

Grade 6 Social Studies Curriculum Links to Sustainability Education and Action

Democracy: Action and Participation

Grade 6 emphasizes the importance of active and responsible participation as the foundation of a democratic society. Students will examine how the underlying principles of democracy in Canada compare to those of Ancient Athens and the Iroquois Confederacy.

Links to Place and Nature

- What is the role of governments in protecting natural systems in my community? In Alberta? In Canada? Globally?
- What can I do as a citizen to advocate for policies supporting environmental stewardship and sustainability?

Links to Indigenous Perspectives

- See [Learn Alberta grade 6 sample lesson plan \(1\)](#) for this unit.
- How are the ideals of democracy represented in the sharing circle?
- How were Indigenous communities in my area traditionally governed? How did these governance structures reflect the ideals of democracy?
- How has Indigenous governance been affected by the Indian Act?
- How do the rights of Indigenous peoples in Canada compare to those of non-Indigenous people and how have these rights changed over time?
- What is the significance of the Truth and Reconciliation Commission and the [TRC's Calls for Action \(6\)](#)?
- How does the story of Indigenous rights in Canada compare to those in other countries?
- What rights are recognized under the [United Nations' Declaration on the Rights of Indigenous Peoples \(7\)](#)?
- What is Canada's role in supporting this Declaration?

Links to Climate Change

- How can active and responsible citizens respond to and mitigate climate change?
- What is the role of governments on climate mitigation and adaptation action plans?
- What steps or commitments have governments taken or made at the local, provincial, federal and international levels to address climate change (e.g. [Calgary's Climate Resilience Strategy \(2\)](#), [Canada's Framework on Clean Growth and Climate Change \(5\)](#), [2015 Paris Agreement \(8\)](#))?

Links to City of Calgary Environmental and Climate Strategies

- [Climate Resilience Strategy \(2\)](#): Climate change has become one of the defining issues of our time, given the effect communities across Canada and the world continue to experience, from more extreme heat waves to increased winter storms and flooding, to advanced invasive species and vector borne diseases. The amount and rate of climate change is posing new challenges, and climate science now allows communities to anticipate a range of new and more extreme weather conditions, and therefore take action before the worst impacts are incurred. Pages 65-72 of the Climate Resilience Strategy detail climate impacts anticipated within Calgary.
- By taking actions to reduce greenhouse gas emissions, we are reducing our contribution to climate change and being responsible citizens. In this way, we can help to reduce the severity of change that we experience. Visit [Calgary.ca/ClimateAction \(3\)](#) to learn more about what you can do to reduce your personal contribution to climate change. Visit [Calgary.ca/ClimateProgram \(4\)](#) to learn more about what The City is doing to reduce greenhouse gas emissions



Grade 6 Science Curriculum Links to Sustainability Education and Action

References

- (1) Alberta Education. (2020). Sample Lesson Plans: Social Studies. Retrieved from LearnAlberta <http://www.learnalberta.ca/content/fnmilp/social.html>
- (2) City of Calgary. (2018). Climate Resilience Strategy: Mitigation & Adaptation Action Plans [PDF]. Retrieved from <https://www.calgary.ca/content/dam/www/uep/esm/documents/esm-documents/climate-resilience-plan.pdf>
- (3) City of Calgary. (2020). Actions you can take for the climate. Retrieved from <https://www.calgary.ca/uep/esm/climate-change/for-the-climate.html?redirect=/climateaction>
- (4) City of Calgary. (2020). Calgary's Climate Program. Retrieved from <https://www.calgary.ca/uep/esm/energy-savings/climate-change.html?redirect=/climateprogram>
- (5) Government of Canada. (2016). Pan-Canadian Framework on Clean Growth and Climate Change. Retrieved from <https://www.canada.ca/en/services/environment/weather/climatechange/pan-canadian-framework/climate-change-plan.html>
- (6) Truth and Reconciliation Commission of Canada. (2015). Truth and Reconciliation Calls for Action. Retrieved from http://nctr.ca/assets/reports/Calls_to_Action_English2.pdf
- (7) United Nations. (2007). United Nations Declaration on the Rights of Indigenous Peoples. Retrieved from <https://www.un.org/development/desa/indigenouspeoples/declaration-on-the-rights-of-indigenous-peoples.html>
- (8) United Nations. (2015). The Paris Agreement. Retrieved from <https://unfccc.int/process-and-meetings/the-paris-agreement/the-paris-agreement>

