



COURSE OUTLINE FOR ONTARIO'S CIVICS 10 OPEN *WITH THE CIVIC MIRROR*



Rationale

This course outline – which integrates *The Civic Mirror* with Ontario's Civics 10 Open Course – puts a new and exciting spin on an old course. Utilizing the best of pragmatic, constructivist and brain-based learning theories, this scope and sequence tackles the course content in an exploratory and experiential manner. As students read through their Civics 10 text, they also work together to construct, manage, and survive in their own simulated nation ... one with its own government, economy, and environment, and with each student providing for an imaginary family. By the end of this course students will have learned about – and experienced – the basic tenets of democratic citizenship in Canada.

Pedagogical Note

The pace your students will be completing readings in this scope and sequences is as rapid. At first glance you might think, “There’s no way my students will be able to grasp that much information that quickly.” We agree. The great thing is, however, that “reading and listening” will not be the primary ways your students will be learning. They will be doing most of their learning through experiencing and reflecting, constructing meaningful along the way. In other words, because your students will be participating in a comprehensive set of *Civic Mirror* events, the emphasis placed upon reading and memorizing will decrease. Your students will instead be given opportunities to experience the subtle nuances and interrelations amongst the otherwise disparate components of the Civics 10 curriculum.

Rewards / Incentives

The Civic Mirror provides the teacher with a variety of incentive/reward mechanisms to help encourage students to complete in-class work. Specifically, before you give your students their Citizen Profiles (class 10), they will know that you will be using their attitude, participation, and work-completion marks to decide who gets how much game-start money and what hidden agendas. Afterwards, they will know that their continued hard work will be rewarded with either CM \$\$ and/or Well-Being Pts (given by you) ... or rewarded *and* punished via the Status Points Steals (described in the *Civic Mirror Manuals*). These methods work wonders to increase interest, motivation, and work-completion rates.

Reading Checks

Notice that there are a lot of “Reading Checks and Discussions.” If you hype-up *The Civic Mirror's* incentive/reward mechanisms, it's likely you're your students will be more motivated to read the course material than usual. And because your students will have a relevant arena to **use** what they are reading, you'll likely also find that they enjoy reading the material more than usual.

We recommend that you allow your students to bring in hand-written cheat sheets (notes) for the reading checks – as many pages as they like – as long as they are in their own writing/printing. Note-taking is a highly effective study strategy for approximately two-thirds of the human population, and it doesn't necessarily 'hurt' the other third. So by permitting students to bring their own study notes for the reading checks, you will:

- i. Increase the likelihood that your students read thoughtfully and attempt to make sense of it;
- ii. Communicate a message that *success* is not about how many random facts they can recall, but success is about how hard they work and prepare; which will

- iii. Increase the likelihood of your fringe students reading the material (i.e. those students who might otherwise think “There’s no point, I’ll never remember this stuff”).

Reading Check Discussions

The reading checks can take from 5 to 10 minutes to complete, but we recommend spending as much time marking them as a class and discussing what was read in the process. This will require you (the teacher) to review the assigned reading beforehand and identify some of the key talking/discussion points ... always trying to think of ways to relate the course material to the happenings in your students’ Civic Mirror country. Also, with this set-up, we’re certain you’ll find your students will be ‘tougher’ markers than you would be ... especially when \$\$, WB PTs, and SP Steals are on the line.

Online Discussion Forums

This scope and sequence also suggests that you use *The Civic Mirror’s* online discussion forums several times. Although we haven’t said what discussion prompts – or “big questions” – you should use, we have indicated when appropriate times to post online prompts would be. Note that the Instructor’s Manual is full of discussion questions and prompts. Assign your students to *first* compose and post an initial 250 – 500 word response (like they would for a regular essay or paragraph response), and *then* post at least two replies to their classmates’ responses. These interactive parameters can very easily instigate exciting online discussions that bring the course material to life. We highly recommend using this *Civic Mirror* feature.

Sequencing

This scope and sequence progresses through the three strands of the Civics 10 curriculum in the order listed below. Also, given the community-building features of The Civic Mirror, we have added a “Community Building” intro unit in the scope and sequence.

1. Community Building

The Civic Mirror requires students to learn about Canadian civics by “doing it” in their own simulated country. The first 5 classes in this scope and sequence immediately immerse students into the program, asking them to work together as a class to create an identity for their simulated nation.

2. Informed Citizenship

Before attempting to understand and appreciate what “active” or “purposeful” citizenship means (whether in *The Civic Mirror* or in real life), it would make sense to develop a basic understanding of our political, legal, and economic systems. This unit takes students through a sweeping study and experience of these things, making the student a more ‘informed citizen.’













3. Active Citizenship

The learning outcomes in this unit will largely be met via *The Civic Mirror* and your guided reflections. Note that this unit has been integrated with the other two units (i.e. “Informed Citizenship” and “Active Citizenship”).

4. Purposeful Citizenship

By the latter half of the course, your students will have a better understanding of the Canadian democratic system and what citizenship looks and feels like. This unit was saved for last as we believe the students will be able to use the insights they acquired in the previous units to better understand and appreciate the learning outcomes of this unit.

continued ... ONTARIO'S CIVICS 10 OPEN COURSE with *THE CIVIC MIRROR*

	DAY 31	DAY 32	DAY 33	DAY 34	DAY 35
WEEK 7	PURPOSEFUL CITIZENSHIP				
	<p><i>IN-CLASS</i></p> <ul style="list-style-type: none"> - Show 2001 year-end results (projector) - Status Pts Steal #2 - HA App's - Overview of "Democratic Beliefs and Values" Task (<i>essay or online prompt from CM Manual, or other</i>) 	<p><i>IN-CLASS</i></p> <ul style="list-style-type: none"> - HA apps returned; - Yr. 2001 Self-Eval's - Work period - Yr. 2002 Elections (<i>these may be done online / overnight with a forum poll</i>)  	<p><i>IN-CLASS</i></p> <p>DUE: "Democratic Beliefs and Values" Task</p> <ul style="list-style-type: none"> - Announce 2002 Election Results - Intro lecture / discussion on the "Global Community" (society) 	<p><i>IN-CLASS</i></p> <ul style="list-style-type: none"> - Reading Check & Discussion - Winter 2002 	<p><i>IN-CLASS</i></p> <ul style="list-style-type: none"> - Reading Check & Discussion - PM recaps govt's new laws - Spring 2002 (lab) <p><i>Note: Market open until year 2002 ends</i></p> 
H/W	H/W	H/W	H/W	H/W	
	DAY 36	DAY 37	DAY 38	DAY 39	DAY 40
WEEK 8	PURPOSEFUL CITIZENSHIP				
	<p><i>IN-CLASS</i></p> <ul style="list-style-type: none"> - Overview of "Global Citizenship" Task (<i>see notes below</i>) - Summer 2002 ▶ Town Hall ▶ Accusations 	<p><i>IN-CLASS</i></p> <ul style="list-style-type: none"> - Fall 2002 <p>* End of Year Reminder</p> 	<p><i>IN-CLASS</i></p> <ul style="list-style-type: none"> - Show 2002 Year-end results (projector) - Status Pts Steal #3 - HA App's 	<p><i>IN-CLASS</i></p> <p>DUE: Global Citizenship Task</p> <ul style="list-style-type: none"> - HA apps returned; - Yr. 2002 Self-Eval's  	<p><i>IN-CLASS</i></p> <p>Due: CM Video Reflection Task</p> <ul style="list-style-type: none"> - Final discussion, thoughts, remarks 
H/W	H/W	H/W	H/W	H/W	

NOTES:

IMPORTANT NOTE: If you only have the 8 weeks outlined in this scope and sequence, the third simulated year – i.e. the YEAR 2002 – will likely NOT take place. However, if students know when the game ends, they actually do unrealistic planning and preparation ... as if an apocalypse was imminent (which makes sense if you think about it). So, we show it on the calendar for our students to see, but you will likely use this time for one of the Reflection & Connection activities outlined in the back of the Civic Mirror Instructor's Manual