

## Civics and Citizenship, Grade 10

Grade	Topic	Expectations	
<b>Strand: A. Political Inquire and Skill Development</b>			
10	<b>Political Inquiry</b>	A1.1	Formulate different types of questions to guide investigations into issues, events, and/or developments of civic importance.
		A1.7	Communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the intended audiences and purpose.
10	<b>Developing Transferrable Skills</b>	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).
<b>Strand: B. Civic Awareness</b>			
10	<b>Civic Issues, Democratic Values</b>	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.
		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).
		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).
		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.
<b>Strand: C. Civic Engagement and Action</b>			
10	<b>Civic Contributions</b>	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

			<p>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.</p>
		C1.3	<p>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).</p>
10	<b>Inclusion and Participation</b>	C2.1	<p>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.</p>
		C2.3	<p>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).</p>
10	<b>Personal Action on Civic Issues</b>	C3.2	<p>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.</p>
		C3.3	<p>Develop a plan of action to implement positive change with respect to a specific civic issue, and predict the results of their plan.</p>
		C3.4	<p>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?”</p>