



## SOCIAL STUDIES

### OVERVIEW:

“In Grade 6 social studies, students will explore the experiences and perspectives of diverse communities in historical and contemporary Canada and examine how they have contributed to the development of Canadian identity. In addition to developing their understanding of different communities in Canada, students will explore the global community and Canada’s role in it. They will investigate current social, political, economic, and environmental issues, and develop their understanding of the importance of international action and cooperation. In conducting their investigations, students will enhance their graphing and mapping skills and develop their ability to extract, interpret, and analyse information from a variety of sources, and using various technologies.

The Grade 6 social studies expectations provide opportunities for students to explore a number of concepts connected to the citizenship education framework [...], including beliefs and values, collaboration, cooperation, culture, equity, freedom, identity, relationships, and respect.”

- *Ministry of Education, 2013*

### CURRICULUM EXPECTATIONS:

#### A. HERITAGE AND IDENTITY: COMMUNITIES IN CANADA, PAST AND PRESENT

##### *Overall expectations:*

By the end of Grade 6, students will:

**A1. Application:** assess contributions to Canadian identity made by various groups and by various features of Canadian communities and regions  
(FOCUS ON: Cause and Consequence; Patterns and Trends)

**A2. Inquiry:** use the social studies inquiry process to investigate different perspectives on the historical and/or contemporary experience of two or more distinct communities in Canada  
(FOCUS ON: Perspective)

**A3. Understanding Context:** demonstrate an understanding of significant experiences of, and major changes and aspects of life in, various historical and contemporary communities in Canada  
(FOCUS ON: Significance; Continuity and Change)

## B. PEOPLE AND ENVIRONMENTS: CANADA'S INTERACTIONS WITH THE GLOBAL COMMUNITY

### *Overall expectations:*

By the end of Grade 6, students will:

**B1. Application:** explain the importance of international cooperation in addressing global issues, and evaluate the effectiveness of selected actions by Canada and Canadian citizens in the international arena

(FOCUS ON: Interrelationships; Perspective)

**B2. Inquiry:** use the social studies inquiry process to investigate some global issues of political, social, economic, and/or environmental importance, their impact on the global community, and responses to the issues

(FOCUS ON: Cause and Consequence)

**B3. Understanding Context:** describe significant aspects of the involvement of Canada and Canadians in some regions around the world, including the impact of this involvement

(FOCUS ON: Significance; Patterns and Trends)

### TENTATIVE OUTLINE FOR THE YEAR (IN'SHAA ALLAH):

- Social studies is scheduled twice a week for 2014-2015 (58 lessons)

#	UNIT	LESSONS ALLOTTED
1	Heritage and Identity: Communities in Canada, Past and Present	29
2	People and Environments: Canada's Interactions with the Global Community	29

### Sample resources used:

- Georgopolous, Demetra and Perry-Watson, Renee. Canada's Aboriginal People. Kitchener: Volumes Publishing, 2002.
- Stanford, Francis. Canada and its Trading Partners. Napanee: S&S Learning Materials, 2004.
- Popular Book Company Ltd. Complete Canadian Curriculum. Richmond Hill: PBC Ltd., 2014.
- Various online resources and books

Sample Teaching/Learning Strategies		
Lecture/presentation	Teacher analysis	Investigations/lab/inquiry
Student presentation	Small group discussion	Digital media/technology
Class discussion	Hands-on activity/materials	Cooperative learning/group work
Problem solving	Critical analysis	Demonstrations/modelling
PowerPoint	Peer Analysis	Brainstorming
Graphic organizers (e.g. fish bone, mind map, concept map, Venn diagram, timeline, flow chart)		
Debates	Games/competitions	Journals
Role playing/drama	Think-Pair-Share	Learning styles
Multiple Intelligences	Brainstorming	Field trip
Guest speaker	Gallery walk	Online research
Video creation	Homework	Guided/independent practice
Jigsaw	4 Corners	Tribes activities
Case studies	Tribes activities	Other (subject specific)

Sample Evaluation/Assessment Strategies		
Formative/summative assessments	KWL chart	Graphic organizers (see above)
Pre-test/Quiz/Test	Larger assignment/project	Models/dioramas
Presentations	Handout/Worksheet Activity	Table
Diagrams	Self-evaluation	Investigations
Checklist	Rubric	Ticket out the door/variation
Conference	Peer review	Observations
Assigned questions	Lab report/notebook	Technology
Culminating activity	Debates/drama	Class/small-group discussion
Inquiry activity	Online work	Check for understanding
Anecdotal report	Larger assignments/projects	Journals
Group assessment	Independent study	Binder check
Portfolio	Letters/other narrative structures	Other (subject specific)

Assessment Types		
Assessment for Learning	Assessment as Learning	Assessment of Learning

Central Assessment Strategies		
Student Work	Conversation	Observation

The tables above provide an overview of some of the strategies I will be using in my Social Studies lessons In'shaa Allah, as well as how I will be assessing and evaluating my students. For a more detailed look at my teaching strategies, please see the appropriate section on the class website ([srmariam6b.weebly.com](http://srmariam6b.weebly.com)). Jazakallah!