Citizenship 9
Guide

NOVA SCOTIA
NOUVELLE-ÉCOSSE

2018

Citizenship 9

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Background

Citizenship education is central to a complete education. Indeed, it is one of the Essential Graduation Competencies for all learners in Nova Scotia Public Schools. Social Studies 9 focuses on citizenship, as well as an understanding of civics, and is enhanced by critical inquiry into rights, privileges and responsibilities, with an emphasis on active participation. Active and engaged citizens are necessary for a resilient democracy.

With inquiry at its centre, this course aims to engage learners as citizens at the local and global level. Learners will assess their own skills and goals as individuals and as members of a variety of communities, and will consider the ways they can be active citizens, with emphasis on how they can contribute to those communities even as young people. Learners will become empowered by gaining knowledge in the decision-making process and in their own understanding of rights and responsibilities. They will become aware of the importance of perspective and points of view on issues of community and Canadian significance, and will consider how historic and geographic decisions have affected citizenship in Canada and the world.

From this inquiry and empowerment, learners will act upon their understandings through a key component of the course - Service Learning. Service Learning connects curriculum outcomes, skills, and community needs. It enables learners to evaluate needs and their underlying causes, to make decisions that have real results, and to work collaboratively to affect change. The service learning piece is the capstone of the course and involves all learners in a meaningful service project. Different than individual volunteerism, it is about changes and not charity, and is outcomes-based.

The curriculum design for *Citizenship Education* follows a path which takes learners on a journey of inquiry from themselves and their communities, into the national, digital and global world and back to the community. While the outcomes and indicators have an implicit flow, the curriculum should be considered as a whole rather than in chronological units. In fact, it would be important for learners to consider what is to come (for example, the service learning piece), even while they are looking at their own skills and interests, and throughout their learning experiences. Citizenship education prepares learners to participate in their communities as engaged individuals.

Outcomes and Indicators

Engaged Citizenship

Learners will construct a collaboratively-designed service learning project which addresses a need in the school or larger community.

Indicators
- Evaluate the merit of a collaboratively-selected need (CZ/CT)
- Evaluate personal skills, strengths and interests in relation to the service learning project (PCD/CT)
- Plan a service learning project to achieve the goal (CZ/COM/CI/CT/TF)
- Implement a service learning plan (COM/PCD/CI/TF)
- Evaluate the development of citizenship skills in relation to the service learning project (CZ/COM/CT)

Who Am I as a Citizen?

Learners will evaluate evolving concepts and attributes of citizenship as members of different kinds of communities.

Indicators
- Compare rights and responsibilities as current and future citizens (CZ/CT)
- Investigate how worldview impacts understanding of citizenship (CZ/CT)
- Evaluate personal strengths and skills and how these contribute to communities (CZ/PCD)
- Predict how a citizen's role may change over time (CZ/PCD/CT)

Learners will evaluate key changes in the citizenship rights of Mi'kmaw and other traditionally disempowered people.

Indicators
- Investigate how and why citizenship rights have changed for various people in Canada (CZ/PCD/CT)
- Evaluate the importance of treaties as integral to citizenship rights and responsibilities (CZ/PCD/CT)
- Analyse the role of all citizens in reconciliation (COM/CT)

Financial Citizenship

Learners will compare the impact of economic decisions from the perspectives of various groups of people.

Indicators
- Investigate different cultural ideas surrounding needs, wants, money, and value (PCD/CT)
- Investigate the purpose, value, and types of taxation (COM/TF)
- Investigate the relationship between government priorities and economic equality with regard to indigenous peoples (CZ/COM/CT)
- Investigate economic disparity between various groups of people (CZ/COM/CT)
- Compare the concepts of economic fairness and economic equality (COM/CT)

Learners will analyse how effective decision-making and informed participation in society affect, and are affected by, personal financial management.

Indicators
- Investigate personal financial management practices, including short- and long-term goal setting (COM/PCD/TF)
- Investigate the impact of informed financial choices on personal goals (COM/PCD/CT)
- Investigate the direct and indirect impacts of informed financial choices on others (CZ/PCD/CT)
- Analyse internal and external factors that affect personal financial capability (PCD/CT/TF)

Digital Citizenship

Learners will evaluate how perceptions of current issues are influenced by various media, and how this shapes actions, choices, and reactions.

Indicators
- Evaluate how various groups are represented or omitted in media and the influence this has on people's perspectives (CZ/COM/CT/TF)
- Analyse how social and mass media impact the awareness of certain issues (CZ/COM/CT/TF)
- Investigate how citizens' and governments' choices can be affected by different media (CZ/COM/CT/TF)

Learners will evaluate risks, rights, and responsibilities of digital citizens.

Indicators
- Evaluate the opportunities and risks of being digitally engaged or connected (COM/PCD/CT/TF)
- Investigate how a digital footprint influences others' perceptions (CZ/PCD/TF)
- Investigate the role of anonymity in both the production and consumption of media (COM/PCD/CT/TF)

Governance

Learners will analyse how issues become valued within and across all areas of government and society.

Indicators
- Analyse the role that worldview plays in personal and societal values & decision-making (CZ/PCD/CT)
- Investigate concepts of perceived Canadian values and identity. (CZ/COM/CT)
- Analyse the values of various political parties by examining their platforms (CZ/COM/CT/TF)
- Reflect on reasons a personally-chosen issue could be valued by society (CZ/COM/PCD/CI/CT)

Learners will investigate the structure, operation, and selection of government in Canada, including federal, provincial, territorial, indigenous, and municipal government models.

Indicators
- Investigate how various types of governments in Canada are formed (CZ/COM/TF)
- Investigate interactions and decision-making in indigenous and non-indigenous governance models (CZ/COM/CT)

Learners will evaluate strategies to meaningfully engage as citizens within a democratic process.

Indicators
- Evaluate ways to work within and outside of government structures to affect change (CZ/COM/PCD/CI/CT)
- Investigate ways that citizens can advocate for change, awareness, or action (CZ/COM/PCD/CI/CT/TF)
- Investigate the impact of resistance and protest as political and social actions (CZ/COM/CT)
- Analyse how unequal access to democracy makes some groups' voices more powerful than others (CZ/COM/CT)

Global Citizenship

Learners will evaluate the consequences of action and inaction as twenty-first century global citizens.

Indicators

- Investigate a global issue from differing perspectives (CZ/COM/CT)
- Evaluate the intended and unintended consequences of an action or inaction in regard to a global issue (CZ/COM/CT)
- Analyse the relationship between universal human rights and globalization (CZ/COM/CT)
- Evaluate Canada's response to a selected global issue (CZ/COM/CT)

Outcomes and Indicators

Engaged Citizenship

In this Service Learning outcome, learners use their collective skills and knowledge to address a need in their school or larger community. The most important aspect of this outcome is that learners are the ones who choose the issue and then design and implement the project to achieve a goal; with teachers to facilitate this process. Another key to a successful service learning project is reflection during the process and once it has been completed. The goal is to learn from the entire process and not to focus solely on the outcome. As a capstone learning experience, this outcome provides an opportunity for the integration of other outcomes from this course and from other disciplines at this grade level.

Learners will construct a collaboratively-designed service learning project which addresses a need in the school or larger community.

Rationale

Service learning meets a variety of outcomes while learning is taking place. As critical thinkers, learners in grade nine are able to inquire, make decisions, and solve problems as they engage in service learning. As young citizens, they contribute to their communities and act as stewards in a local context. Learners will discuss issues that matter in their communities and assess the skills they possess as a collective. From there, they will choose an issue to act on and develop a practical plan for their actions. Together, with the guidance of their teacher, learners will implement a service learning project. The significance of the service learning is not so much the end result but how citizenship skills are developed throughout, including shared group leadership. This outcome is positioned "first" not for chronological reasons, but because it is the capstone of the course. Considering it early, while addressing it all along, means that learners engage with outcomes simultaneously and in a real-life setting.

Indicators

- Evaluate the merit of a collaboratively-selected need (CZ/CT)
- Evaluate personal skills, strengths and interests in relation to the service learning project (PCD/CT)
- Plan a service learning project to achieve the goal (CZ/COM/CI/CT/TF)
- Implement a service learning plan (COM/PCD/CI/TF)
- Evaluate the development of citizenship skills in relation to the service learning project (CZ/COM/CT)

Concepts
- Service Learning
- Advocacy
- Rights and Responsibilities

Guiding Questions
- What are the needs in our school?
- What are the needs in our community?
- Why should we care about our community?
- What can young people do to make changes in their communities?
- What does successful service learning look like ?
- How might that successful service learning look different than it was originally intended?

Who Am I as a Citizen?

In these outcomes, learners will consider concepts of citizenship in themselves and others. Learners will reflect upon what it means to part of a community: family, neighbourhood, team, school, religion, or interest group. Learners will be encouraged to identify their own skills and interests and recognize how important their contributions are to their community. As citizens with rights and responsibilities, they will have the opportunity to reflect on different views of citizenship, and how citizenship rights have changed for different people in different ways.

Learners will evaluate evolving concepts and attributes of citizenship as members of different kinds of communities.

Rationale
It is important that learners see themselves as a part of many different communities; that they are part of the relationship between citizens and communities. Learners will consider their personal strengths and challenges to develop their self-awareness, becoming self-directed learners who set and pursue personal goals in the aspects of health and wellness, career, and finance. Learners will recognize how they can use their strengths and skills in making positive contributions to their communities. Inquiry into the descriptors often associated with citizens, such as good, active, global, or engaged, provide an opportunity for discussion about worldview.

Indicators
- Compare rights and responsibilities as current and future citizens (CZ/CT)
- Investigate how worldview impacts understanding of citizenship (CZ/CT)
- Evaluate personal strengths and skills and how these contribute to communities (CZ/PCD)
- Predict how a citizen's role may change over time (CZ/PCD/CT)

Concepts
- Citizenship
- Rights and Responsibilities
- Worldview
- Role of citizenship over time
- Relationship between people and communities

Guiding Questions
- What does it mean to be a citizen?
- Who is an engaged citizen? an active citizen?
- How does worldview affect ideas about citizenship?
- How do people balance individualism and collectivism?
- How are people members in a variety of communities?

Learners will evaluate key changes in the citizenship rights of Mi'kmaw and other traditionally disempowered people.

Rationale

An important aspect of citizenship learning is understanding the perspectives of other people. In this outcome, learners will have the opportunity to consider how rights evolved and changed for disempowered peoples, such as Mi'kmaw, women, immigrants, and others. In terms of responsibilities of citizens, it is also an ideal context for a discussion about reconciliation. This is an opportunity to compare the rights and responsibilities of citizens and to look at how ideas of what it means to be a citizen have changed over time.

Indicators

- Investigate how and why citizenship rights have changed for various people in Canada (CZ/PCD/CT)
- Evaluate the importance of treaties as integral to citizenship rights and responsibilities (CZ/PCD/CT)
- Analyse the role of all citizens in reconciliation (COM/CT)

Concepts

- We are all treaty people
- Citizenship rights over time
- Reconciliation

Guiding Questions

- How has the citizenship experience been different for different people in Canada?
- How have rights differed and changed over time?
- How is being a treaty person related to citizenship?

Financial Citizenship

Financial and economic understanding are important to achieving a goal of engaged and active citizenship. Learners will consider the importance of financial decision-making both from an individual and a broader economic perspective. Government spending and its impact, as well as the link between goal setting and financial management, will also be explored.

Learners will compare the impact of economic decisions from the perspectives of various groups of people.

Rationale

There are many different ideas about needs, wants, consumerism, and what is valuable. Learners come from a variety of backgrounds and have differing worldviews; therefore, their perspectives on money and value may be different from their friends and classmates. While they could never examine all perspectives, investigating some of them and recognizing differing perspectives is important. Similarly, citizens have varying ideas about what is fair or what is equitable in the economy. Learners will have a chance to investigate this. Learners will have the opportunity to evaluate how various governments use funds derived from taxation to make decisions about services. They will also explore misconceptions surrounding taxation; possibly an inquiry into the notion of "free" health care as opposed to socialized health care. This is also an opportunity to look at some of the misinformation surrounding indigenous people and taxation.

Indicators

- Investigate different cultural ideas surrounding needs, wants, money, and value (PCD/CT)
- Investigate the purpose, value, and types of taxation (COM/TF)
- Investigate the relationship between government priorities and economic equality with regard to indigenous peoples (CZ/COM/CT)
- Investigate economic disparity between various groups of people (CZ/COM/CT)
- Compare the concepts of economic fairness and economic equality (COM/CT)

Concepts

- Taxation
- Needs and Wants
- Economic Decisions
- Economic Disparity
- Equity vs Equality

Guiding Questions

- What are the intended and unintended consequences of financial decisions?

- How are citizens responsible for the economic health of a nation?
- How do differing views of wants, needs, and money impact people?
- How might governments' spending choices be considered fair or unfair?

Learners will analyse how effective decision-making and informed participation in society affect, and are affected by, personal financial management.

Rationale

It is important that learners explore opportunities for goal-setting and decision-making, inclusive of financial literacy. Learners may also identify that the choices they make affect not only themselves but others, and that many choices have and are driven by financial implications. Finally, learners are able to evaluate and recognize that there are a variety of factors which affect a citizen's personal financial capability including geography, culture, barriers, family, community, accessibility, and socio-economic scenarios.

Indicators

- Investigate personal financial management practices, including short- and long-term goal setting (COM/PCD/TF)
- Investigate the impact of informed financial choices on personal goals (COM/PCD/CT)
- Investigate the direct and indirect impacts of informed financial choices on others (CZ/PCD/CT)
- Analyse internal and external factors that affect personal financial capability (PCD/CT/TF)

Concepts

- Short and long term goals
- Financial Capability
- Economic Trends
- Factors affecting financial choices

Guiding Questions

- What does it mean to be financially capable?
- How do an individual's choices affect other individuals, groups, and communities?
- What is the relationship between goal-setting and personal financial management?
- What are the rewards and challenges of personal financial planning?

Digital Citizenship

Through these outcomes, learners investigate what it means to be a critical consumer and producer of digital media. They have an opportunity to examine various media and consider who is and is not represented, and to further assess how issues are recognized. As they evaluate what it means to be digitally responsible, they will use this knowledge to create new media.

Learners will evaluate how perceptions of current issues are influenced by various media, and how this shapes actions, choices, and reactions.

Rationale

Media encompasses an array of communication tools and may include, broadcast, digital, electronic, print, visual, photographs, art, music, and social media. Being part of the connected world is a significant aspect of many learners' lives. It is important that learners understand the influence of a variety of media. This is an opportunity to look at who is and who is not represented in different media and how this influences our perceptions of issues and people. Our awareness of issues is often shaped by social media and mass media and this is an opportunity to consider how one topic may dominate another. Learners will also consider how the choices they and others make may be influenced by various media.

Indicators

- Evaluate how various groups are represented or omitted in media and the influence this has on people's perspectives (CZ/COM/CT/TF)
- Analyse how social and mass media impact the awareness of certain issues (CZ/COM/CT/TF)
- Investigate how citizens' and governments' choices can be affected by different media (CZ/COM/CT/TF)

Concepts

- Variations and impact of media
- Objectivity and subjectivity of media
- Media control

Guiding Questions

- What can we learn from controversy?
- What is the relationship between media and global awareness?
- What role does social media play in global awareness?
- How much information is too much information?

Learners will evaluate risks, rights, and responsibilities of digital citizens.

Rationale

Connecting with the digital world brings tremendous opportunity as well as risks. As citizens who are both consumers and producers of digital media, including social media, learners will evaluate the responsibilities that come with being connected. They will consider the types and quantity of digital media they engage in and analyse how a digital footprint affects the way others perceive them. Anonymity is carefully considered here: Are we truly anonymous when we engage in the online world? Do we speak and act differently online? What is our expectation of privacy? The significant phenomenon of cyberbullying may also be addressed here.

Indicators

- Evaluate the opportunities and risks of being digitally engaged or connected (COM/PCD/CT/TF)
- Investigate how a digital footprint influences others' perceptions (CZ/PCD/TF)
- Investigate the role of anonymity in both the production and consumption of media (COM/PCD/CT/TF)

Concepts

- Digital Citizenship
- Influence of one's digital footprint
- Public domain
- Impact of online anonymity

Guiding Questions

- How does one's digital footprint influence others' opinions and perceptions?
- What is my responsibility online?
- What are the ethical considerations of gathering personal information about someone that is available online?
- What rights and responsibilities do we have as digital consumers?
- How has digital media affected various groups?
- In relation to digital media, what is anonymity?

Governance

In these three outcomes, learners will examine the structure and operation of government in Canada, how issues are valued in government and society, and how they are able to meaningfully engage in the democratic process. Both indigenous and non-indigenous governance will be investigated. Learners will be encouraged to question the concept of value and consider the importance of perspective or worldview. This is also an opportunity to consider ways to be involved, obstacles to being involved, and ways to participate in a political experience. These outcomes and indicators may be addressed through a model parliament or other simulation experience.

Learners will analyse how issues become valued within and across all areas of government and society.

Rationale

The concept of Canadian values is often used in discussion surrounding Canadian identity, but do citizens all share the same values? Learners and teachers are encouraged to unpack the notion of Canadian values and look at how Worldview figures into the discussion of values. As society has changed, so have the issues that gain public attention, government time, and money. Learners will analyse how and why certain matters are valued at particular times within Canadian society. Learners will have the opportunity to reflect on an issue of personal significance and discuss how that issue might be valued in the greater society.

Indicators

- Analyse the role that worldview plays in personal and societal values & decision-making (CZ/PCD/CT)
- Investigate concepts of perceived Canadian values and identity. (CZ/COM/CT)
- Analyse the values of various political parties by examining their platforms (CZ/COM/CT/TF)
- Reflect on reasons a personally-chosen issue could be valued by society (CZ/COM/PCD/CI/CT)

Concepts

- Democracy
- Political parties
- Worldview
- Values and decision-making
- Diversity in values

Guiding Questions

- What are the fundamental beliefs and values of democracy?
- Why, in Canada, are there a variety of political parties?
- How have some Canadian issues changed over time and others have not?
- How do we define Canadian identity?

Learners will investigate the structure, operation, and selection of government in Canada, including federal, provincial, territorial, indigenous, and municipal government models.

Rationale

To prepare to be actively engaged in their communities, learners would benefit from a basic understanding of the structure of Canadian government at all levels. It is important that citizens understand how governments are elected, and who their representatives are, as well as the responsibilities at various levels, and to consider why we have different levels of government. This is an opportunity to also examine indigenous models of decision making. As Canadians, the right to vote is entrenched in the constitution, but what does it mean to exercise that right, and what happens if we do not? As a further inquiry, learners may compare alternatives to democracy.

Indicators

- Investigate how various types of governments in Canada are formed (CZ/COM/TF)
- Investigate interactions and decision-making in indigenous and non-indigenous governance models (CZ/COM/CT)

Concepts

- Levels of government responsibilities
- Indigenous models of government
- Traditional and non-traditional governance models
- Canadian Parliamentary Democracy
- Canada's electoral system
- Decision-making models

Guiding Questions

- How should we consider individual rights against the notion of a common good?
- What can we learn about a group from their decision-making process?
- What can we learn about government from their decision-making process?
- How does the decision-making process impact the outcome of an issue?

Learners will evaluate strategies to meaningfully engage as citizens within a democratic process.

Rationale

To bring about change, citizens actively engage within some aspect of the political sphere. It is important to understand where and how to get involved and ways that citizens are part of the process. Possibilities such as social action, lobbying, campaigning, and activism, among others, will be considered. Not all people have the same access to participation; therefore, barriers to engagement will also be investigated. The role of resistance, rebellion, and protest are investigated because of their significance in advocating for change.

Indicators

- Evaluate ways to work within and outside of government structures to affect change (CZ/COM/PCD/CI/CT)
- Investigate ways that citizens can advocate for change, awareness, or action (CZ/COM/PCD/CI/CT/TF)
- Investigate the impact of resistance and protest as political and social actions (CZ/COM/CT)
- Analyse how unequal access to democracy makes some groups' voices more powerful than others (CZ/COM/CT)

Concepts

- Civic engagement
- Advocacy
- Resistance and protest
- Challenging the status quo
- Access to participation in democracy

Guiding Questions

- How are protests and/or resistance used in the political process?
- Why do people choose to engage in the democratic process?
- How has change been affected in Canada?
- Whose voices typically get heard or don't get heard in a political process? Why?
- Why do some people use protest and/or resistance to try to enact political change?

Global Citizenship

The consequences of action and inaction are key components of this outcome. Learners will investigate the roles and responsibilities of a 21st century global citizen, and will reflect on how Canada and Canadians are perceived by the world. Both the intended and unintended consequences of action or inaction should be considered here; being encouraged not to shy away from controversial issues.

Learners will evaluate the consequences of action and inaction as twenty-first century global citizens.

Rationale
Learners will revisit the importance of perspective and will evaluate Canada's response to a global issue. Learners need to consider controversial issues, assess the accuracy of evidence, and reach fair-minded conclusions. Human rights, environment, injustice, food security, water, poverty and conflict are just some of the issues that may be evaluated with engaging and contemporary case studies as learners consider the question, "Why should I care?"

Indicators
- Investigate a global issue from differing perspectives (CZ/COM/CT)
- Evaluate the intended and unintended consequences of an action or inaction in regard to a global issue (CZ/COM/CT)
- Analyse the relationship between universal human rights and globalization (CZ/COM/CT)
- Evaluate Canada's response to a selected global issue (CZ/COM/CT)

Concepts
- Global Citizenship
- Perspectives
- Human rights
- Globalization
- Intended and unintended consequences

Guiding Questions
- How does worldview shape perspective?
- What can be learned from controversy?
- Who is a global citizen?
- How is it possible for a country to "move forward" from its past injustices?

Appendices

Grade 9 Skills

Analyse

Gather and select appropriate information; Reflect on accuracy, validity, and, importance of the information, consider the implications of the information from multiple perspectives; Communicate findings.

Apply

Carry out or complete a procedure/ technique.

Classify

Identify attributes and select criteria for groupings and subgroupings; sort based on selected criteria and reflect on the grouping(s); Incorporate a new item in a group, offering a rationale for the choice based on relationships.

Compare

Make observations; identify similarities and differences; identify relationships and offer an interpretation; reflect on the findings.

Construct

identify a purpose; brainstorm ideas; identify a detailed plan; gather and select information to support plan; identify and choose options within the plan; offer reasons to support choices; build a model; test and revise, modify as necessary; reflect on the results at each stage of the process; evaluate alternative options.

Create

Develop an idea; express a visualization of a process and/or a product; produce a product; modify as necessary; evaluate results and alternatives.

Evaluate

Review steps and results from an investigation or problem solving. Reflect on and communicate varying perspectives and alternative solutions or findings. Identify potential new problems and/or issues. Justify decisions and/or findings.

Formulate

Identify a topic of interest; brainstorm ideas; refine, prioritize, and choose ideas to guide next steps; evaluate choices and alternatives.

Implement

Select - Locate several relevant and dependable details to support an answer

Plan - Identify steps to solve the problem. Execute the steps, modifying as necessary.

Evaluate - Review steps and results from an investigation or problem solving. Reflect on and communicate varying perspectives and alternative solutions or findings. Identify potential new problems and/or issues. Justify decisions and/or findings.

Apply - Carry out or complete a procedure/ technique

Investigate

Ask and revise questions; locate several relevant and dependable details to support an answer; organize and compare details; identify relationships, recognize represented perspectives, and communicate findings.

Plan

Identify steps to solve the problem. Execute the steps, modifying as necessary.

Problem Solve

Question - Independently and collaboratively generate questions that arise from increasingly complex problems and issues; Formulate a specific question to investigate.

Analyse - Gather and select appropriate information; Reflect on accuracy, validity, and, importance of the information, consider the implications of the information from multiple perspectives

Plan - Identify steps to solve the problem; Execute the steps, modifying as necessary.

Evaluate - Review steps and results from an investigation or problem solving. Reflect on and communicate varying perspectives and alternative solutions or findings. Identify potential new problems and/or issues. Justify decisions and/or findings.

Question

Independently and collaboratively generate questions that arise from increasingly complex problems and issues; Formulate a specific question to investigate.

Reflect

Ask questions of content or experiences; Examine and consider ideas, perceptions, and perspectives about content and/or experiences; Formulate ideas, perceptions, and perspectives on content and/or experiences

Select

Locate several relevant and dependable details to support an answer

Test

Formulate a testable question; Hypothesize a reasonable result, based on research; Identify dependent and independent variables and intentionally control variables; Design and conduct an experiment; Collect, record, and analyse evidence; Draw conclusions based on evidence; Communicate findings; Predict the results of a similar experiment and justify the prediction; Evaluate limitations and improvements.

Grade 9 Competencies

Citizenship

- consider possible consequences of decisions, judgments, and solutions to problems
- participate in civic activities that support social and cultural diversity and cohesion
- demonstrate understanding of environmental sustainability
- consider issues surrounding human rights and equity
- consider and develop the disposition and skills necessary for effective citizenship
- recognize the principles and actions of citizens in a just, pluralistic, and democratic society
- begin to appreciate the complexity and interconnectedness of factors in analyzing issues

Personal Career

- demonstrate behaviors that contribute to the well-being of self and others
- establish skills and habits to pursue physical, mental, and emotional well-being
- connect learning to personal and career development
- consider the importance of learning and working in diverse, evolving environments
- consider the importance of building healthy personal and work relationships
- develop strategies to manage career balance and wellness
- begin the process of creating a personal, education, career, and financial plan to support transitions and achievement of education and career goals

Communication

- listen and interact purposefully and respectfully in formal and informal contexts
- express ideas, information, learnings, perceptions, and feelings through multiple media forms, considering purpose and audience
- engage in constructive and critical dialogue
- understand, interpret, and respond to thoughts, ideas, and emotions presented through multimedia forms
- assess the effectiveness of communication and reflect on intended purpose, audience, and choice of media
- analyse the impact of information communication technology on social equity
- demonstrate the provincially-defined level of proficiency in a second official language

Creativity and Innovation

- gather information through all senses to imagine, create, and innovate
- develop and apply creative abilities to communicate ideas, perceptions and feelings
- collaborate to create and innovate
- take responsible risk, accept constructive critical feedback, reflect and learn from trial and error
- begin to critically reflect on creative and innovative works and processes
- think divergently, and embrace complexity and ambiguity
- recognize creative processes are vital to innovation
- use creation techniques to generate innovations
- consider the contribution of creativity and innovation to social and economic well-being

Critical Thinking

- use critical thinking skills to inquire, make decisions and solve problems
- recognize that critical thinking is purposeful
- demonstrate curiosity, inquisitiveness, and creativity, flexibility, and persistence, open and fair mindedness, tolerance for ambiguity, and suspension of judgement
- ask powerful questions which support inquiry, decision-making, and problem solving
- value the ideas and contributions of others who hold diverse points of view
- work individually, cooperatively, and collaboratively to use various types of reasoning and strategies, draw conclusions, make decisions, and solve problems based on evidence
- effectively communicate ideas, conclusions, decisions, and solutions
- acquire, interpret, and synthesize relevant and reliable information from a variety of sources
- analyse and evaluate evidence, arguments, and ideas
- value the ideas of others who hold diverse points of view
- begin to reflect critically on thinking processes used and acknowledge assumptions

Technological Fluency

- use and interact with technology to the create new knowledge
- begin to apply digital technology to gather, filter, organize, evaluate, use, adapt, create, and share information
- select and use technology to create and innovate
- recognize technology encompasses a range of learning tools and contexts
- adopt, adapt, and apply technology efficiently, effectively, and productively
- analyse how technology and society impact and advance one another

Citizenship Education and Civics

Citizenship education can be defined as educating learners to become clear-thinking and broad-minded citizens who contribute knowledge, skills, and attitudes to decision making in society .

Civics is the study of the rights and duties of citizens and how government works (structure, process, politics etc.).

Therefore, civics forms an integral part of citizenship education and the preparation of our young citizens to contribute to society in an active and responsible manner.

What does it look like in the classroom?

- Classroom discussions include topics of interest to learners as well as significant and sometimes controversial topics both historic and contemporary.
- Learners engage in service learning, simulation, and political discourse
- Learners have knowledge and understanding of how government structures are formed and function, and how they as individuals can meaningfully engage at different levels within and across these structures.
- The teacher and school model core citizenship ideas such as equity, diversity, and democracy.

How do I know it's working?

- Learners are engaged in critical thinking and deliberation about areas of interest and concern in their communities, families, schools and other community constructs (local, national and global)
- Learners are articulating an understanding and appreciation for government systems and civic roles.
- Learners are learning to make sense of their world and to understand the consequences of action.
- Learners are making informed decisions.
- Learners can describe the same issue from multiple viewpoints.

Service Learning

Service learning connects curriculum outcomes, skills, and community needs. It is a type of learning where outcomes are met through a meaningful, active experience that addresses a community need. It enables learners to evaluate community needs and their underlying causes, to make decisions that have real results, and to work collaboratively to affect change.

What does it look like in the classroom?

- Service learning is different than volunteerism – it is about changed and not charity – education is always at the core of service learning
- True service learning meets a variety of outcomes while learner learning is taking place.
- Learners work collaboratively to identify a need in their school or other community area and carry out the service learning project
- Learners reflect on their learning and skill development through the process
- Some examples could include: Advocating for a cause or an injustice; Improving something physical in the community or school; Drawing attention to an important issue through media or demonstration; Creating new or safe spaces; Addressing the needs of a marginalized group; Petitioning for policy changes that address a learner need; Creating a new relationship with a group in need in the community.

How do I know it's working?

- Learner learning is taking place at every stage of the service learning process.
- Learners can articulate the skills they are using, including how they are achieving outcomes through the experience.
- Learners can clearly articulate the need for and purpose of their service efforts.
- Learners can describe their learning, including reflecting on their place in the experience in the larger context of community.
- Learners recognize their success from their learning over the entire project, not just the final result.