

GRADE 6

OVERVIEW

In Grade 6 social studies, students will explore the experiences and perspectives of diverse communities in historical and contemporary Canada and examine how they have contributed to the development of Canadian identity. In addition to developing their understanding of different communities in Canada, students will explore the global community and Canada's role in it. They will investigate current social, political, economic, and environmental issues, and develop their understanding of the importance of international action and cooperation. In conducting their investigations, students will enhance their graphing and mapping skills and develop their ability to extract, interpret, and analyse information from a variety of sources, and using various technologies.

The Grade 6 social studies expectations provide opportunities for students to explore a number of concepts connected to the citizenship education framework (see page 10), including *beliefs and values, collaboration, cooperation, culture, equity, freedom, identity, relationships, and respect*.

The following chart presents an overview of the Grade 6 social studies curriculum, and is meant to provide a starting point for planning instruction. For each overall expectation (listed in the first column), it identifies a related concept (or concepts) of social studies thinking and a big idea (see pages 14 and 12 for an explanation of big ideas and the concepts of disciplinary thinking and page 58 for definitions of the concepts of social studies thinking). General framing questions are provided for each strand to stimulate students' curiosity and critical thinking and to heighten the relevance of what they are studying. These broad and often open-ended questions can be used to frame a set of expectations, a strand, or a cross-disciplinary unit. The final column suggests ways in which spatial skills can be introduced and/or developed at this grade level, and indicates specific expectations with which they can be used (see page 24 for a description of spatial skills).

Overall Expectations	Related Concepts of Social Studies Thinking	Big Ideas	Framing Questions	Sample Spatial Skills/Activities to Be Introduced/ Developed
Strand A. Heritage and Identity: Communities in Canada, Past and Present				
A1. assess contributions to Canadian identity made by various groups and by various features of Canadian communities and regions	Cause and Consequence; Patterns and Trends	Many different communities have made significant contributions to Canada's development.	How have different communities contributed to the evolution of Canadian identity? What experiences have shaped the stories of different communities in Canada? What experiences have shaped the story of your own community?	Graphs Constructing line graphs, using computer programs, to show change over time (see, e.g., A2.4) Maps* and Globes Analysing flow and thematic maps (see, e.g., A2.3) Constructing thematic maps on paper and digitally (see, e.g., A2.3)
A2. use the social studies inquiry process to investigate different perspectives on the historical and/or contemporary experiences of two or more distinct communities in Canada	Perspective	Different groups may experience the same development or event in different ways.	How do we determine the importance of certain developments or events?	
A3. demonstrate an understanding of significant experiences of, and major changes and aspects of life in, various historical and contemporary communities in Canada	Significance; Continuity and Change	Significant events in different communities have contributed to the development of the identity of that community and of Canada.	Why might an event or development be important to one group but not to others? In what ways is your story part of the story of Canada?	

(continued)

Overall Expectations	Related Concepts of Social Studies Thinking	Big Ideas	Framing Questions	Sample Spatial Skills/Activities to Be Introduced/Developed
Strand B. People and Environments: Canada's Interactions with the Global Community				
B1. explain the importance of international cooperation in addressing global issues, and evaluate the effectiveness of selected actions by Canada and Canadian citizens in the international arena	Interrelationships; Perspective	The actions of Canada and Canadians can make a difference in the world.	Why is it important for Canada to be involved with countries around the world? Why does the well-being of the world's people and the environment depend on international cooperation?	Graphs Extracting information from and constructing double bar graphs (see, e.g., B2.4) Extracting information from a climate graph (see, e.g., B2.4) Constructing graphs using computers (see, e.g., B2.4)
B2. use the social studies inquiry process to investigate some global issues of political, social, economic, and/or environmental importance, their impact on the global community, and responses to the issues	Cause and Consequence	Global issues require global action.	In what ways is Canada's economy related to the global economy? How have natural disasters affected Canada and the world? What do Canada and Canadians do for other people around the world? What else can we do?	Maps* and Globes Extracting information from various maps, including issue-based maps (see, e.g., B2.3) Analysing and constructing various types of print and digital maps, including issue-based maps (see, e.g., B2.3, B2.4, B2.6)
B3. describe significant aspects of the involvement of Canada and Canadians in some regions around the world, including the impact of this involvement	Significance; Patterns and Trends	Canada and Canadians participate in the world in many different ways.		Extracting and applying information using latitude and longitude (see, e.g., B3.6)

* The term *map* refers to print, digital, and interactive maps. Students may analyse and create maps on paper or using mapping programs.

A. HERITAGE AND IDENTITY: COMMUNITIES IN CANADA, PAST AND PRESENT

OVERALL EXPECTATIONS

By the end of Grade 6, students will:

- A1. Application:** assess contributions to Canadian identity made by various groups and by various features of Canadian communities and regions (**FOCUS ON:** *Cause and Consequence; Patterns and Trends*)
- A2. Inquiry:** use the social studies inquiry process to investigate different perspectives on the historical and/or contemporary experience of two or more distinct communities in Canada (**FOCUS ON:** *Perspective*)
- A3. Understanding Context:** demonstrate an understanding of significant experiences of, and major changes and aspects of life in, various historical and contemporary communities in Canada (**FOCUS ON:** *Significance; Continuity and Change*)

SPECIFIC EXPECTATIONS

A1. Application: Diversity, Inclusiveness, and Canadian Identity

FOCUS ON: *Cause and Consequence; Patterns and Trends*

By the end of Grade 6, students will:

- A1.1** explain how various features that characterize a community can contribute to the identity and image of a country (*e.g., built features such as memorials, different types of buildings, parks; physical features such as climate, landscape, vegetation, wildlife; social aspects such as cultural traditions, religious celebrations, economic bases*), and assess the contribution of some of these features to Canada’s image and identity (*e.g., with reference to resource-based communities such as mining or logging towns or fishing outports; the Canadian winter; landscapes such as mountains, prairies, sea coasts, tundra; wildlife such as moose, elk, beaver, bison, cod; the variety of ethnic neighbourhoods in some of Canada’s largest cities*)

Sample questions: “In what ways do war memorials contribute to an understanding of Canadian identity?” “Why are the old grain elevators on the prairies a key image of Canada?” “In what ways does the Canadian climate

contribute to the identity of the country? To its global image?” “Why are the maple leaf and the beaver symbols of Canada? What do these symbols imply about this country?” “Why are certain features/symbols more significant to some groups than others?”

- A1.2** evaluate some of the contributions that various ethnic and/or religious groups have made to Canadian identity (*e.g., the contributions of First Nations to Canadian art, of French and English communities to the development of Canada as a bilingual country, of the British to the Canadian parliamentary system, of Chinese labourers to the construction of the transcontinental railway, of Irish and Italian workers to the development of canal systems on the Great Lakes, of various communities to Canada’s multicultural identity*)

Sample questions: “Who are the founding nations of Canada? For whom is the concept of ‘founding nations’ troubling? Why?” “In what ways is the Canadian system of government similar to that of Great Britain? What accounts for the similarities? Do you think Canada’s status as a constitutional monarchy is important to our identity as Canadians? Why or why not?” “In what ways have South Asians or East Asians contributed to Canada and Canadian identity?”

A1.3 explain how various groups have contributed to the goal of inclusiveness in Canada (e.g., the efforts of women's rights, civil rights, First Nations, or labour organizations, or of advocacy organizations for immigrants, disabled people, or various religious or ethnic groups), and assess the extent to which Canada has achieved the goal of being an inclusive society (e.g., with reference to the policy of multiculturalism, the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, the Ontarians with Disabilities Act, freedom of religion, the recognition of gay marriage)

Sample questions: "What are some of the actions that have been taken by First Nations individuals or organizations to improve the status of First Nations people in Canadian society?" "What was the role of women's groups in ensuring that gender was included in the Charter of Rights?" "What actions have been taken by individuals or by organizations such as L'Arche to improve the status and the quality of life of people with disabilities in Canadian society?" "Do you think that Canadian society allows for your community to make a meaningful contribution to Canada's identity?"

A2. Inquiry: The Perspectives of Diverse Communities

FOCUS ON: *Perspective*

By the end of Grade 6, students will:

A2.1 formulate questions to guide investigations into different perspectives on the historical and/or contemporary experience of two or more distinct communities in Canada (e.g., the development of the reserve system from the perspective of First Nations, European settlers, and the federal government; the forced relocation of Japanese Canadians during the Second World War from the perspective of Japanese Canadians, the government at the time, and the government that issued an apology to Japanese Canadians; the formation of ethnic neighbourhoods from the perspective of the newcomers, their children, the people already in the neighbourhood, the local school, and/or the agencies and governments that provide services to the neighbourhood)

Sample questions: "Why was the Chinese head tax created? What was the thinking of the government that imposed it? How did the policy affect Chinese immigrants to Canada and their families in China?" "Why did some people think Louis Riel was a hero while others thought he was a traitor?" "Why do newcomers to Canada tend to settle in neighbourhoods with people from the same country/region?"

A2.2 gather and organize information from a variety of primary and secondary sources using various technologies (e.g., photographs, letters and diaries, oral stories, maps, songs, paintings, newspaper reports, books written on the experiences of new settlers in a community, books written about a specific community, online databases and archival collections) that present different perspectives on the historical and/or contemporary experience of two or more communities in Canada

Sample questions: "What type of information can you gather from the petitions and letters of First Nations, Métis, and Inuit people about their experience of and perspectives on being relocated to reserves and/or new settlements? What other types of sources should you consult for information on the perspectives of these people? For other people's perspectives?" "Why might photographs be a good source if you are investigating the internment of Japanese Canadians? What kinds of information do you think you can get from these photographs?"

A2.3 analyse and construct print and digital maps as part of their investigations into different perspectives on the historical and/or contemporary experience of communities in Canada (e.g., analyse a flow map showing the relocation of First Nations, Métis, and/or Inuit communities; plot census data on a map to show the locations of different communities; construct a thematic map to show changes over time in the ethnic origin of the people in a community)

Sample questions: "What does this flow map tell you about who has lived in this region in the past?" "What does this thematic map tell you about the land granted to Black Loyalists?" "What type of map might you construct to help you understand the perspectives of the Métis and Scots in the Red River district?"

A2.4 interpret and analyse information and evidence relevant to their investigations, using a variety of tools (e.g., use a graphic organizer to help them determine differences in perspectives of participants in the Red River Resistance or North-West Rebellion; plot census data on a line graph using a computer-based graphing program in order to help them determine changes over time in a specific community; analyse a collection of photographs for evidence about newcomers' feelings towards their new community and about the feelings of people already living in that community towards the newcomers; examine the content of diaries to determine how people in the past felt about living in their community)

Sample questions: "How could you use a cause-and-effect organizer to help you determine the

impact of this event on different communities?" "What does this monument tell you about the way the community viewed the person or event it commemorates? Is this person/event viewed the same way today?" "What do the Grand Pré paintings tell you about the expulsion of the Acadians? Whose perspective do you think is conveyed in these paintings? Why?"

A2.5 evaluate evidence and draw conclusions about perspectives on the historical and/or contemporary experience of two or more distinct communities in Canada

Sample questions: "What did you learn about the experiences of people living in Toronto at the beginning of the twentieth century? Were there conflicts between any ethnic or religious groups? In what ways was the experience of poor people different from that of wealthier residents? How and why did the perspectives of a factory owner and a factory worker in the city differ? Are similar differences still evident today?"

A2.6 communicate the results of their inquiries, using appropriate vocabulary (*e.g., perspective, ethnic group, emigrant, immigrant, entrepreneur, labourer, class*) and formats (*e.g., a dramatic piece in which different characters voice the perspectives of different groups; a slideshow that includes photographs and/or paintings that illustrate different perspectives on the same event*)

A3. Understanding Context: The Development of Communities in Canada

FOCUS ON: Significance; Continuity and Change

By the end of Grade 6, students will:

A3.1 identify the main reasons why different peoples came to Canada (*e.g., political or religious freedom; political allegiances; available land; economic opportunity; family ties; poverty, famine, or political unrest in their country of origin; forced migration of slaves and "Home Children"*)

Sample questions: "What reasons did various people have for immigrating to New France?" "Why did so many people from Ireland come to Quebec and Ontario in the middle of the nineteenth century?" "Who were the 'Home Children'? Why did they come to Canada?" "Why do people from many other countries continue to come to Canada?"

A3.2 describe some key economic, political, cultural, and social aspects of life in settler communities in Canada (*e.g., with reference to land ownership; agricultural practices; work; religion; dress and diet; family life and the roles of men, women, and children; social and service clubs*), and identify significant ways in which settlers' places of origin influenced their ways of life in Canada

Sample questions: "How did the system of land ownership in France influence land-owning practices in New France/Quebec?" "What are the sources of traditional folk music in Atlantic Canada?"

A3.3 identify various types of communities that have contributed to the development of Canada (*e.g., the founding peoples – First Nations, Inuit, and Métis, French, British; later immigrant groups such as Chinese, Germans, Scandinavians, South Asians, Caribbean peoples; religious communities; economic communities such as resource towns; workers and labour organizations; rural and urban communities*)

Sample question: "What are some of the economic communities in different regions of Canada that have contributed to the development of the country? "What contributions have labour unions made to the development of Canada?"

A3.4 describe significant events or developments in the history of two or more communities in Canada (*e.g., First Nations: arrival of European explorers and settlers, the fur trade, the reserve system, the Indian Act, residential schools; French Canadians: expulsion of the Acadians, loss of the Battle of the Plains of Abraham; Japanese: forced relocation during World War II, the apology for this action from the federal government in 1988; Germans: religious freedom for Mennonite immigrants, the renaming of Berlin, Ontario, to Kitchener during World War I*) and how these events affected the communities' development and/or identity

Sample questions: "What impact did the residential school experience have on First Nations families and communities?" "What was Africville? What impact did its demolition have on its residents?"

A3.5 describe interactions between communities in Canada, including between newcomers and groups that were already in the country (*e.g., trade among precontact First Nations; cooperation between First Nations and the French and British*)

in the fur trade; conflict between Catholic and Protestants in Ontario or white and Asian residents in British Columbia; racism directed at Black settlers in Nova Scotia and southern Ontario; responses of local businesses, ranging from the refusal to serve certain groups to providing new products and services to help meet the needs of new communities; interactions between newcomers and settlement agencies or advocacy organizations)

Sample questions: “How did white residents of Canada tend to view the arrival of immigrants from Asia in the nineteenth and early twentieth centuries?” “What types of organizations existed in the past, or exist now, to help new immigrants in Canada?”

A3.6 identify key differences, including social, cultural, and/or economic differences, between two or more historical and/or contemporary communities in Canada (*e.g., differences in gender roles between First Nations and French settlers in early Canada; social and economic differences between upper-class and working-class people in industrializing cities; differences in lifestyle between people on the frontier and those in established towns and cities; differences in the religious background of residents in different communities or at different times*)

Sample questions: “What are the differences between the life of a child living in poverty in nineteenth-century Canada and in the present day?” “When you look at the religious buildings and spiritual sites in our community, which are the oldest? Which are the newest? Is there any pattern with respect to the location of these buildings? If so, what does this pattern tell you?” “In what ways have different communities benefited from economic development in Canada? Have all communities benefited equally? Why or why not?”

A3.7 describe significant changes within their own community in Canada (*e.g., their ethnic or religious community, their local community, their region*)

Sample questions: “When did members of your community first come to Canada? Where did they settle? What was their life like? How is your life different from theirs?” “Has your community experienced discrimination in Canada?”

A3.8 identify and describe fundamental elements of Canadian identity (*e.g., inclusiveness, respect for human rights, respect for diversity, multiculturalism, parliamentary democracy, constitutional monarchy, bilingualism, the recognition of three founding nations, universal health care*)

Sample questions: “In what ways are Queen Elizabeth II and the monarchy connected to Canada and Canadian identity?” “What are some of the rights guaranteed by the Charter of Rights?” “When you consider the various elements of Canadian identity, how would you rank them in order of importance to Canadians? What criteria would you use?” “What are some instances of the Canadian government not respecting the human rights of a group of people?”

B. PEOPLE AND ENVIRONMENTS: CANADA'S INTERACTIONS WITH THE GLOBAL COMMUNITY

OVERALL EXPECTATIONS

By the end of Grade 6, students will:

- B1. Application:** explain the importance of international cooperation in addressing global issues, and evaluate the effectiveness of selected actions by Canada and Canadian citizens in the international arena (**FOCUS ON:** *Interrelationships; Perspective*)
- B2. Inquiry:** use the social studies inquiry process to investigate some global issues of political, social, economic, and/or environmental importance, their impact on the global community, and responses to the issues (**FOCUS ON:** *Cause and Consequence*)
- B3. Understanding Context:** describe significant aspects of the involvement of Canada and Canadians in some regions around the world, including the impact of this involvement (**FOCUS ON:** *Significance; Patterns and Trends*)

SPECIFIC EXPECTATIONS

B1. Application: Canada and International Cooperation

FOCUS ON: *Interrelationships; Perspective*

By the end of Grade 6, students will:

- B1.1** explain why Canada participates in specific international accords and organizations (e.g., the North American Free Trade Agreement [NAFTA]; Asia-Pacific Economic Cooperation [APEC]; the World Health Organization [WHO]; the North Atlantic Treaty Organization [NATO]; the United Nations [UN], including the Declaration on the Rights of Indigenous People and/or the Convention on the Rights of the Child), and assess the influence of some significant accords and/or organizations in which Canada participates

Sample questions: “What action has the UN or NATO taken in response to international conflicts? What was Canada’s involvement? How effective do you think these actions were?” “Is the UN Convention on the Rights of the Child reflected in Canada’s Charter of Rights and Freedoms?” “What is the role of the WHO? What are some of the issues that the WHO has been involved in that have affected Canada?”

- B1.2** analyse responses of Canadian governments, non-governmental organizations (NGOs), and individual citizens to an economic, environmental, political, and/or social issue of international significance (e.g., how the federal government, different NGOs, business people, and individual consumers have responded to economic globalization; how different levels of government, health care workers, and individual citizens responded to the spread of H1N1 or SARS; how governments, development and human rights NGOs, and individuals, including students in their school, have responded to an issue such as a natural disaster in another region, child labour, child soldiers, climate change, or civil war and refugees)

Sample questions: “How have different groups and individuals in Canada responded to the plight of refugees?” “What has been the response of Canadian governments, NGOs, and individual citizens to recent large-scale natural disasters?” “What are some of the ways in which NGOs and school groups have worked together to improve the life of children living in poverty?”

B1.3 explain why some environmental issues are of international importance and require the participation of other regions of the world, along with that of Canada, if they are to be effectively addressed (*e.g., issues such as global warming, carbon dioxide and sulphur dioxide emissions, ownership and availability of fresh water, deforestation, overfishing, invasive species, habitat protection of migrating species, or disposal of electronic waste*)

Sample questions: “Why does the issue of invasive species require action at the international level?” “How have disagreements over ocean fishing affected fish stocks in Canadian waters?” “Why can the disposal of your old computer be an environmental issue of international importance?” “What are the main sources of smog in southern Ontario?”

B2. Inquiry: Responses to Global Issues

FOCUS ON: Cause and Consequence

By the end of Grade 6, students will:

B2.1 formulate questions to guide investigations into global issues of political, social, economic, and/or environmental importance (*e.g., child labour, dwindling oil supplies, ownership of and access to fresh water, climate change, food shortages, refugees, or natural disasters*), their impact on the global community, and responses to the issues

Sample questions: “What was Canada’s role in a recent relief effort in another part of the world? Was this effort sufficient to meet the needs of the distressed population?” “What impact does Canada’s consumption of coffee or chocolate have on the people and environment of the producer countries?” “How have the Canadian government and the Canadian people reacted to the melting of Arctic ice fields?”

B2.2 gather and organize information on global issues of political, social, economic, and/or environmental importance, including their impact and responses to them, using a variety of resources and various technologies (*e.g., use spatial technologies, satellite images, and/or online image banks as part of their investigation into the diminishing of ocean reef life; gather accounts by Inuit and northern First Nations witnesses to the effects of climate change; find annual precipitation rates for a region to study the relationship between drought and famine; locate data about products that Canadians import from countries that use*

child labour or other cheap labour; use interactive websites to find data and information about health issues facing specific countries or regions)

Sample questions: “If you were studying the impact of climate change in the North, why would it be useful to listen to an Elder speak about the changes in the migration patterns of animals?” “How could you use photographs in your inquiry into climate change?” “Where might you look for data on changes in temperature and precipitation?” “Where would you find reliable data on the number of refugees in a region? Why might figures from the UN differ from those provided by the country from which the refugees originate?”

B2.3 analyse and construct different types of maps, both print and digital, as part of their investigations into global issues, their impact, and responses to them (*e.g., locate on a digital map or in a print atlas the region affected by a conflict that has given rise to refugee camps; use interactive atlases to track the spread of a disease; use issue-based or demographic maps to examine correlations between quality of life indicators; create a flow map that shows the starting point for some products that enter Canada*)

Sample questions: “How might you use thematic maps as part of your study of literacy and poverty rates in countries where Canadian development NGOs are active?” “What types of information would you need to plot on a map to examine whether arid countries that export agricultural products to Canada are being affected by desertification?”

B2.4 interpret and analyse information and data relevant to their investigations, using a variety of tools (*e.g., use an online mapping program to help them determine the relationship between Canadian aid and quality of life; analyse climate graphs to help them determine the effects of declining precipitation in a region or country; use a graphic organizer or a graph constructed on the computer to compare the number of Canadians who gave aid to Haiti after the 2010 earthquake with those who gave aid to Japan after the 2011 earthquake and tsunami*)

Sample questions: “What does this double bar graph reveal about the relationship between this NGO’s activities and access to clean water in various countries in this region?” “What did you find out about the amount of money that was raised in response to the Haitian and Japanese earthquakes?” “What do your quality-of-life maps suggest about why some countries tend to receive more aid than others?”

B2.5 evaluate evidence and draw conclusions about global issues of political, social, economic, and/or environmental importance, their impact on the global community, and responses to the issues

Sample questions: “What impact did the 2010 earthquake have on Haiti? What actions have the people in Haiti taken to rebuild their country? What type of aid did the country receive after the disaster? Has the aid resulted in improvements in the lives of the Haitian people? What else do you think could be done?” “What impact has climate change had on desertification in Africa? What other factors might contribute to desertification in this region? In what ways does the aid directed at this region attempt to address this issue? What else do you think needs to be done?”

B2.6 communicate the results of their inquiries, using appropriate vocabulary (*e.g., non-governmental organization, intergovernmental organization, accord, international convention, aid, relief efforts*) and formats (*e.g., a plan of action for a fund-raising project in their school; a report for their school newsletter about why people should buy fair trade products; a song, rap, or poem written from the perspective of a person in a refugee camp or a child labourer; an infographic that shows how much money Canadians contributed in the past year to various global causes; a map that shows the impact of climate change in an agricultural region*)

B3. Understanding Context: Canada’s Global Interactions

FOCUS ON: *Significance; Patterns and Trends*

By the end of Grade 6, students will:

B3.1 identify some of the major ways in which the Canadian government interacts with other nations of the world (*e.g., through trade agreements, military alliances and action, intergovernmental organizations, environmental accords; by providing disaster relief or funds for social and/or economic development*)

Sample questions: “What is a free trade agreement?” “What is an intergovernmental organization?”

B3.2 describe Canada’s participation in different international accords, organizations, and/or programs (*e.g., the UN Declaration on the Rights of Indigenous Peoples, the WHO, NATO, the Blue Flag Program, UNICEF, NAFTA*)

Sample questions: “What is the Kyoto Protocol? What is Canada’s current position on it?” “What is the difference between NATO and the UN? Why does Canada belong to both? What does ‘belonging’ to these organizations mean for Canada?”

B3.3 describe several groups or organizations through which Canada and Canadians are involved in global issues (*e.g., NGOs such as Doctors Without Borders, Free the Children, Ryan’s Well, World Wide Fund for Nature; multinational corporations; intergovernmental organizations such as the UN, la Francophonie, the Commonwealth, APEC*)

Sample questions: “What is an NGO? How is it different from an intergovernmental organization?” “What are some NGOs that focus on issues affecting children around the world?” “What does the Canadian International Development Agency (CIDA) do?”

B3.4 describe the responses of the Canadian government and some NGOs to different disasters and emergencies around the world (*e.g., the 2010 earthquake in Haiti; the 2004 tsunami in the Indian Ocean; the AIDS pandemic in sub-Saharan Africa or another health crisis; poverty and drought in the Horn of Africa*)

Sample questions: “How and why did the Stephen Lewis Foundation develop? What type of work does the foundation do?” “What types of aid are required by a region hit by a natural disaster? How do the Canadian government and Canadian NGOs attempt to address these needs?”

B3.5 identify some significant political, social, and economic interactions between Canada and other regions of the world, and describe some ways in which they affect these regions (*e.g., the stabilization of regions resulting from Canada’s peacekeeping efforts; the development of maquiladoras as a result of trade agreements; change in the status of women as a result of education projects in a developing region*)

Sample questions: “What are some of the international social issues in which Canada is active? How does Canada work to address these issues?”

B3.6 identify and locate on a map countries and regions with which Canada has a significant interrelationship, and use longitude and latitude to locate cities in these countries/regions (e.g., Washington, D.C., London, Beijing, Tokyo, Mogadishu, Nairobi, Tripoli, Mumbai, Kabul, Port-au-Prince)

Sample questions: “Who are Canada’s closet allies?” “What are some countries in which Canada has had a military presence?” “When you locate on a map the countries that are the most common tourism destinations for Canadians, do you notice any patterns?” “What are some of the countries that are members of the Commonwealth of Nations and la Francophonie?”

B3.7 identify countries/regions with which Canada has a significant economic relationship (e.g., the relationship with the United States and Mexico through NAFTA; trade relations with China; sources of tourists to Canada and/or destinations of Canadians travelling internationally; Canadian investments overseas; recipients of Canadian aid) and some of the reasons why close relationships developed with these countries/regions and not others (e.g., geographic proximity, stable governments, production of products needed by Canada, markets for Canadian goods and services, types of labour/ environmental regulations)

Sample questions: “Who are Canada’s largest trading partners? Why?” “Which countries receive the most aid from Canada? What region or regions do they tend to come from?”

B3.8 describe significant economic effects on Canada and Canadians of interactions between Canada and other regions of the world (e.g., loss of manufacturing jobs to countries with lower labour costs; the impact of trade agreements and/or disputes; the impact of changing immigration policies; the economic impact of the dominance of American cultural industries)

Sample questions: “How have lower labour costs in other countries affected manufacturing companies in Canada?” “In what ways does American trade policy affect Canada?”

B3.9 describe some ways in which Canada’s interactions with other regions of the world have affected the environment (e.g., the impact of Canada’s participation in the African tree-planting campaign of the United Nations Environment Programme; the proliferation of invasive species in the Great Lakes as a result of international trade/ transportation; over-farming and loss of production for local markets as a result of Canadians’ desire for cheap cotton, sugar, cocoa, and tea)

Sample question: “What is an invasive species? How have Canada’s relations with other regions around the world led to the expansion of invasive species in Canada?” “How does over-farming hurt the environment?”