

# THE CIVIC MIRROR'S CURRICULAR FIT WITH ONTARIO'S 2022-ISSUED CHV20 CIVICS 10 OPEN

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## STATEMENT OF FIT

The *Civic Mirror* (CM)'s fit with [Ontario's CHV20 curriculum](#), released in 2022, continues to be excellent. The revised document opens with the following statement (preface):

*This course explores rights and responsibilities associated with being an active citizen in a democratic society.*

There's not a better capture of what the Civic Mirror program aims to achieve, and it continues to be an excellent fit with the 2022-revised curriculum, both as a direct resource and a complementary one. As students immerse themselves in the shared, simulated country scenario that challenges them to balance self-governance using Canada's political framework, with myriad competing agendas, the program literally brings to life the Civics 10 curriculum. Students don't just study civics, they apply and experience it for themselves in a safe learning environment as citizens in of their own country!

As you will see in the Chart of Curricular Fit below, CM aligns well with the teaching and learning of CHV20's key strands:

- A. Political Inquiry and Skill Development
- B. Civic Awareness
- C. Civic Engagement, Service, and Action.

Civic Mirror's alignment with the revised outcomes that focus on Indigenous political systems and social media is not direct, but opportunities abound to reflect & connect the experiences from the simulation to these curricular items, or even modify the game itself.

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## CHART OF CURRICULAR FIT CIVIC MIRROR and the 2022-RELEASED CHV20 OUTCOMES

This document will chart Civic Mirror's curricular fit with CHV20 and show where teachers can use the 1) simulation-based program, 2) its accompanying [learning modules](#) to work through the various learning outcomes outlined in the curriculum.

### LEGEND



**Civic Mirror Logo:** Indicates that one or more aspects of the *Civic Mirror* program addresses the stated learning outcome. Teachers should point out to students (through in-class or online discussions) that they are "doing" the standard, and help them make meaningful connections to the real world too.



**Reflection & Connection Icon:** Indicates one or more aspects of the *Civic Mirror* closely relates to the learning outcome, and teachers could easily use *Civic Mirror* as an experiential 'frame-of-reference' to help students make insightful connections between their simulated experience, the course material, and the real world.

**Note:** the program with a variety of R&C assignments that require students to use skills from the social sciences (e.g. critical thinking, inquiry, etc.)



**CM Learning Modules:** The *Civic Mirror* program also comes with [10+ learning modules](#) that cover entire units of outcomes while leveraging the students' experience with the simulation. This makes learning more relevant and meaningful. In the curriculum alignment chart below, click on the module icon to learn more about its contents. **Note:** these modules are dynamic and are always being improved upon by the educators in the CM Community. Opportunities to add content and terminology exist for all teachers using program.











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# A. POLITICAL INQUIRY AND SKILL DEVELOPMENT

## A1. Political Inquiry:

**Overall expectations:** use the political inquiry process and the concepts of political thinking when investigating issues, events, and developments of civic importance.



**Specific Expectations:**








	<b>CM Direct Hit</b>	<b>R&amp;C Close Fit</b>	<b>CM Learning Modules</b>
<b>A1.1</b> Formulate different types of questions to guide investigations into issues, events, and/or developments of civic importance.			
<b>A1.2</b> Select and organize relevant evidence, data, and information on issues, events, and/or developments of civic importance from a variety of primary and secondary sources, including media forms such as social and traditional media, ensuring that their sources reflect multiple perspectives.			
<b>A1.3</b> Apply critical-thinking skills to assess the credibility and biases of relevant sources from a wide variety of media forms, including social media.			
<b>A1.4</b> Use the concepts of political thinking when interpreting and analysing evidence, data, and information relevant to their investigations; evaluating and synthesizing their findings; and formulating conclusions, predictions, and judgments about issues, events, and/or developments of civic importance.			
<b>A1.5</b> Communicate their ideas, arguments, and conclusions using terminology, formats, and styles appropriate for specific audiences and purposes, and use accepted forms of documentation to acknowledge different types of sources.			

## A2. Developing Transferable Skills:

**Overall expectations:** apply in everyday contexts skills developed through investigations related to civics and citizenship education and identify some careers in which civics and citizenship education might be an asset.

**Specific expectations:**

	<b>CM Direct Hit</b>	<b>R&amp;C Close Fit</b>	<b>CM Learning Modules</b>
<b>A2.1</b> Describe some ways in which political inquiry can help them develop skills, including transferable skills and skills related to the citizenship education framework, that can be applied to the world of work and/or to everyday life			



















<b>A2.2</b> Apply communication skills, showing consideration for diverse perspectives and experiences, when engaging in discussion of complex civic issues and sensitive topics, including those related to political processes.			
<b>A2.3</b> Apply the concepts of political thinking when analysing current events and issues involving local, national, and global communities.			 
<b>A2.4</b> Identify some careers in which civics and citizenship education might be useful.			

## B. CIVIC AWARENESS

### B1. Civic Issues, Democratic Values:

**General Outcome:** Describe beliefs and values associated with democratic citizenship in Canada, and explain how they are related to civic action and to one's position on civic issues (FOCUS ON: Political Significance; Political Perspective).

**Specific Outcomes:**























	<b>CM Direct Hit</b>	<b>R&amp;C Close Fit</b>	<b>CM Learning Modules</b>
<b>B1.1</b> Describe some civic issues of local, national, and/or global significance and compare the perspectives of different groups on selected issues.			 
<b>B1.2</b> Describe fundamental beliefs and values associated with democratic citizenship in Canada, including democracy, human rights, freedom, and the rule of law, identifying some of their key historical foundations, and explain ways in which these beliefs and values are reflected in citizen actions.			  
<b>B1.3</b> Analyse the methods and influence of foreign actors on democratic values in Canada, elections, and political discourse, including through the use of social media.			
<b>B1.4</b> Explain why it is important for people to engage in civic action, and identify various reasons why individuals and groups have engaged, and continue to engage, in such action, using both historical and current examples.			  
<b>B1.5</b> Communicate their own position on some issues of civic importance at the local, national, and/or global level, explaining how their position is influenced by their beliefs/values			 

### B2. Canadian and Indigenous Governance Systems

**General Outcome:** Explain, with reference to a range of issues of civic importance, the roles and responsibilities of various institutions, structures, and positions in Canadian and Indigenous governance systems, treaty relationships, and other Crown-Indigenous relations (FOCUS ON: Stability and Change;

Political Perspective).

**Specific Outcomes:**

	<b>CM Direct Hit</b>	<b>R&amp;C Close Fit</b>	<b>CM Learning Modules</b>
<b>B2.1</b> Identify the political parties in Canada and their position on the political compass and explain objectively how the beliefs/values that underpin these parties may affect their perspectives on and/or approaches to issues of civic importance.			
<b>B2.2</b> Explain, with reference to issues of civic importance, the roles and responsibilities of the two orders of government in Canada (federal and provincial), as well as of territorial, municipal, and Indigenous governments, and of key positions within each.			
<b>B2.3.</b> Describe Indigenous governing systems and structures, both those created by the Indian Act and those that predate or exist alongside the Act, and how they interact with the federal, provincial, territorial, and municipal governments of Canada, and explain how treaties, Crown-Indigenous relations, and/or Indigenous claims to sovereignty affect a region of their choice in Ontario or Canada.			
<b>B2.4</b> Describe, with reference to federal, provincial, and territorial governments, the functions of the three branches of government in Canada (i.e., executive, legislative, judicial) and the roles/responsibilities of key positions within governments, and explain how the branches can affect political, economic, and social stability in Canada.			
<b>B2.5</b> Describe some of the ways in which different levels of government in Canada raise revenue and explain how budgets can be designed by governments to address both short-term needs and long-term plans.			
<b>B2.6</b> Describe the process for amending an existing law or passing a new law federally and provincially.			
<b>B2.7</b> Explain, with reference to issues of civic importance, including economic issues, how various domestic, foreign, and international groups and institutions can influence government policy, and describe ways in which government policy affects individuals' lives and the economy.			
<b>B2.8</b> Describe Canada's form of government, and demonstrate an understanding of the electoral process and the formation of governments in Canada.			

**B3. Rights and Responsibilities**

**General Expectations:** Analyse key rights and responsibilities associated with citizenship, in both the Canadian and global context, and some ways in which these rights are protected or may be infringed upon (FOCUS ON: Political Significance; Objectives and Results).

**Specific Expectations:**

<b>CM Direct Hit</b>	<b>R&amp;C Close Fit</b>	<b>CM Learning Modules</b>
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<b>B3.1</b> Analyze key constitutional documents and rights and freedoms of Canadians established and protected by these documents, including the Canadian Charter of Rights and Freedoms, and how foundational historical documents, including the Magna Carta, the British North America Act, 1867 (now titled Constitution Act, 1867), and the Canadian Bill of Rights, informed and helped shape Canada's Constitution.			
<b>B3.2</b> Analyze key responsibilities associated with Canadian citizenship.			
<b>B3.3</b> Explain how people living in Canada can exercise their rights and freedoms in order to effect positive social change.			
<b>B3.4</b> Explain how the judicial system and other institutions and/or organizations affect the rights of individuals and the public good in Canada.			
<b>B3.5</b> Analyze rights and responsibilities of citizenship within a global context, including those related to international conventions, laws, and/or institutions.			
<b>B3.6</b> Identify examples of human rights violations around the world and assess the effectiveness of responses to such violations.			

## C. CIVIC ENGAGEMENT AND ACTION







### C1. Civic Contributions, Inclusions, and Service:

**General Outcome:** Analyze the importance of various contributions to the common good, and assess the recognition of beliefs, values, and perspectives, in communities in Canada and internationally (FOCUS ON: Political Significance; Stability and Change; Political Perspective).

**Specific Outcomes:**

	<b>CM Direct Hit</b>	<b>R&amp;C Close Fit</b>	<b>CM Learning Modules</b>
<b>C1.1</b> Assess the significance, both in Canada and internationally, of the civic contributions of some individuals and organizations.			
<b>C1.2</b> Explain how various actions can contribute to the common good at the local, national, and/or global level.			
<b>C1.3</b> Analyze ways in which various beliefs, values, and perspectives are represented in their communities, and assess whether they are equitably represented and/or valued.			
<b>C1.4</b> Describe the importance of taking pride in one's country and analyse the significance of commemorating and recognizing important events, issues, people, and/or symbols in Canada, as well as the methods by which they are recognized.			










<p><b>C1.5</b> Explain various ways in which people can access information about civic matters, highlighting the importance of applying related digital literacy and critical-thinking skills, and assess the effectiveness of ways in which individuals can voice their opinions and influence others' opinions on these matters, including through social media.</p>			
<p><b>C1.6</b> Identify various service opportunities available for youth within their local and/or broader communities that allow them to develop a sense of service, leadership, and commitment to their communities and to Canada.</p>			

## C2. Engaged Citizenship and Creating Change through Action:

**General Expectations:** Analyze a civic issue of personal interest, and propose and assess methods of creating positive change in their community (FOCUS ON: Political Significance; Objectives & Results; Political Perspective).

**Specific Expectations:**

	<b>CM Direct Hit</b>	<b>R&amp;C Close Fit</b>	<b>CM Learning Modules</b>
<p><b>C2.1</b> Analyze a civic issue of personal interest, including how it is viewed by different groups.</p>			 
<p><b>C2.2</b> Propose different courses of action to address a specific civic issue in order to create positive change in their communities, and assess the merits and effectiveness of each.</p>			 
<p><b>C3.4</b> Develop criteria that could be used to assess the effectiveness of their plan of action if it were implemented</p>	