

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 |
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| <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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| Commit to action | Level 10 | Level 20 | Level 30 |
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| <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 | | | |
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| 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. |

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| <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. |