Curriculum Expectations

Canadian and World Studies: Politics

As part of the curriculum review process, expectations are being incorporated into many areas of the elementary and secondary curriculum to help teachers bring First Nation, Métis and Inuit histories, cultures and perspectives into the classroom. This document provides teachers with a handy reference to those expectations contained in revised curricula released as of November, 2007. For Aboriginal students, the revised curriculum will help foster a strong sense of identity and a positive self-image. For all Ontario students, and educators, the new expectations add a rich new dimension to Ontario’s curriculum, and strengthen opportunities to explore, appreciate, understand, and value the contributions of Ontario’s Aboriginal communities to the social and cultural fabric of our province.

11 CANADIAN POLITICS AND CITIZENSHIP
GRADE 11, OPEN (CPC3O)

Citizenship, Democracy, and Participation

Principles of Democracy
- Describe landmark Canadian struggles for the expansion of democratic rights (e.g., for female suffrage, labour legislation, the Charter of Rights and Freedoms, the right to vote for First Nation peoples, the creation of Nunavut).

Active Citizenship
- Evaluate the contributions of individuals and groups that have had an influence on different levels of government (e.g., Agnes Macphail, Elijah Harper, Sheela Basrur, Mothers Against Drunk Driving, David Lepofsky, Ontarians with Disabilities Act Committee, People or Planes).

Identity and Participation
- Analyse the extent to which various segments of Canadian society (e.g., women, the disabled, First Nation peoples, racial minorities, rural and northern communities) participate in formal local, provincial, and/or national political processes (e.g., election campaigns) and informal political bodies (e.g., parent councils, neighbourhood associations).
Power, Influence, and the Resolution of Differences

Influences on Canadian Politics

- Describe how various pressure and interest groups (e.g., National Council of Women, Canadian Auto Workers, Hockey Canada, Child Welfare League of Canada, Assembly of First Nations) act or have acted to influence government policies.

ABOUT THE TEACHER’S TOOLKIT

This document is one component of Aboriginal Perspectives: The Teacher’s Toolkit, a collection of resources designed to help Ontario educators bring Aboriginal perspectives into the classroom. Based on the revised Ontario curriculum, the series includes resources for educators at both the elementary and secondary levels. Other resources in this series can be found on the ministry website at www.edu.gov.on.ca.