

# Citizenship 9

*Outcomes*

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## Citizenship 9

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# 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)