

Canada's Interactions with the Global Community

People and Environments Series

———— Grade 6 ————

Written by Sandra Appleby

This resource has been developed to cover the overall expectations of the Ontario Ministry of Education Social Studies People and Environments: Canada's Interactions with the Global Community curriculum. This unit can be used as a whole to fulfill the overall expectation requirements or it can be used by activity to complement other resources and activities.



Sandra Appleby has been a public education teacher for twenty-six years. She loves to create curriculum units that are fun while meeting the diverse needs of many students.

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Overall Expectations

A1. 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).

A2. 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).

A3. 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).

Resource Activities

Specific Expectations	#1 Vocabulary - Acronym Match Up	#2 Vocabulary - Concentration Game	#3 The Global Village	#4 It's a Small World After All	#5 N.G.O. s in the Know	#6 Map It!	#7 Impact Statements	#8 Report Card on Canada	#9 Latitude/ Longitude	#10 Canadian Case Study	#11 The Good, the Bad and the Ugly 4 Corners	#12 Water for Health	#13 World Interdependence	#14 Piece of Aid Pie	#15 Trade Games	#16 Extension Suggestions
B1.1			•										•			•
B1.2			•													•
B1.3				•									•			•
B2.1					•											•
B2.2							•								•	•
B2.3							•									•
B2.4							•					•		•		•
B2.5							•	•				•				•
B2.6	•	•					•	•								•
B3.1			•					•								•
B3.2			•					•			•					•
B3.3					•			•								•
B3.4					•		•	•								•
B3.5								•								•
B3.6									•							•
B3.7									•							•
B3.8										•	•					•
B3.9										•	•		•			•



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The Achievement Chart: Social Studies, Grades 1-6, and History and Geography, Grades 7-8

Categories	Level 1	Level 2	Level 3	Level 4
Knowledge and Understanding - Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding)				
	The student:			
Knowledge of content (e.g. facts, terms, definitions)	demonstrates limited knowledge of content	demonstrates some knowledge of content	demonstrates considerable knowledge of content	demonstrates thorough knowledge of content
Understanding of content (e.g. concepts, ideas, theories, interrelationships, procedures, processes, methodologies, spatial technologies)	demonstrates limited understanding of content	demonstrates some understanding of content	demonstrates considerable understanding of content	demonstrates thorough understanding of content
Thinking - The use of critical and creative thinking skills and/or processes				
	The student:			
Use of planning skills (e.g. organizing an inquiry: formulating questions; gathering and organizing data, evidence, and information; setting goals; focusing research)	uses planning skills with limited effectiveness	uses planning skills with some effectiveness	uses planning skills with considerable effectiveness	uses planning skills with a high degree of effectiveness
Use of processing skills (e.g. interpreting, analysing, synthesizing, and evaluating data, evidence, and information; analysing maps; detecting point of view and bias; formulating conclusions)	uses processing skills with limited effectiveness	uses processing skills with some effectiveness	uses processing skills with considerable effectiveness	uses processing skills with a high degree of effectiveness
Use of critical/creative thinking processes (e.g. applying concepts of disciplinary thinking; using inquiry, problem-solving, and decision-making processes)	uses critical/creative thinking processes with limited effectiveness	uses critical/creative thinking processes with some effectiveness	uses critical/creative thinking processes with considerable effectiveness	uses critical/creative thinking processes with a high degree of effectiveness
Communication - The conveying of meaning through various forms				
	The student:			
Expression and organization of ideas and information (e.g. clear expression, logical organization) in oral, visual, and written forms	expresses and organizes ideas and information with limited effectiveness	expresses and organizes ideas and information with some effectiveness	expresses and organizes ideas and information with considerable effectiveness	expresses and organizes ideas and information with a high degree of effectiveness



Categories	Level 1	Level 2	Level 3	Level 4
Communication - (continued)				
	The student:			
Communication for different audiences (e.g. peers, adults) and purposes (e.g. to inform, to persuade) in oral, visual, and written forms	communicates for different audiences and purposes with limited effectiveness	communicates for different audiences and purposes with some effectiveness	communicates for different audiences and purposes with considerable effectiveness	communicates for different audiences and purposes with a high degree of effectiveness
Use of conventions (e.g. mapping and graphing conventions, communication conventions), vocabulary, and terminology of the discipline in oral, visual, and written forms	uses conventions, vocabulary, and terminology of the discipline with limited effectiveness	uses conventions, vocabulary, and terminology of the discipline with some effectiveness	uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness	uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness
Application - The use of knowledge and skills to make connections within and between various contexts				
	The student:			
Application of knowledge and skills (e.g. concepts, procedures, spatial skills, processes, technologies) in familiar contexts	applies knowledge and skills in familiar contexts with limited effectiveness	applies knowledge and skills in familiar contexts with some effectiveness	applies knowledge and skills in familiar contexts with considerable effectiveness	applies knowledge and skills in familiar contexts with a high degree of effectiveness
Transfer of knowledge and skills (e.g. concepts of thinking, procedures, spatial skills, methodologies, technologies) to new contexts	transfers knowledge and skills to new contexts with limited effectiveness	transfers knowledge and skills to new contexts with some effectiveness	transfers knowledge and skills to new contexts with considerable effectiveness	transfers knowledge and skills to new contexts with a high degree of effectiveness
Making connections within and between various contexts (e.g. between topics/ issues being studied and everyday life; between disciplines; between past, present, and future contexts; in different spatial, cultural, or environmental contexts; in proposing and/or taking action to address related issues)	makes connections within and between various contexts with limited effectiveness	makes connections within and between various contexts with some effectiveness	makes connections within and between various contexts with considerable effectiveness	makes connections within and between various contexts with a high degree of effectiveness





Teachers Notes


- 1 Use the World Health Organization’s Data and Map gallery to explore relationships between various indicators as a class. Example: compare World:Proportion of population using improved drinking water sources to World: Under 5 mortality rate and ask the questions: Which countries are most effected? Are there any surprises? What information is missing? (Surprising that the United States has a high infant mortality rate. They do have water treatment, so the cause of the mortality is the unknown.)
- 2 Ask the students, “What type of information would they need to put on a map to show the relationship between countries that export agricultural products to Canada and their rate of desertification?” (use the Map It! worksheet, atlas. [media.mit.edu.en](http://media.mit.edu/en), and unccd.int)
- 3 Have students create their own maps for countries that export agricultural products to Canada that are experiencing desertification. They can use the interactive mapping tool, scribblemaps.com, another mapping tool, or the black line master blank maps provided.



ACTIVITY 6

■ Map It!

Go to the website: <https://atlas.media.mit.edu/en>
(The Observatory of Economic Complexity)

- Type the question, "Where does Canada import from?" into the search box.
- Select "Imports" under Countries from the Tree Map on the left. A graphic will be generated. Scroll over the picture menu at the bottom of the screen and select the Tomato icon  for Vegetable Products. Select Isolate and it will generate a graphic displaying all the vegetable products Canada Imports. Click on the vegetables and follow the prompt to learn the import country. Hit the back arrow until the import products come up and continue to select a different product until you have 10 different countries to record below.

RECORD THE NAMES OF 10 COUNTRIES THAT IMPORT AGRICULTURAL PRODUCTS TO CANADA

Go to the website: www.unccd.int/Lists/SiteDocumentLibrary/.../Desertification-EN.pdf
(United Nations Convention to Combat Desertification)

- Look at the maps on pages 6 and 7 of this document 'Global Drylands'.
- Record the Arid and Hyper Arid countries that are also on your 'countries exporting agricultural products to Canada' list OR in other words 'countries that Canada imports agricultural products from'

RECORD THE NAMES OF ALL THE COUNTRIES THAT ARE EXPERIENCING DESERTIFICATION AND THAT EXPORT AGRICULTURAL PRODUCTS TO CANADA

Have a brief class discussion on this paradox that we are importing agricultural products from arid countries that require extensive irrigation in order to grow these products.

Make your own map of countries that are both experiencing desertification and that export agricultural products to Canada. You can use the online mapping tool 'scribblemaps.com', a mapping tool you are familiar with, or the black line map master provided.

Remember to include:

Title	Country names (labelled neatly and horizontally)	Map Key
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ACTIVITY 6

■ Map It!

