

Civics and Citizenship, Grade 10

Open

CHV20

This course explores rights and responsibilities associated with being an active citizen in a democratic society. Students will explore issues of civic importance such as healthy schools, community planning, environmental responsibility, and the influence of social media, while developing their understanding of the role of civic engagement and of political processes in the local, national, and/or global community. Students will apply the concepts of political thinking and the political inquiry process to investigate, and express informed opinions about, a range of political issues and developments that are both of significance in today's world and of personal interest to them.

Prerequisite: None

OVERVIEW

The course has three strands. Instruction and learning related to the expectations in strand A are to be interwoven with instruction and learning related to expectations from the other two strands. Strand A must not be seen as independent of the other strands. Student achievement of the expectations in strand A is to be assessed and evaluated *throughout* the course.

Strand A

A: Political Inquiry and Skill Development
Overall Expectations
A1. Political Inquiry: use the political inquiry process and the concepts of political thinking when investigating issues, events, and developments of civic importance
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

(continued)

Overview *(continued)*

Throughout this course, when planning instruction, teachers should weave the expectations from strand A in with the expectations from strands B and C. Aspects of the citizenship education framework found on page 10 should also be considered when planning instruction.

Strands B–C

Overall Expectations and Related Concepts of Political Thinking	Big Ideas*	Framing Questions*
B: Civic Awareness		
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 (FOCUS ON: <i>Political Significance; Political Perspective</i>)	In a democratic society, people have different beliefs, which influence their position and actions with respect to issues of civic importance.	What is the relationship between people's beliefs and values and their positions on civic issues? Why is it important to understand how political structures and processes work?
B2. Governance in Canada: explain, with reference to a range of issues of civic importance, the roles and responsibilities of various institutions, structures, and figures in Canadian governance (FOCUS ON: <i>Stability and Change; Political Perspective</i>)	An understanding of how various levels of government function and make decisions enables people to effectively engage in the political process.	What are some ways in which I can make my voice heard within the political process?
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 (FOCUS ON: <i>Political Significance; Objectives and Results</i>)	People living in Canada have rights and freedoms based in law; at the same time, they have responsibilities associated with citizenship.	In what ways does the Canadian Charter of Rights and Freedoms protect me? What responsibilities come with these rights?
C: Civic Engagement and Action		
C1. Civic Contributions: analyse a variety of civic contributions, and ways in which people can contribute to the common good (FOCUS ON: <i>Political Significance; Stability and Change</i>)	Individuals and groups of people can make a difference in the world.	Why should I care about issues in my community? What contributions can I make to my community?
C2. Inclusion and Participation: assess ways in which people express their perspectives on issues of civic importance and how various perspectives, beliefs, and values are recognized and represented in communities in Canada (FOCUS ON: <i>Political Significance; Political Perspective</i>)	People, including students, have various ways to voice their points of view within the many communities to which they belong.	What is the most effective way to voice my position on a civic issue? What can I do to make a difference in the world?
C3. Personal Action on Civic Issues: analyse a civic issue of personal interest and develop a plan of action to address it (FOCUS ON: <i>Political Significance; Objectives and Results</i>)	Through the critical analysis of issues and the creation of plans of action, students can contribute to the common good.	How will I know whether my actions have been effective?

* See page 14 for a discussion of the purpose of big ideas and framing questions.

A. POLITICAL INQUIRY AND SKILL DEVELOPMENT

OVERALL EXPECTATIONS

Throughout this course, students will:

- A1. Political Inquiry:** use the political inquiry process and the concepts of political thinking when investigating issues, events, and developments of civic importance;
- 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.

SPECIFIC EXPECTATIONS

A1. Political Inquiry

Throughout this course, students will:

- A1.1** formulate different types of questions to guide investigations into issues, events, and/or developments of civic importance (e.g., factual questions: *What form of government does Canada have? What are my rights and responsibilities as a citizen in my local community?*; comparative questions: *What are the similarities and differences in the positions of stakeholder groups on an issue related to local transit in Ontario?*; causal questions: *If I were to implement this plan of action, what impact might it have on my community?*)
- 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 (e.g., primary sources: *interviews, photographs, podcasts, speeches, statistics, surveys*; secondary sources: *investigative news stories, textbooks, most websites*), ensuring that their sources reflect multiple perspectives
Sample questions: “If you were advocating for recreational space for youth in your community, why would it be important to gather statistics on the number of people in the local community and their ages? Are there people you might interview about the need for such a space?” “Why might political cartoons be a good source on the ideas of a political leader and the public response to those ideas?”
- A1.3** assess the credibility of sources relevant to their investigations (e.g., *the reliability of the evidence presented in a source; the purpose, intended audience, and context of a source; the bias, values, and expertise of the speaker/author*)
Sample questions: “Does this author back up his or her position with specific evidence or data, or are the claims unsupported?” “What criteria might you use to help you determine if a source is credible?” “Are there reasons to think that this source might be biased in some way?” “What ideas are presented in this interview or news story? Do your other sources on this issue support these ideas? If not, which source do you think is the most reliable? Why?”
- A1.4** interpret and analyse evidence, data, and information relevant to their investigations using various tools, strategies, and approaches appropriate for political inquiry (e.g., *use a 5W’s chart to help them begin to analyse the information they have gathered; analyse their evidence for the points of view of different stakeholders and record them on a web chart; assess the validity and rank the importance of the points made in their sources; collaborate with their peers to discuss, clarify, and compare positions on the issue*)
Sample questions: “What type of tool might help you clarify the different positions on an issue?” “If you were talking to people who were extremely passionate about an issue, what questions might you ask to get them to clarify and build on their ideas about the issue?” “What approaches might one take to include ideas on an issue from people whose voices are not always heard?”

A1.5 use the concepts of political thinking (i.e., political significance, objectives and results, stability and change, political perspective) when analysing and evaluating evidence, data, and information and formulating conclusions and/or judgments about issues, events, and/or developments of civic importance (e.g., use the concept of political significance when analysing the impact of the Canadian Charter of Rights and Freedoms on Canadian society; use the concept of objectives and results when analysing the intended and unintended impact of a community-planning decision; use the concept of stability and change when analysing the results of an election; use the concept of political perspective when evaluating the positions of different stakeholder groups on how best to foster healthy schools and determining the values and beliefs that underpin these positions)

Sample questions: “What does the term *digital footprint* mean? Why is your digital footprint significant? Do you think that the information you share on social media with your peers would be interpreted differently by a potential employer? Do you think the employer has a right to access or restrict such information?” “What are the objectives of the plan of action you are proposing to address an issue in your school or local community? What did your investigation reveal about unintended results of other courses of action that were implemented to address this issue?” “What criteria can be used to assess the changes that have resulted from this decision taken by a local council?” “How might you determine whether your student council represents the perspectives of all students in the school?”

A1.6 evaluate and synthesize their findings to formulate conclusions and/or make informed judgements or predictions about the issues, events, and/or developments they are investigating

Sample questions: “When you assess the information you have gathered, what factor or factors stand out as being particularly important? What influence do these factors have on your judgements with respect to this issue?” “What have you learned from your investigation of this event? Has your view of it changed over the course of your investigation? If so, why?”

A1.7 communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the intended audiences and purpose (e.g., a blog on the results of environmental action in their school; a web page on a social justice

issue such as child poverty and links to relevant organizations; a discussion group on how best to foster healthy schools; a poster that highlights people’s civic responsibilities; a news report on a plan to build a big box store in the local community; a presentation on cultural celebrations of various people within the local community; a protest song to commemorate or raise awareness about a violation of human rights; a petition calling for clean, safe water on First Nations reserves; a debate on alternative electoral processes; a work of art on the value of volunteer work)

A1.8 use accepted forms of documentation (e.g., footnotes or endnotes, author/date citations, bibliographies, reference lists) to acknowledge different types of sources (e.g., articles, blogs, books, films or videos, songs, websites)

A1.9 use appropriate terminology when communicating the results of their investigations (e.g., vocabulary specific to their topics; terms related to civics/citizenship education and to the concepts of political thinking)

A2. Developing Transferable Skills

Throughout this course, students will:

A2.1 describe some ways in which political inquiry can help them develop skills, including the essential skills in the Ontario Skills Passport (e.g., skills related to reading texts, writing, computer use, oral communication, numeracy, decision making, problem solving) and those related to the citizenship education framework,* that can be transferred to the world of work and/or to everyday life

A2.2 demonstrate in everyday contexts attributes, skills, and work habits developed in civics and citizenship education (e.g., listen respectfully to the position of others during conversations; collaborate with peers to organize an event in their school; assess the credibility of information in a news story; voice informed opinions when engaging in discussions)

Sample question: “What are some ways in which you might demonstrate attributes that are included in the citizenship education framework?”

A2.3 apply the concepts of political thinking when analysing current events and issues involving Canada and the world (e.g., to understand the significance of an issue currently before a human rights commission; to analyse

* The citizenship education framework appears on page 10.

the motives and objectives of a group proposing a course of action in response to a current social, political, or environmental issue; to predict changes that a new government might make; to understand the perspectives of people engaged in a protest currently in the news)

Sample questions: “Why might it be useful to apply the concept of stability and change when considering what impact the election of a new president of the United States might have on Canada?” “When analysing the importance of the Olympic Games, why should you consider their political significance?” “Why might it be useful to apply the concept of political perspective when analysing the purpose of and responses to a political summit such as the G20?”

A2.4 identify some careers in which civics and citizenship education might be useful (e.g., *Indigenous community development worker, civil servant, engineer, fundraiser for a charitable organization, international aid worker, lawyer, municipal councillor, news reporter, researcher for a non-governmental organization [NGO]*)

B. CIVIC AWARENESS

OVERALL EXPECTATIONS

By the end of this course, students will:

- 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
(**FOCUS ON:** *Political Significance; Political Perspective*)
- B2. Governance in Canada:** explain, with reference to a range of issues of civic importance, the roles and responsibilities of various institutions, structures, and figures in Canadian governance
(**FOCUS ON:** *Stability and Change; Political Perspective*)
- 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
(**FOCUS ON:** *Political Significance; Objectives and Results*)

SPECIFIC EXPECTATIONS

B1. Civic Issues, Democratic Values

FOCUS ON: *Political Significance; Political Perspective*

By the end of this course, students will:

- B1.1** describe some civic issues of local, national, and/or global significance (*e.g., bullying in schools; violence in local communities; accessibility of buildings in the local community for people with disabilities; availability of recreational facilities in the local community; casino development; voter turnout; issues related to freedom of information, taxation, water quality; Aboriginal treaty rights; the impact of consumer choices; human rights issues related to racism, child labour, the rights of girls or women, homophobia, or classism; intervention in foreign conflict*), and compare the perspectives of different groups on selected issues

Sample questions: “What are some privacy or safety issues related to the use of social media? Do they have an impact on the way you or your friends use social media?” “What positions are being voiced in your community with respect to a local transit issue?” “What are some different views on the privatization of aspects of the health care system in Canada?” “What are some considerations that affect people’s consumer choices? Why might people who favour free trade and those who favour fair trade differ in the criteria they use when making these choices?”

- B1.2** describe fundamental beliefs and values associated with democratic citizenship in Canada (*e.g., rule of law; freedom of expression; freedom of religion; equity; respect for human dignity, the rights of others, and the common good; social responsibility*), and explain ways in which they are reflected in citizen actions (*e.g., voting, various protest movements and/or demonstrations, various ethnic or religious celebrations or observances, organ donation, environmental stewardship, volunteer work*)
- Sample questions:** “In what ways does volunteering reflect beliefs associated with citizenship in Canada?” “What is the difference between *equity* and *equality*? Why is equity important?” “What beliefs/values underpin movements initiated by Indigenous people, such as Idle No More? What is the significance of the actions taken by the people in this movement?” “Why do some people not vote? What is the significance of their lack of participation for Canadian citizenship?” “In what ways has Canada’s history as a British colony influenced the beliefs/values associated with Canadian citizenship?”

- B1.3** explain why it is important for people to engage in civic action, and identify various reasons why individuals and groups engage in such action (*e.g., to protect their rights or the rights of others, to advocate for change, to protect existing programs, to protect the environment, to*

achieve greater power or autonomy, out of a sense of social justice or social responsibility, for ethical reasons, to protect their own interests)

Sample questions: “What do you think is the most important reason for engaging in civic action? Why?” “What role would civic action have in your ideal community? What would communities be like if people did not engage in such action?”

- B1.4** communicate their own position on some issues of civic importance at the local, national, and/or global level (e.g., equitable availability of extracurricular activities in schools, a local land-use conflict, poverty or violence in the local community, electoral reform, the debate over Sharia law in Ontario, the level of Canada’s contribution to international development assistance, food security, Aboriginal land rights), explaining how their position is influenced by their beliefs/values

B2. Governance in Canada

FOCUS ON: *Stability and Change; Political Perspective*

By the end of this course, students will:

- B2.1** identify the political parties in Canada and their position on the political spectrum, and explain how the beliefs/values that underpin them may affect their perspectives on and/or approaches to issues of civic importance (e.g., social programs, taxation, trade, Indigenous self-government, the status of Quebec, economic development, environmental protection, criminal justice)
- Sample questions:** “What are the positions of different political parties on the issue of climate change? How might you account for the differences?” “Why was the Conservative Party of Canada created? In what ways is it similar to or different from the former Progressive Conservative Party?” “Where would you place the Green Party on the political spectrum? Why?” “What are the positions of different political parties on ‘inherent’ Aboriginal rights? What do these differences tell you about differences in beliefs/values in these parties?”
- B2.2** explain, with reference to issues of civic importance, the roles and responsibilities of different levels of government in Canada (e.g., federal, provincial and territorial, municipal, Indigenous governments) and of key figures at each level (e.g., members of Parliament [MPs], senators, members of provincial Parliament [MPPs], premiers, mayors, municipal councillors, chiefs, band councillors, Métis Senators)
- Sample questions:** “If you were concerned about a social issue in publicly funded schools,

would it be more appropriate to contact your MP, your MPP, or your city or band councillor? Why?” “Given his or her responsibilities, what issues would you like to discuss with your municipal or band councillor?” “Why might different levels of government have different perspectives on the same issue? In what ways might these diverse perspectives complicate the policy-making process? In what ways might they enhance it?” “What are the main issues in current debates over Senate reform?”

- B2.3** describe, with reference to both the federal and provincial 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 (e.g., the governor general, a lieutenant governor, the prime minister, a premier, cabinet ministers, a leader of the opposition, a speaker, the chief justice of the Supreme Court of Canada), and explain how the branches help ensure political and social stability in Canada

Sample questions: “Who delivers the speech from the throne in federal and/or provincial parliaments? Why? What issues were highlighted in the latest throne speech in Ontario?” “What responsibilities do cabinet ministers have?” “Why is it important that the judicial branch operate independently of the other two branches?” “What roles do the three branches play in the law-making process in Canada? What are some ways in which you could participate in that process?” “Based on your inquiry, what similarities and differences do you see in the branches of government in Canada and Britain?”

- B2.4** explain, with reference to issues of civic importance, how various groups and institutions (e.g., lobby groups, unions, the media, NGOs, international organizations) can influence government policy
- Sample questions:** “What is a current issue on which groups are lobbying the government? Whose interests do these groups represent?” “How important a role do you think the media play in swaying public opinion on social/political issues? Whose opinions do you think the media reflect?” “Why has Amnesty International been investigating missing and murdered women in Canada? Who are these women? What does this NGO hope to accomplish by drawing attention to their disappearance?”
- B2.5** identify Canada’s form of government and demonstrate an understanding of the process of electing governments in Canada (e.g., the first-past-the-post electoral system, riding distribution,

voters' lists, how elections are called, campaigning, candidates' and party leaders' debates, advance polls, election day procedures)

Sample questions: "What is the significance of the queen in Canada's constitutional monarchy?" "What is the process by which someone becomes premier or prime minister?" "Why does the popular vote not always give a clear indication of the number of seats won by the parties?" "What role do Elections Canada play in the election process?" "What impact can technology have on electoral processes?" "How and why might a majority government govern differently than a minority government?" "Given its geographic size and population, do you think your region's ridings are fairly distributed?" "Do you think that polls published in the media can have an impact on election results? Why or why not?"

B3. Rights and Responsibilities

FOCUS ON: *Political Significance; Objectives and Results*

By the end of this course, students will:

B3.1 demonstrate an understanding that Canada's constitution includes different elements, and analyse key rights of citizenship in the constitution, with particular reference to the Canadian Charter of Rights and Freedoms (*e.g., voting rights, mobility rights, language rights, equality rights, right to privacy, rights of Aboriginal people*)

Sample questions: "Besides the Charter of Rights and Freedoms, what other documents are part of the Canadian constitution?" "What section of the Charter do you value the most? Why?" "What is the difference between a freedom, a right, and a responsibility?" "What are some challenges to Canadians' right to privacy presented by new technological developments?" "What rights of citizenship are represented by a passport? Should the government be able to rescind a passport?"

B3.2 analyse key responsibilities associated with Canadian citizenship (*e.g., voting, obeying the law, paying taxes, jury duty, protecting Canada's cultural heritage and natural environment, helping others in the community*)

Sample questions: "Should people be fined if they do not vote? Why or why not?" "At what age do you think people are responsible enough to vote?" "Why is paying one's taxes an important responsibility?" "Why do you think that, in order to earn a secondary school diploma in

Ontario, students must complete community involvement hours?" "What are your responsibilities as a Canadian citizen? In what ways will these change or develop as you get older?"

B3.3 explain how the judicial system and other institutions and/or organizations help protect the rights of individuals and the public good in Canada (*e.g., with reference to the courts, trials, juries, sentencing circles, human rights tribunals, commissions of inquiry, the media, NGOs and social enterprises*)

Sample questions: "What supports and mechanisms are in place in your school and/or local community to help protect the rights of individuals?" "What protections does the Canadian legal system offer you? What impact does it have on your everyday life?" "What responsibility does the community have for integrating offenders back into society?" "What is the role of the Children's Aid Society?" "Are there groups of people that need more support than others to protect their rights? Why or why not?"

B3.4 analyse rights and responsibilities of citizenship within a global context, including those related to international conventions, laws, and/or institutions (*e.g., the United Nations Universal Declaration of Human Rights [1948], Convention on the Rights of the Child [1989], Rio Declaration on Environment and Development [1992], or Declaration on the Rights of Indigenous Peoples [2007]; the International Criminal Court*)

Sample questions: "What are the main similarities between the rights and responsibilities associated with citizenship in Canada and those associated with citizenship in the global community? What are the main differences?" "What role or responsibility does an individual have in helping to protect the global commons such as air and water?" "Does digital technology present a challenge to the rights and/or responsibilities of citizenship in a global context? Why or why not?" "What was the objective of the UN Declaration of Human Rights? Do all people enjoy the rights embodied in that document?" "What are the issues surrounding Haudenosaunee passports?"

B3.5 identify examples of human rights violations around the world (*e.g., hate crimes, torture, genocide, political imprisonment, recruitment of child soldiers, gender-based violence and discrimination*), and assess the effectiveness of responses to such violations (*e.g., media scrutiny; government sanctions; military intervention;*

regional, national, and/or international tribunals; boycotts; pressure from governments and/or NGOs)

Sample questions: “What legal processes are in place to address human rights issues, both in Canada and globally?” “What are some of the issues addressed by the Ontario Human Rights Commission? Has the commission dealt with any cases that have a direct impact on you and/or your community?” “What are some NGOs that deal with human rights abuses? What limitations do they face?” “Should people be charged with war crimes if they were ‘just following orders?’” “What criteria should be used to determine whether Canadians should actively respond to human rights abuses in other countries?”

C. CIVIC ENGAGEMENT AND ACTION

OVERALL EXPECTATIONS

By the end of this course, students will:

- C1. Civic Contributions:** analyse a variety of civic contributions, and ways in which people can contribute to the common good (**FOCUS ON:** *Political Significance; Stability and Change*)
- C2. Inclusion and Participation:** assess ways in which people express their perspectives on issues of civic importance and how various perspectives, beliefs, and values are recognized and represented in communities in Canada (**FOCUS ON:** *Political Significance; Political Perspective*)
- C3. Personal Action on Civic Issues:** analyse a civic issue of personal interest and develop a plan of action to address it (**FOCUS ON:** *Political Significance; Objectives and Results*)

SPECIFIC EXPECTATIONS

C1. Civic Contributions

FOCUS ON: *Political Significance; Stability and Change*

By the end of this course, students will:

- C1.1** assess the significance, both in Canada and internationally, of the civic contributions of some individuals (e.g., *Shawn Atleo, Maude Barlow, Mohandas K. Gandhi, Elijah Harper, Craig Kielburger, Martin Luther King, Jr., Cardinal Paul Émile Léger, Stephen Lewis, Nelson Mandela, Aung San Suu Kyi, David Suzuki*) and organizations, including NGOs and social enterprises (e.g., *Amnesty International, L'Arche Canada, Democracy Watch, Free the Children, International Federation of Red Cross and Red Crescent Societies, Inuit Circumpolar Conference, Métis Nation of Ontario, Ontario Federation of Indian Friendship Centres, Samara Canada, Spread the Net, SoChange, World Wildlife Federation, Youth in Philanthropy Canada*)
- C1.2** describe a variety of ways in which they could make a civic contribution at the local, national, and/or global level (e.g., *by serving on student council or on an organization offering support to students who are being bullied; by reducing the amount of solid waste they generate and by properly disposing of hazardous waste; by volunteering at a food bank, retirement home, hospital, humane society, or recreational facility in the local community; by donating blood; by participating in community clean-up or tree-planting days; by raising funds for a charity or a development*

NGO; by writing to or speaking with their city or band councillor, MPP, or MP to request action on an issue)

Sample questions: “When you brainstormed with other students, what are some ways you identified for making a contribution in the community? Which of these appeal to you? Why?” “Are there food banks and/or community gardens in your community? What are some ways in which you could get involved with them?”

- C1.3** explain how various actions can contribute to the common good at the local, national, and/or global level (e.g., *engaging in a non-violent protest can heighten awareness of an issue and pressure for change; buying fair trade products helps ensure that producers are fairly compensated for the products they produce; the organized boycotting of products can pressure corporations to change irresponsible practices; donating to a development NGO can help improve the lives of people affected by a natural disaster or enhance health care in developing countries; canvassing or fundraising for an organization that works for social justice can raise people’s awareness of issues related to inequity or human rights abuses*)

Sample questions: “In what ways does using public transit, biking, or carpooling contribute to the common good?” “What are some significant changes in your local community that have been brought about as a result of citizen action?” “What impact can consumers’ choices have on the natural environment?”

C2. Inclusion and Participation

FOCUS ON: *Political Significance; Political Perspective*

By the end of this course, students will:

C2.1 analyse ways in which various beliefs, values, and perspectives are represented in their communities (e.g., with reference to different racial, ethnic, and/or religious groups; people with various political beliefs and/or social values; people from different age groups; men and women; First Nations, Inuit, or Métis people; people in lesbian, gay, bisexual, and transgender [LGBT] communities; environmentalists; people with disabilities; people from different professions and/or economic circumstances; recent immigrants and new Canadians; business people), and assess whether all perspectives are represented or are valued equally

Sample questions: “What are some ways in which various student perspectives are represented in our school? Do you feel like your voice is heard?” “What cultural festivals are celebrated in your community? Whose beliefs and values do they reflect?” “What religious structures are in your community? What do they tell you about respect for diversity in the community?” “Why might some people’s perspectives be valued more than those of others? What are some ways to address this inequity? What action could be taken to ensure that marginalized voices are heard?”

C2.2 describe ways in which some events, issues, people, and/or symbols are commemorated or recognized in Canada (e.g., by war memorials and Remembrance Day services; through citizenship awards such as the Order of Canada; by depicting them on postage stamps or currency; in museums; on public plaques; by naming streets or public spaces after them; through observances such as Black History Month, Fête nationale du Québec, Flag Day, Holocaust Day, Holodomor Memorial Day, Human Rights Day, Labour Day, National Aboriginal Day, Persons Day, Pride Week, Victoria Day), and analyse the significance of this recognition

Sample questions: “What do you think are the most important regional or national symbols in Canada? Who or what do they represent?” “Do you think there are people in your local community or in Canada whose civic contribution has not been formally recognized but should be? Why and how do you think they should be acknowledged?” “What criteria do you think should be used when deciding which events or people to formally recognize?”

C2.3 describe various ways in which people can access information about civic matters (e.g., websites of governments, political parties, NGOs, or other groups and/or institutions; social media; meetings organized by elected representatives; newspapers or newscasts), and assess the effectiveness of ways in which individuals can voice their opinions on these matters (e.g., by contacting their elected representatives, being part of a delegation to speak on an issue under consideration by city council, organizing a petition, voting, making a presentation to a commission of inquiry, participating in a political party or interest group; by expressing their views through the media, including social media, or at a town-hall meeting; through court challenges; through art, drama, or music)

Sample questions: “What are some ways in which a person can communicate his or her position on an environmental issue?” “What do you think is the most effective way for you to get your ideas heard in our school?” “What criteria might you use to determine the most effective way to voice your position on a social justice issue?”

C3. Personal Action on Civic Issues

FOCUS ON: *Political Significance; Objectives and Results*

By the end of this course, students will:

C3.1 analyse a civic issue of personal interest, including how it is viewed by different groups

Sample questions: “What current civic issue is important to you? Who are the people and/or organizations involved in this issue? What views do they have on it? Do you think there might be other perspectives on this issue that are not commonly heard? Which level or levels of government would be responsible for addressing this issue?”

C3.2 propose different courses of action that could be used to address a specific civic issue (e.g., a public awareness campaign, a plan for local action, a campaign to pressure for political action), and assess their merits

Sample questions: “When you consider the various courses of action proposed to address this issue, how would you rank them from easiest to most difficult to carry out?” “Which option do you think would have the greatest impact?” “Would you be able to carry out, or participate in, any of these courses of action?”

C3.3 develop a plan of action to implement positive change with respect to a specific civic issue, and predict the results of their plan

Sample questions: “What is the main goal of your plan? How do you intend to accomplish that goal? What changes do you anticipate will result from specific strategies in your plan?”
“Which people, organizations, and/or governments would be most likely to embrace your plan? How might you engage them?”

C3.4 develop criteria that could be used to assess the effectiveness of their plan of action if it were implemented

Sample questions: “How would you know if your plan were achieving its objectives?”
“How would you determine if your plan were making a positive difference?” “How might you respond if things did not go as planned?”