

# Civics and Citizenship

GRADE 10, OPEN (CHV20)

## OVERALL AND SPECIFIC EXPECTATIONS

### STRAND A: Political Inquiry and Skill Development

A

*Throughout this course, students will:*

**A1. Political Inquiry:** use the political inquiry process and the concepts of political thinking when investigating issues, events, and developments of civic importance

**A1.1** formulate different types of questions to guide investigations into issues, events, and/or developments of civic importance

**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, including media forms such as social and traditional media, ensuring that their sources reflect multiple perspectives

**A1.3** apply critical-thinking skills to assess the credibility and biases of relevant sources from a wide variety of media forms, including social media

**A1.4** use the concepts of political thinking when interpreting and analysing evidence, data, and information relevant to their investigations; evaluating and synthesizing their findings; and formulating conclusions, predictions, and judgments about issues, events, and/or developments of civic importance

**A1.5** communicate their ideas, arguments, and conclusions using terminology, formats, and styles appropriate for specific audiences and purposes, and use accepted forms of documentation to acknowledge different types of sources

**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

**A2.1** 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

**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

**A2.3** apply the concepts of political thinking when analysing current events and issues involving local, national, and global communities

**A2.4** identify some careers in which civics and citizenship education might be useful

## **STRAND B: Civic Awareness**

*By the end of this course, students will:*

**B**

**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*)

**B1.1** describe some civic issues of local, national, and/or global significance, and compare the perspectives of different groups on selected issues

**B1.2** describe fundamental beliefs and values associated with democratic citizenship in Canada, including democracy, human rights, freedom, and the rule of law, identifying some of their key historical foundations, and explain ways in which these beliefs and values are reflected in citizen actions

**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

**B1.4** explain why it is important for people to engage in civic action, and identify various reasons why individuals and groups have engaged, and continue to engage, in such action, using both historical and current examples

**B1.5** communicate their own position on some issues of civic importance at the local, national, and/or global level, explaining how their position is influenced by their beliefs/values

**B2. Canadian and Indigenous Governance Systems:** explain, with reference to a range of issues of civic importance, the roles and responsibilities of various institutions, structures, and positions in Canadian and Indigenous governance systems, treaty relationships, and other Crown-Indigenous relations (**FOCUS ON:** *Stability and Change; Political Perspective*)

**B2.1** identify the political parties in Canada and their position on the political compass, and explain objectively how the beliefs/values that underpin these parties may affect their perspectives on and/or approaches to issues of civic importance

**B2.2** explain, with reference to issues of civic importance, the roles and responsibilities of the two orders of government in Canada (federal and provincial),\* as well as of territorial, municipal and Indigenous governments, and of key positions within each

\* The two orders of government defined in Canada's Constitution are the federal and provincial governments.

<p><b>B2.3</b> 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, and explain how treaties, Crown-Indigenous relations, and/or Indigenous claims to sovereignty affect a region of their choice in Ontario or Canada</p>
<p><b>B2.4</b> describe, with reference to federal, provincial, and territorial governments, the functions of the three branches of government in Canada (i.e., executive, legislative, judicial) and the roles/responsibilities of key positions within governments, and explain how the branches can affect political, economic, and social stability in Canada</p>
<p><b>B2.5</b> 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</p>
<p><b>B2.6</b> describe the process for amending an existing law or passing a new law federally and provincially</p>
<p><b>B2.7</b> 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 affects individuals' lives and the economy</p>
<p><b>B2.8</b> describe Canada's form of government, and demonstrate an understanding of the electoral process and the formation of governments in Canada</p>
<p><b>B3. Rights and Responsibilities:</b> analyse key rights and responsibilities associated with citizenship, in both the Canadian and global context, and some ways in which these rights are protected or may be infringed upon (<b>FOCUS ON:</b> <i>Political Significance; Objectives and Results</i>)</p>
<p><b>B3.1</b> 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</p>
<p><b>B3.2</b> analyse key responsibilities associated with Canadian citizenship</p>
<p><b>B3.3</b> explain how people living in Canada can exercise their rights and freedoms in order to effect positive social change</p>
<p><b>B3.4</b> explain how the judicial system and other institutions and/or organizations affect the rights of individuals and the public good in Canada</p>
<p><b>B3.5</b> analyse rights and responsibilities of citizenship within a global context, including those related to international conventions, laws, and/or institutions</p>
<p><b>B3.6</b> identify examples of human rights violations around the world, and assess the effectiveness of responses to such violations</p>

## STRAND C: Civic Engagement, Service, and Action

*By the end of this course, students will:*

**C1. Civic Contributions, Inclusion, and Service:** analyse the importance of various contributions to the common good, and assess the recognition of beliefs, values, and perspectives, in communities in Canada and internationally (**FOCUS ON:** *Political Significance; Stability and Change; Political Perspective*)

**C1.1** assess the significance, both in Canada and internationally, of the civic contributions of some individuals and organizations

**C1.2** explain how various actions can contribute to the common good at the local, national, and/or global level

**C1.3** analyse ways in which various beliefs, values, and perspectives are represented in their communities, and assess whether they are equitably represented and/or valued

**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

**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

**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

**C2. Engaged Citizenship and Creating Change through Action:** analyse a civic issue of personal interest, and propose and assess methods of creating positive change in their community (**FOCUS ON:** *Political Significance; Objectives and Results; Political Perspective*)

**C2.1** analyse a civic issue of personal interest, including how it is viewed by different groups

**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