

# Citizenship 9

*Foundational Outcomes*

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## **Citizenship 9 Foundational Outcomes**

*Social studies encompass a broad range of disciplines including history, geography, civics, and economics. All social studies courses aim to help learners develop problem-solving skills, think critically about issues and effectively communicate their findings. The design of the renewed curricula provides opportunities for learners to engage in social studies thinking concepts including significance, perspective, cause and consequence, continuity and change, and patterns and trends. Renewed curricula will allow teachers teaching the renewed Social Studies 7 and 8, and Citizenship 9 teachers, to use their professional judgment in determining learning experiences in relation to the indicators and outcomes that will be most responsive to their learners' needs. Determining where learners are in relation to skill development and concepts before engaging in new learning will be important in order to ensure that all learners are having their needs met and are being provided supports as appropriate.*

### **Unit 1: 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)

### **Unit 2: 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)

### **Unit 3: 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)

### **Unit 4: 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)

## **Unit 5: 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)

## **Unit 6: 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)