



THE CIVIC MIRROR 5-WEEK UNIT PLAN

PURPOSE OF THE CIVIC MIRROR IN Civics 10 Open (CHV20)

The Civic Mirror is a simulation-based program that turns classrooms into countries and students into citizens, providing students with opportunities to experientially learn about law, government, economics, and responsible citizenship. This outline shows how teachers can sequence the Civic Mirror and its learning modules to cover the good majority of CHV20 learning outcomes.

By the end of the course students will be completely immersed in a complex simulated country of their own and challenged to self-govern it. Civic Mirror provides students with authentic civic experiences that allow them to practice political inquiry and active citizenship. The teacher's challenge of helping students master the stated outcomes of this course (summarized by its three strands Political Inquiry and Skill Development; Civic Awareness; and Civic Engagement and Action) becomes that much easier because their students will have an experiential frame of reference students from which to better understand.

In sum, using the Civic Mirror in Civics10 will help students better understand and achieve the curricular outcomes.

COURSE OUTLINE AND LESSON OVERVIEW

What follows is a 25-lesson overview that fully outlines how teachers can use Civic Mirror in their Civics 10 Open course. The lesson sequence can be paused at any time. The 25-lessons take students through 1 simulated year of the Civic Mirror, but suggestions at the end of this document are made on running additional simulated years. The average completion rate for Civics10 teachers is 2 simulated years.

CM Learning Modules

You will notice that we have **highlighted in yellow** places where breaks would be appropriate, providing links to CM Learning Modules teachers can use to explore the issues and content in greater depth.

The CM Learning Modules we recommend Civics10 teachers use:

1. **[Rights, Freedoms, and Responsibilities of Democratic Citizenship](#)**

A great civics "primer" introducing the notion of democratic citizenship and explaining what's involved in making it work.



2. **[Game of Canadian Politics](#)**

We recommend this module be used in tandem with CM Elections as it goes over the CDN electoral system and parties.



3. **[Canada's System of Government](#)**

This is a fantastic module to run before students embark on their first simulated year in the Civic Mirror.



4. **[Justice and the Judicial Branch.](#)**

While we suggest teachers run this during the first simulated year, you may want to wait until the second simulated year to run this module and focus on the Cdn Govt module instead.







5. **[National Pursuits of Happiness](#)**

A great module to run in a 2nd or 3rd simulated year, or even as a cumulative assignment, this module wraps the core civic issues citizens and governments face in a way that challenges students to consider their values.





VISIT **WWW.CIVICMIRROR.COM** TO GET STARTED

Week 1






DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
<p><i>PREP</i></p> <ul style="list-style-type: none"> * Have class set of CM Student Manuals (SMs) * Book computer lab for Day 3 and Day 4 	<p><i>PREP</i></p> <ul style="list-style-type: none"> * Make class copies of Reading Check #1 (in IM) * CM videos or slideshow 	<p><i>PREP</i></p> <ul style="list-style-type: none"> * Create CM Country Account, add students and set up Practice Run 	<p><i>PREP</i></p> <ul style="list-style-type: none"> * Pre-post discussion forum topic about what they learned from PR and how it might affect their answers to question #1 on Monday 	<p><i>PREP</i></p> <ul style="list-style-type: none"> * make copies of political spectrum readings
<p><i>IN-CLASS</i></p> <p>Civic Mirror Intro </p> <ul style="list-style-type: none"> * Introduce the unit using lesson plan notes for the "Pre-Game Event #1" event in the Instructor's Manual (IM) * Students discuss questions in "Pre-Game Event #1: Introduction" * Goal of lesson is to assess current understanding for comparison at end of unit 	<p><i>IN-CLASS</i></p> <p>Civic Mirror Intro </p> <p><i>Lesson plan notes for the Pre-Game Event #2</i></p> <ul style="list-style-type: none"> * Students complete Reading Check #1 (open book, handwritten notes allowed) * Mark as a class * Introduce Civic Mirror with videos and/or slideshow; hold follow-up discussion * Silent reading 	<p><i>IN-CLASS</i></p> <p>Practice Run </p> <p><i>Lesson plan notes for Pre-Game Event #3</i></p> <ul style="list-style-type: none"> * Students complete Reading Check #2 (same as yesterday); mark later * Read Practice Run Overview in SM as a class, before lab * Go to lab, students view CM Basics Video and follow Practice Run instructions * With 5-7 minutes left, tell students they can continue trading overnight until class starts tomorrow. 	<p><i>IN-CLASS</i></p> <p>Practice Run </p> <ul style="list-style-type: none"> * Start class in computer lab * Give students additional 10 minutes to buy, sell, trade * End Practice Run by advancing to next season; review results * Show students how to use discussion forums * Students use rest of class to discuss your discussion prompt in online forums 	<p><i>IN-CLASS</i></p> <ul style="list-style-type: none"> * Using projector, discuss some of the most interesting posts from the online forum * Discuss how the experience affected their answers to Monday's question of "What are my political, economic, and social philosophies?" * Intro notes/lecture on political spectrum (use chart from politicalcompass.org with social & economic continuums as centerpiece) * Silent reading if time remains
<p><i>H/W</i></p> <ul style="list-style-type: none"> * Read pgs in SM that will prepare them for Reading Check #1 (see IM for details, at back) 	<p><i>H/W</i></p> <ul style="list-style-type: none"> * Read pgs in SM that will prepare them for Reading Check #1 (see IM for details, at back) 	<p><i>H/W</i></p> <ul style="list-style-type: none"> * Students expected to participate in Practice Run overnight 	<p><i>H/W</i></p> <ul style="list-style-type: none"> * Online forum question: initial 300-500 word response, and 2 meaningful replies to others' posts 	<p><i>H/W</i></p> <ul style="list-style-type: none"> * Students to read political spectrum packet * Do politicalcompass.org survey and print result

VISIT WWW.CIVICMIRROR.COM TO GET STARTED

Week 2





DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
TYPE NAME OF UNIT OF STUDY				
<p><i>PREP</i></p> <ul style="list-style-type: none"> * Copies of the Political Spectrum Reading Packet * Book computer lab for Day 8 	<p><i>PREP</i></p> <ul style="list-style-type: none"> * Advance program, input new country name * Begin Citizen Profile planning process 	<p>! PREP IMPORTANT !</p> <ul style="list-style-type: none"> * COMPLETE CITIZEN PROFILES steps  * Prepare Hidden Agendas for delivery to students. * Make copies of assessment rubrics (from IM) 	<p><i>PREP</i></p> <ul style="list-style-type: none"> * Advance program * Prepare sequence break to run "Democratic Rights, Freedoms..." Module 	<p><i>PREP</i></p> <ul style="list-style-type: none"> * Make copies of jigsaw evaluation sheets
<p><i>IN-CLASS</i></p> <ul style="list-style-type: none"> * Reading Check on Political Spectrum Packet * Mark as class and review; discuss survey results Create National Identity #1  Use Pre-Game #4 lesson plan notes for activities * Read pre-activity info in SM as a class * With at least 35 minutes left in class, students follow National Identity Task Script * With 5 minutes left, explain HW assignments 	<p><i>IN-CLASS</i></p> <ul style="list-style-type: none"> Create National Identity #2  Use Pre-Game #5 Lesson plan notes, in IM * Discuss "quality of process" in yesterday's student-run event. Emphasize need for respect, rules, leaders, and self-government. * With projector, post new discussion topic for HW * National Identity Item votes (15 min.). Offer \$CM to upload selections to website. 	<p><i>IN-CLASS</i></p> <ul style="list-style-type: none"> * Using projector, discuss some of the most interesting posts from the online forum CM Evaluation  Distribute assessment rubrics. Explain by reading evaluation section in Part 1 of SM and then review rubrics as a class. Citizen Profiles  * Read relevant Pre-Game #5 section in SM as a class * Give students Hidden Agendas as they leave for lab. * In lab, students are to create their family's identities and review their Hidden Agendas. 	<p><i>IN-CLASS</i></p> <ul style="list-style-type: none"> * Constitution KWL activity outlined in Pre-Game #6 lesson plan notes  * Pause for 3-4 classes if using "Democratic Rights, Freedoms..." Module  Constitutional Jigsaw #1 * Read Pre-Game #6 intro as a class. Put students into 6 evenly talented groups. * Groups paraphrase their section of the constitution. 	<p><i>IN-CLASS</i></p> <ul style="list-style-type: none"> Constitution Jigsaw #2  Pre-Game #7 lesson plan notes in IM. * Groups hand-in paraphrased copies, distribute evaluation sheets to groups. * While groups review evaluation criteria, make copies of paraphrased work for peer evaluations * Peer evaluations of student-paraphrased sections of the constitution.
<p><i>H/W</i></p> <ul style="list-style-type: none"> * Make National Identity items for tomorrow's in-class votes. 	<p><i>H/W</i></p> <ul style="list-style-type: none"> * Reply to HW discussion topic, same format as last week's 	<p><i>H/W</i></p> <ul style="list-style-type: none"> * Develop strategy plans to meet Hidden Agendas objectives. 	<p><i>H/W</i></p> <ul style="list-style-type: none"> * Groups paraphrase their section of the constitution into teenage lang. 	<p><i>H/W</i></p>

Week 3







DAY 11	DAY 12	DAY 13	DAY 14	DAY 15
TYPE NAME OF UNIT OF STUDY				
<p><i>PREP</i></p> <p>* Evaluate the student evaluations; collate marks</p> <p>* Prepare breaks in Days 11-14 to do <i>Game of Canadian Politics Module</i></p>	<p><i>PREP</i></p> <p>* Advance program to Elections stage</p> <p>* Optional: prepare supplies for 'wine and cheese'</p>	<p><i>PREP</i></p> <p>* prepare lecture/activity on electoral system</p>	<p><i>PREP</i></p> <p>* Make copies of ballots</p>	<p><i>PREP</i></p> <p>* Input elected students into Law & Govt page and advance program to Hex Auction stage.</p>
<p><i>IN-CLASS</i></p> <p><i>Pre-Game #8 lesson plan notes in IM</i></p> <p>* Review the unit's guiding questions from Pre-Game #1 in SM, and importance of constitutional law</p> <p>* Introduce elections process by reading Pre-Game #8 intro as a class.</p> <p>* Pause for 2-4 classes to complete the <i>Game of Canadian Politics Module</i> with students.</p> 	<p><i>IN-CLASS</i></p> <p>* 10 minute carry-over: Lecture / Activity on political parties</p> <p>Forming Political Parties </p> <p>* Read "forming parties" step in Pre-Game #8 to begin political wine & cheese. Let the 'politicking' begin.</p> <p>* With 15 minutes left in class, remind students of campaign debates and the H/W forum topic (due Thur)</p>	<p><i>IN-CLASS</i></p> <p>* 15 minute Lecture / Activity on electoral system </p> <p>* Read Pre-Game #9 in SM to review how CM parties gain power.</p> <p>Campaign Debates</p> <p>* Follow procedure in Pre-Game #9 to facilitate debates</p> <p>* With 5 minutes left, remind students of H/W forum topic</p>	<p><i>IN-CLASS</i></p> <p>* 10 minute carry-over: Lecture / Activity on electoral system</p> <p>* Using projector, discuss interesting posts from the online forum </p> <p>* Candidates given 30 final seconds each to campaign</p> <p>* Set-up room for elections – campaigning ends. Elections Commish and teacher facilitate ballot casting. Tally votes after class and posts results online.</p> <p>* Assign Hex Auction reading for tomorrow</p>	<p><i>IN-CLASS</i></p> <p>* Announce the elections results; explain how PM will be auctioning for Govt.</p> <p><i>Pre-Game #10 lesson plan notes in IM</i></p> <p>Hex Auction </p> <p>* Answer any questions about upcoming Hex Auction</p> <p>* Allow 5-7 minutes for final strategizing, set up computer</p> <p>* Using one of the two methods outlined in IM, facilitate Hex Auction</p> <p>* Silent auction remaining hexes if you run out of time.</p>
<p><i>H/W</i></p> <p>* prepare for tomorrow's political wine and cheese</p>	<p><i>H/W</i></p> <p>* Candidates prepare for campaign debates</p> <p>* Reply to elections HW forum topic by Day 14</p>	<p><i>H/W</i></p> <p>* Reply to elections HW forum topic (same steps as before)</p>	<p><i>H/W</i></p> <p>* Read Pre-Game #10 in SM</p>	



VISIT WWW.CIVICMIRROR.COM TO GET STARTED

Week 4

DAY 16	DAY 17	DAY 18	DAY 19	DAY 20
TYPE NAME OF UNIT OF STUDY				
<p><i>PREP</i></p> <ul style="list-style-type: none"> * Read pg 113 & 117 in IM * Advance program to Winter 2000 * Prepare to run Cdn Govt Module for 3-4 classes 	<p><i>PREP</i></p> <ul style="list-style-type: none"> * Ensure PM has parliament agenda prepared * Book computers for Day 19 	<p><i>PREP</i></p> <ul style="list-style-type: none"> * Prepare lecture/activity linking Cdn Govt Module content with what happened in students Govt Event 	<p><i>PREP</i></p> <ul style="list-style-type: none"> * Advance program to Spring 2000 	<p><i>PREP</i></p> <ul style="list-style-type: none"> * Prepare breaks in Days 20-25 to go over content portions of Justice & Judicial Branch module.
<p><i>IN-CLASS</i></p> <ul style="list-style-type: none"> * In-class discussion from suggested talking pts in "Reflection & Connection Break" at end of Part 2 of IM. * As a class, read "The Game Begins" and "Winter" sections in SM and discuss (start of Part 3) * Intro Cdn Govt Module. Do NOT continue sequence until completing content portions of this module. 	<p><i>IN-CLASS</i></p> <ul style="list-style-type: none"> * Collect agenda from President or PM, instruct students to set up room as outlined in SM Winter 2000: Govt. Event  * Students follow Winter script in SM to appoint judge, work through opening steps and then pass as many laws as time permits. * If students really want to, you might schedule a 15 min. 'emergency legislative session' on a later day. 	<p><i>IN-CLASS</i></p> <ul style="list-style-type: none"> * Cdn Govt review where students are guided to compare/contrast their Govt Event to Canada's System of Govt (covered in module). * Read Spring section in SM and discuss valuations, financial goal setting, and succeeding economically. * Free time to plan, strategize, and politick 	<p><i>IN-CLASS</i></p> <ul style="list-style-type: none"> * Use talking points outlined in Spring's lesson plan note in IM to provide focus for today's event Open Market  * With <i>at least</i> 30 min left in class, take students down to computer lab to begin buying, trading, and selling. * Remind students to start initiatives, and how that is a an evaluation component 	<p><i>IN-CLASS</i></p> <ul style="list-style-type: none"> * Begin class by asking students to discuss what justice is and whether or not they think it exists in their simulated country. * Make a class list of 'Unjust Things in Our Country'. * Explain purpose of Town Halls, read pgs 91-94 (SM) and its aim to resolve to conflicts & disputes. * Introduce Justice & Judicial Branch module and assign reading HW dates. 
<p><i>H/W</i></p> <ul style="list-style-type: none"> * PM prepares agenda for Winter Government Event 	<p><i>H/W</i></p>	<p><i>H/W</i></p>	<p><i>H/W</i></p>	<p><i>H/W</i></p> <ul style="list-style-type: none"> * Prepare <i>at least one</i> issue / grievance to address in Town Hall. Prepare opening statement w supporting pts

Week 5

DAY 21	DAY 22	DAY 23	DAY 24	DAY 25
TYPE NAME OF UNIT OF STUDY				
<p><i>PREP</i></p> <p>* Advance program to Summer 2000</p>	<p><i>PREP</i></p> <p>* Prepare activity/lecture on court system and trial proceedings</p>	<p><i>PREP</i></p> <p>* Advance program to Fall 2000</p>	<p><i>PREP</i></p> <p>*</p>	<p><i>PREP</i></p> <p>* Review Hidden Agenda appl's using online engine</p> <p>* Prepare copies of self-evaluation rubrics</p>
<p><i>IN-CLASS</i></p> <p>Lesson notes on pg 138 (IM)</p> <p>* HW check that students have issue/grievance prepared for Town Hall</p> <p>*Quick re-cap on need for active & vocal citizenry.</p> <p>Town Hall</p> <p>* Select moderator, set up room</p> <p>* Students follow Town Hall script; pull students aside to coach/encourage their participation</p> <p>* With 10-12 minutes left, National Judge takes call for Suits / Accusations (pg. 94 in SM)</p> 	<p><i>IN-CLASS</i></p> <p>* Overview of court system and trial proceedings (25-30 min), reference <u>Justice & Judicial Branch module</u></p> <p>* Read pgs 95-97 (SM) as a class.</p> <p>* Work through the suggested "Introduction" mini-lesson on pg 143 (IM)</p> <p>* With remaining time, students prepare cases for tomorrow's law suits.</p>	<p><i>IN-CLASS</i></p> <p>National Court</p> <p>* Set-up</p> <p>* Students work through National Court script on pgs 98-100 in SM</p> <p>* End with 5 mins, remind students that the Year 2000 ends tomorrow at the start of class.</p> 	<p><i>IN-CLASS</i></p> <p>Lesson notes on pg 156-157 (IM)</p> <p>End Year 2000</p> <p>* Using projector, advance program past Fall 2000 to end year</p> <p>* Discuss results as a class (this can be lots of fun)</p> <p>Final Reflection & Connection</p> <p>* If running <u>Justice module</u>, you may want to assign the "Lady Liberty Report Card" task at this point.</p>  	<p><i>IN-CLASS</i></p> <p>Performance Evaluation</p> <p>* Hand back Hidden Agenda Apps, handout CM Evaluation Rubrics (or use online engine) and give students 15 minutes to complete</p> <p>- Work Period -</p> 
<p><i>H/W</i></p> <p>*</p>	<p><i>H/W</i></p> <p>* Prepare Court Cases</p>	<p><i>H/W</i></p> <p>* Final night to provide for families</p>	<p><i>H/W</i></p> <p>* Students apply Hidden Agenda Pts w/ online engine</p> 	<p><i>H/W</i></p>

2nd Simulated Year (2001) + <u>National Pursuits of Happiness Module</u> 	3rd Simulated Year (2002) + <u>Canada's Democratic History Module</u>
<p>The <i>National Pursuits of Happiness</i> module asks students a BIG question at the very beginning:</p> <p>“If a government’s primary goal is to provide the conditions that allow citizens to pursue happiness, what, then, should they focus on?”</p>  <p>Is it the environment? The economy? Peace and security? There are no easy answers, and the content portion of this module introduces students to the central issues all citizens (and their governments) must consider and manage.</p> <p>The benefit of running this module in tandem with Civic Mirror is that it challenges students to think critically about the purpose of governments in light of their civic values... while they gain experience <i>being</i> citizens <i>and</i> politicians in their simulated nations.</p> <p>This module enables students to work through several outcomes in the “Political Inquiry and Skill Development” and “Civic Awareness” sections of the curriculum.</p>	 <p>The <i>Canada's Democratic History</i> module takes students through a sweeping overview of the primary contributors to Canada’s millennia-long evolution towards democracy, asking students at the very beginning, “What do <i>you</i> think were the 5 most important events/developments?”</p> <p>While the tight timeline of Civics10 will likely prohibit teachers from being able to implement this module into the 8-10 week sequence, it does teach students about some of the key civic events in Canadian history.</p> <p>Nevertheless, by the end of this module, students will understand that Canada is a nation of many peoples and histories, and has become democratic for everyone only recently (or has it?). Students will appreciate that Canadian democracy is an evolutionary process that continues today – it did not end with the patriation of the constitution in 1982.</p>

CIVIC MIRROR'S EVENT ICONS

*The following icons will appear throughout the 5-week Civic Mirror unit plan. * To view an interactive event summary, visit www.civictimirror.com/about/event-summary*

CIVIC MIRROR PRE-GAME EVENT ICONS:



Intro



Practice Run



Create Country



Citizen Profiles



Constitution



Elections



Property Auction

CIVIC MIRROR GAME EVENT ICONS:



Winter:
Govt Event



Spring:
Open Market



Summer:
Town Hall



Fall:
National Court



Year End
Calculations

INTER-YEAR ICONS



Hidden Agenda Apps



Performance Evaluation



Reflection & Connection

VISIT WWW.CIVICMIRROR.COM TO GET STARTED