

Gandhi, Freire and Civics Education - Appendix A

		Freire				Gandhi				
		Problem-posing education	Liberating education - acts of cognition - anti-violence	Education as the practice of freedom - anti-oppression	Praxis	Love, Truth, Ahimsa	Courage - shown through Humility and Self-Discipline	Thrift, non-possession, trusteeship	Bread labour, local consumption, non-exploitation	Equality, Environmental stewardship, social justice
From Preamble to the Canadian and World Studies Curriculum	The revised curriculum recognizes that, today and in the future, students need to be critically literate in order to synthesize information, make informed decisions, communicate effectively, and thrive in an ever-changing global community	Critical literacy is foundational for students to become partners in learning	Critical literacy is liberating	Critical literacy will result in freedom.	Critical literacy - synthesizing information, making decisions, communicating, are all part of the cycle of Praxis	It is possible to thrive without embracing love, truth and ahimsa. Critical literacy should result in Ahimsa, but it would be helpful if this were EXPLICITLY stated.	By synthesizing information and making informed decisions, students will act with courage. However, the language of this document focuses more on external "wrong" than internal.	Global community - implies trusteeship, but is not explicitly stated. Minimal connection between this concept and any policy content.	This Gandhian principle is entirely ignored within the Ontario Civics curriculum.	It would be possible to be critically literate, make decisions, communicate and thrive and completely ignore issues of equality, the environment and social justice.
	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.	If students see themselves in what and how they are taught, then they are partners in learning								
	The curriculum recognizes that the needs of learners are diverse, and helps all learners develop the knowledge, skills, and perspectives they need to be informed, productive, caring, responsible, healthy, and active citizens in their own communities and in the world.	The curriculum is set, and the individual learner does NOT play a role in determining which knowledge, skills or perspectives are necessary.						It would be hoped that being caring and responsible would result in a sense of trusteeship for the community.		

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Promoting the healthy development of all students, as well as enabling all students to reach their full potential, is a priority for educators across Ontario. Students' health and well-being contribute to their ability to learn in all disciplines, including Canadian and world studies, and that learning in turn contributes to their overall well-being	Determination of what is "full potential" is external to the learner - they are not a partner in this process								
Educators play an important role in promoting children and youth's well-being by creating, fostering, and sustaining a learning environment that is healthy, caring, safe, inclusive, and accepting.	Partnership between educators and learners is not explicit here - appears to be directive from the Ministry of Education, to Educators, to the learners								
A learning environment of this kind will support not only students' cognitive, emotional, social, and physical development but also their mental health, their resilience, and their overall state of well-being. All this will help them achieve their full potential in school and in life.				Supporting development is a manifestation of love.	Focus on resilience supports self-discipline and courage.				
A variety of factors, known as the "determinants of health", have been shown to affect a person's overall state of well-being. Some of these are income, education and literacy, gender and culture, physical and social environment, personal health practices and coping skills, and availability of health services. Together, such factors influence not only whether a person is physically healthy but also the extent to which he or she will have the physical, social, and personal resources needed to cope and to identify and achieve personal aspirations. These factors also have an impact on student learning, and it is important to be aware of them as factors contributing to a student's performance.				Need to be cognizant of the factors that might be doing harm, and influencing student learning negatively.					

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An educator's awareness of and responsiveness to students' cognitive, emotional, social, and physical development is critical to their success in school. A number of research-based frameworks, including those described in <i>Early Learning for Every Child Today: A Framework for Ontario Early Childhood Settings</i> (2007) and <i>Stepping Stones: A Resource on Youth Development</i> (2012), ¹ identify developmental stages that are common to the majority of students from Kindergarten to Grade 12. At the same time, these frameworks recognize that individual differences, as well as differences in life experiences and exposure to opportunities, can affect development, and that developmental events are not specifically age-dependent.					Need to be cognizant of the factors that might be doing harm, and influencing student learning negatively.				
The framework described in <i>Stepping Stones</i> is based on a model that illustrates the complexity of human development. Its components – the cognitive, emotional, physical, and social domains – are interrelated and interdependent, and all are subject to the influence of a person's environment or context. At the centre is an "enduring (yet changing) core" – a sense of self, or spirit – that connects the different aspects of development and experience (p. 17).		Values the sense of self, connecting development and experience.			Need to be cognizant of the factors that might be doing harm, and influencing student learning negatively.				
Educators who have an awareness of a student's development take each component into account, with an understanding of and focus on cognitive development – brain development, processing and reasoning skills, use of strategies for learning		Recognition of cognitive development, not acquisition of knowledge.			Need to be cognizant of the factors that might be doing harm, and influencing student learning negatively.				

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Educators who have an awareness of a student's development take each component into account, with an understanding of and focus on emotional development – emotional regulation, empathy, motivation					Need to be cognizant of the factors that might be doing harm, and influencing student learning negatively.	Emotional regulation supports humility, self-discipline and courage.			
Educators who have an awareness of a student's development take each component into account, with an understanding of and focus on social development – self-development (self-concept, self-efficacy, self-esteem); identity formation (gender identity, social group identity, spiritual identity); relationships (peer, family, romantic)		As social development and identity formation proceeds, learners will become more sensitive to	As social development and identity formation proceeds, learners will become more sensitive to		Need to be cognizant of the factors that might be doing harm, and influencing student learning negatively.				
Educators who have an awareness of a student's development take each component into account, with an understanding of and focus on physical development – physical activity, sleep patterns, changes that come with puberty, body image, nutritional requirements					Need to be cognizant of the factors that might be doing harm, and influencing student learning negatively.				
Goals of Politics (Civics) – Developing a sense of responsibility - Where do I belong? How can I contribute?	If these goals are developed WITH teacher and student, then aligns with Freire.				Responsibility should result in no harm.	Responsibility belongs with self-discipline and courage.	Trusteeship is an extension of the sense of responsibility.		

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Students will work towards: • developing an understanding of how to influence change within the diverse communities to which they belong, and of how individuals and groups can participate in action that promotes change;	In learning how to influence change, students gain control of their learning	Agency and influence - not possible if it were a "banking" model of education		The cycle of reflection and action (Praxis) is necessary for individuals or groups to promote change.					
Students will work towards: • analysing current political issues, and assessing methods and processes that can be used to influence relevant political systems to act for the common good;		Agency and influence - not possible if it were a "banking" model of education							
Students will work towards: • assessing the power and influence of different people involved in civic issues, using political perspective;	In learning how to influence change, students gain control of their learning		Having assessed the power and influence of others, education will be		It's possible that identifying the power and influence will reduce harm.				Status is granted to those with political power.
Students will work towards: • developing a respect and appreciation for different points of view on various political issues.	In learning how to influence change, students gain control of their learning			Appreciation of different points of view will result from reflection.					
Tools and strategies incorporated into the curriculum: The citizenship education framework (see appendix B): This framework brings together the main elements of citizenship education. All subjects in the Canadian and world studies curriculum provide multiple opportunities to incorporate aspects of citizenship education.	In learning how to influence change, students gain control of their learning								The reference to "rules" may limit support of this principle.

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	The responsible, active citizen participates in the community for the common good. Citizenship education provides “ways in which young people are prepared and consequently ready and able to undertake their roles as citizens”. Julian Fraillon and Wolfram Schulz, “Concept and Design of the International Civic and Citizenship Study” (2008)	In learning how to influence change, students gain control of their learning						"Participates in the community for the common good". This definition of citizenship includes trusteeship - holding for the community.		
	Citizenship education is an important facet of students' overall education. In every grade and course in the Grade 9 and 10 Canadian and world studies curriculum, and particularly in Civics and Citizenship in Grade 10, students are given opportunities to learn about what it means to be a responsible, active citizen in the community of the classroom and the diverse communities to which they belong within and outside the school. It is important for students to understand that they belong to many communities and that, ultimately, they are all citizens of the global community.							This connection of classroom, local and global communities should result in a sense that one's actions result in good for the entire community.		
	Framework for citizenship education (see appendix B): the outer circle lists the four main elements of citizenship education – active participation, identity, attributes, and structures – and describes each element;									
	Framework for citizenship education (see appendix B): the second circle outlines ways in which students may develop the knowledge, skills, and attitudes associated with responsible citizenship. Teachers should ensure that students have opportunities to develop these attitudes, understandings, and practices as they work to achieve the expectations in the subjects that make up the Canadian and world studies curriculum (and those in other subjects as well);	"Teachers should ensure"		There is an implicit set of attitudes, understandings and practices - pre-defined!						

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<p>Framework for citizenship education (see appendix B): the innermost circle lists various terms and topics that are related to citizenship education. Teachers may focus on these terms/topics when making connections between citizenship education and expectations in the Canadian and world studies curriculum as well as those in other curriculum documents. In the figure, each term/topic in the innermost circle is connected to a specific element within the framework. However, it is important to note that, in practice, a term can be applied to more than one element – as the dotted lines imply – and that a number of terms may be woven together in a unit that incorporates citizenship education.</p>									
<p><i>CIVICS (POLITICS) The global project of the twenty-first century is political: to engage citizens in and out of government ... in responding to [serious global] challenges... We need a way of understanding politics that embraces citizens both inside and outside of government since each have work that only they can do. Harold H. Saunders, Politics Is About Relationship: A Blueprint for the Citizen's Century (2005)</i></p>	In learning how to influence change, students gain control of their learning								
<p>Politics involves the study of how societies are governed, how policy is developed, how power is distributed, and how citizens take public action. The Grade 10 course Civics and Citizenship focuses on civics, a branch of politics that explores the rights and responsibilities of citizens, the processes of public decision making, and ways in which citizens can act for the common good within communities at the local, national, and/or global level. By focusing on civics and citizenship education, this course enables students to develop their understanding of what it means to be a responsible citizen and to explore various elements of the citizenship education framework.</p>				Citizens taking public action is part of the process of Praxis.					

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	<p>Civics and Citizenship provides opportunities for students to investigate issues of civic importance, the roles of different levels of government in addressing these issues, and how people's beliefs and values affect their positions on these issues. Students will analyse the roles, responsibilities, and influence of citizens in a democratic society and explore ways in which people can make a difference in the various communities to which they belong. Students are encouraged to clarify their own beliefs and values relating to matters of civic and political importance and to explore ways in which they can respond to these matters.</p>	<p>In learning how to influence change, students gain control of their learning</p>			<p>The process of clarifying beliefs requires reflection.</p>			<p>It is possible that a learner might articulate these values, having clarified their beliefs during this process.</p>		
	<p>Civics and Citizenship introduces students to the political inquiry process and the concepts of political thinking. Students will develop ways of thinking about civics and citizenship education through the application of these concepts and will use the political inquiry process as they gather, interpret, and analyse data and information relating to issues of civic importance. Students will make informed judgements and draw conclusions about these issues and will develop plans of actions to address them</p>	<p>In learning how to influence change, students gain control of their learning</p>								

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	Students' responsibilities with respect to their own learning develop gradually and increase over time as they progress through elementary and secondary school. With appropriate instruction and with experience, students come to see how applied effort can enhance learning and improve achievement. As they mature and develop their ability to persist, to manage their behaviour and impulses, to take responsible risks, and to listen with understanding, students become better able to take more responsibility for their learning and progress. There are some students, however, who are less able to take full responsibility for their learning because of special challenges they face. The attention, patience, and encouragement of teachers can be extremely important to the success of these students. Learning to take responsibility for their improvement and achievement is an important part of every student's education.	This explicitly places the student as responsible for their own learning, and states that "learning to take responsibility for their improvement and achievement is an important part of every students' education."								
	Mastering the skills and concepts connected with learning in the Canadian and world studies curriculum requires ongoing practice, personal reflection, efforts to respond to feedback, and commitment from students. It also requires a willingness to try new activities, explore new ideas, keep an open mind, collaborate with peers, and follow safety practices both during field studies and in the classroom. Through ongoing practice and reflection about their development, students deepen their appreciation and understanding of them-selves and others, the communities to which they belong, and the natural environment.	Collaboration with peers allows students to become partners in their learning.			Ongoing practice and reflection, used to deepen appreciation and understanding of themselves and others					

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	Parents have an important role to play in supporting student learning. Studies show that students perform better in school if their parents are involved in their education. By becoming familiar with the curriculum, parents can better appreciate what is being taught in the courses their daughters and sons are taking and what they are expected to learn. This awareness will enhance parents' ability to discuss their children's work with them, to communicate with teachers, and to ask relevant questions about their children's progress. Knowledge of the expectations will also enhance parents' ability to work with teachers to improve their children's learning.	Parents and students work together, and monitor progress.					Parents and students work together, and monitor progress.			Implicit is the power that parents have over students, and so they may have disproportionate influence and control.
	Effective ways in which parents can support their children's learning include attending parent-teacher interviews, participating in parent workshops, and becoming involved in school council activities (including becoming a school council member). Parents who encourage and monitor project completion or home practice, including the application of skills in new contexts, further support their children in their geography, history, and civics (politics) studies. Parents can be supportive by taking an interest in and discussing current events with their children, helping them make connections between their studies and current issues and developments. Parents can also promote their children's understanding of and appreciation for the multiple communities to which they belong – ethnocultural, religious, linguistic, national – by exposing them to people, cultural events, and stories related to their heritage. Within the school, parents can promote and attend events related to Canadian and world studies.									Implicit is the power that parents have over students, and so they may have disproportionate influence and control.

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Teachers and students have complementary responsibilities. Teachers develop appropriate instructional strategies to help students achieve the curriculum expectations, as well as appropriate methods for assessing and evaluating student learning. Teachers bring enthusiasm and varied teaching and assessment approaches to the classroom, addressing different student needs and ensuring sound learning opportunities for every student. Teachers reflect on the results of the learning opportunities they provide, and make adjustments to them as necessary to help every student achieve the curriculum expectations to the best of his or her ability.	This section complements the responsibilities of the students (above), supporting the relationship between teacher and student. However, the fixed nature of the curriculum expectations limits the effect of the "partnership".	Though the teacher may not be the one who "transfers" the information, the curriculum expectations may be seen to do so.	Within the limitations of the curriculum expectations, the teacher is able to engage in education as a practice of freedom.	Praxis - the teacher reflects and adjusts.	"to help every student"	By reflecting and adjusting, the teacher demonstrates humility and courage.	The teacher is serving all students, not self.		All students - therefore everyone is treated with dignity and status.
Using a variety of instructional, assessment, and evaluation strategies, teachers provide numerous opportunities for students to develop and refine their critical-thinking, problem-solving, and communication skills, as they apply the concepts of disciplinary thinking to the content of the Canadian and world studies courses. The activities offered should give students opportunities to relate their knowledge and skills to the social, environmental, and economic conditions and concerns of the world in which they live. Such opportunities will motivate students to participate in their communities as responsible and engaged citizens and to become lifelong learners.	Communication skills - "participate" = partners in learning	Critical-thinking skills - not a transfer of information.	Participate in their communities as responsible and engaged citizens = freedom	Numerous opportunities to develop and refine = Praxis			By relating knowledge and skills to the social environment and economic conditions and concerns, students become responsible and engaged citizens.		Responsible, engaged citizens.

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Canadian and world studies teachers can help students understand that applying specific inquiry processes when studying geography, history, and civics (politics) often requires a considerable expenditure of time and energy and a good deal of perseverance. Teachers can also encourage students to explore a range of solutions and to take the risks necessary to become successful problem solvers and investigators. To enable students to feel comfortable and confident in the classroom and to support them in approaching their inquiries with openness and creativity, it is important that teachers create a learning environment that will foster a sense of community, where all students feel included and appreciated and where their perspectives are treated with respect. One way to accomplish this is for teachers to select topics, resources, and examples that reflect the diversity in the classroom, and, where possible, to involve students in this selection process.	This section clearly outlines a partnership - involving students in the selection of topics, resources and examples.	The role of investigation precludes the "banking" model.	The language in this paragraph empowers students.		This paragraph outlines a loving approach to learning.	"perspectives are treated with respect" and "explore a range of solutions"			"all students feel included and appreciated"
Teachers provide students with frequent opportunities to practise their skills and apply new learning and, through regular and varied assessment, give them the specific feedback they need in order to further develop and refine their skills. By assigning tasks that promote the development of higher-order thinking skills, teachers also help students become thoughtful, creative, and effective communicators. Opportunities to relate knowledge and skills in Canadian and world studies to wider contexts, both across the curriculum and in the world beyond the school, motivate students to learn and to become lifelong learners.	While the phrase "assigning tasks" might imply oppression, it is with a view to "help students become thoughtful, creative, and effective communicators"	Feedback, not transfer.	Relating knowledge and skills to wider contexts, ensure that there is not a "culture of silence".	Frequent opportunities, with feedback = Praxis	"thoughtful"		Connecting "the world beyond the school"		

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	As part of effective teaching practice, teachers communicate with parents about what their children are learning. This communication occurs through the sharing of course outlines, ongoing formal and informal conversations, curriculum events, and other means of regular communication, such as newsletters, website postings, and blogs. Communication enables parents to work in partnership with the school, promoting discussion, follow-up at home, and student learning in a family context. Stronger connections between the home and the school support student learning and achievement.	Parents are also partners in the learning								Again, parents are granted status that may limit the status of their children.
	CURRICULUM EXPECTATIONS: The expectations identified for each course describe the knowledge and skills that students are expected to develop and demonstrate in their class work, on tests, and in various other activities on which their achievement is assessed and evaluated. Two sets of expectations – overall expectations and specific expectations – are listed for each strand, or broad area of the curriculum. (In most courses in Canadian and world studies, the strands are numbered A through E.) Taken together, the overall and specific expectations represent the mandated curriculum.	This prescription of questions can derail the process of shared development of learning between teacher and student.								Mandated - a degree of control that may impact equality.

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Most specific expectations are accompanied by examples and "sample questions", as requested by educators. The examples, given in parentheses, are meant to clarify the requirement specified in the expectation, illustrating the kind of knowledge or skill, the specific area of learning, the depth of learning, and/or the level of complexity that the expectation entails. The sample questions are meant to illustrate the kinds of questions teachers might pose in relation to the requirement specified in the expectation. Both the examples and the sample questions have been developed to model appropriate practice for the grade and are meant to serve as illustrations for teachers. Both are intended as suggestions for teachers rather than as exhaustive or mandatory lists. Teachers can choose to use the examples and sample questions that are appropriate for their classrooms, or they may develop their own approaches that reflect a similar level of complexity. In geography an additional element, "using spatial skills", follows a number of specific expectations. This element highlights opportunities for students to learn or apply specific spatial skills relevant to the expectations. Whatever the specific ways in which the requirements outlined in the expectations are implemented in the classroom, they must, wherever possible, be inclusive and reflect the diversity of the student population and the population of the province.	This prescription of questions can derail the process of shared development of learning between teacher and student.				"be inclusive and reflect the diversity of the student population" - should result in love.				"Teachers may develop their own approaches" - reflects the equal dignity and status granted to the teacher within the classroom.
The inquiry processes for all the subjects in the Canadian and world studies program are based on the same general model, although terminology, content, concepts of thinking, and the types of questions asked vary from subject to subject. This model represents a process that students use to investigate events, developments, and issues; solve problems; develop plans of action; and reach supportable conclusions and decisions. The inquiry process consists of five components: formulating questions, gathering and organizing information, evidence, and/or data, interpreting and analysing information, evidence, and/or data, evaluating information, evidence, and/or data and drawing conclusions, communicating findings and/or plans of action.	If the inquiry process is the foundation, then students and teachers will be learning together.	Through the inquiry process, violence should be revealed, and plans of action developed.	Through the inquiry process, oppression should be revealed, and plans of action developed.	The inquiry process is the basis of Praxis.	The inquiry process is designed to reach a place of "truth". It is hoped that this process would result in love.				

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	To ensure that assessment, evaluation, and reporting are valid and reliable, and that they lead to the improvement of learning for all students, teachers use practices and procedures that: are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;	Teacher in control.								
	To ensure that assessment, evaluation, and reporting are valid and reliable, and that they lead to the improvement of learning for all students, teachers use practices and procedures that: provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;	Teacher in control.								
	To ensure that assessment, evaluation, and reporting are valid and reliable, and that they lead to the improvement of learning for all students, teachers use practices and procedures that: develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning.	This is the only expectation that places the student in control of her learning.								Self-assessment allows learner to develop independence of thought
	The development of learning skills and work habits is an integral part of a student's learning. To the extent possible, however, the evaluation of learning skills and work habits, apart from any that may be included as part of a curriculum expectation in a course, should <i>not</i> be considered in the determination of a student's grades. Assessing, evaluating, and reporting on the achievement of curriculum expectations and on the demonstration of learning skills and work habits <i>separately</i> allows teachers to provide information to the parents and the student that is specific to each of these two areas of achievement.	Teacher in control.								Separating Learning Skills from assessment of Achievement removes the "punative" use of marks to control students.

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The six learning skills and work habits are responsibility, organization, independent work, collaboration, initiative, and self-regulation.					Self-regulation, initiative, independent work, responsibility and organization will result in self-discipline.				
The performance standards are outlined in the achievement chart, which is provided in the curriculum documents for every subject or discipline (see pages 36–37). The achievement chart is a standard province-wide guide and is to be used by all teachers as a framework within which to assess and evaluate student achievement of the expectations in the particular subject or discipline. It enables teachers to make consistent judgements about the quality of student learning based on clear performance standards and on a body of evidence collected over time. It also provides teachers with a foundation for developing clear and specific feedback for students and parents.	This structure eliminates the possibility for students and teachers to develop and learn together.							These are fixed and arbitrary, and can impact dignity and status.	
The purposes of the achievement chart are to: provide a common framework that encompasses all curriculum expectations for all subjects/courses across the grades; guide the development of high-quality assessment tasks and tools (including rubrics); help teachers plan instruction for learning; provide a basis for consistent and meaningful feedback to students in relation to provincial content and performance standards; establish categories and criteria with which to assess and evaluate students' learning.	Arbitrary							This need for consistency has the possibility to result in reduced dignity and status.	

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	Assessment is the process of gathering information that accurately reflects how well a student is achieving the curriculum expectations in a course. The primary purpose of assessment is to improve student learning. Assessment for the purpose of improving student learning is seen as both "assessment for learning" and "assessment as learning". As part of assessment for learning, teachers provide students with descriptive feedback and coaching for improvement. Teachers engage in assessment as learning by helping all students develop their capacity to be independent, autonomous learners who are able to set individual goals, monitor their own progress, determine next steps, and reflect on their thinking and learning.	Assessment "as" learning begins to approach Freire's view of teacher and learner learning together.								Independent, autonomous learners = equal dignity and status	
	As essential steps in assessment for learning and as learning, teachers need to: plan assessment concurrently and integrate it seamlessly with instruction;	Teacher in control.									
	As essential steps in assessment for learning and as learning, teachers need to: share learning goals and success criteria with students at the outset of learning to ensure that students and teachers have a common and shared understanding of these goals and criteria as learning progresses;	Teacher in control.									This process of sharing of goals and success criteria brings teachers and learners to more equivalent status and dignity.
	As essential steps in assessment for learning and as learning, teachers need to: gather information about student learning before, during, and at or near the end of a period of instruction, using a variety of assessment strategies and tools;	Teacher in control.									
	As essential steps in assessment for learning and as learning, teachers need to: use assessment to inform instruction, guide next steps, and help students monitor their progress towards achieving their learning goals;	This can be a collaborative venture, shared between teacher and student.									Students take responsibility for own learning.
	As essential steps in assessment for learning and as learning, teachers need to: analyse and interpret evidence of learning;	Teacher in control.									

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	As essential steps in assessment for learning and as learning, teachers need to: give and receive specific and timely descriptive feedback about student learning;	Teacher in control.								
	As essential steps in assessment for learning and as learning, teachers need to: help students to develop skills of peer assessment and self-assessment.	This can be a collaborative venture, shared between teacher and student.								Students take responsibility for own learning.
	Evaluation refers to the process of judging the quality of student learning on the basis of established performance standards and assigning a value to represent that quality. Evaluation accurately summarizes and communicates to parents, other teachers, employers, institutions of further education, and students themselves what students know and can do with respect to the overall curriculum expectations. Evaluation is based on assessment of learning that provides evidence of student achievement at strategic times throughout the course, often at the end of a period of learning.	Teacher in control.								This evaluative process can impact a student's dignity and status.
	All curriculum expectations must be accounted for in instruction and assessment, but <i>evaluation focuses on students' achievement of the overall expectations</i> . A student's achievement of the overall expectations is evaluated on the basis of his or her achievement of related specific expectations. The overall expectations are broad in nature, and the specific expectations define the particular content or scope of the knowledge and skills referred to in the overall expectations. Teachers will use their professional judgement to determine which specific expectations should be used to evaluate achievement of the overall expectations, and which ones will be accounted for in instruction and assessment but not necessarily evaluated.	The use of professional judgement by the teacher places the teacher in control.	The use of professional judgement by the teacher places the teacher in control.	The use of professional judgement by the teacher places the teacher in control.						The use of "professional judgement" allows the teacher to have great influence over students' dignity and status.

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Determining a report card grade involves the interpretation of evidence collected through observations, conversations, and student products (tests/exams, assignments for evaluation), combined with the teacher's professional judgement and consideration of factors such as the number of tests/exams or assignments for evaluation that were not completed or submitted and the fact that some evidence may carry greater weight than other evidence.	Teacher in control.								The nature of "evaluation" grants status to the teacher over the students.
Seventy per cent of the final grade (a percentage mark) in a course will be based on evaluation conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement, with special consideration given to more recent evidence. Thirty per cent will be based on a final evaluation administered at or towards the end of the course.	Teacher in control.								A single final evaluation can be risky to a students' status.
The Provincial Report Card, Grades 9–12, shows a student's achievement at specific points in the school year or semester. There are two formal reporting periods for a semestered course and three formal reporting periods for a non-semestered course. The reports reflect student achievement of the overall curriculum expectations, as well as development of learning skills and work habits.	Teacher in control.								These fixed reporting periods do not allow for individual needs.
Although there are formal reporting periods, communication with parents and students about student achievement should be continuous throughout the course, by means such as parent-teacher or parent-student-teacher conferences, portfolios of student work, student-led conferences, interviews, phone calls, checklists, and informal reports. Communication about student achievement should be designed to provide detailed information that will encourage students to set goals for learning, help teachers to establish plans for teaching, and assist parents in supporting learning at home.	Collaboration between teacher, student and parent is possible.								This process can be positive or negative, depending upon the control invoked by parents and teachers.

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<p>The achievement chart identifies four categories of knowledge and skills and four levels of achievement in Canadian and world studies. The categories represent four broad areas of knowledge and skills within which the expectations for any given subject or course can be organized. The four categories should be considered as interrelated, reflecting the wholeness and interconnectedness of learning. The categories help teachers focus not only on students' acquisition of knowledge but also on their development of the skills of thinking, communication, and application.</p> <p>Knowledge and Understanding. Subject-specific content acquired in each grade or course (knowledge), and the comprehension of its meaning and significance (understanding).</p> <p>Thinking. The use of critical and creative thinking skills and/or processes.</p> <p>Communication. The conveying of meaning and expression through various forms.</p> <p>Application. The use of knowledge and skills to make connections within and between various contexts.</p> <p>In all subjects and courses, students should be given numerous and varied opportunities to demonstrate the full extent of their achievement of the curriculum expectations across all four categories of knowledge and skills.</p>	Teacher in control.			By focusing on all four categories, the cycle of reflection and action is possible. Previous curriculum focussed primarily on knowledge and content.					
									See below for responses to specific content.
		Teacher in control.							

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	Communication – The conveying of meaning through various forms, Expression and organization of ideas and information (e.g., clear expression, logical organization) in oral, visual, and written forms, Communication for different audiences (e.g., peers, adults) and purposes (e.g., to inform, to persuade) in oral, visual, and written forms, Use of conventions (e.g., mapping and graphing conventions, communication conventions), vocabulary, and terminology of the discipline in oral, visual, and written forms	Teacher in control.								
	Application – The use of knowledge and skills to make connections within and between various contexts, Application of knowledge and skills (e.g., concepts, procedures, spatial skills, processes, technologies) in familiar contexts, Transfer of knowledge and skills (e.g., concepts of thinking, procedures, spatial skills, methodologies, technologies) to new contexts, Making connections within and between various contexts (e.g., between topics/issues being studied and everyday life; between disciplines; between past, present, and future contexts; in different spatial, cultural, or environmental contexts; in proposing and/or taking action to address related issues; in making predictions)	Teacher in control.								
	“Descriptors” indicate the characteristics of the student’s performance, with respect to a particular criterion, on which assessment or evaluation is focused. <i>Effectiveness</i> is the descriptor used for each of the criteria in the Thinking, Communication, and Application categories. What constitutes effectiveness in any given performance task will vary with the particular criterion being considered. Assessment of effectiveness may therefore focus on a quality such as appropriateness, clarity, accuracy, precision, logic, relevance, significance, fluency, flexibility, depth, or breadth, as appropriate for the particular criterion.	Teacher in control.								This can either support or oppress.
	<i>Effective instruction is key to student success.</i> To provide effective instruction, teachers need to consider what they want students to learn, how they will know whether students have learned it, how they will design instruction to promote the learning, and how they will respond to students who are not making progress.	Teacher in control.								Measures of progress are arbitrary, and may not ensure equality.

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	When planning what students will learn, teachers identify the main concepts and skills described in the curriculum expectations, consider the contexts in which students will apply the learning, and determine students' learning goals.	Teacher in control.		This gives teacher much power, to possibly limit the freedom of the learner						Perhaps this should be undertaken collaboratively?
	Instructional approaches should be informed by the findings of current research on in-structional practices that have proved effective in the classroom. For example, research has provided compelling evidence about the benefits of the explicit teaching of strategies that can help students develop a deeper understanding of concepts. Strategies such as “compare and contrast” (e.g., through Venn diagrams and comparison matrices) and the use of analogy give students opportunities to examine concepts in ways that help them see what the concepts <i>are</i> and what they <i>are not</i> . Although such strategies are simple to use, teaching them explicitly is important in order to ensure that all students use them effectively.	Teacher in control.								
	A well-planned instructional program should always be at the student's level, but it should also push the student towards his or her optimal level of challenge for learning, while providing the support and anticipating and directly teaching the skills that are required for success.	Teacher in control.								This optimal level of challenge for learning may vary from learner

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	An understanding of students' strengths and needs, as well as of their backgrounds and life experiences, can help teachers plan effective instruction and assessment. Teachers continually build their awareness of students' learning strengths and needs by observing and assessing their readiness to learn, their interests, and their learning styles and preferences. As teachers develop and deepen their understanding of individual students, they can respond more effectively to the students' needs by differentiating instructional approaches – adjusting the method or pace of instruction, using different types of resources, allowing a wider choice of topics, even adjusting the learning environment, if appropriate, to suit the way their students learn and how they are best able to demonstrate their learning. Unless students have an Individual Education Plan with modified curriculum expectations, <i>what</i> they learn continues to be guided by the curriculum expectations and remains the same for all students.	Teacher in control.								Individualization.
	Effective lesson design involves several important elements. Teachers engage students in a lesson by activating their prior learning and experiences, clarifying the purpose for learning, and making connections to contexts that will help them see the relevance and usefulness of what they are learning. Teachers select instructional strategies to effectively introduce concepts, and consider how they will scaffold instruction in ways that will best meet the needs of their students. At the same time, they consider when and how to check students' understanding and to assess their progress towards achieving their learning goals. Teachers provide multiple opportunities for students to apply their knowledge and skills and to consolidate and reflect on their learning. A three-part lesson design (e.g., "Minds On, Action, and Consolidation") is often used to structure these elements.	Teacher in control.								Multiple opportunities, and individual measures support equality.

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	Instruction in Grade 9 and 10 Canadian and world studies should help students acquire the knowledge, skills, and attributes they need in order to achieve the curriculum expectations and to be able to think critically throughout their lives about issues related to geography, history, and civics (politics). Effective instruction motivates students and instills positive habits of mind, such as curiosity and open-mindedness; a willingness to think, question, challenge, and be challenged; and an awareness of the value of listening or reading closely and communicating clearly. To be effective, instruction must be based on the belief that all students can be successful and that learning in Canadian and world studies is important and valuable for all students.	Teacher in control.								All students can be successful
	Students' views of and attitudes towards Canadian and world studies can have a significant effect on their achievement of expectations. When students believe that these subjects simply represent a body of preordained knowledge about certain topics, they may question the relevance of their studies or may not approach their investigations with an open and inquiring mind. Students must be given opportunities to see that inquiry is not just about finding what others have found, and that they can use the inquiry process not only to uncover knowledge but also to construct understandings and develop their own positions on issues. Learning should be seen as a process in which students monitor and reflect on the development of their knowledge, understandings, and skills.	While the goal of achievement of expectations does not align with this principle, the process of inquiry allows for learner and teacher to work together to construct understanding.								Good criticism of "a body of preordained knowledge"

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	In any given classroom, students may demonstrate a wide range of strengths and needs. Teachers plan programs that recognize this diversity and give students performance tasks that respect their particular abilities so that all students can derive the greatest possible benefit from the teaching and learning process. The use of flexible groupings for instruction and the provision of ongoing assessment are important elements of programs that accommodate a diversity of learning needs.	Teacher in control.								Diversity of needs
	In planning Canadian and world studies courses for students with special education needs, teachers should begin by examining both the curriculum expectations in the course appropriate for the individual student and the student's particular strengths and learning needs to determine which of the following options is appropriate for the student: no accommodations or modified expectations; or accommodations only; or modified expectations, with the possibility of accommodations; or alternative expectations, which are not derived from the curriculum expectations for a course and which constitute alternative programs and/or courses.	Teacher in control.								
	If the student requires either accommodations or modified expectations, or both, the relevant information, as described in the following paragraphs, must be recorded in his or her Individual Education Plan (IEP). More detailed information about planning programs for students with special education needs, including students who require alternative programs and/or courses,13 can be found in <i>The Individual Education Plan (IEP): A Resource Guide, 2004</i> (referred to hereafter as the <i>IEP Resource Guide, 2004</i>). For a detailed discussion of the ministry's requirements for IEPs, see <i>Individual Education Plans: Standards for Development, Program Planning, and Implementation, 2000</i> (referred to hereafter as <i>IEP Standards, 2000</i>). (Both documents are available at www.ontario.ca/edu .)	Teacher in control.								Policy to support equality

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In Canadian and world studies courses, modified expectations for most students with special education needs will be based on the regular course expectations, with an increase or decrease in the number and/or complexity of the expectations. Modified expectations must represent specific, realistic, observable, and measurable goals, and must describe specific knowledge and/or skills that the student can demonstrate independently, given the appropriate assessment accommodations.	Teacher in control.							Modifications either support or undermine status.	
It is important to monitor, and to reflect clearly in the student's IEP, the extent to which expectations have been modified. The principal will determine whether achievement of the modified expectations constitutes successful completion of the course, and will decide whether the student is eligible to receive a credit for the course. This decision must be communicated to the parents and the student.	Teacher in control.							Credits are arbitrary, and don't necessarily honour a students' learning.	
Modified expectations must indicate the knowledge and/or skills that the student is expected to demonstrate and that will be assessed in each reporting period (<i>IEP Standards, 2000</i> , pp. 10 and 11). Modified expectations should be expressed in such a way that the student and parents can understand not only exactly what the student is expected to know or be able to demonstrate independently, but also the basis on which his or her performance will be evaluated, resulting in a grade or mark that is recorded on the provincial report card. The student's learning expectations must be reviewed in relation to the student's progress at least once every reporting period, and must be updated as necessary (<i>IEP Standards, 2000</i> , p. 11).	Teacher in control.							Individualisation preserves dignity.	

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<p>If a student requires modified expectations in Canadian and world studies courses, assessment and evaluation of his or her achievement will be based on the learning expectations identified in the IEP and on the achievement levels outlined in this document. If some of the student's learning expectations for a course are modified but the student is working towards a credit for the course, it is sufficient simply to check the IEP box on the provincial report card. If, however, the student's learning expectations are modified to such an extent that the principal deems that a credit will not be granted for the course, the IEP box must be checked and the appropriate statement from <i>Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, First Edition, Covering Grades 1 to 12, 2010</i>, page 62, must be inserted. The teacher's comments should include relevant information on the student's demonstrated learning of the modified expectations, as well as next steps for the student's learning in the course.</p>	Teacher in control.								Honours each students' abilities.
	Teacher in control.								
	Teacher in control.								

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English language learners (students who are learning English as a second or additional language in English-language schools) bring a rich diversity of background knowledge and experience to the classroom. These students' linguistic and cultural backgrounds not only support their learning in their new environment but also become a cultural asset in the classroom community. Teachers will find positive ways to incorporate this diversity into their instructional programs and into the classroom environment.	Teacher in control.							Seeing students with diverse linguistic and culture backgrounds as an asset within the community, rather than as something to be changed or assimilated.		
	Teacher in control.									Honours the learning, and uses first language to support acquisition of second.
	Teacher in control.									Begins where the learners are, and supports individually.

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	<p><i>English Literacy Development (ELD)</i> programs are primarily for newcomers whose first language is a language other than English, or is a variety of English significantly different from that used for instruction in Ontario schools, and who arrive with significant gaps in their education. These students generally come from countries where access to education is limited or where there are limited opportunities to develop language and literacy skills in any language. Some First Nations, Métis, or Inuit students from remote communities in Ontario may also have had limited opportunities for formal schooling, and they also may benefit from ELD instruction.</p>	Teacher in control.								Recognizes that age does not always match expected facility with English.
	<p>In planning programs for students with linguistic backgrounds other than English, teachers need to recognize the importance of the orientation process, understanding that every learner needs to adjust to the new social environment and language in a unique way and at an individual pace. For example, students who are in an early stage of English-language acquisition may go through a “silent period” during which they closely observe the interactions and physical surroundings of their new learning environment. They may use body language rather than speech or they may use their first language until they have gained enough proficiency in English to feel confident of their interpretations and responses. Students thrive in a safe, supportive, and welcoming environment that nurtures their self-confidence while they are receiving focused literacy instruction. When they are ready to participate, in paired, small-group, or whole-class activities, some students will begin by using a single word or phrase to communicate a thought, while others will speak quite fluently.</p>	Teacher in control.								Recognizes individual needs.

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Teachers need to adapt the program for English language learners as they acquire English proficiency. For students in the early stages of language acquisition, teachers need to modify the curriculum expectations in some or all curriculum areas. Most English language learners require accommodations for an extended period, long after they have achieved proficiency in everyday English.	Teacher in control.								Extreme modification could impact status of student.
When curriculum expectations are modified in order to meet the language-learning needs of English language learners, assessment and evaluation will be based on the documented modified expectations. Teachers will check the ESL/ELD box on the provincial report card only when modifications have been made to curriculum expectations to address the language needs of English language learners (the box should not be checked to indicate simply that they are participating in ESL/ELD programs or if they are only receiving accommodations). There is no requirement for a statement to be added to the "Comments" section of the report cards when the ESL/ELD box is checked.	Teacher in control.								
Although the degree of program adaptation required will decrease over time, students who are no longer receiving ESL or ELD support may still need some program adaptations to be successful.	Teacher in control.								
<i>Ontario's education system will prepare students with the knowledge, skills, perspectives, and practices they need to be environmentally responsible citizens. Students will understand our fundamental connections to each other and to the world around us through our relationship to food, water, energy, air, and land, and our interaction with all living things. The education system will provide opportunities within the classroom and the community for students to engage in actions that deepen this understanding. (Acting Today, Shaping Tomorrow: A Policy Framework for Environmental Education in Ontario Schools, 2009, p. 6)</i>							Understanding fundamental connections to each other through relationship to food, water, energy, air, land and interaction with living things - results in trusteeship.		Environmental Stewardship, explicitly supported.

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	<i>Acting Today, Shaping Tomorrow: A Policy Framework for Environmental Education in Ontario Schools</i> outlines an approach to environmental education that recognizes the needs of all Ontario students and promotes environmental responsibility in the operations of all levels of the education system.									Environmental Stewardship, explicitly supported.
	The three goals outlined in <i>Acting Today, Shaping Tomorrow</i> are organized around the themes of teaching and learning, student engagement and community connections, and environmental leadership. The first goal is to promote learning about environmental issues and solutions. The second is to engage students in practising and promoting environmental stewardship, both in the school and in the community. The third stresses the importance of having organizations and individuals within the education system provide leadership by implementing and promoting responsible environmental practices throughout the system so that staff, parents, community members, and students become dedicated to living more sustainably.									

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<p>There are many opportunities to integrate environmental education into the teaching of Canadian and world studies. In all subjects of this program, students can be encouraged to explore a range of environmental issues. In the Grade 9 geography courses, students may investigate environmental issues relating to topics such as Canadian resource management, population growth and urban sprawl, and the impact of human activity on the natural environment. Students also analyse the environmental sustainability of current behaviours and practices, explore ways in which environmental stewardship can be improved, and make connections between local, national, and global environmental issues, practices, and processes. In the Grade 10 history courses, students are able to explore various Canadian political policies and social movements related to the environment. In Civics and Citizenship, students learn that the responsibilities of citizenship include the protection and stewardship of the global commons, such as air and water, on a local, national, and global scale. This course also provides opportunities for students to explore various environmental issues of civic importance.</p>								Environmental Stewardship, explicitly supported.	
<p>Every student is entitled to learn in a safe, caring environment, free from violence and harassment. Research has shown that students learn and achieve better in such environments. A safe and supportive social environment in a school is founded on healthy relationships – the relationships between students, between students and adults, and between adults. Healthy relationships are based on respect, caring, empathy, trust, and dignity, and thrive in an environment in which diversity is honoured and accepted. Healthy relationships do not tolerate abusive, controlling, violent, bullying/harassing, or other inappropriate behaviours. To experience themselves as valued and connected members of an inclusive social environment, students need to be involved in healthy relationships with their peers, teachers, and other members of the school community.</p>	Healthy relationships will ensure violence-free environment	Relationships based on respect, caring, empathy, trust and dignity, where diversity is honoured, will not be oppressive.		Environment that is "free from violence and harassment". Healthy relationships based on respect, caring, empathy, trust and dignity will not do harm.				Safe, caring environment	

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Several provincial policies and initiatives, including the Foundations for a Healthy School framework, the equity and inclusive education strategy, and the Safe Schools strategy, are designed to foster caring and safe learning environments in the context of healthy and inclusive schools. These policies and initiatives promote positive learning and teaching environments that support the development of healthy relationships, encourage academic achievement, and help all students reach their full potential.	Caring and safe environments will be free of violence and oppression.	Caring and safe environments will be free of violence and oppression.						Help all students reach their full potential.
In its 2008 report, <i>Shaping a Culture of Respect in Our Schools: Promoting Safe and Healthy Relationships</i> , the Safe Schools Action Team confirmed “that the most effective way to enable all students to learn about healthy and respectful relationships is through the school curriculum” (p. 11). Teachers can promote this learning in a variety of ways. For example, they can help students develop and practise the skills they need for building healthy relationships by giving them opportunities to apply critical-thinking and problem-solving strategies and to address issues through group discussions, role play, case study analysis, and other means. Co-curricular activities such as clubs and intramural and interschool sports provide additional opportunities for the kind of interaction that helps students build healthy relationships. Teachers can also have a positive influence on students by modelling the behaviours, values, and skills that are needed to develop and sustain healthy relationships, and by taking advantage of “teachable moments” to address immediate relationship issues that may arise among students.								Teachers play a role to address immediate relationship issues that my arise among students (and challenge the dignity and status of students)

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	Freire				Gandhi				
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One of the elements of the citizenship education framework is attributes – that is, character traits, values, and habits of mind that are associated with responsible citizenship. Several of these attributes – including collaboration, cooperation, empathy, fairness, inclusiveness, and respect – are conducive to healthy relationships. The inter-connections between citizenship education and the Canadian and world studies curriculum provide multiple opportunities for students to explore and develop these attributes, which help foster not only responsible, active citizenship but also healthy relationships, both inside and outside the classroom.									
A climate of cooperation, collaboration, respect, and open-mindedness is vital in the Canadian and world studies classroom. These attitudes and attributes enable students to develop an awareness of the complexity of a range of issues. Moreover, in examining issues from multiple perspectives, students develop not only an understanding of various positions on these issues but also a respect for different points of view. Students develop empathy as they analyse events and issues from the perspectives of people in different parts of Canada or the world, or from different historical eras. These attitudes and attributes provide a foundation on which students can develop their own identity, explore inter-connectedness with others, and form and maintain healthy relationships.									Explicit goal to develop empathy.
The Ontario equity and inclusive education strategy focuses on respecting diversity, promoting inclusive education, and identifying and eliminating discriminatory biases, systemic barriers, and power dynamics that limit the ability of students to learn, grow, and contribute to society. Antidiscrimination education continues to be an important and integral component of the strategy.									The Ontario equity and inclusive education strategy

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In an environment based on the principles of inclusive education, all students, parents, caregivers, and other members of the school community – regardless of ancestry, culture, ethnicity, sex, physical or intellectual ability, race, religion, gender identity, sexual orientation, socio-economic status, or other similar factors – are welcomed, included, treated fairly, and respected. Diversity is valued, and all members of the school community feel safe, comfortable, and accepted. Every student is supported and inspired to succeed in a culture of high expectations for learning. In an inclusive education system, all students see them-selves reflected in the curriculum, their physical surroundings, and the broader environment, so that they can feel engaged in and empowered by their learning experiences.									Explicit goal to have students reflected in the curriculum.
The implementation of antidiscrimination principles in education influences all aspects of school life. It promotes a school climate that encourages all students to strive for high levels of achievement, affirms the worth of all students, and helps students strengthen their sense of identity and develop a positive self-image. It encourages staff and students alike to value and show respect for diversity in the school and the broader society. Antidiscrimination education promotes fairness, healthy relationships, and active, responsible citizenship.									
Teachers can give students a variety of opportunities to learn about diversity and diverse perspectives. By drawing attention to the contributions of women, the perspectives of various ethnocultural, religious, and racial communities, and the beliefs and practices of First Nations, Métis, and Inuit peoples, teachers enable students from a wide range of backgrounds to see themselves reflected in the curriculum. It is essential that learning activities and materials used to support the curriculum reflect the diversity of Ontario society. In addition, teachers should differentiate instruction and assessment strategies to take into account the background and experiences, as well as the interests, aptitudes, and learning needs, of all students.									Addresses areas of potential weakness

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Freire				Gandhi				
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Interactions between the school and the community should reflect the diversity of both the local community and the broader society. A variety of strategies can be used to communicate with and engage parents and members from diverse communities, and to encourage their participation in and support for school activities, programs, and events. Family and community members should be invited to take part in teacher interviews, the school council, and the parent involvement committee, and to attend and support activities such as plays, concerts, co-curricular activities and events, and various special events at the school. Schools may consider offering assistance with childcare or making alternative scheduling arrangements in order to help caregivers participate. Students can also help by encouraging and accompanying their families, who may be unfamiliar with the Ontario school system. Special outreach strategies and encouragement may be needed to draw in the parents of English language learners and First Nations, Métis, or Inuit students, and to make them feel more comfortable in their interactions with the school.		This language is problematic, as it uses treats some communities as "other", and uses language such as "assistance", "encouraging", "outreach". These are not words that would be used if we were seen as ONE community.				This language is problematic, as it uses treats some communities as "other", and uses language such as "assistance", "encouraging", "outreach". These are not words that would be used if we were seen as ONE community.		Connects families to support their dignity and status.
The valuing of inclusiveness is an element of the vision statement for the social studies, history, geography, and Canadian and world studies programs (see page 6). Thus, encouraging students to understand and value diversity is a focus of geography, history, and civics (politics) in Grades 9 and 10. The expectations in these courses provide numerous opportunities for students to break through stereotypes and to learn about various social, religious, and ethnocultural groups, including First Nations, Métis, and Inuit people, and how their beliefs, values, and traditions are reflected in the community. Students also investigate injustices and inequalities within various communities, but not simply through the lens of victimization. Rather, they examine ways in which various people act or have acted as agents of change and can serve as role models for responsible, active citizenship.		Responsible, active citizenship as a counter to oppression.						Seeing self as an agent of change rather than victim.

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It is important that teachers of Canadian and world studies create an environment that will foster a sense of community where all students feel included and appreciated. It is imperative that students see themselves reflected in the choices of issues, examples, materials, and resources selected by the teacher. When leading discussions on topics related to diverse ethnocultural, socio-economic, or religious groups or the rights of citizenship, teachers should ensure that all students – regardless of culture, religious affiliation, gender, class, or sexual orientation – feel included and recognized in all learning activities and discussions. By teachers carefully choosing support materials that reflect the makeup of a class, students will see that they are respected. This will lead to student understanding of and respect for the differences that exist in their classroom and in the multiple communities to which they belong.							The choice of language in this statement assumes that there is NOT a sense of one community: included, recognized, reflect, makeup, differences, multiple communities.		This has potential to be very positive, but also allows teachers to possibly filter or censor content.
The document <i>A Sound Investment: Financial Literacy Education in Ontario Schools, 2010</i> (p. 4) sets out the vision that: Ontario students will have the skills and knowledge to take responsibility for managing their personal financial well-being with confidence, competence, and a compassionate awareness of the world around them.									
There is a growing recognition that the education system has a vital role to play in preparing young people to take their place as informed, engaged, and knowledgeable citizens in the global economy. Financial literacy education can provide the preparation Ontario students need to make informed decisions and choices in a complex and fast-changing financial world.									Assumes that everyone will be financially successful

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<p>Because making informed decisions about economic and financial matters has become an increasingly complex undertaking in the modern world, students need to build knowledge and skills in a wide variety of areas. In addition to learning about the specifics of saving, spending, borrowing, and investing, students need to develop broader skills in problem solving, inquiry, decision making, critical thinking, and critical literacy related to financial issues, so that they can analyse and manage the risks that accompany various financial choices. They also need to develop an understanding of world economic forces and the effects of those forces at the local, national, and global level. In order to make wise choices, they will need to understand how such forces affect their own and their families' economic and financial circumstances. Finally, to become responsible citizens in the global economy, they will need to understand the social, environmental, and ethical implications of their own choices as consumers. For all of these reasons, financial literacy is an essential component of the education of Ontario students – one that can help ensure that Ontarians will continue to prosper in the future.</p>								

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One of the elements of the vision for the social studies, history, geography, and Canadian and world studies programs is to enable students to become responsible, active citizens who are informed and critically thoughtful. Financial literacy is connected to this element. In the Canadian and world studies program, students have multiple opportunities to investigate and study financial literacy concepts related to the course expectations. For example, in Grade 9 geography, students can develop their financial literacy skills when investigating Canada's role in the trading of commodities, the use of resources, or their roles as consumers. In Grade 10 history, students investigate the impact of economic factors on the development of Canada, including how different communities responded to or were affected by these factors. In Civics and Citizenship in Grade 10, students develop their understanding of the importance of paying taxes. This course also provides students with opportunities to explore issues related to government expenditures and to analyse, in the context of issues of civic importance, how limited resources are allocated.									
A resource document – <i>The Ontario Curriculum, Grades 9–12: Financial Literacy Scope and Sequence of Expectations, 2011</i> – has been prepared to assist teachers in bringing financial literacy into the classroom. This document identifies the curriculum expectations and related examples and prompts, in disciplines across the Ontario curriculum, through which students can acquire skills and knowledge related to financial literacy. The document can also be used to make curriculum connections to school-wide initiatives that support financial literacy. This publication is available on the Ministry of Education's website, at www.edu.gov.on.ca/eng/document/policy/FinLitGr9to12.pdf .									While this is provided, it is not reflected in the specific expectations (see below)

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		Freire			Gandhi					
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	<p>The Canadian and world studies program also builds on, reinforces, and enhances mathematical literacy. Many courses in Canadian and world studies provide students with opportunities to reinforce their mathematical literacy in areas involving computational strategies and data management and, in particular, the ability to read and construct graphs. For example, students exploring trends in geography might need to interpret population pyramids or climate graphs as well as data related to economic development and/or quality of life. Calculations and graphing are often used in field studies: students engaged in a field study focusing on traffic congestion, for example, may need to develop methods of gathering data on the vehicle count per minute for selected times of day and then might construct graphs to communicate their findings. In addition, student may use their mathematical literacy skills when interpreting data from various types of maps and when creating maps to communicate their findings.</p>									
	<p>Inquiry and research are at the heart of learning in all subject areas. In Canadian and world studies courses, students are encouraged to develop their ability to ask questions and to explore a variety of possible answers to those questions. As they advance through the grades, they acquire the skills to locate relevant information from a variety of print and electronic sources, such as books, periodicals, dictionaries, encyclopedias, interviews, videos, and relevant Internet sources. The questioning they practised in the early grades becomes more sophisticated as they learn that all sources of information have a particular point of view and that the recipient of the information has a responsibility to evaluate it, determine its validity and relevance, and use it in appropriate ways. The ability to locate, question, and validate information allows a student to become an independent, lifelong learner.</p>									

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The development of these critical-thinking skills is supported in every course in the Canadian and world studies curriculum by strand A on inquiry and skill development as well as by the concepts of disciplinary thinking that are identified as a focus for each overall expectation. As they work to achieve the Canadian and world studies expectations, students frequently need to identify the possible implications of choices. As they gather information from a variety of sources, they need to be able to interpret what they are listening to, reading, or viewing; to look for instances of bias; and to determine why a source might express a particular bias.									Does not grant status to ideas merely based upon their source.
Critical literacy is the capacity for a particular type of critical thinking that involves looking beyond the literal meaning of a text to determine what is present and what is missing, in order to analyse and evaluate the text's complete meaning and the author's intent. Critical literacy goes beyond conventional critical thinking by focusing on issues related to fairness, equity, and social justice. Critically literate students adopt a critical stance, asking what view of the world the text advances and whether they find this view acceptable, who benefits from the text, and how the reader is influenced.									Critical stance supports equality.
Critically literate students understand that meaning is not found in texts in isolation. People make sense of a text, or determine what a text means, in a variety of ways. Students therefore need to be aware of points of view (e.g., those of people from various cultures), the context (e.g., the beliefs and practices of the time and place in which a text was created and those in which it is being read or viewed), the background of the person interacting with the text (e.g., upbringing, friends, communities, education, experiences), intertextuality (e.g., information that a reader or viewer brings to a text from other texts experienced previously), gaps in the text (e.g., information that is left out and that the reader or viewer must fill in), and silences in the text (e.g., voices of a person or group not heard).									Values different points of view.

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In Canadian and world studies, students who are critically literate are able, for example, to actively analyse media messages and determine potential motives and underlying messages. They are able to determine what biases might be contained in texts, media, and resource material and why that might be, how the content of these materials might be determined and by whom, and whose perspectives might have been left out and why. Students would then be equipped to produce their own interpretation of the issue. Opportunities should be provided for students to engage in a critical discussion of "texts", which can include books (including textbooks), television programs, movies, web pages, advertising, music, gestures, oral texts, visual art works, maps, graphs, graphic texts, and other means of expression. Such discussions empower students to understand the impact on members of society that was intended by the text's creators. Language and communication are never neutral: they are used to inform, entertain, persuade, and manipulate.								Recognizes the role that biases have in undermining equality.	
Another aspect of critical thinking is metacognition, which involves developing one's thinking skills by reflecting on one's own thought processes. Metacognitive skills include the ability to monitor one's own learning. Acquiring and using metacognitive skills has emerged as a powerful approach for promoting a focus on thinking skills in literacy and across all disciplines. In Canadian and world studies, metacognitive skills are developed in a number of ways. Throughout the inquiry process, students use metacognitive skills to reflect on their thinking, ensuring, for example, that their questions are appropriate, that they have logically interpreted the information they have generated, and that the appropriate concepts of disciplinary thinking are reflected in their analysis. Through the application of metacognitive skills, students constantly revisit and rethink their work, leading to a deepening of the inquiry process.			The metacognitive process of reflecting on thinking, revisiting work, and deepening understanding.					Metacognition, values individual	

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Outside of the inquiry and skill development strand, students are given many opportunities to reflect on and monitor their learning. As they develop hands-on practical skills related to daily life, as well as relationship skills, communication skills, and critical-thinking skills, students are given opportunities to reflect on their strengths and needs and to monitor their progress. In addition, they are encouraged to advocate for themselves to get the support they need in order to achieve their goals. In all areas of Canadian and world studies, students are expected to reflect on how they can apply the knowledge and skills they acquire in their courses to their lives, in meaningful, authentic ways – in the classroom, in the family, with peers, and within the various communities to which they belong. This process helps students move beyond the amassing of information to an appreciation of the relevance of Canadian and world studies to their lives.	Student self-advocacy is a move toward a partnership with the teacher.			Reflecting, monitoring, and self-advocacy.					
The goals of the Kindergarten to Grade 12 education and career/life planning program are to: ensure that all students develop the knowledge and skills they need to make informed education and career/life choices; provide classroom and school-wide opportunities for this learning; and engage parents and the broader community in the development, implementation, and evaluation of the program, to support students in their learning.									
The framework of the program is a four-step inquiry process based on four questions linked to four areas of learning: (1) knowing yourself – Who am I?; (2) exploring opportunities – What are my opportunities?; (3) making decisions and setting goals – Who do I want to become?; and, (4) achieving goals and making transitions – What is my plan for achieving my goals?.				This inquiry process becomes Praxis when action is taken.					Individual

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Classroom teachers support students in education and career/life planning by providing them with learning opportunities, filtered through the lens of the four inquiry questions, that allow them to apply subject-specific knowledge and skills to work-related situations; explore subject-related education and career/life options; and become competent, self-directed planners. The curriculum expectations in Canadian and world studies provide opportunities to relate classroom learning to education and career/life planning that will prepare students for success in school, work, and life.			This process can be liberating, or oppressive, depending upon the actions of the teacher.					Individualization
Planned learning experiences in the community, including job shadowing and job twinning, field trips, work experience, and cooperative education, provide students with opportunities to see the relevance of their classroom learning in a work setting, make connections between school and work, and explore a career of interest as they plan their pathway through secondary school and on to their postsecondary destination. In addition, through experiential learning, students develop the skills and work habits required in the workplace and acquire a direct understanding of employer and workplace expectations.								Recognizes the inequality of access to experiences, and uses school to remedy.
Experiential learning opportunities associated with various aspects of the Canadian and world studies curriculum help broaden students' knowledge of employment opportunities in a wide range of fields, including parks and recreation; environmental industries such as water management; public institutions such as municipal offices, libraries, museums, and archives; the public service; local not-for-profit organizations; and the tourism industry.								Recognizes the inequality of access to experiences, and uses school to remedy.

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<p>The Canadian and world studies curriculum provides varied opportunities for students to learn about ethical issues and to explore the role of ethics in both public and personal decision making. During the inquiry process, students may need to make ethical judgements when evaluating evidence and positions on various issues, and when drawing their own conclusions about issues, developments, and events. Teachers may need to help students in determining appropriate factors to consider when making such judgements. In addition, it is crucial that teachers provide support and supervision to students throughout the inquiry process, ensuring that students engaged in an inquiry are aware of potential ethical concerns and address them in acceptable ways. If students are conducting surveys and/or interviews, teachers must supervise their activities to ensure that they respect the dignity, privacy, and confidentiality of their participants.</p>								Respect dignity and privacy	
	<p>Teachers should ensure that they thoroughly address the issue of plagiarism with students. In a digital world in which we have easy access to abundant information, it is very easy to copy the words of others and present them as one's own. Students need to be reminded, even at the secondary level, of the ethical issues surrounding plagiarism, and the consequences of plagiarism should be clearly discussed before students engage in an inquiry. It is important to discuss not only the more "blatant" forms of plagiarism, but also more nuanced instances that can occur. Students often struggle to find a balance between writing in their own voice and acknowledging the work of others in the field. Merely telling students not to plagiarize, and admonishing those who do, is not enough. The skill of writing in one's own voice, while appropriately acknowledging the work of others, must be explicitly taught to all students in Canadian and world studies classes. Using accepted forms of documentation to acknowledge sources is a specific expectation within the inquiry and skill development strand for each course in the Canadian and world studies curriculum.</p>								

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C. Civic Engagement and Action: In this strand, students will explore ways in which people in different communities express their beliefs and values, voice their positions on issues of civic importance, and contribute to the common good. In addition, students will assess whether the perspectives and contributions of different people are equally valued. Students will also explore the civic contributions of various non-governmental organizations and other groups. In this strand, students will have opportunities to express their own ideas and perspectives and to make informed judgements by planning a course of action relating to a civic issue, event, or development of personal interest.				Supports students to take action.					Perspectives and contributions of different people are equally valued.
The four concepts of political thinking – political significance, objectives and results, stability and change, and political perspective – underpin thinking and learning in all politics courses in the Canadian and world studies program. At least one concept of political thinking is identified as the focus for each overall expectation in strands B and C of the Grade 10 civics (politics) course. (see appendix B)									
Political Significance									
This concept requires students to determine the importance of things such as government policies; political or social issues, events, or developments; and the civic actions of individuals or groups. Political significance is generally determined by the impact of a government policy or decision on the lives of citizens, or by the influence that civic action, including the civic action of students, has on political or public decision making. Students develop their understanding that the political significance of something may vary for different groups of people.									Understanding that the political significance of something may vary for different groups of people.
Related Questions*									
– What do you think is the most important reason for engaging in civic action? (B1.3)		May identify violence, micro-aggressions	May identify oppression.						Answer could be equality
– What criteria do you think should be used when deciding which events or people to formally recognize? (C2.2)			May identify oppression.						Addresses the inequality of status that exists

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- If you were concerned about a social issue in publicly funded schools, would it be more appropriate to contact your MP, your MPP, or your city or band councillor? Why? (B2.2)				Introduces Praxis at a civic and political level.					All people have voice and status.
- What contributions can I make to my community? (Overview)				Introduces Praxis at a civic and political level.			The answer to this question could result in a sense of trusteeship, OR it could lead students away from this concept.		All people have voice and status.
- What impact can consumers' choices have on the natural environment? (C1.3)									Explicitly addresses environmental stewardship
Political Perspective									
This concept requires students to analyse the beliefs and values of various groups, including different governments, in local, national, and/or global communities. Students analyse how these beliefs and values, as well as political ideologies, can affect one's position on or response to issues of civic importance. Students also develop their awareness of how stakeholder groups with different perspectives can influence the policies and platforms of political parties and the decisions of governments.		May identify violence, micro-aggressions	May identify oppression.						Membership in a stakeholder group can impact equality
Related Questions									
- How might you determine whether your student council represents the perspectives of all students in the school? (A1.5)		May identify violence, micro-aggressions	May identify oppression.						Examines status and equality within the school
- How important a role do you think the media play in swaying public opinion on social/political issues? Whose opinions do you think the media reflect? (B2.4)			May identify oppression.						Role of media in determining status
- Why might some people's perspectives be valued more than those of others? (C2.1)			May identify oppression.						Value and status

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A1.1 formulate different types of questions to guide investigations into issues, events, and/or developments of civic importance (e.g., factual questions: <i>What form of government does Canada have? What are my rights and responsibilities as a citizen in my local community?</i> ; comparative questions: <i>What are the similarities and differences in the positions of stakeholder groups on an issue related to local transit in Ontario?</i> ; causal questions: <i>If I were to implement this plan of action, what impact might it have on my community?</i>)							The phrase "my community", implies that there are communities to which the learner does NOT belong - and would feel no sense of trusteeship.		Rights and responsibilities
A1.2 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 (e.g., primary sources: <i>interviews, photographs, podcasts, speeches, statistics, surveys</i> ; secondary sources: <i>investigative news stories, textbooks, most websites</i>), ensuring that their sources reflect multiple perspectives		Multiple perspectives, not imposed by teacher.	Multiple perspectives may reveal examples of oppression.		Use of primary sources supports the seeking of truth.				
Sample questions: "If you were advocating for recreational space for youth in your community, why would it be important to gather statistics on the number of people in the local community and their ages? Are there people you might interview about the need for such a space?" "Why might political cartoons be a good source on the ideas of a political leader and the public response to those ideas?"									
A1.3 assess the credibility of sources relevant to their investigations (e.g., <i>the reliability of the evidence presented in a source; the purpose, intended audience, and context of a source; the bias, values, and expertise of the speaker/author</i>)		Bias revealed.	Oppression revealed with biases.						Ensures that all sources are evaluated
Sample questions: "Does this author back up his or her position with specific evidence or data, or are the claims unsupported?" "What criteria might you use to help you determine if a source is credible?" "Are there reasons to think that this source might be biased in some way?" "What ideas are presented in this inter-view or news story? Do your other sources on this issue support these ideas? If not, which source do you think is the most reliable? Why?"		Knowledge revealed rather than imposed. Not accepted at face value.							

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A1.4 interpret and analyse evidence, data, and information relevant to their investigations using various tools, strategies, and approaches appropriate for political inquiry (e.g., use a 5W's chart to help them begin to analyse the information they have gathered; analyse their evidence for the points of view of different stakeholders and record them on a web chart; assess the validity and rank the importance of the points made in their sources; collaborate with their peers to discuss, clarify, and compare positions on the issue)	The role of collaboration with peers supports the idea that students drive their learning.								Affords status to all sources
Sample questions: "What type of tool might help you clarify the different positions on an issue?" "If you were talking to people who were extremely passionate about an issue, what questions might you ask to get them to clarify and build on their ideas about the issue?" "What approaches might one take to include ideas on an issue from people whose voices are not always heard?"									Ensures all voices are heard
A1.5 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 (e.g., use the concept of political significance when analysing the impact of the Canadian Charter of Rights and Freedoms on Canadian society; use the concept of objectives and results when analysing the intended and unintended impact of a community-planning decision; use the concept of stability and change when analysing the results of an election; use the concept of political perspective when evaluating the positions of different stakeholder groups on how best to foster healthy schools and determining the values and beliefs that underpin these positions)			These concepts are needed to address issues of oppression.	Tools to use in reflection, to develop action.					Ensures that all sources are considered equally

Gandhi, Freire and Civics Education - Appendix A

Freire					Gandhi				
Problem-posing education	Liberating education - acts of cognition - anti-violence	Education as the practice of freedom - anti-oppression	Praxis	Love, Truth, Ahimsa	Courage - shown through Humility and Self-Discipline	Thrift, non-possession, trusteeship	Bread labour, local consumption, non-exploitation	Equality, Environmental stewardship, social justice	
<p>Sample questions: “What does the term <i>digital footprint</i> mean? Why is your digital footprint significant? Do you think that the information you share on social media with your peers would be interpreted differently by a potential employer? Do you think the employer has a right to access or restrict such information?” “What are the objectives of the plan of action you are proposing to address an issue in your school or local community? What did your investigation reveal about unintended results of other courses of action that were implemented to address this issue?” “What criteria can be used to assess the changes that have resulted from this decision taken by a local council?” “How might you determine whether your student council represents the perspectives of all students in the school?”</p>								Assumes that students have equal status to other political players	
<p>A1.6 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</p>								Values judgement of students	
<p>Sample questions: “When you assess the information you have gathered, what factor or factors stand out as being particularly important? What influence do these factors have on your judgements with respect to this issue?” “What have you learned from your investigation of this event? Has your view of it changed over the course of your investigation? If so, why?”</p>				Search for truth				Values judgement of students	

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A1.7 communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the intended audiences and purpose (e.g., a blog on the results of environmental action in their school; a web page on a social justice issue such as child poverty and links to relevant organizations; a discussion group on how best to foster healthy schools; a poster that highlights people's civic responsibilities; a news report on a plan to build a big box store in the local community; a presentation on cultural celebrations of various people within the local community; a protest song to commemorate or raise awareness about a violation of human rights; a petition calling for clean, safe water on First Nations reserves; a debate on alternative electoral processes; a work of art on the value of volunteer work)				Action taken in various formats.					Assumes voice and agency
A1.8 use accepted forms of documentation (e.g., footnotes or endnotes, author/date citations, bibliographies, reference lists) to acknowledge different types of sources (e.g., articles, blogs, books, films or videos, songs, websites)									
A1.9 use appropriate terminology when communicating the results of their investigations (e.g., vocabulary specific to their topics; terms related to civics/citizenship education and to the concepts of political thinking)									
A2. Developing Transferable Skills									
Throughout this course, students will:									
A2.1 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		Literacy as a means to liberation.							

Gandhi, Freire and Civics Education - Appendix A

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By the end of this course, students will: B1. Civic Issues, Democratic Values: 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) B2. Governance in Canada: 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) B3. Rights and Responsibilities: 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)									
B1. Civic Issues, Democratic Values - FOCUS ON: Political Significance; Political Perspective									
By the end of this course, students will:									
B1.1 describe some civic issues of local, national, and/or global significance (e.g., <i>bullying in schools; violence in local communities; accessibility of buildings in the local community for people with disabilities; availability of recreational facilities in the local community; casino development; voter turnout; issues related to freedom of information, taxation, water quality; Aboriginal treaty rights; the impact of consumer choices; human rights issues related to racism, child labour, the rights of girls or women, homophobia, or classism; intervention in foreign conflict</i>), and compare the perspectives of different groups on selected issues		Searching out issues of violence, and comparing perspectives, will result in liberation	This process will reveal oppression.		Inclusion of issues of violence in the curriculum will bring this principle to the fore.				Values each voice and perspective.

Gandhi, Freire and Civics Education - Appendix A

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<p>Sample questions: “What are some privacy or safety issues related to the use of social media? Do they have an impact on the way you or your friends use social media?” “What positions are being voiced in your community with respect to a local transit issue?” “What are some different views on the privatization of aspects of the health care system in Canada?” “What are some considerations that affect people’s consumer choices? Why might people who favour free trade and those who favour fair trade differ in the criteria they use when making these choices?”</p>								
<p>B1.2 describe fundamental beliefs and values associated with democratic citizenship in Canada (<i>e.g., rule of law; freedom of expression; freedom of religion; equity; respect for human dignity, the rights of others, and the common good; social responsibility</i>), and explain ways in which they are reflected in citizen actions (<i>e.g., voting, various protest movements and/or demonstrations, various ethnic or religious celebrations or observances, organ donation, environmental stewardship, volunteer work</i>)</p>								Connects beliefs and values, and supports equality of dignity and status
<p>Sample questions: “In what ways does volunteering reflect beliefs associated with citizenship in Canada?” “What is the difference between <i>equity</i> and <i>equality</i>? Why is equity important?” “What beliefs/values underpin movements initiated by Aboriginal people, such as Idle No More? What is the significance of the actions taken by the people in this movement?” “Why do some people not vote? What is the significance of their lack of participation for Canadian citizenship?” “In what ways has Canada’s history as a British colony influenced the beliefs/values associated with Canadian citizenship?”</p>								Supports the concept that ALL are valuable in the political process.
<p>B1.3 explain why it is important for people to engage in civic action, and identify various reasons why individuals and groups engage in such action (<i>e.g., to protect their rights or the rights of others, to advocate for change, to protect existing programs, to protect the environment, to achieve greater power or autonomy, out of a sense of social justice or social responsibility, for ethical reasons, to protect their own interests</i>)</p>								Supports the concept that ALL are valuable in the political process.

Gandhi, Freire and Civics Education - Appendix A

	Freire				Gandhi				
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Sample questions: "What do you think is the most important reason for engaging in civic action? Why?" "What role would civic action have in your ideal community? What would communities be like if people did not engage in such action?"									
B1.4 communicate their own position on some issues of civic importance at the local, national, and/or global level (e.g., equitable availability of extracurricular activities in schools, a local land-use conflict, poverty or violence in the local community, electoral reform, the debate over Sharia law in Ontario, the level of Canada's contribution to international development assistance, food security, Aboriginal land rights), explaining how their position is influenced by their beliefs/values					Focus on issues of poverty and violence will bring this principle to the forefront with learners.				Supports the concept that ALL are valuable in the political process.
B2. Governance in Canada - FOCUS ON: Stability and Change; Political Perspective									
By the end of this course, students will:									
B2.1 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 (e.g., social programs, taxation, trade, Aboriginal self-government, the status of Quebec, economic development, environmental protection, criminal justice)	This has a set agenda, not developed collaboratively with teacher and student.	This is much more directive, rather than liberating.	Could be an examination of oppression in action.						Recognizes that there may be groups whose beliefs and values may run counter to equality.
Sample questions: "What are the positions of different political parties on the issue of climate change? How might you account for the differences?" "Why was the Conservative Party of Canada created? In what ways is it similar to or different from the former Progressive Conservative Party?" "Where would you place the Green Party on the political spectrum? Why?" "What are the positions of different political parties on 'inherent' Aboriginal rights? What do these differences tell you about differences in beliefs/values in these parties?"									Brings environmental stewardship forward with these examples.

Gandhi, Freire and Civics Education - Appendix A

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B3.1 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 (e.g., voting rights, mobility rights, language rights, equality rights, right to privacy, rights of Aboriginal people)		Canadian Charter of Rights and Freedoms						Rights of citizenship - to ensure equality
Sample questions: "Besides the Charter of Rights and Freedoms, what other documents are part of the Canadian constitution?" "What section of the Charter do you value the most? Why?" "What is the difference between a free-dom, a right, and a responsibility?" "What are some challenges to Canadians' right to privacy presented by new technological developments?" "What rights of citizenship are represented by a passport? Should the government be able to rescind a passport?"								
B3.2 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)					These attributes as a part of citizenship	It would be helpful if the term "Citizenship" more clearly embedded the concept of trusteeship within our		Reinforces agency
Sample questions: "Should people be fined if they do not vote? Why or why not?" "At what age do you think people are responsible enough to vote?" "Why is paying one's taxes an import-ant responsibility?" "Why do you think that, in order to earn a secondary school diploma in Ontario, students must complete community involvement hours?" "What are your respon-sibilities as a Canadian citizen? In what ways will these change or develop as you get older?"								
B3.3 explain how the judicial system and other institutions and/or organizations help protect the rights of individuals and the public good in Canada (e.g., with reference to the courts, trials, juries, sentencing circles, human rights tribunals, commissions of inquiry, the media, NGOs and social enterprises)		Freedom from oppression						Ensures students know how to address inequity

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Sample questions: “What supports and mechanisms are in place in your school and/or local community to help protect the rights of individuals?” “What protections does the Canadian legal system offer you? What impact does it have on your everyday life?” “What responsibility does the community have for integrating offenders back into society?” “What is the role of the Children’s Aid Society?” “Are there groups of people that need more support than others to protect their rights? Why or why not?”							The responsibilities of "the community" imply trusteeship, but are not explicitly stated here.		
B3.4 analyse rights and responsibilities of citizenship within a global context, including those related to international conventions, laws, and/or institutions (e.g., the <i>United Nations Universal Declaration of Human Rights [1948]</i> , <i>Convention on the Rights of the Child [1989]</i> , <i>Rio Declaration on Environment and Development [1992]</i> , or <i>Declaration on the Rights of Indigenous Peoples [2007]</i> ; the <i>International Criminal Court</i>)			Freedom from oppression						International context
Sample questions: “What are the main similarities between the rights and responsibilities associated with citizenship in Canada and those associated with citizenship in the global community? What are the main differences?” “What role or responsibility does an individual have in helping to protect the global commons such as air and water?” “Does digital technology present a challenge to the rights and/or responsibilities of citizenship in a global context? Why or why not?” “What was the objective of the UN Declaration of Human Rights? Do all people enjoy the rights embodied in that document?” “What are the issues surrounding Haudenosaunee passports?”							These questions lead towards a sense of trusteeship for the assets of the global community.		
B3.5 identify examples of human rights violations around the world (e.g., <i>hate crimes, torture, genocide, political imprisonment, recruitment of child soldiers, gender-based violence and discrimination</i>), and assess the effectiveness of responses to such violations (e.g., <i>media scrutiny; government sanctions; military intervention; regional, national, and/or international tribunals; boycotts; pressure from governments and/or NGOs</i>)	This analysis will bring teacher and learner together, in an open-ended process.	Identification, assessment and response to violence.	Identification of oppression.	Assessment includes reflection. Models of responses will inform student learning.	Focus on issues of human rights will bring this principle to the forefront with learners.				International context, and personal agency

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C1.1 assess the significance, both in Canada and internationally, of the civic contributions of some individuals (e.g., Sean Atleo, Maude Barlow, Mohandas K. Gandhi, Elijah Harper, Craig Kielburger, Martin Luther King, Jr., Cardinal Paul Émile Léger, Stephen Lewis, Nelson Mandela, Aung San Suu Kyi, David Suzuki) and organiza-tions, including NGOs and social enterprises (e.g., Amnesty International, L'Arche Canada, Democracy Watch, Free the Children, International Federation of Red Cross and Red Crescent Societies, Inuit Circumpolar Conference, Métis Nation of Ontario, Ontario Federation of Indian Friendship Centres, Samara Canada, Spread the Net, SoChange, World Wildlife Federation, Youth in Philanthropy Canada)	Many of these individuals and organizations work to reduce violence.	Many of these individuals and organizations work to reduce oppression			The individuals suggested are primarily those who demonstrate humility, self-discipline, and courage.	These individuals and organizations exemplify trusteeship.		Demonstrates personal agency and provides hope for equality	
C1.2 describe a variety of ways in which they could make a civic contribution at the local, national, and/or global level (e.g., by serving on student council or on an organization offering support to students who are being bullied; by reducing the amount of solid waste they generate and by properly disposing of hazardous waste; by volunteering at a food bank, retirement home, hospital, humane society, or recreational facility in the local community; by donating blood; by participating in community clean-up or tree-planting days; by raising funds for a charity or a development NGO; by writing to or speaking with their city or band councillor, MPP, or MP to request action on an issue)								Empowers students to challenge inequity	
Sample questions: “When you brainstormed with other students, what are some ways you identified for making a contribution in the community? Which of these appeal to you? Why?” “Are there food banks and/or community gardens in your community? What are some ways in which you could get involved with them?”						Good examples of ways to build trusteeship, and to support thrift (community gardens), but again, not explicit in the expectations.			

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C1.3 explain how various actions can contribute to the common good at the local, national, and/ or global level (e.g., <i>engaging in a non-violent protest can heighten awareness of an issue and pressure for change; buying fair trade products helps ensure that producers are fairly compensated for the products they produce; the organized boycotting of products can pressure corporations to change irresponsible practices; donating to a development NGO can help improve the lives of people affected by a natural disaster or enhance health care in developing countries; canvassing or fundraising for an organization that works for social justice can raise people's awareness of issues related to inequity or human rights abuses</i>)			Cycle of reflection and action					Empowers students to challenge inequity
Sample questions: "In what ways does using public transit, biking, or carpooling contribute to the common good?" "What are some significant changes in your local community that have been brought about as a result of citizen action?" "What impact can consumers' choices have on the natural environment?"						Good examples of ways to build trusteeship, and to support thrift (carpooling, public transit), but again, not explicit in the expectations.		
C2. Inclusion and Participation FOCUS ON: Political Significance; Political Perspective								
By the end of this course, students will:								
C2.1 analyse ways in which various beliefs, values, and perspectives are represented in their communities (e.g., <i>with reference to different racial, ethnic, and/or religious groups; people with various political beliefs and/or social values; people from different age groups; men and women; First Nations, Inuit, or Métis people; people in lesbian, gay, bisexual, and transgender [LGBT] communities; environmentalists; people with disabilities; people from different professions and/or economic circumstances; recent immigrants and new Canadians; business people</i>), and assess whether all perspectives are represented or are valued equally		Analysis rather than "regurgitation". Supports a cognitive approach.			Consideration of beliefs and values - would hopefully include perspectives of love and truth.			Critical evaluation of status and dignity

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C2.3 describe various ways in which people can access information about civic matters (e.g., websites of governments, political parties, NGOs, or other groups and/or institutions; social media; meetings organized by elected representatives; newspapers or newscasts), and assess the effectiveness of ways in which individuals can voice their opinions on these matters (e.g., by contacting their elected representatives, being part of a delegation to speak on an issue under consideration by city council, organizing a petition, voting, making a presentation to a commission of inquiry, participating in a political party or interest group; by expressing their views through the media, including social media, or at a town-hall meeting; through court challenges; through art, drama, or music)			Voice and agency - critically analyzed						Individual role and voice
Sample questions: "What are some ways in which a person can communicate his or her position on an environmental issue?" "What do you think is the most effective way for you to get your ideas heard in our school?" "What criteria might you use to determine the most effective way to voice your position on a social justice issue?"									
C3. Personal Action on Civic Issues FOCUS ON: Political Significance; Objectives and Results									
By the end of this course, students will:									
C3.1 analyse a civic issue of personal interest, including how it is viewed by different groups		This process supports liberation.	This process supports freedom						Empowers individual students
Sample questions: "What current civic issue is important to you? Who are the people and/or organizations involved in this issue? What views do they have on it? Do you think there might be other perspectives on this issue that are not commonly heard? Which level or levels of government would be responsible for addressing this issue?"									
C3.2 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		This process supports liberation.	This process supports freedom			This action would require courage and self-discipline			Empowers individual students

