

Interactions and Interdependence (IN): Examine the local, Indigenous, and global interactions and interdependence of individuals, societies, cultures, and nations.

Resources and Wealth (RW): Examine various worldviews about the use and distribution of wealth in relation to the needs of individuals, communities, nations, and the natural environment, and contribute to sustainable development.

Power and Authority (PA): Investigate the processes and structures of power and authority, and the implications for individuals, communities, and nations.

Dynamic Relationships (DR): Analyze the dynamic relationships of people with land, environments, events, and ideas as they have affected the past, shape the present, and influence the future.

TREATY EDUCATION OUTCOMES AND INDICATORS SASKATCHEWAN MINISTRY OF EDUCATION, 2013

GRADE 12: APPLYING TREATY UNDERSTANDINGS TO ONE'S LIFE

TREATY RELATIONSHIPS By the end of grade 12, students will understand that Treaty relationships are based on a deep understanding of peoples' identity which encompasses: languages, ceremonies, worldviews, and relationship to place and the land.

Outcome: Examine one's position regarding the **importance of the treaty relationship** for the social, cultural, and economic prosperity of all Saskatchewan and Canadian people.

SPIRIT and INTENT OF TREATIES By the end of grade 12, students will recognize that there is interconnectedness between thoughts and actions which is based on the implied and explicit intentions of those actions. The spirit and intent of Treaties serve as guiding principles for all that we do, say, think, and feel.

Outcome: Investigate the values and beliefs of self, family, community, and society in relation to the importance of honouring the Spirit and Intent of treaties.

THE INTENTIONAL & DIRECT TEACHING OF ESSENTIAL CITIZENSHIP COMPETENCIES



CONCENTUS GRADE 12 CITIZENSHIP EDUCATION RESOURCES

<https://www.concentus.ca/30-level-resources/30-level/>

The Grade 12 Concentus Citizenship Education Resources include 3 inquiries which teachers can use/consult to support teaching Reasonable Doubt in 30 level social sciences class. Here are the enduring understandings for Grade 12 inquiries:

ENDURING UNDERSTANDINGS OF CITIZENSHIP STUDY

Students will use this information to understand that:

- Injustices of today have 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 in Canadian society is an evolutionary process and a precursor to change.
- 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.
- Citizens show flexibility of mind.

- Enduring understandings and questions stimulate thinking, guide the inquiry and are linked to outcomes.
- These questions point to the “big ideas” in the area of inquiry and should be considered and reconsidered as the inquiry progresses.
- Answers to these understandings form the evidence of learning at the end of study.

INQUIRY 1: ENGAGED CITIZENS (BEGINS ON PAGE 5 OF DOWNLOADED RESOURCE)

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SOCIAL STUDIES students will consider how Canadians address and resolve issues regarding rights and responsibilities as citizens in contemporary Canada.

HISTORY students will consider how events in Canadian history influenced our perspectives on rights and responsibilities of citizenship.

NATIVE STUDIES students will consider the need for and approaches to resolution of contemporary issues for both Indigenous and non-Indigenous populations.

INQUIRY 2: LIFELONG LEARNERS (BEGINS ON PAGE 30 OF DOWNLOADED RESOURCE)

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SOCIAL STUDIES students will consider how evolving worldviews change our society (same sex marriage, assisted suicide, right to life, gender equality).

HISTORY students will examine the evolution of our perspectives toward political, economic, and social equality.

NATIVE STUDIES students will consider how the current mechanisms influence approaches to resolution of inequity.

INQUIRY 3: SENSE OF SELF, COMMUNITY, AND PLACE (BEGINS ON PAGE 53 OF RESOURCE)

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SOCIAL STUDIES students will consider the causes of marginalization and approaches to support and achieve inclusion and social justice.

HISTORY students will consider the evolution of and the effectiveness of approaches of society in addressing social justice issues (gender equity, racism, economic inequality).

NATIVE STUDIES students will consider the causes of marginalization and approaches to support and achieve inclusion and social justice.