



This scope and sequence has been created to ensure alignment between Hub Learning and in-class programming, and smooth transitions following potential staff/student absence. It is intended to support teachers and teams in engaging in collaborative planning for instruction.

Each reporting period has been divided into two segments, defining four quarters across the school year and each quarter lists the outcomes for concentrated teaching and learning in that approximate time period. Although there is a suggested order shown within each quarter, teachers will design teaching and learning according to their context. Please note that this resource identifies only the bolded specific outcomes and must be used in conjunction with the questions and issues identified within the [Program of Studies](#).

First Reporting Period		Second Reporting Period	
Local and Current Affairs			
<p>6.1 Citizens Participating in Decision Making</p> <p>6.1.2 demonstrate an understanding of the fundamental principles of democracy</p> <p>6.1.3 analyze how the democratic ideals of equity and fairness have influenced legislation in Canada over time</p> <p>6.1.4 analyze the structure and functions of local governments in Alberta</p>	<p>6.1 Citizens Participating in Decision Making (cont.)</p> <p>6.1.5 analyze the structure and functions of Alberta’s provincial government</p> <p>6.1.6 analyze how individuals, groups and associations within a community impact decision making of local and provincial governments</p> <p>6.1.1 recognize how individuals and governments interact and bring about change within their local and national communities</p>	<p>6.2 Historical Models of Democracy: Ancient Athens and the Iroquois Confederacy</p> <p>6.2.3 analyze the structure and functions of the democratic system in ancient Athens</p>	<p>6.2 Historical Models of Democracy: Ancient Athens and the Iroquois Confederacy (cont.)</p> <p>6.2.4 analyze the structure and functions of the Iroquois Confederacy</p>
		<p>6.2.2 value the role of participation by citizens in diverse democratic societies</p> <p>6.2.1 appreciate the relationship between the values of a society and the model of government adopted within a society</p>	
<p>Dimensions of Thinking</p>	<p>6.S.1 develop skills of critical thinking and creative thinking</p> <p>6.S.2 develop skills of historical thinking</p> <p>6.S.3 develop skills of geographic thinking</p> <p>6.S.4 demonstrate skills of decision making and problem solving</p>		
<p>Social Participation as a Democratic Practice</p>	<p>6.S.5 demonstrate skills of cooperation, conflict resolution and consensus building</p> <p>6.S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community</p>		
<p>Research for Deliberative Inquiry</p>	<p>6.S.7 apply the research process</p>		
<p>Communication</p>	<p>6.S.8 demonstrate skills of oral, written and visual literacy</p> <p>6.S.9 develop skills of media literacy</p>		