

CURRICULUM FIT

THE CIVIC MIRROR and ONTARIO'S CIVICS 10 STANDARDS

STATEMENT OF FIT

The fit between the *Civic Mirror* education program and Ontario's Civics 10 Open curriculum is outstanding. We've differentiated two different kinds of alignment:

LEGEND

Civic Mirror: Indicates that one or more of the experiences the *Civic Mirror* provides directly relates to the said learning outcome, only requiring teachers to help students make meaningful connections to the real world. For example, because students progress through their own electoral process, modeled after Canada's, we checked "Civic Mirror" for learning outcomes that relate to students understanding the Canadian electoral process.









Reflection & Connection: Indicates that one or more *Civic Mirror* events closely relate to the said learning outcome; teachers could easily use the *Civic Mirror* as an experiential 'launching-pad,' challenging their students to make insightful connections between their simulated experience, the course material, and the real world.








Informed Citizenship	Civic Mirror	R&C Fit
Democratic Decision Making. <i>By the end of this course, students will:</i>		
<ul style="list-style-type: none"> explain the causes of civic conflict and how decision-making processes and structures can avert or respond to such conflicts; 		
<ul style="list-style-type: none"> compare the benefits and drawbacks of democratic and authoritarian forms of decision making, drawing on examples from everyday contexts (e.g., with respect to the rights and responsibilities of citizens; the rule of law; the common good; the parliamentary system; majority rule and the rights of minorities, including Aboriginal peoples); 		
<ul style="list-style-type: none"> identify similarities and differences in the ways power is distributed in groups, institutions, and communities (e.g., in families, classrooms, municipalities) to meet human needs and resolve conflicts. 		
Rights and Responsibilities of Canadian Citizenship <i>By the end of this course, students will:</i>		
<ul style="list-style-type: none"> identify the rights and responsibilities of Canadian citizenship, based on the Canadian Charter of Rights and Freedoms, and describe how these rights and responsibilities are exercised in schools, communities, and the nation; 		
<ul style="list-style-type: none"> 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; 		
<ul style="list-style-type: none"> explain 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); 		
<ul style="list-style-type: none"> analyse cases that have upheld or restricted a citizen's rights and responsibilities, outlining the concerns and actions of involved citizens and the reasons for the eventual outcome. 		








Functions of the Three Levels of Government in Canada <i>By the end of this course, students will:</i>		
<ul style="list-style-type: none"> compare key features and functions of different levels of government in Canada (i.e., municipal, provincial, and federal); 		
<ul style="list-style-type: none"> compare how laws, regulations, public policies, and decisions are made and enforced at the municipal, provincial, and federal levels; 		
<ul style="list-style-type: none"> demonstrate an understanding of the process of electing governments in Canada (e.g., riding distribution, decision to call an election, voters' lists, campaigning, candidates' debates, election – day procedures) ; 		
<ul style="list-style-type: none"> describe the role of political parties in the parliamentary process and explain how this role changes in majority, minority, and coalition governments, using provincial and federal examples; 		
<ul style="list-style-type: none"> explain the roles played by elected representatives, interest groups, and the media in the political process (e.g., legislative and constituency work; lobbying; providing public information on, and analysis of, issues facing government). 		
Citizenship Within the Global Context <i>By the end of this course, students will:</i>		
<ul style="list-style-type: none"> analyse contemporary crises or issues of international significance (e.g., health and welfare, disasters, human rights, economic development, environmental quality, terrorism); 		
<ul style="list-style-type: none"> 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); 		
<ul style="list-style-type: none"> evaluate civic actions of individuals and non-governmental organizations that have made a difference in global affairs. 		

Purposeful Citizenship

	Civic Mirror	R&C Fit
Democratic Beliefs and Values <i>By the end of this course, students will:</i>		
<ul style="list-style-type: none"> describe fundamental beliefs and values associated with democratic citizenship (e.g., rule of law, human dignity, freedom of expression, freedom of religion, work for the common good, respect for the rights of others, sense of responsibility for others); 		
<ul style="list-style-type: none"> explain how democratic beliefs and values are reflected in citizen actions; 		
<ul style="list-style-type: none"> articulate and clarify their personal beliefs and values concerning democratic citizenship (e.g., voting age, compulsory military service, mandatory retirement age). 		
Diversity of Beliefs and Values <i>By the end of this course, students will:</i>		
<ul style="list-style-type: none"> compare the varied beliefs, values, and points of view of Canadian citizens on issues of public interest (e.g., freedom of information, censorship, health care funding, pollution, water quality, nuclear power, taxation, casinos); 		
<ul style="list-style-type: none"> explain how different groups (e.g., special interest groups, ethnocultural groups) define their citizenship, and identify the beliefs and values reflected in these definitions; 		
<ul style="list-style-type: none"> analyse Canadian issues or events that involve contrasting opinions, perspectives, and civic purposes (e.g., constitutional debates, Quebec sovereignty, Oka Crisis of 1990, Native self-governance); 		
<ul style="list-style-type: none"> describe how their own and others' beliefs and values can be connected to a sense of civic purpose and preferred types of participation (e.g., membership in political parties; participation in protest 		

movements; financial or volunteer support for educational or community service programs; support for religious or ethnic charitable organizations).		
Responses to Civic Issues <i>By the end of this course, students will:</i>		
<ul style="list-style-type: none"> describe and assess the contributions that citizens and citizens' groups make to the civic purposes of their communities (e.g., neighbourhood associations, service clubs); 		
<ul style="list-style-type: none"> demonstrate an understanding of a citizen's role in responding to non-democratic movements and groups (e.g., fascism, Stalinism; supremacist and racist organizations) through personal and group actions; 		
<ul style="list-style-type: none"> describe examples of human rights violations (e.g., Nuremberg laws, hate crimes, torture, genocide, political imprisonment, recruitment of child soldiers, gender-based discrimination) and assess the effectiveness of responses to such violations (e.g., media scrutiny, political responses, military intervention, international tribunals, pressure from non-governmental organizations); 		
<ul style="list-style-type: none"> analyse the evolution of Canada's participation in international tribunals (e.g., the Nuremberg trials after World War II; the International Court of Justice's prosecution of war crimes; formation of the International Criminal Court). 		

Active Citizenship

	Civic Mirror	R&C Fit
Inquiry Skills <i>By the end of this course, students will:</i>		
<ul style="list-style-type: none"> formulate appropriate questions for inquiry and research; locate relevant information in a variety of sources; and identify main ideas, supporting evidence, points of view, and biases in these materials; 		
<ul style="list-style-type: none"> organize information, using a variety of methods and tools (e.g., summaries, notes, timelines, visual organizers, maps, comparison organizers); 		
<ul style="list-style-type: none"> communicate the results of inquiries into important civic issues, using a variety of forms (e.g., discussions and debates, posters, letters to elected officials, Web pages, visual organizers, dramatizations). 		
The Resolution of Public Issues and Citizenship Participation <i>By the end of this course, students will:</i>		
<ul style="list-style-type: none"> compare and contrast different ways of resolving disputes (e.g., through the judicial process; through negotiation, mediation, arbitration, conciliation); 		
<ul style="list-style-type: none"> analyse important contemporary cases and issues that have been decided or resolved through the public process of policy formation and decision making (e.g., mandatory retirement, censorship, racial profiling), taking into account the democratic principles that underlie that process; 		
<ul style="list-style-type: none"> demonstrate an understanding of the ways in which individual citizens can obtain information and explanations or voice opinions about important civic matters (e.g., by communicating with the appropriate elected officials or bureaucratic departments; by writing letters or e-mails to the media; by organizing petitions; by voting); 		
<ul style="list-style-type: none"> compare 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; 		
<ul style="list-style-type: none"> demonstrate an understanding of their responsibilities as local, national, and global citizens by applying their knowledge of civics, and skills related to purposeful and active citizenship, to a project of personal interest and civic importance . 	