

## Inquiring Minds: Global Issues & Governance Grade 6 Overview - Curriculum Congruency

Big Ideas	Topics
Economic self-interest can be a significant cause of conflict among peoples and governments.	People and Places; Let's End Poverty; Going Global; Pathways to Peace
Complex global problems require international cooperation to make difficult choices for the future.	Let's End Poverty; Going Global; On the Move; Pathways to Peace
Systems of government vary in their respect for human rights and freedoms.	People and Places; Let's End Poverty; Pathways to Peace
Media sources can both positively and negatively affect our understanding of important events & issues.	Media, You, and the World

### Curricular Competencies

Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions	<p>Students will have opportunities to develop and practise using each of these competencies in every topic. See congruency chart for each topic for specific information.</p>
Develop a plan of action to address a selected problem or issue	
Construct arguments defending the significance of individuals/groups, places, events, or developments (significance)	
Ask questions, corroborate inferences, and draw conclusions about the content and origins of a variety of sources, including mass media (evidence)	
Sequence objects, images, or events, and recognize the positive and negative aspects of continuities and change in the past and present (continuity & change)	
Differentiate between short- & long-term causes, and intended and unintended consequences, of events, decisions, or development (cause & consequence)	
Take stakeholders' perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations (perspective)	
Make ethical judgements about events, decisions, or actions that consider the conditions of a particular time and place, and assess appropriate ways to respond (ethical judgement)	

Content	Topics
The urbanization and migration of people	People and Places; Let's End Poverty; Going Global; On the Move
Global poverty and inequality issues, including class structure and gender	People and Places; Let's End Poverty; On the Move; Pathways to Peace
Roles of individuals, governmental organizations, and NGOs, including groups representing indigenous peoples	People and Places; Let's End Poverty; Going Global; On the Move; Pathways to Peace
Different systems of government	People and Places; Going Global
Economic policies and resource management, including effects on indigenous peoples	Let's End Poverty; Going Global; On the Move
Globalization and economic interdependence	Going Global
International cooperation and responses to global issues	Let's End Poverty; Going Global; On the Move
Regional and international conflict	People and Places; Going Global; On the Move; Pathways to Peace
Media technologies and coverage of current events	Media, You, and the World

<b>Core Competencies: Communication; Thinking; Personal &amp; Social</b>	
Communication, Creative Thinking, Critical Thinking, Positive Personal & Cultural Identity, Personal Awareness and Responsibility, Social Responsibility	Students will have opportunities to develop and practise using these competencies throughout. See teaching notes for examples of these competencies

**Inquiring Minds: Global Issues and Governance**  
**People and Places: What is the role of place and governance in shaping identity?**

<b>Legend</b>			
<b>Big Ideas</b>	<b>Curricular Competencies</b>	<b>Content</b>	<b>Core Competencies</b>

Big Ideas	Student Resource	Eguide Teaching Notes	Website
Economic self-interest can be a significant cause of conflict among peoples and governments.	X	X	X
Complex global problems require international cooperation to make difficult choices for the future.			
Systems of government vary in their respect for human rights and freedoms.	X (main coverage)	X (main coverage)	X (main coverage)
Media sources can both positively and negatively affect our understanding of important events and issues.			

Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
<b>Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions</b>			<b>Inquire:</b> Comparing the Government of Canada and the Kingdom of Saudi Arabia; How Do the Canadian and American Systems of Government Compare?; How Has Your Community Changed Over Time? Why Does Canada Protect the Right to Vote?
<i>Key Skills</i>			
With teacher and peer support, select a relevant problem or issue for inquiry.	Your Choice! Your Voice! pages 3 and 35; Textbox, pages 13, 16, 25; Check Your Learning, question 3; Reflect On Your Learning, page 34	Investigate: What Is Governance? [pages 4–7], page 14; How Do Systems of Governance Vary? [pages 8–9], page 18; What Does Governance Look Like in Canada?[pages 10–11], page 19; How Does Climate Shape Identity? [page 24], page 35; The Importance of Water [page 25], page 35 First Peoples Governance in Canada [pages 12–13], page 21; Government Structure in Canada [page 14], page 23; Government Structure in Canada [page 14], page 24; Examine: What Helps Form Your Identity? [page 19], page 30; Language, Identity, and Worldview [page 20], page 31; Investigate: How Does Where We Live Shape Our Identity? [page 21], page 34	<b>Engage:</b> What Does Democracy Mean to You? How do we define democracy? Our Electoral System: How does an electoral system Work? How Do Elections Work in Canada? The Right to Vote. Exploring the Charter of Rights and Freedoms: Are human rights and freedoms essential for democracy?

Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
Use comparing, classifying, inferring, imagining, verifying, identifying relationships, and summarizing to clarify and define a problem or issue.	Textbox, pages 9, 13, 16, 23; Check Your Learning, Question 1; Check Your Learning, question 2; Reflect On Your Learning, page 34	First Peoples Governance in Canada [pages 12-13], page 21; Language, Identity, and Worldview [page 20], page 31; Government Structure in Canada [page 14], page 23; How Does Canada Compare? [page 15], page 24	<b>Engage:</b> What Does Democracy Mean to You? How do we define democracy? Our Electoral System: How does an electoral system Work? How Do Elections Work in Canada? The Right to Vote. Exploring the Charter of Rights and Freedoms: Are human rights and freedoms essential for democracy? <b>Inquire:</b> Comparing the Government of Canada and the Kingdom of Saudi Arabia; How Do the Canadian and American Systems of Government Compare?; How Has Your Community Changed Over Time? Why Does Canada Protect the Right to Vote?
Locate and map continents, oceans, and seas using simple grids, scales, and legends.		Governing the Oceans [pages 32–33], pages 42-43; Caption [page 33], page 68	<b>Research:</b> Sense of Place; Boundaries and Borders: Maps of Canada; Canada's Provinces and Territories. <b>Engage:</b> Make a Map! Explore borders and boundaries by making maps.
Compare how graphs, tables, aerial photos, and maps represent information.		Question Box [page 17], page 57	<b>Go Deeper:</b> Documents: Residential Schools Map. <b>Research:</b> Sense of Place; Boundaries and Borders: Maps of Canada; Canada's Provinces and Territories. <b>Engage:</b> Make a Map! Explore borders and boundaries by making maps.
Represent the same information in two or more graphic forms (e.g., graphs, tables, thematic maps).		Question Box [page 17], page 57	<b>Research:</b> Sense of Place; Boundaries and Borders: Maps of Canada; Canada's Provinces and Territories. <b>Engage:</b> Make a Map! Explore borders and boundaries by making maps.
Prepare a bibliography, using a consistent style to cite books, magazines, interviews, web sites, and other sources used.			
Select ways to clarify a specific problem or issue (e.g., discussion, debate, research).	Reflect On Your Learning, page 34	Language, Identity, and Worldview [page 20], page 31	
Identify opportunities for civic participation at the school, community, provincial, national, and global levels.	Check Your Learning, page 18; Reflect, page 27, question 2; Your Choice! Your Voice! page 35		
<b>Develop a plan of action to address a selected problem or issue</b>			
Collect and organize information to support a course of action.		Reflect on Your Learning [page 34], pages 6-7	
Individually, or in groups, implement a plan of action to address a problem or issue (e.g., fundraising campaign, clothing or food drive, letter writing to a politician, editorial in the school or community newspaper, petition).	Reflect, page 27, question 2	Viewpoints on ... The Site C Dam [pages 26–27], page 36; Government Structure in Canada [page 14], page 23	

Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
<b>Ask questions, corroborate inferences, and draw conclusions about the content and origins of a variety of sources, including mass media (evidence)</b>	Language, Identity, and Worldview (table and caption), page 20; Thinking Like An...Historian: How Do Places Change? How Do They Stay the Same? pages 22, 23	Question Box (bottom) [page 23], page 61	<b>Inquire:</b> How Has Your Community Changed Over Time?; How Do the Canadian and American Systems of Government Compare?; Why Does Canada Protect the Right to Vote?
<i>Sample activities</i>			
Compare a range of points of view on a problem or issue.	Viewpoints On...The Site C Dam, pages 26, 27	Viewpoints On...The Site C Dam [pages 26, 27], page 36	<b>Inquire:</b> Why Does Canada Protect the Right to Vote?
Compare and contrast media coverage of a controversial issue (e.g. climate change, resource management)			
With peer and teacher support, determine criteria for evaluating information sources for credibility and reliability (e.g. context, authentic voice, source, objectivity, evidence, and authorship)			
Apply criteria to evaluate selected sources for credibility and reliability.			
Distinguish between primary sources and secondary sources			
<b>Differentiate between short- and long-term causes, and intended and unintended consequences, of events, decisions, and developments (cause and consequence)</b>	Viewpoints On...The Site C Dam, pages 26, 27	Governing the Oceans [pages 32–33], page 42	
<i>Sample activities</i>			
Explain the historical basis of selected contemporary issues	How Do Boundaries Create Challenges? Pages 30-33		<b>Inquire:</b> Why Does Canada Protect the Right to Vote?
Give examples of how your actions may have consequences for others locally or globally (e.g. effect of consumer choices).			
Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
<b>Take stakeholders' perspectives on issues, developments, and events by making inferences about their beliefs, values, and motivations (perspective)</b>		Viewpoints on ... The Site C Dam [pages 26–27], page 36	
<i>Sample activities</i>			
Compare and assess two or more perspectives on a local or global problem or issue.	The Site C Dam, page 26		
Consider reasons for differing perspectives (e.g. personal experiences, beliefs, and values.)			<b>Inquire:</b> Comparing the Government of Canada and the Kingdom of Saudi Arabia; How Do the Canadian and American Systems of Government Compare?; Why Does Canada Protect the Right to Vote?
<i>Key questions</i>			
How can the exercise of power and authority affect an individual's rights?	Viewpoints On...The Site C Dam, pages 26, 27	Governing the Oceans [pages 32–33], page 42	<b>Inquire:</b> Why Does Canada Protect the Right to Vote?

Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
Should individuals be willing to give up some personal freedoms for the sake of collective well-being?	Viewpoints On...The Site C Dam, pages 26, 27		
<b>Make ethical judgements about events, decisions, and actions that consider the conditions of a particular time and place, and assess appropriate ways to respond (ethical judgment)</b>		Thinking Deeper: Why Can't They Vote? [pages 16-18], page 25	<b>Inquire:</b> Why Does Canada Protect the Right to Vote?
<i>Key questions</i>			
What are the rights and responsibilities of a global citizen?	Think Deeper: Why Can't They Vote? pages 16-17; Reflect On Your Learning, page 34	Thinking Deeper: Why Can't They Vote? [pages 16-18], page 25	<b>Research:</b> Voting Age. <b>Inquire:</b> Why Does Canada Protect the Right to Vote?

Content	Student Resource	Eguide Teaching Notes	Website
<b>The Urbanization and Migration of People</b>			
<i>Key questions</i>			
Why do the majority of people in the world now live in urban centres?		Investigate: How Does Where We Live Shape Our Identity? [page 21], page 34	
What are the advantages and disadvantages of urbanization?		Investigate: How Does Where We Live Shape Our Identity? [page 21], page 34	
<i>Sample topics</i>			
Land usage	Thinking Like An...Historian: How Do Places Change? How Do They Stay the Same, pages 22 and 23; How Do Plants and Animals Affect the Way We Live? Pages 28 and 29	Question Box (bottom) [page 23], page 61	Go Deeper: How Does Where We Live Shape Our Identity: Video; Websites; Documents
Access to water	The Importance of Water, page 25; Viewpoints on...The Site C Dam, pages 26 and 27	Question Box (bottom) [page 23], page 61; Question Box [page 32], page 68	<b>Go Deeper:</b> How Does Where We Live Shape Our Identity: Video; Websites; Documents
Pollution and waste management		Question Box [page 25], page 62	
Population density		Make Connections [page 29], pages 40 and 65	
Transit and transportation		ADST Activity, page 41; Caption [page 24], page 62; Caption (middle left) [page 25], page 63	
Content	Student Resource	Eguide Teaching Notes	Website
<b>Global poverty and inequality issues, including class structure &amp; gender</b>			
<i>Key questions</i>			
How does discrimination and prejudice in modern Canadian society compare with that during other periods in Canada's past or in other societies (systemic discrimination, overt racism)?			<b>Inquire:</b> Why Does Canada Protect the Right to Vote?



Content	Student Resource	Eguide Teaching Notes	Website
<i>Sample topics</i>			
Treatment of minority populations in Canada and in other cultures and societies you have studied (e.g., segregation, assimilation, integration, and pluralism; multiculturalism policies; settlement patterns; residential schools, South African Apartheid, the Holocaust, internment of Japanese-Canadians, Head Tax on Chinese immigrants; caste and class systems)	Topic Opener, pages 2 and 3	People and Places Topic Opener [pages 2–3], page 10; Caption [page 11], page 54; Language, Identity, and Worldview [page 20], pages 31-32; Captions [pages 2–3], pages 49-50	<b>Go Deeper:</b> What Helps Form Your Identity?: Video, Websites, Documents. <b>Research:</b> Residential Schools; Truth and Reconciliation Commission; The Indian Act. <b>Inquire:</b> Why Does Canada Protect the Right to Vote?
Caste system			
Unequal distribution of wealth			
Corruption			
Lack of judicial process			
Infant mortality			
Women's rights			
Social justice	Topic Opener, pages 2 and 3; Language, Identity, and Worldview, page 20		
Treatment of indigenous people	Topic Opener, pages 2 and 3; Language, Identity and Worldview, page 20; Viewpoints On... The Site C Dam, pages 26 and 27	Language, Identity, and Worldview [page 20], pages 31-32	<b>Research:</b> Residential Schools; Truth and Reconciliation Commission; The Indian Act
Content	Student Resource	Eguide Teaching Notes	Website
<b>Roles of individuals, governmental organizations, &amp; NGOs, including groups representing Indigenous Peoples</b>			
<i>Sample topics</i>			
United Nations	The United Nations Principles of Good Governance, page 7	Make Connections [page 18], page 29; Captions [pages 2–3], page 49; Question Box (bottom) [page 7], page 52; Captions [page 10], page 53; Check Your Learning [page 18], pages 58-59	
International Criminal Court			
World Trade Organization			
International aid			
Activists			
Lobby groups			
International aid groups (e.g., Médecins sans Frontières) [Doctors without Borders]			
Private foundations (Bill & Melinda Gates Foundation)			

Content	Student Resource	Eguide Teaching Notes	Website
<b>Different systems of government (Main Content of Topic)</b>			
<i>Sample activity</i>			
Compare characteristics of the federal government in Canada with those of one or more other countries, including: roles and responsibilities of members of government (e.g. prime minister, president, governor, MP, senator); components of government (House of Commons, House of Lords, senate, province, state, prefecture, canton); government decision-making structures and forms of rule (e.g. monarchy, republic, dictatorship, parliamentary democracy); electoral processes (e.g. political parties, voting, representation)	How Does Canada Compare? Page 15	How Does Canada Compare? [page 15], page 24	<b>Inquire:</b> Comparing the Government of Canada and the Kingdom of Saudi Arabia; How Do the Canadian and American Systems of Government Compare?
<i>Key questions</i>			
Who benefits from different forms of government and decision making?	Investigate: What is Governance, pages 4-18	How Do Systems of Governance Vary? [pages 8–9], page 18; Question Box (bottom) [page 13], pages 55-56	<b>Go Deeper:</b> What Is Governance?: Video, Websites, Documents. <b>Research:</b> Governance and self-governance; elections; oligarchy; monarchy; democracy; dictatorship; consensus; representative government. <b>Inquire:</b> Comparing the Government of Canada and the Kingdom of Saudi Arabia; How Do the Canadian and American Systems of Government Compare?
How would decisions be different under a different form of government?	How Do Systems of Governance Vary? pages 8-9	How Do Systems of Governance Vary? [pages 8–9], page 18; Question Box (bottom) [page 13], pages 55-56	<b>Go Deeper:</b> What Is Governance?: Video, Websites, Documents. <b>Research:</b> Governance and self-governance; elections; oligarchy; monarchy; democracy; dictatorship; consensus; representative government. <b>Inquire:</b> Comparing the Government of Canada and the Kingdom of Saudi Arabia; How Do the Canadian and American Systems of Government Compare?



Content	Student Resource	Eguide Teaching Notes	Website
<b>Different systems of government (Main Content of Topic)</b>			
<i>Sample topic</i>			
Indigenous governance	First Nations Principles of Good Governance, pages 6; First Peoples Governance in Canada, pages 12-13	First Peoples Governance in Canada [pages 12–13], page 21	<b>Go Deeper:</b> What is Governance?: Video, Websites, Documents. <b>Research:</b> Governance and self-governance; Residential schools; Truth and Reconciliation Commission; consensus; Indian Act
<b>Economic policies &amp; resource management, including effects on Indigenous Peoples</b>			
<i>Key questions</i>			
How should decisions about economic policy and resource management be made?	The Importance of Water, pages 25; The Site C Dam, pages 26 and 27		<b>Research:</b> Aboriginal Worldviews
How should societies balance economic development with the protection of the environment?	The Site C Dam, pages 26, 27	Captions [page 7], page 52	
<i>Sample topics</i>			
Deforestation	The Site C Dam, pages 26, 27	Question Box (top) [page 29], page 64	
Mining		Question Box (top) [page 29], page 64	
Oil and gas			
Fisheries			
Infrastructure development	The Site C Dam, pages 26, 27		
Relocation of communities			
<b>Globalization &amp; economic interdependence</b>			
<i>Sample topics</i>			
Trade		Question Box (top) [page 7], page 52	
Imports and exports			
G20 (Group of Twenty)			
European Union		Question Box (top) [page 7], page 52	
North American Free Trade Agreement (NAFTA)		Question Box (top) [page 7], page 52	
Currency			
Tariffs and taxation			
Trade imbalances		Make Connections [page 33], page 44	
<b>International cooperation &amp; responses to global issues</b>			
<i>Sample topics</i>			
Environmental issues		Your Choice! Your Voice! [page 35], page 46	<b>Go Deeper:</b> How Do Boundaries Create Challenges?: Documents: Canada's Arctic Policy
Human trafficking			
Child labour			
Epidemic/pandemic response			
Fisheries management			
Resource use and misuse		Investigate: What Is Governance? [pages 4–7], page 14	
Drug trafficking			
Food distribution and famine			

Content	Student Resource	Eguide Teaching Notes	Website
<b>Regional &amp; international conflict</b>			
<i>Sample topics</i>			
War			
Genocide			
Child soldiers			
Boundary disputes	Investigate: How Do Boundaries Create Challenges, pages 30-33	Question Box [page 32], page 68	<b>Go Deeper:</b> How Do Boundaries Create Challenges?: Video, Websites, Documents
Religious and ethnic violence			
Terrorism			
<b>Media technologies &amp; coverage of current events</b>			
<i>Key questions</i>			
How does the media influence public perception of major events?		Teaching Consideration, page 26	
Are some media sources more trustworthy than others? Explain your answer.			
<i>Sample topics</i>			
Ownership of media			
Propaganda			
Editorial bias			
Sensationalism			
Freedom of the press			
Social media uses and abuses			

Core Competencies	Student Resource	Eguide Teaching Notes	Website
Communication, Creative Thinking, Critical Thinking, Positive Personal & Cultural Identity, Personal Awareness and Responsibility, Social Responsibility	Students will have opportunities to develop and practise using these competencies throughout. See teaching notes for examples of these competencies.		

**Inquiring Minds: Global Issues and Governance**  
**Media, You, and the World: Why should we be media smart?**

<b>Legend</b>			
<b>Big Ideas</b>	<b>Curricular Competencies</b>	<b>Content</b>	<b>Core Competencies</b>

Big Ideas	Student Resource	Eguide Teaching Notes	Website
Economic self-interest can be a significant cause of conflict among peoples and governments.			
Complex global problems require international cooperation to make difficult choices for the future.			
Systems of government vary in their respect for human rights and freedoms.			
Media sources can both positively and negatively affect our understanding of important events and issues.	<b>X (main coverage)</b>	<b>X (main coverage)</b>	<b>X (main coverage)</b>

Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
<b>Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions</b>			<b>Inquire:</b> First Nations Role Models; How Can Social Media Bring About Social Change?; How Can we Tell the Difference Between a Fact and an Opinion?; How Do We Know What Is True?; How Can A Critical Eye Help Us Understand What We Read?
<i>Key Skills</i>			
With teacher and peer support, select a relevant problem or issue for inquiry.	Your Choice! Your Voice! pages 37 and 63; Textbox, pages 41, 44, 46, 50, 53	Investigate: How Do the Media Influence Us? [page 38], page 12; Reporting on Crises [page 40], page 15; Dealing with Stereotypes [pages 41–43], page 16; The Deconstruction Zone [pages 44–45], page 20; News Stories That Inspired Action [page 53], page 25; The Editorial Cartoon [page 60], page 28	<b>Inquire:</b> First Nations Role Models; How Can Social Media Bring About Social Change?
Use comparing, classifying, inferring, imagining, verifying, identifying relationships, and summarizing to clarify and define a problem or issue.	Textbox, pages 39, 40, 43, 54; Your Choice! Your Voice! pages 63	Caption [page 61], page 46; Examine, page 34; The Editorial Cartoon [page 60], page 28	<b>Inquire:</b> First Nations Role Models; How Can Social Media Bring About Social Change?; How Can we Tell the Difference Between a Fact and an Opinion?; How Do We Know What Is True?
Locate and map continents, oceans, and seas using simple grids, scales, and legends			
Compare how graphs, tables, aerial photos, and maps represent information		Social Media and Social Change [pages 49-50], page 23; ADST Activity, page 24; Media, You, And the World: Topic Opener [pages 36–37], page 10	
Represent the same information in two or more graphic forms (e.g., graphs, tables, thematic maps)		Social Media and Social Change [pages 49-50], page 23 ADST Activity, page 24	

Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
Prepare a bibliography, using a consistent style to cite books, magazines, interviews, web sites, and other sources used	Reflect, page 57		
Select ways to clarify a specific problem or issue (e.g., discussion, debate, research)		Ethical Judgment and the News [page 59], page 28; On the Job: News Reporting [page 58], page 28; Investigate: How Do the Media Influence Us? [page 38], pages 12-13; Thinking Like an ... Historian [page 39], page 15, Dealing with Stereotypes [pages 41–43], page 16-20	
Identify opportunities for civic participation at the school, community, provincial, national, and global levels		News Stories That Inspired Action [page 53], page 25; Question Box (top) [page 48], page 43; Check Your Learning [page 53], page 44	<b>Inquire:</b> How Can Social Media Bring About Social Change?
<b>Develop a plan of action to address a selected problem or issue</b>			
Collect & organize information to support a plan of action.		Investigate: How Do the Media Influence Us? [page 38], page 12	<b>Inquire:</b> How Can Social Media Bring About Social Change?
Individually or in groups, implement a plan of action to address a problem or issue (e.g., fundraising campaign, clothing or food drive, letter writing to a politician, editorial in the school or community newspaper, petition).	Check Your Learning, questions 2 and 3		
Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
<b>Ask questions, corroborate inferences, and draw conclusions about the content and origins of a variety of sources, including mass media (evidence)</b>	Thinking Like An...Historian, page 39; Analyzing News Reports, page 47; Viewpoints on...Who Says So? page 57; Your Choice! Your Voice! page 63	The Nature of News Media [page 48], page 22; On the Job: News Reporting [page 58], page 28;	
<i>Sample Activities</i>			
Compare a range of points of view on a problem or issue.	Viewpoints on...Who Says So? Page 57		
Compare and contrast media coverage of a controversial issue (e.g. climate change, resource management).	Media and perspective, page 39; Your Choice! Your Voice!, page 31	Your Choice! Your Voice! [page 63], page 31	<b>Inquire:</b> How Can Social Media Bring About Social Change?
With peer and teacher support, determine criteria for evaluating information sources for credibility and reliability (e.g. context, authentic voice, source, objectivity, evidence, and authorship).	How Do the Media Shape Our Reality? page 38; The Deconstruction Zone, page 44; Analyzing News Reports, page 47; Reflect on Your Learning, page 62; Your Choice! Your Voice! page 63	Examine: How the Media Help Us to Explore Perspectives [page 54], page 26	
Apply criteria to evaluate selected sources for credibility and reliability.	The Deconstruction Zone, page 44; Analyzing News Reports, page 47; Your Choice! Your Voice! page 63	Examine: How the Media Help Us to Explore Perspectives [page 54], page 26	
Distinguish between primary sources and secondary sources.			
<b>Differentiate between short- and long-term causes, and intended and unintended consequences, of events, decisions, and developments (cause and consequence)</b>	Viewpoints on...Who Says So? Page 57	Social Media and Social Change [pages 49–50], page 23	

Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
<i>Sample Activities</i>			
Explain the historical basis of selected contemporary issues.			
Give examples of how your actions may have consequences for others locally or globally (e.g. effect of consumer choices).			
Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
<b>Take stakeholders' perspectives on issues, developments, and events by making inferences about their beliefs, values, and motivations (perspective).</b>	Media and Perspectives, page 39; Examine: How the Media Help Us to Explore Perspectives, page 54; How Can Good Questions Help Us Explore Perspectives? 55; Viewpoints on...Who Says So? page 57; Reflect on Your Learning, page 62; Your Choice! Your Voice! page 63	Examine: How the Media Help Us to Explore Perspectives [page 54], page 26	<b>Go Deeper:</b> How Do the Media Influence Us? How Do the Media Shape Our View of the World? How the Media Help Us Explore Perspectives: Video; Websites; Documents
<i>Sample Activities</i>			
Compare and assess two or more perspectives on a local or global problem or issue.	Try Looking at It This Way, pages 51-52		
Consider reasons for differing perspectives (e.g. personal experiences, beliefs, and values.)	Media and Perspective, page 39; How the Media Help Us to Explore Perspectives, page 54		
<i>Key questions</i>			
How can the exercise of power and authority affect an individual's rights?			
Should individuals be willing to give up some personal freedoms for the sake of collective well-being?			
<b>Make ethical judgments about events, decisions, and actions that consider the conditions of a particular time and place, and assess appropriate ways to respond (ethical judgment)</b>	Ethical Judgements and the News, page 59; Reflect on Your Learning, page 62	Ethical Judgements and the News [page 59], page 28; Reflect on Your Learning [page 62], page 6	<b>Go Deeper:</b> Ethical Judgements and the News: Video, Websites, Documents.
<i>Key questions</i>			
What are the rights and responsibilities of a global citizen?		Thinking Like a ... Social Scientist, page 7; Dealing with Stereotypes [pages 41–43], page 16	

Content	Student Resource	Eguide Teaching Notes	Website
<b>The urbanization &amp; migration of people</b>			
<i>Key questions</i>			
Why do the majority of people in the world now live in urban centres?			
What are the advantages and disadvantages of urbanization?			
<i>Sample topics</i>			
Land usage			
Access to water		How Can Good Questions Help Us Explore Perspectives? [page 55], page 27; Question Box (bottom) [page 55], page 45	
Pollution and waste management		How Can Good Questions Help Us Explore Perspectives? [page 55], page 27; Question Box (bottom) [page 55], page 45	
Population density			
Transit and transportation			
Content	Student Resource	Eguide Teaching Notes	Website
<b>Global poverty &amp; inequality issues, including class structure &amp; gender</b>			
<i>Key questions</i>			
How does discrimination and prejudice in modern Canadian society compare with that during other periods in Canada's past or in other societies (systemic discrimination, overt racism)?		Dealing with Stereotypes [pages 41–43], page 18; Question Box (top) [page 42], page 38	<b>Inquire:</b> First Nations Role Models
<i>Sample topics</i>			
Treatment of minority populations in Canada and in other cultures and societies you have studied (e.g., segregation, assimilation, integration, and pluralism; multiculturalism policies; settlement patterns; residential schools, South African Apartheid, the Holocaust, internment of Japanese-Canadians, Head Tax on Chinese immigrants; caste and class systems)		Thinking Like an ... Historian [page 39], page 15	
Caste system			
Unequal distribution of wealth			
Corruption			
Lack of judicial process			
Infant mortality			
Women's rights			<b>Go Deeper:</b> Ethical Judgements and the News: Documents: Reporting By and For women
Social justice			<b>Inquire:</b> How Does Social Media Bring About Social Change?
Treatment of indigenous people	Dealing with Stereotypes, pages 41-43	Question Box (top) [page 42], page 38; Question Box (bottom) [page 42], page 39; Question Box (first) [page 43], page 40	<b>Go Deeper:</b> How Do the Media Influence Us?: Video, Websites; How Do the Media Shape Our View of the World?: Video. <b>Inquire:</b> First Nations Role Models



Content	Student Resource	Eguide Teaching Notes	Website
<b>Roles of individuals, governmental organizations, &amp; NGOs, including groups representing Indigenous Peoples</b>			
<i>Sample topics</i>			
United Nations			
International Criminal Court			
World Trade Organization			
International aid			
Activists		How Can Good Questions Help Us Explore Perspectives? [page 55], page 27; Question Box (bottom) [page 55], page 46	<b>Inquire:</b> How Does Social Media Bring About Social Change?
Lobby groups			
International aid groups (e.g., Médecins sans Frontières) [Doctors without Borders]			
Private foundations (Bill & Melinda Gates Foundation)			
<b>Different systems of government</b>			
<i>Sample activity</i>			
Compare characteristics of the federal government in Canada with those of one or more other countries, including: roles and responsibilities of members of government (e.g. prime minister, president, governor, MP, senator); components of government (House of Commons, House of Lords, senate, province, state, prefecture, canton); government decision-making structures and forms of rule (e.g. monarchy, republic, dictatorship, parliamentary democracy); electoral processes (e.g. political parties, voting, representation)			
<i>Key questions</i>			
Who benefits from different forms of government and decision making?			
How would decisions be different under a different form of government?			
<i>Sample topic</i>			
Indigenous governance			

Content	Student Resource	Eguide Teaching Notes	Website
<b>Economic policies &amp; resource management, including effects on Indigenous Peoples</b>			
<i>Key questions</i>			
How should decisions about economic policy and resource management be made?	Viewpoints On...Who Says So? page 57		
How should societies balance economic development with the protection of the environment?	Viewpoints On...Who Says So? page 57		
<i>Sample topics</i>			
Deforestation			
Mining	Try Looking at it This Way, page 51		
Oil and gas			
Fisheries			
Infrastructure development			
Relocation of communities			
<b>Globalization &amp; economic interdependence</b>			
<i>Sample topics</i>			
Trade			
Imports and exports			
G20 (Group of Twenty)			
European Union		Caption [page 39], page 37	
North American Free Trade Agreement (NAFTA)			
Currency			
Tariffs and taxation			
Trade imbalances			
<b>International cooperation &amp; responses to global issues</b>			
<i>Sample topics</i>			
Environmental issues		Caption [page 41], page 37-38	
Human trafficking			
Child labour			
Epidemic/pandemic response		Thinking Like an ... Historian [page 39], page 15	
Fisheries management			
Resource use and misuse			
Drug trafficking			
Food distribution and famine			

Content	Student Resource	Eguide Teaching Notes	Website
<b>Regional &amp; international conflict</b>			
<i>Sample topics</i>			
War		Caption [page 41], page 37-38; Question Box (third) [page 43], page 41	
Genocide			
Child soldiers			
Boundary disputes			
Religious and ethnic violence			
Terrorism			
Content	Student Resource	Eguide Teaching Notes	Website
<b>Media technologies &amp; coverage of current events (Main Content of Topic)</b>			
<i>Key questions</i>			
How does the media influence public perception of major events?	Topic Opener, pages 36 and 37; Investigate: How Do the Media Influence Us? pages 38-45; Investigate: How Do the Media Shape Our View of the World? pages 46-61	How Can Good Questions Help Us Explore Perspectives? [page 55], page 27; Caption (top) [page 49], page 43	<b>Go Deeper:</b> How Do the Media Influence Us? How Do the Media Shape Our View of the World? How the Media Help Us Explore Perspectives: Video; Websites; Documents. <b>Research:</b> Social media; social media movements; Persuasion strategies. <b>Inquire:</b> How Can Social Media Bring About Social Change?; How Do We Know What Is True?; How Can A Critical Eye Help Us Understand What We Read?
Are some media sources more trustworthy than others? Explain your answer.	Social Media and Social Change, page 49	Investigate: How Do the Media Influence Us? [page 38], page 12; Media and Perspective [page 39], page 14; Caption (bottom) [page 38], page 36; Caption [page 47], page 43	<b>Research:</b> Media Bias; Social media; Social media movements; Bias by omission. <b>Inquire:</b> How Can Social Media Bring About Social Change?; How Can We Tell the Difference Between a Fact and an Opinion?; How Do We Know What Is True?; How Can A Critical Eye Help Us Understand What We Read?
<i>Sample topics</i>			
Ownership of media	Investigate: How Do the Media Influence Us, page 38; Media and Perspectives, page 39; The Nature of News Media, page 48	Question Box [page 38], page 36	<b>Research:</b> News media
Propaganda			<b>Inquire:</b> How Do We Know What Is True?
Editorial bias	Media and Perspective, page 39; Reporting on Crises, page 40; Dealing with Stereotypes, pages 41-43; Public Perception of Major Events, page 46; Analyzing News Reports, page 47; The Nature of News Media, page 48; Examine: Ethical Judgements and the News, page 59; The Editorial Cartoon, page 60	Media and Perspective [page 39], page 14; Check Your Learning [page 45], page 21; Question Box [page 47], page 42	<b>Go Deeper:</b> How Do the Media Influence Us? How Do the Media Shape Our View of the World? Ethical Judgements and the News: Video; Websites; Documents. <b>Research:</b> Media perspective; Media bias; Stereotypes; Persuasion strategies; Purpose and message; Fact and opinion; Bias by omission; Editorial cartoon. <b>Inquire:</b> How Do We Know What Is True?; How Can A Critical Eye Help Us Understand What We Read?

Content	Student Resource	Eguide Teaching Notes	Website
Sensationalism	Try Looking at It This Way, page 51-52	Question Box [page 40], page 37; Caption (top) [page 49], page 43	<b>Inquire:</b> How Do We Know What Is True?
Freedom of the press	Online Media Opens Doors for Opinions, page 61	Online Media Opens Doors for Opinions [page 61], page 30; Caption [page 61], page 46	<b>Go Deeper:</b> Ethical judgements and the News: Documents. <b>Research:</b> Social media; Social media movements
Social media uses and abuses	Reporting on Crises, pages 40; Social Media and Social Change, pages 49-50	Social Media and Social Change [pages 49–50], page 23	<b>Engage:</b> Is social media changing your brain? <b>Inquire:</b> How Can Social Media Bring About Social Change?; How Do We Know What Is True?

Core Competencies	Student Resource	Eguide Teaching Notes	Website
Communication, Creative Thinking, Critical Thinking, Positive Personal & Cultural Identity, Personal Awareness and Responsibility, Social Responsibility	Students will have opportunities to develop and practise using these competencies throughout. See teaching notes for examples of these competencies		

**Inquiring Minds: Global Issues and Governance**  
**Let's End Poverty: How can we work together to achieve a more equal world for everyone?**

Legend			
Big Ideas	Curricular Competencies	Content	Core Competencies
Big Ideas	Student Resource	Eguide Teaching Notes	Website
Economic self-interest can be a significant cause of conflict among peoples and governments.	X	X	X
Complex global problems require international cooperation to make difficult choices for the future.	X (main coverage)	X (main coverage)	X (main coverage)
Systems of government vary in their respect for human rights and freedoms.	X	X	X
Media sources can both positively and negatively affect our understanding of important events and issues.			

Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
<b>Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions</b>			<b>Inquire:</b> Explore the Causes and Consequences of a Current Issue; What Can We Do to Help Narrow the Poverty Gap?; What Does Child Poverty Look Like in British Columbia?; Where Are Your Clothes Made?; Why Is Poverty Difficult to Measure?; What Grade Would You Give the World on Ending Child Poverty?
<i>Key Skills</i>			
With teacher and peer support, select a relevant problem or issue for inquiry.	Textbox, pages 66, 70, 73, 84; Check Your Learning, page 73; Reflect On Your Learning, page 90	Investigate: How We Look at Poverty [pages 66–67], page 11; Ending Global Poverty [page 89], page 33; Examine Cause and Consequence, page 36; How Can We Measure Poverty? [pages 72–73], page 16; Thinking Deeper: Where Do Your Clothes Come From? [pages 70–71], pages 14-15	<b>Inquire:</b> What Can We Do to Help Narrow the Poverty Gap?; What grade Would You Give the World on Ending Child Poverty?
Use comparing, classifying, inferring, imagining, verifying, identifying relationships, and summarizing to clarify and define a problem or issue.	How Can We Measure Poverty? pages 72 and 73; Reflect on Your Learning, page 90	How Can We Measure Poverty? [pages 72–73], page 16, Why Might Children in Canada Live in Poverty? [pages 80–81], page 26; Caption [page 83], page 43	<b>Research:</b> Poverty Solutions; Engind Child Poverty. <b>Engage:</b> What Is Relative Poverty? <b>Inquire:</b> Explore the Causes and Consequences of a Current Issue; What Can We Do to Help Narrow the Poverty Gap?; What Does Child Poverty Look Like in British Columbia?; Where Are Your Clothes Made?; Why Is Poverty Difficult to Measure?; What Grade Would You Give the World on Ending Child Poverty?
Locate and map continents, oceans, and seas using simple grids, scales, and legends		Thinking Deeper: Where Do Your Clothes Come From? [pages 70–71], page 13; Caption [page 81], page 44	

Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
Compare how graphs, tables, aerial photos, and maps represent information	How Can We Measure Poverty? pages 72 and 73; Check Your Learning, pages 72 and 73, questions 1 and 2; Factors Affecting Poverty, pages 76 and 77	Thinking Deeper: Where Do Your Clothes Come From? [pages 70–71], page 14-15; Check Your Learning [page 73], pages 21	<b>Go Deeper:</b> What Are the Causes and Consequences of Poverty?: Websites: Cost of Living Map; World Economic Forum; World Bank Food. <b>Research:</b> Quality of Life; Poverty Line; Poverty Gap. <b>Engage:</b> Reading a Bar Graph; From the Air: Rich and Poor. <b>Inquire:</b> Where Are Your Clothes Made?
Represent the same information in two or more graphic forms (e.g., graphs, tables, thematic maps)			<b>Inquire:</b> Where Are Your Clothes Made?
Prepare a bibliography, using a consistent style to cite books, magazines, interviews, web sites, and other sources used			<b>Inquire:</b> What Grade Would You Give the World on Ending Child Poverty?
Select ways to clarify a specific problem or issue (e.g., discussion, debate, research)	Reflect on Your Learning, page 90	ADST Activity, page 31	<b>Inquire:</b> Explore the Causes and Consequences of a Current Issue; What Grade Would You Give the World on Ending Child Poverty?
Identify opportunities for civic participation at the school, community, provincial, national, and global levels	Textbox, page 86; Your Choice! Your Voice! page 91	Question Box, bottom [page 86], page 47	<b>Go Deeper:</b> What Can We Do to End Poverty?: Video; Websites; Documents. <b>Engage:</b> Help Feed the Hungry. <b>Inquire:</b> Explore the Causes and Consequences of a Current Issue
Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
<b>Develop a plan of action to address a selected problem or issue</b>			
Collect and organize information to support a course of action.	Your Choice! Your Voice! pages 65 and 91	Check Your Learning [page 73], page 21; Investigate: What Can We Do to End Poverty? [pages 84–87], page 30; Check Your Learning [page 89], page 33; Your Choice! Your Voice! [page 91], page 35	<b>Inquire:</b> Explore the Causes and Consequences of a Current Issue; What Does Child Poverty Look Like in British Columbia?; What Grade Would You Give the World on Ending Child Poverty?
Individually, or in groups, implement a plan of action to address a problem or issue (e.g., fundraising campaign, clothing or food drive, letter writing to a politician, editorial in the school or community newspaper, petition).	Textbox, page 86; Your Choice! Your Voice! page 91	Question Box, bottom [page 86], page 47	<b>Go Deeper:</b> What Can We Do to End Poverty?: Video; Websites; Documents. <b>Engage:</b> Help Feed the Hungry. <b>Inquire:</b> Explore the Causes and Consequences of a Current Issue; What Does Child Poverty Look Like in British Columbia?
<b>Ask questions, corroborate inferences, and draw conclusions about the content and origins of a variety of sources, including mass media (evidence)</b>	How Can We Measure Poverty? pages 72-73; Factors Affecting Poverty, pages 76-77; Thinking Like A...Sociologist, page 79; Identifying Causes of Poverty, page 82	Thinking Like a ... Sociologist [page 79], page 25	



Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
<i>Sample Activities</i>			
Compare a range of points of view on a problem or issue.	Viewpoints on...Fixing the Poverty Problem, page 78; Perspectives on Poverty, page 83; Reflect on Your Learning, page 90	Viewpoints on...Fixing the Poverty Problem [page 78], page 24	<b>Inquire:</b> Explore the Causes and Consequences of a Current Issue
Compare and contrast media coverage of a controversial issue (e.g. climate change, resource management).			
With peer and teacher support, determine criteria for evaluating information sources for credibility and reliability (e.g. context, authentic voice, source, objectivity, evidence, and authorship).			
Apply criteria to evaluate selected sources for credibility and reliability.			
Distinguish between primary sources and secondary sources.			
Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
<b>Differentiate between short- and long-term causes, and intended and unintended consequences, of events, decisions, and developments (cause and consequence)</b>	Examine: What Are the Causes and Consequences of Poverty? page 74; Identifying Causes of Poverty, page 82; Reflect on Your Learning, page 90	How Does Poverty Affect Quality of Life? [pages 68–69], page 12; Examine: What Are the Causes and Consequences of Poverty? [pages 74–77], pages 22-23; Why Might Children in Canada Live in Poverty? [pages 80–81], page 26; Identifying Causes of Poverty [pages 82–83], page 29; Investigate: What Can We Do to End Poverty? [pages 84–87], page 30; Examine Cause and Consequence, pages 36-37; Question Box [page 74], page 39  Captions [pages 76–77], page 42; In Focus [page 80], page 44; Question Box, bottom [page 81], page 45; Question Box [page 83], page 45	<b>Go Deeper:</b> What Are the Causes and Consequences of Poverty?: Video; Websites. <b>Inquire:</b> Explore the Causes and Consequences of a Current Issue
<i>Sample Activities</i>			
Explain the historical basis of selected contemporary issues.			<b>Inquire:</b> What Grade Would You Give the World on Ending Child Poverty?
Give examples of how your actions may have consequences for others locally or globally (e.g. effect of consumer choices).			
<b>Take stakeholders' perspectives on issues, developments, and events by making inferences about their beliefs, values, and motivations (perspective)</b>	Viewpoints on...Fixing the Poverty Problem, page 78; Perspectives on Poverty, page 83; Reflect on Your Learning, page 90	Question Box [page 83], page 45	

Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
<i>Sample Activities</i>			
Compare and assess two or more perspectives on a local or global problem or issue.			<b>Inquire:</b> Explore the Causes and Consequences of a Current Issue
Consider reasons for differing perspectives (e.g. personal experiences, beliefs, and values.)			
<i>Key questions</i>			
How can the exercise of power and authority affect an individual's rights?			<b>Go Deeper:</b> How We Look at Poverty: Video; Websites. What Are the Causes and Consequences of Poverty?: Video; Websites; Documents.
Should individuals be willing to give up some personal freedoms for the sake of collective well-being?		Make Connections [page 89], page 48	
Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
<b>Make ethical judgements about events, decisions, and actions that consider the conditions of a particular time and place, and assess appropriate ways to respond (ethical judgement)</b>		Teaching Consideration, page 21; How Can Protecting Human Rights Help End Poverty [page 88], page 32	<b>Inquire:</b> What Grade Would You Give the World on Ending Child Poverty?
<i>Key questions</i>			
What are the rights and responsibilities of a global citizen?	How Can Protecting Human Rights Help End Poverty? page 88; Ending Global Poverty, page 89 (Making Connections)	Thinking Deeper: Where Do Your Clothes Come From? [pages 70–71], page 14; Make Connections [page 89], page 48	<b>Go Deeper:</b> What Can We Do to End Poverty?: Video; Websites; Documents. <b>Inquire:</b> Where Are Your Clothes Made?; What Grade Would You Give the World on Ending Child Poverty?

Content	Student Resource	Eguide Teaching Notes	Website
<b>The urbanization &amp; migration of people</b>			
<i>Key questions</i>			
Why do the majority of people in the world now live in urban centres?			
What are the advantages and disadvantages of urbanization?			
<i>Sample topics</i>			
Land usage		Caption [page 87], page 47	
Access to water		Caption [page 87], page 47	<b>Research:</b> Poverty Solutions, Poverty and Water
Pollution and waste management			
Population density			
Transit and transportation		Why Might Children in Canada Live in Poverty? [pages 80–81], page 26; Caption [page 86], page 47	

Content	Student Resource	Eguide Teaching Notes	Website
<b>Global poverty &amp; inequality issues, including class structure &amp; gender (Main Content of Topic)</b>			
<i>Key questions</i>			
How does discrimination and prejudice in modern Canadian society compare with that during other periods in Canada's past or in other societies (systemic discrimination, overt racism)?		Investigate: How We Look at Poverty [pages 66–67], page 11; Examine: What Are the Causes and Consequences of Poverty? [pages 74–77], page 22, In Focus [page 80], page 44	
<i>Sample topics</i>			
Treatment of minority populations in Canada and in other cultures and societies you have studied (e.g., segregation, assimilation, integration, and pluralism; multiculturalism policies; settlement patterns; residential schools, South African Apartheid, the Holocaust, internment of Japanese-Canadians, Head Tax on Chinese immigrants; caste and class systems)	What Is the Relationship Between Equity and Poverty? page 75; Viewpoints on...Fixing the Poverty Problem, page 78; Why Might Children in Canada Live in Poverty? pages 80-81	Why Might Children in Canada Live in Poverty? [pages 80–81], pages 26; In Focus [page 80], page 44	<b>Go Deeper:</b> What Are the Causes and Consequences of Poverty?: Video; Websites; Documents. <b>Research:</b> Residential Schools
Caste system			
Unequal distribution of wealth	Topic Opener, pages 64 and 65; Investigate How We Look at Poverty, pages 66-69; How Can We Measure Poverty? Pages 72-73; Why Might Children in Canada Live in Poverty? Pages 80-81	Thinking Like a ... Geographer [page 73], page 17; What Is the Relationship Between Equity and Poverty? [page 75], page 23; Question Box [page 72], page 40; Thinking Like [page 72], page 40	<b>Go Deeper:</b> What Are the Causes and Consequences of Poverty?: Video; Websites; Documents. <b>Research:</b> Equity; Equality; Generational Poverty. <b>Inquire:</b> What Can We Do to Help Narrow the Poverty Gap?; What Does Child Poverty Look Like in British Columbia?; Where Are Your Clothes Made?; Why Is Poverty Difficult to Measure?; What Grade Would You Give the World on Ending Child Poverty?
Corruption			
Lack of judicial process			
Infant mortality	Factors Affecting Poverty, page 77	Captions [pages 76–77], page 42	<b>Research:</b> Quality of Life: World Health Organization
Women's rights	What is the Relationship Between Equity and Poverty, page 75; Factors Affecting Poverty, page 76; Viewpoints on...Fixing the Poverty Problem, page 78	Captions [pages 76–77], page 42; Question Box [page 84], page 46	<b>Go Deeper:</b> What Are the Causes and Consequences of Poverty?: Video. What Can We Do to End Poverty?: Video. <b>Research:</b> Education; Poverty Solutions
Social justice	What's Fair? Page 69; Thinking Deeper: Where Do Your Clothes Come From? pages 70-71	In Focus [page 80], page 44; Caption [page 87], page 47	<b>Engage:</b> The World on a Plate. <b>Inquire:</b> What Can We Do to Help Narrow the Poverty Gap?; Where Are Your Clothes Made?; What Grade Would You Give the World on Ending Child Poverty?
Treatment of indigenous people	What Is the Relationship Between Equity and Poverty? page 75; Why Might Children in Canada Live in Poverty? pages 80-81	What Is the Relationship Between Equity and Poverty? [page 75], page 23; In Focus: Causes of Poverty for Indigenous Communities [page 80], page 27; LM 3-14: Education, Indigenous Children, and Poverty [page 81], page 28; In Focus [page 80], page 44; Caption [page 81], page 44; Caption [page 87], page 47	<b>Go Deeper:</b> What Are the Causes and Consequences of Poverty?: Video; Websites; Documents. <b>Research:</b> Residential Schools

Content	Student Resource	Eguide Teaching Notes	Website
<b>Roles of individuals, governmental organizations, &amp; NGOs, including groups representing indigenous peoples</b>			
<i>Sample topics</i>			
United Nations	What Can We Do to End Poverty? page 87; How Can Protecting Human Rights Help End Poverty? page 88; Ending Global Poverty, page 89		<b>Go Deeper:</b> How We Look at Poverty: Documents; Websites. <b>Research:</b> UN Convention on the Rights of the Child. <b>Inquire:</b> What Grade Would You Give the World on Ending Child Poverty?
International Criminal Court			
World Trade Organization			
International aid	Organizations Take Action, pages 86-87		<b>Go Deeper:</b> What Can We Do to End Poverty?: Video; Websites; Documents. <b>Research:</b> Natural Disasters: Human Coalition
Activists	What Can We Do to End Poverty? pages 84 and 85; How Can Protecting Human Rights Help End Poverty? page 88	Bounce Page Support for Let's End Poverty, page 10	<b>Go Deeper:</b> What Can We Do to End Poverty?: Video; Websites; Documents. <b>Research:</b> Natural Disasters: Human Coalition. <b>Inquire:</b> What Can We Do to Help Narrow the Poverty Gap?; What Does Child Poverty Look Like in British Columbia?
Lobby groups			
International aid groups (e.g., Médecins sans Frontières) [Doctors without Borders]			<b>Inquire:</b> What Can We Do to Help Narrow the Poverty Gap?
Private foundations (Bill & Melinda Gates Foundation)			<b>Inquire:</b> What Can We Do to Help Narrow the Poverty Gap?; What Does Child Poverty Look Like in British Columbia?
<b>Different systems of government</b>			
<i>Sample activity</i>			
Compare characteristics of the federal government in Canada with those of one or more other countries, including: roles and responsibilities of members of government (e.g. prime minister, president, governor, MP, senator); components of government (House of Commons, House of Lords, senate, province, state, prefecture, canton); government decision-making structures and forms of rule (e.g. monarchy, republic, dictatorship, parliamentary democracy); electoral processes (e.g. political parties, voting, representation)			
<i>Key questions</i>			
Who benefits from different forms of government and decision making?			
How would decisions be different under a different form of government?			
<i>Sample topic</i>			
Indigenous government			

Content	Student Resource	Eguide Teaching Notes	Website
<b>Economic policies and resource management, including effects on indigenous peoples</b>			
<i>Key questions</i>			
How should decisions about economic policy and resource management be made?			
How should societies balance economic development with the protection of the environment?		ADST Activity, page 18; Captions [pages 76–77], page 42	
<i>Sample topics</i>			
Deforestation			
Mining			
Oil and gas			
Fisheries			
Infrastructure development			
Relocation of communities		In Focus [page 80], page 44	
<b>Globalization &amp; economic interdependence</b>			
<i>Sample topics</i>			
Trade		Thinking Deeper: Where Do Your Clothes Come From? [pages 70–71], page 14	<b>Inquire:</b> Where Are Your Clothes Made?
Imports and exports			<b>Inquire:</b> Where Are Your Clothes Made?
G20 (Group of Twenty)			
European Union			
North American Free Trade Agreement (NAFTA)			
Currency			
Tariffs and taxation			
Trade imbalances			
<b>International cooperation &amp; responses to global issues</b>			
<i>Sample topics</i>			
Environmental issues		ADST Activity, page 18	
Human trafficking			
Child labour	Thinking Deeper: Where Do Your Clothes Come From? pages 70-71	Let's End Poverty Topic Opener [pages 64–65], page 9; Thinking Deeper: Where Do Your Clothes Come From? [pages 70–71], page 14	<b>Research:</b> Child Labour; Sweatshops
Epidemic/pandemic response			
Fisheries management			
Resource use and misuse			
Drug trafficking			
Food distribution and famine	Factors Affecting Poverty, page 77	Thinking Like a ... Geographer [page 73], page 17; Thinking Like [page 73], page 41; Question Box [page 74], page 41; Captions [pages 76–77], page 42	<b>Go Deeper:</b> What Are the Causes and Consequences of Poverty?: Websites

Content	Student Resource	Eguide Teaching Notes	Website
<b>Regional &amp; international conflict</b>			
<i>Sample topics</i>			
War	Factors Affecting Poverty, page 77; Viewpoints on...Fixing the Poverty Problem	Captions [pages 76–77], page 42	<b>Go Deeper:</b> What Are the Causes and Consequences of Poverty?: Websites
Genocide			
Child soldiers			
Boundary disputes			
Religious and ethnic violence		In Focus [page 80], page 44	
Terrorism			
<b>Media technologies &amp; coverage of current events</b>			
How does the media influence public perception of major events?		Connections Across Topics, page 28	
Are some media sources more trustworthy than others? Explain your answer.			
<i>Sample topics</i>			
Ownership of media			
Propaganda			
Editorial bias			
Sensationalism			
Freedom of the press			
Social media uses and abuses			

Core Competencies	Student Resource	Eguide Teaching Notes	Website
Communication, Creative Thinking, Critical Thinking, Positive Personal & Cultural Identity, Personal Awareness and Responsibility, Social Responsibility	Students will have opportunities to develop and practise using these competencies throughout. See teaching notes for examples of these competencies		



**Inquiring Minds: Global Issues and Governance**  
**Going Global: Is globalization a positive or a negative force?**

<b>Legend</b>			
<b>Big Ideas</b>	<b>Curricular Competencies</b>	<b>Content</b>	<b>Core Competencies</b>

<b>Big Ideas</b>	<b>Student Resource</b>	<b>Eguide Teaching Notes</b>	<b>Website</b>
Economic self-interest can be a significant cause of conflict among peoples and governments.	<b>X (main coverage)</b>	<b>X (main coverage)</b>	<b>X (main coverage)</b>
Complex global problems require international cooperation to make difficult choices for the future.	X	X	X
Systems of government vary in their respect for human rights and freedoms.			
Media sources can both positively and negatively affect our understanding of important events and issues.			

<b>Curricular Competencies</b>	<b>Student Resource</b>	<b>Eguide Teaching Notes</b>	<b>Website</b>
<b>Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions</b>			<b>Inquire:</b> Are Canada's Natural Resources Sustainable?; How Can Our Use of Resources Become More Sustainable?; How Can You Be a Good Global Citizen?; Is NAFTA Beneficial?; What Makes People Happy?; Where Does Chocolate Come From?; Have Increases in Imports Had an Overall Positive or Negative Impact on Your Community?

Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
<i>Key Skills</i>			
With teacher and peer support, select a relevant problem or issue for inquiry.	Your Choice! Your Voice! pages 93 and 123; Textbox, page 98 (bottom); Check Your Learning, questions 1 and 3, page 107; question 1, page 110; question 1, page 119; Reflect on Your Learning, page 122	Assessment For Learning: Follow That Product! [page 123], page 7; Inquiry, page 8; Mini Inquiries: Where Does Chocolate Come From?, page 22; Is NAFTA Beneficial, page 25; Are Canada's Natural Resources Stable, page 28, What Makes People Happy?, page 33; How Can You Be a Good Global Citizen? page 35; How Have Schools Changed or Stayed the Same?, page 41; Your Choice! Your Voice! [page 123], page 39	<b>Research:</b> Globalization. <b>Engage:</b> Explore Globalization Trends. <b>Inquire:</b> How Can Our Resources Become More Sustainable?; How Can You Be a Good Global Citizen?
Use comparing, classifying, inferring, imagining, verifying, identifying relationships, and summarizing to clarify and define a problem or issue.	Thinking Like A...Statistician, page 97; Textbox, page 98 (bottom); Check Your Learning, questions 1 and 2, page 107; question 1, page 119	Student Activity: Thinking Like A...Statistician, page 14; Have Schools Changed Or Have They Stayed the Same? page 41; Caption [page 115], page 47; Check Your Learning [page 107] questions 1 and 2, pages 25 and 26; Check Your Learning [page 119], question 1, page 35; Student Activity: Writing from Pictures, page 9;	<b>Go Deeper:</b> What Are the Unintended Consequences of Globalization?: Websites; Documents. What Are the Challenges and Opportunities of Globalization?: Video; Websites; Documents. <b>Research:</b> Globalization. <b>Engage:</b> Explore Globalization Trends. <b>Inquire:</b> Are Canada's Natural Resources Sustainable?; How Can Our Use of Resources Become More Sustainable?; How Can You Be a Good Global Citizen?; Is NAFTA Beneficial?; What Makes People Happy?; Where Does Chocolate Come From?
Locate and map continents, oceans, and seas using simple grids, scales, and legends			
Compare how graphs, tables, aerial photos, and maps represent information	Textbox, page 97	Student Activity: Thinking Like A...Statistician, page 14	<b>Research:</b> Trade; <b>Engage:</b> Our Connected World, Explore Globalization Trends
Represent the same information in two or more graphic forms (e.g., graphs, tables, thematic maps)	Thinking Like A...Statistician, page 97	Student Activity: Thinking Like A...Statistician, page 14	
Prepare a bibliography, using a consistent style to cite books, magazines, interviews, web sites, and other sources used			

Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
Select ways to clarify a specific problem or issue (e.g., discussion, debate, research)	Reflect on Your Learning, page 122; Your Choice! Your Voice! page 123	Reflect on Your Learning [page 122], pages 5 and 7; Assessment for Learning: Follow That Product [page 123], page 7; Your Choice! Your Voice! [page 123], page 39	<b>Inquire:</b> Are Canada's Natural Resources Sustainable?; What Makes People Happy?
Identify opportunities for civic participation at the school, community, provincial, national, and global levels	Textbox, page 119 (right); Check Your Learning, question 2, page 119	How Do We Measure the Impact of Globalization? [pages 116-119], pages 31-35	<b>Go Deeper:</b> How Can We Take Action on a Global Level?: Video; Websites; Document. <b>Research:</b> Humanitarianism. <b>Engage:</b> Global Closet Calculator. <b>Inquire:</b> How Can Our Use of Resources Become More Sustainable?; How Can You Be a Good Global Citizen?
Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
<b>Develop a plan of action to address a selected problem or issue</b>			
Collect and organize information to support a course of action	Reflect, page 103	Investigate: How Can We Take Action on a Global Level? [pages 120–121], pages 35-37	<b>Inquire:</b> Are Canada's Natural Resources Sustainable?; How Can Our Use of Resources Become More Sustainable?; How Can You Be a Good Global Citizen?; Is NAFTA Beneficial?; What Makes People Happy?; Where Does Chocolate Come From?
Individually, or in groups, implement a plan of action to address a problem or issue (e.g., fundraising campaign, clothing or food drive, letter writing to a politician, editorial in the school or community newspaper, petition)		Investigate: How Can We Take Action on a Global Level? [pages 120–121], pages 35-37	<b>Inquire:</b> How Can Our Use of Resources Become More Sustainable?; How Can You Be a Good Global Citizen?; What Makes People Happy?
<b>Ask questions, corroborate inferences, and draw conclusions about the content and origins of a variety of sources, including mass media (evidence)</b>	Globalization By the Numbers, pages 96-97	Globalization By the Numbers [pages 96-97], pages 14-15	<b>Inquire:</b> Are Canada's Natural Resources Sustainable?
<i>Sample Activities</i>			
Compare a range of points of view on a problem or issue.	Viewpoints On...Is Globalization a Force for Good or Harm? page 103; Reflect on Your Learning, page 122	Viewpoints On...Is Globalization a Force for Good or Harm? [page 103], pages 19-21; Reflect on Your Learning [page 122], pages 5-7	

Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
Compare and contrast media coverage of a controversial issue (e.g. climate change, resource management).			
With peer and teacher support, determine criteria for evaluating information sources for credibility and reliability (e.g. context, authentic voice, source, objectivity, evidence, and authorship).			
Apply criteria to evaluate selected sources for credibility and reliability.			<b>Inquire:</b> How Can You Be a Good Global Citizen?
Distinguish between primary sources and secondary sources.			
Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
<b>Differentiate between short- and long-term causes, and intended and unintended consequences, of events, decisions, and developments (cause and consequence)</b>	Examine: What Are the Unintended Causes of Globalization? Pages 108-109; What Are Globalization's Most Significant Impacts? page 118	Examine: What Are the Unintended Causes of Globalization? [pages 108-109], pages 26-27; Student Activity: LM 4-16: Impacts of Globalization on Canada, pages 33-34	<b>Go Deeper:</b> What Are the Unintended Consequences of Globalization?: Websites; Documents.
<i>Sample Activities</i>			
Explain the historical basis of selected contemporary issues.			
Give examples of how your actions may have consequences for others locally or globally (e.g. effect of consumer choices).	Global Challenges, page 113	Student Activity: LM 4-15: Consumer Choices [page 29]	<b>Inquire:</b> How Can You Be a Good Global Citizen?
<b>Take stakeholders' perspectives on issues, developments, and events by making inferences about their beliefs, values, and motivations (perspective)</b>	Viewpoints On...Is Globalization a Force for Good or Harm? page 103; Reflect on Your Learning, page 122	Viewpoints On...Is Globalization a Force for Good or Harm? [page 103], pages 19-21; Reflect on Your Learning [page 122], pages 5-7	
<i>Sample Activities</i>			
Compare and assess two or more perspectives on a local or global problem or issue.	Viewpoints On...Is Globalization a Force for Good or Harm?	Viewpoints On...Is Globalization a Force for Good or Harm? [page 103], pages 19-21	<b>Inquire:</b> Is NAFTA Beneficial?
Consider reasons for differing perspectives (e.g. personal experiences, beliefs, and values.)			

Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
<i>Key questions</i>			
How can the exercise of power and authority affect an individual's rights?			<b>Go Deeper:</b> What Are the Challenges and Opportunities of Globalization?: Globalization: Friend or Foe?. <b>Research:</b> Human Rights
Should individuals be willing to give up some personal freedoms for the sake of collective well-being?			
Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
<b>Make ethical judgments about events, decisions, and actions that consider the conditions of a particular time and place, and assess appropriate ways to respond (ethical judgment)</b>	Topic Opener, pages 92-93; Is Globalization a Force for Good or Harm? page 103; Global Agreements and Cooperation, pages 104-105; Investigate: What Are the Challenges and Opportunities of Globalization? 111; Local Challenges, page 112; Global Challenges, page 113	Overview: Key Activities, page 1; Going Global: Topic Opener [pages 92-93], pages 9-11; Is Globalization a Force for Good or Harm? [page 103], page 91-21; Global Agreements and Cooperation [pages 104-105], pages 21-23; Investigate: What Are the Challenges and Opportunities of Globalization? [pages 111-115], pages 27-30	<b>Go Deeper:</b> What Are the Challenges and Opportunities of Globalization?: Video; Websites; Documents. How Can We Take Action on a Global Level?: Video; Websites; Documents. <b>Engage:</b> Our Connected World, Explore Globalization Trends
<i>Key questions</i>			
What are the rights and responsibilities of a global citizen?			<b>Inquire:</b> How Can Our Use of Resources Become More Sustainable?; How Can You Be a Good Global Citizen?; Where Does Chocolate Come From?

Content	Student Resource	Eguide Teaching Notes	Website
<b>The urbanization &amp; migration of people</b>			
<i>Key questions</i>			
Why do the majority of people in the world now live in urban centres?			
What are the advantages & disadvantages of urbanization?			
<i>Sample topics</i>			
Land usage			
Access to water			
Pollution and waste management			
Population density			
Transit and transportation			

Content	Student Resource	Eguide Teaching Notes	Website
<b>Global poverty &amp; inequality issues, including class structure and gender</b>			
<i>Key questions</i>			
How does discrimination and prejudice in modern Canadian society compare with that during other periods in Canada's past or in other societies (systemic discrimination, overt racism)?			
<i>Sample topics</i>			
Treatment of minority populations in Canada and in other cultures and societies you have studied (e.g., segregation, assimilation, integration, and pluralism; multiculturalism policies; settlement patterns; residential schools, South African Apartheid, the Holocaust, internment of Japanese-Canadians, Head Tax on Chinese immigrants; caste and class systems)			
Caste system			
Unequal distribution of wealth	Topic Opener, page 93	Going Global: Topic Opener [pages 92–93], page 9	<b>Go Deeper:</b> What Are the Unintended Consequences of Globalization?: Websites; Documents. What Are the Challenges and Opportunities of Globalization?: Video; Websites; Documents. <b>Research:</b> Trade.
Corruption			
Lack of judicial process			
Infant mortality			
Women's rights			
Social justice			<b>Inquire:</b> How Can You Be a Good Global Citizen?; Where Does Our Chocolate Come From?
Treatment of indigenous people	Globalization and Exploitation, page 102; Indigenous Rights and Global Agreements, page 107	How Do Nations Become Connected? [pages 10-102], page 17	<b>Research:</b> Colonization and the Fur Trade



Content	Student Resource	Eguide Teaching Notes	Website
<b>Roles of individuals, governmental organizations, and NGOs, including groups representing Indigenous Peoples</b>			
<i>Sample topics</i>			
United Nations	What Are the Unintended Consequences of Globalization, page 109	Examine: What Are the Unintended Consequences of Globalization? [pages 108-110], page 26	<b>Go Deeper:</b> How Can We Take Action on a Global Level?: Video (UN Sustainable Development Goals);
International Criminal Court			
World Trade Organization			
International aid			<b>Research:</b> Non-governmental Organizations; Humanitarianism; Human Development Index
Activists			<b>Research:</b> Human Rights; Humanitarianism
Lobby groups			
International aid groups (e.g., Médecins sans Frontières) [Doctors without Borders]	Global Agreements and Cooperation, page 105	Global Agreements and Cooperation [pages 106-107], pages 21-23	<b>Research:</b> Human Rights
Private foundations (Bill & Melinda Gates Foundation)			
<b>Different systems of government</b>			
<i>Sample activity</i>			
Compare characteristics of the federal government in Canada with those of one or more other countries, including: roles and responsibilities of members of government (e.g. prime minister, president, governor, MP, senator); components of government (House of Commons, House of Lords, senate, province, state, prefecture, canton); government decision-making structures and forms of rule (e.g. monarchy, republic, dictatorship, parliamentary democracy); electoral processes (e.g. political parties, voting, representation)			
<i>Key questions</i>			
Who benefits from different forms of government and decision making?			
How would decisions be different under a different form of government?			
<i>Sample topic</i>			
Indigenous government			

Content	Student Resource	Eguide Teaching Notes	Website
<b>Economic policies and resource management, including effects on indigenous peoples</b>			
<i>Key questions</i>			
How should decisions about economic policy and resource management be made?			
How should societies balance economic development with the protection of the environment?			<b>Inquire:</b> Are Canada's Natural Resources Sustainable?; How Can Our Use of Resources Become More Sustainable?; Where Does Chocolate Come From?
<i>Sample topics</i>			
Deforestation			<b>Inquire:</b> Are Canada's Natural Resources Sustainable?; How Can Our Use of Resources Become More Sustainable?
Mining			<b>Inquire:</b> Are Canada's Natural Resources Sustainable?; How Can Our Use of Resources Become More Sustainable?
Oil and gas			<b>Inquire:</b> Are Canada's Natural Resources Sustainable?; How Can Our Use of Resources Become More Sustainable?
Fisheries			
Infrastructure development			
Relocation of communities			
<b>Globalization and economic interdependence (Main Content of Topic)</b>			
<i>Sample topics</i>			
Trade	Investigate: What Is Globalization? pages 94-110	Investigate: What is Globalization? [pages 94-95], pages 12-14; Globalization by the Numbers [pages 96-97], page 14-15; What Does It Mean to be "Globalized"? pages 15-16; How Do Nations Become Connected? [pages 10-102], page 17; Viewpoints on...Is Globalization a Force for Good or Harm? [page 103], page 19-21; Global Agreements and Cooperation [pages 104-105], pages 21-23; Thinking Deeper: How Do Trade Agreements Work? [pages 106-107], pages 23-26; Examine: What Are the Unintended Consequences of Globalization?, page 26	<b>Go Deeper:</b> What Is Globalization?: Video; Websites; Documents. <b>Research:</b> Trade; Gross Domestic Product. <b>Engage:</b> Our Connected World; Global Closet Calculator. <b>Inquire:</b> Is NAFTA Beneficial?; Where Does Chocolate Come From?; Have Increases in Imports and Exports Had an Overall Positive or Negative Impact on Your Community?

Content	Student Resource	Eguide Teaching Notes	Website
Imports and exports	Aspects of Globalization, page 95; Globalization By the Numbers, pages 96-97; What Does It Mean to Be "Globalized," page 98	Globalization by the Numbers [pages 96-97], page 14-15; What Does It Mean to be "Globalized"? pages 15-16	<b>Go Deeper:</b> What Is Globalization?: Video; Websites; Documents. <b>Research:</b> Trade; Gross Domestic Product. <b>Engage:</b> Our Connected World; Global Closet Calculator. <b>Inquire:</b> Is NAFTA Beneficial?; Where Does Chocolate Come From?; Have Increases in Imports and Exports Had an Overall Positive or Negative Impact on Your Community?
G20 (Group of Twenty)	Global Agreements and Cooperation, page 105	Global Agreements and Cooperation [pages 104-105], pages 21-23	
European Union			
North American Free Trade Agreement (NAFTA)	Thinking Deeper: How Do Trade Agreements Work? page 106	Thinking Deeper: How Do Trade Agreements Work? [pages 106-107], pages 23-26	<b>Inquire:</b> Is NAFTA Beneficial?
Currency			
Tariffs and taxation	Thinking Deeper: How Do Trade Agreements Work? page 106	Thinking Deeper: How Do Trade Agreements Work? [pages 106-107]	<b>Go Deeper:</b> What Is Globalization?: Websites; <b>Research:</b> Trade
Trade imbalances	Thinking Deeper: How Do Trade Agreements Work? page 106	Thinking Deeper: How Do Trade Agreements Work? [pages 106-107]	<b>Inquire:</b> Is NAFTA Beneficial?
Content	Student Resource	Eguide Teaching Notes	Website
<b>International cooperation and responses to global issues (Main Content of Topic)</b>			
<i>Sample topics</i>			
Environmental issues	Local Challenges, page 112; Global Challenges, page 113; What are Some Global Opportunities, page 114	Investigate: What Are the Challenges and Opportunities of Globalization? [pages 111-115], pages 27-30	<b>Go Deeper:</b> What Are the Unintended Consequences of Globalization?: Websites; Documents. <b>Research:</b> Sustainability. <b>Inquire:</b> Are Canada's Natural Resources Sustainable?
Human trafficking			
Child labour			<b>Go Deeper:</b> What is Globalization?: Websites. <b>Research:</b> Human Rights.
Epidemic/pandemic response	What Are Some Global Opportunities? page 114	Investigate: What Are the Challenges and Opportunities of Globalization? [pages 111-115], page 30	<b>Go Deeper:</b> What Are the Challenges and Opportunities of Globalization?: Websites, Epidemics.
Fisheries management	Local Challenges, page 112		
Resource use and misuse	Local Challenges, page 112; Global Challenges, page 113	Investigate: What Are the Challenges and Opportunities of Globalization? [pages 111-115], pages 27-30	<b>Research:</b> Sustainability. <b>Inquire:</b> Are Canada's Natural Resources Sustainable?; How Can Our Use of Resources Become More Sustainable? <b>Inquire:</b> Where Does Chocolate Come From?

Content	Student Resource	Eguide Teaching Notes	Website
Drug trafficking			
Food distribution and famine	What are Some Global Opportunities? page 114	Investigate: What Are the Challenges and Opportunities of Globalization? [pages 111-115], pages 29	<b>Research:</b> Humanitarianism
<b>Regional &amp; international conflict</b>			
<i>Sample topics</i>			
War			
Genocide			
Child soldiers			
Boundary disputes			
Religious and ethnic violence			
Terrorism			
Content	Student Resource	Eguide Teaching Notes	Website
<b>Media technologies &amp; coverage of current events</b>			
<i>Key questions</i>			
How does the media influence public perception of major events?			
Are some media sources more trustworthy than others? Explain your answer.			
<i>Sample topics</i>			
Ownership of media			
Propaganda			
Editorial bias			
Sensationalism			
Freedom of the press			
Social media uses and abuses			

Core Competencies	Student Resource	Eguide Teaching Notes	Website
Communication, Creative Thinking, Critical Thinking, Positive Personal & Cultural Identity, Personal Awareness and Responsibility, Social Responsibility	Students will have opportunities to develop and practise using these competencies throughout. See teaching notes for examples of these competencies		

**Inquiring Minds: Global Issues and Governance**  
**On the Move: How can we find a home for everyone in a crowded world?**

Legend			
Big Ideas	Curricular Competencies	Content	Core Competencies

Big Ideas	Student Resource	Eguide Teaching Notes	Website
Economic self-interest can be a significant cause of conflict among peoples and governments.			
Complex global problems require international cooperation to make difficult choices for the future.	<b>X (main coverage)</b>	<b>X (main coverage)</b>	<b>X (main coverage)</b>
Systems of government vary in their respect for human rights and freedoms.			
Media sources can both positively and negatively affect our understanding of important events and issues.			

Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
<b>Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions</b>			<b>Inquire:</b> How Has Migration to Canada Changed Over Time?; Human Rights in Your Community, Province, or Country; Investigate Innovations in Cities; Investigate Organizations That Help Migrants and Refugees; Think Like A...; Why Did My Family Move?; How Is Urban Growth Around the World Affecting People's Lives?; Which Is More Important: Farmland or Homes?
<i>Key Skills</i>			
With teacher and peer support, select a relevant problem or issue for inquiry.	Your Choice! Your Voice! pages 125 and 153; Check Your Learning, question 2; Textbox, pages 136, 144, 145, 149; Reflect on Your Learning, page 152	Think Like an ... Historian/Economist/Political Scientist/Geographer [page 129], page 18; Thinking Like a ... Geographer [page 137], page 29; Can Global Problems Be Solved in Cities? [pages 142–143], page 31; Protecting the Rights of Migrants [page 145], page 36; Mini Inquiry, page 37; Your Choice! Your Voice! [page 153], page 48; Mini Inquiry, page 50; Caption [page 135], page 57	<b>Inquire:</b> Investigate Organizations That Help Migrants and Refugees; Think Like An...; How Is Urban Growth Around the World Affecting People's Lives?

Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
Use comparing, classifying, inferring, imagining, verifying, identifying relationships, and summarizing to clarify and define a problem or issue.	Thinking Like A...Geographer, Measuring Cities, page 137; Textbox, page 139	Think Like an ... Historian/Economist/Political Scientist/Geographer [page 129], page 18; How Did Migration Affect First Peoples in B.C.? [pages 132–133], page 23; Question Box [page 130], page 62; Question Box [page 133], page 65; ADST ACTIVITY, page 37; Question Box [page 137], page 53; Question Box (bottom) [page 145], page 61	<b>Research:</b> Urban and rural areas; Population density. <b>Inquire:</b> How Has Migration to Canada Changed Over Time?; Human Rights in Your Community, Province, or Country; Investigate Innovations in Cities; Investigate Organizations That Help Migrants and Refugees; Think Like A...; Why Did My Family Move?; How Is Urban Growth Around the World Affecting People's Lives?; Which Is More Important: Farmland or Homes?
Locate and map continents, oceans, and seas using simple grids, scales, and legends		ADST ACTIVITY, page 33; Check Your Learning [page 143], page 34; Check Your Learning [page 143], page 60	<b>Inquire:</b> How Has Migration Changed Over Time?
Compare how graphs, tables, aerial photos, and maps represent information		Investigate: What Are the Pushes and Pulls of Urbanization? [pages 134–136], page 27; ADST ACTIVITY, page 29; Thinking Deeper—Children on the Move [pages 146–147], page 40; Caption [page 134], page 57; Caption (bottom) [page 147], page 62	<b>Engage:</b> Migration World Map; Global Migration Flows; Migration Flows Across the World
Represent the same information in two or more graphic forms (e.g., graphs, tables, thematic maps)		ADST ACTIVITY, page 39	
Prepare a bibliography, using a consistent style to cite books, magazines, interviews, web sites, and other sources used			
Select ways to clarify a specific problem or issue (e.g., discussion, debate, research)	Reflect On Your Learning, page 152	Discussion of Big Idea and Essential Question, page 12; Examine: What Are the Causes and Consequences of Migration [pages 126–127], page 15; The Pushes and Pulls of Migration [pages 128–129], page 16; Think Like an ... Historian/Economist/Political Scientist/Geographer [page 129], page 18; How Did Migration Affect First Peoples in B.C.? [pages 132–133], page 23; What Happens When First Nations People Move to Cities? [pages 138–139], page 30	<b>Inquire:</b> Human Rights in Your Community, Province, or Country; Investigate Innovations in Cities; Investigate Organizations That Help Migrants and Refugees; How Is Urban Growth Around the World Affecting People's Lives?



Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
Identify opportunities for civic participation at the school, community, provincial, national, and global levels	Textbox, page 45	Teaching Consideration, page 48; Mini Inquiry, page 47; Question Box (middle) [page 145], page 61	<b>Inquire:</b> Investigate Innovations in Cities; Investigate Organizations That Help Migrants and Refugees; Think Like An...
<b>Develop a plan of action to address a selected problem or issue</b>			
Collect and organize information to support a course of action	Your Choice! Your Voice!	Teaching Consideration, page 40; Is Canada a Safe Haven for Everyone? [page 150], page 44	<b>Inquire:</b> Human Rights in Your Community, Province, or Country; Investigate Innovations in Cities; Investigate Organizations That Help Migrants and Refugees; Think Like An...; Why Did My Family Move? How Is Urban Growth Around the World Affecting People's Lives?; Which Is More Important: Farmland or Homes?
Individually, or in groups, implement a plan of action to address a problem or issue (e.g., fundraising campaign, clothing or food drive, letter writing to a politician, editorial in the school or community newspaper, petition)		Investigate: How Can We Work Together to Address Migration Issues? [page 144], page 35	<b>Inquire:</b> Investigate Innovations in Cities; Investigate Organizations That Help Migrants and Refugees;
<b>Ask questions, corroborate inferences, and draw conclusions about the content and origins of a variety of sources, including mass media (evidence)</b>	The Shift from Rural to Urban, page 134 (graph); Thinking Like A...Geographer, page 137; Thinking Deeper: Children on the Move, page 147 (graph); Reflect on Your Learning, page 152	Focus on Evidence, page 44; Evidence, page 49; Critical Thinking, page 50; Mini Inquiry, pages 50-51	<b>Inquire:</b> How Has Migration Changed Over Time?; Think Like An...; Why Did My Family Move?; Which Is More Important: Farmland or Homes?
<i>Sample Activities</i>			
Compare a range of points of view on a problem or issue.	Viewpoints on...Food or Condos? Pages 140-141		<b>Inquire:</b> Think Like An...; How Is Urban Growth Around the World Affecting People's Lives?; Which Is More Important: Farmland or Homes?
Compare and contrast media coverage of a controversial issue (e.g. climate change, resource management).			
With peer and teacher support, determine criteria for evaluating information sources for credibility and reliability (e.g. context, authentic voice, source, objectivity, evidence, and authorship).			<b>Inquire:</b> Human Rights in Your Community, Province, or Country; Investigate Innovations in Cities; Investigate Organizations That Help Migrants and Refugees
Apply criteria to evaluate selected sources for credibility and reliability.			<b>Inquire:</b> Human Rights in Your Community, Province, or Country
Distinguish between primary sources and secondary sources.			

Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
<b>Differentiate between short- and long-term causes, and intended and unintended consequences, of events, decisions, and developments (cause and consequence)</b>	Examine: What are the Causes and Consequences of Migration? pages 126-133; The Consequences of Urbanization, page 136; What Happens When First Nations People Move to Cities? pages 138-139	Examine: What Are the Causes and Consequences of Migration [pages 126–127], page 15; The Pushes and Pulls of Migration [pages 128–129], page 16; Thinking Like an ... Economist [page 131], page 22; How Did Migration Affect First Peoples in B.C.? [pages 132–133], page 23; What Happens When First Nations People Move to Cities? [pages 138–139], page 30; Thinking Deeper—Children on the Move [pages 146–147], page 40; ADST ACTIVITY, page 41; Helping to Reduce Push Factors [page 151], page 46; Question Box [page 127], page 53; Check Your Learning [page 133], page 56; Question Box [page 136], page 57	<b>Go Deeper:</b> What Are the Causes and Consequences of Migration?: Video; Websites; Documents.
<i>Sample Activities</i>			
Explain the historical basis of selected contemporary issues.	How Did Migration Affect First Peoples in B.C.? Pages 132-133; The Shift from Rural to Urban, page 134; Pushes and Pulls, page 135; Is Canada a Safe Haven for Everyone?, page 150	How Did Migration Affect First Peoples in B.C.? [pages 132-133] page 23	
Give examples of how your actions may have consequences for others locally or globally (e.g. effect of consumer choices).			
<b>Take stakeholders' perspectives on issues, developments, and events by making inferences about their beliefs, values, and motivations (perspective)</b>	Viewpoints on...Food or Condos? pages 140-141	Think Like an ... Historian/Economist/Political Scientist/Geographer [page 129], page 18	<b>Inquire:</b> Think Like An...; Which Is More Important: Farmland or Homes?
<i>Sample Activities</i>			
Compare and assess two or more perspectives on a local or global problem or issue.	Too Many or Not Enough? page 130; Viewpoints on...Food or Condos? pages 140-141	Coming to Canada [page 130], page 20; Viewpoints on...Food or Condos? [pages 140-141], page 31	<b>Inquire:</b> Think Like An...; Which Is More Important: Farmland or Homes?
Consider reasons for differing perspectives (e.g. personal experiences, beliefs, and values.)			<b>Inquire:</b> Think Like An...; Which Is More Important: Farmland or Homes?
<i>Key questions</i>			
How can the exercise of power and authority affect an individual's rights?			
Should individuals be willing to give up some personal freedoms for the sake of collective well-being?		Teaching Consideration, page 21	

Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
<b>Make ethical judgements about events, decisions, and actions that consider the conditions of a particular time and place, and assess appropriate ways to respond (ethical judgment)</b>		Literacy Connections, page 21	
<i>Key questions</i>			
What are the rights and responsibilities of a global citizen?	How Have Canada's Refugee Policies Changed Over Time? pages 148-149; Your Choice! Your Voice! page 153		<b>Go Deeper:</b> How Can We Work Together to Address Migration Issues?: Websites. <b>Research:</b> Migration and Refugees

Content	Student Resource	Eguide Teaching Notes	Website
<b>The urbanization &amp; migration of people (Main Content of Topic)</b>			
<i>Key questions</i>			
Why do the majority of people in the world now live in urban centres?	Investigate: What are the pushes and pulls of urbanization? pages 134-143; Can Global Problems Be Solved in Cities? page 143	Investigate: What Are the Pushes and Pulls of Urbanization? [pages 134–136], pages 34-35; What Happens When First Nations People Move to Cities? [pages 138–139], page 37; Caption [page 134], page 66	<b>Go Deeper:</b> What Are the Pushes and Pulls of Urbanization: Video; Websites; Documents. <b>Research:</b> Urban and rural areas; Push and pull factors; Population density. <b>Inquire:</b> How Is Urban Growth Around the World Affecting People's Lives?
What are the advantages and disadvantages of urbanization?	Investigate: What are the pushes and pulls of urbanization? pages 134-143; What Happens When First Nations People Move to Cities? pages 138-139; Can Global Problems Be Solved in Cities? page 143	Investigate: What Are the Pushes and Pulls of Urbanization? [pages 134–136], page 27; Viewpoints on ... Food or Condos? [pages 140–141], page 31; Can Global Problems Be Solved in Cities? [pages 142–143], page 31; Make Connections [page 143], pages 35; Question Box (bottom) [page 138], page 57; Question Box (top) [page 139], page 58; Make Connections [page 143], page 60	<b>Go Deeper:</b> What Are the Pushes and Pulls of Urbanization: Video; Websites; Documents. <b>Inquire:</b> How Is Urban Growth Around the World Affecting People's Lives?

Content	Student Resource	Eguide Teaching Notes	Website
<i>Sample topics</i>			
Land usage	The consequences of urbanization, page 136; The Importance of Traditional Lands to Cultural Practices, page 138; Viewpoints On...Food or Condos? pages 140-141; Can Global Problems Be Solved in Cities? pages 142-143; Intended Consequences: First Nations People Are Moved to Reserves, page 133	How Did Migration Affect First Peoples in B.C.? [pages 132–133], pages 23; Question Box [page 132], page 54; Question Box [page 133], page 55	<b>Research:</b> Urban and rural areas; Reserves. <b>Inquire:</b> Investigate Innovations in Cities; Which Is More Important: Farmland or Homes?
Access to water	Can Global Problems Be Solved in Cities? page 143	Mini Inquiry, page 31; Can Global Problems Be Solved in Cities? [pages 142–143], page 31	<b>Inquire:</b> Investigate Innovations in Cities
Pollution and waste management	The Consequences of Urbanization, page 136		<b>Research:</b> Urban and rural areas
Population density	Thinking Like A...Geographer: Measuring Cities, page 137; Can Global Problems Be Solved in Cities? pages 142-143	Literacy Connections, page 29; ADST ACTIVITY, page 29; Question Box [page 137], page 58	<b>Research:</b> Urban and rural areas; Population Density. <b>Inquire:</b> Investigate Innovations in Cities; How Is Urban Growth Around the World Affecting People's Lives?
Transit and transportation		Think Like an ... Historian/Economist/Political Scientist/Geographer [page 129], page 18; Question Box (middle) [page 148], page 72	
Content	Student Resource	Eguide Teaching Notes	Website
<b>Global poverty &amp; inequality issues, including class structure &amp; gender</b> (Thinking Like an ... Economist [page 131], page 29)			
<i>Key questions</i>			
How does discrimination and prejudice in modern Canadian society compare with that during other periods in Canada's past or in other societies (systemic discrimination, overt racism)?		Focus on Evidence, page 53 Question Box [page 131], page 53	
<i>Sample topics</i>			
Treatment of minority populations in Canada and in other cultures and societies you have studied (e.g., segregation, assimilation, integration, and pluralism; multiculturalism policies; settlement patterns; residential schools, South African Apartheid, the Holocaust, internment of Japanese-Canadians, Head Tax on Chinese immigrants; caste and class systems)	How Did Migration Affect First Peoples in B.C.? pages 132-133; Rejected, page 149	Question Box [page 149], page 62	<b>Go Deeper:</b> How Can We Work Together to Address Migration Issues?: Video; Websites; Documents. <b>Research:</b> Reserves; <i>Komagata Maru</i> ; <i>St. Louis</i> ; Residential Schools; Underground Railroad. <b>Inquire:</b> Human Rights in Your Community, Province, or Country.

Content	Student Resource	Eguide Teaching Notes	Website
Caste system			
Unequal distribution of wealth			
Corruption			
Lack of judicial process			
Infant mortality			
Women's rights			
Social justice			<b>Inquire:</b> Human Rights in Your Community, Province, or Country
Treatment of indigenous people	How Did Migration Affect First Peoples in B.C.? pages 132-133; Is Canada a Safe Haven for Everyone? page 150	Question Box (bottom) [page 145], page 61	<b>Go Deeper:</b> What Are the Pushes and Pulls of Urbanization: Website (Urban migration of Indigenous People. <b>Research:</b> Reserves; Residential Schools; Declaration of Human Rights of Indigenous Peoples
Content	Student Resource	Eguide Teaching Notes	Website
<b>Roles of individuals, governmental organizations, and NGOs, including groups representing indigenous peoples</b>			
<i>Sample topics</i>			
United Nations	Protecting the Rights of Migrants, page 145	Protecting the Rights of Migrants [page 145], page 36; Student Activity, page 36; Evidence, page 49; Mini Inquiry, page 50	<b>Go Deeper:</b> What Are the Causes and Consequences of Migration?: Websites, United Nations: Migration, Refugees, and Displacement. <b>Research:</b> Declaration of Human Rights. <b>Inquire:</b> Human Rights in Your Community, Province, or Country
International Criminal Court			
World Trade Organization			
International aid	Protecting the Rights of Migrants, page 145		<b>Research:</b> Declaration of Human Rights. <b>Inquire:</b> Investigate Organizations That Help Migrants and Refugees
Activists			
Lobby groups			
International aid groups (e.g., Médecins sans Frontières) [Doctors without Borders]			<b>Research:</b> Human trafficking; Declaration of Human Rights. <b>Inquire:</b> Investigate Organizations That Help Migrants and Refugees
Private foundations (Bill & Melinda Gates Foundation)			

Content	Student Resource	Eguide Teaching Notes	Website
<b>Different systems of government</b>			
<i>Sample activity</i>			
Compare characteristics of the federal government in Canada with those of one or more other countries, including: roles and responsibilities of members of government (e.g. prime minister, president, governor, MP, senator); components of government (House of Commons, House of Lords, senate, province, state, prefecture, canton); government decision-making structures and forms of rule (e.g. monarchy, republic, dictatorship, parliamentary democracy); electoral processes (e.g. political parties, voting, representation)			
<i>Key questions</i>			
Who benefits from different forms of government and decision making?			
How would decisions be different under a different form of government?			
<i>Sample topic</i>			
Indigenous government			
Content	Student Resource	Eguide Teaching Notes	Website
<b>Economic policies &amp; resource management, including effects on indigenous peoples</b>			
<i>Key questions</i>			
How should decisions about economic policy and resource management be made?	Viewpoints On...Food or Condos? Pages 140-141		
How should societies balance economic development with the protection of the environment?	Viewpoints On...Food or Condos? Pages 140-141		<b>Inquire:</b> Which Is More Important: Farmland or Homes?
<i>Sample topics</i>			
Deforestation			
Mining			
Oil and gas			
Fisheries			
Infrastructure development		ADST ACTIVITY, page 41	
Relocation of communities			



Content	Student Resource	Eguide Teaching Notes	Website
<b>Globalization &amp; economic interdependence</b>			
<i>Sample topics</i>			
Trade		How Did Migration Affect First Peoples in B.C.? [pages 132–133], page 23; Question Box [page 133], page 55	
Imports and exports			
G20			
European Union			
NAFTA			
Currency			
Tariffs and taxation		Question Box (middle) [page 148], page 62; Question Box [page 149], page 62	
Trade imbalances			
Content	Student Resource	Eguide Teaching Notes	Website
<b>International cooperation &amp; responses to global issues</b>			
<i>Sample topics</i>			
Environmental issues		The Pushes and Pulls of Migration [pages 128–129], page 16; Make Connections [page 133], page 26; Is Canada a Safe Haven for Everyone? [page 150], page 44; Helping to Reduce Push Factors [page 151], page 46; Make Connections [page 133], page 56	
Human trafficking	Thinking Deeper: Children on the Move, page 147		<b>Research:</b> Human trafficking
Child labour	Thinking Deeper: Children on the Move, page 147		
Epidemic/pandemic response			<b>Research:</b> Epidemic
Fisheries management			
Resource use and misuse			<b>Go Deeper:</b> What Are the Causes and Consequences of Migration?: Websites, Floods, Droughts. <b>Research:</b> Urban and rural areas
Drug trafficking			
Food distribution and famine			

Content	Student Resource	Eguide Teaching Notes	Website
<b>Regional &amp; international conflict</b>			
<i>Sample topics</i>			
War	Thinking Deeper: Children on the Move, pages 146-147; How Have Canada's Refugee Policies Changed Over Time? page 148	The Pushes and Pulls of Migration [pages 128–129], page 16; ADST ACTIVITY, page 50; Question Box [page 147], page 71; Question Box [page 149], page 73	<b>Go Deeper:</b> What Are the Causes and Consequences of Migration?: Video; Websites; How Can We Work Together to Address Migration Issues?: Video; Websites
Genocide			
Child soldiers			
Boundary disputes			
Religious and ethnic violence	Rejected, page 149	ADST ACTIVITY, page 43; Question Box [page 147], page 62	<b>Research:</b> <i>Komagata Maru; St. Louis</i>
Terrorism			
Content	Student Resource	Eguide Teaching Notes	Website
<b>Media technologies &amp; coverage of current events</b>			
<i>Key questions</i>			
How does the media influence public perception of major events?			
Are some media sources more trustworthy than others? Explain your answer.			
<i>Sample topics</i>			
Ownership of media			
Propaganda			
Editorial bias			
Sensationalism			
Freedom of the press			
Social media uses and abuses		Investigate: How Can We Work Together to Address Migration Issues? [page 144], page 35; Question Box [page 130], page 53	

Core Competencies	Student Resource	Eguide Teaching Notes	Website
Communication, Creative Thinking, Critical Thinking, Positive Personal & Cultural Identity, Personal Awareness and Responsibility, Social Responsibility	Students will have opportunities to develop and practise using these competencies throughout. See teaching notes for examples of these competencies		

**Inquiring Minds: Global Issues and Governance**  
**Pathways to Peace: How can we build a more peaceful world?**

Legend			
Big Ideas	Curricular Competencies	Content	Core Competencies
Big Ideas	Student Resource	Eguide Teaching Notes	Website
Economic self-interest can be a significant cause of conflict among peoples and governments.	<b>X (main coverage)</b>	<b>X (main coverage)</b>	<b>X (main coverage)</b>
Complex global problems require international cooperation to make difficult choices for the future.	X	X	X
Systems of government vary in their respect for human rights and freedoms.	X	X	X
Media sources can both positively and negatively affect our understanding of important events and issues.			

Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
<b>Use Social Studies inquiry processes &amp; skills to ask questions; gather, interpret, &amp; analyze ideas; &amp; communicate findings &amp; decisions</b>		What Are the Causes and Consequences of Conflict? [pages 162–168], page 16; Check Your Learning [page 161], page 16; LM 6-11: Analyzing a Conflict, page 20; The Many Sources of Conflict [pages 170– 171], page 21; Mini Inquiry, page 9; Examine: What Is Conflict? [pages 156– 157], page 12; Literary Connections, page 17; Teaching Consideration, page 33	<b>Inquire:</b> How Have People and Organizations Tried to Build Peace?; What Are Some Symbols of Peace; What Issues Are Related to Building Peace?; What Motivates Peace Activists?; What Should We Remember About The Rwandan Genocide?; What Was the Significance of World War I on the Middle East?; What Is the Most Common Cause of Conflict?;What Is the Solution to an Historic Wrong Against the T'exelcemc Williams Lake Indian Band?
<i>Key skills</i>			
With teacher and peer support, select a relevant problem or issue for inquiry.	Your Choice! Your Voice! pages 155 and 187; Textbox, pages 159, 173, 174, 183; Thinking Like An...Historian, page 171; Check Your Learning, question 1, page 185	Mini Inquiry, pages 9-10; Thinking Like an ... Historian [pages 158– 159], page 14; Investigate: How Can We Build Peace? [pages 176–177], page 27; Conflict Resolution in Action [pages 180– 181], page 34; Your Choice! Your Voice! [page 187], page 40	<b>Inquire:</b> What Issues Are Related to Building Peace?; What Should We Remember About the Rwandan Genocide?

Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
Use comparing, classifying, inferring, imagining, verifying, identifying relationships, and summarizing to clarify and define a problem or issue.	Your Choice! Your Voice! pages 155 and 187; Check Your Learning, page 161, question 2, page 175; Textbox, pages 169, 176, 181, 183	Check Your Learning [page 161], page 16; Thinking Like an ... Economist [page 169], page 21; Check Your Learning [page 161], page 45; Examine: What Is Conflict? [pages 156– 157], page 12; The Many Sources of Conflict [pages 170– 171], page 21; LM 6-10: Summarizing a Conflict, page 17; Conflict Resolution in Action [pages 180– 181], page 34; How Can Individuals Create Peace? [pages 184–185], page 37	<b>Go Deeper:</b> What Are the Causes and Consequences of Conflict?: Video; Websites; Documents. How Can We Build Peace?: Video; Websites; Documents. <b>Inquire:</b> How Have People and Organizations Tried to Build Peace?; What Are Some Symbols of Peace?; What Issues Are Related to Building Peace?; What Motivates Peace Activists?; What Should We Remember About The Rwandan Genocide?; What Was the Significance of World War I on the Middle East?; What Is the Most Common Cause of Conflict?; What Is the Solution to an Historic Wrong Against the T'exelcemc Williams Lake Indian Band?
Locate and map continents, oceans, and seas using simple grids, scales, and legends			
Compare how graphs, tables, aerial photos, and maps represent information		Teaching Consideration, page 37	<b>Research:</b> Conflict and War, Geography of Conflict; World War I; World War II; Ottoman Empire; Syrian War; Child Soldiers, Child Soldier Map. <b>Engage:</b> A Guide to the First World War; Global Peace Interactive Map
Represent the same information in two or more graphic forms (e.g., graphs, tables, thematic maps)			<b>Inquire:</b> What Is the Most Common Cause of Conflict?
Prepare a bibliography, using a consistent style to cite books, magazines, interviews, web sites, and other sources used	Your Choice! Your Voice! page 187		
Select ways to clarify a specific problem or issue (e.g., discussion, debate, research)	Your Choice! Your Voice page 187	Mini Inquiry, page 14; ADST ACTIVITY, page 13; Thinking Like an ... Historian [pages 158– 159], page 14; Literacy Connections, page 17; LM 6-10: Summarizing a Conflict, page 17; Mini Inquiry, page 29; LM 6-16: Human Rights and the Indian Act, page 26	<b>Inquire:</b> What Issues Are Related to Building Peace?; What Should We Remember About the Rwandan Genocide?; What Was the Significance of World War I on the Middle East?
Identify opportunities for civic participation at the school, community, provincial, national, and global levels	Your Choice! Your Voice! pages 155 and 187; Reflect, page 178; Check Your Learning, question 1, page 185	Investigate: How Can We Build Peace? [pages 176–177], page 27; Caption (top) [page 156], page 43	<b>Go Deeper:</b> How Can We Build Peace?: Video; Websites; Documents. <b>Inquire:</b> What Should We Remember About the Rwandan Genocide?

Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
<b>Develop a plan of action to address a selected problem or issue</b>			<b>Inquire:</b> What Issues Are Related to Building Peace?
Collect and organize information to support a course of action	Your Choice! Your Voice! pages 155 and 187; Reflect, page 178; Check Your Learning, question 1, page 185	Mini Inquiry, page 29	<b>Go Deeper:</b> How Can We Build Peace?: Video; Websites; Documents. <b>Inquire:</b> How Have People and Organizations Tried to Build Peace?; What Are Some Symbols of Peace? What Issues Are Related to Building Peace?; What Motivates Peace Activists?; What Should We Remember About the Rwandan Genocide?; What Was the Significance of World War I on the Middle East?; What Is the Most Common Cause of Conflict?
Individually, or in groups, implement a plan of action to address a problem or issue (e.g., fundraising campaign, clothing or food drive, letter writing to a politician, editorial in the school or community newspaper, petition)			<b>Inquire:</b> How Have People and Organizations Tried to Build Peace?; What Are Some Symbols of Peace?; What Issues Are Related to Building Peace?; What Should We Remember About the Rwandan Genocide?; What Was the Significance of World War I on the Middle East?
<b>Ask questions, corroborate inferences, and draw conclusions about the content and origins of a variety of sources, including mass media (evidence)</b>	Thinking Like An...Historian, page 171	Thinking Like an ... Historian [page 171] Student Activity, pages 26-27; How Do Nations Resolve Their Conflicts Peacefully? [page 179], page 33	<b>Inquire:</b> What Issues Are Related to Building Peace?; What Was the Significance of World War I on the Middle East?; What Is the Most Common Cause of Conflict?
<i>Sample Activities</i>			
Compare a range of points of view on a problem or issue.	Viewpoints On...What Is the Possibility of World Peace?, page 178	Viewpoints On...What Is the Possibility of World Peace? [page 178], page 31	<b>Inquire:</b> What Should We Remember About the Rwandan Genocide?; What Is the Most Common Cause of Conflict?
Compare and contrast media coverage of a controversial issue (e.g. climate change, resource management).			
With peer and teacher support, determine criteria for evaluating information sources for credibility and reliability (e.g. context, authentic voice, source, objectivity, evidence, and authorship).			<b>Inquire:</b> What Issues Are Related to Building Peace?
Apply criteria to evaluate selected sources for credibility and reliability.			<b>Inquire:</b> What Issues Are Related to Building Peace?
Distinguish between primary sources and secondary sources.			

Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
<b>Differentiate between short- and long-term causes, and intended and unintended consequences, of events, decisions, and developments (cause and consequence)</b>	Examine: What Are the Causes and Consequences of Conflict?; What Are the Consequences of Conflict? pages 172-175; Reflect On Your Learning, page 186	What Makes Conflict a Problem?, page 15; What Are the Causes and Consequences of Conflict? [pages 162–168], page 16; The Many Sources of Conflict [pages 170– 171], page 21; What Are the Consequences of Conflict? [pages 172–174], page 22; Caption [page 167], page 47; Make Connections [page 175], page 49	<b>Go Deeper:</b> What Are the Causes and Consequences of Conflict?: Video; Websites; Documents. <b>Research:</b> Conflict and War; World War I; World War II; Ottoman Empire; Syrian War. <b>Inquire:</b> What Is the Most Common Cause of Conflict?
<i>Sample Activities</i>			
Explain the historical basis of selected contemporary issues.	Thinking Like An...Historian: how Does What We Consider Significant About a Conflict Change Over Time? pages 158-159; What Makes Conflict a Problem? pages 160-161; Why Do People Fight, page 162; The Role of History: The Deep Roots of Conflict, page 167	Thinking Like An...Historian: how Does What We Consider Significant About a Conflict Change Over Time? [pages 158-159], page 14; What Makes Conflict a Problem? [pages 160-161], page 15	<b>Inquire:</b> What Was the Significance of World War I on the Middle East?; What Is the Most Common Cause of Conflict?
Give examples of how your actions may have consequences for others locally or globally (e.g. effect of consumer choices).			<b>Inquire:</b> What Is the Most Common Cause of Conflict?
Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
<b>Take stakeholders' perspectives on issues, developments, and events by making inferences about their beliefs, values, and motivations (perspective)</b>	Viewpoints On...What Is the Possibility of World Peace?		<b>Inquire:</b> What Issues Are Related to Building Peace?; What Is the Most Common Cause of Conflict?; What Is the Solution to an Historic Wrong Against the T'exelcemc Williams Lake Indian Band?
<i>Sample Activities</i>			
Compare and assess two or more perspectives on a local or global problem or issue.			<b>Inquire:</b> What Is the Most Common Cause of Conflict?; What Is the Solution to an Historic Wrong Against the T'exelcemc Williams Lake Indian Band?
Consider reasons for differing perspectives (e.g. personal experiences, beliefs, and values.)			<b>Inquire:</b> What Is the Most Common Cause of Conflict?; What Is the Solution to an Historic Wrong Against the T'exelcemc Williams Lake Indian Band?
<i>Key questions</i>			
How can the exercise of power and authority affect an individual's rights?		What Are the Causes and Consequences of Conflict? [pages 162–168], page 16	
Should individuals be willing to give up some personal freedoms for the sake of collective well-being?		FIRST PEOPLES TEACHING CONSIDERATIONS, page 35	
<b>Make ethical judgments about events, decisions, and actions that consider the conditions of a particular time and place, and assess appropriate ways to respond (ethical judgment)</b>		How Can Individuals Create Peace?[pages 162–168], page 37	<b>Go Deeper:</b> How Can We Build Peace?: Video; Websites; Documents
<i>Key questions</i>			
What are the rights and responsibilities of a global citizen?			<b>Inquire:</b> How Have People and Organizations Tried to Build Peace?; What Motivates Peace Activists?



Content	Student Resource	Eguide Teaching Notes	Website
<b>The urbanization &amp; migration of people</b>			
<i>Key questions</i>			
Why do the majority of people in the world now live in urban centres?			
What are the advantages and disadvantages of urbanization?			
<i>Sample topics</i>			
Land usage		What Are the Causes and Consequences of Conflict? [pages 162–168], page 16; The Many Sources of Conflict [pages 170– 171], page 21	
Access to water		Thinking Like a ... Geographer [page 165] Discussion, page 19 Caption [page 161], page 45; Caption (top) [page 164], page 46; Caption (top) [page 165], page 46	<b>Research:</b> Water Resources
Pollution and waste management		First Peoples Teaching Considerations, page 18	<b>Research:</b> Water Resources
Population density		What Makes Conflict a Problem? [pages 160–161], page 15; Caption [page 161], page 45	
Transit and transportation			
Content	Student Resource	Eguide Teaching Notes	Website
<b>Global poverty &amp; inequality issues, including class structure &amp; gender</b>			
<i>Key questions</i>			
How does discrimination and prejudice in modern Canadian society compare with that during other periods in Canada's past or in other societies (systemic discrimination, overt racism)?			<b>Go Deeper:</b> What Are the Causes and Consequences of Conflict?: Video; Websites. <b>Research:</b> Indian Act; Truth and Reconciliation Commission
<i>Sample topics</i>			
Treatment of minority populations in Canada and in other cultures and societies you have studied (e.g., segregation, assimilation, integration, and pluralism; multiculturalism policies; settlement patterns; residential schools, South African Apartheid, the Holocaust, internment of Japanese-Canadians, Head Tax on Chinese immigrants; caste and class systems)	Politics: The Role of Power and Decision-Making, page 166	Thinking Like a ... Geographer [page 174], page 25	<b>Go Deeper:</b> What Are the Causes and Consequences of Conflict?: Video; Websites. <b>Research:</b> Indian Act; Truth and Reconciliation Commission; Refugees; <b>Engage:</b> A Guide to the First World War. <b>Inquire:</b> What Is the Solution to an Historic Wrong Against the T'exelcenc Williams Lake Indian Band?
Caste system			
Unequal distribution of wealth	Economics: The Role of Wealth, page 168	Thinking Like an ... Economist [page 169], page 20; Caption [page 166], page 47	<b>Go Deeper:</b> What Are the Causes and Consequences of Conflict?: Video; Websites. <b>Research:</b> Poverty
Corruption			
Lack of judicial process			
Infant mortality			
Women's rights			
Social justice			<b>Inquire:</b> How Have People and Organizations Tried to Build Peace?

Content	Student Resource	Eguide Teaching Notes	Website
Treatment of indigenous people	Politics: The Role of Power and Decision-Making, page 166; The Role of History: The Deep Roots of Conflict, page 167	Thinking Like a ... Geographer [page 165] Discussion, pages 19-20; What Are the Consequences of Conflict? [pages 172–174], page 22; Thinking Like a ... Geographer [page 174], pages 25; Text Box [page 166], page 46; Question Box [page 174], page 48	<b>Go Deeper:</b> What Are the Causes and Consequences of Conflict?: Video; Websites. <b>Research:</b> Indian Act; Truth and Reconciliation Commission. <b>Inquire:</b> What Is the Solution to an Historic Wrong Against the T'exelcemc Williams Lake Indian Band?
Content	Student Resource	Eguide Teaching Notes	Website
<b>Roles of individuals, governmental organizations, &amp; NGOs, including groups representing indigenous peoples</b>			
<i>Sample topics</i>			
United Nations	An International Forum for Peace, page 179	Teaching Considerations, page 33; How Do Nations Resolve Their Conflicts Peacefully? [page 179], page 33	<b>Go Deeper:</b> How Can We Build World Peace?: Video (UN Peacekeeping); Documents. <b>Research:</b> The United Nations; Nobel Peace Prize. <b>Inquire:</b> How Have People and Organizations Tried to Build Peace?
International Criminal Court			
World Trade Organization			
International aid			<b>Inquire:</b> How Have People and Organizations Tried to Build Peace?
Activists	How Can We Build Peace, pages 176-177; Thinking Deeper: Working Together to Resolve Conflict, pages 182-183; How Can Individuals Create Peace? 184-185	Mini Inquiry, pages 29	<b>Go Deeper:</b> How Can We Build Peace?: Video, Websites; Documents. <b>Inquire:</b> How Have People and Organizations Tried to Build Peace?; What Motivates Peace Activists?
Lobby groups			
International aid groups (e.g., Médecins sans Frontières) [Doctors without Borders]			<b>Research:</b> Conflict and War, MSF Canada. <b>Inquire:</b> How Have People and Organizations Tried to Build Peace?
Private foundations (Bill & Melinda Gates Foundation)			<b>Inquire:</b> How Have People and Organizations Tried to Build Peace?

Content	Student Resource	Eguide Teaching Notes	Website
<b>Different systems of government</b>			
<i>Sample activity</i>			
Compare characteristics of the federal government in Canada with those of one or more other countries, including: roles and responsibilities of members of government (e.g. prime minister, president, governor, MP, senator); components of government (House of Commons, House of Lords, senate, province, state, prefecture, canton); government decision-making structures and forms of rule (e.g. monarchy, republic, dictatorship, parliamentary democracy); electoral processes (e.g. political parties, voting, representation)			
<i>Key questions</i>			
Who benefits from different forms of government and decision making?		Caption (top) [page 156], page 43; Captions (bottom) [page 156], page 43; Caption [page 160], page 45; Question Box [page 166], page 47	
How would decisions be different under a different form of government?		Caption (top) [page 156], page 43; Question Box [page 166], page 47	
<i>Sample topic</i>			
Indigenous government			<b>Research:</b> Consensus
Content	Student Resource	Eguide Teaching Notes	Website
<b>Economic policies &amp; resource management, including effects on indigenous peoples</b>			
<i>Key questions</i>			
How should decisions about economic policy and resource management be made?	Conflict Resolution in Action, pages 180-181	What Are the Causes and Consequences of Conflict? [pages 162–168], page 16; First Peoples Teaching Considerations, pages 18-19; Text Box [page 166], page 46	<b>Go Deeper:</b> How Can We Build Peace?: Video; Websites; Documents. <b>Research:</b> Consensus
How should societies balance economic development with the protection of the environment?	Conflict Resolution in Action, pages 180-181	Pathways to Peace: Topic Opener [pages 154–155], page 8; What Are the Causes and Consequences of Conflict? [pages 162–168], pages 16	<b>Go Deeper:</b> How Can We Build Peace?: Video; Websites; Documents. <b>Research:</b> Consensus
<i>Sample topics</i>			
Deforestation	Conflict Resolution in Action, pages 180-181		<b>Go Deeper:</b> How Can We Build Peace?: Video; Websites; Documents.
Mining		What Are the Causes and Consequences of Conflict? [pages 162–168], page 16	
Oil and gas		Caption [page 162], page 45	
Fisheries		First Peoples Teaching Considerations, page 18	
Infrastructure development			
Relocation of communities	The Role of History: The Deep Roots of Conflict (Indigenous People Displaced), page 167		<b>Research:</b> Indian Act; Truth and Reconciliation Commission; Refugees. <b>Inquire:</b> What Is the Solution to an Historic Wrong Against the T'exelcenc Williams Lake Indian Band?

Content	Student Resource	Eguide Teaching Notes	Website
<b>Globalization &amp; economic interdependence</b>			
<i>Sample topics</i>			
Trade			
Imports and exports		Caption (bottom) [page 165], page 46	
G20			
European Union			
NAFTA			
Currency			
Tariffs and taxation		Thinking Like a ... Geographer [page 174], page 25	
Trade imbalances			
Content	Student Resource	Eguide Teaching Notes	Website
<b>International cooperation &amp; responses to global issues</b>			
<i>Sample topics</i>			
Environmental issues		First Peoples Teaching Considerations, page 23; Conflict Resolution in Action [pages 180–181], page 34; Voices [page 181], page 50	<b>Inquire:</b> How Have People and Organizations Tried to Build Peace?
Human trafficking			
Child labour			
Epidemic/pandemic response			
Fisheries management		First Peoples Teaching Considerations, page 18	
Resource use and misuse	Geography: The Role of Land and Resources, pages 163-165	Pathways to Peace: Topic Opener, [pages 154–155], page 8; What Are the Causes and Consequences of Conflict? [pages 162–168], page 16	<b>Go Deeper:</b> What Are the Causes and Consequences of Conflict?: Websites <b>Research:</b> Water Resources
Drug trafficking			
Food distribution and famine		Caption [page 161], page 52; Caption (bottom) [page 165], page 46	<b>Research:</b> Poverty

Content	Student Resource	Eguide Teaching Notes	Website
<b>Regional &amp; international conflict (Main Focus of Topic)</b>			
<i>Sample topics</i>			
War	Examine: What Is Conflict? pages 156-161; The Role of History: The Deep Roots of Conflict, page 167; What Are the Consequences of Conflict? Pages 172-175; Thinking Deeper: Working Together to Resolve Conflict, pages 182-183; How Can Individuals Create Peace? pages 184-185	Teaching Consideration, page 12; Thinking Like an ... Historian [pages 158– 159], page 14; What Makes Conflict a Problem? [pages 160–161], page 15; What Are the Causes and Consequences of Conflict? [pages 162–168], page 16; Thinking Like a ... Geographer [page 165] Discussion, page 19; What Are the Consequences of Conflict? [pages 172–174], page 22; Check Your Learning [page 175], page 26; How Do Nations Resolve Their Conflicts Peacefully? [page 179], page 33; How Can Individuals Create Peace? [pages 184–185], pages 37; Question Box [page 155], page 43; Caption [page 158], page 43; Caption [page 160], page 45; Caption [page 162], page 45; Question Box [page 173], page 48, Captions [page 184], page 51	<b>Go Deeper:</b> What is Conflict?; What Are the Causes and Consequences of Conflict?; <b>Research:</b> World War I; World War II; ISIS; Syrian War; <b>Engage:</b> A Guide to the First World War. <b>Inquire:</b> How Have People and Organizations Tried to Build Peace?; What Are Some Symbols of Peace?; What Was the Significance of World War I on the Middle East?
Genocide	Genocide in Rwanda, page 173	What Are the Consequences of Conflict? [pages 172–174], page 22; Mini Inquiry, page 30; Caption [page 173], page 48; Question Box [page 173], page 48	<b>What Are the Causes and Consequences of Conflict?:</b> Websites. <b>Research:</b> Genocide. <b>Inquire:</b> How Have People and Organizations Tried to Build Peace?; What Should We Remember About the Rwandan Genocide?
Child soldiers	The Issue of Child Soldiers, page 184	How Can Individuals Create Peace? [pages 184–185], page 37; Captions [page 184], page 51	<b>Go Deeper:</b> What Are the Causes and Consequences of Conflict?: Video; Websites. <b>Research:</b> Child Soldiers. <b>Inquire:</b> How Have People and Organizations Tried to Build Peace?
Boundary disputes	Genocide in Rwanda, page 173; The Many Sources of Conflict, pages 170-171	What Are the Causes and Consequences of Conflict? [pages 162–168], page 16	<b>Go Deeper:</b> What Are the Causes and Consequences of Conflict?: Websites; Documents. <b>Research:</b> World War I; World War II; Ottoman Empire; Syrian War. <b>Engage:</b> A Guide to the First World War. <b>Inquire:</b> What Was the Significance of World War I on the Middle East?; What Is the Solution to an Historic Wrong Against the T'exelcenc Williams Lake Indian Band?

Content	Student Resource	Eguide Teaching Notes	Website
<b>Regional &amp; international conflict (Main Focus of Topic)</b>			
Religious and ethnic violence	What Are the Consequences of Conflict? page 172; Genocide in Rwanda, page 173; How Do the Sides Deal with Human Rights, page 174	Thinking Like a ... Geographer [page 174], page 25; Investigate: How Can We Build Peace? [pages 176–177], page 27; Caption [page 173], page 48	<b>Go Deeper:</b> What Are the Causes and Consequences of Conflict?: Websites, Rwanda Genocide; <b>Research:</b> Syrian War; Genocide; ISIS. <b>Inquire:</b> How Have People and Organizations Tried to Build Peace?; What Was the Significance of World War I on the Middle East?
Terrorism	How Does What We Consider Significant About a Conflict Change Over Time? page 158	Teaching Consideration, page 12; Thinking Like an ... Historian [pages 158–159], page 14; Caption (middle) [page 159], page 44	<b>Research:</b> ISIS; Syrian War; Refugees
<b>Media technologies &amp; coverage of current events</b>			
<i>Key questions</i>			
How does the media influence public perception of major events?		ADST Activity, page 13; Teaching Considerations, page 17	
Are some media sources more trustworthy than others? Explain your answer.			
<i>Sample topics</i>			
Ownership of media			
Propaganda			
Editorial bias			
Sensationalism			
Freedom of the press			
Social media uses and abuses			

Core Competencies	Student Resource	Eguide Teaching Notes	Website
Communication, Creative Thinking, Critical Thinking, Positive Personal & Cultural Identity, Personal Awareness and Responsibility, Social Responsibility	Students will have opportunities to develop and practise using these competencies throughout. See teaching notes for examples of these competencies		