

# GRADE 6 SOCIAL STUDIES at a glance

## Canada: A Country of Change (1867 to Present)

This *Grade 6 Social Studies at a Glance* can be used in designing, planning, and assessing student learning for the year. It can be used to preview the content of the [Grade 6 Social Studies curriculum](#).

It organizes the knowledge and values specific learning outcomes into thematic groups referred to as **clusters** or **essential ideas**. Together with the [Grade 6 Social Studies Curriculum Overview: General Learning Outcomes with Grade 6 Specific Learning Outcomes](#), this document can be used to plan student learning and to develop cross-curricular connections.

## Social Studies SKILLS AND COMPETENCIES

Social studies involves the development of inquiry and research skills and methods, historical thinking, and geographic thinking. The skills and competencies learning outcomes are integrated throughout each cluster and are developed, refined, and applied across the grades. These skills and competencies are outlined in detail in the [Social Studies Foundation for Implementation](#) documents.

## ACTIVE DEMOCRATIC CITIZENSHIP MANAGING INFORMATION AND IDEAS CRITICAL AND CREATIVE THINKING COMMUNICATION



### BUILDING A NATION (1867 TO 1914)

- ▶ **A new nation**  
KC-001 KC-002 KL-022 KL-023  
VC-001
- ▶ **Manitoba enters Confederation**  
KH-027 KH-033 VH-012
- ▶ **"A mari usque ad mare"**  
(From sea to sea)  
KH-029 KH-030 KH-031  
KH-033 KH-034
- ▶ **Aboriginal Peoples and the growing nation of Canada**  
KI-007 KH-028 KH-032
- ▶ **Immigration**  
KI-008 KI-009 KI-010 KH-034  
VI-005
- ▶ **Farming the land**  
KI-011 KE-055 VL-010 VE-018



### AN EMERGING NATION (1914 TO 1945)

- ▶ **World War I**  
KC-003 KH-036 KG-039  
KG-040
- ▶ **Social change**  
KH-035 KH-037 KP-046  
KE-057 VI-006 VH-013
- ▶ **Depression**  
KL-024 KH-036 KE-056
- ▶ **World War II**  
KI-012 KH-036 KG-041  
KG-042 VG-014



### SHAPING CONTEMPORARY CANADA (1945 TO PRESENT)

- ▶ **Overview of contemporary Canada**  
KL-025 KH-038
- ▶ **Changing and diverse population**  
KI-013 KI-014 KI-015 VI-007  
VI-008
- ▶ **A modern industrialized nation**  
KE-058 KE-059
- ▶ **Canada on the world stage**  
KG-043 KG-044 KG-045



### CANADA TODAY: DEMOCRACY, DIVERSITY, AND THE INFLUENCE OF THE PAST

- ▶ **Expressions of Canadian identity**  
KI-017 KI-018 KI-019 KL-026  
VI-009 VL-011
- ▶ **Government in Canada**  
KP-049 KP-050 KP-051  
KP-052 KP-053 VP-016
- ▶ **Community of communities**  
KI-016 KI-020 KP-048
- ▶ **Creating a just society**  
KC-005 KC-006 KP-054  
VC-003 VC-004 VP-017
- ▶ **Canadian democracy in the world context**  
KC-004 KI-021 KG-047  
VC-002 VG-015

# GRADE 6 SOCIAL STUDIES

## Curriculum Overview: General Learning Outcomes with Grade 6 Specific Learning Outcomes

Grade 6 students learn about Canadian history from Confederation to the present. This includes the expansion of Canada, immigration, industrialization, the environment, and the changing relationships between the government and First Nations, Métis, and Inuit peoples. Students examine world events including the Depression and Canadian involvement in the two world wars.

They explore Canadian identity and the growth of Canada as a culturally diverse, bilingual, and democratic society. They study questions related to the responsibilities and rights of citizenship in Canada and the contemporary world.

In social studies, six general learning outcomes (GLOs) provide the broad conceptual structure from Kindergarten to Grade 12. Each general learning outcome is expressed as an **essential learning** for the grade level. Overarching all six GLOs is the core concept of Citizenship. The skills and competencies are interwoven throughout the clusters as shown below.

### CITIZENSHIP

Citizenship education is fundamental to living in a democratic society, enabling students to explore democratic values, and to determine their responsibilities and rights as participants in civil society. Students compare what it means to be

a citizen in the past and present, as well as in the future. As they enhance their understanding of citizenship, they are empowered to be active citizens who contribute to the local, national, and global communities to which they belong.

KC-001 002 003 004 005 006

#### IDENTITY, CULTURE, AND COMMUNITY

Identity is subject to time and place, and is shaped by a multiplicity of personal, social, and economic factors. Students will have the opportunity to explore the institutions and cultural expressions of the communities of the past and how they have shaped Canada today. Through a study of the ways people lived together in the past, students will enhance their understanding of diverse perspectives and the historical roots of the multicultural nature of Canada.

KI-007 008 009 010 011 012 013 013F 014 015 015F 016 016F 017 018 019 020 020A 020F 021

#### THE LAND: PLACES AND PEOPLE

The history of Canada has been influenced by the dynamic relationships of people and the land. The exploration of people's relationships with places and environments creates an understanding of human dependence and impact upon the natural environment. Students explore how spatial and physical characteristics of the environment affect human settlement, economics, and societies, locally, nationally, and globally. They explore concepts such as sustainability and stewardship, and how, as citizens, Canadians have a responsibility to protect and sustain our environment.

KL-022 023 024 025 026 026A

#### HISTORICAL CONNECTIONS

The past shapes who people are. An exploration of Canadian and world history enables students to acquire knowledge and an appreciation of the past, to understand the present, and to live with regard for the future. An important aspect of this process is the disciplined investigation and interpretation of history. As they explore people, events, ideas, and evidence of the past, they learn to think historically. They learn to reflect upon diverse perspectives, personal narratives, parallel accounts, and oral and social histories, and develop the historical understanding that provides a foundation for active democratic citizenship.

KH-027 027F 028 029 030 031 032 033 034 035 036 037 038

#### GLOBAL INTERDEPENDENCE

People, communities, societies, nations, and environments are interdependent. Canadian history has been shaped by this interdependence. Knowledge and understanding of global connections that have influenced history enable students to expand their global consciousness and responsibility.

KG-039 040 041 042 043 044 045 047

#### POWER AND AUTHORITY

Power and authority have influenced human relationships in the past as they do in the present. Students critically examine the diverse forms of governance and leadership through time, and inquire into issues of fairness and equity. This exploration helps students develop a sense of personal empowerment so that, as active democratic citizens, they can shape their future.

KP-046 048 049 050 051 052 053 053A 054

#### ECONOMICS AND RESOURCES

The management and distribution of resources and wealth have a direct impact on Canadian history and continue to influence Canadian society today. Students explore the effects of economic interdependence on individuals and on local and global communities. They examine historic economic factors that affect decision making, the use of resources, and the development of technologies. Students will critically consider the social and environmental implications of the distribution of resources and technologies, locally, nationally, and globally.

KE-055 056 057 058 059

KNOWLEDGE AND UNDERSTANDING

REPORT CARD CATEGORIES

RESEARCH AND COMMUNICATION

#### Managing Information and Ideas

S-200 201 202 203 204 205 206 207 207A 208

- Select, organize, record, and represent information from a variety of sources and in various ways.
- Reference sources appropriately.
- Distinguish between primary and secondary sources.
- Construct, select, and interpret maps that include a title, legend, compass rose, grid, scale, and latitude and longitude for specific purposes.

- Select and use appropriate tools and technologies to accomplish tasks.
- Use appropriate terms to describe time, and latitude and longitude to locate and describe places on maps and globes.
- Use traditional knowledge to read the land.
- Orient oneself by using observation, traditional knowledge, and a compass or other technologies.

#### Communicating

S-400 401 402 403 404 405

- Listen actively and respectfully to others to understand diverse perspectives.
- Persuasively express differing viewpoints.
- Present information and ideas in a variety of ways.

- In discussions, elicit and clarify questions and ideas, and articulate beliefs and perspectives.

CRITICAL THINKING AND CITIZENSHIP

#### Thinking Critically and Creatively

S-300 301 302 303 304 305 306 307 308 309 310

- Plan topics, goals, and methods for research.
- Evaluate advantages and disadvantages of solutions to a problem.
- Use research and evidence to draw conclusions.
- Evaluate personal assumptions based on new information and ideas.
- Distinguish fact from opinion and interpretation.

- Observe and analyze evidence for research.
- Assess the validity of sources.
- Compare different accounts of events and diverse perspectives.
- Interpret information and ideas, and recognize that interpretations change with new information.

#### Being an Active Democratic Citizen

S-100 101 102 103 104 105 106

- Collaborate with others to establish and carry out group goals.
- Resolve conflicts peacefully and fairly using a variety of strategies.
- Make decisions that reflect care and responsibility for the environment, and reflect fairness and equality toward others.

- Negotiate to build consensus and solve problems.
- Recognize bias and discrimination and propose solutions.
- Treat historically significant places and objects with respect.

### ACTIVE DEMOCRATIC CITIZENSHIP

Citizenship skills enable students to develop good relations with others, to work in cooperative ways toward achieving common goals, and to collaborate with others for the well-being of their communities. These interpersonal skills focus on cooperating, resolving conflict, taking responsibility, accepting differences, building consensus, negotiating, making decisions collaboratively, and learning to deal with dissent and disagreement.

### MANAGING INFORMATION AND IDEAS

Information-management skills enable students to access, select, organize, and record information and ideas, using a variety of sources, tools, and technologies. These skills include inquiry and research skills that enhance historical and geographical thinking.

### CRITICAL AND CREATIVE THINKING

Critical and creative thinking skills enable students to make observations and decisions, to solve problems, and to devise forward-thinking strategies. These skills involve making connections among concepts and applying a variety of tools. Critical thinking involves the use of criteria and evidence to make reasoned judgments. These judgments include distinguishing fact from opinion and interpretation, evaluating information and ideas, identifying perspectives and bias, and considering the consequences of decisions and actions. Creative thinking emphasizes divergent thinking, the generation of ideas and possibilities, and the exploration of diverse approaches to questions.

### COMMUNICATION

Communication skills enable students to interpret and express ideas clearly and purposefully, using a variety of media. These skills include the development of oral, visual, print, and media literacy, and the use of information and communication technologies for the exchange of information and ideas.