# Thinking Politically: Unit Overview

**CHV2O, Civics and Citizenship, Grade 10 (Open), Unit 1.** 4 classes of 75 minutes (about one week), plus time to complete the summative.

### The big question

How do engaged citizens think about civic issues?

Students learn what civics is and what makes an issue a civic issue, the five steps of the political inquiry process and six types of inquiry questions. They learn the four concepts of political thinking (political significance, objectives and results, stability and change, political perspective), which every later lesson uses, and apply them to Ontario's school phone rules and to current-events briefs. They learn to judge the credibility and bias of sources, including social media, with a four-step check (Stop, Investigate, Find, Trace), and to discuss hard issues with respect, stating positions with reasons, evidence, values and fair attention to other views. The summative, Civic Issue Snapshot, asks them to investigate a local civic issue using the concepts and two checked sources.

## Lessons

| # | Lesson | Classes | Question | Expectations | What's inside |
|---|---|---|---|---|---|
| 1 | **What Is Civics?** | 1 | What makes an issue a civic issue? | A1.1, A2.1, B1.1 | Civic issues at every level; inquiry process; six question types |
| 2 | **Thinking Politically** | 1 | How do engaged citizens analyse issues? | A1.4, A2.3 | Four concepts; Ontario's phone rules; current events lens |
| 3 | **Sources, Bias and Social Media** | 1 | Should I believe it, or share it? | A1.2, A1.3 | Credibility, bias, mis- and disinformation; Stop, Investigate, Find, Trace |
| 4 | **Talking About Hard Issues** | 1 | How can we disagree well? | A2.2, A1.5, B1.5 | Norms; five parts of a position; value line; citations; summative launch |

## Assessment

| Type | In this unit |
|---|---|
| Assessment for learning | Question Sort, My Civic Issue, Concept Match, Current Events Lens, Rate the Sources, Check the Claim, Value Line Prep, My Position, exit tickets |
| Assessment as learning | Self-checks on success criteria in every lesson; value line reflection |
| Assessment of learning | Civic Issue Snapshot (5% of the final grade), with a four-level rubric and teacher guide |

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## Sources

Included:

- **Original practice sources:** a viral post, three current-events briefs, the Pine Hills warehouse source set (council minutes, news article, sponsored video, social media posts, study) and a jobs claim to trace
- **Teacher choice (optional):** a current local, national or global news article for the Current Events Lens, and your municipality's council agendas and minutes for the summative

Invented sources are labelled on every handout; real facts in the unit are accurate. Contested issues are presented with every side treated fairly, and students may argue any side. Check your board's current phone policy before Lesson 2.

## What's in each lesson

- Teacher lesson plan with expectations, timed sequence, differentiation, look-fors and answer guides
- Slides with speaker notes
- Student handouts and organizers
- Editable Word and PowerPoint files, plus PDFs

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