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| **Social Studies 6** Global Issues and Governance (Planning KDU)  (\*Note: Big ideas are grouped – please adjust to teaching preferences) | | | | | | | |
| **CORE COMPETENCIES**  **COMMUNICATION** | | **CORE COMPETENCIES**  **THINKING (CRITICAL/CREATIVE)** | | | **CORE COMPETENCIES**  **(PERSONAL/SOCIAL)** | | |
| **CURRICULAR COMPETENCIES** | **BIG IDEA (Understand…)** | | | **What do we want students to DO? (Activities, lessons…)** | | | **Content (& Elaborations)**  **(Know)** |
| * Use Social Studies inquiry processes and skills to: ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions *(Key skills: With teacher and peer support, select a relevant problem or issue for inquiry; Use comparing, classifying, inferring, imagining, verifying, identifying relationships, and summarizing to clarify and define a problem or issue; Draw conclusions about a problem or issue; Locate and map continents, oceans, and seas using simple grids, scales, and legends; Locate the prime meridian, equator, Tropic of Cancer, Tropic of Capricorn, Arctic Circle, and Antarctic Circle on a globe or map of the world; Recognize the relationship between time zones and lines of longitude; Compare how graphs, tables, aerial photos, and maps represent information; Represent the same information in two or more graphic forms (graphs, tables, thematic maps); Clarify a topic for presentation; Collect and organize information on a topic of your choice (e.g., a selected country); Draw conclusions from collected information; Plan, prepare, and deliver a presentation on a selected topic (country of their choice); Prepare a bibliography, using a consistent style to cite books, magazines, interviews, web sites, and other sources used; Select ways to clarify a specific problem or issue (discussion, debate, research); Defend a position on a national or global issue; Collect and organize information to support a course of action; Identify opportunities for civic participation at the school, community, provincial, national, and global levels; Individually, or in groups, implement a plan of action to address a problem or issue (fundraising campaign, clothing or food drive, letter writing to a politician, editorial in the school or community newspaper, petition)* * Develop a plan of action to address a selected problem or issue *(Collect and organize information to support a course of action. Individually, or in groups, implement a plan of action to address a problem or issue (e.g., fundraising campaign, clothing or food drive, letter writing to a politician, editorial in the school or community newspaper, petition)* * Construct arguments defending the significance of individuals/groups, places, events and developments [significance] * Ask questions, corroborate inferences, and draw conclusions about the content and origins of different sources, including mass media (evidence) *(Compare a range of points of view on a problem or issue; Compare and contrast media coverage of a controversial issue (climate change, resource management); With peer and teacher support, determine criteria for evaluating information sources for credibility and reliability (context, authentic voice, source, objectivity, evidence, authorship); Apply criteria to evaluate selected sources for credibility and reliability; Distinguish between primary sources and secondary sources)* * Sequence objects, images, and events, and recognize the positive and negative aspects of continuities and changes in the past and present [continuity and change*]* * Differentiate between short- and long-term causes, intended and unintended consequences of events, decisions, and developments [cause and consequence] *(Explain the historical basis of selected contemporary issues; Give examples of how your actions may have consequences for others locally or globally (effect of consumer choices))* * Take stakeholders’ perspectives on issues, developments, and events by making inferences about their beliefs, values, and motivations [perspective] *(Compare and assess two or more perspectives on a local or global problem or issue; Consider reasons for differing perspectives (personal experiences, beliefs and values). Key questions: How can the exercise of power and authority affect an individual’s rights? Should individuals be willing give up some personal freedoms for the sake of collective well-being?)* * Make ethical judgments about events, decisions, and actions that consider the conditions of a particular time and place and assess appropriate ways to respond [ethical judgment]  (*Key question: What are the rights and responsibilities of a global citizen?)* | Complex global problems require international cooperation to make difficult choices for the future  Media sources can both positively and negatively affect our understanding of important events and issues | | | *Key questions:*   * What is cooperation? Who benefits? * What are the rights and responsibilities of a global citizen? | | | * Roles of individuals, governmental organizations and NGO’s including groups representing indigenous peoples *(United Nations; International Criminal Court; World Trade Organization; international aid; activists; lobby groups; international aid groups (Medecins sans Frontieres [Doctors without Borders]); Private foundations (Bill & Melinda Gates Foundation))* * Globalization and economic interdependence *(trade; imports and exports; G20 (Group of Twenty); European Union; North American Free Trade Act (NAFTA); currency; tariffs and taxation; trade imbalances)* * International cooperation and responses to global issues *(environmental issues; human trafficking; child labour; epidemic/pandemic response; fisheries management; resource use and misuse; drug trafficking; food distribution and famine)* * Regional and international conflict *(war; genocide; child soldiers; boundary disputes; religious and ethnic violence; terrorism)* * Media technologies and coverage of current events *(ownership of media propaganda; editorial bias; sensationalism; freedom of the press; social media uses and abuses. Key questions: How does the media influence public perception of major events? Are some media sources more trustworthy than others? Explain your answer.)* |
| **Evidence of Experience (Show)** | | | | | | |
| **BIG IDEA (Understand…)** | | | **What do we want students to DO? (Activities, lessons…)** | | | **Content (& Elaborations)**  **(Know)** |
| Economic self-interest can be a significant cause of conflict among peoples and governments  Systems of government vary in their respect for human rights and freedoms | | | *Key questions:*   * Who benefits from different forms of government and decision making? * How should decisions about economic policy and resource management be made? How should societies balance economic development with the protection of the environment? | | | * Urbanization and migration of people *(land usage; access to water; pollution and waste management; population density; transit and transportation. Key questions: Why do the majority of people in the world now live in urban centres? What are the advantages and disadvantages of urbanization?)* * Global poverty and inequality issues, including class structure and gender *(treatment of minority populations in Canada and in other cultures and societies you have studied (segregation, assimilation, integration, and pluralism; multiculturalism policies; settlement patterns; residential schools, South African Apartheid, the Holocaust, internment of Japanese-Canadians, Head Tax on Chinese immigrants; caste and class systems; caste system; unequal distribution of wealth; corruption; lack of judicial process; infant mortality; women’s rights; social justice; treatment of indigenous people. Key questions: How does discrimination and prejudice in modern Canadian society compare with that during other periods in Canada’s past or in other societies (systemic discrimination, overt racism)?)* * Different systems of government *(Sample activity: Compare characteristics of the federal government in Canada with those of one or more other countries, including: roles and responsibilities of members of government (prime minister, president, governor, MP, senator); components of government (House of Commons, House of Lords, senate, province, state, prefecture, canton); government decision-making structures and forms of rule (monarchy, republic, dictatorship, parliamentary democracy); electoral processes (political parties, voting, representation); Sample topic: indigenous governance.  Key questions: Who benefits from different forms of government and decision making? How would decisions be different under a different form of government?)* * Economic policies and resource management, including effects on indigenous peoples *(deforestation; mining; oil and gas; fisheries; infrastructure development; relocation of communities. Key questions: How should decisions about economic policy and resource management be made? How should societies balance economic development with the protection of the environment?)* |
| **Evidence of Experience (Show)** | | | | | | |
|  | **BIG IDEA (Understand…)** | | **What do we want students to DO? (Activities, lessons…)** | | | **Content (& Elaborations)**  **(Know)** | |
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| **Evidence of Experience (Show)** | | | | | | |