

GRADE 6 SOCIAL STUDIES – COURSE OUTLINE 2018-2019

Mrs. E. Angus

OVERVIEW:

Grade 6 students will examine how participation in the democratic process is a means for governments and citizens to effect change in their communities. They will explore how democratic principles and ideals are reflected in the structure and functions of their local and provincial governments. Students will examine how ancient Athens and the Iroquois Confederacy have influenced Canada's democratic processes.

Rationale:

Grade 6 students will broaden their understanding of democracy in the Canadian experience and develop an awareness of the active role that engaged citizens can play within the democratic process.

Benchmark Skills and Processes:

Benchmark skills and processes provided as outcomes to be achieved by the end of Grade 6.

DIMENSIONS OF THINKING	
Critical thinking and creative thinking	Assess significant local and current affairs from a variety of sources, with a focus on examining bias and distinguishing fact from opinion
Historical thinking	Use primary sources to interpret historical events and issues
Geographic thinking	Construct and interpret various types of maps (i.e., historical, physical, political maps) to broaden understanding of topics being studied
Decision making and problem solving	Propose and apply new ideas, strategies and options, supported with facts and reasons, to contribute to decision making and problem solving
SOCIAL PARTICIPATION AS A DEMOCRATIC PRACTICE	
Cooperation, conflict resolution and consensus building	Demonstrate the skills of compromise in order to reach group consensus
Age-appropriate behavior for social involvement	Demonstrate commitment to the well-being of the community by drawing attention to situations of injustice where action is needed
RESEARCH	
Research and information	Determine the reliability of information, filtering for point of view and bias
COMMUNICATION	
Oral, written and visual literacy	Express opinions and present perspectives and information in a variety of forms, such as oral or written presentations, speeches or debates
Media literacy	Detect bias present in the media

6.1 Citizens Participating in Decision Making

General Outcome:

Students will demonstrate an understanding and appreciation of the dynamic relationship between governments and citizens as they engage in the democratic process

6.2 Historical Models of Democracy: Ancient Athens and the Iroquois Confederacy

General Outcome:

Students will demonstrate an understanding and appreciation of the democratic principles exemplified by ancient Athens and the Iroquois Confederacy.

UNITS OF STUDY AND TIMELINE:

September – November

- ◆Introduction - Identity and Decision Making?
- What is Democracy?
- Mapping
- ◆Chapter 1 -Shaping Society Together
- ◆Chapter 2 - Democracy and Action

December – February

- ◆Chapter 3 - Democracy in Ancient Athens
- ◆Chapter 4 - The Iroquois Confederacy
- ◆Chapter 5 - How Does Local Government Work?

March – May

- ◆Chapter 6 - How Provincial Government Works
- ◆Chapter 7 - Making a Just and Fair Canada
- ◆Chapter 8 - Voices For Change

June

- ◆Review of year's work and preparation for Provincial Achievement Tests

COURSE RESOURCES:

- Voices in Democracy – Grade 6 Social Studies textbook
- Google Classroom- digital copy of the textbook for use at home

COURSE MATERIALS:

textbook, blue duo-tangs, lined paper, white paper, pens, pencils, coloured markers

COURSE EXPECTATIONS:

Students are expected to arrive to class with materials, on time and ready to work each class. All work should be dated, completed neatly and secured in a labeled, blue duo tang. All assignments and homework should be completed on time. If an issue arises regarding homework completion, students or parents should contact me as soon as possible. Students who are having difficulty with a concept should take advantage of extra lunchtime help.

EVALUATION:

The approximate guidelines for evaluation on report cards will be:

- ◆Summative 100%
- ◆Formative 0%

Academic Achievement Reporting Key

LEVEL OF UNDERSTANDING	ACADEMIC ACHIEVEMENT
Mastering (MAS)	Can apply the learning to complex tasks independently.
Advancing (ADV)	Can apply the learning to increasingly difficult tasks with prompts.
Progressing (PRG)	Can apply the learning to moderate tasks with support.
Emerging (EMG)	Can apply the learning to basic tasks with guidance.
Beginning (BEG)	Can apply the learning to simple tasks with direction.
Limited (LIM)	Cannot yet apply the learning to simple tasks. Extensive support required.
IE	Insufficient evidence to accurately assess progress.
NA	Not applicable this term.
IPP	Please see your child's Individual Program Plan.
ELL	Please see your child's English Language Learner Assessment.