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# **SOCIAL STUDIES KINDERGARTEN TO GRADE 12**

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## **PROGRAM RATIONALE AND PHILOSOPHY**

Social studies provides opportunities for students to develop the attitudes, skills and knowledge that will enable them to become engaged, active, informed and responsible citizens. Recognition and respect for individual and collective identity is essential in a pluralistic and democratic society. Social studies helps students develop their sense of self and community, encouraging them to affirm their place as citizens in an inclusive, democratic society.

### **PROGRAM VISION**

The Alberta Social Studies Kindergarten to Grade 12 Program of Studies meets the needs and reflects the nature of 21<sup>st</sup> century learners. It has at its heart the concepts of citizenship and identity in the Canadian context. The program reflects multiple perspectives, including Aboriginal and Francophone, that contribute to Canada's evolving realities. It fosters the building of a society that is pluralistic, bilingual, multicultural, inclusive and democratic. The program emphasizes the importance of diversity and respect for differences as well as the need for social cohesion and the effective functioning of society. It promotes a sense of belonging and acceptance in students as they engage in active and responsible citizenship at the local, community, provincial, national and global level.

Central to the vision of the Alberta social studies program is the recognition of the diversity of experiences and perspectives and the pluralistic nature of Canadian society. Pluralism builds upon

Canada's historical and constitutional foundations, which reflect the country's Aboriginal heritage, bilingual nature and multicultural realities. A pluralistic view recognizes that citizenship and identity are shaped by multiple factors such as culture, language, environment, gender, ideology, religion, spirituality and philosophy.

### **DEFINITION OF SOCIAL STUDIES**

Social studies is the study of people in relation to each other and to their world. It is an issues-focused and inquiry-based interdisciplinary subject that draws upon history, geography, ecology, economics, law, philosophy, political science and other social science disciplines. Social studies fosters students' understanding of and involvement in practical and ethical issues that face their communities and humankind. Social studies is integral to the process of enabling students to develop an understanding of who they are, what they want to become and the society in which they want to live.

### **THE ROLE OF SOCIAL STUDIES**

Social studies develops the key values and attitudes, knowledge and understanding, and skills and processes necessary for students to become active and responsible citizens, engaged in the democratic process and aware of their capacity to effect change in their communities, society and world.

## **VALUES AND ATTITUDES**

Social studies provides learning opportunities for students to:

- value the diversity, respect the dignity and support the equality of all human beings
- demonstrate social compassion, fairness and justice
- appreciate and respect how multiple perspectives, including Aboriginal and Francophone, shape Canada's political, socio-economic, linguistic and cultural realities
- honour and value the traditions, concepts and symbols that are the expression of Canadian identity
- thrive in their evolving identity with a legitimate sense of belonging to their communities, Canada and the world
- demonstrate a global consciousness with respect to humanity and world issues
- demonstrate a consciousness for the limits of the natural environment, stewardship for the land and an understanding of the principles of sustainability
- value lifelong learning and opportunities for careers in the areas of social studies and the social sciences.

## **KNOWLEDGE AND UNDERSTANDING**

Social studies provides learning opportunities for students to:

- understand their rights and responsibilities in order to make informed decisions and participate fully in society
- understand the unique nature of Canada and its land, history, complexities and current issues
- understand how knowledge of the history of Alberta, of Canada and of the world, contributes to a better comprehension of contemporary realities
- understand historic and contemporary issues, including controversial issues, from multiple perspectives
- understand the diversity of Aboriginal traditions, values and attitudes
- understand contemporary challenges and contributions of Aboriginal peoples in urban, rural, cultural and linguistic settings

- understand the historical and contemporary realities of Francophones in Canada
- understand the multiethnic and intercultural makeup of Francophones in Canada
- understand the challenges and opportunities that immigration presents to newcomers and to Canada
- understand how social cohesion can be achieved in a pluralistic society
- understand how political and economic distribution of power affects individuals, communities and nations
- understand the role of social, political, economic and legal institutions as they relate to individual and collective well-being and a sustainable society
- understand how opportunities and responsibilities change in an increasingly interdependent world
- understand that humans exist in a dynamic relationship with the natural environment.

## **SKILLS AND PROCESSES**

Social studies provides learning opportunities for students to:

- engage in active inquiry and critical and creative thinking
- engage in problem solving and conflict resolution with an awareness of the ethical consequences of decision making
- apply historical and geographic skills to bring meaning to issues and events
- use and manage information and communication technologies critically
- conduct research ethically using varied methods and sources; organize, interpret and present their findings; and defend their opinions
- apply skills of metacognition, reflecting upon what they have learned and what they need to learn
- recognize and responsibly address injustices as they occur in their schools, communities, Canada and the world
- communicate ideas and information in an informed, organized and persuasive manner.



## PROGRAM FOUNDATIONS

The program of studies provides a foundation of learning experiences that address critical aspects of social studies and its application. These critical areas provide general direction for the program of studies and identify major components of its structure.

## CORE CONCEPTS OF CITIZENSHIP AND IDENTITY

The dynamic relationship between citizenship and identity forms the basis for skills and learning outcomes in the program of studies.

The goal of social studies is to provide learning opportunities for students to:

- understand the principles underlying a democratic society
- demonstrate a critical understanding of individual and collective rights
- understand the commitment required to ensure the vitality and sustainability of their changing communities at the local, provincial, national and global levels
- validate and accept differences that contribute to the pluralistic nature of Canada
- respect the dignity and support the equality of all human beings.

The sense of being a citizen, enjoying individual and collective rights and equitable status in contemporary society, impacts an individual's sense of identity. Individuals need to feel that their identities are viewed as legitimate before they can contribute to the public good and feel a sense of belonging and empowerment as citizens.

Social studies provides learning opportunities for students to:

- understand the complexity of identity formation in the Canadian context
- understand how identity and self-esteem are shaped by multiple personal, social, linguistic and cultural factors
- demonstrate sensitivity to the personal and emotional aspects of identity
- demonstrate skills required to maintain individuality within a group
- understand that with empowerment comes personal and collective responsibility for the public good.

### **SOCIAL STUDIES AND ABORIGINAL PERSPECTIVES AND EXPERIENCES**

For historical and constitutional reasons, an understanding of Canada requires an understanding:

- of Aboriginal perspectives
- of Aboriginal experiences
- that Aboriginal students have particular needs and requirements.

Central to Aboriginal identity are languages and cultures that link each group with its physical world, worldviews and traditions. The role of Elders and community leaders is essential in this linkage.

The social studies program of studies provides learning opportunities that contribute to the development of self-esteem and identity in Aboriginal students by:

- promoting and encouraging a balanced and holistic individual and strengthening individual capacity

- honouring and valuing the traditions, concepts and symbols that are the expression of their identity
- providing opportunities for students to express who they are with confidence as they interact and engage with others
- contributing to the development of active and responsible members of groups and communities.

### **SOCIAL STUDIES AND FRANCOPHONE PERSPECTIVES AND EXPERIENCES**

For historical and constitutional reasons, an understanding of Canada requires an understanding:

- of Francophone perspectives
- of Francophone experiences
- that Francophone students have particular needs and requirements.

Social studies occupies a central position in successful Francophone education in Alberta. Francophone schools are a focal point of the Francophone community. They meet the needs and aspirations of parents by ensuring the vitality of the community. For students enrolled in Francophone schools, the social studies program will:

- strengthen Francophone self-esteem and identity
- encourage students to actively contribute to the flourishing of Francophone culture, families and communities
- promote partnerships among the home, community and business world
- engage students in participating in the bilingual and multicultural nature of Canada.

### **PLURALISM: DIVERSITY AND COHESION**

One of the goals of the social studies program is to foster understanding of the roles and contributions of linguistic, cultural and ethnic groups in Canada. Students will learn about themselves in relation to others. Social studies helps students to function

as citizens in a society that values diversity and cohesion.

A key component of effective social organizations, communities and institutions is recognition of diversity of experiences and perspectives. The program of studies emphasizes how diversity and differences are assets that enrich our lives. Students will have opportunities to value diversity, to recognize differences as positive attributes and to recognize the evolving nature of individual identities. Race, socio-economic conditions and gender are among various forms of identification that people live with and experience in a variety of ways.

Social studies addresses diversity and social cohesion and provides processes that students can use to work out differences, drawing on the strengths of diversity. These processes include:

- a commitment to respecting differences and fostering inclusiveness
- an understanding and appreciation for shared values
- a respect for democratic principles and processes for decision making such as dialogue and deliberation.

Diversity contributes to the development of a vibrant democratic society. Through the interactions of place and historical processes of change, diversity has been an important asset in the evolution of Canadian society. Some key manifestations of this diversity include:

- First Nations, Inuit and Métis cultures
- official bilingualism
- immigration
- multiculturalism.

Accommodation of diversity is essential for fostering social cohesion in a pluralistic society. Social cohesion is a process that requires the development of the relationships within and among communities. Social cohesion is manifested by respect for:

- individual and collective rights
- civic responsibilities

- shared values
- democracy
- rule of law
- diversity.

## **SOCIAL STUDIES: LEARNERS AND LEARNING**

Students bring their own perspectives, cultures and experiences to the social studies classroom. They construct meaning in the context of their lived experience through active inquiry and engagement with their school and community. In this respect, the infusion of current events, issues and concerns is an essential component of social studies.

Social studies recognizes the interconnections and interactions among school, community, provincial, national and global institutions.

The Alberta program of studies for social studies provides learning opportunities for students to develop skills of active and responsible citizenship and the capacity to inquire, make reasoned and informed judgments, and arrive at decisions for the public good.

Students become engaged and involved in their communities by:

- asking questions
- making connections with their local community
- writing letters and articles
- sharing ideas and understandings
- listening to and collaborating and working with others to design the future
- empathizing with the viewpoints and positions of others
- creating new ways to solve problems.

## **ISSUES-FOCUSED APPROACH TO TEACHING SOCIAL STUDIES**

A focus on issues through deliberation is intrinsic to the multidisciplinary nature of social studies and to democratic life in a pluralistic society. An issues-focused approach presents opportunities to

address learning outcomes by engaging students in active inquiry and application of knowledge and critical thinking skills. These skills help students to identify the relevance of an issue by guiding them to develop informed positions and respect for the positions of others. This process enables students to question, validate, expand and express their understanding; to challenge their presuppositions; and to construct their own points of view.

The program of studies is designed to promote metacognition through critical reflection, questioning, decision making and consideration of multiple perspectives on issues. Through this process, students will strive to understand and explain the world in the present and to determine what kind of world they want in the future.

### **Current Affairs**

Social studies fosters the development of citizens who are informed and engaged in current affairs. Accordingly, current affairs play a central role in learning and are integrated throughout the program. Ongoing reference to current affairs adds relevance, interest and immediacy to social studies issues. Investigating current affairs from multiple perspectives motivates students to engage in meaningful dialogue on relevant historical and contemporary issues, helping them to make informed and reasoned decisions on local, provincial, national and global issues.

An issues-focused approach that incorporates multiple perspectives and current affairs helps students apply problem-solving and decision-making skills to real-life and controversial issues.

In order to allow opportunities for students to engage in current affairs, issues and concerns of a local nature, the program of studies provides the flexibility to include these topics within the time allotted for social studies.

Opportunities may include:

- current events in local communities
- issues with local, provincial, national and/or global relevance

- cultural celebrations
- visits from dignitaries
- special events.

### **Controversial Issues**

Controversial issues are those topics that are publicly sensitive and upon which there is no consensus of values or beliefs. They include topics on which reasonable people may sincerely disagree. Opportunities to deal with these issues are an integral part of social studies education in Alberta.

Studying controversial issues is important in preparing students to participate responsibly in a democratic and pluralistic society. Such study provides opportunities to develop the ability to think clearly, to reason logically, to open-mindedly and respectfully examine different points of view and to make sound judgments.

Controversial issues that have been anticipated by the teacher, and those that may arise incidentally during instruction, should be used by the teacher to promote critical inquiry and teach thinking skills.

## **STRANDS OF SOCIAL STUDIES**

Learning related to the core concepts of citizenship and identity is achieved through focused content at each grade level. The six strands of social studies reflect the interdisciplinary nature of social studies. The strands are interrelated and constitute the basis for the learning outcomes in the program of studies.

### **Time, Continuity and Change**

Understanding the dynamic relationships among time, continuity and change is a cornerstone of citizenship and identity. Considering multiple perspectives on history, and contemporary issues within their historical context, enables students to understand and appreciate the social, cultural and political dimensions of the past, make meaning of the present and make decisions for the future.

## **The Land: Places and People**

Exploring the unique and dynamic relationship that humans have with the land, places and environments affects decisions that students make and their understanding of perspectives, issues, citizenship and identity. Students will examine the impact of physical geography on the social, political, environmental and economic organization of societies. This examination also affects students' understanding of perspectives and issues as they consider how connections to the land influence their sense of place.

## **Power, Authority and Decision Making**

Examining the concepts of power, authority and decision making from multiple perspectives helps students consider how these concepts impact individuals, relationships, communities and nations. It also broadens students' understanding of related issues, perspectives and their effect on citizenship and identity. A critical examination of the distribution, exercise and implications of power and authority is the focus of this strand. Students will examine governmental and political structures, justice and laws, fairness and equity, conflict and cooperation, decision-making processes, leadership and governance. This examination develops a student's understanding of the individual's capacity in decision-making processes and promotes active and responsible citizenship.

## **Economics and Resources**

Exploring multiple perspectives on the use, distribution and management of resources and wealth contributes to students' understanding of the effects that economics and resources have on the quality of life around the world. Students will explore basic economic systems, trade and the effects of economic interdependence on individuals, communities, nations and the natural environment. Students will also critically consider the social and environmental implications of resource use and technological change.

## **Global Connections**

Critically examining multiple perspectives and connections among local, national and global issues develops students' understanding of citizenship and identity and the interdependent or conflicting nature of individuals, communities, societies and nations. Exploring this interdependence broadens students' global consciousness and empathy with world conditions. Students will also acquire a better comprehension of tensions pertaining to economic relationships, sustainability and universal human rights.

## **Culture and Community**

Exploring culture and community allows students to examine shared values and their own sense of belonging, beliefs, traditions and languages. This promotes students' development of citizenship and identity and understanding of multiple perspectives, issues and change. Students will examine the various expressions of their own and others' cultural, linguistic and social communities.

## **GENERAL AND SPECIFIC OUTCOMES**

The general and specific outcomes provide an organizational structure for assessment of student progress in the social studies program. These outcomes follow the progression of learning that occurs at each grade level.

### **General Outcomes**

General outcomes identify what students are expected to know and be able to do upon completion of a grade/course. General outcomes have been identified within each grade/course.

### **Specific Outcomes**

Specific outcomes identify explicit components of values and attitudes, knowledge and understanding, and skills and processes that are contained within each general outcome within each grade/course. Specific outcomes are building blocks that enable students to achieve general outcomes for each grade/course. Where

appropriate, examples have been identified as an optional (e.g.) or required (i.e.) component of the specific outcome. At the 10–12 levels, all bracketed items are required components of the specific outcome.

## **OUTCOMES RELATED TO VALUES AND ATTITUDES**

The goal of social studies is to foster the development of values and attitudes that enable students to participate actively and responsibly as citizens in a changing and pluralistic society. Attitudes are an expression of values and beliefs about an issue or topic. Respect, a sense of personal and collective responsibility, and an appreciation of human interdependence are fundamental to citizenship and identity within local, national and global communities. Developing an ethic of care toward self, others and the natural world is central to these commitments.

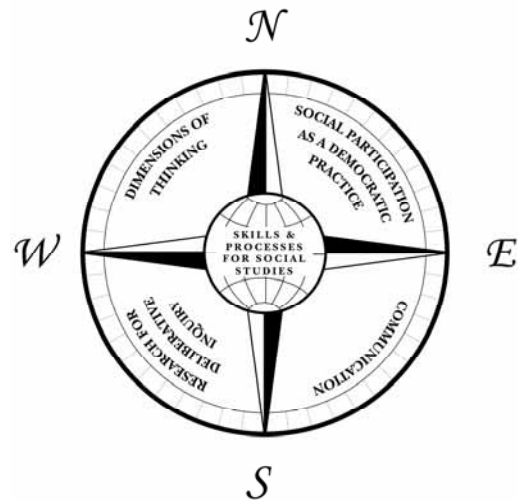
## **OUTCOMES RELATED TO KNOWLEDGE AND UNDERSTANDING**

Outcomes related to knowledge and understanding are fundamental to informed decision making. Knowledge and understanding involve the breadth and depth of information, concepts, evidence, ideas and opinions.

## **OUTCOMES RELATED TO SKILLS AND PROCESSES**

The specific outcomes for skills and processes provide opportunities for students to apply their learning to relevant situations and to develop, practise and maintain essential skills as their learning evolves within a grade/course and from grade to grade/course to course. The skill outcomes are grouped into the following categories for organizational purposes:

- Dimensions of Thinking
- Social Participation as a Democratic Practice
- Research for Deliberative Inquiry
- Communication



### **Dimensions of Thinking**

In social studies, students acquire and develop thinking strategies that assist them in making connections to prior knowledge, in assimilating new information and in applying learning to new contexts. The following dimensions of thinking have been identified as key components in social studies learning:

#### ***Critical Thinking***

Critical thinking is a process of inquiry, analysis and evaluation resulting in a reasoned judgment. Critical thinking promotes the development of democratic citizenship. Students will develop skills of critical thinking that include: distinguishing fact from opinion; considering the reliability and accuracy of information; determining diverse points of view, perspective and bias; and considering the ethics of decisions and actions.

#### ***Creative Thinking***

Creative thinking occurs when students identify unique connections among ideas and suggest insightful approaches to social studies questions and issues. Through creative thinking, students generate an inventory of possibilities; anticipate outcomes; and combine logical, intuitive and divergent thought.



### ***Historical Thinking***

Historical thinking is a process whereby students are challenged to rethink assumptions about the past and to reimagine both the present and the future. It helps students become well-informed citizens who approach issues with an inquiring mind and exercise sound judgment when presented with new information or a perspective different from their own. Historical thinking skills involve the sequencing of events, the analysis of patterns and the placement of events in context to assist in the construction of meaning and understanding, and can be applied to a variety of media, such as oral traditions, print, electronic text, art and music.

Historical thinking allows students to develop a sense of time and place to help define their identities. Exploring the roots of the present ensures the transmission and sharing of values, and helps individuals to realize that they belong to a civil society. Historical thinking develops citizens willing to engage in a pluralistic democracy and to promote and support democratic institutions.

### ***Geographic Thinking***

Possessing geographic thinking skills provides students with the tools to address social studies issues from a geographic perspective. Geographic thinking skills involve the exploration of spatial orders, patterns and associations. They enable students to investigate environmental and societal issues using a range of geographic information. Developing these spatial skills helps students understand the relationships among people, events and the context of their physical environment, which will assist them to make choices and act wisely when confronted with questions affecting the land and water resources.

### ***Decision Making and Problem Solving***

Students develop the ability to make timely and appropriate decisions by identifying the need for a decision, then weighing the advantages, disadvantages and consequences of various alternatives. Decision making involves reserving judgments until all the options and perspectives have been explored; seeking clarity for a variety of choices and perspectives; examining the cause-

and-effect relationship between choices; and basing decisions on knowledge, values and beliefs.

Problem-solving processes in social studies help students develop the ability to identify or pose problems and apply learning to consider the causes and dimensions of problems. These skills help develop thinking strategies, allowing students to determine possible courses of action and consequences of potential solutions for a problem that may have multiple or complex causes and that may not have a clear solution. Activities such as simulations, debates, public presentations and editorial writing foster the development of these skills.

### ***Metacognition***

Metacognition is “thinking about thinking.” It involves critical self-awareness, conscious reflection, analysis, monitoring and reinvention. Students assess the value of the learning strategies they have used, modify them or select new strategies, and monitor the use of reinvented or new strategies in future learning situations. In this respect, students become knowledge creators and contribute to a shared understanding of the world we live in—a key feature of democratic life and commitment to pluralism.

### **Social Participation as a Democratic Practice**

Social participation skills enable students to develop effective relationships with others, to work in cooperative ways toward common goals and to collaborate with others for the well-being of their communities. Students will develop interpersonal skills that focus on cooperation, conflict resolution, consensus building, collaborative decision making, the importance of responsibility and the acceptance of differences. Development of these skills will enhance active participation in their communities. Activities in this regard could include social action and community projects, e.g., church groups, Amnesty International, Médecins sans frontières (Doctors Without Borders).

## **Research for Deliberative Inquiry**

Purposeful deliberation and critical reflection are essential skills and processes for democratic citizenship and problem solving. In social studies, the research process develops learners who are independent, self-motivated problem solvers and co-creators of knowledge. Developing research skills prepares students for the world of work, post-secondary studies, lifelong learning and citizenship in a complex world. These skills also enhance and enrich the process of identity formation as students critically reflect on their sense of self and relationship to others. The foundations of the research process are the application of acquired skills, the selection of appropriate resources and the use of suitable technology.

### ***The Infusion of Technology***

Technology encompasses the processes, tools and techniques that alter human activity. Information communication technology provides a vehicle for communicating, representing, inquiring, making decisions and solving problems. It involves the processes, tools and techniques for:

- gathering and identifying information
- re-representations of dominant texts
- expressing and creating
- classifying and organizing
- analyzing and evaluating
- speculating and predicting.

Selected curriculum outcomes from Alberta Learning's Information and Communication Technology (ICT) Program of Studies are infused throughout the social studies program of studies and are indicated by this symbol ➤. Further information regarding the Information and Communication Technology Program of Studies is contained within that program of studies.

## **Communication**

Communication skills enable students to comprehend, interpret and express information and ideas clearly and purposefully. These skills include the language arts of listening, speaking,

reading, writing, viewing and representing, as well as the use of communication technologies for acquiring and exchanging information and ideas.

### ***Oral, Written and Visual Literacy***

Through the language arts, human beings communicate thoughts, feelings, experiences, information and opinions and learn to understand themselves and others. Speaking, writing and representing are used in the social studies program to relate a community's stories and to convey knowledge, beliefs, values and traditions through narrative history, music, art and literature.

Reading, listening and viewing in social studies enables students to extend their thinking and their knowledge and to increase their understanding of themselves and others. These skills provide students with a means of accessing the ideas, perspectives and experiences of others.

The language arts enable students to explore, organize and clarify thoughts and to communicate these thoughts to others.

### ***Media Literacy Skills***

Contemporary texts often involve more than one medium to communicate messages and as such, are often complex, having multi-layered meanings. Information texts include visual elements such as charts, graphs, diagrams, photographs, tables, pictures, collages and timelines. Media literacy skills involve accessing, interpreting and evaluating mass media texts such as newspapers, television, the Internet and advertising. Media literacy in social studies explores concepts in mass media texts, such as identifying key messages and multiple points of view that are being communicated, detecting bias, and examining the responsibility of citizens to respond to media texts.

## SCOPE AND SEQUENCE

The core concepts and six strands of the Alberta Social Studies Kindergarten to Grade 12 Program of Studies are reflected in each grade/course. The structure provides continuity and linkages from grade to grade/course to course. In addition, the general outcomes in each grade/course are components of the one central theme reflected in the grade/course title.

<b>Grade</b>	<b>Grade Title and General Outcomes</b>	<b>Linkages and Sequencing</b>
<b>Kindergarten</b>	<b>Being Together</b> K.1 I Am Unique K.2 I Belong	Kindergarten emphasizes a strong sense of identity and self-esteem and is a student's introduction to citizenship.
<b>One</b>	<b>Citizenship: Belonging and Connecting</b> 1.1 My World: Home, School, Community 1.2 Moving Forward with the Past: My Family, My History and My Community	Grade 1 is an introduction to active and responsible citizenship and introduces the concept of community. The concept of historical thinking is applied to the study of community.
<b>Two</b>	<b>Communities in Canada</b> 2.1 Canada's Dynamic Communities 2.2 A Community in the Past	Grade 2 expands on the concept of community through an examination of specific characteristics of communities in Canada. Building on the introduction of historical thinking in Grade 1, Grade 2 students will examine how a community changes over time.
<b>Three</b>	<b>Connecting with the World</b> 3.1 Communities in the World 3.2 Global Citizenship	Grade 3 continues to build on the knowledge of community and citizenship by examining diverse communities in the world. Grade 3 students will be introduced to the concepts of global citizenship and quality of life.
<b>Four</b>	<b>Alberta: The Land, Histories and Stories</b> 4.1 Alberta: A Sense of the Land 4.2 The Stories, Histories and People of Alberta 4.3 Alberta: Celebrations and Challenges	Grade 4 introduces specific geographic skills through an examination of Alberta and its cultural and geographic diversity. Linkages to literature and the continued development of historical thinking are reinforced through stories and legends. Archaeology and paleontology are also introduced in Grade 4 to further develop historical thinking skills.
<b>Five</b>	<b>Canada: The Land, Histories and Stories</b> 5.1 Physical Geography of Canada 5.2 Histories and Stories of Ways of Life in Canada 5.3 Canada: Shaping an Identity	Grade 5 examines the foundations of Canada through its physical geography, the ways of life and heritage of its diverse peoples. Grade 5 presents events and issues that have impacted citizenship and identity in the Canadian context over time.
<b>Six</b>	<b>Democracy: Action and Participation</b> 6.1 Citizens Participating in Decision Making 6.2 Historical Models of Democracy: Ancient Athens and the Iroquois Confederacy	Grade 6 emphasizes the importance of active and responsible participation as the foundation of a democratic society. Students will examine how the underlying principles of democracy in Canada compare to those of Ancient Athens and the Iroquois Confederacy.

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<b>Grade</b>	<b>Grade Title and General Outcomes</b>	<b>Linkages and Sequencing</b>
<b>Seven</b>	<b>Canada: Origins, Histories and Movement of People</b> 7.1 Toward Confederation 7.2 Following Confederation: Canadian Expansions	Grade 7 provides a comprehensive examination of Canadian history preceding and following Confederation. The concept of intercultural contact is introduced through an examination of migration and immigration. Grade 7 forms the foundation for the continued dialogue on citizenship and identity in Canada.
<b>Eight</b>	<b>Historical Worldviews Examined</b> 8.1 From Isolation to Adaptation: Japan 8.2 Origins of a Western Worldview: Renaissance Europe 8.3 Worldviews in Conflict: The Spanish and the Aztecs	Grade 8 expands on the concept of intercultural contact and continues to develop historical thinking skills through an examination of past societies in different parts of the world.
<b>Nine</b>	<b>Canada: Opportunities and Challenges</b> 9.1 Issues for Canadians: Governance and Rights 9.2 Issues for Canadians: Economic Systems in Canada and the United States	Grade 9 focuses on citizenship, identity and quality of life and how they are impacted by political and legislative processes in Canada. The role of economic systems in Canada and the United States will also be examined.

<b>Senior High School Course Titles</b>	<b>Linkages and Sequencing</b>
<b>10-1 Perspectives on Globalization</b> <b>10-2 Living in a Globalizing World</b>	Grade 10 explores multiple perspectives on the origins of globalization and the local, national and international impacts of globalization on identity, lands, cultures, economies, human rights and quality of life.
<b>20-1 Perspectives on Nationalism</b> <b>20-2 Understandings of Nationalism</b>	Grade 11 explores the complexities of nationalism in Canadian and international contexts and includes study of the origins of nationalism and the influence of nationalism on regional, international and global relations.
<b>30-1 Perspectives on Ideology</b> <b>30-2 Understandings of Ideologies</b>	Grade 12 explores the origins and complexities of ideologies. Students will investigate, analyze and evaluate government policies and actions and develop individual and collective responses to contemporary local, national and global issues.

# GRADE 6: Democracy: Action and Participation

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## 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.

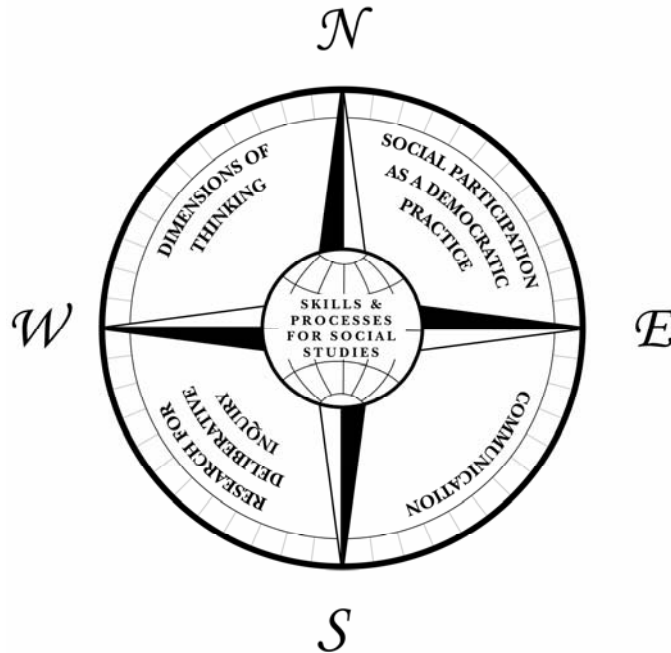
## RATIONALE

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.

## TERMS AND CONCEPTS

ACFA, Canadian Charter of Rights and Freedoms, collective identity, consensus, democracy, electorate, equity, fairness, FNA, justice, local government, MLA, MNAA, official language minorities, provincial government, representative democracy, Treaty of La Grande Paix de Montréal, Wampum Treaty

<p align="center"><b>General Outcome 6.1</b> <b>Citizens Participating in Decision Making</b></p>	<p align="center"><b>General Outcome 6.2</b> <b>Historical Models of Democracy: Ancient Athens and the Iroquois Confederacy</b></p>
<p>Students will demonstrate an understanding and appreciation of the dynamic relationship between governments and citizens as they engage in the democratic process.</p>	<p>Students will demonstrate an understanding and appreciation of the democratic principles exemplified by ancient Athens and the Iroquois Confederacy.</p>
<p align="center"><b>Local and Current Affairs</b></p>	
<p>In order to allow opportunities for students to engage in current affairs, issues and concerns of a local nature, the program of studies provides the flexibility to include these topics within the time allotted for social studies.</p>	



### Benchmark Skills and Processes

The following benchmark skills and processes are provided here as outcomes to be achieved by the end of Grade 6.

<b>Dimensions of Thinking</b>	
<i>critical thinking and creative thinking</i>	assess significant local and current affairs from a variety of sources, with a focus on examining bias and distinguishing fact from opinion
<i>historical thinking</i>	use primary sources to interpret historical events and issues
<i>geographic thinking</i>	construct and interpret various types of maps (i.e., historical, physical, political maps) to broaden understanding of topics being studied
<i>decision making and problem solving</i>	propose and apply new ideas, strategies and options, supported with facts and reasons, to contribute to decision making and problem solving
<b>Social Participation as a Democratic Practice</b>	
<i>cooperation, conflict resolution and consensus building</i>	demonstrate the skills of compromise in order to reach group consensus
<i>age-appropriate behaviour for social involvement</i>	demonstrate commitment to the well-being of the community by drawing attention to situations of injustice where action is needed
<b>Research for Deliberative Inquiry</b>	
<i>research and information</i>	determine the reliability of information, filtering for point of view and bias
<b>Communication</b>	
<i>oral, written and visual literacy</i>	express opinions and present perspectives and information in a variety of forms, such as oral or written presentations, speeches or debates
<i>media literacy</i>	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.

### Specific Outcomes

#### ► Values and Attitudes

*Students will:*

##### **6.1.1 recognize how individuals and governments interact and bring about change within their local and national communities:**

- recognize and respect the democratic rights of all citizens in Canada (C, I)
- value the role of the Canadian Charter of Rights and Freedoms in protecting individual and collective rights and freedoms (I, PADM)
- recognize the influence of historical events and legislation on democratic decision making in Canada (TCC, PADM)
- value citizens' participation in a democratic society (C)
- value the contributions of elected representatives in the democratic process (PADM)

#### ► Knowledge and Understanding

*Students will:*

##### **6.1.2 demonstrate an understanding of the fundamental principles of democracy by exploring and reflecting upon the following questions and issues:**

- What is democracy (i.e., justice, equity, freedoms, representation)? (C, PADM)
- What are the similarities and differences between direct and representative democracy? (PADM)
- What are the rights and responsibilities of citizens living in a representative democracy? (C, PADM)
- How does Canada's justice system help protect your democratic and constitutional rights? (C, PADM)

##### **6.1.3 analyze how the democratic ideals of equity and fairness have influenced legislation in Canada over time by exploring and reflecting upon the following questions and issues:**

- How does the Canadian Charter of Rights and Freedoms protect the individual rights and freedoms of all Canadians? (I, PADM)
- How does the Canadian Charter of Rights and Freedoms protect collective rights in Canada (i.e., Aboriginal rights, the linguistic rights of official language minorities)? (I, PADM)
- How did the Treaty of La Grande Paix de Montréal address collective identity and collective rights? (I, PADM, TCC)
- How do the Treaty of La Grande Paix de Montréal and the Canadian Charter of Rights and Freedoms compare in the way that each addresses individual and collective identity and collective rights? (PADM, TCC, I)
- Why is the Canadian Charter of Rights and Freedoms entrenched in the Canadian Constitution? (C, I, PADM)

	C	Citizenship		I	Identity
ER	Economics and Resources	LPP	The Land: Places and People	GC	Global Connections
CC	Culture and Community	PADM	Power, Authority and Decision Making	TCC	Time, Continuity and Change

**6.1.4 analyze the structure and functions of local governments in Alberta by exploring and reflecting upon the following questions and issues:**

- How are representatives chosen to form a local government (i.e., electoral process)? (PADM)
- What are the responsibilities of local governments (i.e., bylaws, taxes, services)? (PADM)
- How are local governments structured differently in rural and urban settings? (PADM)
- What role is played by school boards (i.e., public, separate, Francophone) within local communities? (PADM)

**6.1.5 analyze the structure and functions of Alberta’s provincial government by exploring and reflecting upon the following questions and issues:**

- How is the provincial government structured? (PADM)
- What is the role and status of the Lieutenant Governor within the provincial government? (GC, PADM)
- What are the responsibilities of the provincial government (i.e., laws, taxes, services)? (PADM)
- How are representatives chosen at the provincial level of government (i.e., electoral process)? (PADM)
- What are the differences between the responsibilities of a Member of the Legislative Assembly (MLA) and a cabinet minister? (PADM)

**6.1.6 analyze how individuals, groups and associations within a community impact decision making of local and provincial governments by exploring and reflecting upon the following questions and issues:**

- How can individuals, groups and associations within a community participate in the decision-making process regarding current events or issues (i.e., lobbying, petitioning, organizing and attending local meetings and rallies, contacting elected representatives)? (C, PADM)
- How do associations such as the Association canadienne-française de l’Alberta (ACFA), the Métis Nation of Alberta Association (MNAA) and the First Nations Authorities (FNA) provide their members with a voice, at local and provincial levels, exercising historical and constitutional rights? (C, I, PADM)
- In what ways do elected officials demonstrate their accountability to the electorate (e.g., respond to constituents, participate in local events, represent and express in government meetings the concerns of constituents)? (C, PADM)

	C	Citizenship		I	Identity	
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## 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.

### Specific Outcomes

#### ► Values and Attitudes

*Students will:*

- 6.2.1 appreciate the relationship between the values of a society and the model of government adopted within a society (PADM)**
- 6.2.2 value the role of participation by citizens in diverse democratic societies (C, PADM)**

#### ► Knowledge and Understanding

*Students will:*

- 6.2.3 analyze the structure and functions of the democratic system in ancient Athens by exploring and reflecting upon the following questions and issues:**
  - How was the government of ancient Athens structured? (PADM)
  - How did the structure of the government in ancient Athens provide opportunities for citizens to participate in decision making? (C, PADM)
  - How did identity, status and class structure impact citizenship in ancient Athens? (C, I)
  - How did the social structure of ancient Athens impact its political structure? (CC, PADM)
  - To what extent were democratic ideals of equity and fairness part of the structure of government and society in ancient Athens? (I, PADM)
  
- 6.2.4 analyze the structure and functions of the Iroquois Confederacy by exploring and reflecting upon the following questions and issues:**
  - How was the Iroquois Confederacy structured? (PADM)
  - What was the role and status of women within the Iroquois Confederacy? (I, PADM)
  - What are the advantages and disadvantages of consensus as a decision-making model for government? (PADM)
  - How did the Six Nations use the consensus-building process? (PADM)
  - How did the Wampum Belt address collective identity? (I, PADM)
  - How did the social structure of the Iroquois Confederacy impact its political structure? (CC, PADM)
  - To what extent did the decision-making process within the Iroquois Confederacy reflect democratic ideals of equity and fairness? (PADM)

	C	Citizenship		I	Identity	
ER	Economics and Resources	LPP	The Land: Places and People		GC	Global Connections
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## SKILLS AND PROCESSES FOR GRADE 6

Alberta Education's Information and Communication Technology (ICT) curriculum is infused throughout the social studies program of studies. Selected ICT outcomes are suggested throughout the program and are indicated by this symbol ➤.

### ► DIMENSIONS OF THINKING

*Students will:*

#### **6.S.1 develop skills of 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
- critically evaluate ideas, information and positions
- re-evaluate personal opinions to broaden understanding of a topic or an issue
- generate original ideas and strategies in individual and group activities
- seek responses to inquiries from various authorities through electronic media

#### **6.S.2 develop skills of historical thinking:**

- use primary sources to interpret historical events and issues
- use historical and community resources to understand and organize the sequence of historical events
- explain the historical contexts of key events of a given time period
- use examples of events to describe cause and effect and change over time
- organize information, using such tools as a database, spreadsheet or electronic webbing

#### **6.S.3 develop skills of geographic thinking:**

- construct and interpret various types of maps (i.e., historical, physical, political maps) to broaden understanding of topics being studied
- use geographic tools, including software, that assist in preparing graphs and maps
- use cardinal and intermediate directions to locate places on maps and globes
- use scales to determine the distance between places on maps and globes
- identify geographic problems and issues and pose geographic questions

#### **6.S.4 demonstrate skills of 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
- consider multiple perspectives when dealing with issues, decision making and problem solving
- collaborate with others to devise strategies for dealing with problems and issues
- select and use technology to assist in problem solving
- use data gathered from a variety of electronic sources to address identified problems
- solve problems requiring the sorting, organizing, classifying and extending of data, using such tools as calculators, spreadsheets, databases or hypertext technology
- use graphic organizers, such as mind mapping/webbing, flow charting and outlining, to present connections among ideas and information in a problem-solving environment
- solve issue-related problems, using such communication tools as a word processor or e-mail to involve others in the process
- generate alternative solutions to problems by using technology to facilitate the process

## ► SOCIAL PARTICIPATION AS A DEMOCRATIC PRACTICE

*Students will:*

### **6.S.5 demonstrate skills of cooperation, conflict resolution and consensus building:**

- demonstrate the skills of compromise to reach group consensus
- work collaboratively with others to achieve a common goal
- record group brainstorming, planning and sharing of ideas by using technology
- extend the scope of a project beyond classroom collaboration by using communication technologies, such as the telephone and e-mail

### **6.S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community, such as:**

- demonstrate commitment to the well-being of their community by drawing attention to situations of injustice where action is needed

## ► RESEARCH FOR DELIBERATIVE INQUIRY

*Students will:*

### **6.S.7 apply the research process:**

- determine reliability of information filtering for point of view and bias
- formulate questions to be answered through the research process
- use graphs, tables, charts and Venn diagrams to interpret information
- draw and support conclusions based on information gathered to answer a research question
- include references in an organized manner as part of research
- formulate new questions as research progresses
- design and follow a plan, including a schedule, to be used during an inquiry process, and make revisions to the plan, as necessary
- access and retrieve appropriate information from the Internet by using a specific search path or from given uniform resource locators (URLs)
- organize information, using such tools as a database, spreadsheet or electronic webbing
- use a variety of technologies to organize and synthesize researched information
- reflect on and describe the processes involved in completing a project

## ► COMMUNICATION

*Students will:*

### **6.S.8 demonstrate skills of 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
- express reasons for their ideas and opinions, in oral or written form
- use skills of informal debate to persuasively express differing viewpoints regarding an issue
- respond appropriately to comments and questions, using language respectful of human diversity
- listen to others to understand their perspectives
- organize information gathered from the Internet, or an electronic source, by selecting and recording the data in logical files or categories
- communicate effectively through appropriate forms, such as speeches, reports and multimedia presentations, applying information technologies that serve particular audiences and purposes

**6.S.9 develop skills of media literacy:**

- detect bias present in the media
- examine and assess diverse perspectives regarding an issue presented in the media
- analyze significant current affairs
- identify and distinguish points of view expressed in electronic sources on a particular topic
- use selected presentation tools to demonstrate connections among various pieces of information
- recognize that information serves different purposes and that data from electronic sources may need to be verified to determine accuracy or relevance for the purpose used

# Glossary of Terms and Concepts—Grade 6

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The following terms and concepts are contained within the general and specific outcomes in the grade. The definitions are provided to facilitate a better understanding and more effective application of the social studies concepts presented.

<b>ACFA</b>	Association canadienne-française de l'Alberta (French-Canadian Association of Alberta); a provincial association founded in 1926 to represent the needs of Franco-Albertans relating to education, health, politics, media, culture and communities.
<b>Canadian Charter of Rights and Freedoms</b>	Document entrenched in the <i>Constitutional Act</i> , 1982 that lists and describes the fundamental rights and freedoms guaranteed to Canadians.
<b>collective identity</b>	Sense of belonging to a community or group, established and strengthened through common characteristics and interests. Culture and language are determining factors in the formation of collective identity.
<b>consensus</b>	The achievement of agreement through a process of consultation, in which all parties affected by a decision have equal power and equal voice.
<b>democracy</b>	Political system in which citizens have a voice in decision making (government of the people, for the people, by the people).
<b>electorate</b>	Group of qualified voters.
<b>equity</b>	The state or quality of being just and impartial, respecting individual and collective rights.
<b>fairness</b>	Justice; equity; the state of being consistent with rules, logic or ethics.
<b>FNA</b>	First Nations Authorities; local governing authorities for all First Nations in Alberta, made up of First Nations Chiefs and Councils. All First Nations in Alberta are a member of one of three treaty organizations: Treaty 8 First Nations of Alberta, the Confederacy of Treaty 6 First Nations or the Treaty 7 First Nations.
<b>justice</b>	Upholding just, fair and equitable treatment, and providing due reward in accordance with honour, standards or law.
<b>local government</b>	The level of government empowered by the provincial or territorial government, whose mandate is to make decisions and bylaws relating to local issues and services.
<b>MLA</b>	Elected member of the legislative assembly, representing a specific constituency within the province.

<b>MNAA</b>	Métis Nation of Alberta Association; consists of an elected provincial president and vice-president, six elected zone presidents and six vice-presidents from each of six zones across Alberta. There are approximately 65 MNAA locals across Alberta.
<b>official language minorities</b>	Groups for whom one official language of Canada is their first language and who live within a larger group for whom the other official language of Canada is the first language. Section 23 of the Charter helps ensure the protection of Canada's two official languages by providing minority groups of both official languages with education in their mother tongue, thereby contributing to the vitality of their communities.
<b>provincial government</b>	The level of government whose constitutional mandate is to make decisions and pass legislation relating to provincial issues and services.
<b>representative democracy</b>	Political system whereby citizens elect their representatives to govern and make decisions on their behalf.
<b>Treaty of La Grande Paix de Montréal</b>	Treaty signed in Montréal in 1701 by the representatives of the government of France and representatives of 39 North American Aboriginal nations, including five Iroquois nations. The Aboriginal representatives were from the Great Lakes region, New York State, the shores of the Mississippi, Acadia and the Saint-Lawrence region.
<b>Wampum Treaty</b>	<p>Treaty representing a peaceful, parallel co-existence between the Iroquois Confederacy and Europeans. This treaty, symbolized by the Two Row Wampum Belt, is a relationship of mutuality in which neither side can act unilaterally without consultation</p> <p><b>The Two Row Wampum Belt</b> symbolizes the relationship between the Aboriginal peoples of North America and the Europeans. One purple row of beads represents the path of the Aboriginals' canoe, which contains their customs and laws. The other row represents the path of the Europeans' vessel, the sailing ship, which contains their customs and laws. The two-row wampum captures the original values that governed the relationship between the Aboriginal peoples and the Europeans—equality, respect, dignity and a sharing of the river that both groups travel on.</p>