

Citizenship Continuum of Study from K – gr. 3				
	Kindergarten	Grade 1	Grade 2	Grade 3
	DR. K.1 - Describe the spatial relationships among people, places, and environments.	DR1.4 – Recognize globes and maps as representations of the surface of the Earth and distinguish land and water masses. DR1.5 – Identify and represent the orientation in space and time of significant places and events in the lives of students.	DR2.3 – Identify physical representations as constructed models of real things.	DR3.1 – Use various model representations of the Earth. DR3.2 – Assess the degree to which the geography and related environmental and climatic factors influence ways of living on and with the land.
Engaged Citizens: work to understand issues and associated actions.	K students will begin to learn about rights and responsibilities and the impact of rules and order on their lives. They will: understand that rules are meant to promote order and peaceful co-existence PAK.1 -Understand and respect the agreed-upon rules and recognize that rules and expectations are designed to promote a state of safety, self-regulation, peace, balance, and harmony. PAK.2 - Recognize situations in which disagreement may be part of living, studying, and working together, and explore means of resolution.	Grade 1 students will continue to explore the rules and responsibilities that bring order to society. They will: PA1.1 – Analyze actions and practices that support peace and harmony, including rules and decision-making processes. PA1.2 – Analyze the cause of disharmony and ways of returning to harmony. <ul style="list-style-type: none"> • begin to examine the decision-making process • discriminate the purpose of rules and understand the process for change 	Grade 2 students will continue to understand the decision making process and explore the rights and responsibilities associated with belonging to society. They will: PA2.1-Analyze how decisions are made within the local community PA2.1 – Assess and practice various approaches to resolving conflicting interests within the community. PA2.3 – Analyze the rights and responsibilities of citizens in the school and local community.	Grade 3 students will explore how different points of view and history can impact current events. They will: PA3.2 – Demonstrate awareness that different points of view may lead to better understandings and acceptance that people can believe different things and still live peacefully together. PA3.3 – Make generalizations about the purpose and intent of documents that define the rights of children. IN3.1 – Analyze daily life in a diversity of communities. IN3.2 – Analyze the cultures and traditions in communities studied.
Life Long Learning Citizens: explore the dynamics of change and seek information for appropriate action.	K students will begin to think about their thinking and the ways they behave. They will: DRK.2 - Explore examples of promises made through actions and words, and why it is important to keep promises. DRK.3 - Analyze ways in which place	Grade 1 students will understand that people can have different points of view that cause them to think differently about the same subject; explore diversity; and, understand that people specific viewpoints and/or worldviews influence their decisions. They will:	Grade 2 students will continue to explore the effects of diversity on a community and consider how current behaviours can be influenced and changed. They will: IN2.2 – Create a representation of the diversity of cultural groups in the local community.	Grade 3 students will continue to explore decision making processes and become more aware of their thinking and the processes used to examine challenges. They will: PA3.1 – Compare how decisions are made in the local community and communities studied.

	<p>and physical systems influence daily life, including the influence of place on the daily life of First Nations and Métis people.</p> <p>INK.1 - Demonstrate an understanding of similarities and differences among individuals in the classroom.</p>	<p>DR1.1- Relate family events and stories of the recent or distant past to the student’s place</p> <p>DR1.2 – Describe kinship patterns of the past and present and describe according to traditional teachings</p> <p>IN1.1 – Describe the diversity of traditions, celebrations, or stories of individuals in the classroom and school</p> <p>IN1.2 – Discuss cultural diversity in the family and classroom, exploring similarities and differences</p>	<p>RW2.2 – Analyze various worldviews regarding the natural environment</p> <p>DR2.1 – Investigate stories of significant events and persons in the local community’s history and describe the contributions to the community.</p> <p>DR2.4 – Describe the influence of Treaty and First Nations and/or Métis, and Inuit peoples on the local community</p>	<p>RW3.1 – Appraise ways communities meet their members’ needs and wants.</p>
<p>Citizens with a strong sense of Self, Community, Place: value and demonstrate a commitment to maintaining and nurturing relationships between these three concepts</p>	<p>Pre K and Kindergarten students will begin to:</p> <p>RWK.1 - Examine ways of managing tasks and resources in families and schools.</p> <p>RWK.2 - Develop and demonstrate stewardship of the environment in daily actions, in an effort to promote balance and harmony.</p> <p>INK.2 - Describe the diversity of groups represented in the classroom.</p>	<p>Grade 1 students will begin to understand how needs differ from wants and begin to explore the concept of community stewardship. They will:</p> <p>RW1.1 – Describe the influence of physical, spiritual, emotional, and intellectual needs and wants on personal well-being.</p> <p>RW1.2 – Discuss ways in which work may be managed and distributed in families, schools, and groups.</p> <p>IN1.3 – Assess ways in which relationships help to meet human needs.</p> <p>DR1.3 – Demonstrate awareness of human’s resilience on the natural environment to meet needs, and how location affects families in meeting needs and wants.</p>	<p>Grade 2 students will continue to understand the relationship between needs, wants, and responsibilities. They will develop appreciation for national, provincial, and community symbols and traditions and model appropriate behaviour. They will:</p> <p>IN2.1 – Determine the characteristics of a community.</p> <p>RW2.1 – Describe ways in which the local community meets needs and wants of its members.</p> <p>RW2.3 – Contribute to initiating and guiding change in local and global communities regarding environmental, social, and economic sustainability.</p> <p>DR2.2 – Analyze the influence of the natural environment on the local community.</p>	<p>Grade 3 students will begin to investigate how they are connected to their school, community, and environments. They will be encouraged to make positive choices and act to address perceived wrongs. They will:</p> <p>RW3.2 – Analyze the creation and distribution of wealth in communities studied.</p> <p>RW3.3 – Evaluate the ways in which technologies have impacted daily life.</p> <p>IN3.3 – Illustrate examples of interdependence of communities.</p> <p>DR3.3 – Compare the beliefs of various communities around the world regarding living on and with the land.</p>

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.	<p>Grade 4 students will</p> <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. 	<p>Grade 5 students will:</p> <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. 	<p>Grade 6 students will understand that with the enjoyment of rights come responsibilities:</p> <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.	<p>Grade 4 students will understand that:</p> <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. 	<p>Grade 5 students will:</p> <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. 	<p>Grade 6 students will learn that the forces that affect people are constantly changing:</p> <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	<p>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:</p>	<p>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:</p>	<p>Grade 6 students will understand that Canadian citizens value the need of the collective common good.</p> <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

September 2015

<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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Appendix C - Citizenship Continuum of Study

September 2015

Citizenship Continuum of Study Grades 7-9			
Area of Focus	Grade 7 (Outcomes)	Grade 8 (Outcomes) Canada and Historical Canada	Grade 9 (Outcomes)
	<p>DR7.1 – Analyze and use various types of maps in order to situate current issues in Canada, and in a selection of Pacific Rim and northern circumpolar countries. Canada, Circumpolar countries, Pacific Rim countries</p>		<p>Roots of Society – Historical Societies of: Mesopotamia or Ancient Egypt; Ancient Greece or Rome; Aztec, Incan, or Mayan civilizations; Medieval Europe or Renaissance Europe; Ancient China or Japan Overlay DR9.1 on all outcomes</p> <ul style="list-style-type: none"> • DR9.1 - Examine the challenges involved in obtaining information about societies of the past.
<p>Engaged Citizens: understand issues and actions connected with diversity, rights and responsibilities, levels of governance.</p>	<p>Grade 7 students will begin to investigate and understand the various types of power and governance within their own country, locally, regionally, provincially, nationally and globally.</p> <ul style="list-style-type: none"> • PA7.1 Compare the sources of power for individuals, nations, and regions in a selection of Pacific Rim and circumpolar countries • PA7.2 – Investigate the structures and process of democratic government in Canada. • PA 7.3 – Compare the strengths and weaknesses of oligarchy, dictatorship, and democracy as systems of government. 	<p>Grade 8 students will explore the concept of democracy, both in Canada and in a variety of societies. Underlined throughout this area of Canadian citizenship will be an understanding of the roles, rights and responsibilities of any citizen within a democratic government.</p> <ul style="list-style-type: none"> • DR8.2- Describe the influence of the treaty relationship on Canadian identity. • DR8.3- Assess how historical events in Canada have affected the present Canadian identity • PA8.2- Examine the role of power and authority in the application of diverse decision-making processes in a variety of contexts. • PA 8.3 – Present the evolution of a piece of legislation, from its first conception to its implementation. • PA 8.4 – Assess the impact of citizens’ willingness and ability to actively engage in the Canadian political processes. 	<p>Grade 9 students will expand their sense of identity with respect to local, regional, provincial, national, and global diversities.</p> <ul style="list-style-type: none"> • IN9.1 - Explain what constitutes a society • IN9.2 - Compare the factors that shape worldviews in a society, including time and place, culture, language, religion, gender identity, socio-economic situation, and education. • IN9.3 - Analyze the ways a worldview is expressed in the daily life of a society. • DR9.2 - Synthesize the significance of key historical events in societies studied. • DR9.4 - Determine the influence of societies of the past on contemporary life in Canada. • PA 9.1 - Examine concepts of power and authority in the governance of the societies studied.
<p>Life Long Learning Citizens: develop a critical understanding of, actively explore and analyze events and the effects of the decision on a local, national and global level.</p>	<p>Students will compare and contrast Canadian structures and processes with those operating within Pacific Rim countries. This area of citizenship focuses on the student using critical thinking skills in order to better understand, the relationship between geography, resources, culture and historical events.</p> <ul style="list-style-type: none"> • IN7.2: Examine the effects of globalization on the lives of people in Canada and in circumpolar and Pacific Rim countries. • IN7.3: Analyze the relationship of technology to globalization. • DR7.3: Analyze the relationship between current and historical events, the physical and social environments in Pacific and northern Canada and in a selection of Pacific Rim and circumpolar countries. 	<p>Throughout the study of democracy, students will address the importance of decision making in a democratic process and how each individual perspective and personal choice will affect that process.</p> <ul style="list-style-type: none"> • IN8.1 - Investigate the meaning of culture and the origins of Canadian cultural diversity • IN8.2 - Appraise the influence of immigration as a factor in Canadian cultural diversity. • PA8.1- Contemplate the implications of Canadian citizenship on the life of Canadians. • DR8.1 - Develop an understanding of the significance of land on the evolution of Canadian identity 	<p>Grade 9 students will exhibit an awareness and understanding of natural environmental issues on a local, national, and global level.</p> <ul style="list-style-type: none"> • IN9.4 - Determine the influence of worldview on the choices, decisions, and interactions in a society • RW9.1 - Compare differing perspectives regarding the acquisition and distribution of resources and wealth in the societies studied. • RW9.2 - Appraise the significance of trade and transportation in the development of the societies studied. • RW9.3 - Determine the influence of technologies of past societies studied on contemporary society.

Appendix C - Citizenship Continuum of Study

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	<ul style="list-style-type: none"> • RW7.1: Explain the role of barter, trade and sharing in traditional economies in Canada and circumpolar and Pacific Rim Countries. 		
<p>Citizens with a strong sense of Self, Community, Place: value and demonstrate a commitment to maintaining and nurturing relationships between these three concepts</p>	<p>Students will begin to develop opinions regarding the distribution of power and privilege at a global level, and their role as a Canadian citizen. Opportunities to discuss the importance of geography, power and governance, in both Canada and Pacific Rim countries will be the focus of this area of study.</p> <ul style="list-style-type: none"> • IN 7.1 – Investigate examples of conflict, cooperation, and interdependence between Canada and circumpolar and Pacific • DR7.2 - Appraise the impact of human habitation on the natural environment in Canada, and in a selection of Pacific Rim and northern circumpolar countries. • RW7.2 - Investigate the influence of resources upon economic conditions of peoples in circumpolar and Pacific Rim countries. • RW7.3 - Assess the ecological stewardship of economies of Canada and the circumpolar and Pacific Rim countries. 	<p>While analyzing the concepts and processes of a democratic government, students need to consider the significance of land, treaty relationships and to contemplate the implications of the changing cultural demographics in Canada. Students will:</p> <ul style="list-style-type: none"> • RW8.1 - Analyze the social and environmental consequences of living in the Canadian mixed market economy based on consumerism. • RW8.2 - Assess the implications of personal consumer choices. • RW8.3 - Critique the approaches of Canada and Canadians to environmental stewardship and sustainability. 	<p>Grade 9 students will understand that Canadian citizens value the need of the collective common good.</p> <ul style="list-style-type: none"> • DR9.3 - Assess the relationship of the natural environment in the development of a society. • PA9.3 - Investigate the roles and responsibilities of members of the societies studied and those of citizens in contemporary Canada. • PA 9.2 - Analyze the impact of empire-building and territorial expansion on indigenous populations and other groups in the societies studied.

Appendix D - Levels 10, 20, 30 Citizenship Inquiry Continuum

Enduring Understandings

• Injustices of today have their roots in the past. • Canadian Society is challenged to manage the co-existence of diverse worldviews. • Canadian citizens work to achieve a balance between rights and responsibilities through learning and action. • Canadian society has inequities and elimination of these is beneficial for all Canadians. • For each individual, becoming aware of racism and other social oppression in Canadian society is an evolutionary process and a precursor to change. • Citizens show flexibility of mind. • As citizens of local, national, and global communities, Canadians are conscious, self-reflective, and critical of their own beliefs and actions and seek to make positive change.

Understand organizational structure	Level 10	Level 20	Level 30
<p>Engaged Citizen Essential Questions</p> <ul style="list-style-type: none"> • In what ways is ideology useful in guiding human beliefs and behaviour? • What are the limitations of ideology in guiding beliefs and behaviour? • How does ideology influence our view of social justice? • How does a society structure itself to find a balance between opposing constructs i.e. freedom and order, individual rights and collective rights, hierarchy and equality; and, what factors influence the finding of this balance? 	<p>Inquiry: If individuality is so important, why do we live together in groups?</p> <ul style="list-style-type: none"> • Why are there consistencies in societal organization and societal issues? <p>Big Ideas Explored:</p> <ul style="list-style-type: none"> • Examine why people choose to live in societies. • Examine the contrasting concepts/perspectives of: <ul style="list-style-type: none"> ○ freedom and order, ○ individual rights and collective rights ○ hierarchy and equality ○ resources use: protect or exploit • Examine a variety of ideologies to understand how ideology impacts decision-making. • Consider which responsibilities individuals and groups collectively assume for each other. <p>Inquiry: Is privilege and marginalization inevitable in society?</p> <p>Big Ideas Explored:</p> <ul style="list-style-type: none"> • Investigate the constructs of privilege and marginalization; • Examine the impact these concepts have had on history and society; • Investigate various worldviews and the impact they have on an individuals' and societies' beliefs and institutions; and, 	<p>Inquiry: What responsibilities do we have to one another?</p> <ul style="list-style-type: none"> • Are Human Rights Universal? • How have our perspectives on this issue changed? <p>Big Ideas Explored:</p> <ul style="list-style-type: none"> • Understand that individuals in society must make decisions as to what degree they will honour human rights. • Examine how societies vary in their understanding and application of human rights and responsibilities. • Consider which obligations individuals, and groups should collectively assume for each other. • Consider how imperialism and colonization have affected the application of human rights. <p>Inquiry: How did events of the 20th and early 21st century influence our perspectives of and about citizenship?</p> <p>Big Ideas Explored:</p> <ul style="list-style-type: none"> • Examine how social, economic, political and cultural systems are interconnected and that change in one affects the others. • Examine how groups seek to have control over decision-making processes which have an impact on their cultural distinctiveness and well-being. • Consider how society structures itself to 	<p>Inquiry: What does it mean to be an engaged Canadian citizen?</p> <ul style="list-style-type: none"> • What beliefs do engaged citizens share? • Whose worldviews make up Canadian worldview? <p>Big Ideas Explored:</p> <ul style="list-style-type: none"> • Investigate the beliefs and constructs that shape the views of Canadian citizenship; • Examine the factors that encourage and inhibit engaged citizenship; • Explore how Canadians address and resolve issues regarding rights and responsibilities as citizens in contemporary Canada; • Examine the social changes including the evolution of media and technology and their impacts on perceptions and practices of citizenship; and, • Consider how events in Canadian history influenced our perspectives on rights and responsibilities of citizenship. <p>Inquiry: Why do we have the Charter of Rights and Freedoms, Human Rights Codes and our Constitution?</p> <ul style="list-style-type: none"> • How do those documents impact Canadian beliefs? • Are core Canadian beliefs possible in a multi-cultural society? <p>Big Ideas Explored:</p> <ul style="list-style-type: none"> • Examine the influences of the Charter of

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<ul style="list-style-type: none"> • Has Canadian society been organized to reflect our national values and beliefs? 	<ul style="list-style-type: none"> • Understand that Canada’s worldview includes First Nations, Métis and Inuit perspectives but often accurate, representative interpretation is misconstrued. 	<p>find a balance between domestic considerations/priorities and international considerations/priorities?</p> <ul style="list-style-type: none"> ○ From whose perspective are these decisions made? ○ What are the responsibilities of citizens to society? ○ What are the responsibilities of society to its citizens? 	<p>Rights and Freedoms, Human Rights Legislation, and Canadian Constitution on Canadian identity;</p> <ul style="list-style-type: none"> • Examine the challenges that Canada faces in trying to meet the needs of a diverse population, • Construct an inventory of essential elements of the Canadian worldview.
<p>Understand principles of advocacy</p>	<p>Level 10</p>	<p>Level 20</p>	<p>Level 30</p>
<p>Life Long Learning Citizen</p> <p>Essential Questions</p> <ul style="list-style-type: none"> • What does it mean to be a citizen? • Why is there conflict between worldviews? • What is required in order for conflicting worldviews to co-exist? • What range of responses have citizens used throughout history to respond to conflicting worldviews? • How do engaged 	<p>Inquiry: Why are some voices honoured, while others are silenced?</p> <ul style="list-style-type: none"> • How do worldviews inform and influence issues of conflict? <p>Big Ideas explored:</p> <ul style="list-style-type: none"> • Assess the impact of imperialist policies, practices and attitudes of the past; • Identify differences in power perspectives including cultural, economic, social, philosophical, and aesthetic. <p>Inquiry: What happens when worldviews contradict one another?</p> <p>Big Ideas Explored:</p> <ul style="list-style-type: none"> • Examine a variety of conflict resolutions and their residual impact including: assimilation, annihilation, and segregation. <p>Inquiry: Where does inequity come from?</p> <ul style="list-style-type: none"> • Is inequity the result of individual action or systemic injustice? 	<p>Inquiry: Can global social justice be achieved?</p> <p>Hook</p> <ul style="list-style-type: none"> • Is a nation a citizen in the global community? • Is global citizenship a way to achieve global justice? • What kind of global citizen is Canada? <p>Big Ideas Explored:</p> <ul style="list-style-type: none"> • Understand the backgrounds of various human rights and social justice issues and the role Canada played in addressing these challenges. • Evaluate Canada’s past and present actions in seeking global justice. • Compare the citizenship performance of Canada to that of other nations. • Scrutinize the evolution of Citizenship as it pertains to Canadian and World issues. • Consider how an ethical and democratic society defines and pursues justice and 	<p>Inquiry: Why do inequities still exist in Canada?</p> <ul style="list-style-type: none"> • What political structures and societal attitudes maintain the inequities of contemporary society? • How do we as individuals contribute to inequities? <p>Big Ideas Explored:</p> <ul style="list-style-type: none"> • Examine relevant social/historical issues for the purpose of understanding the impacts of differing worldviews; • Examine issues pertaining to discrepancies of power and authority, including globalization and colonial issues, minority rights (including gender issues, gay rights, racism), economic disparities, and/or power inequalities; • Examine how existing political and societal structures support current inequities; • Critique the perpetuation of privilege, marginalization, and racism.

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<p>and respectful citizens respond to conflict in a modern democracy?</p> <ul style="list-style-type: none"> • How does an ethical and democratic society define and pursue justice? • What are the impacts of Canada's multi-cultural policy and affirmation of diversity? 	<ul style="list-style-type: none"> • What are the contributors and remedies to inequity? <p>Big Ideas Explored:</p> <ul style="list-style-type: none"> • Recognize that inequities exist because of a combination of individual actions and collective will; • Investigate the historic foundations that impact current Canadian issues; and, • Examine the role diversity plays in society. 	<p>evaluate the effectiveness of those processes including various:</p> <ul style="list-style-type: none"> ○ international Human Rights and Social Justice issues. ○ conflict and dispute resolution forums (Court Trial, Sentencing Circles, Town Hall Meeting, Mediation, Truth and Reconciliation Commissions, Human Rights Tribunals) ○ negative examples of conflict resolution and their residual impact (assimilation, annihilation, segregation); <ul style="list-style-type: none"> • Evaluate the use of force to achieve peace; and, • Investigate the historic foundations that impact current international/global issues. 	<p>Inquiry: Is Canada actually/really a multi-cultural society?</p> <ul style="list-style-type: none"> • What are the opportunities and challenges of a multicultural society? <p>Big Ideas Explored:</p> <ul style="list-style-type: none"> • Examine the role diversity plays in society, noting the opportunities and inequities that arise in trying to incorporate multi-cultural perspectives. • Examine the concept of difference as it relates to society by identifying regional, cultural, political, and economic opportunities and inequities that arise in trying to incorporate multi-cultural perspectives. • Examine the concept of difference as it relates to society by identifying regional, cultural, political, and economic differences in Canadian society.
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• Injustices of today have their roots in the past. • Canadian Society is challenged to manage the co-existence of diverse worldviews. • Canadian citizens work to achieve a balance between rights and responsibilities through learning and action. • Canadian society has inequities and elimination of these is beneficial for all Canadians. • For each individual, becoming aware of racism and other social oppression in Canadian society is an evolutionary process and a precursor to change. • Citizens show flexibility of mind. • As citizens of local, national, and global communities, Canadians are conscious, self-reflective, and critical of their own beliefs and actions and seek to make positive change.

Commit to action	Level 10	Level 20	Level 30
<p>Citizens connected to Self, Community, and Place</p> <p>Essential Questions</p> <ul style="list-style-type: none"> • What is social justice? • Why do injustices exist? • What responsibility do individuals have to address injustices in society? How could this be accomplished? • What responsibilities do governments have to address injustices in society? How can this be accomplished? 	<p>Inquiry: What responsibility do we have to each other?</p> <ul style="list-style-type: none"> • How do we make things better? How do we enact change? • What are the considerations when trying to redress injustice? <p>Big Ideas Explored:</p> <ul style="list-style-type: none"> • Investigate a variety of injustices: contemporary and/or historical social, economic, religious, and cultural areas; • Identify the common understandings which implicitly and explicitly govern members of any group, society, or nation; • Explore the processes by which differing worldviews can be understood and respected to foster cooperation and mutual respect among cultures and resolve differences; • Examine the impacts of social media; • Compare and contrast predominate Canadian worldview with worldviews from around the globe in order to foster cooperation and respect among cultures; and, • Determine and implement an action plan to effect change for a specific social justice issue. 	<p>Inquiry: How should nations address injustice?</p> <ul style="list-style-type: none"> • What are the considerations at the international community when trying to redress injustice? • What is required for global intervention? • What happens when good people do nothing? <p>Big Ideas Explored:</p> <ul style="list-style-type: none"> • Investigate a variety of injustices: historical, social, economic, religious and cultural; • Examine ways in which we/individuals contribute to current problems; and, • Recognize issues of social justice and propose a hypothesis towards a resolution for these issues, on a regional, national, global level. <ul style="list-style-type: none"> ○ Indigenous issues ○ Gender based issues ○ Environmental issues ○ Socio-economic issues ○ Cultural issues 	<p>Inquiry: What happens if we do nothing?</p> <ul style="list-style-type: none"> • What are the implications of engagement and non-engagement as citizens? • Do we need to be engaged as citizens? <p>Big Ideas Explored:</p> <ul style="list-style-type: none"> • Consider the consequences of action and in-action on issues; and, • Examine levels of action as a measure and reflection of citizenship engagement. <p>Inquiry 2: What will you do to create positive change?</p> <ul style="list-style-type: none"> • Who benefits from the inequities of society? • How can inequities be resolved? <p>Big Ideas Explored:</p> <ul style="list-style-type: none"> • Consider the challenges of creating equity in society where socio-economic differences are increasing. • Examine the factors that are creating the rich/poor divide and consider means of addressing inequities. • Consider the impact of cooperation. • Generate conflict resolution strategies that create an atmosphere of respect for difference.

Appendix E – Citizenship Continuum of Study – 10, 20, 30

Citizenship Continuum of Study High School – 10, 20 30			
Area of Focus (sum)	Level 10	Level 20	Level 30
Engaged Citizens: understand issues and actions connected with diversity, rights and responsibilities, levels of governance.	Social Studies students will: <ul style="list-style-type: none"> consider how ideology influenced the nature of our institutions for political and economic decision making. 	Social Studies students will: <ul style="list-style-type: none"> consider how ideology influences our perspectives toward application of Human Rights. 	Social Studies students will: <ul style="list-style-type: none"> consider how Canadians address and resolve issues regarding rights and responsibilities as citizens in contemporary Canada.
	History students will: <ul style="list-style-type: none"> consider how historical events of the 18th and 19th centuries influenced worldviews and how worldviews influenced historical events. 	History students will: <ul style="list-style-type: none"> consider how historical events of the 20th century influence our perspectives of and about citizenship. 	History students will: <ul style="list-style-type: none"> consider how events in Canadian history influenced our perspectives on rights and responsibilities of citizenship.
	Native Studies students will: <ul style="list-style-type: none"> consider how Indigenous worldviews influences ideology. 	Native Studies students will: <ul style="list-style-type: none"> consider how imperialism and colonization have affected historical and contemporary Indigenous populations. 	Native Studies students will: <ul style="list-style-type: none"> consider the need for and approaches to resolution of contemporary issues for both Indigenous and non-Indigenous populations.
Life Long Learning Citizens: develop a critical understanding of, actively explore and analyze events and the effects of decision on a local, national and global level.	Social Studies students will: <ul style="list-style-type: none"> recognize that a variety of worldviews can co-exist and influence individual and collective action/decision making. 	Social Studies students will: <ul style="list-style-type: none"> consider how conflicting worldviews and ideologies have affected human rights and the economic well-being. 	Social Studies students will: <ul style="list-style-type: none"> consider how evolving worldviews change our society (gender and sexual diversity, end of life care).
	History students will: <ul style="list-style-type: none"> examine the historical impact of 18 and 19th century worldviews of citizenship and human rights on intolerance and injustice. 	History students will: <ul style="list-style-type: none"> consider how the application of a 20th century view of citizenship created the climates for intolerance and genocide. 	History students will: <ul style="list-style-type: none"> examine the evolution of our perspectives toward political, economic and social equality.
	Native Studies students will: <ul style="list-style-type: none"> consider how a singular imperialist worldview led to colonization and the resulting struggle for self-governance and sovereignty. 	Native Studies students will: <ul style="list-style-type: none"> consider different approaches to overcoming the legacy of colonization and struggles for self-determination. 	Native Studies students will: <ul style="list-style-type: none"> consider how contemporary structures influence approaches to resolution of inequity.

Appendix E – Citizenship Continuum of Study – 10, 20, 30

<p>Citizens with a strong sense of Self, Community, Place: value and demonstrate a commitment to maintaining and nurturing relationships between these three concepts.</p>	<p>Social Studies students will:</p> <ul style="list-style-type: none"> consider how our social structures and institutions have supported or impeded citizen empowerment to act on issues of social injustice. 	<p>Social Studies students will:</p> <ul style="list-style-type: none"> consider the various ideological responses to current and/or historical inequities. 	<p>Social Studies students will:</p> <ul style="list-style-type: none"> consider the causes of marginalization and approaches to support/achieve inclusion and social justice.
	<p>History students will:</p> <ul style="list-style-type: none"> consider how our historical perspectives/ ideologies contributed to the current state of reality/social contract. 	<p>History Studies students will:</p> <ul style="list-style-type: none"> consider and assess mechanisms to resolve inequity and injustice. 	<p>History Studies students will:</p> <ul style="list-style-type: none"> consider the evolution of and the effectiveness of approaches of society in addressing social justice issues. (gender equity, racism, economic inequality)
	<p>Native Studies students will:</p> <ul style="list-style-type: none"> examine how current political processes and structures attempt to address contemporary issues. 	<p>Native Studies students will:</p> <ul style="list-style-type: none"> evaluate approaches to acculturation over time (annihilation, segregation, assimilation, accommodation). 	<p>Native Studies students will:</p> <ul style="list-style-type: none"> consider the causes of marginalization and approaches to support/achieve inclusion and social justice.