

Citizenship Continuum of Study Grades 4 - 6			
Area of Focus	Grade 4 (Outcomes)	Grade 5 (Outcomes)	Grade 6 (Outcomes)
Engaged Citizens: understand issues and actions connected with diversity, rights and responsibilities, levels of governance.	Grade 4 students will <ul style="list-style-type: none"> • PA4.2 - Demonstrate an understanding of the provincial system of government. • PA4.3, 4.4 - Demonstrate an understanding of the First Nations and Métis system of governance. • PA4.1 (reworded) - Analyze the relationship between governance institutions in Sask. and the scope of influence on various groups of people in the province. 	Grade 5 students will: <ul style="list-style-type: none"> • PA5.2 - Explain the purposes and functions of governance structures in Canada, including First Nations systems and those patterned on the Westminster parliamentary systems. • PA5.3 - Develop an understanding of the natures of the treaty relationship between First Nations and Canada’s federal government. • IN5.1 – Demonstrate an understanding of the Aboriginal heritage of Canada. • IN5.2. - Analyze the evolution of Canada as a multicultural nation. 	Grade 6 students will understand that with the enjoyment of rights come responsibilities: <ul style="list-style-type: none"> • PA6.1 – Examine the relationship between an individual’s power and authority and the power and authority of others. • PA6.2 - Analyze the distribution of power and privilege • IN6.3 - Develop an understanding that global interdependence impacts individual daily life.
Life Long Learning Citizens: develop a critical understanding of, actively explore and analyze events and the effects of decisions on a local, national and global level.	Grade 4 students will understand that: <ul style="list-style-type: none"> • DR4.2 – Explain the relationship of First Nations and Métis peoples with the land. • DR4.1 – Correlate the impact of the land on the lifestyles and settlement patterns of the people of Saskatchewan. • IN4.1 – Analyze how First Nations and Métis people have shaped and continue to shape Saskatchewan. • IN4.2 - Describe the origins of the cultural diversity in Saskatchewan communities. • DR4.3 Analyze the implications of the Treaty relationship in Saskatchewan. 	Grade 5 students will: <ul style="list-style-type: none"> • PA5.1 – Describe Canada’s political evolution. • DR5.3- Identify the European influence on pre-confederation Canadian Society. • DR 5.1 – Analyze the historic and contemporary relationship of people to the land in Canada. 	Grade 6 students will learn that the forces that affect people are constantly changing: <ul style="list-style-type: none"> • RW6.1 – Examine and analyze factors that contribute to quality of life, including material and non-material factors. • RW6.2 – Contribute to initiating and guiding change in local and global communities regarding environmental, social, and economic sustainability. • PA6.3 – Explore examples and explain how people, such as ethnic minority groups, the disabled, youth, and the elderly, may be affected by injustice or abuses of power. • DR6.3 – Appraise the strategies human societies have used to orient themselves within time and place in the natural environment.
Citizens with a strong sense of Self, Community, Place: value and demonstrate a commitment to	Grade 4 students will investigate connectedness to school, community, and natural environment; and think about the effects of their choices to consider positive impacts on self and others, school, community, and place. They will:	Grade 5 students will investigate connectedness to school, community, and natural environment; and think about the effects of their choices to consider positive impacts on self and others, school, community, and place. They will:	Grade 6 students will understand that Canadian citizens value the need of the collective common good. <ul style="list-style-type: none"> • IN6.1 – Evaluate and represent personal beliefs and values by determining how culture and place influence them.

Appendix B - Citizenship Continuum of Study from gr. 4-6

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<p>maintaining and nurturing relationships between these three concepts</p>	<ul style="list-style-type: none"> • RW4.1 - Analyze the strategies Saskatchewan people have developed to meet the challenges presented by the natural environment. • RW4.3 – Assess the impact of Saskatchewan resources and technological innovations on provincial, national, and global communities. • IN4.3 – Determine the influence Saskatchewan people and programs have had on a national scale. 	<ul style="list-style-type: none"> • DR5.2 - Assess the impact of the environment on the lives of people living in Canada. • RW5.1 – Explain the importance of sustainable management of the environment to Canada’s future. • RW5.2 – Hypothesize about the economic changes that Canada may experience in the future. 	<ul style="list-style-type: none"> • IN6.2 – Examine the social and cultural diversity that exists in the world, as exemplified in Canada and a selection of countries bordering the Atlantic Ocean. • DR6.1 – Analyze the impact of the diversity of natural environments on the ways of life in Canada and a selection of countries bordering the Atlantic Ocean. • DR6.2- Analyze ways in which the land affects human settlement patterns and social organization, and ways in which human habitation affect land. • DR6.3 – Appraise the strategies human societies have used to orient themselves within time and place in the natural environment.
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