The Citizenship Education Framework

Voice information on matter their

Adopt leadershir community

Participate in Processing the Pro

- Voice informed opinions on matters relevant to

Develop an understanding

of the importance of rules

and laws

decision making and interconnectedness • voting • influence • beliefs and values • stewardship • leadership • volunteering

- · Identify and develop their sense of connectedness to local, national, and global communities
- · Develop a sense of their civic self-image
- · Consider and respect others' perspectives
- A sense of personal identify estimates to local, a communities consider the description of the communities conspectives a thical communities appendix appendix.

democracy • rules and inclusiveness • equity •

- · Develop an understanding of how political, economic, and social institutions affect their lives
 - · Develop an understanding of power
 - Develop an understanding of the dynamic and complex relationships within and between systems

law • institutions • empathy and respect • power and authority · rights and responsibilities · systems freedom * social cohesion * fairness and justice • citizenship • collaboration and

cooperation

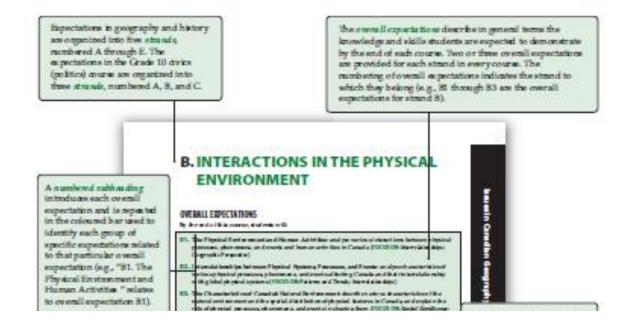
- · Explore issues related to personal and societal rights and responsibilities
- Demonstrate self-respect, as well as respect and empathy for others
- · Develop attitudes that foster civic engagement
- · Work in a collaborative and critically thoughtful manner

Concepts of Disciplinary Thinking across Subjects

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Social Studies	History	Geography	Politics	Economics	Law
Significance	Historical Significance	Spatial Significance	Political Significance	Economic Significance	Legal Significance
Cause and Consequence	Cause and Consequence		Objectives and Results	Cause and Effect	
Continuity and Change	Continuity and Change		Stability and Change		Continuity and Change
Patterns and Trends		Patterns and Trends		Stability and Variability	
Interrelation- ships		Interrelation- ships			Interrelation- ships
Perspective	Historical	Geographic	Political	Economic	Legal

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	Perspective	Perspective	Perspective	Perspective	Perspective

Sample Overview – Civics and Citizenship							
Overall Expectations and Related Concepts of Political Thinking	Big Ideas	Framing Questions					
B: Clvic Awareness	Civic Awareness						
B1. Clvlc Issues, Democratic Values: describe beliefs and values associated with democratic citizenship in Canada, and explain how they are related to civic action and to one's position on civic issues (FOCUS ON: Political Significance; Political Perspective)	In a democratic society, people have different beliefs, which influence their position and actions with respect to issues of civic importance.	What is the relationship between people's beliefs and values and their positions on civic issues? Why is it important to understand how					
B2. Governance In Canada: explain, with reference to a range of issues of civic importance, the roles and responsibilities of various institutions, structures, and figures in Canadian governance (FOCUS ON: Stability and Change; Political Perspective)	An understanding of how various levels of government function and make decisions enables people to effectively engage in the political process.	political structures and processes work? What are some ways in which I can make my voice heard within the political process?					
B3. Rights and Responsibilities: analyse key rights and responsibilities associated with citizenship, in both the Canadian and global context, and some ways in which these rights are protected (FOCUS ON: Political Significance; Objectives and Results)	People living in Canada have rights and freedoms based in law; at the same time, they have responsibilities associated with citizenship.	In what ways does the Canadian Charter of Rights and Freedoms protect me? What responsibilities come with these rights?					



At least one anacept of disciplinary thicking priest to the overall expectation and its related specific expectations is listed following the overall expectations as well as its manifested subheading above the specific expectations.

SPECIFIC EXPECTATIONS

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SPECIFIC EXPECTATIONS

III. The Physical Confromment and

OCCUSION in a reduction tips; Carpepto Property

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The example help to chrify the requirement specified in the expectations and to suggest the intended depth and level of complexity. The examples are illustrations only, not requirements. They appear in parentheses and are set in italics.

in the Grade 9 geography marrie, a single patie I skill a highlights opportunities for students to apply particular spatial skills related to the outlent of some specific expectations. They are suggestions only not requirements. The skills miles directly to the map globe, and graphing skills outlineaum in Appendix C.

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The specific aspectations describe the expected knowledge and skills in greater detail. The expectation number identifies the strend to which the expectation to which it expectation to which it relates (e.g., B1.1, B.2, and B1.3 solute to the first ownsil expectation in strend B).

Sample questions illustrate the kinds of questions that teachers might pose in relation to the requirement specified in the expectation, suggesting the intended depth and level of complexity of the expectations. They are illustrations only, not requirements. Sample questions to lib with a specific expectations and examples.

The Inquiry Process

Interpret
and Analyse
Analyse the data,
evidence, and information,
using different types of graphic
organizers as appropriate

Gather and
Organize
Collect and organize
relevant data, evidence,
and/or information from
primary and secondary
sources and/or
field studies

Formulate Questions
Formulate questions
related to the applicable
overall expectation
in order to identify the
focus of their inquiry

Evaluate and
Draw Conclusions
Synthesize data, evidence,
and/or information, and
make informed, critical
judgements based on
that data, evidence,
and/or information

Communicate
Communicate judgements,
decisions, conclusions,
predictions, and/or
plans of action clearly
and logically