

Benchmarks for Grade Six Education in Alberta Canada

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Alberta Benchmarks for Grade Six Education	Earthschooling Benchmark is covered either in the main lesson lecture or assignment related to the listed block
<i>Reading</i>	
Applies phonics, sight vocabulary and structural analysis strategies	G6: Structure of Sentences, Paragraphs and Essays
Identifies prefixes and suffixes that have consistent meaning to help decode and understand words (e.g. trans-, non-, inter-, mis-, -ance,- ity, -ic)	G6: Grammar & Conditional Mood
Attends to text features (table of contents, index, headings, graphics, maps, special fonts, etc.), punctuation cues and context to clarify understanding	G6: Dictation, Book Reports, Compositions, Stories, Discussion and Debate
Previews and skims tables of contents and headings to determine content	G6: Dictation, Book Reports, Compositions, Stories, Discussion and Debate
Identifies and summarizes main idea and lists details	G6: Dictation, Book Reports, Compositions, Stories, Discussion and Debate
Explores and explains connections between prior knowledge and new information	G6: Dictation, Book Reports, Compositions, Stories, Discussion and Debate
Identifies key characteristics of a variety of genres (e.g. limerick form, short story elements, characteristics of a mystery novel etc.)	G6: Dictation, Book Reports, Compositions, Stories, Discussion and Debate
Summarizes and analyses connections between theme, setting, mood, plot and characters	G6: Dictation, Book Reports, Compositions, Stories, Discussion and Debate
Identifies first and third person narration	G6: Dictation, Book Reports, Compositions, Stories, Discussion and Debate
Identifies and analyzes how figurative language and imagery enhance meaning (including: simile, metaphor, personification, alliteration)	G6: Dictation, Book Reports, Compositions, Stories, Discussion and Debate G6: Structure of Sentences, Paragraphs and Essays
Applies a variety of strategies to confirm meaning (e.g. reading with a purpose, confirming predictions, making inferences, asking questions and drawing conclusions)	G6: Dictation, Book Reports, Compositions, Stories, Discussion and Debate G6: Structure of Sentences, Paragraphs and Essays
Distinguishes between facts, inferences, and opinions	G6: Dictation, Book Reports, Compositions, Stories, Discussion and Debate G6: Structure of Sentences, Paragraphs and Essays
Identifies strategies used in media texts to influence or persuade audiences	G6: Dictation, Book Reports, Compositions, Stories, Discussion and Debate G6: Structure of Sentences, Paragraphs and Essays
Develops and expresses a supported opinion or point of view about a text	G6: Dictation, Book Reports, Compositions, Stories, Discussion and Debate G6: Structure of Sentences, Paragraphs and Essays
Listens to, views, compares and discusses information from a variety of genres	G6: Dictation, Book Reports, Compositions, Stories, Discussion and Debate G6: Structure of Sentences, Paragraphs and Essays
Discusses the author's, illustrator's, or filmmaker's	G6: Dictation, Book Reports, Compositions,

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purpose or intention	Stories, Discussion and Debate G6: Structure of Sentences, Paragraphs and Essays
Reads daily, choosing a variety of age appropriate texts (fiction and non-fiction)	G6: Dictation, Book Reports, Compositions, Stories, Discussion and Debate G6: Structure of Sentences, Paragraphs and Essays
Shows interest in reading experiences	G6: Dictation, Book Reports, Compositions, Stories, Discussion and Debate G6: Structure of Sentences, Paragraphs and Essays
Reads aloud with fluency, addressing all punctuation cues	G6: Dictation, Book Reports, Compositions, Stories, Discussion and Debate G6: Structure of Sentences, Paragraphs and Essays
Reads aloud with growing expression, adjusting volume and tone of voice	G6: Dictation, Book Reports, Compositions, Stories, Discussion and Debate G6: Structure of Sentences, Paragraphs and Essays
Accepts responsibility for learning, setting goals and working independently	G6: Dictation, Book Reports, Compositions, Stories, Discussion and Debate G6: Structure of Sentences, Paragraphs and Essays
Demonstrates attentive listening and viewing skills through oral response	G6: Dictation, Book Reports, Compositions, Stories, Discussion and Debate G6: Structure of Sentences, Paragraphs and Essays
Engages in the group process, working cooperatively and responsibly	G6: Dictation, Book Reports, Compositions, Stories, Discussion and Debate G6: Structure of Sentences, Paragraphs and Essays
Writing	
Writes and reflects on a variety of genres and themes (see portfolio suggestions below)	G6: Dictation, Book Reports, Compositions, Stories, Discussion and Debate G6: Structure of Sentences, Paragraphs and Essays
Identifies and connects theme, setting, character, conflict and plot details	G6: Dictation, Book Reports, Compositions, Stories, Discussion and Debate G6: Structure of Sentences, Paragraphs and Essays
Locates and combines information from a variety of sources in one document	G6: Dictation, Book Reports, Compositions, Stories, Discussion and Debate G6: Structure of Sentences, Paragraphs and Essays
Quotes information from oral, print and other media sources	G6: Dictation, Book Reports, Compositions, Stories, Discussion and Debate G6: Structure of Sentences, Paragraphs and Essays
Uses effective openings, key points and closings that attract and sustain interest in both written and oral presentations	G6: Dictation, Book Reports, Compositions, Stories, Discussion and Debate G6: Structure of Sentences, Paragraphs and Essays
Uses quotation marks and separates paragraphs in dialogue	G6: Dictation, Book Reports, Compositions, Stories, Discussion and Debate G6: Structure of Sentences, Paragraphs and Essays
Uses rubrics and organizational structures to organize information(e.g. outlines, webs summaries)	G6: Dictation, Book Reports, Compositions, Stories, Discussion and Debate G6: Structure of Sentences, Paragraphs and Essays

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Uses paragraph structures effectively, including topic and concluding sentences, supporting details and sequencing of information	G6: Dictation, Book Reports, Compositions, Stories, Discussion and Debate G6: Structure of Sentences, Paragraphs and Essays
Connects introductory, developing and concluding paragraphs with transitions	G6: Dictation, Book Reports, Compositions, Stories, Discussion and Debate G6: Structure of Sentences, Paragraphs and Essays
Organizes information by adding, deleting and combining ideas	G6: Dictation, Book Reports, Compositions, Stories, Discussion and Debate G6: Structure of Sentences, Paragraphs and Essays
Includes genre-specific elements in original writing (narrative, expository, persuasive, poetic and descriptive writing)	G6: Dictation, Book Reports, Compositions, Stories, Discussion and Debate G6: Structure of Sentences, Paragraphs and Essays
Follows a research process creating multi-paragraph reports	G6: Dictation, Book Reports, Compositions, Stories, Discussion and Debate G6: Structure of Sentences, Paragraphs and Essays
Creates a table of contents, section headings and a bibliography in a report	G6: Dictation, Book Reports, Compositions, Stories, Discussion and Debate G6: Structure of Sentences, Paragraphs and Essays
Cites sources alphabetically (author, title, date of publication)	G6: Dictation, Book Reports, Compositions, Stories, Discussion and Debate G6: Structure of Sentences, Paragraphs and Essays
Uses a variety of sentence beginnings (e.g. subject, ly, ing, clausal, prepositional)	G6: Dictation, Book Reports, Compositions, Stories, Discussion and Debate G6: Structure of Sentences, Paragraphs and Essays
Uses a variety of sentence structures, types and lengths	G6: Dictation, Book Reports, Compositions, Stories, Discussion and Debate G6: Structure of Sentences, Paragraphs and Essays
Attends to grammar and usage (e.g. verb tense, subject/verb agreement)	G6: Grammar & Conditional Mood
Identifies subjects, predicates, nouns, verbs, adverbs, adjectives, & pronouns	G6: Grammar & Conditional Mood
Uses a dictionary, thesaurus, and glossary to expand vocabulary	G6: Grammar & Conditional Mood
Extends word choices to clarify and enhance meaning	G6: Grammar & Conditional Mood
Uses descriptive and emotive language to create mood	G6: Grammar & Conditional Mood
Attends to capitalization and punctuation (semicolon, colon, quotation marks and parenthesis)	G6: Grammar & Conditional Mood
Applies spelling conventions to multi-syllable words	G6: Grammar & Conditional Mood
Uses a variety of strategies to learn the exceptions to conventional spelling patterns	G6: Grammar & Conditional Mood
Revises and edits work to provide focus and expand ideas	G6: Dictation, Book Reports, Compositions, Stories, Discussion and Debate G6: Structure of Sentences, Paragraphs and Essays G6: Grammar & Conditional Mood
Self evaluates using specific criteria from rubrics and feedback from others	G6: Dictation, Book Reports, Compositions, Stories, Discussion and Debate

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	G6: Structure of Sentences, Paragraphs and Essays G6: Grammar & Conditional Mood
Improves penmanship (consistent in spacing, legibility, size, formation, slant)	G6: Dictation, Book Reports, Compositions, Stories, Discussion and Debate G6: Structure of Sentences, Paragraphs and Essays G6: Form Drawing
Writes at a pace appropriate to context and purpose	G6: Dictation, Book Reports, Compositions, Stories, Discussion and Debate G6: Structure of Sentences, Paragraphs and Essays G6: Grammar & Conditional Mood
Uses computer technology to compose, format, and revise	Optional for: G6: Dictation, Book Reports, Compositions, Stories, Discussion and Debate G6: Structure of Sentences, Paragraphs and Essays G6: Grammar & Conditional Mood
Presents work to others in oral, print or other media formats	G6: Class Play G6: Dictation, Book Reports, Compositions, Stories, Discussion and Debate
Speaks with clarity, volume, pace, gestures and expression	G6: Class Play G6: Dictation, Book Reports, Compositions, Stories, Discussion and Debate
Participates meaningfully in a discussion (attentive listening, awareness of body language, relevant questioning, related opinions, responding respectfully)	G6: Class Play G6: Dictation, Book Reports, Compositions, Stories, Discussion and Debate
Math	
<input type="checkbox"/> Demonstrate an understanding of place value including numbers that are: <ul style="list-style-type: none"> • Greater than one million • Less than one thousandth. 	G6: Business Math
<input type="checkbox"/> Solve problems with whole and decimal numbers.	G6: Economic Concepts
<input type="checkbox"/> Demonstrate an understanding of factors and multiples by: <ul style="list-style-type: none"> • finding multiples and factors of numbers less than 100 • identifying prime and composite numbers • solving problems using multiples and factors. 	G6: Economic Concepts G6: Business Math
<input type="checkbox"/> Relate improper fractions to mixed numbers and mixed numbers to improper fractions.	G6: Economic Concepts G6: Business Math
<input type="checkbox"/> Demonstrate an understanding of ratio, concretely (models), pictorially (diagrams) and symbolically (numbers).	G6: Graphs & Euclidean Forms G6: Economic Concepts G6: Business Math G6: How to Run a Business for Kids
<input type="checkbox"/> Demonstrate an understanding of percent	G6: Graphs & Euclidean Forms

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(limited to whole numbers) concretely, pictorially and symbolically.	G6: Economic Concepts G6: Business Math G6: How to Run a Business for Kids
<input type="checkbox"/> Demonstrate an understanding of integers, concretely, pictorially and symbolically.	G6: Graphs & Euclidean Forms G6: Economic Concepts G6: Business Math G6: How to Run a Business for Kids
<input type="checkbox"/> Demonstrate an understanding of multiplication and division of decimals (1-digit whole number multipliers and 1-digit natural number divisors).	G6: Graphs & Euclidean Forms G6: Economic Concepts G6: Business Math G6: How to Run a Business for Kids
<input type="checkbox"/> Apply the order of operations (excluding exponents) with and without a calculator (limited to whole numbers).	G6: Business Math G6: Equations and Operations
<input type="checkbox"/> Represent and describe patterns and relationships, using tables and graphs.	G6: Graphs & Euclidean Forms G6: Economic Concepts G6: Business Math
<input type="checkbox"/> Demonstrate an understanding of the relationships within tables of values to solve problems.	G6: Graphs & Euclidean Forms G6: Economic Concepts
<input type="checkbox"/> Represent number relationships using equations with letter variables.	G6: Business Math G6: Equations and Operations
<input type="checkbox"/> Express a given problem as an equation in which a letter variable is used to represent an unknown number.	G6: Business Math G6: Equations and Operations
<input type="checkbox"/> Demonstrate and explain the meaning of preservation of equality.	G6: Business Math G6: Equations and Operations
<input type="checkbox"/> Demonstrate an understanding of angles by: <ul style="list-style-type: none"> • identifying examples of angles in the environment • classifying angles according to their measure • estimating the measure of angles, using 45°, 90° and 180° as reference angles • determining angle measures in degrees • drawing and labeling angles when the measure is given. 	G6: Graphs & Euclidean Forms G5: Math Lessons & Geometry
<input type="checkbox"/> Demonstrate that the sum of interior angles is: <ul style="list-style-type: none"> • 180° in a triangle • 360° in a quadrilateral. 	G6: Graphs & Euclidean Forms G5: Math Lessons & Geometry
<input type="checkbox"/> Develop and apply a formula for determining: <ul style="list-style-type: none"> • perimeter of polygons • area of rectangles • volume of right rectangular prisms. 	G6: Graphs & Euclidean Forms G5: Math Lessons & Geometry
<input type="checkbox"/> Construct and compare triangles: <ul style="list-style-type: none"> • scalene • isosceles • equilateral 	G6: Graphs & Euclidean Forms G5: Math Lessons & Geometry

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<ul style="list-style-type: none"> • right • obtuse • acute in different orientations.	
<input type="checkbox"/> Describe and compare the sides and angles of regular and irregular polygons.	G6: Graphs & Euclidean Forms G5: Math Lessons & Geometry
<input type="checkbox"/> Perform a combination of translations, rotations and/or reflections on a single 2-D shape, with and without technology, and draw and describe the image.	G6: Graphs & Euclidean Forms G5: Math Lessons & Geometry
<input type="checkbox"/> Perform a combination of successive transformations of 2-D shapes to create a design, and identify and describe the transformations.	G6: Graphs & Euclidean Forms G5: Math Lessons & Geometry
<input type="checkbox"/> Create, label and interpret line graphs to draw conclusions.	G6: Graphs & Euclidean Forms
<input type="checkbox"/> Select, justify and use appropriate methods of collecting data: <ul style="list-style-type: none"> • questionnaires • experiments • databases • electronic media. 	G6: Graphs & Euclidean Forms G6: Economic Concepts
<input type="checkbox"/> Graph collected data and analyze the graph to solve problems.	G6: Graphs & Euclidean Forms G6: Economic Concepts
<input type="checkbox"/> Demonstrate an understanding of probability by <ul style="list-style-type: none"> • identifying all possible outcomes of a probability experiment • differentiating between experimental and theoretical probability • determining the theoretical probability of outcomes in a probability experiment • determining the experimental probability of outcomes in a probability experiment <input type="checkbox"/> comparing experimental results with the theoretical probability for an experiment.	G6: Graphs & Euclidean Forms G6: Economic Concepts
Science	
<i>Air and Aerodynamics</i>	
Provide evidence that air takes up space and exerts pressure, and identify examples of these properties in everyday applications	G7: Physics: Machines G5: Bald Eagle Lesson Block
Provide evidence that air is a fluid and is capable of being compressed, and identify examples of these properties in everyday applications	G7: Physics: Machines G5: Bald Eagle Lesson Block
Describe and demonstrate instances in which air movement across a surface results in lift—	G7: Physics: Machines G5: Bald Eagle Lesson Block

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Bernoulli's principle	
Recognize that in order for devices or living things to fly, they must have sufficient lift to overcome the downward force of gravity	G7: Physics: Machines G5: Bald Eagle Lesson Block
Identify adaptations that enable birds and insects to fly	G7: Physics: Machines G5: Bald Eagle Lesson Block
Describe the means of propulsion for flying animals and for aircraft	G7: Physics: Machines G5: Bald Eagle Lesson Block
Recognize that streamlining reduces drag, and predict the effects of specific design changes on the drag of a model aircraft or aircraft components	G7: Physics: Machines G5: Bald Eagle Lesson Block
Recognize that air is composed of different gases, and identify evidence for different gases. Example evidence might include: effects on flames, the "using up" of a particular gas by burning or rusting, animal needs for air exchange	G7: Physics: Machines G5: Bald Eagle Lesson Block
<i>Flight</i>	
Conduct tests of a model parachute design, and identify design changes to improve the effectiveness of the design	G7: Physics: Machines
Describe the design of a hot-air balloon and the principles by which its rising and falling are controlled	G7: Physics: Machines G6: Thermodynamics
Conduct tests of glider designs; and modify a design so that a glider will go further, stay up longer or fly in a desired way; e.g., fly in a loop, turn to the right	G7: Physics: Machines
Recognize the importance of stability and control to aircraft flight; and design, construct and test control surfaces	G7: Physics: Machines
Apply appropriate vocabulary in referring to control surfaces and major components of an aircraft. This vocabulary should include: wing, fuselage, vertical and horizontal stabilizers, elevators, ailerons, rudder	G7: Physics: Machines
Construct and test propellers and other devices for propelling a model aircraft	G7: Physics: Machines G6: Electricity
Describe differences in design between aircraft and spacecraft, and identify reasons for the design differences	G7: Physics: Machines
<i>Sky Science</i>	
Recognize that the Sun and stars emit the light by which they are seen and that most other bodies in space, including Earth's Moon, planets and their moons, comets, and asteroids, are seen by	G6: Astronomy

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reflected light	
Describe the location and movement of individual stars and groups of stars (constellations) as they move through the night sky	G6: Astronomy
Recognize that the apparent movement of objects in the night sky is regular and predictable, and explain how this apparent movement is related to Earth's rotation	G6: Astronomy
Understand that the Sun should never be viewed directly, nor by use of simple telescopes or filters, and that safe viewing requires appropriate methods and safety precautions	G6: Astronomy
Construct and use a device for plotting the apparent movement of the Sun over the course of a day; e.g., construct and use a sundial or shadow stick	G6: Astronomy
Describe seasonal changes in the length of the day and night and in the angle of the Sun above the horizon	G6: Astronomy
Recognize that the Moon's phases are regular and predictable, and describe the cycle of its phases	G6: Astronomy
Illustrate the phases of the Moon in drawings and by using improvised models. An improvised model might involve such things as a table lamp and a sponge ball	G6: Astronomy
Recognize that the other eight known planets, which revolve around the Sun, have characteristics and surface conditions that are different from Earth; and identify examples of those differences	G6: Astronomy
Recognize that not only Earth, but other planets, have moons; and identify examples of similarities and differences in the characteristics of those moons	G6: Astronomy
Identify technologies and procedures by which knowledge, about planets and other objects in the night sky, has been gathered	G6: Astronomy
Understand that Earth, the Sun and the Moon are part of a solar system that occupies only a tiny part of the known universe	G6: Astronomy
<i>Evidence and Investigation</i>	
Recognize evidence of recent human activity, and recognize evidence of animal activity in a natural outdoor setting	ES: Nature Guides ES: Wildlife Education
Observe a set of footprints, and infer the direction and speed of travel	

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Recognize that evidence found at the scene of an activity may have unique characteristics that allow an investigator to make inferences about the participants and the nature of the activity, and give examples of how specific evidence may be used	ES: Nature Guides ES: Wildlife Education
Investigate evidence and link it to a possible source; e.g., by: <ul style="list-style-type: none"> • Classifying footprints, tire prints and soil samples from a variety of locations • Analyzing the ink from different pens, using paper chromatography • Analyzing handwriting samples to identify the handwriting of a specific person • Comparing samples of fabric • Classifying fingerprints collected from a variety of surfaces 	ES: Nature Guides ES: Wildlife Education
<i>Trees and Forests</i>	
Identify reasons why trees and forests are valued. Students meeting this expectation should be aware that forests serve as habitat for a variety of living things and are important to human needs for recreation, for raw materials and for a life-supporting environment	G6: Geology G6: World Geography G5: Botany G5: Bald Eagles and Trees Block
Describe kinds of plants and animals found living on, under and among trees; and identify how trees affect and are affected by those living things	G6: Geology G6: World Geography G5: Botany G5: Bald Eagles and Trees Block
Describe the role of trees in nutrient cycles and in the production of oxygen	G5: Botany
Identify general characteristics that distinguish trees from other plants, and characteristics that distinguish deciduous from coniferous trees	G5: Botany
Identify characteristics of at least four trees found in the local environment. Students should be familiar with at least two deciduous trees and two coniferous trees. Examples should include native species, such as spruce, birch, poplar, and pine and cultivated species, such as elm and crab apple	G5: Botany
Describe and classify leaf shapes, leaf arrangements, branching patterns and the overall form of a tree	G5: Botany
Interpret the growth pattern of a young tree, distinguishing this year's growth from that of the	G5: Botany

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previous year and from the year before that. Students meeting this expectation should recognize differences in colouration and texture of new growth and old growth, and locate scars that separate old and new growth	
Identify human uses of forests, and compare modern and historical patterns of use	G6: Geology G6: World Geography G5: Botany G5: Bald Eagles and Trees Block
Identify human actions that enhance or threaten the existence of forests	G6: Geology G6: World Geography G5: Botany G5: Bald Eagles and Trees Block
Identify an issue regarding forest use, identify different perspectives on that issue, and identify actions that might be taken	G6: Geology G6: World Geography G5: Botany G5: Bald Eagles and Trees Block
<i>Social Studies</i>	
Recognize and respect the democratic rights of all citizens in Canada	G6: Roman History, Democracy, Society & Modern Links (Very Large Block) G6: Medieval Block, Society & Modern Applications
Value the role of the Canadian Charter of Rights and Freedoms in protecting individual and collective rights and freedoms	G6: Roman History, Democracy, Society & Modern Links (Very Large Block) G6: Medieval Block, Society & Modern Applications
Recognize the influence of historical events and legislation on democratic decision making in Canada	G6: Roman History, Democracy, Society & Modern Links (Very Large Block) G6: Medieval Block, Society & Modern Applications
Value citizens' participation in a democratic society	G6: Roman History, Democracy, Society & Modern Links (Very Large Block) G6: Medieval Block, Society & Modern Applications
What is democracy (e.g., justice, equity, freedoms, representation)?	G6: Roman History, Democracy, Society & Modern Links (Very Large Block) G6: Medieval Block, Society & Modern Applications
What are the similarities and differences between direct and representative democracy?	G6: Roman History, Democracy, Society & Modern Links (Very Large Block) G6: Medieval Block, Society & Modern Applications
What are rights and responsibilities of citizens living in a representative democracy?	G6: Roman History, Democracy, Society & Modern Links (Very Large Block) G6: Medieval Block, Society & Modern Applications

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	Applications
How does Canada’s justice system help protect your democratic and constitutional rights?	G6: Roman History, Democracy, Society & Modern Links (Very Large Block) G6: Medieval Block, Society & Modern Applications *
How does the Canadian Charter of Rights and Freedoms protect the collective (i.e. Aboriginal rights and individual rights and freedoms of all Canadians)?	G6: Roman History, Democracy, Society & Modern Links (Very Large Block) G6: Medieval Block, Society & Modern Applications
How did the Treaty of La Grande Paix de Montreal and the Canadian Charter of Rights and Freedoms compare in the way that each addressed individual and collective identity and collective rights?	G6: Roman History, Democracy, Society & Modern Links (Very Large Block) G6: Medieval Block, Society & Modern Applications
Why is the Canadian Charter of Rights and Freedoms entrenched in the Canadian Constitution?	G6: Roman History, Democracy, Society & Modern Links (Very Large Block) G6: Medieval Block, Society & Modern Applications
How are representatives chosen to form a local government (i.e., electoral process)?	G6: Roman History, Democracy, Society & Modern Links (Very Large Block) G6: Medieval Block, Society & Modern Applications
What are the responsibilities of local governments (i.e., bylaws, taxes, services)?	G6: Roman History, Democracy, Society & Modern Links (Very Large Block) G6: Medieval Block, Society & Modern Applications
What role is played by school boards within local communities (i.e., public, separate, Francophone)?	G6: Roman History, Democracy, Society & Modern Links (Very Large Block) G6: Medieval Block, Society & Modern Applications
How is provincial government structured?	G6: Roman History, Democracy, Society & Modern Links (Very Large Block) G6: Medieval Block, Society & Modern Applications
What is the role and status of the Lieutenant Governor within provincial government?	G6: Roman History, Democracy, Society & Modern Links (Very Large Block) G6: Medieval Block, Society & Modern Applications
What are the responsibilities of provincial governments (i.e., laws, taxes, services)?	G6: Roman History, Democracy, Society & Modern Links (Very Large Block) G6: Medieval Block, Society & Modern Applications
How are representatives chosen to form a provincial government (i.e., electoral process)?	G6: Roman History, Democracy, Society & Modern Links (Very Large Block) G6: Medieval Block, Society & Modern Applications

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What is the difference between an MLA and a cabinet minister?	G6: Roman History, Democracy, Society & Modern Links (Very Large Block) G6: Medieval Block, Society & Modern Applications
What are the responsibilities of MLA?	G6: Roman History, Democracy, Society & Modern Links (Very Large Block) G6: Medieval Block, Society & Modern Applications
How can people participate in the decision-making process regarding current events or issues (i.e., lobbying, petitioning, organizing and attending local meetings and rallies, contacting elected representatives)?	G6: Roman History, Democracy, Society & Modern Links (Very Large Block) G6: Medieval Block, Society & Modern Applications
How do associations such as the Association canadienne-française de l'Alberta (ACFA), the Métis Nation of Alberta Association (MNAA) and the First Nations Authorities (FNA) provide their members with a voice, at the local and provincial levels, exercising historical and constitutional rights?	G6: Roman History, Democracy, Society & Modern Links (Very Large Block) G6: Medieval Block, Society & Modern Applications
In what ways do elected officials demonstrate their accountability to the electorate (i.e., respond to constituents, participate in local events, represent and express in government meetings the concerns of constituents)?	G6: Roman History, Democracy, Society & Modern Links (Very Large Block) G6: Medieval Block, Society & Modern Applications
Appreciate the relationship between the values of a society and the model of government adopted within a society	G6: Roman History, Democracy, Society & Modern Links (Very Large Block) G6: Medieval Block, Society & Modern Applications
Value the role of participation by citizens in diverse democratic societies	G6: Roman History, Democracy, Society & Modern Links (Very Large Block) G6: Medieval Block, Society & Modern Applications
How was the government of ancient Athens structured?	G5: Ancient Cultures and Greece
How did the structure of the government in ancient Athens provide opportunities for citizens to participate in decision making?	G5: Ancient Cultures and Greece
How did identity, status and class structure impact citizenship in ancient Athens?	G5: Ancient Cultures and Greece
How did the social structure of ancient Athens impact its political structure?	G5: Ancient Cultures and Greece
To what extent were democratic ideals of equity and fairness part of the structure of government and society in ancient Athens?	G5: Ancient Cultures and Greece

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How was the Iroquois Confederacy structured?	G4: Main Lessons in Native Cultures G6: Roman History, Democracy, Society & Modern Links (Very Large Block) *
What was the role and status of women within the Iroquois Confederacy?	G4: Main Lessons in Native Cultures G6: Roman History, Democracy, Society & Modern Links (Very Large Block)
What are the advantages and disadvantages of consensus as a decision-making model for government?	G4: Main Lessons in Native Cultures G6: Roman History, Democracy, Society & Modern Links (Very Large Block)
How did the Six Nations use the consensus-building process?	G4: Main Lessons in Native Cultures G6: Roman History, Democracy, Society & Modern Links (Very Large Block)
How did the Wampum Belt address collective identity?	G4: Main Lessons in Native Cultures G6: Roman History, Democracy, Society & Modern Links (Very Large Block)
How did the social structure of the Iroquois Confederacy impact its political structure?	G4: Main Lessons in Native Cultures G6: Roman History, Democracy, Society & Modern Links (Very Large Block)
To what extent did the decision-making process within the Iroquois Confederacy reflect democratic ideals of equity and fairness?	G4: Main Lessons in Native Cultures G6: Roman History, Democracy, Society & Modern Links (Very Large Block)

*Note that teacher is responsible for providing specific local links to the concept of the democracy lesson and how their local government functions. We do not have a specific lesson on the Iroquois or a person's local government since we work with people from hundreds of different regions around the world. However, we do create lessons and provide specific free resources for all members upon request.