Rights and Responsibilities: Unit Overview

CHV2O, Civics and Citizenship, Grade 10 (Open), Unit 4. 6 classes of 75 minutes, plus about two classes to complete the summative.

The big question

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

Students trace Canadians' rights from Magna Carta (1215), the Royal Proclamation (1763) and the British North America Act (1867) through the Canadian Bill of Rights (1960) to the Constitution Act, 1982, asking each time who was protected and who was left out. They learn the main groups of Charter rights, the limits in sections 1 and 33 and how people, from disability advocates to francophone parents, used the Charter to create change. They sort legal duties and civic responsibilities, including responsibilities to the land and the treaty relationship, meet the courts, juries, tribunals, human rights commissions, ombudspersons and restorative justice, connect Canada to the UDHR, the Convention on the Rights of the Child and UNDRIP, and judge how effectively the world has responded to human rights violations. The summative, the Rights Case File, asks them to analyse a real Charter or human rights case.

Lessons

#	Lesson	Classes	Question	Expectations	What's inside
1	**Roots of Our Rights**	1	Where did our rights come from?	B3.1	Five documents, 1215–1982; who was left out; Bill of Rights vs Charter
2	**The Charter in Action**	1	How do people use their rights?	B3.1, B3.3	Six groups of rights; sections 1 and 33; Eldridge, Mahe and Vriend
3	**Responsibilities of Citizenship**	1	What do we owe each other?	B3.2	Legal duties and civic responsibilities; jury duty; the seventh generation
4	**Courts and the Public Good**	1	Who protects our rights?	B3.4	Ontario's courts; tribunals; ombudspersons; restorative justice; You Be the Judge
5	**Rights in a Global Context**	1	Do rights stop at the border?	B3.5	UDHR (1948); Convention on the Rights of the Child; UNDRIP; global citizens
6	**Responding to Human Rights Violations**	1	What works when rights are violated?	B3.6	Five types of response; five cases; effectiveness scorecard; invented case

© 2026 K9solutions

Assessment

Type	In this unit
Assessment for learning	Document Detective, Rights Timeline, Charter Match, Case Analysis, Must or Should?, Institution Match, You Be the Judge, Rights Around the World, Response Scorecard, exit tickets
Assessment as learning	Self-checks on success criteria, Global Citizen Response, The Valdora Case reflection
Assessment of learning	Rights Case File (12% of the final grade), with a four-level rubric and teacher guide

Sources

Included:

- **Original texts:** plain-language paraphrases of key documents, summaries of real cases (Eldridge, Mahe, Vriend, Oakes, Andrews, Sparrow, Multani, the Caring Society), and invented practice cases (the Elm Ridge sign bylaw and the invented country of Valdora)
- **Public domain:** Article 1 of the Universal Declaration of Human Rights (1948)
- **Teacher choice (optional):** the full Charter text and youth-friendly versions of the UDHR and the Convention on the Rights of the Child, published free by the Government of Canada, the United Nations and UNICEF Canada

Lesson 6 deals with genocide, apartheid and residential schools in general terms only: preview topics, give students choice, use no graphic details or images, and share supports (the guidance team, Kids Help Phone at 1-800-668-6868 and the Indian Residential Schools Crisis Line at 1-866-925-4419). Lesson 3 asks teachers to check the treaty map for their own area and invite local Indigenous perspectives.

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