

# **GRADE 6 SOCIAL STUDIES – COURSE OUTLINE 2021-2022**

**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.

### **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 – assignments, projects, videos, etc.

**COURSE MATERIALS:**

textbook, blue duo-tang, 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:**

Students will engage in a variety of activities for assessment. These may include chapter questions, group discussions/debates, research, individual and group assignments, self-evaluations, quizzes and tests:

The approximate guidelines for evaluation on report cards will be:

Summative- 100%

Formative- 0%

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

