INSTITUTE OF CANADIAN EDUCATION

Course Title: Civics and Citizenship (CHV2O)

Course Name: Civics and Citizenship

Course Code: CHV2O

Grade: 10

Course Type: Open

Credit Value: 0.5

Prerequisite: None

Curriculum Policy Document: *Canadian and World Studies, The Ontario Curriculum, Civics and Citizenship, Grade 10, Open (CHV2O), 2022; Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools (2010), as updated by the Ministry's September 2026 mandatory assessment and evaluation requirements*

Course Developer: Institute of Canadian Education

Department: Social Sciences / History

Head of Department: Fatema Patel

Development Date: 2025

Most Recent Revision Date: August 2026

Course Description

Grade 10 Civics and Citizenship explores the rights and responsibilities associated with being an active citizen in a democratic society. Throughout this course, students examine issues of civic importance, including healthy schools, community planning, environmental responsibility, and the influence of social media. Students develop an understanding of civic engagement, democratic values, and political processes at the local, national, and global levels. This course develops digital literacy and critical-thinking skills, explores government and Indigenous governance, examines the foundations of Canadian rights and freedoms, explains how government policies affect people and the economy, and encourages community involvement.

Prerequisite: None

COURSE EXPECTATION

Unit	Unit Title	Key Focus	Hours
Unit 1	Civic Awareness & Digital Citizenship	Civic identity, digital literacy, critical thinking, responsible citizenship	15 hrs
Unit 2	Canadian Government & Decision-Making	Levels of government, roles, responsibilities, policy-making process	25 hrs
Unit 3	Rights, Freedoms & Indigenous Governance	Charter of Rights and Freedoms, Indigenous governance systems, reconciliation	20 hrs
Unit 4	Civic Engagement & Community Action	Active citizenship, volunteering, social action, service learning	25 hrs
Unit 5	Government, Economy & Public Policy	Economic decision-making, public policy impacts, global connections	15 hrs
Final Evaluation	Culminating Task & Reflection	Action plan, presentation, reflection, assessment	10 hrs
Total			55 Hrs

OVERALL CURRICULUM EXPECTATIONS:

Political Inquiry And Skill Development

- **Political Inquiry**: Use the political inquiry process and concepts of political thinking to investigate issues, events, and developments of civic importance.
- **Developing Transferable Skills:** Apply skills developed through civics investigations in everyday contexts and identify careers where civics and citizenship knowledge may be useful.

Civic Awareness

- **Civic Issues and Democratic Values:** Describe beliefs and values associated with democratic citizenship in Canada and explain their connection to civic action and positions on civic issues.
- **Canadian and Indigenous Governance Systems:** Explain the roles and responsibilities of institutions, structures, and positions within Canadian and Indigenous governance systems, including treaty and Crown-Indigenous relationships.
- **Rights and Responsibilities:** Analyze key rights and responsibilities of citizenship in Canadian and global contexts and examine ways these rights are protected or may be infringed upon.

Civic Engagement, Service, And Action

- **Civic Contributions, Inclusion, and Service:** Analyze the importance of contributions to the common good and assess the recognition of diverse beliefs, values, and perspectives in Canadian and international communities.
- **Engaged Citizenship and Creating Change:** Analyze a civic issue of personal interest and propose and assess methods of creating positive change in the community.

TEACHING AND LEARNING STRATEGIES

In this course, students will experience the following activities:

- **Presentations and Multimedia:** Presentations, videos, readings, current events, case studies, and multimedia resources introduce and reinforce civic concepts and issues.
- **Teacher–Student Discussions:** Classroom discussions, conferences, and virtual meetings provide opportunities to ask questions, explore perspectives, discuss civic issues, and receive feedback.
- **Instructor Demonstrations:** Teachers model political inquiry, research, source evaluation, critical thinking, and analysis of civic issues and government systems.
- **Civic Inquiry and Research:** Students investigate civic issues by developing questions, gathering and evaluating information, analyzing evidence, and communicating conclusions.
- **Discussion Forums:** Students share perspectives on civic issues, respond to classmates, and participate in respectful and informed discussions.
- **Current Events and Case Studies:** Students examine current and historical events, Canadian and global issues, government decisions, and civic actions to connect course concepts to real-world situations.
- **Government and Citizenship Activities:** Students explore Canadian and Indigenous governance systems, democratic values, rights and responsibilities, elections, and civic participation through practical activities and examples.
- **Individual Activities and Assignments:** Students complete readings, research tasks, written responses, quizzes, reflections, and other activities to demonstrate their learning.
- **Collaborative Learning:** Students participate in group discussions, debates, problem-solving activities, presentations, and collaborative investigations of civic issues.
- **Civic Engagement and Action:** Students examine issues of personal or community interest and explore ways individuals and groups can contribute to positive change.
- **Digital and Media Literacy:** Students use digital tools to locate, evaluate, organize, and communicate information while considering source reliability, bias, perspective, and responsible digital citizenship.
- **Reflection and Metacognition:** Students reflect on their learning, evaluate their participation, identify areas for improvement, and set goals for continued development.

ASSESSMENT STRATEGIES

Assessment practices support student progress and achievement through a variety of diagnostic, formative, and summative strategies. **Observations, discussions, conferences, research activities, current-events tasks, assignments, quizzes, presentations, debates, and written responses** are used regularly to monitor learning and provide timely feedback. Students participate in **self-assessment and peer assessment** to reflect on their learning, civic participation, and areas for improvement. Assessment focuses on students' understanding of civic concepts, political inquiry skills, critical thinking, communication, and application of learning to real-world civic issues. Appropriate accommodations are provided in accordance with students' IEPs.

GRADING POLICIES

The Final Grade

Term Work (65%)

Based on assessments completed throughout the course, including:

Category	Weight	Examples

Knowledge & Understanding (K/U)	20–25%	Quizzes, content checks, vocabulary tasks
Thinking / Inquiry (T/I)	15–20%	Issue analysis, research, inquiry tasks
Communication (C)	15–20%	Written responses, presentations, discussions
Application (A)	15–20%	Civic action plans, case studies, real-world connections

Term work is assessed continuously through assignments, activities, projects, and reflections.

Final Evaluation (20% - Written Exam)

In accordance with the Ministry of Education's September 2026 mandatory assessment and evaluation requirements for Grades 9 to 12, the Canadian and World Studies (Civics and Citizenship) final evaluation for this course is a 20% written exam. The exam evaluates overall achievement of course expectations and is written in person during the designated exam period.

- **Written Final Exam (20%)**

The written exam must be completed independently and reflect the overall expectations of the course.

ATTENDANCE POLICY

Regular attendance and active engagement are important for student success in **CHV2O - Civics and Citizenship, Grade 10**. Attendance and participation are monitored through the school's Learning Management System (LMS).

The CHV2O online credit course is designed to meet or exceed the **minimum 110 hours of instructional time** required for a credit course. Instructional time and student engagement are monitored through:

- **LMS Engagement:** Students are expected to log in regularly and actively participate in lessons, discussions, research activities, assignments, and other online learning activities.
- **Biweekly Check-Ins:** Students complete a brief check-in every two weeks to review their progress, participation, and completion of course requirements.
- **Course Assessments:** Civic inquiry activities, current-events tasks, assignments, quizzes, discussions, presentations, and other assessments are used to monitor student progress and pacing.
- **Instructional Records:** The school maintains records of instructional time, attendance, course participation, and student engagement through the LMS and other course records.

Students are responsible for maintaining regular participation, completing required learning activities, and meeting course deadlines. Students who demonstrate limited participation or fall behind in course requirements may be contacted and provided with appropriate academic support.

Attendance and Participation (15%)

Excused absences will not negatively affect a student's mark. Attendance and participation will be evaluated using the Ministry's established criteria, including participation in class discussions, contribution of ideas, asking relevant questions, respecting the contributions of others, and contributing to a positive classroom learning environment.

EVALUATION MODEL(15% TOTAL ATTENDANCE WEIGHT)

Component	Weight	Quantifiable Metric Criteria
LMS Engagement	5%	Logs in regularly and completes required weekly lessons, activities, and learning tasks.
Weekly Participation	5%	Meets at least **3 of 4** weekly engagement indicators: discussion participation, civic inquiry activities, collaborative tasks, and on-task learning.
Assignment Punctuality	5%	Submits required assignments, research activities, and civic learning tasks on or before the due date through the required platform.

ACHIEVEMENT CHART: CIVICS AND CITIZENSHIP Grade 10 (CHV2O)

Level / %	Knowledge & Understanding (K/U)	Thinking (T/I)	Communication (C)	Application (A)
Level 4 (80–100%)	Thorough understanding of civic concepts and issues	Highly effective inquiry and analysis	Very clear, logical, and persuasive communication	Highly effective application in real-life civic contexts
Level 3 (70–79%)	Solid understanding of civic concepts	Effective inquiry and reasoning	Clear and coherent communication	Effective application in familiar contexts
Level 2 (60–69%)	Some understanding with minor errors	Inconsistent inquiry skills	Partially clear communication	Limited application
Level 1 (50–59%)	Limited understanding	Minimal inquiry skills	Unclear communication	Very limited application

THE REPORT CARD

Student achievement in CHV2O will be communicated formally through official report cards issued at midterm and end of course. The report card reflects a student's performance in Grade 10 Civics and Citizenship and provides a final grade based on 65% classroom work completed throughout the course, 20% mandatory final evaluation (a written exam), and 15% attendance and participation, in accordance with the Ministry of Education's September 2026 mandatory assessment and evaluation requirements for Grades 9 to 12.

Achievement is reported across four categories:

- **Knowledge and Understanding (K/U)** – understanding of civic concepts, rights, and responsibilities
- **Thinking and Inquiry (T/I)** – political inquiry, critical thinking, and issue analysis
- **Communication (C)** – clarity and effectiveness of civic expression
- **Application (A)** – application of civic knowledge to real-life contexts

Learning Skills and Work Habits are evaluated separately as **Excellent (E), Good (G), Satisfactory (S), or Needs Improvement (N)**.

CONSIDERATIONS FOR PROGRAM PLANNING

1. Planning Programs For Students With Special Education Needs

Area	Consideration / Strategy	Examples / Tools
1. Identification of Needs	Review IEPs and assessments	ADHD, learning disabilities
2. Learning Goals	Create individualized SMART goals	"Express informed opinions with support"
3. Curriculum Adaptation	Differentiate tasks	Simplified readings, graphic organizers
4. Instructional Strategies	Scaffold learning	Debates, role-play, guided inquiry
5. Assessment & Evaluation	Provide accommodations	Oral responses, extra time
6. Collaboration	Work with support staff and families	Ongoing communication
7. Monitoring & Adjustment	Track progress	Feedback and conferencing
8. Motivation & Engagement	Encourage student voice	Choice-based civic projects
9. Resources	Provide additional supports	Civic simulations, videos

2. Program Considerations For English Language Learners

- Ontario schools have multilingual student populations.
- Students may have a first language other than English.
- English language learners may:
    - Be born in Canada and raised in multilingual families and communities.
    - Be newcomers from other countries with different linguistic, cultural, and educational backgrounds.
    - Have experience with highly developed educational systems or limited access to formal schooling.
- Teachers should recognize that many English language learners are entering a new linguistic and cultural environment.

3. The Role Of Technology In The Program

- Information and communications technologies (ICT) can extend and enrich instructional strategies and support student learning.
- ICT tools may include:
    - Multimedia resources.
    - Databases and Internet websites.
    - Digital cameras.
    - Word-processing programs.
- ICT can help students:
    - Collect, organize, and sort information.
    - Write, edit, and present their findings.
    - Connect with other schools and the global community.
- Students should be encouraged to use ICT appropriately to support and communicate their learning.

REQUIRED SOFTWARE, EQUIPMENT, TEXTBOOKS

Required Textbooks and Resources

- *Nelson Civics and Citizenship – Grade 10*
- Government publications, news articles, case studies, and civic documents
- Teacher-prepared worksheets, inquiry guides, and discussion prompts

Digital Resources and Software

- Google Drive – assignment submission, collaboration, and file storage
- Internet access for research, civic simulations, and current events
- Microsoft Office Suite (Word, PowerPoint) or equivalent tools

Teacher Considerations

- Assistive technology (text-to-speech, speech-to-text) may be used
  Flexible formats for assignments (written, oral, visual, or digital)

Tips To be successful in CGC1W

1. **Stay Updated** - Check Announcements, "What's New," and your mailbox daily for important course information and updates.
2. **Manage Your Time** - Check the course calendar, plan ahead, and submit assignments by the due dates. Aim for **1–2 hours of focused study each day**.
3. **Follow Instructions** - Review assignment instructions, success criteria, and assessment requirements before submitting your work.
4. **Participate and Communicate** - Participate in discussions and activities, ask questions, and communicate regularly with your teacher for support and feedback.
5. **Plan for Your Future** - Connect course activities to your interests, strengths, career goals, postsecondary options, and future opportunities.
6. **Use Feedback** - Review teacher feedback, reflect on your learning, and use suggestions to improve your work and future plans.

For technical issues: Contact the Help Desk.
For course-related questions: Contact your teacher and expect a response within 24 hours. For urgent matters, include **"URGENT"** in the subject line.