**The Ontario Curriculum Grades 9 and 10 Canadian and World Studies (2013) – Curricular Links to the Holodomor and Ukraine**

**Civics and Citizenship, Grade 10, Open (CHV2O)**

Curriculum Expectations that Include the Holodomor, Canada’s First Internment Operations or Topics Based on Ukraine

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| **Term** | **Grade** | **Course (name and code)** | **Unit** | **Overall Expectation** | **Specific Expectation** | **Page** |
| Holodomor | 10 | Civics and Citizenship, Grade 10, Open (CHV2O) | **C**. Civic Engagement and Action | **C2. Inclusion and Participation:** Assess ways in which people express their perspectives on issues of civic importance and how various perspectives, beliefs, and values are recognized and represented in communities in Canada (FOCUS ON: Political Significance; Political Perspective) | **C2.2** Describe ways in which some events, issues, people, and/or symbols are commemorated or recognized in Canada (e.g., by war memorials and Remembrance Day services; through citizen­ship awards such as the Order of Canada; by depicting them on postage stamps or currency; in museums; on public plaques; by naming streets or public spaces after them; through observances such as Black History Month, Fête nationale du Québec, Flag Day, Holocaust Day, Holodomor Memorial Day, Human Rights Day, Labour Day, National Aboriginal Day, Persons Day, Pride Week, Victoria Day), and analyse the significance of this recognition.  *Sample questions*: “What do you think are the most important regional or national symbols in Canada? Who or what do they represent?” “Do you think there are people in your local community or in Canada whose civic contribution has not been formally recognized but should be? Why and how do you think they should be acknowledged?” “What criteria do you think should be used when deciding which events or people to formally recognize?” | 157 |

Curriculum Expectations Where the Holodomor, Canada’s First Internment Operations or Topics Based on Ukraine **May** Apply

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| **Unit** | **Overall Expectation** | **Specific Expectation** | **Explanation** |
| **A.** Political Inquiry and Skill Development | **A1. Political Inquiry:** Use the political inquiry process and the concepts of political thinking when investigating issues, events, and developments of civic importance. | **A1.5:** Use the concepts of political thinking when analysing and evaluating evidence, data, and information and formulating conclusions and/or judgments about issues, events, and/or developments of civic importance. | *Sample questions:* “What is the civic importance of the Holodomor?”  “What is the political significance of the Holodomor?”  “Why should we study the Holodomor?”  “What were Stalin’s objectives in regards to the Holodomor?” |
| **A.** Political Inquiry and Skill Development | **A2. Developing Transferable Skills:** Apply in everyday contexts skills developed through investigations related to civics and citizenship education, and identify some careers in which civics and citizenship education might be an asset. | **A2.2:** Demonstrate in everyday contexts attributes, skills, and work habits developed in civics and citizenship education. | *Sample question:* “What are your civic responsibilities in regards to the Holodomor and the Ukraine-Russia conflict?” |
| **A.** Political Inquiry and Skill Development | **A2. Developing Transferable Skills:** Apply in everyday contexts skills developed through investigations related to civics and citizenship education, and identify some careers in which civics and citizenship education might be an asset. | **A2.3:** Apply the concepts of political thinking when analysing current events and issues involving Canada and the world. | *Sample question*: “How does the Ukraine-Russia conflict affect the stability of Europe, Ukraine and Russia?  “How does the Ukraine-Russia conflict affect Canada?”  “From Canada’s point of view, what is the political significance of the Ukraine-Russia conflict?” |
| **B.** Civic Awareness | **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. | **B1.1:** Describe some civic issues of local, national, and/or global significance and compare the perspectives of different groups on selected issues. | *Sample question*: “Describe the different points of view, on the matter of attaining historical justice for the Holodomor.” |
| **B.** Civic Awareness | **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. | **B3.4:** Analyse the rights and responsibilities of citizenship within a global context, including those related to international conventions, laws, and/or institutions. | *Sample question:* “The crimes committed against the Ukrainian people during the Holodomor have still not been brought forth in an international court of law. Is it a citizen’s responsibility, in a global context, to ensure that all genocides are tried in an international court of law? Explain.” |
| **B.** Civic Awareness | **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. | **B3.5:** Identify examples of human rights violations around the world. | *Sample question:* “Describe the human rights violations that occurred during the Holodomor.” |
| **C**. Civic Engagement and Action | **C1. Civic Contributions:** Analyse a variety of civic contributions, and ways in which people can contribute to the common good. | **C1.3:** Explain how various actions can contribute to the common good at the local, national, and/ or global level. | *Sample question:* “How has Nadia Savchenko’s hunger strike brought awareness of the Ukraine-Russia conflict?” |
| **C**. Civic Engagement and Action | **C3. Personal Action on Civic Issues:** Analyse a civic issue of personal interest and develop a plan of action to address it. | **C3.2:** Propose different courses of action that could be used to address a specific civic issue. | *Sample question:* “What course of action did Nadia Savchenko take to bring awareness to the Ukraine-Russia conflict?” |