# How Canada Is Governed: Unit Overview

**CHV2O, Civics and Citizenship, Grade 10 (Open), Unit 3.** 8 classes of 75 minutes (about two weeks), plus time to complete the summative.

### The big question

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

Students learn that Canada is a constitutional monarchy, a parliamentary democracy and a federation; sort responsibilities among federal, provincial, territorial, municipal and Indigenous governments; compare the executive, legislative and judicial branches; study Indigenous governance and treaty relationships, including treaties in Ontario; follow a bill through Parliament and the Ontario legislature; see how governments raise revenue and plan budgets; learn how elections and the formation of government work; and analyse who influences public policy. The summative, the Government in Action Brief, traces one real issue through every part of government.

## Lessons

| # | Lesson | Classes | Question | Expectations | What's inside |
|---|---|---|---|---|---|
| 1 | **Canada's Form of Government** | 1 | What kind of government does Canada have? | B2.8 | Constitutional monarchy, parliamentary democracy, federation |
| 2 | **Orders of Government** | 1 | Who is responsible for what? | B2.2 | Federal, provincial, territorial, municipal and Indigenous governments |
| 3 | **Three Branches** | 1 | Who makes, carries out and interprets laws? | B2.4 | Executive, legislative, judicial; key positions; checks and balances |
| 4 | **Indigenous Governance and Treaties** | 1 | Whose land, and which treaty? | B2.3 | Traditional governance, band councils, self-government, Ontario treaties |
| 5 | **How a Law Is Made** | 1 | How does an idea become a law? | B2.6 | Bills, readings, committees, Royal Assent; amending a law |
| 6 | **Taxes and Budgets** | 1 | Where does the money come from, and where does it go? | B2.5 | Revenue sources; short-term needs and long-term plans |
| 7 | **Elections and Forming Government** | 1 | How do votes become a government? | B2.8 | Ridings, first-past-the-post, majority and minority, confidence |

© 2026 K9solutions

| # | Lesson | Classes | Question | Expectations | What's inside |
|---|---|---|---|---|---|
| 8 | **Who Influences Policy?** | 1 | Who shapes the decisions? | B2.7 | Lobbying, unions, media, NGOs, foreign and international actors; summative launch |

## Assessment

| Type | In this unit |
|---|---|
| Assessment for learning | Handouts and organizers in every lesson, quick checks and exit tickets |
| Assessment as learning | Self-checks on success criteria in every lesson |
| Assessment of learning | Government in Action Brief (15% of the final grade), with planning organizers, a four-level rubric and a teacher guide |

## Sources

Included:

- **Original practice sources:** invented scenarios, budgets and news items, each labelled on the handout
- **Teacher choice (recommended):** official government, legislative assembly, Elections Canada and Elections Ontario websites, and local treaty and land acknowledgement information

Political neutrality throughout: no current leaders or seat counts are named, and parties and groups are described evenly. Lesson 4 is planned to welcome local First Nations, Métis and Inuit perspectives; check which treaty covers your school.

## 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

© 2026 K9solutions