

# THE CIVIC MIRROR AND ONTARIO'S CIVICS 10 OPEN COURSE

## CURRICULAR FIT & COURSE PACK

---

### STATEMENT OF FIT

The *Civic Mirror*'s fit with Ontario's CHV20 curriculum, released in 2013, continues to be excellent. The revised document opens with the following statement (preface):

*It is important that students be connected to the curriculum; that they see themselves in what is taught, how it is taught, and how it applies to the world at large.*

Quite excitingly, this is one of *Civic Mirror*'s greatest strengths: by immersing students into a complex simulated country of their own and challenging them to self-govern it, the program provides students with highly engaging experiences and opportunities to practice political inquiry and active citizenship. And, then, 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 of the experiential (albeit simulated) frame of reference students acquire with *Civic Mirror*.

---

## CHART OF CURRICULAR FIT

### CIVIC MIRROR and the 2013-RELEASED CHV20 OUTCOMES

This document will chart *Civic Mirror*'s curricular fit with CHV20 and show where teachers can 1) use the simulation-based program and 2) its accompanying [learning modules](#) to hit 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.

# A. POLITICAL INQUIRY AND SKILL DEVELOPMENT

## A1. Political Inquiry:

**General Outcome:** use the political inquiry process and the concepts of political thinking when investigating issues, events, and developments of civic importance;








### Specific Outcomes:

	<b>CM Direct Hit</b>	<b>R&amp;C Close Fit</b>	<b>Civic Mirror Learning Modules</b>
<b>A1.1</b> Formulate different types of questions to guide investigations into issues, events, and/or developments of civic importance (factual, comparative, and casual questions)			  
<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			 
<b>A1.3</b> Assess the credibility of sources relevant to their investigations			 
<b>A1.4</b> Interpret and analyse evidence, data, and information relevant to their investigations using various tools, strategies, and approaches appropriate for political inquiry			 
<b>A1.5</b> Use the concepts of political thinking (i.e., political significance, objectives and results, stability and change, political perspective) when analysing and evaluating evidence, data, and information and formulating conclusions and/or judgments about issues, events, and/or developments of civic importance			  
<b>A1.6</b> Evaluate and synthesize their findings to formulate conclusions and/or make informed judgements or predictions about the issues, events, and/or developments they are investigating			 
<b>A1.7</b> Communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the intended audiences and purpose			
<b>A1.8</b> Use accepted forms of documentation (e.g., footnotes, reference lists, etc) to acknowledge different types of sources			
<b>A1.9</b> Use appropriate terminology when communicating the results of their investigations			

## A2. Developing Transferable Skills:

**General Outcome:** 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 Outcomes:
















	<b>CM Direct Hit</b>	<b>R&amp;C Close Fit</b>	<b>Civic Mirror Learning Modules</b>
<b>A2.1</b> Describe some ways in which political inquiry can help them develop skills, including the essential skills in the Ontario Skills Passport (e.g., skills related to reading texts, writing, computer use, oral communication, numeracy, decision making, problem solving) and those related to the citizenship education framework, that can be transferred to the world of work and/or to everyday life			
<b>A2.2</b> Demonstrate in everyday contexts attributes, skills, and work habits developed in civics and citizenship education.			
<b>A2.3</b> Apply the concepts of political thinking when analysing current events and issues involving Canada and the world			
<b>A2.4</b> Identify some careers in which civics and citizenship education might be useful			

## B. CIVIC AWARENESS

### B1. Political 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>Civic Mirror 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 and explain ways in which they are reflected in citizen actions.			 
<b>B1.3</b> Explain why it is important for people to engage in civic action, and identify various reasons why individuals and groups engage in such action			 
<b>B1.4</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. Governance in Canada

**General Outcome:** Explain, with reference to a range of issues of civic importance, the roles and responsibilities of various institutions, structures, and figures in Canadian governance (FOCUS ON: Stability and Change; Political Perspective)












### Specific Outcomes:





	<b>CM Direct Hit</b>	<b>R&amp;C Close Fit</b>	<b>Civic Mirror Learning Modules</b>
<b>B2.1</b> Identify the political parties in Canada and their position on the political spectrum, and explain how the beliefs/values that underpin them 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 different levels of government in Canada, and of key figures at each level.			 
<b>B2.3</b> Describe, with reference to both the federal and provincial 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 (e.g., the governor general, a lieutenant governor, the prime minister, a premier, cabinet ministers, a leader of the opposition, a speaker, the chief justice of the Supreme Court of Canada), and explain how the branches help ensure political and social stability in Canada			  
<b>B2.4</b> Explain, with reference to issues of civic importance, how various groups and institutions (e.g., lobby groups, unions, the media, NGOs, international organizations) can influence government policy			
<b>B2.5</b> Identify Canada's form of government and demonstrate an understanding of the process of electing governments in Canada (e.g., the first-past-the-post electoral system, riding distribution, voters' lists, how elections are called, campaigning, candidates' and party leaders' debates, advance polls, election day procedures)			  

## B3. Rights and Responsibilities

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

### Specific Outcomes:

	<b>CM Direct Hit</b>	<b>R&amp;C Close Fit</b>	<b>Civic Mirror Learning Modules</b>
<b>B3.1</b> Demonstrate an understanding that Canada's constitution includes different elements, and analyse key rights of citizenship in the constitution, with particular reference to the Canadian Charter of Rights and Freedoms			 
<b>B3.2</b> Analyse key responsibilities associated with Canadian citizenship (e.g., voting, obeying the law, paying taxes, jury duty, protecting Canada's cultural heritage and natural environment, helping others in the community)			 
<b>B3.3</b> Explain how the judicial system and other institutions and/or organizations help protect the rights of individuals and the public good in Canada			









<b>B3.4</b> Analyse rights and responsibilities of citizenship within a global context, including those related to international conventions, laws, and/or institutions (e.g., the United Nations Universal Declaration of Human Rights [1948])			
<b>B3.5</b> Identify examples of human rights violations around the world (e.g., hate crimes, torture, genocide, political imprisonment, recruitment of child soldiers, gender-based violence and discrimination), and assess the effectiveness of responses to such violations			

## C. CIVIC ENGAGEMENT AND ACTION

### C1. Civic Contributions:

**General Outcome:** Analyse a variety of civic contributions, and ways in which people can contribute to the common good (FOCUS ON: Political Significance; Stability and Change)







#### Specific Outcomes:

	<b>CM Direct Hit</b>	<b>R&amp;C Close Fit</b>	<b>Civic Mirror Learning Modules</b>
<b>C1.1</b> Assess the significance, both in Canada and internationally, of the civic contributions of some individuals and organizations, including NGOs and social enterprises.			
<b>C1.2</b> Describe a variety of ways in which they could make a civic contribution at the local, national, and/or global level.			
<b>C1.3</b> Explain how various actions can contribute to the common good at the local, national, and/or global level			 

### C2. Inclusion and Participation:

**General Outcome:** Assess ways in which people express their perspectives on issues of civic importance and how various perspectives, beliefs, and values are recognized and represented in communities in Canada (FOCUS ON: Political Significance; Political Perspective)











#### Specific Outcomes:

	<b>CM Direct Hit</b>	<b>R&amp;C Close Fit</b>	<b>Civic Mirror Learning Modules</b>
<b>C2.1</b> Analyse ways in which various beliefs, values, and perspectives are represented in their communities and assess whether all perspectives are represented or are valued equally.			
<b>C2.2</b> Describe ways in which some events, issues, people, and/or symbols are commemorated or recognized in Canada and analyse the significance of this recognition			 
<b>C2.3</b> Describe various ways in which people can access information about civic matters, and assess the effectiveness of ways in which individuals can voice their opinions on these matters			

### C3. Personal Action on Civic Issues:

**General Outcome:** Analyse a civic issue of personal interest and develop a plan of action to address it (FOCUS ON: Political Significance; Objectives and Results)

#### Specific Outcomes:

	<b>CM Direct Hit</b>	<b>R&amp;C Close Fit</b>	<b>Civic Mirror Learning Modules</b>
<b>C3.1</b> Analyse a civic issue of personal interest, including how it is viewed by different groups			
<b>C3.2</b> Propose different courses of action that could be used to address a specific civic issue (e.g., a public awareness campaign, a plan for local action, a campaign to pressure for political action), and assess their merits			
<b>C3.3</b> Develop a plan of action to implement positive change with respect to a specific civic issue, and predict the results of their plan			
<b>C3.4</b> Develop criteria that could be used to assess the effectiveness of their plan of action if it were implemented			

#### AREAS WITHOUT DIRECT OR CLOSE FITS

- **A2.3, Current Events:** The Civic Mirror and its modules do not contain an abundance of up-to-date Canadian current events issues. CHV20 teachers using this program will need to supply their students (or ask them to research) with civics-related current events. The CM discussion forums, however, would be an outstanding way for students to share and discuss current events with one another (hence our R&C designation for this outcome).
- **A2.4, Civics-Related Careers:** The Civic Mirror and its modules program do not include content on this subject matter, particularly as the outcome relates to the Ontario job market. The program does, however, provide students with opportunities to become active citizens and rewards for doing so.
- **B2.3, Ontario Provincial Government:** While the Civic Mirror and its *Canadian Government* module do cover the three levels of government (federal, provincial, local), content specific to Ontario's provincial government is presently lacking. Ontario-based CM Educators are encouraged to upload their lessons and activities related to this content to the CM Library (inside [civicsmirror.com](http://civicsmirror.com)).
- **C2.1, Community Beliefs, Values, and Perspectives:** While a variety of community instilled beliefs, values, and perspectives will come to the forefront as students participate in the Civic Mirror simulation, there is no content that explicitly addresses these community-specific things. We recommend teachers address these “invisible” forces with their students as they attempt to teach how they influence the political process.
- **C2.3, Accessing Information on Civic Issues:** The Civic Mirror and its modules do not have content on the best ways for students to access information about civic issues in their communities. This would best be provided by teachers on a community-to-community basis. The teachable moments, however, between this outcome and how students do this in their own CM Countries could prove quite valuable.