultural groups) define their citizenship, and identify the beliefs and values reflected in these definitions;

PC2.03

– analyse a current public issue that involves conflicting beliefs and values, describing and evaluating the conflicting positions;

PC2.04

– describe how their own and others' beliefs and values can be connected to a sense of civic purpose and preferred types of participation.

Civic Purpose, Community, and Personal Responsibilities**PC3.01**

– describe and assess the contributions that citizens and citizens' groups make to the civic purposes of their communities;

PC3.02

– describe, compare, and analyse Canadian cases in which contrasting value systems, multiple perspectives, and civic purposes coexist (e.g., constitutional debates, Québec sovereignty question, Native self-governance);

PC3.03

– research and summarize the introduction of the Nuremberg laws, the public response to these laws in pre-World War II Europe, and the subsequent erosion of human rights that led to the Holocaust;

PC3.04

– analyse the evolution of Canada's participation in international tribunals, from the Nuremberg trials after World War II to the International Court of Justice's ongoing prosecutions involving war crimes and genocide (e.g., Somalia, Rwanda, Bosnia);

PC3.05

– describe ways citizens can be involved in responding to issues in which contrasting value systems, multiple perspectives, and differing civic purposes coexist, and determine their own sense of responsibility in relation to these opportunities for involvement;

PC3.06

– demonstrate an ability to anticipate conflicting civic purposes, overcome personal bias, and suspend judgement in dealing with issues of civic concern.

Active Citizenship Active Citizenship

Overall Expectations

ACV.01

– demonstrate an ability to research questions and issues of civic importance, and to think critically and creatively about these issues and questions;

ACV.02

– demonstrate an ability to apply decision-making and conflict-resolution procedures and skills to cases of civic importance;

ACV.03

– demonstrate an ability to collaborate effectively when participating in group enquiries and community activities;

ACV.04

– demonstrate a knowledge of different types of citizenship participation and involvement.

Specific Expectations

Inquiry Skills

AC1.01

– demonstrate an ability to formulate questions; locate information from different types of sources (e.g., texts, special references, news media, maps, community resources, Internet); and identify main ideas, supporting evidence, points of view, and biases in these materials;

AC1.02

– demonstrate an ability to organize information effectively (e.g., using summaries, notes, timelines, visual organizers, maps, comparison organizers);

AC1.03

– demonstrate an ability to effectively use strategies within the inquiry process when studying questions of civic importance in their school or local community.

Decision Making and Conflict Resolution

AC2.01

– analyse approaches to decision making and conflict resolution that can affect their own lives;

AC2.02

– analyse important historical and contemporary cases that involve democratic principles in the public process of conflict resolution and decision making;

AC2.03

– demonstrate an ability to apply conflict-resolution and decision-making strategies (e.g., identify points of view and values, collect data) to public issues affecting their own lives.

Collaboration

AC3.01

– demonstrate an ability to contribute to a positive climate in group settings (e.g., respect rights and opinions of others, accept personal responsibility for group duties, provide leadership when appropriate, encourage others to participate);

AC3.02

– communicate their own beliefs, points of view, and informed judgements, and effectively use appropriate discussion skills (e.g., persuasion, negotiation);

AC3.03

– demonstrate an ability to work collaboratively and productively with others when researching civics topics in their community.

Citizenship Participation and Community Involvement

AC4.01

– research and compare significant contributions made by individuals and groups to their communities and assess the impact of these individuals' and groups' contributions;

AC4.02

– compare and evaluate 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;

AC4.03

– research and describe how family, gender, ethnicity, class, nationality, and/or institutional affiliation may affect one's ability to participate;

AC4.04

– participate effectively in a civil action or project of interest to them and of importance to the community (e.g., attend public hearings, plan religious or cultural event, join special interest group, write letters to editor);

AC4.05

– produce a research report on the contributions of public agencies (e.g., government bodies, service clubs, media, public interest groups) and evaluate the value of these contributions to society.

Ontario Catholic School Graduate Expectations

The graduate is expected to be:

A Discerning Believer Formed in the Catholic Faith Community who

- CGE1a** -illustrates a basic understanding of the **saving story** of our Christian faith;
- CGE1b** -participates in the **sacramental life** of the church and demonstrates an understanding of the centrality of the Eucharist to our Catholic story;
- CGE1c** -actively reflects on **God’s Word** as communicated through the Hebrew and Christian scriptures;
- CGE1d** -develops attitudes and values founded on Catholic **social teaching** and acts to promote social responsibility, human solidarity and the common good;
- CGE1e** -speaks the **language of life**... “recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it.” (Witnesses to Faith)
- CGE1f** -seeks intimacy with God and celebrates **communion** with God, others and creation through prayer and worship;
- CGE1g** -understands that one’s purpose or **call in life** comes from God and strives to discern and live out this call throughout life’s journey;
- CGE1h** -respects the **faith traditions**, world religions and the life-journeys **of all people of good will**;
- CGE1i** -integrates faith with life;
- CGE1j** -recognizes that “sin, human weakness, conflict and forgiveness are part of the human journey” and that the cross, the ultimate sign of forgiveness is at the heart of **redemption**. (Witnesses to Faith)

An Effective Communicator who

- CGE2a** -listens actively and critically to understand and learn in light of gospel values;
- CGE2b** -reads, understands and uses written materials effectively;
- CGE2c** -presents information and ideas clearly and honestly and with sensitivity to others;
- CGE2d** -writes and speaks fluently one or both of Canada’s official languages;
- CGE2e** -uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.

A Reflective and Creative Thinker who

- CGE3a** -recognizes there is more grace in our world than sin and that hope is essential in facing all challenges;
- CGE3b** -creates, adapts, evaluates new ideas in light of the common good;
- CGE3c** -thinks reflectively and creatively to evaluate situations and solve problems;
- CGE3d** -makes decisions in light of gospel values with an informed moral conscience;
- CGE3e** -adopts a holistic approach to life by integrating learning from various subject areas and experience;
- CGE3f** -examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.

A Self-Directed, Responsible, Life Long Learner who

- CGE4a** -demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;
- CGE4b** -demonstrates flexibility and adaptability;
- CGE4c** -takes initiative and demonstrates Christian leadership;
- CGE4d** -responds to, manages and constructively influences change in a discerning manner;
- CGE4e** -sets appropriate goals and priorities in school, work and personal life;
- CGE4f** -applies effective communication, decision-making, problem-solving, time and resource management skills;
- CGE4g** -examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities;
- CGE4h** -participates in leisure and fitness activities for a balanced and healthy lifestyle.

A Collaborative Contributor who

- CGE5a** -works effectively as an interdependent team member;
- CGE5b** -thinks critically about the meaning and purpose of work;
- CGE5c** -develops one's God-given potential and makes a meaningful contribution to society;
- CGE5d** -finds meaning, dignity, fulfillment and vocation in work which contributes to the common good;

-
- CGE5e** -respects the rights, responsibilities and contributions of self and others;
 - CGE5f** -exercises Christian leadership in the achievement of individual and group goals;
 - CGE5g** -achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others;
 - CGE5h** -applies skills for employability, self-employment and entrepreneurship relative to Christian vocation.

A Caring Family Member who

- CGE6a** -relates to family members in a loving, compassionate and respectful manner;
- CGE6b** -recognizes human intimacy and sexuality as God given gifts, to be used as the creator intended;
- CGE6c** -values and honours the important role of the family in society;
- CGE6d** -values and nurtures opportunities for family prayer;
- CGE6e** -ministers to the family, school, parish, and wider community through service.

A Responsible Citizen who

- CGE7a** -acts morally and legally as a person formed in Catholic traditions;
- CGE7b** -accepts accountability for one's own actions;
- CGE7c** -seeks and grants forgiveness;
- CGE7d** -promotes the sacredness of life;
- CGE7e** -witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society;
- CGE7f** -respects and affirms the diversity and interdependence of the world's peoples and cultures;
- CGE7g** -respects and understands the history, cultural heritage and pluralism of today's contemporary society;
- CGE7h** -exercises the rights and responsibilities of Canadian citizenship;
- CGE7i** -respects the environment and uses resources wisely;
- CGE7j** -contributes to the common good

Unit 1: The Individual as Citizen

Time: 21.25 hours

Unit Developers: J. Cecillon, H. Lack, P. Sacco, Durham Catholic and York Catholic District School Boards

Unit Description

This unit will introduce students to the need for government in society. Students will become aware of their rights and responsibilities as Canadian citizens. In addition, students will encounter the principles and practices of decision making. Students will develop an understanding of democratic beliefs and values, and come to appreciate the importance of civic involvement and participation. This unit will introduce skills such as analysis, inquiry, research, communication, and collaboration. Students will be encouraged to act morally and legally as people formed in Catholic tradition. As a culminating activity, students will examine a public agency or special interest group and research and analyse their contribution to the betterment of society.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: CGE1c, CGE1d, CGE1h, CGE 1i, CGE2a, CGE2d, CGE13b, CGE3c, CGE3d, CGE4a, CGE4c, CGE4f, CGE5a, CGE5c, CGE5d, CGE5e, CGE7a, CGE7c, CGE7f, CGE7g, CGE7h, CGE7j.

Strand(s): Informed Citizenship, Purposeful Citizenship, Active Citizenship

Overall Expectations: ICV.01, ICV.02, ICV.03, ICV.04, ICV.05, PVC.01, PCV.02, PCV.03, ACV.01, ACV.02, ACV.03, ACV.04.

Specific Expectations: IC1.01, IC1.02, IC1.03, IC1.04, IC1.05, IC2.01, IC2.02, IC4.01, IC4.02, IC4.03, IC4.04, IC4.05, IC5.03, IC5.04, IC5.06, PC1.01, PC1.03, PC2.02, PC2.04, PC3.01, PC3.06, AC1.01, AC1.02, AC1.03, AC2.01, AC2.02, AC3.01, AC3.02, AC3.03, AC3.05, AC4.01, AC4.02, AC4.03.

Activity Titles (Time + Sequence)

Activity 1	Decision Making	150 minutes
Activity 2	Democratic Decision Making	150 minutes
Activity 3	The Canadian Citizen's Rights and Responsibilities	300 minutes
Activity 4	Resolving Conflict	150 minutes
Activity 5	Democratic Beliefs and Values	225 minutes
Activity 6	Civic Involvement and Participation	300 minutes

Prior Knowledge Required

Students should have some familiarity with the school code of conduct or behaviour

Grade 1 Social Studies – Relationships, Rules, and Responsibilities

Grade 4 Social Studies – Medieval Times

Grade 5 Social Studies – Early Civilizations

Grade 5 Social Studies – Aspects of Government in Canada

Grade 6 Social Studies – Canada and Its Trading Partners

Grade 7 History – Conflict and Change: Conflict-resolution Strategies

Unit Planning Notes

- Check IEPs for identified students.
- Check School/Board Internet policy.
- Check student knowledge of Internet. (A lesson on using Internet sources may be needed.)
- Check the resource list and obtain the necessary materials.
- Ensure school board has made prior arrangements for the use of copyright material (Internet resources).
- Teachers should plan dates well in advance for school trips and guest speakers. (See Activities 5 and 6.)
- Work with and consult the teacher-librarian to complete research assignment in Activity 6. (The teacher may need to book research time in the Library/Resource Centre. The librarian may need to review research methodology and use of library resources and technology.)
- Teachers should clear any project to improve the school with the administration before students begin.

Teaching/Learning Strategies

Group

- brainstorming, questioning, discussion, concept clarification, lecturing, Socratic lesson, simulation inquiry process, issue-based analysis, classifying, co-operative learning, computer-assisted learning, research, role-playing

Individual

- note-making, organizers, computer-assisted learning, research, visualization

Assessment and Evaluation

Diagnostic and Formative Assessment

- informal and formal teacher observation of discussions, presentations, and group work
- examination of student work for accuracy and completion on a day-to-day basis
- Learning Skills Checklist observation list (See Appendix 1.1.3.)
- assessment Checklist for a Comparison of Democratic Decision Making in Activity 2
- peer assessment checklist to assess group and individual performance in small group activities in Activity 3
- Civics Portfolio (work in progress)
- assessment of Comparison Chart for accuracy and completion in Activity 3

Summative Evaluation

- paper and pencil test at end of unit
- rubric to evaluate student poster in Learning Strategy 4.
- evaluation rubric for written report (Appendix 1.5.1)
- teacher-created evaluation rubric for oral presentation
- culminating task in Activity 6

Resources

Textbooks

It is suggested the teacher select one of the new texts as a student and teacher resource for this course.

Supplementary Texts

Canadian Citizenship in Action. Edmonton: Wiegand Educational Publishers Ltd., 1992.

Web Sites

The Iroquois Confederacy

<http://www.clpgh.org/cmnh/exhibits/north-south-east-west/iroquois/confederacy.html>

Ancient Greece: The Age of Pericles: The Athenian Empire

<http://www.wsu.edu:8001/dee/Greece/Athem.htm>

Magna Carta

<http://www.nara.gov/exhall/charters/magnacarta/magtrans.html>

<http://www.municipalworld.com>

[CBC.ca/cgi-bin/templates/view.cgi](http://www.cbc.ca/cgi-bin/templates/view.cgi) (Milgaard compensation)

http://www.canada.gc.ca/howgoc/govorg_e.html (Government Organizational Chart: Judiciary)

<http://www.fcnetwork.org/4thnorth/joyceand.html> (Joyce and David Milgaard presentation)

The Mounties Finally Get Their Man

www.singh~songh.org

Wal-Mart Canada Arranges Delivery of Urgently Needed Blankets for Toronto's Homeless

www.newswire.ca/releases/December1998/18/c7034.html

True Spirit of Christmas Thriving

www.thestar.com/back-issues/ED19991223/toronto/991223NEW02-CI-VOLS23.html

New York's Crackdown on Homeless Criticized

www.thestar.com/back_issues/ED19991130/news/991130NEW12_FO-ELECT30.html

Human

Teacher-librarian

Local agencies, groups, organizations

Video

CBC News in Review – Guy Paul Morin exoneration

Other

The Canadian Charter of Rights and Freedoms (1982)

The Ontario Catholic School Graduate Expectations

The Bill of Rights (1960)

The Ontario Human Rights Code

The Ontario Education Act, Regulation 298

Canadian Encyclopedia World Edition. McClelland and Stewart, 1999. Maclean's updates. (Morin and Latimer cases; conflict-resolution mechanisms: courts, mediation, arbitration)

The Holy Bible (Luke: 10, 25-37 The Good Samaritan)

Local, provincial, and national newspapers

Mission Statements from the school, the board or a community agency

Activity 1: Decision Making

Time: 150 minutes

Description

This activity will introduce students to the causes of civic conflict and the need for decision-making processes and structures. Students will distinguish between democratic and authoritarian forms of decision making and compare the benefits and drawbacks of each form. Lastly, students will identify the similarities and differences in the way power is distributed in groups, societies, and cultures to meet human needs and resolve conflicts.

Strand(s) and Expectations

Ontario Catholic Graduate School Expectations

The graduate is expected to be:

An Effective Communicator who

CGE2a - listens actively and critically to understand and learn in light of gospel values;

CGE2b - reads, understands, and uses written materials effectively;

CGE2c - presents information and ideas clearly, honestly, and with sensitivity to others;

CGE2d - writes and speaks fluently one or both of Canada's official languages.

A Reflective and Creative Thinker who

CGE3c - thinks reflectively and creatively to evaluate situations and solve problems.

A Self-Directed, Responsible, Lifelong Learner who

CGE4a - demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;

CGE4f - applies effective communication, decision-making, problem-solving, time and resource management skills.

A Collaborative Contributor who

CGE5e - respects the rights, responsibilities, and contributions of self and others.

A Responsible Citizen who

CGE7f - respects and affirms the diversity and interdependence of the world's peoples and cultures.

Strand(s): Informed Citizenship

Overall Expectations

ICV.01 - demonstrates an understanding of the reasons for democratic decision making.

Specific Expectations

IC1.01 - explain the causes of civic conflict, and identify the need for decision-making process and structures (e.g., ensure individual and community needs are met, resolve conflict, adapt to change);

IC1.02 - distinguish between democratic and authoritarian forms of decision making, and compare the benefits and drawbacks of each form when used in everyday contexts;

IC1.05 - identify similarities and differences in the ways power is distributed in groups, societies, and cultures to meet human needs and resolve conflicts (e.g., in families, classrooms, municipalities).

Planning Notes

- Prior to the activity the teacher reviews the assessment practices (i.e., learning skills checklist and code of behaviour rubric.) Students work in groups as well as on an individual basis.
- Try to organize groups to integrate a balanced mix of gender, ethnicity, and culture.
- Cut the situational skit notes into strips. Distribute one strip to each group.
- Gather proper definitions for the various government terms.

Prior Knowledge Required

- Students should have some familiarity with the school code of conduct or behaviour.
- Grade 5, Early Civilizations: The Nature of Governments
- Grade 1, Relationships, Rules, and Responsibilities

Teaching/Learning Strategies

1. (a) Think/Pair/Share
The teacher has each student examine excerpts of the school's code of behaviour. Students are to list what they like and dislike about the existing code. In pairs, students are to develop their own code of behaviour (list of rules) to ensure the effective running of the school or classroom. Selected individuals share their codes with the class.
(b) The teacher explains to the class that the code of behaviour is an authority or power structure set up to deal with situations of conflict and ensure harmony in the school. This structure places responsibilities on each student and teacher. Students identify the ways in which power is distributed in groups, societies, and cultures to meet human needs and resolve conflicts, i.e., in families, classrooms, school teams, churches, municipalities. Students make up a chart, including the examples above, and identify the advantages and disadvantages as well as the similarities and differences in each one of these power structures.
(c) To introduce the idea of why we place power or authority into the hands of the government, have students work in pairs on The Castaways activity sheet. Students are to imagine themselves stranded on a desert island. Students will be forced to address pressing survival issues such as food and water rationing, conflict management, long term planning, scouting of the environment, and rescue strategies. They must also identify potential dangers to the survivors.
(d) Take up the questions. When finished, the teacher asks the students to identify whether or not they listed making rules as a priority for their survivors. Secondly, the teacher should ask the students whether they gave any specific responsibilities to the individual survivors. Then ask the students why rules and responsibilities would be so important in this emergency situation. Teacher should link the individual's responsibilities to the need to observe such rules. The teacher should also note the need for a decision-making structure to resolve conflicts, to ensure individual and collective needs are met, and to help people adapt to change.
(e) Teacher will introduce the Civics Writing Portfolio and the Rubric for its assessment (Appendix 1.1.4). Teacher will explain that this portfolio will be a work in progress of a collection of writing pieces collected throughout the course. The evaluation of the portfolio will occur at the end of the course as part of the culminating task. (See Assessment and Evaluation of the Overview.) The first task will be to write a reflection piece where the student will re-tell, reflect, and review the Castaway exercise.
2. (a) Place students back in their groups from the previous day. For half the class, tell the groups that a person has arrived on the island with a weapon. He declares that he is now in charge. Out of fear for their lives, your group agrees to follow him (government by one). For the other half of the class, tell the students that all of the islanders must decide as a group by voting on decisions. Now, instruct students on both sides to develop a three column chart placing the advantages of their type of government in the first column, the disadvantages of their government in the second column, and any points that might prove interesting in a third column. Students share their answers with the class.
(b) The teacher then provides the students with a definition of democracy and authoritarianism.

-
- (c) To reinforce the understanding of these terms, the teacher gives students worksheet. Students are given new situations which they are to match to the appropriate form of government. (See Appendix 1.12.) After students have finished the worksheet the teacher may have students write a short reflection piece on Authoritarian and Democratic forms of Government to be added to their portfolio. Students explain what they have learned and how each would impact on society.

Assessment/Evaluation Techniques

- Informal teacher observation of students working in small groups problem solving.
- Code of behaviour rubric (optional – teacher/student-created).
- Learning Skills Checklist (Appendix 1.1.3)
- Civics Writing Portfolio (work in progress)

Accommodations

- Permit small groups for students with oral language difficulties for Castaways activity.
- Allow for extra time in 1e) for students with writing difficulties.
- Provide overhead notes before class for students with writing difficulties.

Appendices

Appendix 1.1 – The Castaways

Appendix 1.2 – Government identification worksheet

Appendix 1.3 – Learning Skills Checklist

Appendix 1.4 – Civics Writing Portfolio Rubric

Appendix 1.1.1

The Castaways

Imagine you are all passengers on a flight heading somewhere into the South Pacific. Just before dawn, your pilot comes on the intercom to inform you that the plane is in difficulty and that he will attempt an emergency landing in the water near a deserted island which the navigator has managed to spot. The landing is a near disaster, plunging into the ocean. The pilot dies in the crash. All electronic devices (such as cell phones), are destroyed in the crash, as is the radio.

You are a small group of survivors (eight people), and you have escaped death and made it to shore. Complete the following tasks as a group:

1. Make a list of at least six things you think your group would do during the first hour ashore.
2. Review your thoughts from the first question and place these activities in their order of importance to you. What kind of individual responsibilities should be assigned?
3. How will you decide what is best for you in the first hours after the crash?
4. What should be done to ensure your personal survival? The group's survival?
5. What will you need to do to ensure the group's survival in the event of a lengthy wait for rescue?
6. What potential dangers could threaten the survival of your group.
7. What could possibly breed conflict between group members?
8. How would you resolve conflicts within the group? How would you handle any group members who appeared to be troublemakers?

Appendix 1.1.2

Civics Worksheet

Identify whether these features are more likely to describe authoritarianism or democracy.

1. You and your friends are students at university. You have decided to organize a protest calling for the release of prisoners of conscience, arrested the year before for criticizing the government's policies. During the peaceful public protest the government sends in the army with tanks to break up the demonstration and arrest your group.
2. People are complaining about a river that has begun to swell in size. They circulate a petition demanding that the government build a barrier wall.
3. A boat of refugees arrives in port. None of the refugees holds any identification. The government rounds up the passengers and places them in a detention camp until the immigration department gets answers.
4. You gather a group of people together to protest the forced draft of young people into the army. The police show up in riot gear, but allow the protest to continue.
5. You go to the central park in the city, stand on a park bench and begin to criticize the government for refusing to allow a new church to be built in the city. A crowd gathers, listens to you and claps. After your speech you go on your way home. Before arriving, two men approach you, pull you into an alley, and threaten to hurt you and your family if you ever try such a thing again.
6. You learn that there is an election. You arrive at the polling station and are told that you can vote in secret, or vote out in the open. Police are standing around. You decide to vote out in the open. You go to cast your vote and notice that there is only one name on the ballot.
7. As you walk through the streets of the village, you see the people go down on one knee and welcome you. Some of them throw flowers at your feet. You decide not to raise taxes on their farm produce.
8. The government leader has been convicted of taking bribes for special favours. Under pressure from the people he decides to resign.
9. A group of students complain that they are not allowed to gather together after curfew. They protest before the city hall. All of them are arrested and jailed after being clubbed by members of the army.

Appendix 1.1.4

Rubric for Civics Writing Portfolio

Name:

Class:

Goal/Standard: Use reading, writing, listening and speaking skills to research and apply information for specific purpose.

Criteria	Indicators	Level 1	Level 2	Level 3	Level 4
Knowledge/ Understanding Knowledge of Key Concepts	- key concepts - evidence of understanding - application	- evidence of limited understanding of key concepts	- evidence of some basic understanding of key concepts	- evidence of high level of understanding of key concepts	- evidence and ability to apply knowledge to new situations
Thinking/ Inquiry Organization	- completeness - timelines - table of contents	- missing two elements	- missing one element	- all three elements included	- all three elements demonstrate a high degree of organization
Communication Form	- spelling - grammar - sentence structure	- limited level of writing	- some writing evidence	- good development of writing	- high degree of writing skills
Communication Visual Appeal	- cover - artwork - graphics	- missing two elements; limited creativity	- missing one element; demonstrates some creativity	- all elements are displayed with a degree of creativity	- all elements are creatively and visually appealing
Application Reflection	- one per piece - depth of reflection - ability to self- assess	- missing two or more reflections	- missing one or more reflections	- insightful reflections for each piece	- reflections show insightfulness and ability to self-assess

Adapted from Burke, K.B. *The Mindful School: How to Assess Authentic Learning*. Skylight Training and Publishing, 1999. p. 73.

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

Activity 2: Democratic Decision Making

Time: 150 minutes

Description

This activity will introduce the students to a variety of historical examples of democratic decision making. In addition, students will also identify democratic decision making to examples in their own lives, i.e., community associations, classroom. Teachers will introduce the concepts of majority rule and minority rights, the rights and responsibilities of citizens, the role of our parliamentary system, and the rule of law.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations

The graduate is expected to be:

A Discerning Believer Formed in the Catholic Faith Community who

CGE1h - respects the faith traditions, world religions, and the life-journeys of all people of good will.

An Effective Communicator who

CGE2a - listens actively and critically to understand and learn in light of gospel values;

CGE2b - reads, understands, and uses written materials effectively;

CGE2c - presents information and ideas clearly, honestly, and with sensitivity to others;

CGE2d - writes and speaks fluently one or both of Canada's official languages;

A Reflective and Creative Thinker who

CGE3c - thinks reflectively and creatively to evaluate situations and solve problems.

A Self-Directed, Responsible, Lifelong Learner who

CGE4a - demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;

CGE4f - applies effective communication, decision-making, problem-solving, time and resource management skills;

A Collaborative Contributor who

CGE5e - respects the rights, responsibilities and contributions of self and others.

A Responsible Citizen who

CGE7g - respects and understands the history, cultural heritage, and pluralism of today's contemporary society.

Strand(s): Informed Citizenship, Active Citizenship

Overall Expectations

ICV.01 - demonstrates an understanding of the reasons for democratic decision making;

ACV.02 - demonstrate an ability to apply decision-making and conflict-resolution procedures and skills to cases of civic importance.

Specific Expectations

IC1.03 - research and report on the elements of democratic decision making (e.g., rights and responsibilities of citizens, rule of law, common good, parliamentary system, majority rule, rights of minorities);

IC1.04 - analyse how dimensions of democratic decision making were practiced in different historical contexts (e.g., Magna Carta, Periclean Athens, Iroquois Confederacy) and in their current circumstances (e.g., classroom, community associations);

AC2.02 - analyse important historical and contemporary cases that involve democratic principles in the public process of conflict-resolution and decision making.

Planning Notes

- Chart paper and markers are required.
- Students work in groups as well as on an individual basis.
- Prepare a checklist to assess student organizer for Periclean Athens and Iroquois Confederacy.
- Printed versions of all three documents should be available.

Prior Knowledge Required

- Grade 5, Early Civilizations: The Nature of Democracies
- Grade 4, Medieval Times: Magna Carta

Teaching/Learning Strategies

1. (a) In groups, students read and analyse one or two amendments to the Magna Carta. Each group works on separate amendments. Have students identify how power is limited and defined by the law, and whose power is limited. (Refer to Magna Carta from the web site listed under resources since it is written in layman's terms.)
(b) Students use markers and chart paper and list the limits placed on the powers of the king. The teacher circulates, prompts, and encourages all students to contribute to the group's work. A spokesperson will post and present the amendments to the class. Have all students record the information.
(c) The teacher will ask the class, "How is the power of the king limited for the future?" Students may note that the rule of law is now supreme. The teacher may wish to write a brief definition of rule of law on the board for student notes. Emphasize the individual's right to a trial by jury, and the right to be consulted before being taxed.
(d) In a Socratic lesson the teacher elaborates on the rights guaranteed to all Canadian citizens today. Such concepts as the common good, the parliamentary system, majority rules, and minority rights may be introduced in note form here.
(e) Have students do a reflection paper on why we need these things in our society. Students will later insert this into their portfolios.
2. (a) Students are to read the two articles on democracy in Athens and the Iroquois Confederacy.
(b) Teacher directs students to come up with an explanation of how decisions were made in these two societies. Have students complete an organizer chart to compare and contrast the characteristics of democracy in these two societies. **Note:** As an alternative to the organizer, teachers may wish to make a Venn diagram. This includes two intersecting circles where point of difference are written in the outer areas of the individual circles, and where common or similar points are written in the intersecting area.
(c) The teacher will review the assessment checklist with students prior to this activity. In this performance task students will do a one-page written report explaining how democracy in these societies compares to our democratic system today. What are the rights and responsibility of the citizen today? How is democratic decision making practiced in the classroom and in community associations? The students compare and evaluate the level of fairness achieved in each.

Assessment/Evaluation Techniques

- Paper and pencil test on terms at end of unit
- Teacher observation of group activity to ensure accuracy and completeness
- Assessment Checklist for a Comparison of Democratic Decision Making

Accommodations

- Students could write large to accommodate visually impaired students
- For students with writing difficulties give more time to complete written work and/or have another student as a proof-reader.
- For students with reading difficulties use mixed ability groupings in 1a) and 2a)

Resources

Web Sites

The Iroquois Confederacy

<http://www.clpgh.org/cmnh/exhibits/north-south-east-west/iroquois/confederacy.html>

Ancient Greece: The Age of Pericles: The Athenian Empire

<http://www.wsu.edu:8001/dee/Greece/Athemp.htm>

Magna Carta

<http://www.nara.gov/exhall/charters/magnacarta/magtrans.html>

Appendices

Appendix 1.2.1

Appendix 1.2.1

Democratic Decision Making

Compare and Contrast Democracy in Athens and the Iroquois Confederacy

Location	Similarities	Differences
Iroquois Confederacy		
Periclean Athens		

Insert a summary of how decisions are made in each group.

Finish with a one-page reflection: “How do these societies compare to our society today, i.e., equal rights, decision-making process, fairness, laws?” (This can be added to your Civics Writing Portfolio.)

Activity 3: The Canadian Citizen's Rights and Responsibilities

Time: 300 minutes

Description

During this activity students will examine how members of different organizations have rights and responsibilities as members of these organizations. They will then compare this to the rights and responsibilities they have as Canadian citizens. They will add to this their moral obligations as Catholic citizens. This will be followed by an examination of how their rights as Canadian citizens have changed over time. An examination of privacy rights and how individual citizens have exercised their rights and responsibilities to make a difference will be included in this activity.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations

The graduate is expected to be:

A Discerning Believer Formed in the Catholic Faith Community who

CGE1i - integrates faith with life.

An Effective Communicator who

CGE2a - listens actively and critically to understand and learn in light of gospel values;

CGE2b - reads, understands, and uses written materials effectively;

CGE2c - presents information and ideas clearly, honestly, and with sensitivity to others;

CGE2d - writes and speaks fluently one or both of Canada's official languages.

A Reflective and Creative Thinker who

CGE3c - thinks reflectively and creatively to evaluate situations and solve problems.

A Self-Directed, Responsible, Life Long Learner who

CGE4a - demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;

CGE4f - applies effective communication, decision-making, problem-solving, time, and resource management skills.

A Collaborative Contributor who

CGE5e - respects the rights, responsibilities and contributions of self and others.

A Responsible Citizen who

CGE7a - acts morally and legally as a person formed in Catholic traditions;

CGE7g - respects and understands the history, cultural heritage, and pluralism of today's contemporary society;

CGE7h - exercises the rights and responsibilities of Canadian citizenship.

Strand(s): Informed Citizenship, Active Citizenship

Overall Expectations

ICV.02 - compare contrasting views of what it means to be a citizen;

ICV.03 - describe the main features of local, provincial, and federal governments in Canada, and explain how these features work;

ICV.04 - explain the legal rights and responsibilities associated with Canadian citizenship;

ACV.01 - demonstrate an ability to research questions and issues of civic importance, and to think critically and creatively about these issues and questions;

ACV.02 - demonstrate an ability to apply decision-making and conflict-resolution procedures and skills to cases of civic importance;

ACV.03 - demonstrate an ability to collaborate effectively when participating in group enquiries and community activities;

ACV.04 - demonstrate a knowledge of different types of citizenship participation and involvement.

Specific Expectations

IC2.01 - explain what it means to be a citizen in diverse political communities (e.g., school student union, community groups, ethnocultural groups, national, and international organizations);

IC2.02 - research and write profiles of citizens with varying backgrounds (e.g., culture, religion, gender, socioeconomic status, nationality), who have made a difference in public life, and compare the different types of civic involvement they represent;

IC4.01 - identify the rights and responsibilities of citizenship expected and practised in their school or classroom, explain why these rights and responsibilities were developed, and evaluate the extent to which they apply to all students;

IC4.02 - describe the changing nature of Canadian citizenship rights and responsibilities based on an examination of provincial legislation, the Bill of Rights (1960), and the Canadian Charter of Rights and Freedoms (1982) (e.g., in terms of fundamental freedoms, democratic rights, mobility rights, legal rights, equality language rights, Aboriginal rights);

IC4.03 - explain why it is essential in a democracy for governments to be open and accountable to their citizens, while protecting the personal information citizens are required to provide to governments (e.g., Municipal Freedom of Information and Protection of Privacy Act);

IC4.05 - describe a case in which a citizen's rights and responsibilities have been upheld or restricted, outlining the concerns and actions of involved citizens and the reasons for the eventual outcome;

IC5.06 - examine and describe the roles played by elected representatives and interest groups in the political process (e.g., lobbying);

AC1.02 - demonstrate an ability to organize information effectively (e.g., using summaries, notes, timelines, visual organizers, maps, comparison organizers);

AC2.01 - analyse approaches to decision making and conflict-resolution that can affect their own lives;

AC2.02 - analyse important historical and contemporary cases that involve democratic principles in the public process of conflict-resolution and decision making;

AC3.01 - demonstrate an ability to contribute to a positive climate in group settings (e.g., respect rights and opinions of others, accept personal responsibility for group duties, provide leadership when appropriate, encourage others to participate);

AC3.02 - communicate their own beliefs, points of view, and informed judgements, and effectively use appropriate discussion skills (e.g., persuasion, negotiation);

AC4.03 - research and describe how family, gender, ethnicity, class, nationality, and/or institutional affiliation may affect one's ability to participate.

Planning Notes

- Obtain chart paper and markers for poster making in 1 b) and 4.
- Obtain a copy of the *Education Act, Regulation 298*.
- Obtain copies of *The Canadian Charter of Rights and Freedoms* (1982).
- Obtain copies of *The Ontario Human Rights Code*.
- Obtain copies of *The Bill of Rights* (1960).
- Obtain or create a rubric for peer-assessment of group and individual performance.
- Obtain a class set of the Ontario Catholic School Graduate Expectations.
- Obtain a recent newspaper article on a Young Offender case – check copyright requirements.
- Obtain a synopsis of the Municipal Freedom of Information Act. (Check the FAQ section of the web site listed in 5 under Resources.)
- Contact school Library/Resource Centre to book time and material for research in Learning Strategy 4.
- Obtain a short reading on the Persons' case (such as from *Canadian Citizenship in Action*, pp. 94-95).

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- Obtain a copy of the School Code of Conduct.
 - Obtain or create a rubric to evaluate student poster in Learning Strategy 4.

Prior Knowledge Required

- Experience working in groups from previous activities in this unit.
- Grade 6 Canada and Its Trading Partners: Contributions by Canadians of Various Backgrounds.
- Grade 5 Aspects of Government in Canada: Charter of Rights.

Teaching/Learning Strategies

1. a) The teacher will review with students the general expectations of students in the school/classroom and list them on the board under the heading Responsibilities of Students. The teacher will then ask students How is the school/teacher supposed to treat students? Students will give answers and the teacher will put them on the board under the heading Rights of Students. The teacher will then ask students if all members of the school community live up to these rights and what happens if someone does not. (**Note:** If the students cannot come up with answers to appropriate answers for the Responsibilities and Rights of Students the teacher may direct them to the school code of conduct or the requirements for pupils from the *Ontario Education Act, Regulation 298*, section 23 a) – h) to aid in this discussion.)
b) The teacher will brainstorm with students to list other organizations (community or school sports team, SADD, youth organization, Catholic Church) they belong to. The teacher will put these on the board. Students will divide into small groups based on these organizations and will be required to make a list of the rights and responsibilities they have as members of these organizations. In their groups, students will list the rights and responsibilities on a large piece of chart paper and these will be displayed on the walls of the classroom. Each group will then briefly explain their lists.
c) Each group will be given a copy of the *Canadian Charter of Rights and Freedoms* and will make a comparison between the lists they have made and the Charter. Each student will make a list in their notes of the similarities and differences. The teacher will then lead a class discussion regarding why the similarities and differences the students have noted exist. Collaboratively the class will arrive at a definition of Rights and Responsibilities of a Citizen. The teacher will then distribute copies of the *Ontario Catholic School Graduate Expectations*, section “A Responsible Citizen”. The teacher will then discuss with class what additional expectations each of the points in this section puts on Catholics. These points will then be added to our note under the heading The Catholic Citizen.
2. a) The teacher will give a short reading on the Persons’ case. In pairs students will answer a series of questions on this case regarding how the rights of women were upheld or restricted, that actions taken by involved citizens, and the reasons for the eventual outcome. A class discussion will follow. The teacher will then ask students if they know of any other examples of how rights have changed over time. If students do not come up with examples the teacher may wish to give some additional examples.
b) The teacher will provide students with copies of each of the following: The Ontario Human Rights Code, The Bill of Rights (1960) and The Canadian Charter of Rights and Freedoms(1982). The teacher will also provide students with a copy of Appendix 1.3.1 – Rights Comparison Chart. In groups of two or three students will be required to complete the chart. The students will explain what is meant by each of the Rights/Freedoms as listed in the Charter. They will then compare them to the level of protection they are given in the other two documents. The teacher will provide students with the peer-assessment checklist to assess group and individual performance in small group activities. The teacher will circulate amongst the groups as they fill them out and will discuss the results with each group and give suggestions for improvement

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- where necessary. The teacher will collect the charts and evaluate them for accuracy and completeness. The teacher will then give students information on the differences in the procedure you would use to protect your rights under each document and the differences in how each document can be changed. Students will add this to the last two rows of their chart. In a follow-up discussion the teacher will ask if our rights are better protected under the *Charter* or under the other documents. The teacher will point out to students that since the *Charter* is entrenched in the Constitution it gives us the greatest degree of protection.
3. a) The teacher will conduct a Socratic Lesson using the following questions as a guide: What information can the school require students and their families to provide? What is the school supposed to do use this information for? What is the school not allowed to do with this information? What information will the school have about you regarding your time at this school? Is it acceptable for the school to post an honour role of student marks? From this the teacher will give a short list of rules regarding what the school can do with this information and where the authority for this comes from (*The Education Act, Municipal Freedom of Information and Protection of Privacy Act*).
 - b) The students will be given an example of a case study such as the following: A 15 year old requests that the school not release information about his marks to his parents even though he is living with them. Students will be asked to give a short written response regarding what the school should do and reasons for their answer. A class discussion will follow clarifying the different student positions on this issue.
 - c) The teacher will provide students with an example of a recent newspaper article (make sure to observe copyright law) about a crime where a Young Offender has been charged. The teacher will ask why the Young Offender has not been named in the article. Working in small groups (two or three) students will be asked to come up with at least two reasons why the Young Offender should be named and two reasons why the Young Offender should not be named. The teacher will then put some of the student responses on the board. From this a discussion of rights of society to have information vs. rights of individual to privacy will follow. The teacher will conclude this lesson by having the class create a general guideline regarding when each should prevail.
4. The teacher will give students a list of citizens with varying backgrounds (Appendix 1.3.2) who have made a difference. The teacher will provide the students with some time and suggestions on researching these. Students will research these people in small groups (two or three). They will be required to report on the following in a poster format: the person's background; what the person did to make a difference; what, if any, lasting effects their actions had; and on how past restrictions on rights and freedoms might have affected their participation.

Assessment/Evaluation Techniques

- Peer-assessment checklist to assess group and individual performance in small group activities.
- Civics Portfolio (work in progress) – Students can complete a reflective piece from any of the following: 1c, 2a, 3b, 3c.
- Paper and pencil test at end of unit to evaluate Learning Strategy 2 and 3.
- Rubric to evaluate student poster in Learning Strategy 4.

Accommodation

- Pair students who have writing or reading difficulties with students who do not for 1c), 2a), 2b), 3c).
- For students who have problems copying from the board allow another student to use NCR paper to make a copy of notes in 1a), 1b), 1c), 2b) and 3a).
- For students who will have difficulty doing the research, group them with students who can do it and appoint peer scribes.
- Modified poster activity using shorter descriptions, more picture or drawings about the chosen citizens.
- An audio interview with a local citizen who has made a difference (mayor, principal, school board trustee, parent council president) can be substituted for the Poster activity for students with writing difficulties.

Resources

The Canadian Charter of Rights and Freedoms (1982)

The Ontario Catholic School Graduate Expectations

The Bill of Rights (1960)

The Ontario Human Rights Code

The Ontario Education Act, Regulation 298

[http: www.municipalworld.com](http://www.municipalworld.com)

Canadian Citizenship in Action. Edmonton: Wiegand Educational Publishers Ltd., 1992.

Appendices

Appendix 1.3.1 – Rights Comparison Chart

Appendix 1.3.2 – Citizens who have made a difference

Appendix 1.3.1

Rights Comparison Chart

Document:	<i>Canadian Charter of Rights and Freedoms (1982)</i>	<i>The Ontario Human Rights Code</i>	<i>Bill of Rights (1960)</i>
Right/Freedom	Define the right or freedom as listed in the Charter.	Comparison to Charter:	Comparison to Charter:
Fundamental Freedoms			
Democratic Rights			
Mobility Rights			
Legal Rights			
Equality Rights			
Language Rights			
Aboriginal Rights			
Procedure you would use to protect your rights under this document			
How can this document be changed?			

Appendix 1.3.2

Citizens who have made a difference

David Suzuki
Elijah Harper
Lincoln Alexander
Adrienne Clarkson
Donald Marshall
Agnes MacPhail
Norman Bethune
Cardinal Carter
Stephen Lewis
Roberta Bondar
Jeanne Sauve
Sir William Stephenson
R.S. McLaughlin
Emily Carr
Tommy Douglas
Peter C. Newman
H. Marshall McLuhan
Paul Henderson
Justine Blainey
Anne Murray
Annie Kidder
Grey Owl

The above is a suggested list. Teachers may wish to create their own list depending on the research materials and student interests in their community.

Activity 4: Conflict-Resolution and Rights

Time: 150 minutes

Description

This activity will introduce the students to the judicial system, i.e., law courts, trials, juries, and how it protects the rights of both individuals and society. Students will examine cases where the citizen's rights have been upheld or restricted. Students will also examine and analyse the importance and value of different conflict-resolution mechanisms involving disputes between individuals, groups, and government outside of our court system.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations

The graduate is expected to be:

An Effective Communicator who

CGE2a - listens actively and critically to understand and learn in light of gospel values;

CGE2b - reads, understands, and uses written materials effectively;

CGE2c - presents information and ideas clearly honestly, and with sensitivity to others;

CGE2d - writes and speaks fluently one or both of Canada's official languages.

A Reflective and Creative Thinker who

CGE3c - thinks reflectively and creatively to evaluate situations and solve problems.

A Self-Directed, Responsible, Life Long Learner who

CGE4f - applies effective communication, decision-making, problem-solving, time, and resource management skills.

A Collaborative Contributor who

CGE5e - respects the rights, responsibilities and contributions of self and others.

A Responsible Citizen who

CGE7a - acts morally and legally as a person formed in Catholic traditions;

CGE7h - exercises the rights and responsibilities of Canadian citizenship.

Strand(s): Informed Citizenship

Overall Expectations

ICV.04 - explain the legal rights and responsibilities associated with Canadian citizenship;

ICV.05 - demonstrate an understanding of citizenship within a global context.

Specific Expectations

IC4.04 - demonstrate an understanding of 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);

IC4.05 - describe a case in which a citizen's rights and responsibilities have been upheld or restricted, outlining the concerns and actions of involved citizens and the reasons for the eventual outcome;

IC5.03 - examine and analyse the importance and value of different ways of resolving disputes (e.g., mediation, arbitration) that differ from judicial approaches;

IC5.04 - demonstrate an understanding of the important role played by regulatory and adjudicative (quasi-judicial) agencies in our democratic society when resolving issues and disputes between individuals and groups, and between individuals or groups and government.

Planning Notes

- Locate or devise a chart outlining the federal and provincial/territorial courts of Canada.
- Prepare adequate definitions for the terms habeus corpus, criminal law, common law, civil law, trial by jury, and victim's rights.
- Ensure school board has made prior arrangements for the use of copyright material (Internet resources).

Prior Knowledge Required

- conflict-resolution process and problem-solving from the Castaways exercise
- Grade 7 Conflict and Change: Conflict – Resolution Strategies

Teaching/Learning Strategies

1. (a) Define conflict-resolution for the students. Provide them with four scenarios of conflict: student vs. student, student vs. teacher, individual vs. the community, and individual vs. the government. Ask student what alternative forms of conflict-resolution exist for each of these situations (i.e., teacher or vice principal will settle conflict, or the courts will charge students after an arrest).
(b) Show students the *CBC News in Review* video dealing with the Guy Paul Morin exoneration. Using the teacher provided courts chart have students examine the two court levels (appeals) where Morin was tried. Then flesh out the other levels of the court system in a chart form.
(c) Now ask the students, why did the system make the decisions it did with Morin. How did the system restrict Morin's rights? Teacher will define the difference between civil and criminal law. (Morin eventually took his plight to a civil court to seek damages)
(d) The teacher should provide students with a note on the terms trial by jury, rights of the accused, and rights of the victim, and explain how juries are chosen.
(e) Have students examine an article on the Latimer case or some other controversial court ruling. Ask the students to identify and record the court level and the decisions handed down to the accused. Have students explain how the system may have restricted individual rights once again. Make sure the students identify whose rights are threatened by the court decision. Assign as a written report.
2. (a) Give students a definition of mediation and arbitration. Have half the class look at Appendix 1.4.1 – Case Study A and the second half of the class look at Appendix 1.4.1 – Case Study B. Ask the students to look at the *process* of how the conflict is resolved and compare it to Morin's situation. Instruct the students to identify whether the situation they are examining (Part A or B) is an example of mediation or arbitration. The teacher may wish to have the students use a comparative chart for this exercise.
(b) Now ask the students how this conflict could be resolved otherwise. The teacher points out that in case study A the police could be brought in to charge the two students for uttering threats. In case study B, the employee could have gone to court to sue the employer for breach of contract. Make sure students note that most conflict-resolution never reaches the courts.
(c) The teacher now provides students with the definitions for four other quasi-judicial forms of conflict-resolution: Landlord and Tenant Act, CRTC, and ombudsman. In pairs, students work on the activity outlined in Appendix 1.4.2. The teacher will circulate to ensure students understand and stay on task. Correct together. Ask students why it is important to have different ways of resolving disputes.

-
- (d) Have students research their local newspaper for two articles that demonstrate an alternative form of conflict-resolution. Have students:
1. Summarize the dispute.
 2. Describe the method of resolution used.
 3. Explain in their opinion whether the resolution process was effective in solving the problem. (Students will share their findings with the class.)
 4. Write a proposal to add to their portfolio assessment.

Assessment/Evaluation Techniques

- Assessment of Comparison Chart for accuracy and completion
- Civic Writing Portfolio (work in progress)
- Paper and pencil test on definitions at end of unit

Accommodations

- Appoint a peer scribe for the required notebook summaries or provide summaries for 2d).
- Pre-select articles at the appropriate reading level for 1e).
- Mixed ability groupings to aid students who have difficulty with the readings in 1e).

Resources

Canadian Encyclopedia World Edition. McClelland and Stewart, 1999. *Maclean's* updates. (Morin and Latimer cases; conflict-resolution mechanisms: courts, mediation, arbitration)

[CBC.ca/cgi-bin/templates/view.cgi](http://www.cbc.ca/cgi-bin/templates/view.cgi) (Milgaard compensation)

http://www.canada.gc.ca/howgoc/govorg_e.html (Government Organizational Chart: Judiciary)

<http://www.fcnetwork.org/4thnorth/joyceand.html> (Joyce and David Milgaard presentation)

CBC News in Review – Guy Paul Morin exoneration

Appendices

Appendix 1.4.1 – Conflict-Resolution Case Studies

Appendix 1.4.2 – Conflict-Resolution Situations

Appendix 1.4.1

Conflict-Resolution Situations

Case Study A

Two students start threatening to beat each other up. One accuses the other of spreading dreadful rumours about them. A group of students manage to convince the two to sit down and sort out their differences. They agree to sit down and try to work things out with a neutral party.

Case Study B

An employee leaves her job and receives her final pay cheque. She realizes that her employer did not include her 4% vacation pay. The employee speaks to the employer and is told that she never paid for her work uniform. The employee insists that she did, and storms off. The employee speaks to a grievance officer and a meeting is set up between the two sides. Both sides now sit down together to try and settle the dispute.

Appendix 1.4.2

Conflict-Resolution Situations

Read the situations. With a partner, identify which form of conflict-resolution is being described.

Situation 1.

An elderly parent has died. Two spoiled siblings fight over the inheritance: a precious heirloom that has been in the family for generations. One child wants to keep the heirloom. The other wants to sell it, since they believe it is worth a fortune. Both children have agreed to bring in a third person that they respect and trust to listen to their side of the story. They are interested in hearing this person's recommendation, but do not feel bound to obey if they disagree.

Situation 2

An employer demands that their workers accept pay cuts and longer work hours to stay competitive. The employer has decided that cutting jobs will be the only other alternative. The workers are angry that they have to work an extra hour a day for a smaller pay cheque. They are also fuming because they have seen their dental and drug benefits cut. The government has ordered a third party (referee) to listen to both sides and then hand down a final solution. The referee is grouchy and hard of hearing.

Situation 3

A dreadful snowstorm hits. A tenant receives a phone call from their landlord. The landlord asks them to shovel out the sides of the house or face a flood in the basement. The tenant is furious to learn that the landlord has misled them into believing their basement apartment had never flooded. In addition, they are angry to learn that they must shovel out two feet of snow to prevent the flood. They call the city hall and learn that the landlord must arrange for snow removal.

Situation 4

Parents learn that the local radio station is planning to renew its license. They have also learned through the grape vine that Howard Stern and Jerry Springer are planning a new morning show. A local advertisement invites listeners to participate in the license renewal hearings. The parents are determined to attend.

Situation 5

Television viewers watch in horror as their underage son is named in a chain of corner store robberies in their neighbourhood. The reporter admits to identifying their son by name, but claims that the editorial staff goofed by not cutting this out of the news report before airtime. When confronted by the parents, the reporter pleads for his/her future as a journalist by publicly apologizing. The parents threaten to sue so the reporter agrees to meet with them and a CBC official who will listen to both sides and then conduct an investigation. The parents agree to drop the charges if they are satisfied with the finding of the investigation.

Key:

Situation 1: mediator

Situation 2: arbitrator

Situation 3: Landlord Tenant Act

Situation 4: Canadian Radio And Television Commission (CRTC)

Situation 5: ombudsman

Activity 5: Democratic Beliefs and Values

Time: 225 minutes

Description

This unit will familiarize students with purposeful citizenship. Students will be given opportunities to examine the role of the citizen, i.e., voting, protesting, and the personal values, i.e., Catholic faith, and perspectives that guide citizen thinking and actions. Students will employ research, collaboration, and decision-making skills. Students will understand the importance of forming and using a Catholic conscience in the exercise of their civic duties in their school and the greater community.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations

The graduate is expected to be:

A Discerning Believer Formed in the Catholic Faith Community who

CGE1c - actively reflects on God's Word as communicated through the Hebrew and Christian scriptures;

CGE1d - develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity, and the common good;

CGE1i - integrates faith with life.

An Effective Communicator who

CGE2a - listens actively and critically to understand and learn in light of gospel values;

CGE2b - reads, understands, and uses written materials effectively;

CGE2c - presents information and ideas clearly, honestly, and with sensitivity to others;

CGE2d - writes and speaks fluently one or both of Canada's official languages.

A Reflective and Creative Thinker who

CGE3b - creates, adapts, evaluates new ideas in light of the common good;

CGE3c - thinks reflectively and creatively to evaluate situations and solve problems;

CGE3d - makes decisions in light of gospel values with an informed moral conscience.

A Self-Directed, Responsible, Life Long Learner who

CGE4a - demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;

CGE4c - takes initiative and demonstrates Christian leadership.

A Collaborative Contributor who

CGE5c - develops one's God-given potential and makes a meaningful contribution to society;

CGE5d - finds meaning, dignity, fulfillment and vocation in work which contributes to the common good.

A Responsible Citizen who

CGE7e - witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful;

CGE7j - contributes to the common good.

Strand(s): Purposeful Citizenship

Overall Expectations

PCV.01 - examine beliefs and values underlying democratic citizenship, and explain how these beliefs and values guide citizens' actions;

PCV.02 - 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;

PCV.03 - demonstrate an understanding of the challenges of governing communities or societies in which diverse value systems, multiple perspectives, and differing civic purposes coexist;

ACV.01 - demonstrate an ability to research questions and issues of civic importance, and to think critically and creatively about these issues and questions;

ACV.02 - demonstrate an ability to apply decision-making, and conflict-resolution procedures and skills to cases of civic importance.

Specific Expectations

PC1.01 - describe fundamental beliefs and values associated with democratic citizenship (e.g., rule of law, human dignity, freedom of worship, respect for rights of others, work for common good, sense of responsibility for others, freedom of expression);

PC1.03 - articulate and clarify their personal beliefs and values concerning democratic citizenship, and determine the influence of significant factors (e.g., community, nation, cultural group, religion, gender, socioeconomic status) on their sense of civic purpose;

PC2.02 - explain how different groups (e.g., special interest groups, ethnocultural groups) define their citizenship, and identify the beliefs and values reflected in these definitions;

PC2.04 - describe how their own and others' beliefs and values can be connected to a sense of civic purpose and preferred types of participation;

PC3.01 - describe and assess the contributions that citizens and citizens' groups make to the civic purposes of their communities;

PC3.06 - demonstrate an ability to anticipate conflicting civic purposes, overcome personal bias, and suspend judgement in dealing with issues of civic concern;

AC1.01 - demonstrate an ability to formulate questions: locate information from different types of sources (e.g., texts, special references, news media, maps, community resources, Internet); and identify main ideas, supporting evidence, points of view, and biases in these materials;

AC1.03 - demonstrate an ability to effectively use strategies within the inquiry process when studying questions of civic importance in their school or local community;

AC2.01 - analyse approaches to decision making and conflict-resolution that can affect their own lives.

Planning Notes

- Teachers should plan dates for school trips and guest speakers well in advance.
- Research or have students research local issues of concern where adolescents can make a difference.
- Teachers should clear any project to improve the school with the administration before students begin.

Prior Knowledge Required

- Unit content thus far.

Teaching/Learning Strategies

1. a) The teacher writes the terms belief and value on the board. Students brainstorm as a group what they are. Then the teacher asks the question, "What makes these important?" Now ask students, "What are the characteristics that make a good society?" Discuss as a class. As a class come up with a definition of the fundamental beliefs and values of democratic citizenship, i.e., human dignity, freedom of worship, respect for the rights of others, sense of social responsibility. Students may require some guidance here. Reinforce this activity by having students compare the mission statements of a public school and a Catholic school. Ask students how they differ and how they are the same. "How do these statements influence the student's role as a citizen in that institution?"
b) The teacher then asks students in pairs to develop a list of problems existing in the school community where students could use their values to make a difference. Students brainstorm. Answers will vary from school violence, to racism, to hunger, to litter.

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- c) Students can write a reflection paper identifying the issues and the impact they have had on the democratic beliefs and values of the community, the citizen and themselves as well as their Catholic beliefs. (This may be used as an inclusion for their Civics Writing Portfolio.) Use Appendix 1.5.1 – Writing Report Rubric for evaluation.
 2. a) Teacher introduces students to local issues of concern, e.g., environmental hazards, homelessness, racism, isolated seniors. This can be done by brainstorming or distributing local newspapers and having students identify local issues of concern. The students should record these issues in their notebooks as they may wish to use them again in Unit 4.
 3. a) Have students look at two cases studies where individuals have made a difference in their local and national communities, e.g., Toronto’s Out of the Cold program and Baltej Singh Dhillon, the first turbaned Mountie.
b) Teacher will engage students in a brief discussion about our system of school and its role in the larger society. Read to students the bible passage in which Jesus tells his followers and adversaries to “Render unto Caesar what is Caesar’s, and unto God what is God’s”. Teacher challenges students to explain *the ways Catholic schools should be different from public schools*.
c) Teacher now asks students how they can make their presence as Catholic students felt in the larger community. Students will be asked to come up with a list of solutions to these problems. Each group will share their solutions with the class. These solutions may be submitted in the student’s Civic Writing Portfolio and they may be used again in Unit 4.
d) Teacher will then inform students of a school trip to address one of these concerns, e.g., soup kitchen, nursing home.
 4. Prior to or in lieu of the school trip, the teacher may wish to invite a guest speaker who has demonstrated the true spirit of purposeful citizenship. The guest speaker could be a representative of the Knights of Columbus, Catholic Women’s League, a local organizer of a food drive or women’s shelter etc. In the event of a trip, an organizer for the event could send or provide needed instructions during their talk to help students get the most out of their civic experience.

Assessment/Evaluation Techniques

- Paper and pencil test on civic terms at end of unit
- Appendix 1.5.1 – Writing Report Rubric

Accommodations

For students with writing difficulties encourage use of computer in 1c and 3c. For students with reading difficulties, reinforce the reading verbally, or read aloud as a class in 3a. In lieu of the mission statement, students could create a poster or collage of an issue that reflects the impact on the values and beliefs of a citizen.

Resources

Mission Statements from the school, the board or a community agency

The Mounties Finally Get Their Man

www.singh~songh.org

Wal-Mart Canada Arranges Delivery of Urgently Needed Blankets for Toronto’s Homeless

www.newswire.ca/releases/December1998/18/c7034.html

True Spirit of Christmas Thriving

www.thestar.com/back-issues/ED19991223/toronto/991223NEW02-CI-VOLS23.html

New York’s Crackdown on Homeless Criticized

www.thestar.com/back_issues/ED19991130/news/991130NEW12_FO-ELECT30.html

Teacher-librarian

Appendix 1.5.1 – Written Report Rubric

Appendix 1.5.1

Written Report Rubric

Criteria	Level 1	Level 2	Level 3	Level 4
<p>Knowledge and Understanding Details: The degree to which the details are appropriate for the writer's purpose and support the main point of the writer's response</p>	- details are random	- details lack elaboration or are repetitious	- details are elaborate and appropriate	- details are effective, vivid, explicit, and/or pertinent
<p>Thinking and Inquiry Organization: The degree to which the writer's response illustrates a) Unity b) Coherence c) Professionalism</p>	- thought patterns difficult to follow - limited introduction and/or conclusion - skeletal organization	- inconsistencies in unity and or coherence - weak transitions - shift in point of view	- organized but may have minor lapses in unity or coherence - transitions evident - usually has a clear focus	- organized from beginning to end - logical progression of ideas - clear focus - fluent, cohesive
<p>Communication Purpose: The degree to which the writer's response: a) establishes and maintains a clear purpose b) demonstrates an awareness of audience and task</p>	- does not establish a clear purpose - demonstrates a minimal awareness of audience and task - limited clarity of ideas	- attempts to establish a purpose - demonstrates some awareness of audience and task - demonstrates some clarity of ideas	- establishes and maintains a clear purpose - demonstrates a clear understanding of audience and task - develops ideas, but they may be limited in depth	- establishes and maintains a clear purpose - demonstrates a clear understanding of audience and task - exhibits a clear understanding of ideas
<p>Communication Structure and grammar: The degree to which the writer's response exhibits correct usage, structure, and grammar</p>	- limited usage, structure, and grammar	- moderate usage, structure, and grammar	- considerable usage, structure, and grammar	- thorough usage, structure, and grammar

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

Activity 6: Citizenship Participation and Involvement

Time: 300 minutes

Description

This activity will reinforce the importance of civic involvement. Students will research and report on the contributions made by individuals, groups, and agencies to their communities, and evaluate the value of these contributions to society. Students will also research and evaluate the impact of non-violent citizen participation in resolving conflicts and how family, gender, ethnicity, class, nationality, and/or institutional affiliation may affect one's ability to participate.

Strand(s) and Expectations

Ontario Catholic Graduate Expectations

CGE1c - actively reflects on God's Word as communicated through the Hebrew and Christian scriptures;
CGE1d - develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good;

CGE2a - listens actively and critically to understand and learn in light of gospel values;

CGE2b - reads, understands and uses written materials effectively;

CGE2d - writes and speaks fluently one or both of Canada's official languages;

CGE3c - thinks reflectively and creatively to evaluate situations and solve problems;

CGE5a - works effectively as an interdependent team member.

Strand(s): Active Citizenship

Overall Expectations

ACV.03 - demonstrate an ability to collaborate effectively when participating in group enquiries and community activities;

ACV.04 - demonstrate a knowledge of different types of citizenship participation and involvement.

Specific Expectations

AC1.01 - demonstrate an ability to formulate questions; locate information from different types of sources and identify main ideas, supporting evidence, points of view, biases in these materials;

AC1.02 - demonstrate an ability to organize information effectively;

AC1.03 - demonstrate an ability to effectively use strategies within the inquiry process when studying questions of civic importance in their school or local community;

AC3.01 - demonstrate an ability to contribute to a positive climate in group settings;

AC3.03 - demonstrate an ability to work collaboratively and productively with others when researching civics topics in their community;

AC3.05 - produce a research report on the contributions of public agencies (e.g., government bodies, service clubs, media, public interest groups) and evaluate the value of these contributions to society;

AC4.01 - research and compare significant contributions made by individuals and groups to their communities and assess the impact of these individuals and groups' contributions;

AC4.02 - compare and evaluate 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;

AC4.03 - research and describe how family, gender, ethnicity, class nationality, and/or institutional affiliation may affect one's ability to participate.

Planning Notes

- Students will work in groups as well as an individual basis.
- Try to organize groups to integrate a balanced mix of gender, race, culture, and abilities.
- Work and consult school teacher-librarian to complete research assignment. (The teacher may need to book research time in the Library/Resource Centre. The librarian may need to review research methodology and use of library resources and technology.)
- Obtain copies of local, provincial, or national newspapers.
- Plan dates for possible guest speakers well in advance.
- Research or have students research local issues of concern where adolescents can make a difference.

Prior Knowledge

- Unit content thus far.
- Grade 6, Canada and Its Trading Partners: Countries Canada has contributed assistance to

Teaching/Learning Strategies

1. The teacher will introduce the lesson on the importance of getting involved by using a specific school-related incident where student or staff involvement was not forthcoming. (Students fighting on school property will be used as an example for the following activity.)
2. The teacher will ask students if by-standers should get involved in the fight. Teacher should solicit reasons why some students think that by-standers should try to stop the fight, and ways in which by-standers could do so, and why some students may think it wiser to mind their own business and not get involved. (The advantages and disadvantages of getting involved, and the different ways that by-standers could get involved, may be noted on the board.)
3. Students are asked to explain how the school community and school culture could have been improved if the by-standers got involved. (**Note:** that the above three steps could be done by students using an organizer: Advantages, Disadvantages, Consequences)
4. The teacher writes on the board Benjamin Disraeli's quote "Evil things happen when good people do nothing" and asks students to give examples of incidents that support this quote. (The teacher can initiate the discussion by giving historical examples that students may be familiar with like Nazi Germany and the Holocaust or contemporary examples like the death of Dimitri (Matti) Baranovski or the shooting at Columbine High School in Colorado.)
5. In groups students choose an example that supports Disraeli's quote and speculate what public involvement could have prevented the incident and how this involvement could have contributed to the betterment of society. Each group presents its incident and analysis.
6. Have students read Luke 10: 30-35 (the story of the Good Samaritan). Ask students "Who is our neighbour?" and discuss the moral or lesson of the parable (Lesson: we have a moral duty, as Catholics, to help our neighbour, and our neighbour is anyone in need). From this the teacher can lead a discussion on how this moral duty can be extended to the civic level and how this involvement is a display of the true spirit of purposeful citizenship.
7. At this point, the teacher may wish to invite a guest speaker who has demonstrated the spirit of purposeful citizenship. The guest speaker could be a representative of the Scarborough Foreign Missions, Salvation Army, a local organizer of a food drive or a women's shelter. As part of this activity the speaker should be encouraged to make reference to the rewards of this career choice and how they came to be involved in this position.

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8. Brainstorm with students on the different forms that public involvement can take (from individual action, like Christ in the Good Samaritan, to public agencies and special interest groups.). List these forms of public involvement on the board and give examples for each one, i.e., Amnesty International, Oxfam, Foster Parent, MADD, Kids Help Phone, Knights of Columbus, Right to Life, Empire Club, Canadian Blood Services, Kiwanis Club. If students are short of ideas, distribute newspapers and have students look for articles, which reflect public involvement. Have students identify the group/agency in the article and include these to the list.
 9. In groups of two, students will choose one of the groups/agencies listed and research the following:
 - a) group affiliation (membership – criteria, restrictions, etc.)
 - b) what issues does this group/agency focus on and what is this group/agency’s stand of these issues
 - c) what are some specific changes that this group/agency has or is trying to affect;
 - d) what means does group/agency use in resolving public issues (how can this group/agency help resolve an issue or change policy)
 - e) what are some examples of contributions made by this group/agency to society
 - f) how has this group/agency contributed to the betterment of society
 10. Each group will produce a research report (one-two pages in length) to be submitted for evaluation as well as a short oral summary presentation of their research. The teacher should review the rubrics for these assignments with students. The written work can also be submitted to the student’s Civics Writing Portfolio.

Assessment/Evaluation Techniques

- Informal or formal teacher observation of individual and group activity to ensure collaboration and completion
- Appendix 1.1.3: Learning Skills Checklist
- Appendix 1.5.1: Evaluation rubric for written report
- Teacher-created evaluation rubric for oral presentation

Accommodations

- Check IEPs for accommodations required when special needs students are placed in groups in Strategies 5 and 9.
- Utilize program support personnel and teacher-librarian to help special needs students complete tasks in Strategies 9 and 10.
- Instead of a written report students could create a poster or collage illustrating the activities of a group or agency in Strategies 9 and 10.

Resources

Holy Bible (Luke: 10: 25-37 “The Good Samaritan”)

Teacher-librarian

Library/Resource Centre

Local, provincial, and national newspapers

Local agencies, groups, and organizations

Unit 2: The Citizen at the Provincial and National Level

Time: 13.75 hours

Unit Developers: J. Cecillon, H. Lack, P. Sacco, Durham Catholic and York Catholic District School Boards

Unit Description

In this unit, students examine the structures of the Canadian government, e.g., levels and branches, the processes involved in making laws at the federal, provincial, and community levels, and how elections are conducted in Canada and other democracies around the world. Students employ research, inquiry, analytical, collaboration, conflict-resolution, and decision-making skills. In this unit, students learn to act as responsible citizens who witness Catholic social teaching, by promoting equality, democracy, and solidarity for a just and peaceful society. As a culminating activity, students participate in a debate addressing a current issue at the provincial or national level.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: CGE1d, CGE1e, CGE1h, CGE1i, CGE1j, CGE2a, CGE2b, CGE2c, CGE2d, CGE3b, CGE3c, CGE3d, CGE3f, CGE4a, CGE4f, CGE4g, CGE5a, CGE5e, CGE7a, CGE7d, CGE7e, CGE7f, CGE7g, CGE7h.

Strand(s): Informed Citizenship, Purposeful Citizenship, Active Citizenship

Overall Expectations: ICV.01, ICV.02, ICV.03, ICV.04, PCV.01, PCV.02, PCV.03, ACV.02, ACV.03.

Specific Expectations: IC4.06, IC5.01, IC5.02, IC5.05, IC5.06, IC5.07, IC6.05, PC1.02, PC2.01, PC2.03, PC2.04, PC3.02, PC3.05, PC3.06, AC1.01, AC1.02, AC2.01, AC2.02, AC2.03, AC3.01, AC3.02, AC3.03.

Activity Titles (Time + Sequence)

Activity 1	Government in Canada	225 minutes
Activity 2	Electing Governments	300 minutes
Activity 3	Study of Current Legislation	75 minutes
Activity 4	Recently Passed Legislation: Multiple Perspectives	225 minutes

Prior Knowledge Required

- knowledge of how to participate in a discussion where opposing points of view will be expressed (respect for opinions of others, listening, and taking turns to speak)
- knowledge of the moral duties of Catholics from Activity 3 of Unit 1
- Catholic Graduate Expectations
- Grade 4 Social Studies – The Provinces and Territories
- Grade 5 Social Studies – Aspects of Government in Canada
- Grade 7 History – Conflict and Change
- Grade 7 Geography: Natural Resources
- Grade 8 History – Confederation
- Grade 9 Geography: Geographic Foundations
- Unit 1 content

Unit Planning Notes

- Teachers should check the resource list to make sure that they have the necessary materials.
- Teachers should obtain a copy of *Canada At The Polls*, Elections Kit: Elections Canada: (see Resources for web site and address) and photos of provincial and federal political party leaders. Teacher should be familiar with common techniques used to ‘slant’ information presented (a list of techniques is provided in the lesson or teacher should obtain a copy of *Kids Around Town: A Local Government Education Model*). For Activity 4, book the Library/Resource Centre and notify the teacher-librarian in advance of topics students will be researching. Ensure that students researching web sites in the library are adequately supervised.

Teaching/Learning Strategies

Group

- brainstorming, questioning, discussion, Socratic lesson, co-operative learning, computer-assisted learning, research, debate.

Individual

- note-making, computer-assisted learning, research, reflection.

Assessment and Evaluation

Diagnostic and Formative Assessment

- Informal observation of students in class discussion and small group activities
- Assessment of the list of significant political leaders in Activity 1 – for completeness by means of a checklist
- Civics Writing Portfolio (work in progress)

Summative Evaluation

- Evaluation of student work on Appendix 2.1.1 for completeness
- Evaluation of the proposed law in Activity 2.3 through the use of a problem-solving rubric
- Paper and pencil test at end of unit
- Formal teacher observation of individual and group activities to ensure collaboration and completion
- Rubric to evaluate Report on Recent Passed Legislation
- Appendix 2.4.3: Debate Evaluation Rubric – Unit Culminating Activity
- Appendix 2.4.1: Written report rubric for evaluation

Resources

Textbooks

It is suggested the teacher select one of the new texts as a student and teacher resource for this course.

Supplementary Text

Cruxton and Wilson. *Spotlight Canada*. Toronto: Oxford University Press, 1998.

Evans, A.S. and I.L. Martinello. *Canada’s Century*. Toronto: McGraw-Hill Ryerson Ltd., 1988.

Guy, James and John People. *Politics & Government*. Toronto: Prentice-Hall, 1995.

Web Sites

Globe and Mail

www.globeandmail.com

The National Post

www.nationalpost.com

The Toronto Star

www.thestar.com

Maclean's Magazine

www.macleans.ca

Summary of Choosing a Government, Ontario Conference of Catholic Bishops, 1998.

(OCCB@OCCB.on.ca) (416 923-1423)

www.OCCB.on.ca)

The Canadian Jewish News

www.cjnews.com

Elections Ontario (416-326-6155)

www.electionsontario.on.ca/English/voter_list.htm

Canada At the Polls, Elections Canada (613-993-2975)

www.elections.ca

Canadian Elections on the Internet

www.library.ubc.ca/poli/cpwebe.html

www.artsci.lsu.edu/poli/research.html

www.lsu.edu/guests/poli/public_html

Study Web: Government & Politics: World Government and Canadian Government

www.studyweb.com/links907.htm

Elections and Electoral Systems by Country

www.psr.keele.ac.uk/election/htm

For a list of federal/provincial legislation, teachers can access:

Department of Justice: Law canada.justice.gc.ca/Loireg/index_en.html

Sources of Canadian Federal and Provincial Legislation: LIS2133: Legal Literature

www.fis.utoronto.ca/courses/LIS/2133/legisour.htm

Local or national newspapers, magazines

Indexes, Databases and Full Text Periodicals at BCIT Libraries

www.lib.bcit.bc.ca/le.htm

Newspapers, Magazines, and Editorials

<http://www.webwombat.com.au/intercom/newsrs/index.htm>

<http://www.fact.com/eof.htm>

Human Resources

Teacher-librarian

Other

Local, provincial, and national newspapers

Kids Around Town: A Local Government Education Model. Section V (<http://www.pa.lwv.org/pa/kat>) or

(717) 234-1576

Activity 1: Government in Canada

Time: 225 minutes

Description

During this activity students examine the levels and branches that are part of government in Canada. They discover the names of significant political leaders in Canada and they compare how laws are made at different levels of government. This activity also includes an exercise in which students draft a law based on their own positions on an issue and in light of Catholic moral teaching.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations

The graduate is expected to be:

A Discerning Believer Formed in the Catholic Faith Community who

CGE1i - integrates faith with life.

An Effective Communicator who

CGE2a - listens actively and critically to understand and learn in light of gospel values;

CGE2b - reads, understands, and uses written materials effectively;

CGE2c - presents information and ideas clearly, honestly, and with sensitivity to others;

CGE2d - writes and speaks fluently one or both of Canada's official languages.

A Reflective and Creative Thinker who

CGE3c - thinks reflectively and creatively to evaluate situations and solve problems.

A Self-Directed, Responsible, Life Long Learner who

CGE4a - demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;

CGE4f - applies effective communication, decision-making, problem-solving, time, and resource management skills.

A Collaborative Contributor who

CGE5e - respects the rights, responsibilities and contributions of self and others.

A Responsible Citizen who

CGE7a - acts morally and legally as a person formed in Catholic traditions;

CGE7f - respects and affirms the diversity and interdependence of the world's peoples and cultures;

CGE7h - exercises the rights and responsibilities of Canadian citizenship.

Strand(s): Informed Citizenship, Active Citizenship

Overall Expectations

ICV.03 - describe the main features of local, provincial, and federal governments in Canada and explain how these features work;

ICV.04 - explain the legal rights and responsibilities associated with Canadian citizenship;

ACV.01 - demonstrate an ability to research questions and issues of civic importance, and to think critically and creatively about these issues and questions;

ACV.02 - demonstrate an ability to apply decision-making and conflict-resolution procedures and skills to cases of civic importance;

ACV.03 - demonstrate an ability to collaborate effectively when participating in group enquiries and community activities.

Specific Expectations

IC4.06 - identify significant political leaders in today's Canada;

IC5.01 - explain the main features and functions of the different levels of government in Canada (e.g., federal, provincial, municipal);

IC5.02 - compare how laws, regulations, public policies, and decisions are made and enforced at the local, provincial, and federal levels;

AC1.01 - demonstrate an ability to formulate questions: locate information from different types of sources (e.g., texts, special references, news media, maps, community resources, Internet); and identify main ideas, supporting evidence, points of view, and biases in these materials;

AC1.02 - demonstrate an ability to organize information effectively (e.g., using summaries, notes, timelines, visual organizers, maps, comparison organizers);

AC2.01 - analyse approaches to decision making and conflict-resolution that can affect their own lives;

AC2.02 - analyse important historical and contemporary cases that involve democratic principles in the public process of conflict-resolution and decision making;

AC2.03 - demonstrate an ability to apply conflict-resolution and decision-making strategies (e.g., identify points of view and values, collect data) to public issues affecting their own lives;

AC3.01 - demonstrate an ability to contribute to a positive climate in group settings (e.g., respect rights and opinions of others, accept personal responsibility for group duties, provide leadership when appropriate, encourage others to participate);

AC3.02 - communicate their own beliefs, points of view, and informed judgements, and effectively use appropriate discussion skills (e.g., persuasion, negotiation);

AC3.03 - demonstrate an ability to work collaboratively and productively with others when researching civic topics in their community.

Planning Notes

- Obtain a picture that contains different activities showing activities that involve government activities (such as *Canada's Century*, 2nd Edition, p. 9).
- Obtain a list of responsibilities of the various levels of government in Canada.
- Obtain a chart showing the procedure for the passing of laws at the Federal, Provincial, and Local levels of government.
- Create a list of situations that involve different levels of government.
- Create a list of the positions and names of significant political leaders in today's Canada.
- Create a checklist to evaluate the students' list of significant political leaders.
- Create a rubric to evaluate the students' proposed law in Activity 3.

Prior Knowledge Required

- Knowledge of how to participate in a discussion where opposing points of view will be expressed (respect for opinions of others, listening and taking turns to speak).
- Knowledge of the moral duties of Catholics from Activity 3 of Unit 1.
- Catholic Graduate Expectations
- Grade 5, Aspects of Government in Canada: Components of Federal Government
- Grade 4, The Provinces and Territories: Branches of Provincial Government

Teaching/Learning Strategies

1. a) The teacher will discuss with the students different activities that governments do. A picture (see resource list) could be used in which government activity is involved to help stimulate the discussion. The answers will be put on the board (six or seven answers would be sufficient). The students will be asked to copy this list in their notes. The teacher will then ask students to divide the list according to level of government that would handle them. To do this the teacher, using a Socratic approach, elicits responses from the students to create a brief guideline of what would be local, provincial, and national responsibilities. The teacher will then review the answers with students and will explain what level of government they come under and why.
- b) The teacher will give students a list of government activities and then have them classify these under their appropriate level. The teacher will then review the correct answers with the class.

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- c) The teacher will give students an example of a law, e.g., speed limits, murder, and ask the students what must be done from a practical point of view for this law to work. The teacher will brainstorm with students all the things that must happen, i.e., deciding what the law will be, enforcement, punishment. From this the teacher will introduce the concepts of branches of government (Executive, Legislative, Judicial). The teacher will then give students a definition of each.
 - d) Students will be given four or five situations, e.g., a man is charged with arson, and will work in small groups (two or three) to classify what branch of government will have jurisdiction over each. The teacher and students will then review this together.
2. a) The teacher will give students Appendix 2.1.1. Students will be asked to fill the definitions for each level and branch of government. Students will then work in small groups (two or three) to fill in the rest of the chart with the information provided on the bottom of the sheet.
 - b) As a homework assignment, students will be asked to complete a list of significant political leaders in Canada today. Students will be told to try to find out the information for this from family members, newspapers, magazines, or any other sources they can access. This list should include the following: Governor General, Lieutenant Governor, Prime Minister, Premier, Mayor/Reeve, local MP, local MPP, local Counsellor. Depending on the current events going on in Canada at the time, other significant political leaders may be included. This will be collected at the following class and discussed.
 - c) As part of the discussion in taking up the homework from 2b) the teacher should discuss what the career backgrounds of some of these political leaders are and how they came to get involved in politics.
3. a) The teacher will ask students, “What is a Law?” and, “How are Laws different from Rules you have at home or rules in the classroom?”. The teacher will then ask students, “Are the Ten Commandments rules, laws, or something else?” A brief discussion of the differences between rules, laws, and moral teachings will follow. The teacher will also explain how a regulation is different from a law. The teacher will give students a short definition for each.
 - b) The teacher will ask students a series of questions on their opinions of various issues involving law, e.g., At what age should people be allowed to get their permanent driver’s license? At what time should a curfew for teenagers be set for?, What should be the minimum age for being charged with a criminal offence?. These questions should be of interest to students and should involve different levels of government. Teachers may wish to use recent newspaper articles to help generate discussion. Students will record their answers in their notes. Students will then be divided into groups (three or four) to write a new law based on their opinion. Each group should be focussed on one law and should be made up of people with similar opinions. At least two groups should be doing each law. (The teacher should try to create the groups in such a way that the groups working on the same issue will come up with, at least, slightly opposing law proposals.) The teacher will instruct students to write a law, which covers the entire issue and not just their answer to the earlier question. The teacher may have students do a reflection piece regarding the new law they have written, what problems they encountered in coming to an agreement on this law and how this law will affect their community and them personally.
 - c) The teacher will provide the students with a brief summary of how laws are passed at the Federal, Provincial, and Local levels. (This could be in the form of a handout containing flowcharts for each.) The teacher will also direct students to look back at their list of government powers from Strategy 1b). Students, working in the same groups as Strategy 3a), will use this information to decide what level of government would be responsible for passing the law they have written. The teacher will instruct each group to write a short paragraph to explain how this law would be passed. The teacher will tell each group to pick a spokesperson for their group.

-
- d) The teacher will then have the two groups who have written up their proposed law explain what level would handle it, what the process would be to pass it, and what their position on the issue is. The teacher will then direct a class discussion on the reasons for the viewpoints expressed by the two groups. The teacher will also remind the students to keep in mind their moral duties as Catholic Citizens when they write this law (See Unit 1, Activity 3). This will be repeated for each issue. The teacher will remind students of the proper behaviour for engaging in a discussion of issues where there are conflicting points of view.
 - e) The teacher will conduct a short Socratic lesson on the differences in the way laws are passed at the various levels of government, the advantages and disadvantages of each, and the possible reasons for the differences.

Assessment/Evaluation Techniques

- Informal observation of students in class discussion and small group activities
- Assessment of the list of significant political leaders for completeness by means of a checklist
- Evaluation of student work on Appendix 2.1.1 for completeness
- Evaluation of the proposed law in Learning Strategy 3 through the use of a problem-solving rubric
- Civics Writing Portfolio (work in progress)

Accommodation

- Appoint peer scribes for students who may have difficulty taking notes in Strategies 1a, 1b, 1c, 3a, and 3e.
- Place students who may have difficulty with completing the assigned group exercises in 1d), 2a), and 3 with students who will be able to do the work.
- Shorten or revise the list of significant political leaders in Strategy 2b) for students who do not have the ability to do the standard exercise.
- Make the list of significant political leaders in Strategy 2b) a group exercise for students who do not have the necessary resources (i.e., access to newspapers or Internet) to complete it on their own.

Resources

Appendix 1.6.1

Evans, A.S., and I.L. Martinello. *Canada's Century*. Toronto: McGraw-Hill Ryerson Ltd., 1988.

Recent newspapers

Appendices

Appendix 2.1.1 – The Structure of the Canadian Government

Appendix 2.1.1

The Structure of the Canadian Government

	Federal	Provincial	Local
Executive			
Legislative			
Judicial			

Instructions

1. Fill in definitions for Executive, Legislative, and Judicial Branches of Government in the boxes where these words appear.
2. Fill in definitions for Federal, Provincial, and Local Levels of Government in the boxes where these words appear.
3. Using the above definitions and the information below as a guide fill in the following highlighted terms on the chart:
 - a) *Queen/Governor General* - official head of state for Canada
 - b) *Prime Minister* - elected head of Federal government
 - c) *Federal Cabinet* - runs the various parts of the Federal Government
 - d) *Federal Civil Service* - carries out the orders of Cabinet
 - e) *Lieutenant Governor* - official head of a province
 - f) *Premier* – elected head of a Provincial Government
 - f) *Provincial Cabinet* - runs the various parts of the provincial cabinet
 - g) *Provincial Civil Service* - carries out the orders of the provincial cabinet
 - h) *Mayor* - official and elected head of city/town government
 - i) *Counsellors in Charge of City Council Departments* - run the various parts of a city/town government
 - j) *Municipal Employees* - carry out the orders of city council committees
 - k) *Parliament - House of Commons and Senate* - make the laws for Canada
 - l) *Members of Parliament (MPs)* - elected representatives who vote in House of Commons
 - m) *Senators* - appointed to vote on laws in the Senate
 - n) *Provincial Legislature* - makes the laws for a particular province
 - o) *Members of Provincial Parliament (MPPs)* - elected representatives who vote in the Provincial Legislature
 - p) *City Council* - make the by-laws for a particular city/town
 - q) *Supreme Court of Canada* - highest court in Canada - they take appeals from lower courts
 - r) *Federal Court of Canada* - handles cases involving the federal government
 - s) *Ontario Supreme Court* - handles major cases in a particular province but are paid for and organized by the federal government
 - t) *Provincial Court* - handles minor cases in a particular province - are paid for and organized by the provincial government

Activity 2: Electing Governments

Time: 300 minutes

Description

Students investigate the electoral process and the selection of governments in Canada, as well as examining the methods of electing governments in other countries. Students examine the role of elected representatives, political parties, and interest groups in the political process.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations

CGE2a - listens actively and critically to understand and learn in light of gospel value;

CGE2b - reads, understands, and uses written materials effectively;

CGE2d - writes and speaks fluently one or both of Canada's official languages;

CGE3c - thinks reflectively and creatively to evaluate situations and solve problems;

CGE5a - works effectively as an interdependent team member;

CGE5e - respects the rights, responsibilities and contributions of self and others;

CGE7g - respects and understands the history, cultural heritage, and pluralism of today's contemporary society.

Strand(s): Informed Citizenship

Overall Expectations

ICV.04 - explain the legal rights and responsibilities associated with Canadian citizenship.

Specific Expectations

IC5.05 - investigate the role of political parties in the parliamentary process and examine the selection process for majority, minority and coalition governments, using provincial and federal examples;

IC5.06 - examine and describe the roles played by elected representative and interest groups in the political process;

IC6.05 - examine and describe methods of selecting governments in other countries (e.g., France, Israel, Australia, South Africa, Ireland).

Planning Notes

Teachers work with teacher-librarian to create or obtain:

- a questionnaire, which identifies where students fit on the political spectrum (Sample attached in Appendix.);
- photos of provincial and federal political party leaders;
- a copy of *Summary of Choosing a Government*, Ontario Conference of Catholic Bishops, 1998 (See Resources for e-mail address and web sites.);
- *Canada At The Polls*, Elections Kit: Elections Canada (See Resources for web site and address.);
- Obtain summaries of, or summarize for students in written form, the different electoral systems used in France, Israel and Australia. (See Resources for references.)

Prior Knowledge

- Grade 5, Canada and the World: Aspects of Government in Canada
- Different forms of government from Unit 1, Activity 2
- Names of major political parties and leaders from Unit 2, Activity 1

Teaching/Learning Strategies

1. a) Students will complete a questionnaire that identifies (approximately) where they fit on the political spectrum. (See Appendix 2.2.1.)
- b) Class discussion of what is meant by the political spectrum and where different ideas, economic systems, forms of government, and countries fit on the spectrum. (Emphasize that the main difference between the different positions on the political spectrum are beliefs about human nature and the role of the state in society, and that a country's position on the political spectrum can change as new governments or new policies alter a country's political culture).
- c) Summarize with students the political beliefs of the left, centre, and right in relations to:
 - the government's role in key industries/economy;
 - the government's role in personal lives of citizens;
 - the rights of the individual; the pace of change and the need for tradition.
2. a) Circulate photos of political party leaders. (These should include photos of both federal and provincial political party leaders). Have students identify the person in the photo and which political party he/she belongs to.
- b) Discuss where the different parties identified in the previous exercise fit in the political spectrum.
- c) Discuss the need for political parties in a democratic society. Discuss what is the role and responsibilities of both the party in power and the opposition parties.
- d) Distribute to students election results of the last provincial and federal elections. (See Resources for web sites where teachers could access past and contemporary provincial and federal election results.) Have students analyse the results to determine which party formed the government and which party became the official opposition.
- e) Distribute provincial or federal election results, which illustrate other possible types of governments that can be formed, i.e., minority government, coalition government. (See Appendix 2.2.2 for 1917 and 1979 election results. Note that web sites for recent provincial and federal election results are in Resources and can also be used.) Discuss with students the mechanics of why these types of government were formed as opposed to majority governments. Discuss with students the vulnerabilities of these types of governments.
- f) Review with students their Democratic Rights as guaranteed in the *Canadian Charter of Rights and Freedoms* and discuss why each one of these rights is important to them. Read Section 3 of the *Canadian Charter of Rights and Freedoms* to students and discuss with students if Canadians under the age of eighteen should be allowed to vote. Initiate a discussion regarding who in society should be eligible to vote and who should be denied the right to vote. A collaboratively determined criteria for voting (which corresponds to *Charter of Rights and Freedoms*) should be noted in the students notebooks as this will be evaluated in a paper and pencil unit test.
- g) Initiate a discussion as to why it is important to vote and list the reasons on the board (students should list reasons in their notebooks). Distribute the first page of Summary of Choosing a Government and discuss with students why the Catholic Church encourages all voters to exercise their right to vote. (Reasons should be listed on the board next to students' responses from the previous exercise.)
- h) Introduce the mechanics of holding an election by drawing a parallel with the election of students to the Student Council in the school. Emphasis should be placed on who is eligible to run, the positions available, the duties of the students in these positions, and on the steps in the election. At this point, teachers can use the election kit from either *Elections Ontario* or *Elections Canada* to complete this activity on holding an election. These kits contain the Election Act, map of electoral districts, teacher's guide, copy of voter's guide, ballot box, voting screen, sample ballots, students activity sheets, etc. If time permits a class mock election can be held using the above kits.

-
3. a) Group students and use a co-operative grouping strategy to complete the following activity. Distribute to each group a summary of other commonly used electoral systems, e.g., Run-off ballots (France), Preferential ballot (Australia), Party-list systems (Israel). (Refer to Resources for web sites and books where these summaries can be obtained). In their groups students will read the summaries and
- briefly describe the steps involved in these electoral processes
 - give the advantages and disadvantages of each electoral process
 - compare each process with the Canadian process and determine which one is more democratic and fair
- Each group will present their answers and summary notes will be written on the board by the teacher.

Assessment/Evaluation Techniques

- Formal teacher observation of individual and group activities to ensure collaboration and completion of the tasks.
- Paper and pencil test at end of unit.

Accommodations

- Students with writing difficulties can prepare a collage or poster illustrating the different political parties and leaders and the process of electing governments.
- Pre-select reading materials at the appropriate reading level for Strategy 2h.
- Utilize program support personnel to help IEP students complete tasks in Strategies 2e, 2h, and 3a.

Resources

The teacher should consult teacher-librarian to locate materials required for this activity.

The teacher should use local, provincial, and national newspapers and magazines to obtain pictures of provincial and federal politicians.

Globe and Mail

www.globeandmail.com

The National Post

www.nationalpost.com

The Toronto Star

www.thestar.com

Macleans' Magazine

www.macleans.ca

Summary of Choosing a Government, Ontario Conference of Catholic Bishops, 1998.
(OCCB@OCCB.on.ca) (www.OCCB.on.ca) (416 923-1423)

Elections Ontario (416)-326-6155)

www.electionsontario.on.ca/English/voter_list.htm

Canada At the Polls, Elections Canada (613-993-2975)

www.elections.ca

Canadian Elections on the Internet

www.library.ubc.ca/poli/cpwebe.html

Research in Political Science

www.artsci.lsu.edu/poli/research.html

www.lsu.edu/guests/poli/public_html

Cruyton and Wilson. *Spotlight Canada*. Toronto: Oxford University Press, 1998.
Study Web: Government & Politics: World Government and Canadian Government
www.studyweb.com/links907.htm
Elections and Electoral Systems by Country
www.psr.keele.ac.uk/election/htm
Guy, James and John People. *Politics & Government*. Toronto: Prentice-Hall, 1995.
(Pages420-423)

Appendices

Appendix 2.2.1 – Political Spectrum: Where do you fit in the political spectrum?

Appendix 2.2.2 – 1917 Federal Elections Results

Appendix 2.2.1

Political Spectrum: Where do you fit in the political spectrum?

Circle one of the five responses for each of the following questions. Then add up your score and place yourself on the political spectrum.

KEY

SD	strongly disagree	A	agree
D	disagree	SA	strongly agree
N	neutral		

- | | | |
|-----|---|--------------------------|
| 1. | The Canadian government should provide day care for every family who wants it. | SD D N A SA
1 2 3 4 5 |
| 2. | Seatbelt laws should be cancelled because people have the right to decide if they want to use them or not. | SD D N A SA
1 2 3 4 5 |
| 3. | Smoking should be outlawed because it damages people's health. | SD D N A SA
1 2 3 4 5 |
| 4. | There should be capital punishment in Canada. | SD D N A SA
1 2 3 4 5 |
| 5. | When someone becomes wealthy the government should put very heavy taxes on them because they can afford to pay a lot more taxes than ordinary people. | SD D N A SA
1 2 3 4 5 |
| 6. | We do not need to help the poor anymore than we already do. They already get free education and welfare payments if they need them. | SD D N A SA
1 2 3 4 5 |
| 7. | The government should provide free health care for all citizens. | SD D N A SA
1 2 3 4 5 |
| 8. | The owner of a business takes most of the risks. Therefore they should get all the profits and the workers should be satisfied with what they pay them. | SD D N A SA
1 2 3 4 5 |
| 9. | Everyone who works deserves a decent standard of living, so the government should make sure that businesses pay their employees enough to live well. | SD D N A SA
1 2 3 4 5 |
| 10. | Governments should only protect their citizens from other nations and criminals within their own nation. The government should not do more than this. | SD D N A SA
1 2 3 4 5 |
| 11. | There are too many political parties in Canada. | SD D N A SA
1 2 3 4 5 |
| 12. | The Canadian government should spend more money on creating a stronger military force. | SD D N A SA
1 2 3 4 5 |
| 13. | Teachers, artists, musicians, writers, and other intellectuals do not contribute to the overall wealth of a country. | SD D N A SA
1 2 3 4 5 |
| 14. | Immigrants who commit a serious crime in Canada should be deported to their native country. | SD D N A SA
1 2 3 4 5 |
| 15. | Only older people should enter politics because they have experience and wisdom. | SD D N A SA
1 2 3 4 5 |

Position of the political spectrum as follows:

Left (15 – 30)	Left of centre (31-40)	Centre or moderate (41-50)	Right of centre (51-60)	Right (61 – 75)
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N.B. The scale is suggestive, rather than rigid, in its classification.

Appendix 2.2.2

1917 Federal Elections Results

The following is adapted from Cruxton and Wilson. *Spotlight Canada*. Toronto: Oxford University Press, 1988.

Number of Seats in the House of Commons

Province/Territory	Liberal	Union (Conservatives plus some Liberals)
Prince Edward Island	2	2
Nova Scotia	4	4
New Brunswick	4	12
Quebec	64	3
Ontario	8	74
Manitoba	1	16
Saskatchewan	0	16
Alberta	1	11
British Columbia	0	13
Yukon	82	1
Total seats	82	153

1979 Federal Elections Results

Government	Opposition
136 Progressive Conservative MPs	114 Liberal MPs 24 New Democratic Party MPs 6 Social Credit MPs
Total: 136 MPs	Total: 146 MPs

Activity 3: Recently Passed Legislation

Time: 75 minutes

Description

Students examine a recently passed legislation at the community, provincial or federal level and outline the key points of the legislation. Collaboratively, students identify the key issues surrounding the legislation and analyse the different points of view on these issues. Finally students will explain, in written form, the different points of view on the issues. This activity introduces students to analytical skills that will be reinforced and used in the culminating activity of this course.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations

CGE1h - respects faith traditions, world religions, and the life-journeys of all people of good will;

CGE2b - reads, understands, and uses written materials effectively;

CGE2d - writes and speaks fluently one or both of Canada's official languages;

CGE3b - creates, adapts, evaluates new ideas in light of the common good;

CGE3d - makes decisions in light of gospel values with an informed conscience;

CGE5a - works effectively as an independent team member;

CGE7f - respects and affirms the diversity and interdependence of the world's peoples and cultures.

Strand(s): Informed Citizenship, Active Citizenship

Overall Expectations

ICV.01 - demonstrate an understanding of the reasons for democratic decision making;

ICV.02 - compare contrasting views of what it means to be a citizen;

ACV.02 - demonstrate an ability to apply decision-making and conflict-resolution procedures and skills to cases of civic importance;

ACV.03 - demonstrate an ability to collaborate effectively when participating in group enquiries and community activities.

Specific Expectations

IC5.07 - research recently passed legislation at the community, provincial, or federal level to resolve public conflict (e.g., smoking and health regulations, drinking and driving laws, gun laws), and then produce a report analysing the key issues and different points of view on the issue;

AC2.03 - demonstrate any ability to apply conflict-resolution and decision-making strategies (e.g., identify points of view and values, collect data) to public issues affecting their own lives;

AC3.01 - demonstrate an ability to contribute to a positive climate in group settings (e.g., respect rights and opinions of others, accept personal responsibility for group duties, provide leadership when appropriate, encourage others to participate);

AC3.02 - communicate their own beliefs, points of view, and informed judgments and effectively use appropriate discussion skills (e.g., persuasion, negotiation).

Planning Notes

- Teachers should select a current legislation that would appeal to teenagers. (See Resources for appropriate web site.)
- Teachers need to obtain excerpts from newspapers, magazines, etc. that present different points of view on the legislation. (See Resources for web sites.)
- The teacher should work with the teacher-librarian to obtain the required materials.

-
- The teacher should be familiar with common techniques used to slant information presented (a list of techniques is provided in the lesson or teacher should obtain a copy of *Kids Around Town: A Local Government Education Model* which outlines these different techniques and gives suggestions for introducing these concepts; this resource package will also be used in the culminating activity at the end of this course).

Prior Knowledge Required

- Unit content thus far
- Grade 7, Conflict and Change: Conflict-resolution
- Grade 8, Confederation: Analyse, Synthesize, and Evaluate Information

Teaching/Learning Strategies

1. Distribute summary or copy of a recently passed legislation and help students determine the main points of the legislation. (The teacher should select a piece of legislation that will appeal to this age group i.e., *The Young Offenders Act*, the *Tobacco Control Act: Bill C-71*. Refer to Resources for web sites where legislation can be accessed). Each point will be written on the board and the teacher will initiate a brief discussion as to whether students agree on the intent of the legislation.
2. The teacher should make students aware that often information given can be slanted according to the preference of the source. Students should be able to recognize common techniques used, such as:
 - propaganda techniques, e.g., bandwagon technique, popular personality technique
 - opinions given as facts (distinguishing facts from opinion)
 - emotional appeals and scare tactics
 - the use of ambiguous words
 - using repetition rather than reasonThese concepts can be introduced by using print articles or advertisements or television advertisements of a current issue that display some of the above techniques.
3. Group students and use a co-operative learning strategy to complete the following activity. The teacher will distribute group news articles or editorials that present different points of view on the legislation to each. Each group will:
 - read different points of view on the recently passed legislation and summarize these different points of view;
 - determine which groups would hold the perspectives being presented and why these groups would have this particular view point on the legislation;
 - discuss the validity of the different points of view (are any of the techniques described in Activity 2 used in the articles?)
 - discuss which viewpoint the different group members agree with and summarize
 - reasons for agreeing with a particular point of view.(Each group member should be taking notes while completing the above activity).
4. The teacher will review the Appendix 2.3.1 – Writing Rubric with students. In this performance task students will individually write a one- to two-page report on the legislation and the different points of view using the following format:
 - one to two paragraphs summarizing the main points of the legislation
 - one to two paragraphs summarizing each of the different points of view on the legislation, and explaining why the different groups have different perspectives on the issue
 - one to two paragraphs summarizing the student’s personal opinion of the legislationStudents will submit their written work for evaluation. Students may include this assessment piece in their Civics Writing Portfolio.

Assessment/Evaluation Techniques

- Formal teacher observation of individual and group activities to ensure collaboration and completion.
- Summative: Report on Recent Passed Legislation Assessment Matrix

Accommodations

- Check IEP for accommodations required when special needs students are placed in groups in Strategy 3.
- Utilize program support personnel to help IEP students complete tasks in Strategies 3 and 4.
- Pre-select excerpts at the appropriate reading level of students in Strategy 3.
- Appoint peer to scribe the required notes for special needs students in Strategies 3 and 4.
- Expectations of written report should be tailored to the class' ability and especially to the ability of special needs students for Strategy 4.

Resources

For a list of federal/provincial legislation, teachers can access:

Department of Justice: Law

canada.justice.gc.ca/Loireg/index_en.html

Sources of Canadian Federal and Provincial Legislation: LIS2133: Legal Literature

www.fis.utoronto.ca/courses/LIS/2133/legisour.htm

Local or national newspapers, magazines

Indexes, Databases & Full Text Periodicals at BCIT Libraries

www.lib.bcit.bc.ca/le.htm

Newspapers and Magazines and Editorials

<http://www.webwombat.com.au/intercom/newsrs/index.htm>

<http://www.fact.com/eof.htm>

The Toronto Star

www.thestar.com

The Globe and Mail

www.GLOBEANDMAIL.com

The National Post

www.nationalpost.com

Kids Around Town: A Local Government Education Model, Section V

<http://www.pa.lwv.org/pa/kat> or (717) 234-1576

Appendices

Appendix 2.3.1 – Writing Rubric

Appendix 2.3.1

Writing Rubric

Category	Level 1	Level 2	Level 3	Level 4
Knowledge and Understanding Knowledge of key points/parts of a legislation (accuracy of textual evidence)	- demonstrates limited knowledge of key points/parts of the legislation	- demonstrates some knowledge of key points/parts of the legislation	- demonstrates considerable knowledge of key points/parts of the legislation	- demonstrates thorough knowledge of key points/parts of the legislation
Thinking and Inquiry Interpreting different points of view	- summarizes with limited effectiveness the different points of view	- summarizes with some effectiveness the different points of view	- summarizes with considerable effectiveness the different points of view	- summarizes thoroughly and effectively the different points of view
Thinking and Inquiry Analysing different perspectives on the legislation (how group characteristics affect attitudes)	- shows limited awareness how group characteristics may affect perspectives on the issue (gives an example of how group characteristics affect attitudes towards legislation)	- shows some awareness of how group characteristics may affect perspectives on the issue (gives two examples of how group characteristics affect attitudes towards the legislation)	- shows much awareness of how group characteristics may affect perspectives on the issue (gives three examples of how group characteristics affect attitudes towards the legislation)	- shows considerable awareness of how group characteristics may affect perspectives on the issue (gives many examples of how group characteristics may affect attitudes towards legislation)
Application Transfers and applies information and concepts to formulate personal point of view	- transfers and applies information and concepts to formulate personal point of view with limited effectiveness	- transfers and applies information and concepts to formulate personal point of view with moderate effectiveness	- transfers and applies information and concepts to formulate personal point of view with considerable effectiveness	- transfers and applies information and concepts to formulate personal point of view with high degree of effectiveness

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

Activity 4: Recently Passed Legislation: Multiple Perspectives

Time: 225 minutes

Description

In this activity, students examine important civic questions touching the province of Ontario and our country as a whole, e.g., drinking age, Quebec sovereignty. They analyse how conflicting values and differing perspectives are worked out in our provincial and national societies. Students develop attitudes and values founded on Catholic teachings, i.e., papal encyclicals on social teaching, and the Beatitudes. Students also assess conflicting sides of a current public issue, evaluate the divergent positions, and formulate an opinion in preparation for a debate. This debate and the subsequent report serve as the culminating activity for this unit.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations

The graduate is expected to be:

A Discerning Believer Formed in the Catholic Faith Community who

CGE1d - develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good;

CGE1e - speaks the language of life... “recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it.” (Witnesses to Faith);

CGE1h - respects the faith traditions, world religions, and the life-journeys of all people of good will;

CGE1j - recognizes that “sin, human weakness, conflict and forgiveness are part of the human journey” and that the cross, the ultimate sign of forgiveness is at the heart of redemption (Witnesses to Faith).

An Effective Communicator who

CGE2b - reads, understands, and uses written materials effectively;

CGE2c - presents information and ideas clearly, honestly, and with sensitivity to others;

CGE2d - writes and speaks fluently one or both of Canada’s official languages.

A Reflective and Creative Thinker who

CGE3c - thinks reflectively and creatively to evaluate situations and solve problems;

CGE3d - makes decisions in light of gospel values with an informed moral conscience;

CGE3f - examines, evaluates, and applies knowledge of interdependent systems (physical, political, ethical, socio-economic, and ecological) for the development of a just and compassionate society.

A Self-Directed, Responsible, Life Long Learner who

CGE4f - applies effective communication, decision-making, problem-solving, time, and resource management skills;

CGE4g - examines and reflects on one’s personal values, abilities, and aspirations influencing life’s choices and opportunities.

A Collaborative Contributor who

CGE5a - works effectively as an interdependent team member.

A Responsible Citizen who

CGE7d - promotes the sacredness of life;

CGE7e - witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society.

Strand(s): Purposeful Citizenship

Overall Expectations

PCV.01 - examine beliefs and values underlying democratic citizenship and explain how these beliefs and values guide citizens' actions;

PCV.02 - 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;

PCV.03 - demonstrate an understanding of the challenges of governing communities or societies in which diverse value systems, multiple perspectives, and differing civic purposes coexist.

Specific Expectations

PC1.02 - explain, based on an analysis of cases in local, provincial, national, and global contexts, how democratic beliefs and values are reflected in citizen actions;

PC2.01 - compare the varied beliefs, values, and points of view of Canadian citizens on issues of public interest (e.g., privacy, reducing voting age, freedom of information, compulsory military service, Native self-government, Quebec sovereignty);

PC2.03 - analyse a current public issue that involves conflicting beliefs and values, describing and evaluating the conflicting positions;

PC2.04 - describe how their own and others' beliefs and values can be connected to a sense of civic purpose and preferred types of participation;

PC3.02 - describe, compare, and analyse Canadian cases in which contrasting value systems, multiple perspectives, and civic purposes coexist (e.g., constitutional debates, Quebec sovereignty question, Native self-governance);

PC3.05 - describe ways citizens can be involved in responding to issues in which contrasting value systems, multiple perspectives, and differing civic purposes coexist, and determine their own sense of responsibility in relation to these opportunities for involvement;

PC3.06 - demonstrate an ability to anticipate conflicting civic purposes, overcome personal bias, and suspend judgement in dealing with issues of civic concern.

Planning Notes

- Book the Library/Resource Centre and notify the teacher-librarian in advance of topics students will be researching. To maximize time, the librarian could pull relevant materials from the shelves to make them available to the students.
- Pre-test to assess students' level of knowledge prior to paper and pencil test at end of unit.
- Ensure that students researching web sites in Library/Resource Centre are adequately supervised.
- Ensure that students can access local library resources.

Prior Knowledge Required

- Unit 1 content
- Grade 7 Geography: Natural Resources
- Grade 9 Geography: Geographic Foundations

Teaching/Learning Strategies

1. a) The teacher asks students what an issue is? The teacher highlights how issues often touch many different domains (social, political, cultural and environmental). Students must also come to understand that issues usually involve conflict.
b) The teacher gives students an issue (resource extraction, global warming, over fishing, nuclear energy). Students develop a Web Chart on this question: How does this issue affect different aspects of our society? Write an issue at the centre of the board. Write out the words representing the different domains (social, political, etc.) with lines connecting them to the issue. Write specific examples of these domains on the board and link the domains together as well, e.g., overfishing: economic, social- unemployment. Using the information from the Web Chart

-
- students will write a reflection and explain the impact of the issue on the social, political, economic, cultural, environmental, technological, intellectual, religious, and artistic aspects of our society. Students share their answers with the class.
- c) Students receive article regarding the UN ruling on the appeal of the Jewish Congress of Ontario regarding the extension of public funding to Jewish schools. Students are asked to write a one page reflection paper explaining whether Canadian citizens should support or reject this type of funding. Students also explain their views on what position Catholic citizens should take on this particular issue by retelling, relating and reflecting upon it.
2. a) The teacher divides students up into groups of four. Each group is to research a separate topic. *The group will later be divided into two groups of two to debate the issue.* (Ensure that students research both sides of the issue). Students should use the research steps as outlined in the previous activity.
 - b) Students are to analyse a current Canadian issue that involves conflicting values and beliefs, describing and evaluating the conflicting positions. Some possible issues worth researching are: the Nisga land dispute, Quebec sovereignty, Ontario full funding for religious education, minority rights and education, and abortion. (See Appendix 2.4.2.)
 - c) Students are to do Library/Resource Centre and Internet research and demonstrate an awareness of the position of the Catholic church on each of these issues and the rationale behind the church's stand. Teacher circulates and assists students in arriving at an understanding of the opposing viewpoints on the research issue.
 3. a) The teacher assigns students the position they are to take on the issue in the debate and review with students Appendix 2.4.3 – Debate Evaluation.
 - b) Students are given ten minutes to prepare for the brief debate (opening statements).
 - c) Students present their positions in the debate while other students assess their performance. Each debate lasts approximately 10-15 minutes.
 - d) The teacher evaluates each teams performance using Appendix 2.4.3 – Debate Evaluation.
 - e) Students are to write a one-page report outlining their actual views on the issue they debated. (See Appendix 2.4.4.)
 - f) Students may wish to write a reflection piece to be included in their portfolio on the debate(s) that other students in the class did. This may be used as a submission for their Civics Writing Portfolio.

Assessment/Evaluation Techniques

- Debate Evaluation (Appendix 2.4.3)
- Written report rubric (Appendix 2.4.1) for evaluation
- Civics Writing Portfolio – reflection from Activity may be included

Accommodations

- For students with oral language difficulties, do not ask the student to respond to questions without forewarning in Strategies 1a, 1b, and 2a..
- For students with concentration and attention difficulties, arrange appropriate physical placement in the classroom during the debates.
- Pair students with a peer-helper to understand issues involved and to gather evidence in Strategy 2a and 2b.
- Written tasks can be modified/accommodated according to student's IEP for 3e.
- Web chart can be done on chart paper using a flowchart format to depict issues in conflict or through the use of an audio recorder.
- For students with oral language difficulties students can submit a written report or create a visual representation of the issue rather than participate in the debate.

Resources

National Post. Editorial, Friday November 5, 1999. www.nationalpost.com

National Post. Ontario's Catholic School Funding Violates Rights: UN, Saturday November 6, 1999. www.nationalpost.com

The Canadian Jewish News. Ontario Snubs UN Ruling on School Funding at www.cjnews.com

Appendices

Appendix 2.4.1

Appendix 2.4.2 – Debate Research Assignment

Appendix 2.4.3 – Debate Evaluation

Appendix 2.4.4

Appendix 2.4.1

Have students use the 3 Rs to recount their views.

Retell: tell about the issue using your own words (summarize).

I notice...

I especially liked...

Relate: make connections and share feelings.

This reminds me....

This makes me think of....

I feel...

I remember...(comparison)

Reflect: wonder and questioning, predicting

I wonder if...

Maybe...

I think...

I now understand that....

Appendix 2.4.2

Debate Research Assignment

As a group you are asked to evaluate one of the following issues: the Nisga land dispute, Quebec sovereignty, minority language rights and education, abortion, or extension of full funding for religious schooling in Ontario.

As a team member you must work with your partners collaboratively to find the following information:

1. Find the resources on this issue (books, encyclopedia or journal articles, Internet info).
2. Research the information.
3. Examine the various viewpoints on this issue. Why do some people take these positions? What actions did these people take to express their opinions? What arguments do they make to support their opinions.
4. What values lead people to this opinion?
5. List at least six points of evidence (reasons) to support each of the opposing viewpoints.
6. What are your beliefs on this issue?
7. What values led you to this belief?
8. Knowing what you do now about this issue, what steps could you take to get involved in the real dispute?

Group members should be well aware of both sides of this debate. Members must also be aware that they may be expected to defend a point of view that they do not personally share. This is why debating can sometimes be unpredictable. It is also why debating can also be interesting. Remember as well, when debating your opponents, be prepared, and, expect the unexpected.

You have only this class time and your own time to prepare yourself. Members are encouraged to share all of their information for reasons of efficiency. Besides, you will not know who you are debating with until just before the debate. Good luck!

This research will be used for a written report following the debate.

Data Organizer

List the data you have compiled under the appropriate heading

Issue:

Question	Pros	Cons

Appendix 2.4.3

Debate Evaluation

Opening Remarks

Criteria	Yes	No
Preparation and timing		
Presentation and defense of stance		
Organization		
Total		

Debating Skills

Criteria	Yes	No
Well prepared intelligent questions		
Well rounded team participation		
Intelligent responses and rebuttals		
Polite disposition-listens, speaks when acknowledged		
Proper understanding of team stance		
Total		

Closing remarks

Criteria	Yes	No
Preparation and timing		
Presentation		
Organization		
Total		

Appendix 2.4.4

Now that you have completed your debate on this difficult issue, the time has come to put your personal thoughts on paper.

- What are your personal beliefs on this issue?
- What values led you to this belief?
- How does your position compare to the Catholic Graduate expectations? Explain.

(This reflection piece may be added to your Civics Writing Portfolio.)

Unit 3: The Global Citizen

Time: 10 hours

Unit Developers: J. Cecillon, H. Lack, P. Sacco, Durham Catholic and York Catholic District School Boards

Unit Description

This unit will introduce students to historic and contemporary global issues. Students will clarify and evaluate their own and others' positions on these issues. They will come to understand the concept and responsibilities of global citizenship through the use of various examples. In addition, students will examine civic actions of individuals and non-governmental organizations that have made a difference in global affairs. Students will further develop research, inquiry, analytical, collaboration, and decision-making skills. Students will become responsible citizens who respect and affirm the diversity and interdependence of the world's peoples and cultures and acts to promote the social good. The culminating activity in this unit has students look at a global issue and evaluate the actions taken by various people, groups, and nations.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: CGE1d, CGE1h, CGE2a, CGE2b, CGE2c, CGE2d, CGE3a, CGE3f, CGE4a, CGE4f, CGE5a, CGE5e, CGE5g, CGE7a, CGE7d, CGE7e, CGE7f, CGE7g, CGE7j.

Strand(s): Informed Citizenship, Purposeful Citizenship, Active Citizenship

Overall Expectations: ICV.05, PCV.01, PCV.02, PCV.03, PCV.04, ACV.01, ACV.02, ACV.03.

Specific Expectations: IC6.01, IC6.02, IC6.03, IC6.04, PC1.02, PC2.03, PC2.04, PC3.03, PC3.04, PC3.05, PC3.06, AC1.01, AC2.03, AC3.01.

Activity Titles (Time + Sequence)

Activity 1	Global Issues	300 minutes
Activity 2	Global Citizenship	150 minutes
Activity 3	A Current Global Issue	150 minutes

Prior Knowledge Required

- Unit 2, Activity 6
- Grade 1 Relationships, Rules and Responsibilities: Create a Timeline
- Grade 6 Canada and World Connections: Contributions Canada makes to the Global Communities
- Grade 8 History - Confederation
- Grade 9 Geography - Global Connections

Unit Planning Notes

Book the Library/Resource Centre and notify the teacher-librarian in advance of topics students will be researching. To maximize time, the librarian could pull relevant materials from the shelves to make them available to the students. Ensure that students researching web sites in library are adequately supervised. Check your board catalogue for a copy of the video *Voices of Survival* and preview it. Check resource list and obtain the materials you need.

Teaching/Learning Strategies

Group

- brainstorming, questioning, discussion, Socratic lesson, co-operative learning, computer-assisted learning, research, debate.

Individual

- note-making, computer-assisted learning, research, reflection.

Assessment and Evaluation

Diagnostic and Formative Assessment

- Appendix 3.3.1: Informal assessment of student worksheet
- Informal observation of students in class discussion and small group activities
- Informal assessment of the student timeline of Canada's involvement in International Actions
- Civics Writing Portfolio (work in progress)

Summative Evaluation

- Appendix 3.1.2: Evaluation of the student worksheet
- Paper and pencil test at end of unit
- Formal teacher observation of individual and group activities to ensure collaboration and completion
- Appendix 3.2.1 – Rubric for 'Being a Global Citizen'
- Teacher-created rubric to evaluate the Global Issue Culminating task

Resources

Textbooks

It is suggested the teacher select one of the new texts as a student and teacher resource for this course.

Web Sites

<http://fcit.coedu.usf.edu/Holocaust> - Holocaust timelines

<http://www.pch.gc.ca/credo/> - site for Ministry of Heritage.

<http://www.historyplace.com/worldwar2/holocaust/>

Canadian Red Cross

www.redcross.ca

International Committee of the Red Cross

www.icrc.org

Frontier College

www.frontiercollege.ca

Doctors Without Borders

www.dwb.org

YMCA

www.ymca.ca

YWCA

www.ywca.org

Toronto Star

www.thestar.co

Globe and Mail

www.globeandmail.com

National Post
www.nationalpost.com

Maclean's
www.macleans.ca

Time
www.time.com

Newspapers and Magazines and Editorials
<http://www.webwombat.com.au/intercom.newsprsr/index.htm>
<http://www.facts.com/eof.htm>

United Nations Declaration of Human Rights
<http://www.un.org/>

Convention on the Rights of the Child
<http://www.unicef.org/crc/convention.html>

UNICEF
<http://www.unicef.org>

Canadian Resource Bank for Democracy and Human Rights
<http://www.front.web.net/canadem>

Amnesty International
<http://www.io.org/amnesty>

Human Rights in Action
<http://www.un.org/Pubs/CyerSchoolBus/humanrights/index/html>

Greenpeace
<http://www.greenpeacecanada.org>

World Alliance for Citizen Participation
<http://www.civicus.org>

Canadian Resource Band for Democracy and Human Rights
<http://www.front.web.net/canadem>

OXFAM Canada
<http://www.oxfam.ca>

Scarborough Foreign Missions
sfms@web.apc.org

Women's Environment and Development Organization
<http://www.wedo.org>

World Vision
<http://worldvision.ca>

Save The Children Canada
www.savethechildren.ca

WarChild
www.warchild.ca

Reference materials on global citizenship can be located on the following sites:
United Nations in the Twenty-First Century www.unu.edu/unupress/un21-report.html
A Technology of Citizenship: Learning Democracy www.oise.utoronto.ca/CASAE/cnf99/eharris.htm

Video

Voices of Survival. Magic Lantern Communications, 1991.

Human Resources

Teacher-librarian

Priest

Chaplain

Other

Current newspapers, magazines, periodicals

Activity 1: Global Issues

Time: 300 minutes

Description

This activity will require students to examine global issues in the past and present, clarify their own and others positions on the issues and demonstrate an understanding of how Christians should respond to these through individual and group action.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations

The graduate is expected to be:

A Discerning Believer Formed in the Catholic Faith Community who

CGE1h - respects the faith traditions, world religions, and the life-journeys of all people of good will.

An Effective Communicator who

CGE2a - listens actively and critically to understand and learn in light of gospel values;

CGE2b - reads, understands, and uses written materials effectively;

CGE2c - presents information and ideas clearly, honestly, and with sensitivity to others;

CGE2d - writes and speaks fluently one or both of Canada's official languages.

A Reflective and Creative Thinker who

CGE3a - recognizes there is more grace in our world than sin and that hope is essential in facing all challenges.

A Self-Directed, Responsible, Life Long Learner who

CGE4f - applies effective communication, decision-making, problem-solving, time, and resource management skills.

A Responsible Citizen who

CGE7a - acts morally and legally as a person formed in Catholic traditions;

CGE7d - promotes the sacredness of life;

CGE7e - witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society;

CGE7f - respects and affirms the diversity and interdependence of the world's peoples and cultures;

CGE7g - respects and understands the history, cultural heritage, and pluralism of today's contemporary society;

CGE7j - contributes to the common good.

Strand(s): Purposeful Citizenship

Overall Expectations

PCV.01 - examine beliefs and values underlying democratic citizenship and explain how these beliefs and values guide citizens' actions;

PCV.03 - demonstrate an understanding of the challenges of governing communities or societies in which diverse value systems, multiple perspectives, and differing civic purposes coexist;

PCV.04 - demonstrate an understanding of a citizen's role in responding to non-democratic movements (e.g., supremacist and racist organizations, fascism, and communism) through personal and group actions (e.g., actions of the Righteous Among the Nations during the Holocaust, Medgar Evers, Emily Murphy).

Specific Expectations

PC1.02 - explain, based on an analysis of cases in local, provincial, national, and global contexts, how democratic beliefs and values are reflected in citizen actions;

PC3.03 - research and summarize the introduction of the Nuremberg laws, the public response to these laws in pre-World War II Europe, and the subsequent erosion of human rights that led to the Holocaust;

PC3.04 - analyse the evolution of Canada's participation in international tribunals, from the Nuremberg trials after World War II to the International Court of Justice's ongoing prosecutions involving war crimes and genocide (e.g., Somalia, Rwanda, Bosnia);

PC3.06 - demonstrate an ability to anticipate conflicting civic purposes, overcome personal bias, and suspend judgement in dealing with issues of civic concern.

Planning Notes

- Obtain a copy of the video *Voices of Survival* and preview it.
- Book computer lab or run off materials as referenced.

Prior Knowledge Required

- Unit 2, Activity 6
- Grade 8, Confederation: Analyse, synthesize and evaluate historical information
- Grade 1, Relationships, Rules and Responsibilities: Create a Timeline

Teaching/Learning Strategies

1. a) Review the story of the Good Samaritan that was discussed with the class in Unit 1, Activity 6. Ask students, "Who is our neighbour?" From this the teacher will lead a discussion on what this means for us as Catholic in a Global context.
b) The teacher will tell students that we will be looking at the Holocaust. The teacher will ask students if they know what the Holocaust is. This may be followed with a brief discussion and a definition such as: "The Holocaust was the attempted genocide (the systematic and planned execution of an entire group) of European Jew by the Nazis during World War II." (From the *Canadian Dictionary of the English Language*, Toronto: ITP Nelson Publishing, 1997.) The teacher will then show the video *Voices of Survival* (57 minutes) and have students complete Question 1 on the worksheet (Appendix 3.1.1). It is important to warn students about the sensitive nature of this subject matter and that the video does include some graphic images. The teacher will ask the class, Who failed to be good neighbours/Good Samaritans during the Holocaust? Make a list on the board.
c) Read with the class the section from <http://www.historyplace.com/worldwar2/holocaust/> entitled *Nazi Euthanasia*. Ask the class, "Was the Catholic Bishop from Munster Cathedral a good neighbour?" Then ask the class, "If more Catholics had stood up to the Nazis as this Bishop did would it have made a difference in the Holocaust?" The teacher will then lead a discussion using the student answers as a starting point.
d) In groups of three or four, students will compare their answers from the worksheet. The students will be given access to the Internet or to materials run off from the Internet or other sources where Internet access is not readily available for students in the school. Students will be directed to the site <http://fcit.coedu.usf.edu/Holocaust>. Each group will be assigned one of the timelines within this site to explore. (These timelines are: Nazi Party, Nazification, Ghettoes, Camps, Resistance, Liberation.) Students will now add to their film worksheet details and dates from the timeline. This will be handed in (one per group) and evaluated for completeness. New groups

will then be formulated with six members in each (one from each of the timeline groups.) They will then share the information with their fellow group members who will fill it in on their handout.

2. a) The teacher will conduct a Socratic lesson on blame for the Holocaust. The teacher will start by asking students, “Who was to blame for the Holocaust?” The teacher will put student responses on the board and discuss which ones were most to blame. The teacher will then ask the class, “Should the Nazi leadership and their followers have been punished for the part that they played in the Holocaust?” and “Who should punish them?” Students will then begin given access to the Internet site <http://fcit.coedu.usf.edu/Holocaust> and will examine the Aftermath timeline in small groups. The students will be directed to answer the questions from the worksheet Appendix 3.1.2 – The Aftermath. This will be checked for completeness and taken up in class.
- b) The teacher will provide students with access to the Internet or will run off copies of the article *Canada’s record of respect* from <http://www.pch.gc.ca/credo/> (The Ministry of Heritage’s web site to commemorate the fiftieth anniversary of *Universal Declaration of Human Rights*. Students use this to make a timeline of Canada’s involvement in international human rights protection since World War II. This will be checked for accuracy and completeness. The teacher will ask students, “Why do you think Canada has become more involved in international human rights since World War II?” A brief discussion will follow. The teacher will then have students read the article entitled *The Creation of An International Criminal Court (ICC)* from the above-mentioned web site. Students will be asked to explain what the purpose of this new court is and what Canada’s role in it is. This will be taken up in small groups and then each group will be asked to give reasons why Canada should continue to be involved in international actions and reasons why Canada should not. Then a class discussion will follow. As a summary discussion question the teacher will ask students, “Is Canada acting as a Good Samaritan in being part of these international operations?”

Assessment/Evaluation Techniques

- Appendix 3.3.1 – Informal assessment of student worksheet
- Informal observation of students in class discussion and small group activities
- Appendix 3.1.2 – Evaluation of the student worksheet
- Informal assessment of the student timeline of Canada’s involvement in International Actions
- Paper and pencil test at end of unit
- Civics Writing Portfolio – Reflections from activity The Aftermath 4 or 7 or both.

Accommodations

- Group students who have writing and reading difficulties in groups with students who do not for Strategies 1c, 2a, and 2b.
- For students with writing or auditory difficulties reduce amount of information (or eliminate the requirement) that they must gather from the video.

Resources

Voices of Survival. Video from Magic Lantern Communications, 1991.

<http://fcit.coedu.usf.edu/Holocaust> - Holocaust timelines

<http://www.pch.gc.ca/credo/> - site for Ministry of Heritage.

<http://www.historyplace.com/worldwar2/holocaust/>

Appendices

Appendix 3.1.1 – Holocaust Timeline Worksheet: Voices of Survival (Video Worksheet)

Appendix 3.1.2 – The Aftermath

Appendix 3.1.1

Holocaust Timeline Worksheet Voices of Survival (Video Worksheet)

1. In point form from the video *Voices of Survival* describe what happened in each of these stages of the Holocaust:
 - a) Prejudice
 - b) Laws Against the Jews (Nuremberg Decrees)
 - c) Discrimination and Violence
 - d) The Ghettos and the Death Trains
 - e) Resistance
 - f) The Death Camps
 - g) Rescue and Freedom
 - h) Emigration to Canada

2. Add dates and more details using information from your research group.

My group's timeline: _____

Appendix 3.1.2

The Aftermath

Answer the following from the Aftermath Timeline

1. What countries took part in the International Tribunals that tried Nazi War Criminals?
2. What International Conventions formed the basis for the Nuremberg trials?
3. What were the accused put on trial for?
4.
 - a) What conclusions did the International Military Tribunal make?
 - b) Do you agree? Why or Why not?
5. Name a prominent figure who has continued to hunt Nazi War Criminals.
6.
 - a) Name a Nazi war criminal that has been captured and tried since the end of the Nuremberg trials.
 - b) What were his crimes?
7. Should Canada and other countries continue to hunt Nazi War Criminals? Why or why not?

Activity 2: Global Citizenship

Time: 150 minutes

Description

Students will arrive at a definition of the term “global citizen” by analysing the rights and responsibilities of citizenship within the global context, and examining the civic actions of individuals and non-governmental organizations that have made a difference in global affairs.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations

The graduate is expected to:

CGE1h - respect the faith traditions, world religions, and the life-journeys of all people of good will;

CGE2b - reads, understands, and uses written materials effectively;

CGE2a - listens actively and critically to understand and learn in light of gospel values;

CGE2c - present information and ideas clearly, honestly, and with sensitivity to others;

CGE3f - examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society;

CGE4a - demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;

CGE5a - work effectively as an interdependent team member;

CGE5e - respect the rights, responsibilities and contributions of self and team.

Strand(s): Informed Citizenship

Overall Expectations

ICV.05 - demonstrate an understanding of citizenship within a global context.

Specific Expectations

IC6.01 - analyse contemporary crises or issues of international significance (e.g., health and welfare, disasters, human rights, economic development, environmental quality) in the context of the global community;

IC6.02 - summarize the rights and responsibilities of citizenship within the global content as based on an analysis of the United Nations Declaration of Human Rights (1948) and Convention on the Rights of the Child (1989);

IC6.03 - research and summarize civic actions of individuals and non-governmental organizations that have made a difference in global affairs (e.g., Cardinal Paul-Emile Leger, Nelson Mandela, Mother Teresa, Craig Kielburger, David Suzuki, Jean Vanier, Red Cross, Frontier College, Doctors Without Borders, YWCA/YMCA);

IC6.04 - compare the contributions of individuals, as explored in the student summaries and arrive at a definition of the term global citizen.

Planning Notes

- Consult and work with teacher-librarian to obtain necessary documents and materials.
- Obtain short news stories pertaining to living conditions of children in lesser-developed countries. (See Resources for web sites.)
- Obtain a copy of the *United Nations Universal Declaration of Human Rights*. (See Resources for web site.)
- Obtain a copy of the *Convention on the Rights of the Child*. (See Resources for web site.)

- Obtain biographies, mandates, pamphlets, brochures, etc. of individuals and non-governmental organizations whose civic actions have made a difference in global affairs (a list of these people and organizations can be found in Resources as well as web sites).
- Select a co-operative learning strategy to complete the activities.

Prior Knowledge

- Grade 9, Geography Global Connections: knowledge of Canada's connection to world organizations and Canadian involvement in world organizations and agencies
- Grade 6, Canada and World Connections: Contributions Canada makes to the Global Communities

Teaching/Learning Strategies

1. a) Review with students the civic rights and responsibilities of all Canadians and in which documents these rights and responsibilities are found.
- b) Read with students Genesis 1: 24-27 and discuss how humans are created in the image of God and therefore we all have intrinsic value that only God gave us and no one can take away. Read with students Mathew 25: 31-46 and discuss how every person has dignity. Review with students what it means to be a good Catholic citizen (See Catholic Graduate Expectations).
- c) Group students and distribute to each group a case study on the living conditions of children in developing or underdeveloped countries. It would be ideal to have news stories or excerpts on:
 - i) child labour (children in the carpet industry, farming or prostitution);
 - ii) child health and welfare (war/landmines, AIDS, forced marriages, infanticide, female genital mutilation);
 - iii) population policies (e.g., China's One Child Policy and female abandonment)

Each group will answer the following questions on their case study:

- i) Describe the conditions under which these children live;
- ii) Describe how the life of a Canadian child of the same age group is different than the life of the child described in the case study;
- iii) Could the scenario described in the case study happen in Canada? (why or why not?)

Each group will summarize its case study and answers to the above question for the class.

Students may write a short reflection piece to add to their Civics Writing Portfolio (i.e., letter to the editor regarding our responsibilities as Catholic, Global Citizens regarding aiding developing nations).

- d) Discuss with students what rights and freedoms all citizens (and especially children) should enjoy. Compile a list of these rights and freedoms. Distribute a copy of the *United Nations Declaration of Human Rights* and the *Convention on the Rights of the Child* to each group and have the groups identify which rights were violated in their particular case study. Each group reports on the rights violated in the case study.

Discuss with students what can be done to improve the lives of these children.

2. a) Compile a list with students of individuals, or groups, that they are aware of, that is dedicated to improving human conditions and promoting human rights. Students should write these names in their notebook. The teacher should lead a class discussion regarding what each of these groups do.
- b) The following activity can be done individually or in groups, depending on the number of resources/material the teacher has obtained. Distribute to students bibliographies/summaries/mandates of individuals or organizations that are dedicated to promoting human dignity and improving human conditions. Students will read the material and answer the following questions:
 1. Briefly explain who the person is/what the organization does
 2. Describe what actions the person or organization has taken in order to:

-
- a) Improve the condition of people
 - b) Promote human dignity
 - c) Promote awareness and social responsibilities
3. Summarize how the person/organization has made a difference in global affairs.
 4. Summarize and share with the class an overview of the person or organization.
- c) The teacher will review Appendix 3.2.1 – Rubric for Being a Global Citizen with students. In this writing activity each student will define the term global citizen and the importance of being a global citizen. Students will describe the characteristics of a global citizen and, citing a specific reference to a person(s) or organization(s), what actions demonstrate global citizenship. Finally students will explain what he/she can do at a local or global level to affect awareness and to be an active Catholic global citizen.

Assessment/Evaluation Techniques

- Formal teacher observation of individual and group activities to ensure collaboration and completion.
- Appendix 3.2.1 – Rubric for Being a Global Citizen.

Accommodations

- Pre-select biographies or mandates at the appropriate reading level.
- Utilize program support personnel to help IEP students complete tasks in Strategies 1c, 1d, 2b, and 2c.
- Students with writing difficulties can prepare a collage or poster illustrating the characteristics and importance of being a global citizen and an active Catholic global citizen.
- Appoint a peer to scribe the required notes or provide summaries for special needs students for Strategies 1c, 2b, and 2c.

Resources

The following is a list of possible people and organizations suggested in the Ministry of Education's expectation for research. The information required on these people and organizations can be accessed through the school data base (e.g., Ebsco) and with the help of the teacher-librarian. Please note that in addition to the names suggested, the teacher is free to include other names to the list.

Cardinal Paul-Emile Leger

Nelson Mandela

Mother Teresa

Craig Kielburger

Jean Vanier

Canadian Red Cross (www.redcross.ca)

International Committee of the Red Cross (www.icrc.org)

Frontier College (www.frontiercollege.ca)

Doctors Without Borders(www.dwb.org)

YMCA (www.ymca.ca)

YWCA(www.ywca.org)

To locate materials required for this activity, make use of human resources (teacher-librarian, priest, chaplain), encyclopedias, magazines, newspapers, and web sites.

Toronto Star

www.thestar.com

Globe and Mail

www.globeandmail.com

National Post
www.nationalpost.com

Maclean's
www.macleans.ca

Time
www.time.com

Newspapers and Magazines and Editorials
<http://www.webwombat.com.au/intercom.newsprts/index.htm>
<http://www.facts.com/eof.htm>

United Nations Declaration of Human Rights
<http://www.un.org/>

Convention on the Rights of the Child
<http://www.unicef.org/crc/convention.html>

UNICEF
<http://www.unicef.org>

Canadian Resource Bank for Democracy and Human Rights
<http://www.front.web.net/canadem>

Amnesty International
<http://www.io.org/amnesty>

Human Rights in Action
<http://www.un.org/Pubs/CyerSchoolBus/humanrights/index/html>

Greenpeace
<http://www.greenpeacecanada.org>

World Alliance for Citizen Participation
<http://www.civicus.org>

Canadian Resource Band for Democracy and Human Rights <http://www.front.web.net/canadem>

OXFAM Canada
<http://www.oxfam.ca>

Scarborough Foreign Missions
sfms@web.apc.org

Women's Environment and Development Organization
<http://www.wedo.org>

World Vision
<http://worldvision.ca>

Save The Children Canada
www.savethechildren.ca

WarChild
www.warchild.ca

Reference materials on 'global citizenship' can be located on the following sites:

United Nations in the Twenty-First Century
www.unu.edu/unupress/un21-report.html

A Technology of Citizenship: Learning Democracy
www.oise.utoronto.ca/CASAE/cnf99/eharris.htm

Appendices

Appendix 3.2.1 – Rubric for Being A Global Citizen

Appendix 3.2.1

Rubric for Being A Global Citizen

Criteria	Level 1	Level 2	Level 3	Level 4
Knowledge of the characteristics of global citizen	- shows limited knowledge of the characteristics of a global citizen (identifies one characteristic of what it means to be an active member of this planet)	- shows some knowledge of the characteristics of a global citizen (identifies two-three characteristics of what it means to be an active member of this planet)	- shows considerable knowledge of the characteristics of a global citizen (identifies four-five characteristics of what it means to be an active member of this planet)	- shows thorough knowledge of the characteristics of a global citizen (identifies six or more characteristics of what it means to be an active member of this planet)
Understanding the importance of being an active Catholic global citizen	- shows limited understanding of the importance of being an active Catholic global citizen (cites one reason for promoting social justice, responsibility, and the common good)	- shows some understanding of the importance of being an active Catholic global citizen (cites two-three reasons for promoting social justice, responsibility, and the common good)	- shows considerable understanding of the importance of being an active Catholic global citizen (cites four-five reasons for promoting social justice, responsibility, and the common good)	- show thorough understanding of the importance of being an active Catholic global citizen (cites six or more reasons for promoting social justice, responsibility, and the common good)
Interpretation of facts to support why person(s)/ organization(s) demonstrates global citizenship	- explains little of the significance of the information and examples selected	- explains some of the significance of the information and examples selected	- explains the significance of the information and examples selected	- explains thoroughly the significance of the information and examples selected
Communicate with clarity what actions the student can take to promote active Catholic global citizenship	- selection of actions shows limited clarity and is not very convincing	- selection of actions is somewhat clear and convincing	- selection of actions is clear and convincing	- selection of actions is clear and highly convincing
Making connections (e.g., what a student can do to affect awareness)	- explains an implication of what selected actions can accomplish	- explains few implications of what selected actions can accomplish	- explains some implications of what selected actions can accomplish	- explains a wide range of implications that selected actions can accomplish

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

Activity 3: A Current Global Issue

Time: 150 minutes

Description

This activity will give students the opportunity to choose a current global issue and to describe and evaluate the conflicting positions on the issue.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations

The graduate is expected to be:

A Discerning Believer Formed in the Catholic Faith Community who

CGE1d - develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good;

CGE1h - respects the faith traditions, world religions, and the life-journeys of all people of good will.

An Effective Communicator who

CGE2a - listens actively and critically to understand and learn in light of gospel values;

CGE2b - reads, understands, and uses written materials effectively;

CGE2c - presents information and ideas clearly, honestly, and with sensitivity to others;

CGE2d - writes and speaks fluently one or both of Canada's official languages.

A Reflective and Creative Thinker who

CGE3a - recognizes there is more grace in our world than sin and that hope is essential in facing all challenges.

A Self-Directed, Responsible, Life Long Learner who

CGE4f - applies effective communication, decision-making, problem-solving, time, and resource management skills.

A Collaborative Contributor who

CGE5a - works effectively as an interdependent team member;

CGE5g - achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others.

A Responsible Citizen who

CGE7a - acts morally and legally as a person formed in Catholic traditions;

CGE7d - promotes the sacredness of life;

CGE7e - witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society;

CGE7f - respects and affirms the diversity and interdependence of the world's peoples and cultures;

CGE7g - respects and understands the history, cultural heritage, and pluralism of today's contemporary society;

CGE7j - contributes to the common good.

Strand(s): Purposeful Citizenship, Active Citizenship.

Overall Expectations

PCV.01 - examine beliefs and values underlying democratic citizenship and explain how these beliefs and values guide citizens' actions;

PCV.02 - 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;

PCV.03 - demonstrate an understanding of the challenges of governing communities or societies in which diverse value systems, multiple perspectives, and differing civic purposes coexist;

ACV.01 - demonstrate an ability to research questions and issues of civic importance, and to think critically and creatively about these issues and questions;

ACV.02 - demonstrate an ability to apply decision-making and conflict-resolution procedures and skills to cases of civic importance;

ACV.03 - demonstrate an ability to collaborate effectively when participating in group enquiries and community activities.

Specific Expectations

PC1.02 - explain, based on an analysis of cases in local, provincial, national, and global contexts, how democratic beliefs and values are reflected in citizen actions;

PC2.03 - analyse a current public issue that involves conflicting beliefs and values, describing and evaluating the conflicting positions;

PC2.04 - describe how their own and others' beliefs and values can be connected to a sense of civic purpose and preferred types of participation;

PC3.05 - describe ways citizens can be involved in responding to issues in which contrasting value systems, multiple perspectives, and differing civic purposes coexist, and determine their own sense of responsibility in relation to these opportunities for involvement;

PC3.06 - demonstrate an ability to anticipate conflicting civic purposes, overcome personal bias, and suspend judgement in dealing with issues of civic concern;

AC1.01 - demonstrate an ability to formulate questions: locate information from different types of sources (e.g., texts, special references, news media, maps, community resources, Internet); and identify main ideas, supporting evidence, points of view, and biases in these materials;

AC2.03 - demonstrate an ability to apply conflict-resolution and decision-making strategies (e.g., identify points of view and values, collect data) to public issues affecting their own lives;

AC3.01 - demonstrate an ability to contribute to a positive climate in group settings (e.g., respect rights and opinions of others, accept personal responsibility for group duties, provide leadership when appropriate, encourage others to participate).

Planning Notes

- Create a list of current Global Issues.
- Prepare a rubric to evaluate the Global Issue Research Assignment.
- Book the Library/Resource Centre or Computer Lab or gather resources for students to use in this assignment.

Prior Knowledge Required

- Activity 1 of this unit
- Grade 9 Geography Global Connections: Connections between Canada and other countries
- Grade 6 Canada and World Connections: Contributions Canada makes to the Global Communities

Teaching/Learning Strategies

- 1 a) As a review from Activity 3 the teacher will ask students, “How is Canada involved in the new International Criminal Court?” and “What kinds of cases does this court look into?” The teacher will then ask students, “What other current global issues are going on that should be of concern to us?” From student answers the teacher will build a list on the board. (If the students cannot come up with a list of 12 to 14 global issues the teacher can use their previously prepared list and discuss it with the class.)
b) The teacher will then give the students Appendix 3.3.1 – Global Issue Research Assignment and explain it to the students. (It is suggested that the teacher choose one issue and work through it with the class as an example, e.g., conditions child workers face in the third world.) The teacher will then have students divide into groups of two and will allow students to select one of the

-
- Global Issues listed. (This could be done through having each group draw a number from a box and then allow the students to pick their topics in numerical order.) Students will be told that although they are researching the issue in pairs they will only answer questions one to seven (from Appendix 3.3.1 together) as a group. Questions eight to ten will be handed in individually.
- c) The teacher will arrange for students to have access to various resources to research their issues.

Assessment/Evaluation Techniques

- Formal evaluation of the assignment through the use of a teacher-created rubric.

Accommodations

- Check IEPs and implement suggested accommodations for written work, research, and working in groups.
- Group students who have difficulties doing research or reading together with students who are more adept with these skills, or group weaker students together and provide them with the materials/topic for Strategies 1b and 1c.
- Have students use a Global Mapping Web to outline or diagram the issues involved and then write a short paragraph to demonstrate understanding of the Global Issue involved.

Resources

Teacher-librarian/Resource teacher

Current newspapers, magazines, periodicals

Toronto Star (www.thestar.com)

Globe and Mail (www.globeandmail.com)

National Post (www.nationalpost.com)

Maclean's (www.macleans.ca)

Appendices

Appendix 3.3.1 – Global Issue Research Assignment

Appendix 3.3.1

Global Issue Research Assignment

In proper sentences and correct spelling answer the following:

Group Report

1. The Global Issue we will be examining:
(Do not fill this in until it has been assigned in class.)
2. Define the issue involved and explain what conflict is involved in this issue.
3. What are the various positions held by different people/groups/nations on this issue?
4. What actions have each of the different people/groups/nations taken to express or enforce their position on this issue?
5. What values or beliefs would lead them to take the position they have taken on this issue?
6. What is the Catholic position on this issue?
7. List the resources you used in compiling this report.

Individual Report

8. What are your beliefs on this issue?
9. What values led you to this belief?
10. What actions could you take, as a citizen of the world, to get involved in this issue?

Unit 4: Active Citizenship

Time: 10 hours

Unit Developers: J. Cecillon, H. Lack, P. Sacco, Durham Catholic and York Catholic District School Boards

Unit Description

The focus of this unit will be to prepare students for full citizenship in order to influence public decision making. Students will become actively engaged with a community issue of interest to them. This will provide students with the opportunities to make connections between classroom activities, active participation, and possible careers links. This unit will reinforce students' literacy skills, including inquiry strategies, critical and creative thinking, decision making, resolving conflicts, and collaboration. Students will continue to develop attitudes and values founded on Catholic social teaching and will act to promote social responsibility, human solidarity, and the common good. This culminating activity will require the students to identify and research a local issue. They will then formulate a plan of action and begin to implement it.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations

CGE2a - listens actively and critically to understand and learn in light of gospel values;

CGE2b - reads, understands, and uses written materials effectively;

CGE2c - presents information and ideas clearly, honestly, and with sensitivity to others;

CGE2d - writes and speaks fluently one or both of Canada's official language;

CGE4a - demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;

CGE4e - sets appropriate goals and priorities in school, work, and personal life;

GE4f - applies effective communication, decision-making, problem-solving, time, and resource management skills;

CGE 4g - examines and reflects one's personal values, abilities, and aspirations influencing life's choices and opportunities;

CGE 5a - works effectively as an interdependent team member;

CGE 5c - develops one's God-given potential and makes a meaningful contribution to society;

CGE5e - respects rights, responsibilities, and contributions of self and others;

CGE5f - exercises Christian leadership in the achievement of individual and group goals;

CGE7b - accepts accountability for one's own actions;

CGE7j - contributes to the common good;

Strand(s): Active Citizenship

Overall Expectations

ACV.01 - demonstrate an ability to research questions and issues of civic importance, and to think critically and creatively about these issues and questions;

ACV.02 - demonstrate an ability to apply decision-making and conflict-resolution procedures and skills to cases of civic importance;

ACV.03 - demonstrate an ability to collaborate effectively when participating in group enquiries and community activities.

Specific Expectations

AC1.01 - demonstrate an ability to formulate questions; locate information from different types of sources (e.g., texts, special references, news media, maps, community resources, Internet), and identify main ideas, supporting evidence, points of view, and biases in these materials;

AC1.02 - demonstrate an ability to organize information effectively;

AC1.03 - demonstrate an ability to effectively use strategies within the inquiry process when studying questions of civic importance in their school or local community;

AC2.01 - analyse approaches to decision making and conflict-resolution that can affect their own lives;

AC3.01 - demonstrate an ability to contribute to a positive climate in group settings (e.g., respect rights and opinions of others, accept personal responsibility for group duties, provide leadership when appropriate, encourage others to participate);

AC3.03 - demonstrate an ability to work collaboratively and productively with others when researching civics topics in their community;

AC3.04 - participate effectively in a civil action or project of interest to them and of importance to the community (e.g., attend public hearings, plan religious or cultural event, join special interest group, write letters to the editor).

Activity Titles (Time + Sequence)

Activity 1	Student as an Active Citizen	600 minutes
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Prior Knowledge

- Canada and the World: Grade 5, Aspects of Government in Canada (pages 37-38)
- Students need to be familiar with computer skills (i.e., using the Internet)
- Students need to be familiar with school Internet policy use
- Students should have knowledge regarding the organization of local (municipal) government and the role and responsibilities of local government as outlined in Unit 1

Unit Planning Notes

- Check IEPs for identified students.
- Book Library/Resource Centre or computer lab for activities.
- Check web sites and media resources for activities.
- Become familiar with local community issues.
- Work and consult with teacher-librarian for resources.
- The teacher should be familiar with how to access community resources and personnel.
- The teacher can arrange for a visit to a local library to access additional resources.
- The teacher can arrange for a guest speaker or a visit to a local office.

Teaching/Learning Strategies

Group

- brainstorming, questioning, discussion, concept clarification, lecturing, simulation
- inquiry process, collaborative learning, computer-assisted learning, oral presentation

Individual

- note taking, organizer, computer-assisted learning, research

Assessment and Evaluation

Diagnostic and Formative Assessment

- informal and formal teacher observation of discussions, group work, presentations
- examination of student work for accuracy, completion through use of rubrics

Summative

- group work rubric
- written report rubric
- oral presentation rubric
- action plan rubric

In describing objectives of participatory citizenship, *Newmann, Bertocci, and Landsness*, (1977) state that students should be able to:

- communicate effectively in spoken and written language
- collect and logically interpret information on problems of public concern
- describe political-legal decision-making processes
- rationally justify personal decisions about controversial public issues and explicate action strategies with reference to principles of justice and constitutional democracy
- work co-operatively with others
- discuss concrete personal experiences of one's self and other's in ways that contribute to resolution of personal dilemmas encountered in civic action and relate these experiences to more general human issues
- use specific technical skills as they are required for exercise of influence on specific issues

Assessment and evaluation in this unit will focus on the above by using the various tools listed in this section.

Resources

Textbooks

It is suggested the teacher select one of the new texts as a student and teacher resource for this course.

Other

Holy Bible

Kids Around Town: A Local Government Education Model

Computers or Library/Resource Centre

Local library

Telephone book

Activity 1: Student as an Active Citizen

Time: 600 minutes

Description

In this culminating activity, students will participate effectively in a civil action or project of interest to them, and of importance to their community. This activity is designed to promote an understanding of the active role that any citizen can play in public policy issues. This project should remain local in nature for several reasons. First, in order for citizens to be effective, they must understand government and be able to weigh issues affecting their communities. The first two units have been designed to provide the students with the opportunities, skills, and resources to understand the government and weigh issues. Secondly, research has shown that citizens engage in public life when they believe they can make a difference and help bring about change. This is more likely to happen on a local level where citizens believe that they can create and see change and where they have a personal stake in this change. By keeping this activity at the local levels, students will have the opportunity initiate and even effect change. Finally, by selecting a local issue, students may have an easier time accessing persons, groups, events, and other resources that may be required in their particular project. This activity has been adapted from the *Kids Around Town: A Local Government Education Model*, a project by the League of Women Voters of Pennsylvania in co-operation with West Chester University. While we have tried to maintain the integrity of the actual model, it has been adapted to meet the time restraints of this half credit civics course.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations

CGE2a - listens actively and critically to understand and learn in light of gospel values;

CGE 2b - reads, understands, and uses written materials effectively;

CGE2c - presents information and ideas clearly, honestly, and with sensitivity to others;

CGE2d - writes and speaks fluently one or both of Canada's official languages;

CGE4b - demonstrates flexibility and adaptability;

CGE4e - sets appropriate goals and priorities in school, work, and personal life;

CGE4f - applies effective communication, decision-making, problem-solving, time, and resource management skills;

CGE 4g - examines and reflects one's personal values, abilities, and aspirations influencing life's choices and opportunities;

CGE 5a - work effectively as an interdependent team member;

CGE 5c - develops one's God-given potential and makes a meaningful contribution to society;

CGE5e - respects the rights, responsibilities, and contributions of self and others;

CGE5f - exercises Christian leadership in the achievement of individual and group goals;

CGE7b - accepts accountability for one's own actions;

CGE7j - contributes to the common good.

Strand(s): Active Citizenship

Overall Expectations

ACV.01 - demonstrates an ability to research questions and issues of civic importance, and to think critically and creatively about these issues and questions;

ACV.02 - demonstrates an ability to apply decision-making and conflict-resolution procedures and skills to cases of civic importance;

ACV.03 - demonstrate an ability to collaborate effectively when participating in group enquiries and community activities.

Specific Expectations

AC1.01 - demonstrate an ability to formulate questions; locate information from different types of sources (e.g., texts, special references, news media, maps, community resources, Internet), and identify main ideas, supporting evidence, points of view, and biases in these materials;

AC1.02 - demonstrate an ability to organize information effectively (e.g., using summaries, notes, timelines, visual organizers, maps comparison organizers, etc.);

AC1.03 - demonstrate an ability to effectively use strategies within the inquiry process when studying questions of civic importance in their school or community;

AC2.01 - analyse approaches to decision making and conflict-resolution that can affect their own lives;

AC2.03 - demonstrate an ability to apply conflict-resolution and decision-making strategies (e.g., identify points of view, and values, collect data) to public issues affecting their own lives;

AC3.03 - demonstrate an ability to work collaboratively and productively with others when researching civics topics in their community;

AC3.04 - participate effectively in a civil action or project of interest to them and of importance to the community (e.g., attend public hearings, plan religious or cultural events, join special interest group, write letters to editor).

Planning Notes

- It is important that the teacher is familiar with local issues as this whole activity is centred on local issues. The local issue is not restricted to the greater local community, but it may simply be a school-based issue.
- There are essentially five steps in this activity: choosing an issue; researching the issue; analysing the information; problem-solving and taking civic action. Depending on local conditions and the depth of issue analysis done in the first two units, some of the research and analytical skills required in this activity may have already been addressed or reinforced in prior activities. Likewise, the teacher and students may decide to select a local issue that has been addressed in prior activities but that students continue to show interest in.
- The teacher may suggest that students keep a journal as they work through this activity. They may wish to use their journal entries in their Civics Writing Portfolio. Both can be used as a means of self-assessment for the students as well as a way for the teacher to evaluate students' learning.
- The teacher may want to co-ordinate a speaker or field trip prior to beginning this unit if a local issue has been pre-selected.
- The teacher may want to involve a community volunteer to serve as a liaison between the community and the school. The volunteer should be familiar with the community and its political environment. Not only would a volunteer serve to demonstrate responsible citizenship skills for the students, he/she can help the teacher in accessing, locating, and supplying local resource information and materials such as government directories, local maps, news stories, minutes of public meetings, etc. which should be made easily available to the students.
- The teacher should consult and work in collaboration with the teacher-librarian. Team teaching may be appropriate for steps Researching an Issue and Analysing the Information where research methodology and analysing techniques may need to be taught, reviewed or reinforced. The teacher-librarian can also review with students the use of technology and the school policy on Internet use.

Teaching/Learning Strategies

Step One: Choosing An Issue

1. The teacher will review the role and responsibilities of the local government as outlined in Unit 1. Briefly list the services provided by local government.
2. To introduce the students to the study of local issues the teacher can group students and distribute scenarios involving local issues (See Appendix 4.1.1). Have students work out the questions that accompany the scenarios and report to the class.
3. Determine with students what are the major issues in the community that may affect their lives. If there are no burning issues, one of the following may be considered:
 - a) Discuss with students to see whether there are persistent concerns about issues concerning school business, school activities or student behavior.
 - b) Invite a local government official or a member of a community group to come in and talk to the students about local issues that are being discussed in the community.
 - c) Watch the local community television channel or read local newspapers to identify community issues.
 - d) Use interviews to identify issues by polling other students, or adults in the community.After identifying local issues, the class will select one of these issues for research. The issue selected should appeal to the greatest number of students in the class since all students will be working on the same issue.

Step Two: Researching the Issue

1. After the students have chosen a local issue it is essential that they gather information about it. This information gathering can be done through:
 - a) reading information about the issues in local newspapers, reference books, etc.;
 - b) inviting a guest speaker to discuss the issue;
 - c) taking a field trip to a particular site;
 - d) watching the local news channel or a video that explains the issue;
 - e) attending a meeting where the issue is being discussed or visiting sites where the issue has been addressed;
 - f) interviewing community leaders, experts on the issue and local citizens;
 - g) accessing sites on the Internet that give information about the issue.
2. In each of these activities, students must formulate a set of questions that they want answered before beginning the activity. A whole-class brainstorming activity can be used to select some of the questions that students want to raise and want answered. The teacher and class may want to create a data organizer for this research activity. (See Appendix 4.1.2 for one type of organizer.)
3. At the end of this research stage, the students will need to look over the efforts of their research to be certain that they have answered all their questions. (This may result in doing more research.) The teacher will:
 - a) bring together the results of the research (if students have been working in groups on the research, this may be done by having these groups report their findings to the class);
 - b) encourage students to look through their research notes to determine what questions they had planned to answer and identify any questions or ideas that have not yet been addressed in the research;
 - c) identify any new questions that result from looking at the research they have already done;
 - d) brainstorm on ways to research these new questions.The importance of this activity is that it supports the students' ability to stand back and assess the results of their research.

Step Three: Analysing the Information

Many times, information given to students can be slanted according to preference of the source. Students need to recognize the difference between facts and opinions, and they need to be able to judge whether information given is biased or is objective. To complete this step, it is important that students have transcripts of interviews conducted, news stories and editorials available for analysis. (Teacher should refer to *Kids Around Town*, Section V for a list of techniques that can be used at this point).

Propaganda techniques

1. The teacher will explain the bandwagon technique. This technique is used to make it seem as though everyone agrees with the person from whom the information came. Point out some common advertising gimmicks that are used to suggest popular support, such as Everyone uses (likes, agrees, etc.)... or Nine out of ten people use the Yellow Pages.
2. Brainstorm with students other examples of bandwagon technique that they are familiar with.
3. The teacher will explain that another popular propaganda technique is that of an endorsement by a well-known personality. Solicit from students examples of popular personalities who endorse products, causes, etc.
4. Have students examine the information they have collected about their local issue. Ask them to look for instances of bandwagon or popular personality techniques being used to try to convince people to have one opinion or another on their local issue.

Point of View

It is important to remind students that different members of the community have different points of view about what is happening and what is important.

1. Have students identify the different possible viewpoints of the issue they have researched.
 - a) Ask students to identify the different groups who have a stake in the issue researched.
 - b) Summarize the group's viewpoint on the issue.
 - c) Identify the major arguments made by these groups to justify their stand.

Analysing Arguments

1. Define with students what an argument is (an assertion with supporting evidence).
2. Have students analyse news editorials, statements by public officials or citizens, and information collected from others about the issue research, looking for arguments. Encourage students to identify ways they could check the accuracy of the supporting evidence.
3. After identifying arguments with accurate evidence, have students categorize the arguments, e.g., arguments that deal with health and safety would fall into a different category from those that deal with revenue.
4. Compare the categories found with arguments representing different points of view. Do the viewpoints emphasizing different categories? Can the students think of any relevant categories for which there are no arguments presented? Is there important information, which has not been covered?

Fact and Opinion

1. The teacher will explain the difference between fact and opinion and give some examples. (e.g., Skateboards are dangerous. Fifty children have been hurt on skateboards in our community this year).
2. Brainstorm on how students could go about checking if facts are true.
3. Explain that some opinion might be more credible in certain situations (e.g., If the fire chief gives his/her opinion about common causes of fire or fire safety, that is likely to be better grounded in experience than if someone who is not part of the fire department gives his/her opinion).
4. Have students identify facts and opinions from the research they have conducted.

Step Four: Problem-Solving

1. **Restate the Problem:** Although students have been working with an issue for some time, it is useful to have them restate the problem clearly and succinctly. Sometimes an issue has so many parts to it that it is easy to lose sight of what the actual problem is. Far too often it is easy to state a solution as a problem. (We need a walkway over the highway.) In doing so, their solutions are limited because they have confused a potential solution with a problem. By restating the issue, students have to focus on what is really at the heart of the issue. (See Appendix 4.1.3 for an example of guiding questions that can help students focus on the actual problem.) Develop a whole class statement of the problem.
2. **Brainstorm the Solutions to the Problem:** Have students come up with as many possible solutions to the problem as they can. They may want to focus on what they want the outcome to be.
3. **Examining Solutions:** Examine whether the solutions are feasible or possible at all. If a list of solutions exists, help students decide on which solution would be most effective by using the PMI (Plus, Minus, Interesting) technique. In groups students could be assigned a particular solution and structure their explanation using PMI. Or as a whole class students can use the PMI technique to evaluate the feasibility of their desired solution. (See Appendix 4.1.4.) The task is to find the solution with the fewest negative consequences and the greatest number of benefits to all. It is important that students are reminded to look for the common good rather than interests of smaller groups of citizens. This is the key to making good public policy decisions!
4. The teacher can choose to assign a reflective paper where the student must justify which solution would be the most effective. This reflective paper can be placed in the student's portfolio.

Step Five: Taking Civic Action

1. After students have determined the best solution to their problem, they need to determine what actions are necessary to carry out the agreed upon solution and who can take these actions. In order to do so, they need to think about which groups have the power to take action and how they can best present their solution to these groups. Students need to plan how they can convince others that their solution will actually solve the problem. They may decide that public awareness is the proper solution, or they need to present the information to a particular group (local government agency, media, school community, etc.), or they may come up with a solution that they can carry out themselves, such as cleaning up a local park.
 - 1) Have students identify steps to take in carrying out their solution. If the solution is a complex one, students might be divided into smaller groups with each group responsible for determining what needs to be done first for their part of the solution.
 - 2) Help students develop a sequential approach to their solution. Stress the importance of planning each step carefully.
 - 3) Post the plan of action in the classroom and determine which individuals or groups will carry out the different steps. (See Appendix 4.1.5.)
2. The following are a few suggestions of actions that students can take to help make their position known:
 - write letters to editors of local newspapers (See Appendix 4.1.6.)
 - write news stories for their school paper or submit a news story to the local newspaper
 - create and circulate a petition (See Appendix 4.1.7.)
 - prepare a news release (See Appendix 4.1.8.)
 - hold a press conference
 - write letters to their local representatives
 - visit local officials
 - attend local government or school board meetings and present their research and requests (See Appendix 4.1.9.)
 - sponsor a forum with invited speakers
 - publish a fact sheet or newsletter explaining the issue

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- visit other classrooms or schools and explain the issue to other students
 - prepare posters to be placed in and around the school or local community
 - prepare a booklet with information about the issue to be distributed within the community or to be placed in the Library/Resource Centre for future reference
 - organize a school assembly or rally
 - organize a class-based or school-wide activity dedicated to the issue (i.e., School Clean-Up Day)

Assessment/Evaluation Techniques

- Formal teacher observation of individual and group work activities (See Appendices 4.1.10 and 4.1.13.)
- Rubrics (See Appendix 4.1.11.)
- Student self-evaluation (See Appendix 4.1.12.)
- Student portfolios

Accommodations

- Check IEP and implement appropriate recommendations and accommodations.
- Utilize program support personnel and teacher-librarian to help IEP students complete tasks.
- Select appropriate activities for special needs students in Taking Civic Action (e.g., students with writing difficulties can prepare posters or collage).

Resources

Teacher-librarian

Library/Resource Centre

Internet access

Local newspapers, magazines,

Local government or community officials

Community volunteers

Phone Book

Kids Around Town: A Local Government Education Model

(<http://www.pa.lwv.org/pa/kat> or 717- 234-1576)

Appendices

Appendix 4.1.1 – Assessment Scenarios

Appendix 4.1.2 – Data Organizer for Researching an Issue

Appendix 4.1.3 – What is the Problem?

Appendix 4.1.4 – PMI (Plus, Minus, Interesting)

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Appendix 4.1.11 – Rubric for Assessment Scenarios

Appendix 4.1.12 – Student Self-Assessment/Student Reflection

Appendix 4.1.13

Appendix 4.1.1

Assessment Scenarios

The following scenarios involving local issues can be used in several ways:

- as activities to introduce students to the idea of local issues
- as pretests to see how students respond before they have had the opportunity to work through different steps of the local issue project
- as culminating assessments for what students have learned from the local issue project

Scenario 1

Some people in your town want to build a new fire station. They say that the old one is not big enough. They also want to buy another fire engine. They want citizens to pay for the building of the new fire stations and the purchase of a new fire engine. Other people in your town think that the town does not need another fire engine. They think that the old firehouse is big enough. They do not want their taxes increased to pay for the new firehouse and engine.

What is the issue/problem?

What would you do to help figure out what your town should do?

What are some other ways to solve this problem?

What are some positive and negative implications to these solutions?

What impact would this have on you, the local citizen?

What would you do to let your ideas be known to the town?

Scenario 2

Some students in your school want to ride their bikes to school. The street next to the school is very busy with cars and trucks. The students think that a bicycle path next to the street would be a good idea. What could you do to find out about whether a path could be built?

What other ideas do you have that might let students ride their bikes to school safely?

What might be good or bad about those ideas?

What concerns would the local citizens have about a bike path near heavy traffic?

How would you make your ideas known to the community and the groups that can implement the solutions?

Scenario 3

A woman just opened a record store in your community. To advertise, she has set up large speakers to play rock music outside the store. Some of the other storeowners do not like the loud music and have asked her to turn it off. She will not do that because she says it is her right to advertise. The other storeowners say the loud music interferes with their rights because their customers won't come if the music is blasting.

It is your group's task to plan a way to study and solve the problem.

What will you do first?

Who is affected by the problem?

To whom will you talk?

What will you try to find out?

What are some possible solutions to the problem?

What would be good about each solution?

What would not be good about each solution?

How could you let the local government know about your solution?

Appendix 4.1.2

Data Organizer for Researching an Issue

Student's Name:

Issue Concerned:

Person/Group:

Person/Group's stand of the Issue:

Identify	Rationale	How do the facts collected connect to the issue?
Person/Group:		
Person/Group's concern(s) • • •		
Reasons for concern(s) • • •		
Impact on local citizens and community: • • •		
What is this person/group doing about the issue: • • •		

Appendix 4.1.3

What is the Problem?

Before you decide what to do about the issue, it is important to say exactly what the problem is.

Consider the following questions when you are restating the problem:

Who? Who is affected? Who is having the problem? Who stands to gain, to lose? Who decides? Who, if anyone, is left out?

What? What is the underlying problem? What caused the problem?

What can change the problem? What are related problems? What kinds of things are happening because of the problem?

When? When did this situation become a problem? When does the problem become more/less noticeable? When would changes make a difference?

Where? Where do problems take place? Where could something or someone be moved, added, replaced to change the problem?

Why? Why is this happening? Why hasn't something already been done?

How? How is this a problem? How does it harm the community or its members? How many people are involved? How much money/resources are involved?

Appendix 4.1.4

PMI (Plus, Minus, Interesting)

One way to think about which solution is best is to compare the positive and negative implications of the solutions. A PMI chart is a good way to do this. Put the name of the solution at the top of the page. In the Plus column, list all the positive aspects of the solution. In the Minus column, list all the negative aspects of the solution. In the Interesting column, list other things about the solution that are neither good nor bad. When this exercise has been completed for all the solutions, compare them and determine which solution is the best.

Solution:

Plus	Minus	Interesting

Appendix 4.1.5

Action Plan

It is a good idea to make a plan of action for what you are going to do. If you are working in groups, decide what each group will do, what each individual in the group will do and when each task should be completed by. (A variation of the chart below can be used for the whole class.)

Class Action:

Target Date:

Group Task:

Group member	Description of member's task	Task due date:

Appendix 4.1. 6

Writing Persuasive Letters

Whether students are trying to shape public opinion or engage in a campaign for public information, persuasive letters are a valuable technique. You may want to begin by reading to students some good letters to the editor from recent newspapers and also choose some less effective letters and have students discuss why particular letters seem more effective than others.

A good persuasive letter presents a situation or a problem without being accusatory. Starting with an accusation creates negative feelings from the audience. It needs to be evident in the letter that several potential solutions have been considered. The conclusions and suggested courses of action should be defended with logic and evidence. The letter should anticipate criticisms of the suggestions.

The following steps should always be followed when writing persuasive letters:

Prewriting

Have students discuss most important points that they want to make in their letters.

Write these points on the board or have students write them in their notebooks.

Have students arrange the points in logical order by considering the audience who is likely to be reading the letter.

Composing

Have students draft a letter they think will inform and/or convince their audience.

Revision

Ask students to read peer drafts, making any revision that is necessary to the content of the letter.

Editing

Have students proofread their own and others' letter for mechanics of language and style.

Publishing

Have students mail (or e-mail) their letters to editors of local papers or government officials.

Appendix 4.1.7

Writing and Circulating a Petition

Petitions are a good way show that people support a particular idea. The following are a few suggestions when writing and circulating a petition:

Put a title on your petition.

Put the name of your group on the petition.

Put the name of the group that you will present the petition to when it is finished.

State the problem (This should be an explanatory paragraph that states the problem).

State the action you want to take (This should consist of a brief explanation of the solution(s) that you are proposing).

Have columns for names and addresses and signatures.

Put lines for people to write the above personal information.

When asking people to sign the petition, be prepared to explain the problem to them.

If someone does not want to sign it, be polite.

Thank everyone for reading the petition, even if they do not sign it.

Present your petition to the group who can take action on it.

PETITION

(Title of Petition)

This is a petition written by _____

This petition will be presented to _____

We would like to bring the following problem to you attention:

We think that

Name

Address

Signature

Appendix 4.1.8

Writing a News Release

If students are going to present petitions or speak in front of groups or municipal bodies, it is a good idea for them to prepare a news release for the press. They can take time to state their case exactly as they want rather than having to depend on the reporters writing down what they say. They can also use the news release as a way to let the media know a head of time what they are planning. This way the media can be present to cover the activity.

A news release should include the following information and be kept to one page:

- Name (e.g., Grade 10 students at St. Mary's Catholic High School).
- What you are doing (e.g., presenting a petition to the school board).
- When you are doing it (date and time).
- Where you are doing it (specific location, including room if possible).
- Why you are doing it (brief summary of the issue, the solution and plan of action)

Appendix 4.1.9

Making a Presentation/Persuasive Speech

A good persuasive speech has five parts:

1. A beginning that gets people's attention.
2. A statement of needs. This tells the audience why you are making your speech. It tells them what the problem is. It explains what you want them to do.
3. A solution. This tells the audience what your plan is. It explains what changes you think are important. It gives them a way to solve the problem that you have told them about.
4. A visualization of how the solution will work. This tells the audience what will happen if our solution works. It explains what will happen and how things will be better after the problem is solved.
5. Action. This tells the audience what you want them to do. It might be what you want them to think about, or it might be an action that you want them to take. It tells them what to do to carry out your solution.

Appendix 4.1.10

Observation Checklist

As students are working on the project, the teacher may want to use a checklist to record observation of individuals' performances. The following is an example of an ongoing observation checklist.

Abilities	Check if observed	Comments
Identifies local issues		
Distinguished between local, provincial, and national issues		
Shows knowledge of local government		
Plans how to research issue		
Asks relevant questions		
Collects relevant information about issue		
Analyses arguments for bias and relevance		
Checks accuracy of information		
Examines different perspectives		
Identifies problem(s)		
Develops alternative solutions		
Understands consequences of proposed solutions		
Deals with ambiguity		
Understands differences between common good and individual interest		
Works effectively in groups		
Comprehends alternative views		
Communicates effectively orally		
Communicates effectively in writing		
Takes initiative		

Appendix 4.1.11

Rubric for Assessment Scenarios

While the following rubric pertains directly to the Firehouse and Fire Engine assessment scenario mentioned in Appendix 1, it can be adapted and applied for the local issue that students select as their project.

Rubric for Recognizing the Importance of Studying the Issue

The student:	Level 1	Level 2	Level 3	Level 4
Recognizes the importance of studying the issue	- expresses an opinion about the controversy without indicating that the positions would be studied	- demonstrates a moderate understanding of the importance of studying the issue by stating that the opposing factions would be interviewed but that their claims would not necessarily be checked	- demonstrates an understanding of the importance of studying the issue by indicating that some examination of the opposing alternatives would be undertaken	- demonstrates a thorough understanding of the importance of studying the issue by stating directly that the issue must be studied and that alternatives must be explored
Has knowledge of who makes decisions about local policy issues	- demonstrates minimal understanding of local government structure and procedures by suggesting action which might be directed toward inappropriate personnel or following inappropriate procedures	- demonstrates some understanding of local government structure and procedures by suggesting an action directed toward either appropriate personnel or following established procedures	- demonstrates considerable understanding of local government structure and procedures by suggesting a few actions directed toward either appropriate personnel or following established procedures	- demonstrates thorough understanding of local government structure and procedures by suggesting many actions directed toward appropriate personnel following established procedures
Understands that citizens may have different perspectives on the issue	- indicates limited awareness of different groups' attitudes, confining the response to the two groups mentioned in the scenario	- indicates some awareness of different groups' attitudes but does not relate these attitudes to group characteristics	- indicates considerable awareness of different groups' attitudes about the question and gives some examples of how their characteristics may affect their attitudes	- indicates thorough understanding of different groups' attitudes and gives considerable examples of how their characteristics may affect their attitudes

The student:	Level 1	Level 2	Level 3	Level 4
Is able to weigh advantages and disadvantages of solutions	- indicates awareness of only advantages to one of the solutions to the problem	- indicates some awareness of the possible advantages and disadvantages to one of the solutions to the problem	- indicates considerable awareness of both the possible advantages and disadvantages of proposed solutions to the problems and draws conclusive evidence to support these.	- indicates thorough understanding of both the possible advantages and disadvantages of proposed solutions to the problems and is able to draw conclusive evidence to support these
Is able to think creatively, suggesting alternative solutions	- suggests one alternative solution to the ones presented in the scenario	- suggests two alternative solutions to the ones presented in the scenario	- suggests several alternative solutions to the ones presented in the scenario	- suggests many alternative solutions to the ones presented in the scenario
Has knowledge of methods of making opinions known	- suggests one method of presenting opinions to either the public or to the decision-makers	- suggests two different methods of presenting opinions to either the public or to the decision-makers or both	- suggests at least three different methods of presenting opinions to either the public or to the decision-makers or both	- suggest many methods of presenting opinions to either the public or to the decision-makers or both
Knows ways to explore local issues	- indicates limited knowledge of how to determine whether a new firehouse and fire engine are needed by mentioning only one method	- demonstrates some knowledge of specific means of determining whether a new firehouse and fire engine are needed by mentioning at least two means	- demonstrates considerable knowledge of specific means of determining whether a new firehouse and fire engine are needed by mentioning at least three means	- demonstrates knowledge of specific means of determining whether a new firehouse and fire engine are needed by mentioning three or more ways - includes idea of examining problems the community has experienced in fighting fires; possible changes in community requiring greater fire service; costs, etc.

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

Appendix 4.1.12

Student Self-Assessment/Student Reflection

The following is an example of a student activity sheet to help students summarize their learning and their understanding of the issue that they have explored.

- What have you learned about local government in doing this project?
- What have you learned about the issue that you studied?
- Who does the issue that you studied affect?
- What do you think should be done about the issue?
- How did you decide what should be done?
- How have you made your opinions known?
- What affect has your class had on public opinion about this issue and how successful has it been?
- How instrumental was your role in this issue activity?

Appendix 4.1.13

The following is an example of a variation of the above student self-assessment that can be used by the teacher to assess student learning:

- What have you learned about local government in doing this project?
- Do government officials listen to what citizens think? (Explain your answer.)
- How can you make a difference in public policy?
- What is important to do in deciding public policy issues?
- How has your involvement in this activity help promote active Catholic citizenship?