

Citizenship: Issues and Action

Curriculum Correlation

Informed Citizenship: *Democratic Decision Making*

Expectations <i>By the end of the course, students will:</i>	Student Text References
– explain the causes of civic conflict, and identify the need for decision-making processes and structures (e.g., ensure individual and community needs are met, resolve conflict, adapt to change);	Chapter 1: p. 3, p. 6, pp. 12–13; p. 14, activity 3, p. 15, p. 28 Chapter 2: p. 39, p. 50, pp. 61–64 Chapter 3: pp. 89–91, p. 91, activity 4, 6, p. 78, p. 92, pp. 93–96 Chapter 4: p. 140, activities 1–2 Chapter 5: pp. 154–157, p. 157, activities 1–3 Chapter 6: p. 179
– distinguish between democratic and authoritarian forms of decision making, and compare the benefits and drawbacks of each form when used in everyday contexts;	Chapter 1: p. 6, p. 8, pp. 12–14, activities 1, 2, p. 16, p. 24, p. 25, activity 5, pp. 31–32, pp. 33–34 Chapter 2: , p. 39, p. 48, p. 50, activities 1–3, p. 53, p. 61, pp. 65–68 Chapter 3: p. 78, pp. 89–91, pp. 93–96 Chapter 4: pp. 135–139 Chapter 5: p. 150, activity 4
– research and report on the elements of democratic decision making (e.g., rights and responsibilities of citizens, rule of law, common good, parliamentary system, majority rule, rights of minorities);	Chapter 1: p. 5, activity 4, p. 14, activities 1, 2, p. 15, p. 18, p. 19, activities 1–5, pp. 23–24, p. 25, activities 3, 6, p. 27, p. 28, activity 2, pp. 29–30 Chapter 2: p. 39, p. 42, activity 5, pp. 61–64, p. 64, activities 1a), 3 Chapter 3: p. 103, activity 3 Chapter 4: p. 112, activity 1 Chapter 5: p. 153, activity 5, p. 177, activity 5
– analyze how dimensions of democratic decision making were practised in different historical contexts (e.g., Magna Carta, Periclean Athens, Iroquois Confederacy) and in their current circumstances (e.g., classroom, community associations);	Chapter 1: p. 15, activity 2, pp. 17–19, p. 19, activity 2, 4, p. 23, pp. 23–24 Chapter 2: pp. 40–42, pp. 53–57, pp. 61–64 Chapter 3: pp. 72–73, p. 100 Chapter 5: p. 175
– identify similarities and differences in the ways power is distributed in groups, societies, and cultures to meet human needs and resolve conflicts (e.g., in families, classrooms, municipalities).	Chapter 1: pp. 12–14, p. 18 Chapter 2: p. 57, activity 3b) Chapter 3: p. 81, activity 1, p. 100

Informed Citizenship: *Elements of Democratic Citizenship*

<p style="text-align: center;">Expectations</p> <p style="text-align: center;"><i>By the end of the course, students will:</i></p>	<p style="text-align: center;">Student Text References</p>
<p>– explain what it means to be a citizen in diverse political communities (e.g., school student union, community groups, national and international organizations);</p>	<p>Chapter 1: p. 2, p. 3, p. 5, activity 1, p. 6, p. 12 Chapter 2: p. 36, p. 39, pp. 65–68 Chapter 3: p. 92, pp. 93–96, p. 96, activities 1, 2 Chapter 4: p. 136–137, p. 137, activity 3 Chapter 5: p. 171 Chapter 6: p. 210, pp. 216–217</p>
<p>– research and write profiles of citizens with varying backgrounds (e.g., culture, religion, gender, socioeconomic status, nationality) who have made a difference in public life, and compare the different types of civic involvement they represent.</p>	<p>Chapter 1: p. 5, activity 4, p. 10, p. 19, activity 5, p. 33, p. 34, activity 1 Chapter 2: p. 49, p. 50, activity 4, p. 56, p. 57, activity 7 Chapter 3: p. 81, activity 5, p. 87, p. 103, activity 4 Chapter 4: p. 119, activity 2 Chapter 5: p. 164, p. 166, activities 2b), 3a), p. 174, p. 176, activity 3, p. 177, activity 5 Chapter 6: p. 184, p. 186, activity 4, p. 202</p>

Informed Citizenship: *The Rights and Responsibilities of Canadian Citizenship*

<p style="text-align: center;">Expectations</p> <p style="text-align: center;"><i>By the end of the course, students will:</i></p>	<p style="text-align: center;">Student Text References</p>
<p>– identify the rights and responsibilities of citizenship expected and practised in their school or classroom, explain why these rights and responsibilities were developed, and evaluate the extent to which they apply to all students;</p>	<p>Chapter 1: p. 16, p. 19, activity 3, p. 26, p. 29, p. 30, p. 32, p. 35, activity 4, p. 35, activity 6 Chapter 3: pp. 89–91 Chapter 4: p. 121 Chapter 5: p. 153 Chapter 6: pp. 192–194, p. 194, activity 5</p>
<p>– describe the changing nature of Canadian citizenship rights and responsibilities based on an examination of provincial legislation, the Bill of Rights (1969), and the Canadian Charter of Rights and Freedoms (1982) (e.g., in terms of fundamental freedoms, democratic rights, mobility rights, legal rights, equality rights, language rights, Aboriginal rights);</p>	<p>Chapter 1: p. 20 Chapter 2: pp. 40–42, p. 42, activity 3, p. 51, pp. 53–55, pp. 62–64 Chapter 3: p. 100, p. 102, activity 2 Chapter 4: p. 105 Chapter 5: p. 147, pp. 148–150, p. 150, activities 1, 2, 5, pp. 151–153, pp. 167–170, p. 176</p>
<p>– 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., Municipal Freedom of Information and Protection of Privacy Act);</p>	<p>Chapter 1: pp. 13–14 Chapter 3: p. 82, p. 83, activity 4, pp. 93–96</p>
<p>– demonstrate an understanding of 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);</p>	<p>Chapter 1: p. 25, activity 6, p. 30 Chapter 2: pp. 65–66, p. 66, activities 1–3 Chapter 4: pp. 118–119, p. 119, activity 5 Chapter 5: p. 147, pp. 148–150, p. 150, activities 1–5, pp. 151–153, p. 153, activities 1–5</p>
<p>– describe a case in which a citizen’s rights and responsibilities have been upheld or restricted, outlining the concerns and actions of involved citizens and the reasons for the eventual outcome;</p>	<p>Chapter 1: p. 25, activity 6, p. 30 Chapter 2: pp. 55–57, pp. 65–66, pp. 67–68, activities 1–3 Chapter 3: p. 71, p. 78, pp. 89–91, p. 92, pp. 93–96 Chapter 4: p. 105 Chapter 5: p. 147, p. 149, pp. 151–153, p. 153, activities 1–4, pp. 167–170, p. 176, p. 177, activity 6a) Chapter 6: p. 193, pp. 195–203, pp. 204–206</p>
<p>– identify significant political leaders in today’s Canada.</p>	<p>Chapter 2: p. 47, p. 49 Chapter 4: p. 117, p. 124, p. 126 Chapter 5: p. 177, activity 4</p>

Informed Citizenship: *Making Decisions, Resolving Conflicts, and Developing Policy in Canada*

Expectations <i>By the end of the course, students will:</i>	Student Text References
– explain the main features and functions of the different levels of government in Canada (e.g., federal, provincial, municipal);	Chapter 2: pp. 40–42, pp. 43–45, p. 45, activities 1–3, pp. 47–49 Chapter 3: p. 72–73, p.73, activities 1–3, pp. 76–81, p. 81, activities 1, 2, 4, 5, pp. 82–83, p. 83, activities 1–4, pp. 93–96, pp. 97–98, pp. 101–102 Chapter 4: pp. 104–119 Chapter 5: pp. 148–150, pp. 151–153, pp. 154–157
– compare how laws, regulations, public policies, and decisions are made and enforced at the local, provincial, and federal levels;	Chapter 3: pp. 82–83, p. 83, activities 1–4, pp. 84–85, pp. 93–96, pp. 97–98 Chapter 4: p. 114, pp. 118–119 Chapter 5: pp. 148–150, pp. 167–170, pp. 151–153, p. 154
– examine and analyze the importance and value of different ways of resolving disputes (e.g., mediation, arbitration) that differ from judicial approaches;	Chapter 1: p. 28 Chapter 2: pp. 48–57, pp. 61–64, p. 64, activity 2 Chapter 3: pp. 89–91, pp. 97–98 Chapter 4: p.140 Chapter 5: p. 174
– demonstrate an understanding of the important role played by regulatory and adjudicative (quasi-judicial) agencies in our democratic society when resolving issues and disputes between individuals or groups and government;	Chapter 6: pp. 187–194
– investigate the role of political parties in the parliamentary process for majority, minority, and coalition governments, using provincial and federal examples;	Chapter 4: pp. 127–133, p. 129, activities 1–3, p. 133, activities 1–3
– examine and describe the roles played by elected representatives and interest groups in the political process (e.g., lobbying);	Chapter 2: p. 48 Chapter 3: pp. 79–81, p. 81, activities 4, 5, p. 82, p. 83, activity 4, pp. 87–88, pp. 89–91, pp. 93–96, pp. 97–98, p. 102, activity 3 Chapter 4: pp. 120–126, pp. 130–132 Chapter 5: pp. 162–170, p. 166, activities 1–4, p. 170, activities 1–5
– research recently passed legislation at the community, provincial, or federal level to resolve public conflict (e.g., smoking and health regulations, etc.), and then produce a report analyzing the key issues and different points of view on the issues.	Chapter 2: pp. 65–66 Chapter 3: pp. 89–91 Chapter 4: p. 105, p. 145, activity 6 Chapter 5: p. 147, pp. 167–170

Informed Citizenship: *Citizenship Within the Global Context*

<p style="text-align: center;">Expectations</p> <p style="text-align: center;"><i>By the end of the course, students will:</i></p>	<p style="text-align: center;">Student Text References</p>
<p>– analyze contemporary crises or issues of international significance (e.g., health and welfare, etc.) in the context of the global community;</p>	<p>Chapter 6: pp. 180–186, p. 181, activities 2–3, p. 186, activities 6, 7, p. 191, activity 15, pp. 204–209, pp. 210–213, p. 213, activities 1, 2</p>
<p>– 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);</p>	<p>Chapter 6: pp. 182–194, p. 186, activity 1, p. 191, activities 1, 3, 4, 5, pp. 215–217, p. 217, activity 1</p>
<p>– research and summarize civic actions of individuals and non-governmental organizations that have made a difference in global affairs (e.g., Cardinal Paul-Emile Léger, Nelson Mandela, etc.);</p>	<p>Chapter 1: p. 5, p. 5, activity 1, pp. 8–9 Chapter 6: p. 184, pp. 185–186, p. 186, activities 4, 6, p. 202, pp. 206–208, p. 211, p. 217, activity 2; p. 218, activity 4</p>
<p>– compare the contributions of individuals to arrive at a definition of the term “global citizen”;</p>	<p>Chapter 6: p. 184, p. 185, p. 186, activity 4, p. 202, pp. 206–208, p. 210, p. 211, p. 218, activity 4</p>
<p>– examine and describe methods of electing governments in other countries (e.g., France, etc.).</p>	<p>Chapter 4: p. 123, activity 4, pp. 142–143</p>

Purposeful Citizenship: *Democratic Beliefs and Values*

<p style="text-align: center;">Expectations</p> <p style="text-align: center;"><i>By the end of the course, students will:</i></p>	<p style="text-align: center;">Student Text References</p>
<p>– describe fundamental beliefs and values associated with democratic citizenship (e.g., rule of law, human dignity, freedom of worship, respect for rights of others, work for common good, sense of responsibility for others, freedom of expression);</p>	<p>Chapter 1: p. 3, p. 5, activity 1, pp. 20–24, p. 25, activity 1, p. 26–30, p. 35, activities 1, 2</p> <p>Chapter 2: p. 37, pp. 40–42, p. 42, activity 3, pp. 48–50, pp. 51–57, pp. 58–59, pp. 61–64, pp. 67–68</p> <p>Chapter 3: pp. 82–83, p. 83, activity 2, pp. 84–88, p. 88, activity 4, pp. 89–91, pp. 93–96, pp. 97–98, p.103, activity 3</p> <p>Chapter 4: p. 105, pp. 135–137</p> <p>Chapter 5: pp. 146–147, pp. 149–150, pp. 151–153, pp. 158–160, p. 162–170, p. 171, pp. 174–176, p. 177, activities 3, 5–7</p> <p>Chapter 6: pp. 182–194</p>
<p>– explain, based on an analysis of cases in local, provincial, national, and global contexts, how democratic beliefs and values are reflected in citizen actions;</p>	<p>Chapter 1: p. 5, activities 1, 3, p. 25, activity 2, p. 33, p. 34, activity 1</p> <p>Chapter 2: pp. 53–57, pp. 61–64, pp. 67–68</p> <p>Chapter 3: p. 78, pp. 84–87, pp. 88–91, pp. 93–96, p. 100, p. 103, activity 4</p> <p>Chapter 4: pp. 135–137, p. 137, activities 1–4</p> <p>Chapter 5: pp. 151–153, pp. 162–170, p. 177, activity 5</p> <p>Chapter 6: pp. 198–199</p>
<p>– articulate and clarify their personal beliefs and values concerning democratic citizenship, and determine the influence of significant factors (e.g., community, nation, cultural group, religion, gender, socioeconomic status) on their sense of civic purpose.</p>	<p>Chapter 1: p. 5, activity 2, p. 25, activities 1, 3, p. 28, p. 33, activities 2, 3</p> <p>Chapter 2: p. 37, p. 50, activity 5, p. 59, activities 1–3, p. 64, activities 1–3, p. 68, activities 2–4</p> <p>Chapter 3: p. 83, activity 4, p. 88, activity 6, p. 91, activity 6, p. 96, activity 4</p> <p>Chapter 4: p. 134, activities 1–3, p. 137, activities 3–4, p. 144, activities 1–4</p> <p>Chapter 5: p. 166, activities 1–4, p. 177, activity 7</p>

Purposeful Citizenship: *Beliefs, Values, and Multiple Perspectives*

<p style="text-align: center;">Expectations</p> <p style="text-align: center;"><i>By the end of the course, students will:</i></p>	<p style="text-align: center;">Student Text References</p>
<p>– compare the varied beliefs, values, and points of view of Canadian citizens on issues of public interest (e.g., privacy, reducing voting age, freedom of information, compulsory military service, Native self-government, Québec sovereignty);</p>	<p>Chapter 1: p. 25, activity 4 Chapter 2: p. 50, activity 5, pp. 58–59, p. 59, activity 1, pp. 65–66 Chapter 3: p. 78, pp. 89–91, pp. 93–96, p. 100, pp. 101–102, p. 103, activity 5 Chapter 4: pp. 124–126, p. 126, activities 1–2, 4, p. 141, p. 144, activities 2–4 Chapter 5: pp. 151–153, pp. 155–157, p. 157, activity 3, p. 166, activity 4, pp. 167–170, p. 176, activities 3, 4</p>
<p>– explain how different groups (e.g., special interest groups, etc.) define their citizenship, and identify the beliefs and values reflected in these definitions;</p>	<p>Chapter 3: p. 85, pp. 89–91, pp. 93–96, p. 100 Chapter 6: pp. 182 – 183, p. 185</p>
<p>– analyze a current public issue that involves conflicting beliefs and values, describing and evaluating the conflicting positions;</p>	<p>Chapter 2: p. 50, activity 5, p. 59, activities 1, 2, pp. 65–66, activities 1–3 Chapter 3: pp. 97–98, p. 100, pp. 101–102, p. 102, activities 1–5, p. 103, activity 5 Chapter 4: pp. 124–126, p. 126, activities 1–2, 4, p. 144, activities 2–4 Chapter 5: p. 170, activities 1–5, p. 177, activity 3</p>
<p>– describe how their own and others’ beliefs and values can be connected to a sense of civic purpose and preferred types of participation.</p>	<p>Chapter 1: p. 5, activity 2, p. 9, activity 3, p. 27, p. 28, p. 35, activity 4 Chapter 2: pp. 61–64, pp. 65–66 Chapter 3: pp. 84–86, p. 88, activity 4, p. 89–91, pp. 93–96, pp. 97–98, p. 102, activities 4, 5, p. 103, activities 3, 4 Chapter 5: p. 160, activity 1, p. 166, activities 1–4, p. 177, activity 6</p>

Purposeful Citizenship: *Civic Purpose, Community, and Personal Responsibilities*

<p style="text-align: center;">Expectations</p> <p style="text-align: center;"><i>By the end of the course, students will:</i></p>	<p style="text-align: center;">Student Text References</p>
<p>– describe and assess the contributions that citizens and citizens’ groups make to the civic purposes of their communities;</p>	<p>Chapter 1: p. 5, activities 1, 3, p. 9, activities 1–3, p. 8, p. 27, p. 28, activity 5, p. 34, activity 1 Chapter 2: pp. 54–57, p. 57, activity 3, pp. 61–64, p. 64, activity 2, p. 69, activity 4 Chapter 3: p. 71, p. 88, activity 3, pp. 89–91, pp. 93–96, p. 103, activities 4, 5 Chapter 5: p. 153, activity 5, p. 166, activities 2–4, pp. 176, activities 1–4, pp. 173–176 Chapter 6: pp. 198–199, pp. 205–109, p. 109, activity 3, pp. 210–213, pp. 215–217</p>
<p>– describe, compare, and analyze Canadian cases in which contrasting value systems, multiple perspectives, and civic purposes coexist (e.g., constitutional debates, Québec sovereignty question, Native self-governance);</p>	<p>Chapter 2: pp. 55–57, pp. 67–68 Chapter 3: p. 78, pp. 97–98, p. 100 Chapter 5: pp. 151–153, pp. 154–157, pp. 167–170, p. 170, activities 1–5, p. 176, activities 3, 4</p>
<p>– research and summarize the introduction of the Nuremberg laws, the public response to these laws in pre-World War II Europe, and the subsequent erosion of human rights that led to the Holocaust;</p>	<p>Chapter 6: pp. 195–203, p. 203, activities 3, 7a)</p>
<p>– analyze the evolution of Canada’s participation in international tribunals, from the Nuremberg trials after World War II to the International Court of Justice’s ongoing prosecutions involving war crimes and genocide (e.g., Somalia, Rwanda, Bosnia);</p>	<p>Chapter 6: p. 202, p. 203, activity 7b)</p>
<p>– describe ways citizens can be involved in responding to issues in which contrasting value systems, multiple perspectives, and differing civic purposes coexist, and determine their own sense of responsibility in relation to these opportunities for involvement;</p>	<p>Chapter 1: p. 25, activity 2 Chapter 2: p. 50, activity 3, pp. 67–68 Chapter 3: p. 71, pp. 85–86, p. 88, activity 4, p. 88–91, p. 92, pp. 93–96, p. 96, activities 1–4, p. 100, p. 102, activity 5 Chapter 4: pp. 135–137 Chapter 5: p. 159, p. 161, pp. 162–166, p. 166, activities 3, 4, pp. 173–176, pp. 177, activity 6 Chapter 6: pp. 198–199, p. 209, activities 5, 6, p. 217, activity 3</p>
<p>– demonstrate an ability to anticipate conflicting civic purposes, overcome personal bias, and suspend judgement in dealing with issues of civic concern.</p>	<p>Chapter 4: p. 140 Chapter 5: p. 161</p>

Active Citizenship: *Inquiry Skills*

<p style="text-align: center;">Expectations</p> <p style="text-align: center;"><i>By the end of the course, students will:</i></p>	<p style="text-align: center;">Student Text References</p>
<p>– demonstrate an ability to formulate questions; locate information from different types of sources (e.g., texts, special references, news media, maps, community resources, Internet); and identify main ideas, supporting evidence, points of view, and biases in these materials;</p>	<p>Chapter 1: p. 11 Chapter 2: p. 42, activities 4,5, p. 45, activity 5, p. 59, activity 2, p. 69, activity 6 Chapter 3: p. 75, activities 2, 3, p. 81, activities 4, 5, p. 99, p. 102, activity 5, p. 103, activities 3–5 Chapter 4: p. 119, activity 3, p. 133, activity 2, p. 145, activity 3 Chapter 5: , p. 161, p. 166, activity 4, p. 177, activity 3 Chapter 6: p. 218, activities 2, 7</p>
<p>– demonstrate an ability to organize information effectively (e.g., using summaries, notes, timelines, visual organizers, maps, comparison organizers);</p>	<p>Chapter 2: p. 42, activities 4, 5, pp. 59, activities 1–3, p. 60, p. 69, activity 4 Chapter 3: p. 75, activity 2b), p. 81, activities 4, 5, p. 88, activity 6, p. 96, activity 4, p. 103, activities 3, 4 Chapter 4: p. 112, activities 2b), 3, p. 119, activity 2, p. 123, activity 5, p. 133, activities 2, 3, p. 145, activities 2, 4 Chapter 5: p. 157, activities 2, 3, p. 170, activities 1, 4, p. 177, activity 6 Chapter 6: p. 186, activities 1, 2, 6b), p. 191, activity 2b), p. 203, activities 1, 8, p. 209, activities 3, 4, p. 214, p. 217, activities 1b), 2, p. 218, activities 3, 4, 7</p>
<p>– demonstrate an ability to effectively use strategies within the inquiry process when studying questions of civic importance in their school or local community.</p>	<p>Chapter 1: p. 15, activity 2 Chapter 2: p. 45, activity 4 Chapter 3: p. 83, activity 4, p. 88, activity 6, p. 99, p. 102, activity 5, p. 103, activities 4, 5</p>

Active Citizenship: *Decision Making and Conflict Resolution*

<p style="text-align: center;">Expectations</p> <p style="text-align: center;"><i>By the end of the course, students will:</i></p>	<p style="text-align: center;">Student Text References</p>
<p>– analyze approaches to decision making and conflict resolution that can affect their own lives;</p>	<p>Chapter 1: p. 15, activities 1–3, p. 19, activities 2, 3, p. 25, activity 5 Chapter 2: p. 37, p. 46, activity 2, p. 64, activity 2, p. 64, activity 2c), p. 69, activity 5 Chapter 3: p. 83, activity 4, p. 85–86, p. 88, activity 4, p. 96, activities 1–4, p. 99 Chapter 5: p. 176, activities 1–4, p. 177, activities 5–7</p>
<p>– analyze important historical and contemporary cases that involve democratic principles in the public process of conflict resolution and decision making;</p>	<p>Chapter 1: pp. 20–25 Chapter 2: p. 50, pp. 53–55 Chapter 3: p. 78, p. 96, activities 1–4, p. 99, p. 102, activity 3, p. 103, activity 5 Chapter 5: p. 157, activities 1–3, p. 170, activities 1–4</p>
<p>– demonstrate an ability to apply conflict-resolution and decision-making strategies (e.g., identify points of view and values, collect data) to public issues affecting their own lives.</p>	<p>Chapter 2: p. 59, activity 3 Chapter 3: p. 88, activities 4, 6, p. 91, activity 6, p. 92, p. 102, activities 3, 5, p. 103, activity 6 Chapter 5: p. 177, activity 6</p>

Active Citizenship: *Collaboration*

<p style="text-align: center;">Expectations</p> <p style="text-align: center;"><i>By the end of the course, students will:</i></p>	<p style="text-align: center;">Student Text References</p>
<p>– demonstrate an ability to contribute to a positive climate in group settings (e.g., respect rights and opinions of others, accept personal responsibility for group duties, provide leadership when appropriate, encourage others to participate);</p>	<p>Chapter 1: p. 28, activity 4, p. 34, activity 4, p. 35, activity 4 Chapter 2: p. 46, p. 50, activity 5, p. 60, p. 69, activities 5, 6 Chapter 3: p. 75, activity 2, p. 81, activity 5, p. 102, activity 5, p. 103, activities 4, 6 Chapter 4: p. 112, activity 5b), p. 126, activity 5, p. 133, activity 3, p. 134, activities 1–3 Chapter 5: p. 170, activity 3, p. 177, activity 3 Chapter 6: p. 218, activities 2, 5, 6</p>
<p>– communicate their own beliefs, points of view, and informed judgements, and effectively use appropriate discussion skills (e.g., persuasion, negotiation);</p>	<p>Chapter 1: p. 3, p. 11, p. 15, activity 3, p. 28, p. 35, activity 6 Chapter 2: p. 50, activity 5, p. 57, activities 4–6, p. 59, activity 3, p. 60, p. 69, activities 5, 6 Chapter 3: p. 71, p. 88, activity 6, p. 91, activity 6, p. 99, p. 103, activities 3, 6 Chapter 4: p. 112, activity 5b), p. 126, activity 5, p. 133, activity 3, p. 134, activities 1–3, p. 145, activity 5 Chapter 5: p. 172, p. 177, activities 3, 6 Chapter 6: p. 218, activities 2d), 5</p>
<p>– demonstrate an ability to work collaboratively and productively with others when researching civics topics in their community.</p>	<p>Chapter 2: p. 46, p. 59, activity 2 Chapter 3: p. 69, activities 5e), 6, p. 75, activity 2, p. 81, activity 5, p. 91, activity 6, p. 92, activity 5, p. 102, activity 5, p. 103, activities 4, 6</p>

Active Citizenship: *Citizenship Participation and Community Involvement*

<p style="text-align: center;">Expectations <i>By the end of the course, students will:</i></p>	<p style="text-align: center;">Student Text References</p>
<p>– research and compare significant contributions made by individuals and groups to their communities and assess the impact of these individuals’ and groups’ contributions;</p>	<p>Chapter 1: p. 5, activity 4, p. 19, activity 5, p. 28, activity 5 Chapter 2: p. 57, activity 7, p. 69, activities 4, 6 Chapter 3: p. 81, activity 5, p. 103, activities 4, 5 Chapter 6: pp. 216–217</p>
<p>– compare and evaluate 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;</p>	<p>Chapter 1: p. 5, pp. 6–9, p. 9, activities 1–3, p. 10, p. 25, activity 2, p. 34, p. 34, activities 2, 3 Chapter 2: pp. 48–57, pp. 61–64, pp. 67–68, p. 68, activities 1–4 Chapter 3: p. 78, pp. 84–85, pp. 85–86, p. 88, activity 4, pp. 89–91, p. 91, activities 1–4, pp. 93–96, p. 100 Chapter 5: p. 147, p. 149, pp. 162–166, p. 166, activity 4, pp. 167–170, p. 171, pp. 173–176, p. 177, activity 5 Chapter 6: p. 184, p. 209, activities 3, 4, p. 215–216</p>
<p>– research and describe how family, gender, ethnicity, class, nationality, and/or institutional affiliation may affect one’s ability to participate;</p>	<p>Chapter 2: p. 49, p. 50, activity 4c), pp. 53–57, p. 57, activities 2, 3, 6, 7, pp. 63–64 Chapter 5: p. 156</p>
<p>– participate effectively in a civil action or project of interest to them and of importance to the community (e.g., attend public hearings, plan religious or cultural event, join special interest group, write letters to editor);</p>	<p>Chapter 3: p. 88, activity 6, p. 103, activity 6 Chapter 4: p. 126, activity 5 Chapter 6: p. 191, activity 5, p. 218, activity 7</p>
<p>– produce a research report on the contributions of public agencies (e.g., government bodies, service clubs, media, public interest groups) and evaluate the value of these contributions to society.</p>	<p>Chapter 2: p. 69, activity 4 Chapter 5: pp. 158–160, pp. 167–170</p>