

**THE ONTARIO CURRICULUM**

**REVISED COURSE**

# **Civics and Citizenship**

GRADE 10, Open (CHV20)

**2022**

**Canadian and World Studies**

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Educators should be aware that, with the exception of the Grade 10 course Civics and Citizenship, 2022 (CHV2O), the 2018 Canadian and World Studies curriculum for Grades 9–10 and the 2015 curriculum for Grades 11–12 remain in effect. All other courses will continue to be based on the curriculum expectations outlined in those documents. All references to CHV2O that appear in *The Ontario Curriculum, Grades 9 and 10: Canadian and World Studies, 2018* and *The Ontario Curriculum, Grades 11 and 12: Canadian and World Studies, 2015* have been superseded by the revised Civics and Citizenship course, 2022.

*Version history:*

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# The Discipline of Civics (Politics)

## Introduction

Politics is about how societies are governed, how public policy is developed, and how power is distributed. Civics is a branch of politics that focuses on the rights and responsibilities associated with citizenship, the role of governments, and how people can get involved in the political process and take action on issues of civic importance. The study of civics supports students in becoming informed, engaged, and active citizens in the various communities to which they belong, whether at the local, national, or global level.

## Strands

The Grade 10 civics (politics) course is organized into the following three strands.

**A. Political Inquiry and Skill Development:** This strand highlights the [political inquiry process](#) and the skills that students need in order to become active and informed citizens who participate purposefully in civic affairs and can influence public decision making. Students will develop their ability to use the political inquiry process and the concepts of political thinking when analysing issues, events, and developments of civic importance. They will expand their digital literacy and critical-thinking skills to gather information and evaluate the credibility and biases of both social media and traditional media. Students will learn to engage in respectful discussion on contentious political and civic topics, showing consideration for multiple viewpoints.

**B. Civic Awareness:** This strand focuses on the beliefs, values, rights, and responsibilities associated with democratic citizenship and governance in Canada, including their historical foundations. Students will develop their understanding of how people's beliefs and values influence both their civic actions and their positions on local, national, and/or global issues. Students will also explore, in the context of various issues, the roles and responsibilities of the different orders, levels, and branches of government in Canada, as well as Indigenous governance systems. Students will learn about core government processes like elections, developing budgets, and passing laws. In this strand, students will also develop an understanding of how various domestic, foreign and international groups and institutions can influence elections and government policy, and how government policy affects individuals' lives and the economy.

**C. Civic Engagement, Service, 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 equitably valued. Students will also explore the importance of pride in country and the significance of commemorating important events and people in Canadian history. In this strand, students will have opportunities to express their own ideas and perspectives, and propose courses of action and methods of creating positive change in their

communities relating to a civic issue of personal interest, including identifying volunteer opportunities where they can develop a sense of service and leadership skills.

## Citizenship Education

The expectations in the Grade 10 civics (politics) course provide numerous opportunities for students to explore the four elements of the citizenship education framework: identity, attributes, structures, and active participation ([see page 10 of The Ontario Curriculum, Grades 9 and 10: Canadian and World Studies, 2018](#)).

For important information on the concepts of political thinking and the political inquiry process, refer to [pages 150 to 153](#).

## Overview

This curriculum policy presents the revised and updated curriculum expectations for the compulsory Grade 10 Civics and Citizenship course (CHV2O). This revised course supersedes the course outlined in *The Ontario Curriculum, Grades 9 and 10: Canadian and World Studies, 2018*. Beginning in September 2022, the Grade 10 Civics and Citizenship course implemented in all Ontario secondary schools will be based on the expectations outlined in this curriculum policy.

The course has three strands. Instruction and learning related to the expectations in Strand A are to be interwoven with instruction and learning related to expectations from the other two strands. Strand A must not be seen as independent of the other strands. Student achievement of the expectations in Strand A is to be assessed and evaluated *throughout* the course.

For information about assessment and evaluation of student achievement in Civics and Citizenship, refer to [pages 33 and following of The Ontario Curriculum, Grades 9 and 10: Canadian and World Studies, 2018](#).

## Strand A

<b>A: Political Inquiry and Skill Development</b>
<b>Overall Expectations</b>
<b>A1. Political Inquiry:</b> use the <a href="#">political inquiry process</a> and the <a href="#">concepts of political thinking</a> when investigating issues, events, and developments of civic importance
<b>A2. Developing Transferable Skills:</b> 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

Throughout this course, when planning instruction, teachers should weave the expectations from Strand A in with the expectations from Strands B and C. Aspects of the citizenship education framework found on [page 10 of \*The Ontario Curriculum, Grades 9 and 10: Canadian and World Studies, 2018\*](#) should also be considered when planning instruction.

## Strands B–C

Overall Expectations and Related Concepts of Political Thinking	Big Ideas	Framing Questions
<b>B: Civic Awareness</b>		
<p><b>B1. Civic Issues, Democratic Values:</b> 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 (<b>FOCUS ON:</b> <a href="#">Political Significance</a>; <a href="#">Political Perspective</a>)</p>	<p>In a democratic society, people have different beliefs, which influence their position and actions with respect to issues of civic importance.</p>	<ul style="list-style-type: none"> <li>● What is the relationship between people’s beliefs and values and their positions on civic issues?</li> <li>● Why is it important to understand how political structures and processes work?</li> <li>● What are some ways in which I can make my voice heard within the political process?</li> <li>● In what ways does the Canadian Charter of Rights and Freedoms protect me? What responsibilities come with these rights?</li> <li>● How has the rise of social media and other forms of digital media facilitated new opportunities for citizens with similar and differing beliefs and values to engage with one another, the government, and other institutions? How can digital/social media platforms impact democracy and shape public discourse through the spread of information and misinformation?</li> </ul>
<p><b>B2. Canadian and Indigenous Governance Systems:</b> 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 (<b>FOCUS ON:</b> <a href="#">Stability and Change</a>; <a href="#">Political Perspective</a>)</p>	<p>An understanding of how the different orders of government, as well as territorial, municipal, and Indigenous governments, function and make decisions enables people to effectively engage in the political process.</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> <a href="#">Political Significance</a>; <a href="#">Objectives and Results</a>)</p>	<p>People living in Canada have rights and freedoms based in law; at the same time, they have responsibilities associated with citizenship.</p>	

Overall Expectations and Related Concepts of Political Thinking	Big Ideas	Framing Questions
<b>C: Civic Engagement, Service, and Action</b>		
<p><b>C1. Civic Contributions, Inclusion, and Service:</b> analyse the importance of various contributions to the common good, and assess the recognition of diverse beliefs, values, and perspectives, in communities in Canada (<b>FOCUS ON:</b> <a href="#">Political Significance; Stability and Change; Political Perspective</a>)</p>	<p>People, including students, have various ways to voice their points of view within the many communities to which they belong.</p>	<ul style="list-style-type: none"> <li>● Why should I care about issues in my community?</li> <li>● What contributions can I make to my community? To Canada?</li> <li>● What is the most effective way to voice my position on a civic issue?</li> <li>● What can I do to make a difference in the world? How will I know whether my actions have been effective?</li> </ul>
<p><b>C2. Engaged Citizenship and Creating Change:</b> analyse a civic issue of personal interest, and propose and assess methods of creating positive change in their community (<b>FOCUS ON:</b> <a href="#">Political Significance; Objectives and Results; Political Perspective</a>)</p>	<p>Through the critical analysis of issues and methods of creating positive change, students find ways to contribute to their community.</p>	

**Note:** For a discussion of the purpose of big ideas and framing questions, see [page 14 of The Ontario Curriculum, Grades 9 and 10: Canadian and World Studies, 2018](#). Note that the sample chart that appears on that page has been superseded by the chart above.



# Civics and Citizenship, Grade 10 (CHV20)

Open

This course explores rights and responsibilities associated with being an active citizen in a democratic society. Students will explore issues of civic importance and the influence of social media, while developing their understanding of the role of civic engagement and of political processes in the local, national, and/or global community. Students will apply the concepts of political thinking and the political inquiry process to investigate, and express informed opinions about, a range of political issues and developments that are both of significance in today's world and of personal interest to them. This course also includes learning on digital literacy and critical-thinking skills, the mechanisms of government, Indigenous governance systems and structures, the historical foundations of the rights and freedoms we enjoy in Canada, ways in which government policy affects individuals' lives and the economy, and ways for students to serve their communities.

Prerequisite: None

Disciplines: Politics (Civics)

# Expectations by Strand

## A. Political Inquiry and Skill Development

### Overall expectations

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

### Specific expectations

Throughout this course, students will:

#### 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

### **Specific expectations**

Throughout this course, students will:

#### **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

## B. Civic Awareness

### Overall expectations

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](#))

### Specific expectations

By the end of this course, students will:

#### 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](#))

### Specific expectations

By the end of this course, students will:

#### 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),<sup>1</sup> as well as of territorial, municipal, and Indigenous governments, and of key positions within each

#### 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, and explain how treaties, Crown-Indigenous relations, and/or Indigenous claims to sovereignty affect a region of their choice in Ontario or Canada

#### B2.4

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

#### 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

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<sup>1</sup> The two orders of government defined in Canada's Constitution are the federal and provincial governments.

### **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 affects individuals' lives and the economy

### **B2.8**

describe Canada's form of government, and demonstrate an understanding of the electoral process and the formation of governments in Canada

## **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 or may be infringed upon ([FOCUS ON: Political Significance; Objectives and Results](#))

### **Specific expectations**

By the end of this course, students will:

#### **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

#### **B3.2**

analyse key responsibilities associated with Canadian citizenship

#### **B3.3**

explain how people living in Canada can exercise their rights and freedoms in order to effect positive social change

#### **B3.4**

explain how the judicial system and other institutions and/or organizations affect the rights of individuals and the public good in Canada

#### **B3.5**

analyse rights and responsibilities of citizenship within a global context, including those related to international conventions, laws, and/or institutions

### **B3.6**

identify examples of human rights violations around the world, and assess the effectiveness of responses to such violations

# C. Civic Engagement, Service, and Action

## Overall expectations

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](#))

## Specific expectations

By the end of this course, students will:

### 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\*](#))

### **Specific expectations**

By the end of this course, students will:

#### **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