

BIG IDEAS: Students are expected to understand the following...

Immigration and multiculturalism continue to shape different societies and their identities.	Systems of government vary in their respect for human rights and freedoms.	Complex global problems require individuals and organizations to take action to find solutions.
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Social Studies Learning Standards Year 6

Learning Strand	Knowledge Content Students are expected to know the following...	Concepts	Curricular Competencies Students are expected to do the following...
Human systems and economic activities. The study of how and why people construct organisations and systems; the ways in which people connect locally and globally; the distribution of power and authority.	- purposes, characteristics, and functions of various governance systems - probable consequence of absence of government - participation and representation in systems of government - human rights and responses to discrimination in society, including discriminatory government actions such as apartheid and segregation - role of the citizen in the community, nation, and as a member of the global community	systems, citizenship, Organization, rights, governance	INQUIRY: - Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyse ideas; and communicate findings and decisions - Develop and implement a plan of action to address a selected problem or issue - Participate in projects to help inform others SIGNIFICANCE: - Construct arguments defending the significance of individuals/groups, places, events, or developments
Continuity and change through time The study of the relationships between people and events through time; the past, its influences on the present and its implications for the future; people who have shaped the future through their actions.	- causes of migration and immigration - how immigration and multiculturalism change individuals and societies - the changing nature of migration and immigration over time - the role of the United Nations in protecting migrants	movement, settlement, rights, equality, consequences, safety, wellness, resources	EVIDENCE: - Ask questions, corroborate inferences, and draw conclusions about the content and origins of a variety of sources, including mass media CONTINUITY AND CHANGE: - Sequence objects, images, or events, and recognize the positive and negative aspects of continuities and changes in the past and present
EXHIBITION: Resources and the environment The interaction between people and the environment; the study of how humans allocate and manage resources; the positive and negative effects of this management; the impact of scientific and technological developments on the environment.	- the role of the Sustainable Development Goals - roles of individuals, governmental organisations, and NGOs - issues that impact the world connected to the goals - actions people can take to have a positive impact on issues - examples of changemakers both current and from the past	Interdependence, rights, sustainability, process, development, responsibilities, needs	CAUSE AND CONSEQUENCE: - Differentiate between short- and long-term causes, and intended and unintended consequences, roots causes and symptoms, of events, decisions, or developments (cause and consequence) PERSPECTIVE: - Take stakeholders' perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations ETHICAL JUDGEMENT: - Make ethical judgements about events, decisions, or actions that consider the conditions of a particular time and place, and assess appropriate ways to respond