

Correlation of *Civics Now* to the Ontario Curriculum: Canadian and World Studies (CHV20)

STRANDS/OVERALL EXPECTATIONS	SPECIFIC EXPECTATIONS	STUDENT BOOK CORRELATION	TEACHER'S RESOURCE CORRELATION
<p>Informed Citizenship</p> <p>Overall Expectations</p> <p>By the end of this course, students will:</p> <ul style="list-style-type: none"> • demonstrate an understanding of the need for democratic decision making • explain the legal rights and responsibilities associated with Canadian citizenship • describe the main structures and functions of municipal, provincial, and federal governments in Canada • explain what it means to be a “global citizen” and why it is important to be one 	<p>Democratic Decision Making</p> <p>By the end of this course, students will:</p> <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 (e.g., by ensuring that individual and community needs are met, by developing strategies for adapting to change) • 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) • 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 	<ul style="list-style-type: none"> • Unit 1, Sections 1.1 • Unit 1, Sections 1.2, 1.3, 1.4 • Unit 3, Section 3.5 • Unit 1, Section 1.3 • Unit 3, Sections 3.1, 3.5 	<ul style="list-style-type: none"> • Unit 1 Course Introductory Activity • Unit 1 Culminating Activity • Unit 1, Sections 1.2, 1.3, 1.4 • Unit 3, Section 3.5 • Unit 1, Section 1.3 • Unit 2, Culminating Activity • Unit 3, Section 3.5

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	<p>Rights and Responsibilities of Canadian Citizenship By the end of this course, students will:</p> <ul style="list-style-type: none"> • identify the rights and responsibilities of Canadian citizenship, based on the <i>Canadian Charter of Rights and Freedoms</i>, and describe how these rights and responsibilities are exercised in schools, communities, and the nation • 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 (e.g., <i>Municipal Freedom of Information and Protection of Privacy Act</i>) • 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) • analyze 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 <p>Functions of the Three Levels of Government in Canada By the end of this course, students will:</p> <ul style="list-style-type: none"> • compare key features and functions of different levels of government in Canada (i.e., municipal, provincial, and federal) • 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"> • Unit 2, Sections 2.1, 2.2 • Unit 3, Section 3.3 • Unit 2, Section 2.6 • Unit 2, Sections 2.1, 2.2, 2.6 • Unit 2, Sections 2.3, 2.4 • Unit 2, Section 2.4 • Unit 3, Section 3.4 	<ul style="list-style-type: none"> • Unit 2, Sections 2.1, 2.2 • Unit 3, Section 3.3 • Unit 2, Section 2.6 • Unit 2, Sections 2.1, 2.2, 2.6 • Unit 2, Sections 2.3, 2.4 • Unit 2, Section 2.4 • Unit 2, Culminating Activity

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	<p>Functions of the Three Levels of Government in Canada (continued)</p> <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) • 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 • 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) <p>Citizenship Within the Global Context By the end of this course, students will:</p> <ul style="list-style-type: none"> • analyze contemporary crises or issues of international significance (e.g., health and welfare, disasters, human rights, economic development, environmental quality, terrorism) • summarize the rights and responsibilities of citizenship within the global context, as based on an analysis of the United Nations <i>Universal Declaration of Human Rights</i> (1948) and <i>Convention on the Rights of the Child</i> (1989) 	<ul style="list-style-type: none"> • Unit 2, Sections 2.2 • Unit 3, Sections 3.1, 3.3 • Unit 2, Sections 2.3, 2.4, 2.5 • Unit 2, Section 2.4 • Unit 3, Sections 3.2, 3.3 • Unit 3, Sections 3.1, 3.5 • Unit 4, Sections 4.3, 4.4, 4.5, 4.10 • Unit 3, Section 3.1 • Unit 4, Sections 4.4, 4.9 	<ul style="list-style-type: none"> • Unit 2, Sections 2.2 • Unit 2, Culminating Activity • Unit 2, Sections 2.3, 2.4, 2.5 • Unit 2, Culminating Activity • Unit 2, Section 2.4 • Unit 3, Section 3.2 • Unit 3 Culminating Activity • Unit 4, Sections 4.3, 4.4, 4.5, 4.10 • Unit 4, Sections 4.4, 4.9

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	<p>Citizenship Within the Global Context (continued)</p> <ul style="list-style-type: none"> evaluate civic actions of individuals and non-governmental organizations that have made a difference in global affairs (e.g., Cardinal Paul-Émile Léger, Jean Vanier, Nelson Mandela, Mother Teresa, Jody Williams, Craig Kielburger, David Suzuki, Stephen Lewis; International Federation of Red Cross and Red Crescent Societies, Doctors Without Borders/Médecins Sans Frontières, YWCA/YMCA and YWHA/YMHA, Greenpeace, Inuit Circumpolar Conference) 	<ul style="list-style-type: none"> Unit 3, Section 3.5 Unit 4, Sections 4.3, 4.4, 4.5, 4.8, 4.9, 4.10 	<ul style="list-style-type: none"> Unit 4, Sections 4.3, 4.4, 4.5, 4.8, 4.9, 4.10
<p>Purposeful Citizenship</p> <p>Overall Expectations</p> <p>By the end of this course, students will:</p> <ul style="list-style-type: none"> demonstrate an understanding of the beliefs and values underlying democratic citizenship and explain how they guide citizens' actions describe the diversity of beliefs and values of various individuals and groups in Canadian society analyze responses, at the local, national, and international levels, to civic issues that involve multiple perspectives and differing civic purposes 	<p>Democratic Beliefs and Values By the end of this course, students will:</p> <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) explain how democratic beliefs and values are reflected in citizen actions (e.g., Remembrance Day services, Montreal unity rally, National Aboriginal Day, December 6 commemorations of the Montreal Massacre, White Ribbon campaign) articulate and clarify their personal beliefs and values concerning democratic citizenship (e.g., voting age, compulsory military service, mandatory retirement age) 	<ul style="list-style-type: none"> Unit 1, Sections 1.3, 1.5 Unit 2, Section 2.1 Unit 3, Section 3.5 <ul style="list-style-type: none"> Unit 2, All Sections Unit 3, Section 3.1 	<ul style="list-style-type: none"> Unit 1, Sections 1.3, 1.5 Unit 1 Culminating Activity Unit 2, Sections 2.1, 2.6 Unit 3, Section 3.3 <ul style="list-style-type: none"> Unit 1 Conclusions Unit 3, Section 3.5 <ul style="list-style-type: none"> Unit 1 Conclusions Unit 2, All Sections Unit 3, Section 3.1

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	<p>Diversity of Beliefs and Values By the end of this course, students will:</p> <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) • explain how different groups (e.g., special interest groups, ethnocultural groups) define their citizenship, and identify the beliefs and values reflected in these definitions • analyze 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) • 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) <p>Responses to Civic Issues By the end of this course, students will:</p> <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"> • Unit 2, Section 2.1 • Unit 3, Section 3.1 • Unit 3, Section 3.5 • Unit 2, Sections 2.1, 2.3, 2.4, 2.5, 2.6 • Unit 3, Sections 3.1, 3.2, 3.3, 3.4, 3.5 • Unit 2, Sections 2.3, 2.5 • Unit 3, Sections 3.2, 3.3, 3.4, 3.5 • Unit 2, Section 2.3 • Unit 3, Sections 3.2, 3.3 	<ul style="list-style-type: none"> • Unit 1 Course Introductory Activity • Unit 2, Section 2.1 • Unit 3, Sections 3.1, 3.5 • Unit 3 Culminating Activity • Unit 3, Section 3.5 • Unit 3 Culminating Activity • Unit 2, Sections 2.1, 2.3, 2.4, 2.6 • Unit 3, Sections 3.2, 3.4, 3.5 • Unit 1 Culminating Activity • Unit 3, Section 3.1 • Unit 3 Culminating Activity • Unit 2, Section 2.3

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	<p>Responses to Civic Issues (continued)</p> <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 (e.g., the actions of individuals such as Medgar Evers, Emily Murphy, Norman Bethune, Alexander Solzhenitsyn, Simon Wiesenthal, and those granted the title "Righteous Among the Nations;" of groups such as the Canadian Civil Liberties Association) • 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) • analyze 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) 	<ul style="list-style-type: none"> • Unit 1, Section 1.4 • Unit 2, Section 2.2 • Unit 4, Sections 4.3, 4.4 • Unit 3, Sections 3.1, 3.5 • Unit 4, Sections 4.4, 4.8, 4.9 • Unit 4, Section 4.9 	<ul style="list-style-type: none"> • Unit 1, Section 1.4 • Unit 2, Section 2.2 • Unit 4, Sections 4.3, 4.4 • Unit 2, Section 2.6 • Unit 4, Sections 4.4, 4.8, 4.9 • Unit 4, Section 4.9

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<p>Active Citizenship</p> <p>Overall Expectations</p> <p>By the end of this course, students will:</p> <ul style="list-style-type: none"> • apply appropriate inquiry skills to the research of questions and issues of civic importance • demonstrate an understanding of the various ways in which decisions are made and conflicts resolved in matters of civic importance, and the various ways in which individual citizens participate in these processes 	<p>Inquiry Skills</p> <p>By the end of this course, students will:</p> <ul style="list-style-type: none"> • formulate appropriate questions for inquiry and research; locate relevant information in a variety of sources (e.g., texts, reference materials, news media, maps, community resources, the Internet); and identify main ideas, supporting evidence, points of view, and biases in these materials • organize information, using a variety of methods and tools (e.g., summaries, notes, timelines, visual organizers, maps, comparison organizers) • 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) <p>The Resolution of Public Issues and Citizenship Participation</p> <p>By the end of this course, students will:</p> <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) • analyze 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"> • All Units • All Units • All Units • Unit 1, Section 1.3 • Unit 2, Section 2.6 • Unit 3, Section 3.5 • Unit 2, Sections 2.1, 2.4 • Unit 3, Sections 3.3, 3.4 	<ul style="list-style-type: none"> • All Activities • Unit 3 Culminating Activity • Unit 4 Culminating Activity • All Activities • Unit 1, Section 1.3 • Unit 2, Section 2.6 • Unit 1 Course Introductory Activity • Unit 2, Sections 2.1, 2.4

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	<p>The Resolution of Public Issues and Citizenship Participation (continued)</p> <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) • 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 • 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 (e.g., participating in food and clothing drives; visiting seniors; participating in community festivals, celebrations, and events; becoming involved in human rights, antidiscrimination, or antiracism activities) 	<ul style="list-style-type: none"> • Unit 2, Section 2.2 • Unit 3, Section 3.3 • Unit 4, All Sections • Unit 2, Section 2.2 • Unit 3, Sections 3.1, 3.2 • Unit 2, Section 2.3 • Unit 3, All Sections 	<ul style="list-style-type: none"> • Unit 2, Section 2.2 • Unit 4 Culminating Activity • Unit 2, Section 2.2 • Unit 2, Culminating Activity • Unit 3, Section 3.1 • Unit 2, Section 2.3