

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. • 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>