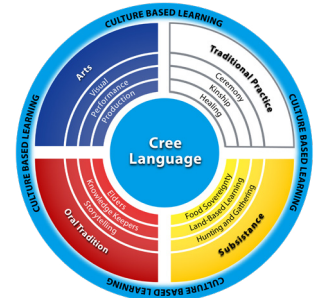


Social Studies (2005)



 Big Idea, Major Concepts, GLOs	Specific Learning Outcomes	ᓂᓄᓐᓂᓐ Nehiyaw Ways of Knowing	Other Suggestions
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.			
VALUES AND ATTITUDES			
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			
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)		



 Big Idea, Major Concepts, GLOs	Specific Learning Outcomes	ᑭᓐᓂᓐ Nehiyaw Ways of Knowing	Other Suggestions
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)		
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)		

 Big Idea, Major Concepts, GLOs	Specific Learning Outcomes	ᑭᓐᓂᓐ Nehiyaw Ways of Knowing	Other Suggestions
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)		
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.			
VALUES AND ATTITUDES			
6.2.1 Appreciate the relationship between the values of a society and the model of government adopted within a society (PADM)	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)	6.2.2 Value the role of participation by citizens in diverse democratic societies (C, PADM)		

 Big Idea, Major Concepts, GLOs	Specific Learning Outcomes	ᑭᓐᓂᓐ Nehiyaw Ways of Knowing	Other Suggestions
KNOWLEDGE AND UNDERSTANDING			
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)		

 Big Idea, Major Concepts, GLOs	Specific Learning Outcomes	ᑭᐱᑦᑎᑦ Nehiyaw Ways of Knowing	Other Suggestions
SKILLS AND PROCESSES FOR SOCIAL STUDIES			
Dimensions of Thinking			
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	  Legend of Night and Day   13 Moons  Distance - Concept of Zero	
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		

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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			
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	 Sharing and Talking Circles	
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		

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Research for Deliberative Inquiry			
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	 The Legend of Weasel	
Communication			
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		

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6.S.8 Demonstrate skills of oral, written and visual literacy:	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		