Civic Engagement and Service: Unit Overview

CHV2O, Civics and Citizenship, Grade 10 (Open), Unit 5. 6 classes of 75 minutes, plus about two classes to complete the summative.

The big question

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

Students judge the significance of civic contributions by Canadians such as Terry Fox, Viola Desmond, Thérèse Casgrain, Shannen Koostachin, Rick Hansen and Autumn Peltier, and by people and organizations around the world. They learn four ways to act for the common good (volunteering, advocacy, consumer choices and peaceful protest), compare direct service with systemic change, and use data and a school audit to ask whose voices are represented and valued. They study national symbols and a range of commemorations, from Canada Day and the Fête nationale to the National Day for Truth and Reconciliation, Emancipation Day, Holocaust Remembrance and Holodomor Memorial Day, treating pride and critical remembrance together. They practise checking civic information online, choose the right tool and decision-maker to make their voices heard, and plan service that matches their strengths, including the 40 hours of community involvement. The summative, the Service and Recognition Project, asks them to plan and pitch a service opportunity or a commemoration.

Lessons

#	Lesson	Classes	Question	Expectations	What's inside
1	**People Who Made a Difference**	1	Whose contributions mattered most?	C1.1	Canadian and international contributors; significance criteria; profiles
2	**Acting for the Common Good**	1	How can we contribute?	C1.2	The river story; four ways to act; direct service vs systemic change
3	**Whose Voices Count?**	1	Are all voices represented and valued?	C1.3	Census figures; an invented council audit; a school voice audit
4	**Pride and Commemoration**	1	Why and how do we remember?	C1.4	Symbols; days of celebration and remembrance; design a commemoration
5	**Making Your Voice Heard**	1	How do we find good information and use it?	C1.5	Reliable sources; check before you share; six tools; a letter to a decision-maker
6	**Serving Your Community**	1	How can I serve, and lead?	C1.6	The 40 hours; kinds of service; asset map; service plan; summative launch

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Assessment

Type	In this unit
Assessment for learning	Contribution Profiles, Action Sort, Representation Audit, Commemoration Analysis, Check the Claim, Community Asset Map, exit tickets
Assessment as learning	Self-checks, My Common Good Plan, School Voice Audit, Design a Commemoration, My Service Plan
Assessment of learning	Service and Recognition Project (8% of the final grade), with a four-level rubric and teacher guide

Sources

Included:

- **Original texts:** six contribution profiles, invented scenarios (Northgate Park, the town of Maple Grove, the city of Riverbend and its posts, a student named Priya)
- **Real data (rounded):** 2021 Census and 2022 Canadian Survey on Disability figures from Statistics Canada
- **Teacher choice (optional):** your municipality's census profile, council agenda and list of local volunteer organizations; your school's community involvement form

Lesson 4 touches on residential schools, slavery, the Holocaust and the Holodomor: preview topics, use no graphic details or images, never simulate these events, 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). Confirm the current rules for the 40 hours of community involvement with your guidance department before Lesson 6.

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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