

Key Changes

Grade 10 Civics and Citizenship Course (CHV2O), 2022

Topic	2013 Course	2022 Course
Course Opener		
Course Opener	<ul style="list-style-type: none">Included within the 2018 Canadian and World Studies, Grades 9–10 curriculum context	<ul style="list-style-type: none">Course Opener on the Curriculum and Resources WebsiteUpdates to Strand Descriptors, Course Description, and Overview (including Big Ideas and Framing Questions) to reflect new learning
Strand A. Political Inquiry and Skill Development		
A1. Political Inquiry	<ul style="list-style-type: none">Applying critical-thinking skills through the political inquiry process and concepts of political thinking	<ul style="list-style-type: none">Additional learning on applying critical-thinking skills and assessing media forms, including social and traditional media<ul style="list-style-type: none">A1.3 apply critical-thinking skills to assess the credibility and biases of relevant sources from a wide variety

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		<p>of media forms, including social media</p> <ul style="list-style-type: none"> • Specific expectations related to concepts of political thinking consolidated in A1.4
<p>A2. Developing Transferable Skills</p>	<ul style="list-style-type: none"> • Connections to essential skills in Ontario passport 	<ul style="list-style-type: none"> • Explicit connections to transferable skills <ul style="list-style-type: none"> ○ A2.1 describe some ways in which political inquiry can help them develop skills, including transferable skills and skills related to the citizenship education framework, that can be applied to the world of work and/or to everyday life • Enhanced learning on applying communication skills when in engaging in discussions of complex and sensitive topics <ul style="list-style-type: none"> ○ A2.2 apply communication skills, showing consideration for diverse perspectives and experiences, when engaging in discussion of complex civic issues and sensitive topics, including those related to political processes

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Strand B. Civic Awareness		
B1. Civic Issues, Democratic Values	<ul style="list-style-type: none"> • Learning on rights and responsibilities, connections to the concepts of political thinking and political inquiry process 	<ul style="list-style-type: none"> • Expansion of learning related to fundamental beliefs and values associated with democratic citizenship • New learning on the influence of foreign actors on civic issues and democratic values <ul style="list-style-type: none"> ○ B1.3 analyse the methods and influence of foreign actors on democratic values in Canada, elections, and political discourse, including through the use of social media
B2. Canadian and Indigenous Governance Systems	<ul style="list-style-type: none"> • Named Governance in Canada • Learning is focused on Canadian governance systems 	<ul style="list-style-type: none"> • Renamed Canadian and Indigenous Governance • New learning on Indigenous governance systems, treaty relationships and other Crown-Indigenous relations <ul style="list-style-type: none"> ○ B2.3 describe Indigenous governing systems and structures, both those created by the Indian Act and those that predate or exist alongside the Act, and how they interact with the federal, provincial, territorial, and municipal governments of Canada,

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		<p>and explain how treaties, Crown-Indigenous relations, and/or Indigenous claims to sovereignty affect a region of their choice in Ontario or Canada</p> <ul style="list-style-type: none"> • New learning on mechanisms of government <ul style="list-style-type: none"> ○ B2.5 describe some of the ways in which different levels of government in Canada raise revenue, and explain how budgets can be designed by governments to address both short-term needs and long-term plans ○ B2.6 describe the process for amending an existing law or passing a new law federally and provincially • Expanded learning on how government policy affects individuals' lives and the economy <ul style="list-style-type: none"> ○ B2.7 explain, with reference to issues of civic importance, including economic issues, how various domestic, foreign and international groups and institutions can influence government policy, and describe ways in which government policy

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		affects individuals' lives and the economy
B3. Rights and Responsibilities	<ul style="list-style-type: none"> • Learning about rights and responsibilities 	<ul style="list-style-type: none"> • Expanded learning on rights and responsibilities and inclusion of foundational historical documents that informed and helped shape Canada's constitution <ul style="list-style-type: none"> ○ B3.1 analyse key constitutional documents and rights and freedoms of Canadians established and protected by these documents, including the Canadian Charter of Rights and Freedoms, and how foundational historical documents, including the Magna Carta, the British North America Act, 1867 (now titled Constitution Act, 1867), and the Canadian Bill of Rights, informed and helped shape Canada's Constitution • New learning on effecting positive social change <ul style="list-style-type: none"> ○ B3.3 explain how people living in Canada can exercise their rights and freedoms in order to effect positive social change

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Strand C. Civic Engagement, Service and Action		
<p>C1. Civic Contributions, Inclusion, and Service</p>	<ul style="list-style-type: none"> • Named Civic Contributions 	<ul style="list-style-type: none"> • Renamed Civic Contributions, Inclusion, and Service • New learning connected to commemorating important events, issues, people/and or symbols in Canada <ul style="list-style-type: none"> ○ C1.4 describe the importance of taking pride in one’s country, and analyse the significance of commemorating and recognizing important events, issues, people, and/or symbols in Canada, as well as the methods by which they are recognized • New learning on digital literacy skills <ul style="list-style-type: none"> ○ C1.5 explain various ways in which people can access information about civic matters, highlighting the importance of applying related digital literacy and critical-thinking skills, and assess the effectiveness of ways in which individuals can voice their opinions and influence others’ opinions on these matters, including through social media

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		<ul style="list-style-type: none"> • New learning on various service opportunities available for youth <ul style="list-style-type: none"> ○ C1.6 identify various service opportunities available for youth within their local and/or broader communities that allow them to develop a sense of service, leadership, and commitment to their communities and to Canada
<p>C2. Engaged Citizenship and Creating Change through Action</p>	<ul style="list-style-type: none"> • Named Inclusion and Participation 	<ul style="list-style-type: none"> • Renamed Engaged Citizenship and Creating Change through Action • New learning on proposing courses of action to create positive change in their communities <ul style="list-style-type: none"> ○ C2.2 propose different courses of action to address a specific civic issue in order to create positive change in their communities, and assess the merits and effectiveness of each
<p>C3. Personal Action on Civic Issues (2013)</p>	<ul style="list-style-type: none"> • N/A (no C3 in 2022) 	<ul style="list-style-type: none"> • Learning is consolidated into C2. Engaged Citizenship and Creating Change through Action