

GRADE 4

OVERVIEW

In Grade 4 social studies, students will develop their understanding of how we study the past, as they use various methods to examine social organization, daily life, and the relationship with the environment in different societies that existed between 3000 BCE and 1500 CE. Students will build on what they have learned in earlier grades, using visual evidence, primary and secondary sources, and thematic maps to investigate a number of early societies from different regions and eras and representing different cultures. Students will investigate the interrelationship between daily life and the environment in these societies and will compare aspects of life in these societies with that in present-day Canada. Continuing to build on what they learned in earlier grades, students will study the interrelationship between human activities and the environment on a national scale. They will build on their knowledge of municipal and landform regions, studying Canada's political regions, including the provinces and territories, and physical regions such as the country's landform, vegetation, and climatic regions. Students will investigate issues related to the challenge of balancing human needs and environmental stewardship in Canada. They will continue to develop their mapping skills, analysing print, digital, and interactive maps and using spatial technologies to investigate human interactions with the environment.

The Grade 4 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, community, culture, power, relationships, and stewardship*.

The following chart presents an overview of the Grade 4 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: Early Societies, 3000 BCE–1500 CE				
A1. compare key aspects of life in a few early societies (3000 BCE–1500 CE), each from a different region and era and representing a different culture, and describe some key similarities and differences between these early societies and present-day Canadian society	Continuity and Change; Perspective	By studying the past, we can better understand the present.	<p>What methods can we use to compare societies from different eras and regions?</p> <p>What are the most significant differences between Canadian society and societies of the past?</p> <p>What are the most significant differences among early societies?</p>	<p>Maps* and Globes Analysing and constructing thematic maps (e.g., climate, soil, vegetation maps) related to early societies' relationship with the environment (see, e.g., A2.2, A2.3)</p> <p>Identifying the location of early societies on globes and/or maps (see, e.g., A3.1)</p>
A2. use the social studies inquiry process to investigate ways of life and relationships with the environment in two or more early societies (3000 BCE–1500 CE), with an emphasis on aspects of the interrelationship between the environment and life in those societies	Interrelationships	The environment had a major impact on daily life in early societies.	In what ways did the environment influence early societies? Does the environment have the same impact on Canadian society? What has changed? Why has it changed?	Extracting information on early societies from thematic maps (see, e.g., A3.1)
A3. demonstrate an understanding of key aspects of a few early societies (3000 BCE–1500 CE), each from a different region and era and representing a different culture, with reference to their political and social organization, daily life, and relationships with their environment and with each other	Significance	Not all early societies were the same.		

(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: Political and Physical Regions of Canada				
B1. assess some key ways in which industrial development and the natural environment affect each other in two or more political and/or physical regions of Canada	Cause and Consequence; Interrelationships	Human activity and the environment have an impact on each other.	What impact can the natural environment of different regions have on human activities? What impact can human activities have on the natural environment?	Graphs Extracting information from climate graphs (see, e.g., B2.2) Constructing double bar graphs to show comparisons within a region (see, e.g., B2.4)
B2. use the social studies inquiry process to investigate some issues and challenges associated with balancing human needs/wants and activities with environmental stewardship in one or more of the political and/or physical regions of Canada	Perspective	Human activities should balance environmental stewardship with human needs/wants.	How do we find the balance between environmental stewardship and human needs/wants? Why is it important to consider the long-term impact of human activities? What makes a region a region?	Maps* and Globes Analysing and constructing thematic maps (e.g., maps using shading or symbols to represent regions or land use) for specific purposes (see, e.g., B2.3) Using number/letter grids and intermediate directions to locate Canada's physical and political regions on maps (see, e.g., B3.7)
B3. identify Canada's political and physical regions, and describe their main characteristics and some significant activities that take place in them	Significance; Patterns and Trends	A region shares a similar set of characteristics.		

* 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: EARLY SOCIETIES, 3000 BCE–1500 CE

OVERALL EXPECTATIONS

By the end of Grade 4, students will:

- A1. Application:** compare key aspects of life in a few early societies (3000 BCE–1500 CE), each from a different region and era and representing a different culture, and describe some key similarities and differences between these early societies and present-day Canadian society (**FOCUS ON:** *Continuity and Change; Perspective*)
- A2. Inquiry:** use the social studies inquiry process to investigate ways of life and relationships with the environment in two of more early societies (3000 BCE–1500 CE), with an emphasis on aspects of the interrelationship between the environment and life in those societies (**FOCUS ON:** *Interrelationships*)
- A3. Understanding Context:** demonstrate an understanding of key aspects of a few early societies (3000 BCE–1500 CE), each from a different region and era and representing a different culture, with reference to their political and social organization, daily life, and relationships with the environment and with each other (**FOCUS ON:** *Significance*)

SPECIFIC EXPECTATIONS

A1. Application: Past and Present Societies

FOCUS ON: *Continuity and Change; Perspective*

By the end of Grade 4, students will:

- A1.1** compare social organization (*e.g., social classes, general political structure, inherited privilege, the status of women*) in two or more early societies (*e.g., a slave-owning and a feudal society; a matriarchal First Nation and a society in medieval Asia*)
Sample questions: “What is the difference between a slave and a serf? In what ways were social classes in feudal society different from those in a slave-owning society? In what ways were they the same?” “What were some differences in the position of women in ancient Greece, medieval France, and Haudenosaunee society?”
- A1.2** compare aspects of the daily lives of different groups in an early society (*e.g., the work, family life, education, food, dress, and/or housing of a slave and senator in ancient Rome, women of different castes in medieval India, a serf and lord in feudal England, a man and a woman in medieval China or Mohawk society, or a merchant and noble in Renaissance Italy*), and explain how differences

were related to the social organization of that society (*e.g., the caste system in India; the matriarchal organization of some First Nations; classes in imperial Rome or in feudal societies in Europe or Asia; the emergence of a wealthy merchant class in Renaissance Italy*)

Sample questions: “In what ways were the lives of a serf, samurai, and shogun in feudal Japan different? What do those differences tell you about the social organization of that society?” “What differences were there in the education of men and women in ancient Greece?”

- A1.3** describe some of the ways in which their daily life differs from the lives of young people from different backgrounds (*e.g., wealthy, poor, slave, urban, rural, nomadic*) in two or more early societies (*e.g., with reference to family life, education, leisure time and recreation, responsibilities, work*)

Sample questions: “What kind of education was available to children in medieval times? Who would have been educated? What were they taught? Did most children learn how to read and write?” “What were some of the games and sports played by the ancient Mayans, ancient Greeks, or precontact First Nations in Canada? In what ways are they similar to or different from the games and sports you play?”

A1.4 compare two or more early societies in terms of their relationship with the environment (e.g., with reference to seasonal rhythms, use of land and resources, differences between urban and rural communities, religious/spiritual practices/beliefs with respect to the environment), and describe some key similarities and differences in environmental practices between these societies and present-day Canada

Sample questions: “What agricultural practices did the ancient Greeks use? What other societies managed their land in similar ways?” “What farming techniques used by the Mayans and the people of ancient India are still practised by Canadian farmers?” “What were some Celtic seasonal celebrations? Are these reflected in any celebrations in present-day Canada?” “How would a city in medieval Britain or ancient Rome have dealt with sewage and garbage? How do we deal with these in Canada? What health issues might arise if sewage and garbage was not treated or properly disposed of?”

A2. Inquiry: Ways of Life and Relationships with the Environment

FOCUS ON: *Interrelationships*

By the end of Grade 4, students will:

A2.1 formulate questions to guide investigations into ways of life and relationships with the environment in two or more early societies, with an emphasis on aspects of the interrelationship between the environment and life in those societies (e.g., connections between the local environment and settlement, art, medicine, religion, types of work; the impact of agriculture or the development of towns and cities on the environment)

Sample questions: “Which civilization – those along the Nile, those in Mesopotamia, or First Nations in what would become Canada – had the greatest impact on its environment?” “What role did religion play in the daily life of the early Haida or Norse, or in ancient Egypt? In what ways was it connected to the society’s view of and relationship with the environment?” “Why did people settle in the Indus Valley?”

A2.2 gather and organize information on ways of life and relationships with the environment in early societies, using a variety of primary and secondary sources in both print and electronic formats (e.g., thematic and physical maps showing

rivers, vegetation, volcanoes, soil types; images depicting the daily life of different social classes; religious/spiritual stories that provide evidence of society’s view of the environment; agricultural artefacts)

Sample questions: “Where might you look for information on how rural people lived in medieval Europe? What do you think paintings from the time could tell you about the ways in which these people lived and their relationship with the land?” “What kinds of maps might provide clues about the sustainability of a society?” “What might the architecture of, or the art found in, religious buildings tell you about a society’s relationship with the natural environment?” “What do the creation stories of a local First Nation tell you about their traditional relationship with the land and with all living things?”

A2.3 analyse and construct print and/or digital maps, including thematic maps, as part of their investigations into interrelationships between the environment and life in early societies (e.g., analyse a climate map to determine the climatic challenges facing early settlements; construct soil and vegetation maps to determine the connection between soil type and agricultural activity; analyse maps to determine the proximity of early settlements to water)

Sample questions: “What does this map tell you about why the Nile was so important to ancient Egypt?” “What type of thematic map might help you make connections between local plant life and the development of medicines?”

A2.4 interpret and analyse information relevant to their investigations, using a variety of tools (e.g., use a graphic organizer to help them determine the relationship between soil type, availability of water, and agricultural activity; analyse the content of paintings on the Internet or at a local gallery for information on a society’s religious practices; analyse artefacts found in a museum or on a website for information on a society’s daily life and relationship with the environment)

Sample questions: “What do these works of art reveal about the religious beliefs and practices of this society? Do they tell you anything about the connection between these beliefs and the environment?” “What does the archaeological evidence reveal about the way these people lived? What materials did they use to build their homes? What do these materials reveal about the local environment?”

A2.5 evaluate evidence and draw conclusions about ways of life and relationships with the environment in early societies, with an emphasis on aspects of the interrelationship between the environment and life in those societies

Sample questions: “What did you find out about religious beliefs/practices in medieval Japan? In what ways were these beliefs related to the physical features of the land?”

A2.6 communicate the results of their inquiries, using appropriate vocabulary (*e.g., nomad, peasant, serf, merchant, noble, feudalism, god/goddess, privilege, hierarchy, culture, civilization, rural, urban*) and formats (*e.g., an annotated map showing how a society situated on a flood plain was affected by and responded to its environment; an oral presentation on the impact of medieval cities on the environment; a stop-animation video on the lives of children in a society that followed animal migration routes or lived in different locations during different seasons; a chart and presentation comparing farming techniques of different societies*)

A3. Understanding Context: Characteristics of Early Societies

FOCUS ON: *Significance*

By the end of Grade 4, students will:

A3.1 identify the location of some different early societies on a globe or on print, digital, and/or interactive maps, and demonstrate the ability to extract information on early societies’ relationship with the environment from thematic maps (*e.g., climate, physical, topographical, vegetation maps*)

Sample questions: “Where did the Incas live? What modern countries are part of this region now?” “Where was Mesopotamia?” “What were the main physical features in this society, according to this map? What challenges do you think they might have presented? What benefits might they have provided?”

A3.2 demonstrate the ability to extract information on daily life in early societies from visual evidence (*e.g., art works such as paintings, sculptures, carvings, masks, mosaics; monuments; artefacts such as household utensils, religious articles, weapons*)

Sample questions: “What do the murals at Bonampak tell us about the life of the Maya?” “What do the Elgin Marbles show us about ancient Greece?” “What can we learn from the Book of Kells about the importance of religion

to the Celts?” “Why did the Wendat make their combs out of bone? What type of bone did they use? Why?” “Why are the temples at Angkor Wat or mosques at Timbuktu such important archaeological sites? What can they tell us about the societies that built them?”

A3.3 describe significant aspects of daily life in two or more early societies (*e.g., with reference to food, housing, clothing, education, recreation, spiritual/religious life, family life, transportation*)

Sample questions: “How did the Cree travel during different seasons?” “What types of clothing was worn by the Incas? The medieval Chinese?” “Why were the ‘Three Sisters’ so important to some early societies in North America?” “What religions were practised in ancient India?”

A3.4 describe significant physical features and natural processes and events in two or more early societies (*e.g., physical features: rivers, flood plains, mountains, volcanoes, ocean shore, fertile soil; natural processes: seasonal changes in climate, animal migration, erosion; natural events: earthquakes, floods, volcanic eruptions*) and how they affected these societies, with a focus on the societies’ sustainability and food production (*e.g., how flooding of rivers in ancient Egypt, India, and China enriched agricultural land, making it possible to sustain large populations; how the thin topsoil of Central America, Mesopotamia, and Easter Island limited population growth; how volcanoes threatened the survival of communities in ancient Greece and the Roman Empire*)

Sample questions: “How did seasonal migration of buffalo affect the lives of plains First Nations in precontact North America?” “What impact did the annual flooding of the Indus River have on food production in ancient India?”

A3.5 describe the importance of the environment for two or more early societies, including how the local environment affected the ways in which people met their physical needs (*e.g., for food, housing, clothing*)

Sample questions: “What techniques did the Aztecs develop to allow them to farm on the sides of mountains and hills?” “What use did early Haida people make of cedar trees?”

A3.6 identify and describe some of the major scientific and technological developments in the ancient and medieval world (*e.g., calendars; the printing press; developments in agriculture, architecture, medicine, transportation, weaponry*)

A3.7 describe how two or more early societies were governed (*e.g., early democracy in Greece or Haudenosaunee society; city states on the Swahili Coast; emperors in China; the roles of nobles, priests, and the military in Aztec society, of kings, nobles, and knights in medieval France, or of chiefs in the Haida nation*)

Sample questions: “What was the role of the emperor or empress in Heian Japan? How did the aristocracy help the emperor rule?” “How was the head of the government in ancient Athens chosen?”

A3.8 describe the social organization of some different early societies (*e.g., a slave-owning society, a feudal society, an agrarian society, a nomadic society*) and the role and status of some significant social and work-related groups in these societies (*e.g., women, slaves, peasants, nobles, monarchs, warriors, knights, priests/priestesses, druids, shamans, inams, monks, nuns, merchants, artisans, apprentices, scribes, midwives, healers*)

Sample questions: “How was Mayan society organized? Was there a hierarchy? Was it possible to move into a different social class?” “How were slaves treated in ancient Egypt? Why were slaves used? Who owned slaves?” “What does the foot binding of women in China tell you about the status of women and social organization in that society?”

A3.9 describe some key reasons why different groups in early societies cooperated or came into conflict at different times (*e.g., to explore; to expand territory; to make decisions, govern, and administer; to promote trade; to wage war or make peace; to acquire wealth, power, and control; to rebel; to spread religious beliefs and/or enforce the power of particular religious institutions*)

Sample questions: “What was the Silk Road?” “What were the Crusades? What was their underlying cause?” “What were some instances of slave or peasant rebellions? What were their causes?”

A3.10 describe some attempts within early societies to deal with conflict and to establish greater cooperation (*e.g., democratic developments in ancient Greece; establishment of religious rights in medieval Islam; matriarchal practices among some North American First Nations; the Magna Carta; guilds; intermarriage between royal houses; treaties and alliances*)

Sample questions: “What was the purpose of fostering children for the ancient Celts?” “What were the reasons behind some of the treaties between various First Nations in the Americas prior to European contact?”

B. PEOPLE AND ENVIRONMENTS: POLITICAL AND PHYSICAL REGIONS OF CANADA

OVERALL EXPECTATIONS

By the end of Grade 4, students will:

- B1. Application:** assess some key ways in which industrial development and the natural environment affect each other in two or more political and/or physical regions of Canada (**FOCUS ON:** *Cause and Consequence; Interrelationships*)
- B2. Inquiry:** use the social studies inquiry process to investigate some issues and challenges associated with balancing human needs/wants and activities with environmental stewardship in one or more of the political and/or physical regions of Canada (**FOCUS ON:** *Perspective*)
- B3. Understanding Context:** identify Canada’s political and physical regions, and describe their main characteristics and some significant activities that take place in them (**FOCUS ON:** *Significance; Patterns and Trends*)

SPECIFIC EXPECTATIONS

B1. Application: Industrial Development and the Environment

FOCUS ON: *Cause and Consequence; Interrelationships*

By the end of Grade 4, students will:

- B1.1** analyse some of the general ways in which the natural environment of regions in Canada has affected the development of industry (*e.g., how the characteristics of the Canadian Shield made possible the development of mining and smelting, forestry, fresh water fisheries, pulp and paper; how the characteristics of the Maritime provinces made possible the development of fisheries, coal mining, agriculture, off-shore oil drilling; how the topography and climate of the Prairies make the region suitable for large-scale farming and ranching*)

Sample questions: “What industries might develop in a forested area? Do all forested regions have the same types of industries? What accounts for the difference?” “Why do some industries need to be near water?” “What makes the Western Cordillera a good location for mining and smelting as well as forestry-based industries? What other types of industries have developed in this region? Why?”

- B1.2** assess aspects of the environmental impact of different industries in two or more physical and/or political regions of Canada (*e.g., hydro-*

electric development in Quebec, the development of the oil sands in northern Alberta, fishing in Atlantic Canada, steel production in Nova Scotia, forestry and fishing in British Columbia, coal-powered electrical plants in Ontario, smelting in northern Ontario, shipping in the Great Lakes–St. Lawrence region)

Sample questions: “How has the increase in mining in the North affected the environment?” “What are the Sydney Tar Ponds? How were they created? What impact have they had on the environment?” “What is ‘clearcutting’? Why is that practice used by forestry companies? What is its environmental impact?”

- B1.3** describe some key actions taken by both industries and citizens to address the need for more sustainable use of land and resources (*e.g., controlling industrial tailings; putting solar panels on houses or other buildings; ensuring responsible hunting and fishing practices; consulting with First Nations, Métis, and/or Inuit communities about resource development in their territories*), and assess their effectiveness

Sample questions: “What are some things that the forestry industry has done to help manage forests? Are these actions enough to preserve forests for future use? If not, what else do you think should be done?” “What are some of the things you and your family can do to live in a more sustainable way?”

B2. Inquiry: Balancing Human Needs and Environmental Stewardship

FOCUS ON: *Perspective*

By the end of Grade 4, students will:

B2.1 formulate questions to guide investigations into some of the issues and challenges associated with balancing human needs/wants and activities with environmental stewardship in one or more of the political and/or physical regions of Canada

Sample questions: “What impact might ecotourism have on the Rockies or the Gulf Islands of British Columbia? How might such tourism be managed to limit its impact?” “How might the opening of a mine both help and hurt a community?” “Should wind turbines be developed in all regions of Canada? Why or why not?” “What is the best way to balance the demand for more housing with the responsibility to protect the environment?”

B2.2 gather and organize information and data from various sources to investigate issues and challenges associated with balancing human needs/wants and activities with environmental stewardship in one or more of the political and/or physical regions of Canada (e.g., *spatial technologies and satellite images showing physical features; print and digital thematic maps showing land use or population; climate graphs for various regions; writer views with peers from different regions using electronic communications; an interview with a First Nation or Inuit Elder or a Métis Senator*)

Sample questions: “What can satellite images reveal about the impact of an industry on a region?” “What type of information might you be able to gather by interviewing an Elder?”

B2.3 analyse and construct print and/or digital maps, including thematic maps, as part of their investigations into balancing human needs/wants and activities with environmental stewardship in Canada (e.g., *analyse population settlement maps; construct natural resource maps, using symbols to represent different resources; construct physical region maps, using shading to represent elevation change*)

Sample questions: “How might you show the location of ski resorts on your map of British Columbia?” “What would you need to include

on a map to show the relationship between the Canadian Shield and mining industries?” “What can a map tell you about the relationship between the location of cities and towns and transportation links?”

B2.4 interpret and analyse information and data related to their investigations, using a variety of tools (e.g., *use a graphic organizer to help them determine the interrelationship between a region’s physical features and tourism or recreation; plot population trends in a specific region and compare them to a graph showing industrial development in the same region; use a decision-making chart to determine the best location for a new hydroelectric dam; use a double bar graph to help them determine the effect of an increase in tourism on waste production in a region*)

Sample question: “How might you use an ideas web to help you determine the effect of the closing of a pulp and paper mill on the people in the community and on the environment?”

B2.5 evaluate evidence and draw conclusions about issues and challenges associated with balancing human needs/wants and activities with environmental stewardship in Canada

Sample questions: “What did you find out about the interrelationship between tourism and the environment on Vancouver Island? What would you recommend with regard to the development of the tourism industry in this area?” “What is your position on the issue of urban sprawl in the Greater Toronto Area? What do you think should be done to address this challenge?” “Do you think the environmental damage that resulted from building this dam was justified by the benefits that the dam brings? Why or why not?”

B2.6 communicate the results of their inquiries using appropriate vocabulary (e.g., *mountains, foothills, prairies, tundra, wetlands, forestry, mining, agriculture, fish farming, tourism, commerce, hydro-electricity, wind farms*) and formats (e.g., *a poster explaining the chosen location for a hydro-electric project; a cooperatively produced big book of photos from a field study or from the Internet about how companies are responding to their role as environmental stewards; a brochure outlining the steps an industry is taking to help protect the local area; a song, rap, or poem from the perspective of an animal that is losing its habitat because of a new housing development*)

B3. Understanding Context: Regions in Canada

FOCUS ON: *Significance; Patterns and Trends*

By the end of Grade 4, students will:

B3.1 identify various physical regions in Canada (e.g., landform, vegetation, and climatic regions), and describe their location and some of the major ways in which they are distinct from and similar to each other (e.g., the location of the Western Cordillera and the Appalachian regions and the characteristics of the mountains in each region; characteristics of boreal forest and tundra regions; similarities and differences between agricultural areas in the Niagara region, the Annapolis Valley, and the western plains; climatic differences between the rainforest of Vancouver Island and arid areas such as the Canadian badlands)

Sample questions: “What are some of the physical regions within Canada’s landform regions?” “What characteristics of boreal forest make it different from mixed-wood forest?” “What are the differences in climate between the east and west coasts of Canada?”

B3.2 identify some of the main human activities, including industrial development and recreational activities, in various physical regions of Canada (e.g., large-scale farming in the plains and lowlands; mining and smelting in the Canadian Shield; cattle ranching in grasslands and plains; development of transportation routes along rivers and in valleys and mountain passes; fisheries in oceans, lakes, and rivers; skiing in mountain regions; boating on waterways; hiking on forest or coastal trails)

B3.3 describe the four main economic sectors (i.e., the primary sector is resource based, the secondary sector is based on manufacturing and processing, the tertiary sector is service based, the quaternary sector is information based), and identify some industries that are commonly associated with each sector (e.g., primary: logging, fishing, mining; secondary: pulp and paper, car manufacturing; tertiary: banks, stores, transportation; quaternary: education, research and development)

Sample questions: “What is similar about all primary industries?” “Why is banking considered to be part of the tertiary sector?”

B3.4 identify various types of political regions in Canada (e.g., provinces, territories, municipalities, First Nations bands and reserves), and describe some of their basic similarities and differences (e.g., the powers of a province versus those of a territory)

Sample question: “What are the differences between a province and a territory? In what ways are they similar?” “In what ways are the powers and responsibilities of a municipality similar to or different from those of a First Nation band or Métis council?”

B3.5 identify Canada’s provinces and territories and their capital cities, and describe them with reference to their location and some of the peoples who live in them (e.g., New Brunswick, which is in Atlantic Canada, is the only bilingual province and has a large Acadian population; Toronto, which is the capital of Ontario, has a large immigrant population, which includes people from China, South Asia, Europe, and Latin America as well as Aboriginal Canadians; the majority of people in Nunavut, in Arctic Canada, are Inuit)

Sample questions: “Which is Canada’s most populous province? What are some of the largest groups living in that province?” “Which capital cities are ports? What does this tell you about the importance of water transportation to Canada?”

B3.6 describe significant opportunities and challenges related to quality of life in some of Canada’s political regions (e.g., job opportunities in Alberta’s booming resource sector; loss of jobs in the fishing industry in Newfoundland and Labrador; pollution generated in the Alberta oil sands; challenges related to employment and housing on First Nations reserves; urban sprawl in the Greater Toronto Area)

Sample questions: “How has the development of the oil sands contributed to the Alberta economy? What are some environmental challenges related to its development?”

B3.7 demonstrate an understanding of cardinal and intermediate directions (i.e., NW, SW, NE, and SE), and use these directions as well as number and letter grids to locate selected political and physical regions of Canada on a variety of print and digital/interactive maps

Sample questions: “What is the purpose of the numbers and letters following place names in the index or gazetteer of an atlas?” “What direction would you be going if you were travelling from Ottawa to Toronto? From Regina to Edmonton?”