CHV2O Course Map

Civics and Citizenship, Grade 10, Open (CHV2O), 0.5 credit (55 hours). 6 units, 34 lessons of 75 minutes, plus flexible classes for summative work, presentations and review, and the final evaluation.

How the course works

Students explore what it means to be an informed, responsible and active citizen. They learn the four concepts of political thinking (political significance, objectives and results, stability and change, political perspective), investigate how Canadian and Indigenous governance systems work, analyse rights and responsibilities in Canada and the world, and plan their own action on a civic issue they care about. Strand A is introduced in Unit 1 and practised in every lesson.

Every lesson includes a teacher plan, slides with speaker notes, and student handouts. Every unit has an overview and a summative task with a four-level rubric. All texts, scenarios, data and examples are original.

Evaluation plan (Ontario, 2026)

Evaluation	When	Weight
Unit 1: Civic Issue Snapshot	Unit 1	5%
Unit 2: Values in Action Case Study	Unit 2	10%
Unit 3: Government in Action Brief	Unit 3	15%
Unit 4: Rights Case File	Unit 4	12%
Unit 5: Service and Recognition Project	Unit 5	8%
Unit 6: Civic Action Plan	Unit 6	15%
Classroom work total		**65%**
Final written exam (exam period)	End of course	**20%**
Attendance and participation	Whole course	**15%**

This plan follows Ontario's mandatory assessment and evaluation requirements for Grades 9 and 10, in effect from September 2026: 65% classroom work, 20% final evaluation and 15% attendance and participation. For Grade 10 Civics and Citizenship, the 20% final evaluation is a written exam held in the school's designated exam period. Classroom work is based on the most consistent, more recent evidence of achievement; assessment for and as learning gives feedback but is not counted in the grade.

Attendance and participation (15%)

Level	Classes missed (unexcused)	Participation
Level 4 (80–100%)	0 to 2.5%	Consistently participates, asks relevant questions, respects others and contributes to a positive classroom

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Level	Classes missed (unexcused)	Participation
Level 3 (70–79%)	2.5 to 5%	Generally meets these criteria
Level 2 (60–69%)	5 to 7.5%	Occasionally meets these criteria
Level 1 (50–59%)	7.5 to 10%	Infrequently meets these criteria
Below Level 1	More than 10%	Does not meet these criteria

Summary of the Ministry's scale. Excused absences do not lower the mark. Check your board's procedures for recording attendance and participation.

Units at a glance

Unit	Title	Lessons	Strand	Big question
1	**Thinking Politically**	4	A	How do engaged citizens think about civic issues?
2	**Democratic Values in Action**	5	B	What do Canadians believe about democracy, and how do those beliefs become action?
3	**How Canada Is Governed**	8	B	Who makes decisions for us, and how can we hold them to account?
4	**Rights and Responsibilities**	6	B	What rights do we have, where did they come from, and what do we owe each other?
5	**Civic Engagement and Service**	6	C	How can we contribute to the common good, and whose voices are heard?
6	**Civic Action Plan and Final Exam**	5	C	What civic issue matters to you, and how could you help change it?

Unit 1: Thinking Politically

Big question: How do engaged citizens think about civic issues?

#	Lesson	Expectations	Focus
1	**What Is Civics?**	A1.1, A2.1, B1.1	Civic issues around us; question types; why civics matters
2	**Thinking Politically**	A1.4, A2.3	Political significance, objectives and results, stability and change, political perspective

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#	Lesson	Expectations	Focus
3	**Sources, Bias and Social Media**	A1.2, A1.3	Credibility, bias, misinformation, checking a viral claim
4	**Talking About Hard Issues**	A2.2, A1.5, B1.5	Respectful discussion, sharing a position with reasons, citing sources

Summative (5%): Civic Issue Snapshot: a short inquiry into a local civic issue using the concepts of political thinking and two sources checked for credibility and bias.

Unit 2: Democratic Values in Action

Big question: What do Canadians believe about democracy, and how do those beliefs become action?

#	Lesson	Expectations	Focus
1	**Democracy and Its Roots**	B1.2	Democracy, human rights, freedom and the rule of law, and where these ideas came from
2	**Why People Take Action**	B1.4	Historical and current examples of civic action and the reasons behind them
3	**Foreign Interference and Disinformation**	B1.3, A1.3	How foreign actors try to influence elections and debate, including on social media
4	**Parties and the Political Compass**	B2.1, B1.5	Canada's major parties, the political compass, explaining positions objectively
5	**Where Do I Stand?**	B1.1, B1.5	Comparing perspectives on civic issues; stating and supporting a position

Summative (10%): Values in Action Case Study: a profile of a historical or current example of civic action, explaining the democratic values behind it and judging its results.

Unit 3: How Canada Is Governed

Big question: Who makes decisions for us, and how can we hold them to account?

#	Lesson	Expectations	Focus
1	**Canada's Form of Government**	B2.8	Constitutional monarchy, parliamentary democracy and federation
2	**Orders of Government**	B2.2	Federal, provincial, territorial, municipal and Indigenous governments, and who does what
3	**Three Branches**	B2.4	Executive, legislative and judicial branches and key positions
4	**Indigenous Governance and Treaties**	B2.3	Traditional governance, Indian Act band councils, self-government and treaties in Ontario

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#	Lesson	Expectations	Focus
5	**How a Law Is Made**	B2.6	Bills, readings, committees, Royal Assent; amending a law
6	**Taxes and Budgets**	B2.5	How governments raise revenue and plan budgets for now and later
7	**Elections and Forming Government**	B2.8	First-past-the-post, ridings, majority and minority governments, confidence
8	**Who Influences Policy?**	B2.7	Lobby groups, unions, media, NGOs, foreign and international actors, and how policy affects us

Summative (15%): Government in Action Brief: trace one real issue through the right order of government, the branches, the law-making process and the budget, and explain who influences the outcome.

Unit 4: Rights and Responsibilities

Big question: What rights do we have, where did they come from, and what do we owe each other?

#	Lesson	Expectations	Focus
1	**Roots of Our Rights**	B3.1	Magna Carta, the British North America Act, 1867, the Canadian Bill of Rights, the Constitution Act, 1982
2	**The Charter in Action**	B3.1, B3.3	Charter rights and limits; how people use their rights to create change
3	**Responsibilities of Citizenship**	B3.2	Voting, obeying laws, paying taxes, jury duty, caring for community and environment
4	**Courts and the Public Good**	B3.4	Courts, juries, tribunals, human rights commissions, ombudspersons and restorative justice
5	**Rights in a Global Context**	B3.5	The UDHR, the Convention on the Rights of the Child, UNDRIP and global citizenship
6	**Responding to Human Rights Violations**	B3.6	Examples of violations and the effectiveness of responses

Summative (12%): Rights Case File: analyse a Charter or human rights case, explaining the rights involved, the institutions that decided it and its impact on the public good.

Unit 5: Civic Engagement and Service

Big question: How can we contribute to the common good, and whose voices are heard?

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#	Lesson	Expectations	Focus
1	**People Who Made a Difference**	C1.1	Civic contributions of individuals and organizations in Canada and the world
2	**Acting for the Common Good**	C1.2	Volunteering, advocacy, consumer choices and peaceful protest
3	**Whose Voices Count?**	C1.3	How beliefs, values and perspectives are represented in our communities
4	**Pride and Commemoration**	C1.4	National symbols, days of recognition, memorials and why we remember
5	**Making Your Voice Heard**	C1.5	Finding reliable civic information; petitions, letters, meetings and social media
6	**Serving Your Community**	C1.6	Youth service and leadership opportunities, including the 40 hours of community involvement

Summative (8%): Service and Recognition Project: plan a service opportunity or a commemoration for your community, explaining its significance and who it serves.

Unit 6: Civic Action Plan and Final Exam

Big question: What civic issue matters to you, and how could you help change it?

#	Lesson	Expectations	Focus
1	**Choosing My Issue**	C2.1, A1.1	Issue selection, inquiry question, perspectives of different groups
2	**Researching the Issue**	C2.1, A1.2, A1.3	Gathering and judging evidence, including from social media
3	**Options for Action**	C2.2, A1.4	Comparing courses of action and judging their merits
4	**Building and Presenting the Plan**	C2.2, A1.5, A2.4	The action plan, presentation and careers that use civic skills
5	**Course Review and Exam Preparation**	A2.3, A1.4, B1.2	Connecting the course to current events; exam format and practice

Summative (15%): Civic Action Plan (culminating task): analyse an issue of personal interest, compare courses of action and present a plan to create positive change, with a review and final exam preparation lesson.

Expectation coverage

Every overall and specific expectation in the course, with the lessons where it is taught.

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Code	Expectation	Taught in
A1	**Political Inquiry: use the political inquiry process and the concepts of political thinking when investigating issues, events, and developments of civic importance**	U1, U2, U6
A1.1	formulate different types of questions to guide investigations into issues, events, and/or developments of civic importance	U1 L1, U6 L1
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	U1 L3, U6 L2
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	U1 L3, U2 L3, U6 L2
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	U1 L2, U6 L3, U6 L5
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	U1 L4, U6 L4
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**	U1, U6
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	U1 L1
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	U1 L4
A2.3	apply the concepts of political thinking when analysing current events and issues involving local, national, and global communities	U1 L2, U6 L5
A2.4	identify some careers in which civics and citizenship education might be useful	U6 L4
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**	U1, U2, U6
B1.1	describe some civic issues of local, national, and/or global significance, and compare the perspectives of different groups on selected issues	U1 L1, U2 L5
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	U2 L1, U6 L5
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	U2 L3

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Code	Expectation	Taught in
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	U2 L2
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	U1 L4, U2 L4, U2 L5
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**	U2, U3
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	U2 L4
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	U3 L2
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	U3 L4
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	U3 L3
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	U3 L6
B2.6	describe the process for amending an existing law or passing a new law federally and provincially	U3 L5
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	U3 L8
B2.8	describe Canada's form of government, and demonstrate an understanding of the electoral process and the formation of governments in Canada	U3 L1, U3 L7
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**	U4
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	U4 L1, U4 L2

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Code	Expectation	Taught in
B3.2	analyse key responsibilities associated with Canadian citizenship	U4 L3
B3.3	explain how people living in Canada can exercise their rights and freedoms in order to effect positive social change	U4 L2
B3.4	explain how the judicial system and other institutions and/or organizations affect the rights of individuals and the public good in Canada	U4 L4
B3.5	analyse rights and responsibilities of citizenship within a global context, including those related to international conventions, laws, and/or institutions	U4 L5
B3.6	identify examples of human rights violations around the world, and assess the effectiveness of responses to such violations	U4 L6
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**	U5
C1.1	assess the significance, both in Canada and internationally, of the civic contributions of some individuals and organizations	U5 L1
C1.2	explain how various actions can contribute to the common good at the local, national, and/or global level	U5 L2
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	U5 L3
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	U5 L4
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	U5 L5
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	U5 L6
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**	U6
C2.1	analyse a civic issue of personal interest, including how it is viewed by different groups	U6 L1, U6 L2
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	U6 L3, U6 L4

From The Ontario Curriculum: Civics and Citizenship, Grade 10, Open (CHV2O), Revised Course, 2022. A = Political Inquiry and Skill Development; B = Civic Awareness; C = Civic Engagement, Service, and Action.

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