

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.

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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.