

**Inquiring Minds: Canadian Issues and Governance**  
**Grade 5 Overview - Curriculum Congruency**

Big Ideas	Topics
Canada's policies and treatment of minority peoples have negative and positive legacies.	Topic 3
Natural resources continue to shape the economy and identity of different regions of Canada.	Topic 2
Immigration and multiculturalism continue to shape Canadian society and identity.	Topics 1, 4
Canadian institutions and government reflect the challenge of our regional diversity.	Topics 5, 6

**Curricular Competencies**

Use Social Studies inquiry processes and skills to — ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions	all topics
Develop a plan of action to address a selected problem or issue	Topics 5, 6
Construct arguments defending the significance of individuals/groups, places, events, and developments (significance)	focus in Topic 2
Ask questions, corroborate inferences, and draw conclusions about the content and origins of a variety of sources, including mass media (evidence)	focus in Topic 5
Sequence objects, images, and events, and recognize the positive and negative aspects of continuities and changes in the past and present (continuity and change)	focus in Topic 4
Differentiate between intended and unintended consequences of events, decisions, and developments, and speculate about alternative outcomes (cause and consequence)	focus in Topic 3
Take stakeholders' perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations (perspective)	focus in Topic 1

<b>Curricular Competencies</b>	
Make ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place, and assess appropriate ways to respond (ethical judgment)	focus in Topic 6

<b>Content</b>	<b>Topics</b>
The development and evolution of Canadian identity over time	Topics 1, 4
The changing nature of Canadian immigration over time	Topics 3, 4
Past discriminatory government policies and actions, such as the Head Tax, the Komagata Maru incident, residential schools, and internments	Topic 3
Human rights and responses to discrimination in Canadian society	Topic 6
Levels of government, their main functions, and sources of funding	Topic 5
Participation and representation in Canada's system of government	Topic 5
Resources and economic development in different regions of Canada	Topic 2
First Peoples land ownership and use	Topic 2

<b>Core Competencies: Communication; Thinking; Personal &amp; Social</b>
Students will have opportunities to develop & practise using these competencies throughout.

## Inquiring Minds: Canadian Issues and Governance Oh Canada, or Oh Canadas?

<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
Canada's policies and treatment of minority peoples have negative and positive legacies.			
Natural resources continue to shape the economy and identity of different regions of Canada.			
Immigration and multiculturalism continue to shape Canadian society and identity.	<b>x (main coverage)</b>	<b>x (main coverage)</b>	<b>x (main coverage)</b>
Canadian institutions and government reflect the challenge of our regional diversity.			

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>	Reflect on Your Learning, Find Out For Yourself, Inquiry icon pages 10, 24, 28	Reflect on Your Learning [page 30], page 6; Find Out For Yourself [page 31], page 6-8, 11, 62-63; Mini Inquiry: Perspectives on Canada [page 10], pages 31-33; Mini Inquiry: Canadian Content? [page 24], pages 52-53; Mini Inquiry: Canadian Conclusions [page 28], pages 58-59	
<i>Key Skills</i>			
State a hypothesis about a selected problem or issue			
Use inference, imagination, and pattern identification to clarify and define a problem or issue		Literacy Connections: Literacy Strategy, page 23; Mini Inquiry: Canadian Conclusions [page 28], pages 58-59	

Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
Compare a range of points of view on an issue	Find Out for Yourself	Find Out For Yourself [page 31], page 6-8, 11, 62-63	
Summarize information and viewpoints about a problem or issue		Mini Inquiry: Perspectives on Canada [page 10], pages 31-33	
Use latitude, longitude, and intermediate directions to locate major geographic features in BC and Canada		ADST Activity: What Does <i>Your</i> Canada Look Like? pages 36-37	
Describe a selected place in Canada using both absolute and relative location			
Use keys and legends to interpret maps (e.g., resources, economic activities, transportation routes, capital cities, population)			Canada Map Quiz (Flash Required)
Recognize that different types of maps represent particular types of information (e.g., thematic maps show information such as resource distribution; topographic maps show elevation; political maps show provincial boundaries)			Why Is Canada Culturally Diverse?: Photos, Maps, and Charts
Create maps to represent aspects of a specific place (e.g., economic activity, landforms, and bodies of water), applying keys and legends			
Create and interpret timelines and maps to show the development of political boundaries in Canada (e.g., each province's entry into Confederation, creation of Nunavut)			
Retell a story from an interview (e.g., residential school student, new Canadian, war veteran, Elder)	Make Connections, page 29	Mini Inquiry: Perspectives on Canada pages 31-33; Make Connections, [page 29], page 61	
Apply established criteria to compare information sources (e.g., relevance, accuracy, authorship)		Student Activity: How Do We Portray Ourselves in the World? page 48	

Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
Apply a variety of strategies to record information gathered from sources			
Create a bibliography of all sources used			
Use an outline to organize information into a coherent format	Find Out for Yourself	Find Out For Yourself [page 31], page 6-8, 11, 62-63	
Create a presentation using more than one form of representation (e.g., poster and oral report)	Find Out for Yourself	ADST Activity: Press Release! pages 16-17; ADST Activity: Canadian, Eh? pages 24-35; Find Out For Yourself [page 31], page 6-8, 11, 62-63	
Select ways to clarify a specific problem or issue (e.g., discussion, debate, research, reflection)		ADST Activity: What's Cooking? page 19-21; Student Activity: Thinking Deeper [page 9], page 29; Student Activity LM 1-3: Provincial and Territorial Symbols pages 33-34; ADST Activity: Student Activity: What Does Your Canada Look Like? pages 36-37; Can Geography Unite Us? pages 37-38; Student Activity LM 1-6: Types of Media pages 51-52	
Identify opportunities for civic participation at the school, community, provincial, and national levels			
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 school or		Student Activity: Thinking Deeper [page 9], page 29	
<b>Develop a plan of action to address a selected problem or issue</b>		Student Activity: Thinking Deeper [page 9]; page 29; Student Activity: Pizza Delivery in Action page 51; Mini Inquiry: Canadian Content pages 52-53	

Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
<i>Sample Activity</i>			
Individually, or in groups, design 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 school or community newspaper, petition).		Student Activity: Thinking Deeper [page 9]; Student Activity: Pizza Delivery in Action page 51; Mini Inquiry: Canadian Content pages 52-53	
<b>Construct arguments defending the significance of individuals/groups, places, events, and developments (significance)</b>	Reflect on Your Learning	Reflect on Your Learning [page 30], page 6	
<i>Sample Activities</i>			
Identify and assess the significance of individuals who have contributed to the development of Canada's identity in various areas (e.g., the arts, literature, science and medicine, government, military, exploration, law and order, public service)	Thinking Like...An Historian (p 5), p 19	Discussion: Voices [page 4], page 17-18; Thinking Like...An Historian [page 5], Student Activity: LM 1-1: Canada's National Anthem page 22; QR Code [page 11], page 35-36; Discussion: Voices [page 13], page 38; Student Activity: First Peoples Contributions to Canada pages 39-40; Discussion: Voices [page 16], page 42-43; Student Activity: Centennial Perspectives pages 45-47; Discussion: Are There Canadian Values? GLM Frayer Diagram pages 56-57; QR Code [page 27], pages 57-58	
Assess the roles of the fur trade, the Canadian Pacific Railway, and the gold rushes in the development of Canada			

Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
<i>Key Questions</i>			
Which people contributed most to Canada becoming an independent country?			
What is the most significant event in Canadian history?			
<b>Ask questions, corroborate inferences, and draw conclusions about the content and origins of a variety of sources, including mass media (evidence)</b>	p 17, Find Out For Yourself	Find Out For Yourself [page 31], page 6-8, 11, 62-63; Student Activity: Bring Canadians Together page 53-54	How Have Media and Technology Affected Canadian Identity?: Videos/Websites; Research: Media
<i>Key Question</i>			
n/a			

Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
<p><b>Sequence objects, images, and events, and recognize the positive and negative aspects of continuities and changes in the past and present (continuity and change)</b></p>	<p>Thinking Like an Historian (p 5), Thinking Like a Geographer (p8), pp 15-16, pp 17-21, p 25, Viewpoints (p28), Reflect on Your Learning</p>	<p>Thinking Like an Historian [page 5], page 22; Thinking Like a Geographer [page 8], page 27-28; Student Activity: Newcomers' Stories page 41; Student Activity: Immigration Timeline page 42; Student Activity: Reading a Graph page 42; Discussion Voices [page 16], page 42-43; Student Activity: How British Are We? pages 43-44; Student Activity: Evidence From Photographs pages 44-45; Student Activity: Residential Schools page 45; Student Activity: Centennial Perspectives pages 45-47; QR Support [page 19], page 47; Student Activity: Telling the World About Canada GLM Venn Diagram (Two Circles) page 47; Student Activity: How Do We Portray Ourselves to the World? pages 48-49; Student Activity: Bringing Canadians Together pages 53-54, Viewpoints [page 28], Mini Inquiry: Canadian Conclusions 58-59; Reflect on Your Learning [page 30], page 6</p>	
<i>Sample Activity</i>			
<p>Create an annotated timeline, map, or other graphic to illustrate selected events or periods in the development of Canada</p>		<p>Student Activity: Communication and Transportation Timeline page 35</p>	
<i>Key Question</i>			
<p>What are some key differences between being a pre-Confederation-Canada citizen and being a Canadian citizen today?</p>			



Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
Differentiate between intended and unintended consequences of events, decisions, and developments, and speculate about alternative outcomes (cause and consequence)			
<i>Key Questions</i>			
n/a			
Take stakeholders' perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations (perspective)	pp 10, 11, 16, 19, 20, 21, 25, Viewpoints (p28), Reflect on Your Learning	Student Activity: LM 1-2: Group Culture and Identity page 30-31; Mini Inquiry: Perspectives on Canada page 31-33; Student Activity: LM 1-3 Provincial and Territorial Symbols page 33-34; Student Activity: Communication and Transportation Timeline page 35; QR Code [page 11] page 35-36; Student Activity: Reading a Graph page 42; Discussion: Voices [page 16], page 42-43; Student Activity: Centennial Perspectives page 45-47; QR Code [page 19], page 47; Student Activity: Telling the World About Canada GLM Venn Diagram (Two Circles) page 47; Student Activity: How Do We Portray Ourselves to the World? pages 48-49; Student Activity: Bringing Canadians Together page 53-54; Viewpoints [page 28], Mini Inquiry: Canadian Conclusions 58-59; Reflect on Your Learning [page 30], page 6	

Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
<i>Sample Activities</i>			
Through role-play, simulations, or letters, present personal perspectives on the challenges faced by immigrants (e.g., climate, language, tolerance for their religion, employment)		Mini Inquiry: Perspectives on Canada pages 31-33; ADST Activity: What Does Your Canada Look Like? pages 36-37; Examine: Perspective pages 64-66	
Examine sources to determine the motivation for historical wrongs against East and South Asian immigrants.			
<b>Make ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place, and assess appropriate ways to respond (ethical judgment)</b>			
<i>Sample Topics</i>			
historical wrongs against East and South Asian immigrants			
Indian Act			
residential school system	p 18	Student Activity: Residential Schools page 45	How Has Canadian Identity Changed Over Time?: Photos, Maps, and Charts/Videos/Websites
internment of Ukrainians during World War I			
internment of Japanese-Canadians during World War II			
turning away of Jewish refugees prior to World War II			
Canada's response to climate change			

Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
<i>Key Questions</i>			
Based on the evidence at the time, was the internment of Japanese people in BC justified? Explain your answer.			
What are the potential consequences of non-sustainable practices in resource use?			

Content	Student Resource	Eguide Teaching Notes	Website
<b>the development and evolution of Canadian identity over time</b>	Investigate: What Is Canadian Identity [pages 4-9]; Examine: Why Is Canada Culturally Diverse? [pages 10-16]; Examine: How Has Canadian Identity Changed Over Time? [pages 17-21]; Investigate: How Have Media and Technology Affected Canadian Identity? [pages 22-25]; Investigate: How Has Diversity Affected Canadian Identity? [pages 26-29].	Investigate: What Is Canadian Identity [pages 4-9], pages 13-30; Examine: Why Is Canada Culturally Diverse? [pages 10-16] pages 30-43; Examine: How Has Canadian Identity Changed Over Time? [pages 17-21], pages 43-50; Investigate: How Have Media and Technology Affected Canadian Identity? [pages 22-25] pages 50-55; Investigate: How Has Diversity Affected Canadian Identity? [pages 26-29], pages 55-61	How Has Canadian Identity Changed Over Time?: Videos, Websites, Photos, Maps, and Charts; How Has Diversity Affected Canadian Identity?: Photos, Maps, and Charts
<b>the changing nature of Canadian immigration over time</b>		Student Activity: Newcomers' Stories page 41; Student Activity: Immigration Timeline pages 41-42; Student Activity: Reading a Graph page 42	What Is Canadian Identity?: Photos, Maps, and Charts; Why Is Canada Culturally Diverse?: Photos, Maps, and Charts/Websites
<i>Sample Activities</i>			
Changing government policies about the origin of immigrants and the number allowed to come to Canada			Why Is Canada Culturally Diverse?: Websites
immigration to BC, including East and South Asian immigration to BC			Why Is Canada Culturally Diverse?: Websites

Content	Student Resource	Eguide Teaching Notes	Website
the contributions of immigrants to Canada's development (e.g., Chinese railway workers, Sikh loggers, Eastern European farmers, British investors)		Student Activity: How British Are We? pages 43-44; Student Activity: Evidence from Photographs pages 44-45	Why Is Canada Culturally Diverse?: Websites
push and pull factors			
settlement pattern			
growth of cities, provinces, and territories as a result of immigration			
<i>Key Question</i>			
Why did East and South Asians come to BC and Canada, and what challenges did they face?		Student Activity: How British Are We? pages 43-44; Student Activity: Evidence from Photographs pages 44-45	Why Is Canada Culturally Diverse?: Websites
How has Canada's identity been shaped by the immigration of individuals from a wide range of ethnic and cultural backgrounds?	Why Is Canada Culturally Diverse?, How Has Canadian Identity Changed Over Time?, How Has Diversity Affected Canadian Identity?	Examine: Why Is Canada Culturally Diverse? [pages 10-16], pages 30-43; Examine: How Has Canadian Identity Changed Over Time? [pages 17-21], pages 43-50; Investigate: How Has Diversity Affected Canadian Identity? [pages 26-29], pages 55-61	Why Is Canada Culturally Diverse?: Websites
<b>past discriminatory government policies and actions, such as the Head Tax, the Komagata Maru incident, residential schools, and internments</b>	p 18	Student Activity: Residential Schools page 45	Why Is Canada Culturally Diverse?: Websites
<i>Sample Topics</i>			
historical wrongs against East and South Asian immigrants			Why Is Canada Culturally Diverse?: Websites

Content	Student Resource	Eguide Teaching Notes	Website
Indian Act			
Head Tax on Chinese immigrants			Why Is Canada Culturally Diverse?: Websites
numbered treaties with First Peoples			
treatment of Doukhobours			
1884-85 famine			
1907 Anti-Asian Riots			
Japanese and German internments			
reduction or relocation of First Nations reserves			
ethnic minorities denied the vote			Why Is Canada Culturally Diverse?: Websites
<i>Key Questions</i>			
What types of discrimination have immigrants to Canada faced? (e.g., cases of systemic discrimination by local, provincial, and federal levels of government)			What Is Canadian Identity?: Websites; Research: Stereotypes
How might Canadian society be different today if exclusionary policies toward immigrants from East and South Asia had not been developed during certain periods of history?			
What effects did residential schools have on First Nations families and communities	p 18	Student Activity: Residential Schools page 45	How Has Canadian Identity Changed Over Time?: Photos, Maps, and Charts/Videos/Websites

Content	Student Resource	Eguide Teaching Notes	Website
<b>human rights and responses to discrimination in Canadian society</b>		Student Activity: Changing Relationships, Changing Stories page 40	
<i>Sample Topics</i>			
Canadian Charter of Rights and Freedoms			
LGBTQ rights and same-sex marriage			
gender equity			
racism			
religious freedoms			
freedom of speech			
language rights			
protest movements			
examples of individuals who have fought for change and spoke out against injustice			
key provisions of the Canadian Charter of Rights and Freedoms			
the role of the Charter in establishing equality and fairness for all Canadians (e.g., addressing cases of discrimination)			

Content	Student Resource	Eguide Teaching Notes	Website
<b>levels of government, their main functions, and sources of funding</b>			
<i>Sample Activities</i>			
Distinguish between the different levels of government in Canada: municipal, provincial, territorial, federal			
Summarize the responsibilities of government (e.g., providing and administering services, making laws, collecting and allocating taxes)			
Through role-play, simulation, or case study, examine the election process (e.g., different political parties, voting)			
<i>Sample Topics</i>			
key roles within provincial, territorial, and federal governments in Canada (e.g., premier, prime minister, MLA, MP, speaker, lieutenant governor, governor general; cabinet, senate, government ministries)			
elected and appointed provincial and federal government leaders in Canada (e.g., local MLA and MP, local First Nations leaders, premier of BC, the lieutenant governor of BC, prime minister, governor general)			
<i>Key Question</i>			
Which level of government has the most effect on your daily life?			

Content	Student Resource	Guide Teaching Notes	Website
<b>resources and economic development in different regions of Canada</b>			
<i>Sample Activities</i>			
Use maps to describe the location of natural resources in Canada in relation to characteristics of physical geography (e.g., fish on the coasts, mineral resources in the Canadian Shield)			
Identify significant natural resources in BC and Canada, including: -fish and marine resources -forests -minerals (e.g., diamonds, gold, asbestos, tin, copper) -energy resources (e.g., natural gas, petroleum, coal, hydro)			
<i>Key Questions</i>			
What natural resources are most important to the economy of your community?			
How has technology affected the discovery, extraction, processing, and marketing of selected natural resources?			How Have Media and Technology Affected Canadian Identity?: Websites
<b>First Peoples land ownership and use</b>			



Content	Student Resource	Eguide Teaching Notes	Website
<i>Sample Topics</i>			
treaties			
burial grounds			
housing			
hunting and fishing			Why Is Canada Culturally Diverse?: Articles, Essays, and Reports
land claims disputes			
<i>Key Questions</i>			
How do First Peoples balance economic development with traditional uses of the land?			
How fair has BC's treaty process been? Explain your answer.			

**Core Competencies: Communication; Thinking; Personal & Social**

Students will have opportunities to develop & practise using these competencies throughout.

**Inquiring Minds: Canadian Issues and Governance  
Our Home and Native Land?**

<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>
Canada's policies and treatment of minority peoples have negative and positive legacies.			
Natural resources continue to shape the economy and identity of different regions of Canada.	<b>x (main coverage)</b>	<b>x (main coverage)</b>	<b>x (main coverage)</b>
Immigration and multiculturalism continue to shape Canadian society and identity.			
Canadian institutions and government reflect the challenge of our regional diversity.			

<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>	Reflect on Your Learning, Find Out For Yourself, Inquiry icon pages 33, 46, 56	Reflect on Your Learning [page 60], page 6; Find Out For Yourself [page 61], pages 7, 38; Mini Inquiry [pages 36–37] Protecting Our Ecozone Wildlife, page 15; Mini Inquiry [pages 43–44] Investigating the History of This Land, page 24; Mini Inquiry [page 56] Uses of Local Natural Resources, page 34; ADST ACTIVITY Water Is Life, page 17; ADST ACTIVITY This Land Is Your Land..., page 21; ADST ACTIVITY Two Bags, One Quote, page 23	

Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
<i>Key Skills</i>			
State a hypothesis about a selected problem or issue			
Use inference, imagination, and pattern identification to clarify and define a problem or issue		Mini Inquiry [page 56] Uses of Local Natural Resources, page 34	
Compare a range of points of view on an issue	Viewpoints, p 49	Student Discussion, Viewpoints on...The Treaties, page 28;	
Summarize information and viewpoints about a problem or issue	Viewpoints, p 49	Student Discussion, Viewpoints on...The Treaties, page 28; Student Activity, The Duty to Consult, page 36	
Use latitude, longitude, and intermediate directions to locate major geographic features in BC and Canada			
Describe a selected place in Canada using both absolute and relative location			
Use keys and legends to interpret maps (e.g., resources, economic activities, transportation routes, capital cities, population)	pp 36-37, 39, 47	Student Discussion, Canada and Its Ecozones, page 14; Student Activity, British Columbia's Ecozones, page 14; Student Discussion, Why Is Water Protection an Issue?, page 17; Student Discussion, What Is a Treaty?, page 27	
Recognize that different types of maps represent particular types of information (e.g., thematic maps show information such as resource distribution; topographic maps show elevation; political maps show provincial boundaries)	pp 36-37, 39, 47	Student Discussion, Canada and Its Ecozones, page 14; Student Activity, British Columbia's Ecozones, page 14; Student Discussion, Why Is Water Protection an Issue?, page 17; Student Discussion, What Is a Treaty?, page 27	How Does Geography Influence Identity?: Photos, Maps, and Charts; Treaty Making in Canada: Photos, Maps, and Charts

Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
Create maps to represent aspects of a specific place (e.g., economic activity, landforms, and bodies of water), applying keys and legends			
Create and interpret timelines and maps to show the development of political boundaries in Canada (e.g., each province's entry into Confederation, creation of Nunavut)		Student Activity, Treaty Timelines in Canada, page 29	
Retell a story from an interview (e.g., residential school student, new Canadian, war veteran, Elder)			
Apply established criteria to compare information sources (e.g., relevance, accuracy, authorship)			
Apply a variety of strategies to record information gathered from sources			
Create a bibliography of all sources used			
Use an outline to organize information into a coherent format			
Create a presentation using more than one form of representation (e.g., poster and oral report)	Reflect on Your Learning, Find Out For Yourself	Reflect on Your Learning [page 60], page 6; Find Out For Yourself [page 61], pages 7, 38	
Select ways to clarify a specific problem or issue (e.g., discussion, debate, research, reflection)			

Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
Identify opportunities for civic participation at the school, community, provincial, and national levels	Make Connections, question 3, page 40	Student Activity, Protecting Water in BC, page 19; Make Connections, question 3, page 20	
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 school or community newspaper, petition)			
<b>Develop a plan of action to address a selected problem or issue</b>			
<i>Sample Activity</i>			
Individually, or in groups, design 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 school or community newspaper, petition).	Check your Learning, question 2, page 55	Check your Learning, question 2, page 33	
<b>Construct arguments defending the significance of individuals/groups, places, events, and developments (significance)</b>	Reflect on Your Learning; p 48	Reflect on Your Learning [page 60], page 6; Student Activity, The Two Row Wampum, page 27; Discussion, Protecting Burial Grounds, pages 30-31; pages 40-41	

Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
<i>Sample Activities</i>			
Identify and assess the significance of individuals who have contributed to the development of Canada's identity in various areas (e.g., the arts, literature, science and medicine, government, military, exploration, law and order, public service)			
Assess the roles of the fur trade, the Canadian Pacific Railway, and the gold rushes in the development of Canada			
<i>Key Questions</i>			
Which people contributed most to Canada becoming an independent country?			
What is the most significant event in Canadian history?			
<b>Ask questions, corroborate inferences, and draw conclusions about the content and origins of a variety of sources, including mass media (evidence)</b>	Page 47	Caption question and answer [page 47], page 45; Mini Inquiry [pages 36–37] Protecting Our Ecozone Wildlife, page 15; Mini Inquiry [pages 43–44] Investigating the History of This Land, page 24; Student Activity, Treaty Timelines in Canada, page 29;	
<i>Key Question</i>			
n/a			

Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
<b>Sequence objects, images, and events, and recognize the positive and negative aspects of continuities and changes in the past and present (continuity and change)</b>	Treaty Timeline, pages 50-51	Student Activity, Treaty Timelines in Canada, page 29; Discussion, Our Treaty Story in British Columbia, page 30	
<i>Sample Activity</i>			
Create an annotated timeline, map, or other graphic to illustrate selected events or periods in the development of Canada		Student Activity, Treaty Timelines in Canada, page 29	
<i>Key Question</i>			
What are some key differences between being a pre-Confederation-Canada citizen and being a Canadian citizen today?			
<b>Differentiate between intended and unintended consequences of events, decisions, and developments, and speculate about alternative outcomes (cause and consequence)</b>	pp 46, 55, 56, 59	Discussion, The Effects of Relocation on Canada's Indigenous Peoples, page 26; Discussion, Acknowledgement of Territory, page 32; Discussion, Traditional Uses of Land and Resources, page 34; Discussion, Keeping the Balance, page 36	
<i>Key Questions</i>			
n/a			

Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
<b>Take stakeholders' perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations (perspective)</b>	Reflect on Your Learning, p 41, Thinking Deeper (p 54), Make Connections (pp 55, 59),	Reflect on Your Learning, page 6; Student Activity, Thinking Deeper: Are We All Treaty People?, page 31; Make Connections [page 55], page 33; Make Connections [page 59], page 37	
<i>Sample Activities</i>			
Through role-play, simulations, or letters, present personal perspectives on the challenges faced by immigrants (e.g., climate, language, tolerance for their religion, employment)			
Examine sources to determine the motivation for historical wrongs against East and South Asian immigrants.			
<b>Make ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place, and assess appropriate ways to respond (ethical judgment)</b>	Reflect on Your Learning	Reflect on Your Learning, page 6; Mini Inquiry [pages 36–37] Protecting Our Ecozone Wildlife, page 15; Discussion, Why Is Water Protection an Issue?, page 17; Student Activity, Protecting Water in BC, page 19	
<i>Sample Topics</i>			
historical wrongs against East and South Asian immigrants			
Indian Act			Treaty Making in Canada: Websites
residential school system			



Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
internment of Ukrainians during World War I			
internment of Japanese-Canadians during World War II			
turning away of Jewish refugees prior to World War II			
Canada's response to climate change			How Are First Peoples Connected to the Land?: Videos, Websites
<i>Key Questions</i>			
Based on the evidence at the time, was the internment of Japanese people in BC justified? Explain your answer.			
What are the potential consequences of non-sustainable practices in resource use?	pp 39-40, 59	Discussion, Why Is Water Protection an Issue?, page 17; ADST ACTIVITY Water Is Life, page 17; Student Activity, Protecting Water in BC, page 19; Discussion, Keeping the Balance, pages 36-37	First Nations and Resource Development: Websites; Research: Sustainable Development

Content	Student Resource	Eguide Teaching Notes	Website
<b>the development and evolution of Canadian identity over time</b>			How Does Geography Influence Identity?: Photos, Maps, and Charts
<b>the changing nature of Canadian immigration over time</b>			

<i>Sample Activities</i>			
Changing government policies about the origin of immigrants and the number allowed to come to Canada			
immigration to BC, including East and South Asian immigration to BC			
the contributions of immigrants to Canada's development (e.g., Chinese railway workers, Sikh loggers, Eastern European farmers, British investors)			
push and pull factors			
settlement pattern			
growth of cities, provinces, and territories as a result of immigration			
<i>Key Question</i>			
Why did East and South Asians come to BC and Canada, and what challenges did they face?			
How has Canada's identity been shaped by the immigration of individuals from a wide range of ethnic and cultural backgrounds?			

Content	Student Resource	Eguide Teaching Notes	Website
past discriminatory government policies and actions, such as the Head Tax, the Komagata Maru incident, residential schools, and internments			
<i>Sample Topics</i>			
historical wrongs against East and South Asian immigrants			
Indian Act			Treaty Making in Canada: Websites
Head Tax on Chinese immigrants			
numbered treaties with First Peoples	Treaty Making in Canada (pp 47-55), treaties map, treaties timeline	Treaty Making in Canada [pages 47-55], pages 27-34; Student Activity, The Duty to Consult, page 36	Treaty Making in Canada: Articles, Essays, and Reports/Photos, Maps, and Charts/Videos/Websites; Research: Treaties in Canada
treatment of Doukhabours			
1884-85 famine			
1907 Anti-Asian Riots			
Japanese and German internments			
reduction or relocation of First Nations reserves	pp 46, 53	Discussion, The Effects of Relocation on Canada's Indigenous Peoples, page 26; Check Your Learning, pages 26-27; Discussion, Protecting Burial Grounds, pages 30-31	
ethnic minorities denied the vote			

Content	Student Resource	Eguide Teaching Notes	Website
<i>Key Questions</i>			
What types of discrimination have immigrants to Canada faced? (e.g., cases of systemic discrimination by local, provincial, and federal levels of government)			
How might Canadian society be different today if exclusionary policies toward immigrants from East and South Asia had not been developed during certain periods of history?			
What effects did residential schools have on First Nations families and communities?			
<b>human rights and responses to discrimination in Canadian society</b>			
<i>Sample Topics</i>			
Canadian Charter of Rights and Freedoms			
LGBTQ rights and same-sex marriage			
gender equity			
racism			
religious freedoms			
freedom of speech			

Content	Student Resource	Eguide Teaching Notes	Website
language rights			
protest movements			
examples of individuals who have fought for change and spoke out against injustice			
key provisions of the Canadian Charter of Rights and Freedoms			
the role of the Charter in establishing equality and fairness for all Canadians (e.g., addressing cases of discrimination)			
<b>levels of government, their main functions, and sources of funding</b>			
<i>Sample Activities</i>			
Distinguish between the different levels of government in Canada: municipal, provincial, territorial, federal			
Summarize the responsibilities of government (e.g., providing and administering services, making laws, collecting and allocating taxes)			
Through role-play, simulation, or case study, examine the election process (e.g., different political parties, voting)			

Content	Student Resource	Eguide Teaching Notes	Website
<i>Sample Topics</i>			
key roles within provincial, territorial, and federal governments in Canada (e.g., premier, prime minister, MLA, MP, speaker, lieutenant governor, governor general; cabinet, senate, government ministries)			
elected and appointed provincial and federal government leaders in Canada (e.g., local MLA and MP, local First Nations leaders, premier of BC, the lieutenant governor of BC, prime minister, governor general)			
<i>Key Question</i>			
Which level of government has the most effect on your daily life?			
<b>resources and economic development in different regions of Canada</b>	Topic 2	Topic 2	How Are First Peoples Connected to the Land?: Websites
<i>Sample Activities</i>			
Use maps to describe the location of natural resources in Canada in relation to characteristics of physical geography (e.g., fish on the coasts, mineral resources in the Canadian Shield)	pp 36-37, 39	Student Discussion, Canada and Its Ecozones, page 14; Student Activity, British Columbia's Ecozones, page 14; Discussion, Why Is Water Protection an Issue?, page 17	

Content	Student Resource	Eguide Teaching Notes	Website
<p>Identify significant natural resources in BC and Canada, including:</p> <ul style="list-style-type: none"> <li>-fish and marine resources</li> <li>-forests</li> <li>-minerals (e.g., diamonds, gold, asbestos, tin, copper)</li> <li>-energy resources (e.g., natural gas, petroleum, coal, hydro)</li> </ul>	<p>Topic opener, p 35, pp 36-37, Thinking Like... a Geographer (p 38), Protecting Water (pp 39-40), p 45, p 56</p>	<p>Discussion, Previewing the Topic, page 9; Student Activity, People, Land, and Identity, pages 9-10; Discussion, Natural Resource Industries and Geography, page 13; Student Activity, Local Geography, Local Economy, page 13; Discussion, Canada and Its Ecozones, page 14; Student Activity, British Columbia's Ecozones, page 14; Mini Inquiry, Protecting Our Ecozone Wildlife, pages 15-16; Thinking Like...a Geographer, The Impacts of Natural Resources on Jobs, page 16; Discussion, Why Is Water Protection an Issue?, page 17; Student Activity, Protecting Water in BC, pages 19-20; Discussion, The Spirit of the Land, pages 25-26; Discussion, Traditional Uses of Land and Resources, page 34; Mini Inquiry, Uses of Local Natural Resources, pages 34-35;</p>	
<i>Key Questions</i>			
<p>What natural resources are most important to the economy of your community?</p>	<p>Find Out For Yourself</p>	<p>Find Out For Yourself, pages 7, 38-39</p>	
<p>How has technology affected the discovery, extraction, processing, and marketing of selected natural resources?</p>			

Content	Student Resource	Eguide Teaching Notes	Website
<b>First Peoples land ownership and use</b>	How Are First Peoples Connected to the Land? (pp 41-46), Treaty Making in Canada (pp 47-55), First Nations and Resource Development (pp 56-59)	How Are First Peoples Connected to the Land?, pages 20-27; Treaty Making in Canada, pages 27-34; First Nations and Resource Development, pages 34-37	How Are First Peoples Connected to the Land?: Articles, Essays, and Reports, Photos, Maps, and Charts, Videos, Websites
<i>Sample Topics</i>			
treaties	Treaty Making in Canada (pp 47-55), treaties map, treaties timeline	Discussion, What Is a Treaty?, page 27; Student Activity, The Two Row Wampum, page 27; Discussion, Viewpoints on...The Treaties, page 28; Student Activity, Treaty Timelines in Canada, page 29; Discussion, Our Treaty Story in British Columbia, page 30; Student Activity, Thinking Deeper: Are We All Treaty People?, page 31; Discussion, Acknowledgement of Territory, page 32	Treaty Making in Canada: Videos, Websites, Photos, Maps, and Charts; How Are First Peoples Connected to the Land?: Videos, Websites
burial grounds	p 53	Discussion, Protecting Burial Grounds, pages 30-31	
housing			
hunting and fishing			First Nations and Resource Development: Videos, Websites; Research: Natural Resources in Canada
land claims disputes	p 52	Discussion, Our Treaty Story in British Columbia, page 30; Discussion, Traditional Uses of Land and Resources, page 34; Student Activity, The Duty to Consult, page 36	Research: Natural Resources in Canada



Content	Student Resource	Eguide Teaching Notes	Website
<i>Key Questions</i>			
How do First Peoples balance economic development with traditional uses of the land?	How Are First Peoples Connected to the Land? (pp 41-46), First Nations and Resource Development (pp 56-59)	Discussion, Interconnectedness and Stewardship, pages 20-21; Student Activity, Interconnectedness and Stewardship, page 21; ADST ACTIVITY, Two Bags, One Quote, pages 23-24; Discussion, Traditional Uses of Land and Resources, page 34; Mini Inquiry, Uses of Local Natural Resources, pages 34-35; Discussion, Building Economies, pages 35-36; Discussion, Keeping the Balance, pages 36-37	How Are First Peoples Connected to the Land?: Videos, Websites, Articles, Essays, and Reports, Photos, Maps, and Charts; Research: Natural Resources in Canada
How fair has BC's treaty process been? Explain your answer.	Treaty Making in Canada (pp 47-55)	Discussion, What Is a Treaty? page 27; Student Activity, The Two Row Wampum, pages 27-28; Discussion, Viewpoints on...The Treaties, page 28; Student Activity, Treaty Timelines in Canada, pages 29-30; Discussion, Our Treaty Story in British Columbia, page 30; Student Activity, Thinking Deeper: Are We All Treaty People?, page 31; Discussion, Acknowledgement of Territory, page 32	Treaty Making in Canada: Articles, Essays, and Reports, Photos, Maps, and Charts, Videos, Websites; Research: Treaties in Canada

**Core Competencies: Communication; Thinking; Personal & Social**

Students will have opportunities to develop & practise using these competencies throughout.

**Inquiring Minds: Canadian Issues and Governance**  
**True Patriot Love?**

Legend			
Big Ideas	Curricular Competencies	Content	Core Competencies
Big Ideas	Student Resource	Eguide Teaching Notes	Website
Canada's policies and treatment of minority peoples have negative and positive legacies.	<b>x (main coverage)</b>	<b>X (main coverage)</b>	<b>X (main coverage)</b>
Natural resources continue to shape the economy and identity of different regions of Canada.			
Immigration and multiculturalism continue to shape Canadian society and identity.			
Canadian institutions and government reflect the challenge of our regional diversity.			

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>	Reflect on Your Learning, Find Out For Yourself, Inquiry icon pages 72, 80, 87	Reflect on Your Learning [page 94], pages 7–8; Find Out For Yourself [page 95], pages 8, 12, 55–56; Mini-Inquiry: LM 3-5 How Can Canadians Participate in Truth and Reconciliation? pages 19–21; Mini-Inquiry: LM 3-9: What Was the Most Significant Cause of the 1907 Vancouver Riot, pages 33–35; Mini-Inquiry: LM 3-12: Was the Canadian internment of Ukrainians during World War I right and just or wrong and unjust? pages 47–48; ADST Activity: The More We Know, pages 37–39; ADST Activity: Making Interactive Maps, pages 52–53	

Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
<i>Key Skills</i>			
State a hypothesis about a selected problem or issue			
Use inference, imagination, and pattern identification to clarify and define a problem or issue		ADST Activity: The More We Know, #7, pages 37–39; ADST Activity: Making Interactive Maps, #9, pages 52–53	
Compare a range of points of view on an issue		Discussion: What Was the Head Tax? [page 78], pages 28–30; Student Activity: LM 3-7: Taking a Historical Perspective [page 78], page 30; Student Activity: LM 3-10: Can We End Racism? [page 82], pages 36–37; Discussion: What Were the Consequences of the Riot? [page 83], page 40	
Summarize information and viewpoints about a problem or issue	Find Out For Yourself	Check Your Learning [page 74], page 23; Check Your Learning [page 79], pages 31–32; Check Your Learning [page 83], page 40; Check Your Learning [page 86], page 43; Check Your Learning [page 93], page 54; Find Out For Yourself [page 95], pages 8, 12, 55–56	
Use latitude, longitude, and intermediate directions to locate major geographic features in BC and Canada			
Describe a selected place in Canada using both absolute and relative location		ADST Activity: Making Interactive Maps, #9, pages 52–53	

Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
Use keys and legends to interpret maps (e.g., resources, economic activities, transportation routes, capital cities, population)		Examination of territorial map of Canada [page 64], pages 14, 58; Thinking Like a Historian [page 87], pages 44–45	
Recognize that different types of maps represent particular types of information (e.g., thematic maps show information such as resource distribution; topographic maps show elevation; political maps show provincial boundaries)		Examination of territorial map of Canada [page 64], pages 14, 58; Thinking Like a Historian [page 87], pages 44–45	
Create maps to represent aspects of a specific place (e.g., economic activity, landforms, and bodies of water), applying keys and legends		ADST Activity: Making Interactive Maps, #9, pages 52–53	
Create and interpret timelines and maps to show the development of political boundaries in Canada (e.g., each province's entry into Confederation, creation of Nunavut)		Examination of territorial map of Canada [page 64], pages 14, 58; Thinking Like a Historian [page 87], pages 44–45	
Retell a story from an interview (e.g., residential school student, new Canadian, war veteran, Elder)		Discussion: Thinking Like . . . a Sociologist [page 93], page 51	
Apply established criteria to compare information sources (e.g., relevance, accuracy, authorship)	Find Out For Yourself	Find Out For Yourself [page 95], pages 55–56 [extend section]	
Apply a variety of strategies to record information gathered from sources		Mini-Inquiry: LM 3-5 How Can Canadians Participate in Truth and Reconciliation? pages 19–21	
Create a bibliography of all sources used		Find Out For Yourself [page 95], pages 55–56 [extend section]	

Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
Use an outline to organize information into a coherent format		Mini-Inquiry: LM 3-9: What Was the Most Significant Cause of the 1907 Vancouver Riot? pages 33–35	
Create a presentation using more than one form of representation (e.g., poster and oral report)	Reflect on Your Learning, Find Out For Yourself	Reflect on Your Learning [page 94], pages 7–8; Find Out For Yourself [page 95], pages 8, 12, 55–56	
Select ways to clarify a specific problem or issue (e.g., discussion, debate, research, reflection)			
Identify opportunities for civic participation at the school, community, provincial, and national levels	Thinking Deeper (pp 72-73)	Thinking Deeper [pages 72-73], pages 19–21; ADST Activity: The More We Know, #7, pages 37–39; ViewPoints: How Can We End Racism? [page 82], pages 35–36; Mini-Inquiry: LM 3-5 How Can Canadians Participate in Truth and Reconciliation? pages 19–21; Make Connections #3 [page 74], page 24	
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 school or community newspaper, petition)		ADST Activity: The More We Know, #7, pages 37–39; Mini-Inquiry: LM 3-5 How Can Canadians Participate in Truth and Reconciliation? pages 19–21	
<b>Develop a plan of action to address a selected problem or issue</b>		ADST Activity: The More We Know, #7, pages 37–39; Mini-Inquiry: LM 3-5 How Can Canadians Participate in Truth and Reconciliation? pages 19–21	

Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
<i>Sample Activity</i>			
<p>Individually, or in groups, design 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 school or community newspaper, petition).</p>		<p>ADST Activity: The More We Know, #7, pages 37–39; Mini-Inquiry: LM 3-5 How Can Canadians Participate in Truth and Reconciliation? pages 19–21</p>	
<p><b>Construct arguments defending the significance of individuals/groups, places, events, and developments (significance)</b></p>	<p>Reflect on Your Learning</p>	<p>Discussion: What Was the Significance of Confederation for First Peoples? page 14; Discussion: How Can an Individual be Historically Significant? [page 74], pages 22–23; Discussion: What Were the Consequences of the Head Tax? [page 79], page 31; Mini-Inquiry: LM 3-9: What Was the Most Significant Cause of the 1907 Vancouver Riot? [pages 80–81], pages 33–35; Check Your Learning #1 [page 83], page 40; Reflect on Your Learning#2, [page 94], page 7</p>	
<i>Sample Activities</i>			
<p>Identify and assess the significance of individuals who have contributed to the development of Canada's identity in various areas (e.g., the arts, literature, science and medicine, government, military, exploration, law and order, public service)</p>	<p>Voices Into Action, p 74</p>	<p>Voices Into Action [page 74], pages 22–23</p>	

Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
Assess the roles of the fur trade, the Canadian Pacific Railway, and the gold rushes in the development of Canada			
<i>Key Questions</i>			
Which people contributed most to Canada becoming an independent country?			
What is the most significant event in Canadian history?			
<b>Ask questions, corroborate inferences, and draw conclusions about the content and origins of a variety of sources, including mass media (evidence)</b>	What Was the Media's Role in the Komagata Maru Incident? (pp 84-86)	Discussion: What Was the Head Tax? (discussion of editorial cartoons) [page 78], pages 28–30; Examine: What Was the Media's Role in the Komagata Maru Incident? [pages 84–86], pages 41–44; Student Activity: What Can a Photo Tell You? [pages 80–81], pages 32–33; Caption [page 80], page 66	
<i>Key Question</i>			
n/a			
<b>Sequence objects, images, and events, and recognize the positive and negative aspects of continuities and changes in the past and present (continuity and change)</b>	Reflect on Your Learning	Reflect on Your Learning #4 [page 94], pages 7–8	

Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
<i>Sample Activity</i>			
Create an annotated timeline, map, or other graphic to illustrate selected events or periods in the development of Canada		ADST Activity: Making Interactive Maps, pages 52–53	
<i>Key Question</i>			
What are some key differences between being a pre-Confederation-Canada citizen and being a Canadian citizen today?			
<b>Differentiate between intended and unintended consequences of events, decisions, and developments, and speculate about alternative outcomes (cause and consequence)</b>	Reflect on Your Learning, Find Out For Yourself, How Have Government Policies Affected First Peoples (pp 64-74), What Were the Causes of the Vancouver Riot (pp 80-83), p 93	Investigate: How Have Government Policies Affected First Peoples [pages 64–74], pages 14–24; Discussion: What Were the Consequences of the Head Tax? [page 79], page 31; Check Your Learning #2 [page 79], pages 31–32; Discussion: What Were the Consequences of the Riot? [page 83], page 40; Check Your Learning #2 [page 83], page 40; Reflect on Your Learning #1 [page 94], page 7; Find Out For Yourself [page 95], pages 8, 12, 55–56; Examine: Cause and Consequence, page 57	
<i>Key Questions</i>			
n/a			



Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
<p><b>Take stakeholders' perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations (perspective)</b></p>	<p>pp 70 (Viewpoints), 80</p>	<p>Discussion: What Was the Head Tax? [page 78], pages 28–30; Student Activity: LM 3-7: Taking a Historical Perspective [page 78], page 30; Student Activity: LM 3-10: Can We End Racism? [page 82], pages 36–37; Discussion: What Were the Consequences of the Riot? [page 83], page 40</p>	
<i>Sample Activities</i>			
<p>Through role-play, simulations, or letters, present personal perspectives on the challenges faced by immigrants (e.g., climate, language, tolerance for their religion, employment)</p>		<p>Student Activity: LM 3-7: Taking a Historical Perspective [page 78], page 30</p>	<p>Why Did Canada Discourage Chinese Immigration and Settlement?: Articles, Essays, and Reports, Photos, Maps, and Charts, Videos, Websites; Research: Building the CPR, Head Tax, Komagata Maru</p>
<p>Examine sources to determine the motivation for historical wrongs against East and South Asian immigrants.</p>	<p>Why Did Canada Discourage Chinese Immigration and Settlement?: Articles, Essays, and Reports, Photos, Maps, and Charts, Videos. Websites; Why Did Canada Intern People During the World Wars?: Articles, Essays, and Reports, Photos, Maps, and Charts, Videos, Websites; Try It: Internment in Canada; Research: Head Tax, Komagata Maru;</p>	<p>Investigate: Why Did Canada Discourage Chinese Immigration and Settlement? [pages 75–79], pages 24–32; Examine: What Were the Causes of the 1907 Vancouver Riot? [pages 80–83], pages 32–41; Examine: What Was the Media's Role in the Komagata Maru Incident? [pages 84–86], pages 41–44; Investigate: Why Did Canada Intern People During the World Wars? [pages 87–93], pages 44–54; Find Out For Yourself [page 95], pages 8, 12, 55–56</p>	<p>Why Did Canada Discourage Chinese Immigration and Settlement?: Articles, Essays, and Reports, Photos, Maps, and Charts, Videos. Websites; Why Did Canada Intern People During the World Wars?: Articles, Essays, and Reports, Photos, Maps, and Charts, Videos, Websites; Try It: Internment in Canada; Research: Head Tax, Komagata Maru</p>

Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
<p><b>Make ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place, and assess appropriate ways to respond (ethical judgment)</b></p>	<p>Viewpoints (pp 70, 82)</p>	<p>Viewpoints: What Makes an Apology Meaningful? [page 70], pages 16–17; Viewpoints: How Can We End Racism? [page 82], pages 35–37; Mini-Inquiry: LM 3-12: Was the Canadian internment of Ukrainians during World War I right and just or wrong and unjust? [page 87], pages 47–48</p>	<p>Why Did Canada Intern People During the World Wars?: Articles, Essays, and Reports, Photos, Maps, and Charts, Videos, Websites; Try It: Internment in Canada</p>
<i>Sample Topics</i>			
<p>historical wrongs against East and South Asian immigrants</p>	<p>Why Did Canada Discourage Chinese Immigration and Settlement? (pp 75-79), What Were the Causes of the 1907 Vancouver Riot? (pp 80-83), What Was the Media’s Role in the Komagata Maru Incident? (pp 84-86), Why Did Canada Intern People During the World Wars? (pp 87-93), Find Out For Yourself</p>	<p>Investigate: Why Did Canada Discourage Chinese Immigration and Settlement? [pages 75–79], pages 24–32; Examine: What Were the Causes of the 1907 Vancouver Riot? [pages 80–83], pages 32–41; Examine: What Was the Media’s Role in the Komagata Maru Incident? [pages 84–86], pages 41–44; Investigate: Why Did Canada Intern People During the World Wars? [pages 87–93], pages 44–54; Find Out For Yourself [page 95], pages 8, 12, 55–56</p>	<p>Why Did Canada Discourage Chinese Immigration and Settlement?: Articles, Essays, and Reports, Photos, Maps, and Charts, Videos. Websites; Research: Head Tax, Komagata Maru; Why Did Canada Intern People During the World Wars?: Articles, Essays, and Reports, Photos, Maps, and Charts, Videos, Websites; Try It: Internment in Canada</p>
<p>Indian Act</p>	<p>How Have Government Policies Affected First Peoples? (pp 64-74)</p>	<p>Investigate: How Have Government Policies Affected First Peoples? [pages 64-74], pages 14–24; Reflect on Your Learning #1 [page 94], page 7</p>	<p>How Have Government Policies Affected First Peoples?: Articles, Essays, and Reports, Videos, Websites; Resaerch: Indian Act</p>

Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
residential school system	How Have Government Policies Affected First Peoples? (pp 64-74)	Investigate: How Have Government Policies Affected First Peoples? [pages 64–74], pages 14–24; Reflect on Your Learning #2 [page 94], page 7	How Have Government Policies Affected First Peoples?: Audio, Articles, Essays, and Reports, Photos, Maps, and Charts, Videos, Websites; Research: Residential Schools, Truth and Reconciliation
internment of Ukrainians during World War I	Why Did Canada Intern People During the World Wars? (pp 87-93)	Investigate: Why Did Canada Intern People During the World Wars? [pages 87–93], pages 44–54	Why Did Canada Intern People During the World Wars?: Articles, Essays, and Reports, Photos, Maps, and Charts, Websites; Research: WWI Internment in Canada; Try It: Internment in Canada
internment of Japanese-Canadians during World War II	Why Did Canada Intern People During the World Wars? (pp 87-93)	Investigate: Why Did Canada Intern People During the World Wars? [pages 87–93], pages 44–54	How Have Government Policies Affected First Peoples?: Photos, Maps, and Charts; Why Did Canada Intern People During the World Wars?: Photos, Maps, and Charts, Videos, Websites; Research: WWII Internment in Canada; Try It: Internment in Canada
turning away of Jewish refugees prior to World War II			
Canada's response to climate change			

Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
<i>Key Questions</i>			
Based on the evidence at the time, was the internment of Japanese people in BC justified? Explain your answer.	Why Did Canada Intern People During the World Wars? (pp 87-93)	Investigate: Why Did Canada Intern People During the World Wars? [pages 87–93], pages 44–54	How Have Government Policies Affected First Peoples?: Photos, Maps, and Charts; Why Did Canada Intern People During the World Wars?: Photos, Maps, and Charts, Videos, Websites; Research: WWII Internment in Canada; Try It: Internment in Canada
What are the potential consequences of non-sustainable practices in resource use?			

Content	Student Resource	Eguide Teaching Notes	Website
the development and evolution of Canadian identity over time			

Content	Student Resource	Eguide Teaching Notes	Website
<p><b>the changing nature of Canadian immigration over time</b></p>		<p>Investigate: Why Did Canada Discourage Chinese Immigration and Settlement? [pages 75–79], pages 24–32</p>	<p>Why Did Canada Discourage Chinese Immigration and Settlement?: Articles, Essays, and Reports, Photos, Maps, and Charts, Videos, Websites; What Were the Causes of the 1907 Vancouver Riot?: Photos, Maps, and Charts, Videos, Websites; What Was the Media's Role in the Komagata Maru Incident?: Articles, Essays, and Reports, Photos, Maps, and Charts, Websites, Videos; Research: Komagata Maru, Building the CPR</p>
<i>Sample Activities</i>			
<p>Changing government policies about the origin of immigrants and the number allowed to come to Canada</p>	<p>Why Did Canada Discourage Chinese Immigration and Settlement? (pp 75-79)</p>	<p>Investigate: Why Did Canada Discourage Chinese Immigration and Settlement? [pages 75–79], pages 24–32</p>	<p>Why Did Canada Discourage Chinese Immigration and Settlement?: Articles, Essays, and Reports, Photos, Maps, and Charts, Videos, Websites; What Were the Causes of the 1907 Vancouver Riot?: Photos, Maps, and Charts, Videos, Websites; What Was the Media's Role in the Komagata Maru Incident?: Articles, Essays, and Reports, Photos, Maps, and Charts, Videos, Websites; Research: Building the CPR, Head Tax, Komagata Maru</p>

Content	Student Resource	Eguide Teaching Notes	Website
immigration to BC, including East and South Asian immigration to BC	Why Did Canada Discourage Chinese Immigration and Settlement? (pp 75-79), What Were the Causes of the 1907 Vancouver Riot? (pp 80-83), What Was the Media's Role in the Komagata Maru Incident? (pp 84-86)	Investigate: Why Did Canada Discourage Chinese Immigration and Settlement? [pages 75–79], pages 24–32; Examine: What Were the Causes of the 1907 Vancouver Riot? [pages 80–83], pages 32–41; Examine: What Was the Media's Role in the Komagata Maru Incident? [pages 84–86], pages 41–44	Why Did Canada Discourage Chinese Immigration and Settlement?: Articles, Essays, and Reports, Photos, Maps, and Charts, Videos, Websites; What Were the Causes of the 1907 Vancouver Riot?: Photos, Maps, and Charts, Videos, Websites; What Was the Media's Role in the Komagata Maru Incident?: Articles, Essays, and Reports, Photos, Maps, and Charts, Videos, Websites; Research: Building the CPR, Head Tax, Komagata Maru
the contributions of immigrants to Canada's development (e.g., Chinese railway workers, Sikh loggers, Eastern European farmers, British investors)	Why Did Canada Discourage Chinese Immigration and Settlement? (pp 75-79)	Investigate: Why Did Canada Discourage Chinese Immigration and Settlement? [pages 75–79], pages 24–32	Why Did Canada Discourage Chinese Immigration and Settlement?: Articles, Essays, and Reports, Photos, Maps, and Charts, Videos, Websites; What Were the Causes of the 1907 Vancouver Riot?: Photos, Maps, and Charts, Videos, Websites; What Was the Media's Role in the Komagata Maru Incident?: Articles, Essays, and Reports, Photos, Maps, and Charts, Videos, Websites; Research: Building the CPR, Head Tax, Komagata Maru
push and pull factors			
settlement pattern			
growth of cities, provinces, and territories as a result of immigration			

Content	Student Resource	Eguide Teaching Notes	Website
<i>Key Question</i>			
<p>Why did East and South Asians come to BC and Canada, and what challenges did they face?</p>	<p>Why Did Canada Discourage Chinese Immigration and Settlement? (pp 75-79), What Were the Causes of the 1907 Vancouver Riot? (pp 80-83), What Was the Media's Role in the Komagata Maru Incident? (pp 84-86), Why Did Canada Intern People During the World Wars? (pp 87-93)</p>	<p>Investigate: Why Did Canada Discourage Chinese Immigration and Settlement? [pages 75–79], pages 24–32; Examine: What Were the Causes of the 1907 Vancouver Riot? [pages 80–83], pages 32–41; Examine: What Was the Media's Role in the Komagata Maru Incident? [pages 84–86], pages 41–44; Investigate: Why Did Canada Intern People During the World Wars? [pages 87–93], pages 44–54</p>	<p>Why Did Canada Discourage Chinese Immigration and Settlement?: Articles, Essays, and Reports, Photos, Maps, and Charts, Videos, Websites; What Were the Causes of the 1907 Vancouver Riot?: Photos, Maps, and Charts, Videos, Websites; What Was the Media's Role in the Komagata Maru Incident?: Articles, Essays, and Reports, Photos, Maps, and Charts, Videos, Websites; Research: Building the CPR, Head Tax, Komagata Maru; Why Did Canada Intern People During the World Wars?: Articles, Essays, and Reports, Photos, Maps, and Charts, Videos, Websites; Try It: Internment in Canada</p>
<p>How has Canada's identity been shaped by the immigration of individuals from a wide range of ethnic and cultural backgrounds?</p>			<p>Why Did Canada Discourage Chinese Immigration and Settlement?: Articles, Essays, and Reports, Photos, Maps, and Charts, Videos, Websites; What Were the Causes of the 1907 Vancouver Riot?: Photos, Maps, and Charts, Videos, Websites; What Was the Media's Role in the Komagata Maru Incident?: Articles, Essays, and Reports, Photos, Maps, and Charts, Videos, Websites; Research: Building the CPR, Head Tax, Komagata Maru</p>



Content	Student Resource	Eguide Teaching Notes	Website
<p>past discriminatory government policies and actions, such as the Head Tax, the Komagata Maru incident, residential schools, and internments</p>	<p>Topic 3</p>	<p>Topic 3</p>	<p>Why Did Canada Discourage Chinese Immigration and Settlement?: Articles, Essays, and Reports, Photos, Maps, and Charts, Videos, Websites; What Was the Media's Role in the Komagata Maru Incident?: Articles, Essays, and Reports, Photos, Maps, and Charts, Videos, Websites; Why Did Canada Intern People During the World Wars?: Articles, Essays, and Reports, Photos, Maps, and Charts, Videos, Websites; What Was the Media's Role in the Komagata Maru Incident?: Articles, Essays, and Reports, Photos, Maps, and Charts, Videos, Websites; Try It: Internment in Canada; Research: Head Tax, Residential Schools, Komagata Maru, Building the CPR</p>
<i>Sample Topics</i>			
<p>historical wrongs against East and South Asian immigrants</p>	<p>Why Did Canada Discourage Chinese Immigration and Settlement? (pp 75-79), What Were the Causes of the 1907 Vancouver Riot? (pp 80-83), What Was the Media's Role in the Komagata Maru Incident? (pp 84-86), Why Did Canada Intern People During the World Wars? (pp 87-93)</p>	<p>Investigate: Why Did Canada Discourage Chinese Immigration and Settlement? [pages 75–79], pages 24–32; Examine: What Were the Causes of the 1907 Vancouver Riot? [pages 80–83], pages 32–41; Examine: What Was the Media's Role in the Komagata Maru Incident? [pages 84–86], pages 41–44; Investigate: Why Did Canada Intern People During the World Wars? [pages 87–93], pages 44–54</p>	<p>Why Did Canada Discourage Chinese Immigration and Settlement?: Articles, Essays, and Reports, Photos, Maps, and Charts, Videos, Websites; What Were the Causes of the 1907 Vancouver Riot?: Photos, Maps, and Charts, Videos, Websites; What Was the Media's Role in the Komagata Maru Incident?: Articles, Essays, and Reports, Photos, Maps, and Charts, Videos, Websites; Research: Building the CPR, Head Tax, Komagata Maru</p>



Content	Student Resource	Eguide Teaching Notes	Website
Indian Act	How Have Government Policies Affected First Peoples? (pp 64-74)	Investigate: How Have Government Policies Affected First Peoples? [pages 64–74], pages 14–24	How Have Government Policies Affected First Peoples?: Articles, Essays, and Reports, Videos, Websites; Research: Indian Act
Head Tax on Chinese immigrants	Why Did Canada Discourage Chinese Immigration and Settlement? (pp 75-79)	Investigate: Why Did Canada Discourage Chinese Immigration and Settlement? [pages 75–79], pages 24–32	Why Did Canada Discourage Chinese Immigration and Settlement?: Articles, Essays, and Reports, Videos; Research: Head Tax
numbered treaties with First Peoples	How Have Government Policies Affected First Peoples? (pp 64-74)	Discussion: What Was the Significance of Confederation for First Peoples? page 14; Check Your Learning #1 [page 74], page 23; Question Box [page 67], page 58	
treatment of Doukhabours	Find Out For Yourself	Find Out For Yourself [page 95], pages 8, 12, 55–56	
1884-85 famine			
1907 Anti-Asian Riots	What Were the Causes of the 1907 Vancouver Riot? (pp 80-83)	Examine: What Were the Causes of the 1907 Vancouver Riot? [pages 80–83], pages 32–41	What Were the Causes of the 1907 Vancouver Riot?: Photos, Maps, and Charts, Videos, Websites; Research: 1907 Vancouver Riot
Japanese and German internments	Why Did Canada Intern People During the World Wars? (pp 87-93)	Investigate: Why Did Canada Intern People During the World Wars? [pages 87–93], pages 44–54	How Have Government Policies Affected First Peoples?: Photos, Maps, and Charts; Why Did Canada Intern People During the World Wars?: Articles, Essays, and Reports, Photos, Maps, and Charts, Videos, Websites; Research: WWII Internment in Canada; Try It: Internment in Canada

Content	Student Resource	Eguide Teaching Notes	Website
reduction or relocation of First Nations reserves	How Have Government Policies Affected First Peoples? (pp 64-74)	Question Box [page 67], page 58	How Have Government Policies Affected First Peoples?: Audio, Videos, Websites, Articles, Essays, and Reports, Photos, Maps, and Charts
ethnic minorities denied the vote	Thinking Deeper (p 92)	Thinking Deeper [page 92], page 50	Why Did Canada Intern People During the World Wars?: Photos, Maps, and Charts; Research: Voting Rights in Canada
<i>Key Questions</i>			
What types of discrimination have immigrants to Canada faced? (e.g., cases of systemic discrimination by local, provincial, and federal levels of government)	Why Did Canada Discourage Chinese Immigration and Settlement? (pp 75-79), What Were the Causes of the 1907 Vancouver Riot? (pp 80-83), What Was the Media's Role in the Komagata Maru Incident? (pp 84-86), Why Did Canada Intern People During the World Wars? (pp 87-93)	Investigate: Why Did Canada Discourage Chinese Immigration and Settlement? [pages 75–79], pages 24–32; Examine: What Were the Causes of the 1907 Vancouver Riot? [pages 80–83], pages 32–41; Examine: What Was the Media's Role in the Komagata Maru Incident? [pages 84–86], pages 41–44; Investigate: Why Did Canada Intern People During the World Wars? [pages 87–93], pages 44–54	Why Did Canada Discourage Chinese Immigration and Settlement?: Articles, Essays, and Reports, Photos, Maps, and Charts, Videos, Websites; What Were the Causes of the 1907 Vancouver Riot?: Photos, Maps, and Charts, Videos, Websites; What Was the Media's Role in the Komagata Maru Incident?: Articles, Essays, and Reports, Photos, Maps, and Charts, Videos, Websites; Research: Building the CPR, Head Tax, Komagata Maru

Content	Student Resource	Eguide Teaching Notes	Website
How might Canadian society be different today if exclusionary policies toward immigrants from East and South Asia had not been developed during certain periods of history?		Discussion: What Were the Consequences of the Head Tax? [page 79], page 31	Why Did Canada Discourage Chinese Immigration and Settlement?: Articles, Essays, and Reports, Photos, Maps, and Charts, Videos, Websites; What Were the Causes of the 1907 Vancouver Riot?: Photos, Maps, and Charts, Videos, Websites; What Was the Media's Role in the Komagata Maru Incident?: Articles, Essays, and Reports, Photos, Maps, and Charts, Videos, Websites; Research: Building the CPR, Head Tax, Komagata Maru
What effects did residential schools have on First Nations families and communities	pp 68-71, Thinking Deeper (pp 72-73)	Check Your Learning #2 [page 74], page 23; Make Connections #3 [page 79], page 32; Question Box [page 68], page 59; Question Box [page 69, middle], page 60	How Have Government Policies Affected First Peoples?: Audio, Articles, Essays, and Reports, Photos, Maps, and Charts, Videos, Websites; Research: Residential Schools, Truth and Reconciliation
<b>human rights and responses to discrimination in Canadian society</b>		Topic 3	
<i>Sample Topics</i>			
Canadian Charter of Rights and Freedoms	Thinking Deeper (p 92)	Thinking Deeper [page 92], page 50	
LGBTQ rights and same-sex marriage			
gender equity		Thinking Deeper [page 92], page 50	
racism	p 80, Viewpoints (p 82)	Topic 3; Viewpoints [page 82]; pages 35–37	

Content	Student Resource	Eguide Teaching Notes	Website
religious freedoms			
freedom of speech			
language rights			
protest movements			
examples of individuals who have fought for change and spoke out against injustice	Thinking Deeper (pp 72-73), Voices into Action (p 74)	Thinking Deeper [page 92], page 50; Voices into Action [page 74], pages 22–23	
key provisions of the Canadian Charter of Rights and Freedoms		Thinking Deeper [page 92], page 50	
the role of the Charter in establishing equality and fairness for all Canadians (e.g., addressing cases of discrimination)			
<b>levels of government, their main functions, and sources of funding</b>			
<i>Sample Activities</i>			
Distinguish between the different levels of government in Canada: municipal, provincial, territorial, federal			
Summarize the responsibilities of government (e.g., providing and administering services, making laws, collecting and allocating taxes)			
Through role-play, simulation, or case study, examine the election process (e.g., different political parties, voting)			

Content	Student Resource	Eguide Teaching Notes	Website
<i>Sample Topics</i>			
key roles within provincial, territorial, and federal governments in Canada (e.g., premier, prime minister, MLA, MP, speaker, lieutenant governor, governor general; cabinet, senate, government ministries)			
elected and appointed provincial and federal government leaders in Canada (e.g., local MLA and MP, local First Nations leaders, premier of BC, the lieutenant governor of BC, prime minister, governor general)			
<i>Key Question</i>			
Which level of government has the most effect on your daily life?			
<i>resources and economic development in different regions of Canada</i>			
<b>resources and economic development in different regions of Canada</b>			
<i>Sample Activities</i>			
Use maps to describe the location of natural resources in Canada in relation to characteristics of physical geography (e.g., fish on the coasts, mineral resources in the Canadian Shield)			

Content	Student Resource	Eguide Teaching Notes	Website
Identify significant natural resources in BC and Canada, including: -fish and marine resources -forests -minerals (e.g., diamonds, gold, asbestos, tin, copper) -energy resources (e.g., natural gas, petroleum, coal, hydro)			
<i>Key Questions</i>			
What natural resources are most important to the economy of your community?			
How has technology affected the discovery, extraction, processing, and marketing of selected natural resources?			
<i>Sample Topics</i>			
<b>First Peoples land ownership and use</b>			
treaties	p 64	Discussion: What Was the Significance of Confederation for First Peoples? page 14; Check Your Learning #1 [page 74], page 23; Question Box [page 67], page 58	
burial grounds			
housing			
hunting and fishing			
land claims disputes	pp 66, 67		

Content	Student Resource	Eguide Teaching Notes	Website
<i>Key Questions</i>			
How do First Peoples balance economic development with traditional uses of the land?			
How fair has BC's treaty process been? Explain your answer.		Discussion: What Was the Significance of Confederation for First Peoples? page 14; Check Your Learning #1 [page 74], page 23; Question Box [page 67], page 58	

**Core Competencies: Communication; Thinking; Personal & Social**

Students will have opportunities to develop & practise using these competencies throughout.

## Inquiring Minds: Canadian Issues and Governance From Far and Wide?

<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
Canada's policies and treatment of minority peoples have negative and positive legacies.			
Natural resources continue to shape the economy and identity of different regions of Canada.			
Immigration and multiculturalism continue to shape Canadian society and identity.	<b>x (main coverage)</b>	<b>x (main coverage)</b>	<b>x (main coverage)</b>
Canadian institutions and government reflect the challenge of our regional diversity.			

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>	Reflect on Your Learning, Find Out For Yourself, Inquiry icon pages 101, 108, 121	Mini Inquiry: What Is Canada's Reputation Around the World? [page 101], page 14; Mini Inquiry: How Would You Attract Immigrants to Your Community? [page 108], page 21; Mini Inquiry: How Would You Choose Who Is Invited to Come to Canada? [page 121], page 34	Inquire: How Would You Attract Immigrants to Your Community?; How Would You Choose Who Is Invited to Come to Canada?; What Is Canada's Reputation Around the World?
<i>Key Skills</i>			
State a hypothesis about a selected problem or issue			
Use inference, imagination, and pattern identification to clarify and define a problem or issue		LM 4-1: Why Did They Come to Canada? [pages 96–97], page 9; Literacy Connections, page 10	
Compare a range of points of view on an issue	Viewpoints, pp 106, 125	Toronto: The Most Multicultural City in the World? / Viewpoints on Multiculturalism [pages 105–106], page 18; Viewpoints on...: Should Canada Limit or Expand Immigration? [page 125], page 37	



Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
Summarize information and viewpoints about a problem or issue	Viewpoints, pp 106, 125	Toronto: The Most Multicultural City in the World? / Viewpoints on Multiculturalism [pages 105–106], page 18; Viewpoints on...: Should Canada Limit or Expand Immigration? [page 125], page 37	
Use latitude, longitude, and intermediate directions to locate major geographic features in BC and Canada			
Describe a selected place in Canada using both absolute and relative location			
Use keys and legends to interpret maps (e.g., resources, economic activities, transportation routes, capital cities, population)		Caption [page 113], page 48	
Recognize that different types of maps represent particular types of information (e.g., thematic maps show information such as resource distribution; topographic maps show elevation; political maps show provincial boundaries)		Caption [page 113], page 48	How Has Immigration Policy Changed Canada?: Photos, Maps, and Charts
Create maps to represent aspects of a specific place (e.g., economic activity, landforms, and bodies of water), applying keys and legends			
Create and interpret timelines and maps to show the development of political boundaries in Canada (e.g., each province's entry into Confederation, creation of Nunavut)		Caption [page 113], page 48	
Retell a story from an interview (e.g., residential school student, new Canadian, war veteran, Elder)	Find Out For Yourself	Find Out For Yourself [page 127], page 40	
Apply established criteria to compare information sources (e.g., relevance, accuracy, authorship)			

Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
Apply a variety of strategies to record information gathered from sources		Thinking Like a... Social Scientist [pages 98–99], page 12	
Create a bibliography of all sources used			
Use an outline to organize information into a coherent format			
Create a presentation using more than one form of representation (e.g., poster and oral report)	Reflect on Your Learning, Find Out For Yourself	Reflect on Your Learning [page 126], page 5; ADST Activity, Making Sense of a Census, page 25; ADST Activity, Stamp Stories, page 29; Find Out For Yourself [page 127], page 40	
Select ways to clarify a specific problem or issue (e.g., discussion, debate, research, reflection)			
Identify opportunities for civic participation at the school, community, provincial, and national levels			
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 school or community newspaper, petition)			
<b>Develop a plan of action to address a selected problem or issue</b>			
<i>Sample Activity</i>			
Individually, or in groups, design 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 school or community newspaper, petition).			
<b>Construct arguments defending the significance of individuals/groups, places, events, and developments (significance)</b>			

Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
<i>Sample Activities</i>			
Identify and assess the significance of individuals who have contributed to the development of Canada's identity in various areas (e.g., the arts, literature, science and medicine, government, military, exploration, law and order, public service)		ADST Activity: Stamp Stories, page 29	
Assess the roles of the fur trade, the Canadian Pacific Railway, and the gold rushes in the development of Canada			
<i>Key Questions</i>			
Which people contributed most to Canada becoming an independent country?			
What is the most significant event in Canadian history?			
<b>Ask questions, corroborate inferences, and draw conclusions about the content and origins of a variety of sources, including mass media (evidence)</b>	Reflect on Your Learning, questions pp 106, 109, 125	Reflect on Your Learning [page 126], page 5; Check Your Learning [page 106], page 19; Check Your Learning [page 109], page 23; Check Your Learning [page 125], page 38	
<i>Key Question</i>			
n/a			
<b>Sequence objects, images, and events, and recognize the positive and negative aspects of continuities and changes in the past and present (continuity and change)</b>	Reflect on Your Learning, Immigration timeline, pp 110-111, p 117	Reflect on Your Learning [page 126], page 5; How Has Immigration Policy Changed Canada? [pages 110–120], page 24	
<i>Sample Activity</i>			
Create an annotated timeline, map, or other graphic to illustrate selected events or periods in the development of Canada			
<i>Key Question</i>			
What are some key differences between being a pre-Confederation-Canada citizen and being a Canadian citizen today?			

Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
<b>Differentiate between intended and unintended consequences of events, decisions, and developments, and speculate about alternative outcomes (cause and consequence)</b>			
<i>Key Questions</i>			
n/a			
<b>Take stakeholders' perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations (perspective)</b>	Thinking Deeper (p 115), Thinking Like...a Social Scientist (p 121), question p 124, Reflect on Your Learning	How Did Western Settlement Affect Métis? / How Did Settlement Affect First Peoples? [pages 115–116], page 27; Is Canada Fair to Everyone Who Wants to Come? [pages 121–125], page 34; Reflect on Your Learning [page 126], page 5	
<i>Sample Activities</i>			
Through role-play, simulations, or letters, present personal perspectives on the challenges faced by immigrants (e.g., climate, language, tolerance for their religion, employment)	Topic opener, pp 98-99	Engage: Making Connections: From Far and Wide? [pages 96–97], page 9	
Examine sources to determine the motivation for historical wrongs against East and South Asian immigrants.			Why Is Immigration Important to Canada?: Videos; How Has Immigration Policy Changed Canada?: Websites; Is Canada Fair to Everyone Who Wants to Come?: Websites
<b>Make ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place, and assess appropriate ways to respond (ethical judgment)</b>	Is Canada Fair to Everyone Who Wants to Come? (pp 121-125)	Is Canada Fair to Everyone Who Wants to Come? [pages 121–125], page 34	
<i>Sample Topics</i>			
historical wrongs against East and South Asian immigrants			Why Is Immigration Important to Canada?: Videos; How Has Immigration Policy Changed Canada?: Websites; Is Canada Fair to Everyone Who Wants to Come?: Websites

Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
Indian Act	How Did Settlement Affect First Peoples? (p 116)	How Did Western Settlement Affect Métis? / How Did Settlement Affect First Peoples? [pages 115–116], page 27	
residential school system			
internment of Ukrainians during World War I			
internment of Japanese-Canadians during World War II			
turning away of Jewish refugees prior to World War II			
Canada's response to climate change			
<i>Key Questions</i>			
Based on the evidence at the time, was the internment of Japanese people in BC justified? Explain your answer.			
What are the potential consequences of non-sustainable practices in resource use?			

Content	Student Resource	Eguide Teaching Notes	Website
<b>the development and evolution of Canadian identity over time</b>	How Would You Describe Canadian Society Today? (pp 98-106), Thinking Deeper (p 120)	How Would You Describe Canadian Society Today? [pages 98–106], page 12; Food and Cultural Identity [page 120], page 31	
<b>the changing nature of Canadian immigration over time</b>	How Would You Describe Canadian Society Today? (pp 98-106), Why Is Immigration Important to Canada? (pp 107-109), How Has Immigration Policy Changed Canada? (pp 110-120)	How Would You Describe Canadian Society Today? [pages 98–106], page 12; Why Is Immigration Important to Canada? [pages 107-109], page 20; How Has Immigration Policy Changed Canada? [pages 110–120], page 24	Why Is Immigration Important to Canada?: Audio, Articles, Essays, and Reports, Websites, Videos, Photos, Maps, and Charts; How Has Immigration Policy Changed Canada?: Articles, Essays, and Reports, Photos, Maps, and Charts, Websites, Videos; Is Canada Fair to Everyone Who Wants to Come?: Videos, Websites; Research: Canadian Immigration Policies, Canadian Multiculturalism Act, Diversity in Canada, Economic and Sponsored Immigrants, Ethnic Origin and Ancestry in Canada, Immigration Advertising, Immigration Stories, Push and Pull Factors, Refugees, Settlement of the West

Content	Student Resource	Eguide Teaching Notes	Website
<i>Sample Activities</i>			
Changing government policies about the origin of immigrants and the number allowed to come to Canada	Why Is Immigration Important to Canada? (pp 107-109), How Has Immigration Policy Changed Canada? (pp 110-120)	Why Is Immigration Important to Canada? [pages 107-109], page 20; How Has Immigration Policy Changed Canada? [pages 110-120], page 24	How Has Immigration Policy Changed Canada?: Websites, Photos, Maps, and Charts; Research: Canadian Immigration Policies
immigration to BC, including East and South Asian immigration to BC	Immigration timeline (pp 110-111)	Changes in Immigration Policy Since 1867 [pages 110-111], page 24	
the contributions of immigrants to Canada's development (e.g., Chinese railway workers, Sikh loggers, Eastern European farmers, British investors)	How Would You Describe Canadian Society Today? (pp 98-106), Why Is Immigration Important to Canada? (pp 107-109)	How Would You Describe Canadian Society Today? [pages 98-106], page 12; Why Is Immigration Important to Canada? [pages 107-109], page 20	How Has Immigration Policy Changed Canada?: Photos, Maps, and Charts
push and pull factors	pp 100-101	Push Factors and Pull Factors [pages 100-101], page 13	How Would You Describe Canadian Society Today?: Videos; Research: Push and Pull Factors; Engage: Push and Pull Timelines
settlement pattern	Thinking Deeper (p 105), How Has Immigration Policy Changed Canada? (pp 110-120)	Toronto: The Most Multicultural City in the World?/ Viewpoints on Multiculturalism [pages 105-106], page 18; How Has Immigration Policy Changed Canada? [pages 110-120], page 24	How Has Immigration Policy Changed Canada?: Websites; Why Is Immigration Important to Canada?: Websites
growth of cities, provinces, and territories as a result of immigration	How Has Immigration Policy Changed Canada? (pp 110-120)	How Has Immigration Policy Changed Canada? [pages 110-120], page 24	How Would You Describe Canadian Society Today?: Websites
<i>Key Question</i>			
Why did East and South Asians come to BC and Canada, and what challenges did they face?			
How has Canada's identity been shaped by the immigration of individuals from a wide range of ethnic and cultural backgrounds?	How Would You Describe Canadian Society Today? (pp 98-106), How Has Immigration Policy Changed Canada? (pp 110-120)	How Would You Describe Canadian Society Today? [pages 98-106], page 12; How Has Immigration Policy Changed Canada? [pages 110-120], page 24	How Would You Describe Canadian Society Today?: Articles, Essays, and Reports; Photos, Maps, and Charts, Websites, Videos; Why Is Immigration Important to Canada?: Videos, Websites; How Has Immigration Policy Changed Canada?: Photos, Maps, and Charts, Websites, Videos

Content	Student Resource	Eguide Teaching Notes	Website
<b>past discriminatory government policies and actions, such as the Head Tax, the Komagata Maru incident, residential schools, and internments</b>			
<i>Sample Topics</i>			
historical wrongs against East and South Asian immigrants	Immigration timeline (pp 110-111)	Changes in Immigration Policy Since 1867 [pages 110–111], page 24	
Indian Act			
Head Tax on Chinese immigrants	Immigration timeline (pp 110-111)	Changes in Immigration Policy Since 1867 [pages 110–111], page 24	
numbered treaties with First Peoples			
treatment of Doukhobours	Immigration timeline (pp 110-111)	Changes in Immigration Policy Since 1867 [pages 110–111], page 24	
1884-85 famine	p 112	Who Came First, and Why? [pages 112–113], page 24	
1907 Anti-Asian Riots			
Japanese and German internments			
reduction or relocation of First Nations reserves	How Has Immigration Policy Changed Canada? (pp 110-120)	How Has Immigration Policy Changed Canada? [pages 110–120], page 24	
ethnic minorities denied the vote	Immigration timeline (pp 110-111)	Changes in Immigration Policy Since 1867 [pages 110–111], page 24	
<i>Key Questions</i>			
What types of discrimination have immigrants to Canada faced? (e.g., cases of systemic discrimination by local, provincial, and federal levels of government)	Immigration timeline (pp 110-111)	Changes in Immigration Policy Since 1867 [pages 110–111], page 24	
How might Canadian society be different today if exclusionary policies toward immigrants from East and South Asia had not been developed during certain periods of history?			
What effects did residential schools have on First Nations families and communities			
<b>human rights and responses to discrimination in Canadian society</b>	Immigration timeline (pp 110-111)	Changes in Immigration Policy Since 1867 [pages 110–111], page 24	



Content	Student Resource	Eguide Teaching Notes	Website
<i>Sample Topics</i>			
Canadian Charter of Rights and Freedoms	Immigration timeline (pp 110-111)	Changes in Immigration Policy Since 1867 [pages 110–111], page 24	
LGBTQ rights and same-sex marriage			
gender equity			
racism			
religious freedoms			
freedom of speech			
language rights			
protest movements			
examples of individuals who have fought for change and spoke out against injustice			
key provisions of the Canadian Charter of Rights and Freedoms			
the role of the Charter in establishing equality and fairness for all Canadians (e.g., addressing cases of discrimination)			
<b>levels of government, their main functions, and sources of funding</b>			
<i>Sample Activities</i>			
Distinguish between the different levels of government in Canada: municipal, provincial, territorial, federal			
Summarize the responsibilities of government (e.g., providing and administering services, making laws, collecting and allocating taxes)			
Through role-play, simulation, or case study, examine the election process (e.g., different political parties, voting)			
<i>Sample Topics</i>			
key roles within provincial, territorial, and federal governments in Canada (e.g., premier, prime minister, MLA, MP, speaker, lieutenant governor, governor general; cabinet, senate, government ministries)			



Content	Student Resource	Equide Teaching Notes	Website
elected and appointed provincial and federal government leaders in Canada (e.g., local MLA and MP, local First Nations leaders, premier of BC, the lieutenant governor of BC, prime minister, governor general)			
<i>Key Question</i>			
Which level of government has the most effect on your daily life?			
<b>resources and economic development in different regions of Canada</b>			
<i>Sample Activities</i>			
Use maps to describe the location of natural resources in Canada in relation to characteristics of physical geography (e.g., fish on the coasts, mineral resources in the Canadian Shield)			
Identify significant natural resources in BC and Canada, including: -fish and marine resources -forests -minerals (e.g., diamonds, gold, asbestos, tin, copper) -energy resources (e.g., natural gas, petroleum, coal, hydro)			
<i>Key Questions</i>			
What natural resources are most important to the economy of your community?			
How has technology affected the discovery, extraction, processing, and marketing of selected natural resources?			
<b>First Peoples land ownership and use</b>	How Has Immigration Policy Changed Canada? (pp 110-120)	How Has Immigration Policy Changed Canada? [pages 110–120], page 24	How Would You Describe Canadian Society Today?: Websites; Research: Settlement of the West
<i>Sample Topics</i>			
treaties			
burial grounds			
housing			

Content	Student Resource	Eguide Teaching Notes	Website
hunting and fishing			
land claims disputes			
<i>Key Questions</i>			
How do First Peoples balance economic development with traditional uses of the land?			
How fair has BC's treaty process been? Explain your answer.			

**Core Competencies: Communication; Thinking; Personal & Social**

Students will have opportunities to develop & practise using these competencies throughout.

**Inquiring Minds: Canadian Issues and Governance  
Glorious and Free?**

<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>
Canada's policies and treatment of minority peoples have negative and positive legacies.			
Natural resources continue to shape the economy and identity of different regions of Canada.			
Immigration and multiculturalism continue to shape Canadian society and identity.			
Canadian institutions and government reflect the challenge of our regional diversity.	<b>x (main coverage)</b>	<b>x (main coverage)</b>	<b>x (main coverage)</b>

<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>	Reflect on Your Learning, Find Out For Yourself, Inquiry icon pages 133, 135, 142	Reflect on Your Learning [page 158], p. 6-8; Mini Inquiry: Why Might This Country Have That Score? + LM 5-4: Democracy Criteria Checklist, pp. 19-20; Mini Inquiry: Choosing to Vote or Not Vote: A Structured Inquiry, pp. 24-25	
<i>Key Skills</i>			
State a hypothesis about a selected problem or issue		Mini Inquiry: Voting Systems An Independent Inquiry; pp. 28-29	

Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
Use inference, imagination, and pattern identification to clarify and define a problem or issue	Democracy Index, p. 133; Voter Turnout, p. 135	Investigate: Do We Have More Political Freedom Than People in Other Parts of the World? [pages 130–133], pp. 15-17; Mini Inquiry: Voting Systems An Independent Inquiry; pp. 28-29	
Compare a range of points of view on an issue	Viewpoints (pp 142-143)	Mini Inquiry: Voting Systems An Independent Inquiry; pp. 28-29	
Summarize information and viewpoints about a problem or issue	Viewpoints (pp 142-143)	Mini Inquiry: Voting Systems An Independent Inquiry; pp. 28-29	
Use latitude, longitude, and intermediate directions to locate major geographic features in BC and Canada			
Describe a selected place in Canada using both absolute and relative location			
Use keys and legends to interpret maps (e.g., resources, economic activities, transportation routes, capital cities, population)	pp. 133, 146, 147, 148	pp. 19-20 (interpreting Democracy Index map)	
Recognize that different types of maps represent particular types of information (e.g., thematic maps show information such as resource distribution; topographic maps show elevation; political maps show provincial boundaries)			

Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
Create maps to represent aspects of a specific place (e.g., economic activity, landforms, and bodies of water), applying keys and legends			
Create and interpret timelines and maps to show the development of political boundaries in Canada (e.g., each province's entry into Confederation, creation of Nunavut)			
Retell a story from an interview (e.g., residential school student, new Canadian, war veteran, Elder)			
Apply established criteria to compare information sources (e.g., relevance, accuracy, authorship)	pp. 130-133; p. 135	Investigate: Do We Have More Political Freedom Than People in Other Parts of the World? [pages 130–133], pp. 15-16	
Apply a variety of strategies to record information gathered from sources			
Create a bibliography of all sources used			
Use an outline to organize information into a coherent format			
Create a presentation using more than one form of representation (e.g., poster and oral report)	Reflect on Your Learning, Find Out For Yourself, pp. 158-159	Reflect on Your Learning [page 158], p. 6-8; Find Out for Yourself [page 159], p. 43	

Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
Select ways to clarify a specific problem or issue (e.g., discussion, debate, research, reflection)			
Identify opportunities for civic participation at the school, community, provincial, and national levels	Reflect on Your Learning, Find Out For Yourself, pp. 158-159	Reflect on Your Learning [page 158], p. 6-8; Find Out for Yourself [page 159], p. 43	
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 school or community newspaper, petition)	Reflect on Your Learning, Find Out For Yourself, pp. 158-159	Reflect on Your Learning [page 158], p. 6-8; Find Out for Yourself [page 159], p. 43	
<b>Develop a plan of action to address a selected problem or issue</b>	Reflect on Your Learning, Find Out For Yourself, pp. 158-159	Reflect on Your Learning [page 158], p. 6-8; Find Out for Yourself [page 159], p. 43	
<i>Sample Activity</i>			
Individually, or in groups, design 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 school or community newspaper, petition).	Reflect on Your Learning, Find Out For Yourself, pp. 158-159	Reflect on Your Learning [page 158], p. 6-8; Find Out for Yourself [page 159], p. 43	
<b>Construct arguments defending the significance of individuals/groups, places, events, and developments (significance)</b>			

<i>Sample Activities</i>			
Identify and assess the significance of individuals who have contributed to the development of Canada's identity in various areas (e.g., the arts, literature, science and medicine, government, military, exploration, law and order, public service)			
Assess the roles of the fur trade, the Canadian Pacific Railway, and the gold rushes in the development of Canada			
<i>Key Questions</i>			
Which people contributed most to Canada becoming an independent country?			
What is the most significant event in Canadian history?			
<b>Ask questions, corroborate inferences, and draw conclusions about the content and origins of a variety of sources, including mass media (evidence)</b>	Democracy Index, p. 133; Voter Turnout, p. 135	Investigate: Do We Have More Political Freedom Than People in Other Parts of the World? [pages 130–133], pp. 15-17; Mini Inquiry: Voting Systems An Independent Inquiry; pp. 28-29	

<i>Key Question</i>			
n/a			
<b>Sequence objects, images, and events, and recognize the positive and negative aspects of continuities and changes in the past and present (continuity and change)</b>			
<i>Sample Activity</i>			
Create an annotated timeline, map, or other graphic to illustrate selected events or periods in the development of Canada			
<i>Key Question</i>			
What are some key differences between being a pre-Confederation-Canada citizen and being a Canadian citizen today?			
<b>Differentiate between intended and unintended consequences of events, decisions, and developments, and speculate about alternative outcomes (cause and consequence)</b>	Find Out For Yourself, p. 159	p. 43	
<i>Key Questions</i>			
n/a			



Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
<b>Take stakeholders' perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations (perspective)</b>	What Type of System Would Suit Your Ideas Best?, p. 141; Viewpoints, pp. 142-143	p. 27	
<i>Sample Activities</i>			
Through role-play, simulations, or letters, present personal perspectives on the challenges faced by immigrants (e.g., climate, language, tolerance for their religion, employment)			
Examine sources to determine the motivation for historical wrongs against East and South Asian immigrants.			
<b>Make ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place, and assess appropriate ways to respond (ethical judgment)</b>	Reflect on Your Learning, p. 158	Reflect on Your Learning [page 158], pp. 6-8	
<i>Sample Topics</i>			
historical wrongs against East and South Asian immigrants			
Indian Act	First Peoples' Governments, p. 150	pp. 17-18 (Background)	
residential school system			
internment of Ukrainians during World War I			
internment of Japanese-Canadians during World War II			

Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
turning away of Jewish refugees prior to World War II			
Canada's response to climate change			
<i>Key Questions</i>			
Based on the evidence at the time, was the internment of Japanese people in BC justified? Explain your answer.			
What are the potential consequences of non-sustainable practices in resource use?			

Content	Student Resource	Eguide Teaching Notes	Website
the development and evolution of Canadian identity over time			
the changing nature of Canadian immigration over time			
<i>Sample Activities</i>			
Changing government policies about the origin of immigrants and the number allowed to come to Canada			
immigration to BC, including East and South Asian immigration to BC			
the contributions of immigrants to Canada's development (e.g., Chinese railway workers, Sikh loggers, Eastern European farmers, British investors)			

Content	Student Resource	Eguide Teaching Notes	Website
push and pull factors			
settlement pattern			
growth of cities, provinces, and territories as a result of immigration			
<i>Key Question</i>			
Why did East and South Asians come to BC and Canada, and what challenges did they face?			
How has Canada's identity been shaped by the immigration of individuals from a wide range of ethnic and cultural backgrounds?			
<b>past discriminatory government policies and actions, such as the Head Tax, the Komagata Maru incident, residential schools, and internments</b>			
<i>Sample Topics</i>			
historical wrongs against East and South Asian immigrants			
Indian Act	First Peoples' Governments, p. 150	pp. 17-18 (Background)	
Head Tax on Chinese immigrants			
<b>Content</b>			
<b>Student Resource</b>			
<b>Eguide Teaching Notes</b>			
<b>Website</b>			
numbered treaties with First Peoples			
treatment of Doukhobours			
1884-85 famine			
1907 Anti-Asian Riots			
Japanese and German internments			
reduction or relocation of First Nations reserves	First Peoples' Governments, pp. 150-152	First Peoples' Governments [page 151-153], pp. 38-39	

Content	Student Resource	Eguide Teaching Notes	Website
ethnic minorities denied the vote	Thinking Deeper, p. 132	pp. 17-18	How Do Canadians Choose Their Government?: Videos, Websites; What Do We Want Our Electoral System to Do?: Articles, Essays, and Reports
<i>Key Questions</i>			
What types of discrimination have immigrants to Canada faced? (e.g., cases of systemic discrimination by local, provincial, and federal levels of government)			
How might Canadian society be different today if exclusionary policies toward immigrants from East and South Asia had not been developed during certain periods of history?			
What effects did residential schools have on First Nations families and communities			
<b>human rights and responses to discrimination in Canadian society</b>			
<i>Sample Topics</i>			
Canadian Charter of Rights and Freedoms			
LGBTQ rights and same-sex marriage			
gender equity			
racism			
religious freedoms			
freedom of speech			
language rights			
protest movements			

Content	Student Resource	Eguide Teaching Notes	Website
examples of individuals who have fought for change and spoke out against injustice			
key provisions of the Canadian Charter of Rights and Freedoms			
the role of the Charter in establishing equality and fairness for all Canadians (e.g., addressing cases of discrimination)			
<b>levels of government, their main functions, and sources of funding</b>	Do We Have More Political Freedom Than People in Other Parts of the World? (pp 130-133), How Do Canadians Choose Their Government? (pp 134-139), What Do We Want Our Electoral System To Do? (pp 140-143), Which Level of Government Affects Us the Most? (pp 144-153), Who is Who and What Do They Do in Canada's Parliament? (pp 154-157)	Do We Have More Political Freedom Than People in Other Parts of the World? [pp 130-133], pp, 15-17; How Do Canadians Choose Their Government? [pp 134-139], pp. 21-22; What Do We Want Our Electoral System To Do? [pp 140-143], pp. 27-29; Which Level of Government Affects Us the Most? [pp 144-153], pp. 31-39; Who is Who and What Do They Do in Canada's Parliament? [pp 154-157], pp. 39-42	Which Level of Government Affects Us the Most?: Audio, Articles, Essays, and Reports, Photos, Maps, and Charts, Videos, Websites; Who Is Who and What Do They Do in Canada's Parliament?: Audio, Articles, Essays, and Reports, Websites, Videos, Photos, Maps, and Charts; Research: Canada's Parliament, Federal Government, Municipal Governments, Provincial and Territorial Governments, Taxation and Government Spending; Engage: Levels of Government

Content	Student Resource	Eguide Teaching Notes	Website
<i>Sample Activities</i>			
Distinguish between the different levels of government in Canada: municipal, provincial, territorial, federal	Which Level of Government Affects Us the Most? (pp 144-153)	Which Level of Government Affects Us the Most? [pp 144-153]), pp. 31-39	Which Level of Government Affects Us the Most?: Audio, Articles, Essays, and Reports, Photos, Maps, and Charts, Videos, Websites; Who Is Who and What Do They Do in Canada's Parliament?: Audio, Articles, Essays, and Reports, Websites, Videos, Photos, Maps, and Charts; Research: Canada's Parliament, Federal Government, Municipal Governments, Provincial and Territorial Governments, Engage: Levels of Government
Summarize the responsibilities of government (e.g., providing and administering services, making laws, collecting and allocating taxes)	Who is Who and What Do They Do in Canada's Parliament? (pp 154-157)	Who is Who and What Do They Do in Canada's Parliament? [pp 154-157], pp. 39-42	Which Level of Government Affects Us the Most?: Audio, Articles, Essays, and Reports, Photos, Maps, and Charts, Videos, Websites; Who Is Who and What Do They Do in Canada's Parliament?: Audio, Articles, Essays, and Reports, Websites, Videos, Photos, Maps, and Charts; Research: Canada's Parliament, Federal Government, Municipal Governments, Provincial and Territorial Governments, Taxation and Government Spending; Engage: Levels of Government

Content	Student Resource	Eguide Teaching Notes	Website
Through role-play, simulation, or case study, examine the election process (e.g., different political parties, voting)	What Do We Want Our Electoral System To Do? (pp 140-143)	What Do We Want Our Electoral System To Do? [pp 140-143], pp. 27-29;	
<i>Sample Topics</i>			
key roles within provincial, territorial, and federal governments in Canada (e.g., premier, prime minister, MLA, MP, speaker, lieutenant governor, governor general; cabinet, senate, government ministries)	Which Level of Government Affects Us the Most? (pp 144-153), Who is Who and What Do They Do in Canada's Parliament? (pp 154-157)	Which Level of Government Affects Us the Most? [pp 144-153], pp. 31-39; Who is Who and What Do They Do in Canada's Parliament? [pp 154-157], pp. 39-42	Which Level of Government Affects Us the Most?: Audio, Articles, Essays, and Reports, Photos, Maps, and Charts, Videos, Websites; Who Is Who and What Do They Do in Canada's Parliament?: Audio, Articles, Essays, and Reports, Websites, Videos, Photos, Maps, and Charts; Research: Canada's Parliament, Federal Government, Municipal Governments, Provincial and Territorial Governments, Taxation and Government Spending; Engage: Levels of Government

<p>elected and appointed provincial and federal government leaders in Canada (e.g., local MLA and MP, local First Nations leaders, premier of BC, the lieutenant governor of BC, prime minister, governor general)</p>	<p>Which Level of Government Affects Us the Most? (pp 144-153), Who is Who and What Do They Do in Canada's Parliament? (pp 154-157)</p>	<p>Which Level of Government Affects Us the Most? [pp 144-153], pp. 31-39; Who is Who and What Do They Do in Canada's Parliament? [pp 154-157], pp. 39-42</p>	<p>Which Level of Government Affects Us the Most?: Audio, Articles, Essays, and Reports, Photos, Maps, and Charts, Videos, Websites; Who Is Who and What Do They Do in Canada's Parliament?: Audio, Articles, Essays, and Reports, Websites, Videos, Photos, Maps, and Charts; Research: Canada's Parliament, Federal Government, Municipal Governments, Provincial and Territorial Governments, Taxation and Government Spending; Engage: Levels of Government</p>
<i>Key Question</i>			
<p>Which level of government has the most effect on your daily life?</p>	<p>Which Level of Government Affects Us the Most? (pp 144-153)</p>	<p>Which Level of Government Affects Us the Most? [pp 144-153], pp. 31-39;</p>	<p>Which Level of Government Affects Us the Most?: Audio, Articles, Essays, and Reports, Photos, Maps, and Charts, Videos, Websites; Who Is Who and What Do They Do in Canada's Parliament?: Audio, Articles, Essays, and Reports, Websites, Videos, Photos, Maps, and Charts; Research: Canada's Parliament, Federal Government, Municipal Governments, Provincial and Territorial Governments, Taxation and Government Spending; Engage: Levels of Government</p>
<p><b>resources and economic development in different regions of Canada</b></p>			<p>Do We Have More Political Freedom Than People in Other Parts of the World?: Websites</p>



Content	Student Resource	Eguide Teaching Notes	Website
<i>Sample Activities</i>			
Use maps to describe the location of natural resources in Canada in relation to characteristics of physical geography (e.g., fish on the coasts, mineral resources in the Canadian Shield)			
Identify significant natural resources in BC and Canada, including: -fish and marine resources -forests -minerals (e.g., diamonds, gold, asbestos, tin, copper) -energy resources (e.g., natural gas, petroleum, coal, hydro)			
<i>Key Questions</i>			
What natural resources are most important to the economy of your community?			
How has technology affected the discovery, extraction, processing, and marketing of selected natural resources?			
<b>First Peoples land ownership and use</b>			
<i>Sample Topics</i>			
treaties			
burial grounds			
housing			
hunting and fishing			
land claims disputes			
<i>Key Questions</i>			
How do First Peoples balance economic development with traditional uses of the land?			

Content	Student Resource	Eguide Teaching Notes	Website
How fair has BC's treaty process been? Explain your answer.			

<b>Core Competencies: Communication; Thinking; Personal &amp; Social</b>			
Students will have opportunities to develop & practise using these competencies throughout.			

**Inquiring Minds: Canadian Issues and Governance**  
**Does Canada Stand on Guard for Thee?**

<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>
Canada's policies and treatment of minority peoples have negative and positive legacies.	<b>x</b>	<b>x</b>	<b>x</b>
Natural resources continue to shape the economy and identity of different regions of Canada.			
Immigration and multiculturalism continue to shape Canadian society and identity.			
Canadian institutions and government reflect the challenge of our regional diversity.	<b>x (main coverage)</b>	<b>x (main coverage)</b>	

<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>	Reflect on Your Learning, p. 190;	Reflect on your Learning, p. 6;	
<i>Key Skills</i>			
State a hypothesis about a selected problem or issue		Mini-Inquiries, pp. 25, 33, 35	
Use inference, imagination, and pattern identification to clarify and define a problem or issue		Reflect on Your Learning, p. 6 (Ethical Judgement); Student Activity for Thinking Deeper, p. 31; Question Box [page 165, top] response, p. 40;	
Thinking Deeper [pp 178], pp. 27-28; Thinking Deeper: You Decide [page 184], p. 31.	Viewpoints (pp 164, 182)	Why Do We Value Human Rights? [page 164]; p. 14; Should We Limit Free Speech? [page 182], p. 30;	
Summarize information and viewpoints about a problem or issue	Viewpoints (pp 164, 182)	Why Do We Value Human Rights? [page 164]; p. 14; Should We Limit Free Speech? [page 182], p. 30; LM 6-8: Limits to Rights and Freedoms	

Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
Use latitude, longitude, and intermediate directions to locate major geographic features in BC and Canada			
Describe a selected place in Canada using both absolute and relative location			
Use keys and legends to interpret maps (e.g., resources, economic activities, transportation routes, capital cities, population)			
Recognize that different types of maps represent particular types of information (e.g., thematic maps show information such as resource distribution; topographic maps show elevation; political maps show provincial boundaries)			
Create maps to represent aspects of a specific place (e.g., economic activity, landforms, and bodies of water), applying keys and legends			
Create and interpret timelines and maps to show the development of political boundaries in Canada (e.g., each province's entry into Confederation, creation of Nunavut)			
Retell a story from an interview (e.g., residential school student, new Canadian, war veteran, Elder)		Find Out For Yourself [page 191], p. 37; Student Activity for LM 6-1: Coming to Canada Interview Template, p. 10;	
Apply established criteria to compare information sources (e.g., relevance, accuracy, authorship)			
Apply a variety of strategies to record information gathered from sources		Criteria activity, p. 10; ADST ACTIVITY Are the Rights Still Right? [page 161], p. 11	
Create a bibliography of all sources used			
Use an outline to organize information into a coherent format			

Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
Create a presentation using more than one form of representation (e.g., poster and oral report)	Reflect on Your Learning, Find Out For Yourself	Reflect on your Learning, p. 6; Find Out For Yourself [page 191], p. 37; ADST Activity, pp. 19-20; ADST Activity, pp. 31-32;	
Select ways to clarify a specific problem or issue (e.g., discussion, debate, research, reflection)	Find Out For Yourself	Find Out For Yourself [page 191], p. 37;	
Identify opportunities for civic participation at the school, community, provincial, and national levels	Make Connections [page 189]	ADST Activity, pp. 19-20; ADST Activity, pp. 31-32; Make Connections [page 189], p. 36	
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 school or community newspaper, petition)	Find Out For Yourself	Find Out For Yourself [page 191], p. 37;	
<b>Develop a plan of action to address a selected problem or issue</b>	Find Out For Yourself	Find Out For Yourself [page 191], p. 37;	
<i>Sample Activity</i>			
Individually, or in groups, design 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 school or community newspaper, petition).	Find Out For Yourself	Find Out For Yourself [page 191], p. 37; ADST Activity, pp. 31-32;	
<b>Construct arguments defending the significance of individuals/groups, places, events, and developments (significance)</b>			

Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
<i>Sample Activities</i>			
Identify and assess the significance of individuals who have contributed to the development of Canada's identity in various areas (e.g., the arts, literature, science and medicine, government, military, exploration, law and order, public service)	pp 169, 170, 177, Thinking Deeper (p 178), pp 188-189	Student Activity + LM 6-5: Why Did Canada Change? on p. 18; ADST Activity, pp. 19-20; Protecting Your Charter Rights [pages 177–178], pp. 27-28	
Assess the roles of the fur trade, the Canadian Pacific Railway, and the gold rushes in the development of Canada			
<i>Key Questions</i>			
Which people contributed most to Canada becoming an independent country?			
What is the most significant event in Canadian history?			
<b>Ask questions, corroborate inferences, and draw conclusions about the content and origins of a variety of sources, including mass media (evidence)</b>	Make Connections (p 170)	Make Connections [page 170], p. 21	
<i>Key Question</i>			
n/a			
<b>Sequence objects, images, and events, and recognize the positive and negative aspects of continuities and changes in the past and present (continuity and change)</b>	Reflect on Your Learning, Does Canada Protect Human Rights Better Today Than It Did in the Past? (pp 167-170), timeline pp 172-173	Reflect on your Learning, p. 6; Does Canada Protect Human Rights Better Today Than It Did in the Past? [pages 167–170], pp. 18-21; Student Activity : How Have the Rights of Indigenous People Shifted Over Time? [pages 172–173], pp. 22-23	
<i>Sample Activity</i>			
Create an annotated timeline, map, or other graphic to illustrate selected events or periods in the development of Canada		Fighting for Our Rights—Illustrated Timeline [pages 177–178], p. 28	

Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
<i>Key Question</i>			
What are some key differences between being a pre-Confederation-Canada citizen and being a Canadian citizen today?			
<b>Differentiate between intended and unintended consequences of events, decisions, and developments, and speculate about alternative outcomes (cause and consequence)</b>	Thinking Deeper (pp 178, 184)	Thinking Deeper [pp 178], pp. 27-28; Thinking Deeper: You Decide [page 184], p. 31	
<i>Key Questions</i>			
n/a			
<b>Take stakeholders' perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations (perspective)</b>	Viewpoints (pp 164, 182)	Why Do We Value Human Rights? [page 164]; p. 14; Should We Limit Free Speech? [page 182], p. 30;	
<i>Sample Activities</i>			
Through role-play, simulations, or letters, present personal perspectives on the challenges faced by immigrants (e.g., climate, language, tolerance for their religion, employment)			
Examine sources to determine the motivation for historical wrongs against East and South Asian immigrants.			
<b>Make ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place, and assess appropriate ways to respond (ethical judgment)</b>	Reflect on Your Learning, p 165, Does Canada Do Enough to Protect Human Rights? (pp 185-189)	Reflect on Your Learning [page 190], p. 6	

Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
<i>Sample Topics</i>			
historical wrongs against East and South Asian immigrants			
Indian Act	Has Canada Done Enough to Respect the Rights of Indigenous Peoples? (pp 171-173)	Investigate: Has Canada Done Enough to Respect the Rights of First Peoples? [pages 171–173], pp. 21-23	
residential school system	Has Canada Done Enough to Respect the Rights of Indigenous Peoples? (pp 171-173)	Investigate: Has Canada Done Enough to Respect the Rights of First Peoples? [pages 171–173], pp. 21-23	Does Canada Do Enough to Protect Human Rights?: Photos, Maps, and Charts
internment of Ukrainians during World War I			
internment of Japanese-Canadians during World War II			
turning away of Jewish refugees prior to World War II			
Canada's response to climate change			
<i>Key Questions</i>			
Based on the evidence at the time, was the internment of Japanese people in BC justified? Explain your answer.			
What are the potential consequences of non-sustainable practices in resource use?			

Content	Student Resource	Eguide Teaching Notes	Website
<b>the development and evolution of Canadian identity over time</b>			
<b>the changing nature of Canadian immigration over time</b>			
<i>Sample Activities</i>			
Changing government policies about the origin of immigrants and the number allowed to come to Canada			
immigration to BC, including East and South Asian immigration to BC			



Content	Student Resource	Eguide Teaching Notes	Website
the contributions of immigrants to Canada's development (e.g., Chinese railway workers, Sikh loggers, Eastern European farmers, British investors)			
push and pull factors			
settlement pattern			
growth of cities, provinces, and territories as a result of immigration			
<i>Key Question</i>			
Why did East and South Asians come to BC and Canada, and what challenges did they face?			
How has Canada's identity been shaped by the immigration of individuals from a wide range of ethnic and cultural backgrounds?			
<b>past discriminatory government policies and actions, such as the Head Tax, the Komagata Maru incident, residential schools, and internments</b>			
<i>Sample Topics</i>			
historical wrongs against East and South Asian immigrants			
Indian Act			
Head Tax on Chinese immigrants			
numbered treaties with First Peoples			
treatment of Doukhobours			
1884-85 famine			
1907 Anti-Asian Riots			
Japanese and German internments			
reduction or relocation of First Nations reserves			
ethnic minorities denied the vote			

Content	Student Resource	Eguide Teaching Notes	Website
<i>Key Questions</i>			
What types of discrimination have immigrants to Canada faced? (e.g., cases of systemic discrimination by local, provincial, and federal levels of government)	Investigate: Does Canada Protect Human Rights Better Today Than It Did in the Past? [pages 167–170]	Investigate: Has Canada Done Enough to Respect the Rights of First Peoples? [pages 171–173], pp. 21-23	
How might Canadian society be different today if exclusionary policies toward immigrants from East and South Asia had not been developed during certain periods of history?			
What effects did residential schools have on First Nations families and communities			
<b>human rights and responses to discrimination in Canadian society</b>	Why Did the UN Create a Declaration of Human Rights? (pp 162-166), Does Canada Protect Human Rights Better Today Than It Did in the Past? (pp 167-170), Has Canada Done Enough to Respect the Rights of Indigenous Peoples? (pp 171-173), How Does the Charter of Rights and Freedoms Protect Canadians? (pp 174-176), How Do the Courts Protect Our Charter Rights? (pp 177-184), Does Canada Do Enough to Protect Human Rights? (pp 185-186)	Why Did the UN Create a Declaration of Human Rights? [pp 162-166], pp. 13-16; Does Canada Protect Human Rights Better Today Than It Did in the Past? [pp 167-170], pp. 18-21; Has Canada Done Enough to Respect the Rights of Indigenous Peoples? [pp 171-173], pp. 21-23; How Does the Charter of Rights and Freedoms Protect Canadians? [pp 174-176], pp. 23-26; How Do the Courts Protect Our Charter Rights? [pp 177-184], p. 27; Does Canada Do Enough to Protect Human Rights? [pp 185-186], pp/ 33-36	Why Did the UN Create a Declaration of Human Rights?: Audio, Articles, Essays, and Reports, Photos, Maps, and Charts, Videos, Websites; Does Canada Protect Human Rights Better Today Than It Did in the Past?: Videos, Websites, Articles, Essays, and Reports, Has Canada Done Enough to Respect the Rights of First Peoples?: Videos, Websites, Articles, Essays, and Reports, Photos, Maps, and Charts; Does Canada Do Enough to Protect Human Rights?: Videos, Websites, Articles, Essays, and Reports, Photos, Maps, and Charts; Research: Canadian Charter of Rights and Freedoms, Convention on the Rights of the Child, Declaration on the Rights of Indigenous Peoples (UNDRIP), Equality, Human Rights, Human Rights in Canada, Language Rights in Canada Rights and Freedoms in the Courts, The Holocaust, The United Nations, Universal Declaration of Human Rights (UDHR)

Content	Student Resource	Eguide Teaching Notes	Website
<i>Sample Topics</i>			
Canadian Charter of Rights and Freedoms	How Does the Charter of Rights and Freedoms Protect Canadians? (pp 174-176), How Do the Courts Protect Our Charter Rights? (pp 177-184),	How Does the Charter of Rights and Freedoms Protect Canadians? [pp 174-176], pp. 23-26; How Do the Courts Protect Our Charter Rights? [pp 177-184], . 27	How Does the Charter of Rights and Freedoms Protect Canadians?: Articles, Essays, and Reports, Photos, Maps, and Charts, Videos; How Do the Courts Protect Our Charter Rights?: Videos; Research: Canadian Charter of Rights and Freedoms
LGBTQ rights and same-sex marriage	Thinking Deeper (pp 178, 184)	Thinking Deeper [pp 178], pp. 27-28; Thinking Deeper: You Decide [page 184], p. 31	How Does the Charter of Rights and Freedoms Protect Canadians?: Articles, Essays, and Reports, Photos, Maps, and Charts, Videos; How Do the Courts Protect Our Charter Rights?: Videos; Research: Canadian Charter of Rights and Freedoms
gender equity	Thinking Deeper (pp 186-187)	Mini-Inquiry, pp. 33-34	How Does the Charter of Rights and Freedoms Protect Canadians?: Articles, Essays, and Reports, Photos, Maps, and Charts, Videos; How Do the Courts Protect Our Charter Rights?: Videos; Research: Canadian Charter of Rights and Freedoms
racism	Viola Desmond, p. 169; Respect for the Rights of First Peoples, pp. 171 172; Investigate: Has Canada Done Enough to Respect the Rights of First Peoples? [pages 171–173]	Investigate: Has Canada Done Enough to Respect the Rights of First Peoples? [pages 171–173], pp. 21-23	How Does the Charter of Rights and Freedoms Protect Canadians?: Articles, Essays, and Reports, Photos, Maps, and Charts, Videos; How Do the Courts Protect Our Charter Rights?: Videos; Research: Canadian Charter of Rights and Freedoms
religious freedoms			How Does the Charter of Rights and Freedoms Protect Canadians?: Articles, Essays, and Reports, Photos, Maps, and Charts, Videos; How Do the Courts Protect Our Charter Rights?: Videos; Research: Canadian Charter of Rights and Freedoms

Content	Student Resource	Eguide Teaching Notes	Website
freedom of speech	pp 174, 181, Viewpoints (p 182), Thinking Like... a Lawyer (p 183), Thinking Deeper (p 184)	Examine: Are There Limits to Our Rights and Freedoms? [pages 179–184], p. 29-30 (speech); Student Activity Thinking Deeper: You Decide [page 184]; p. 31	How Does the Charter of Rights and Freedoms Protect Canadians?: Articles, Essays, and Reports, Photos, Maps, and Charts, Videos; How Do the Courts Protect Our Charter Rights?: Videos; Research: Canadian Charter of Rights and Freedoms
language rights	pp 165, 175, 176	What Are Language Rights? [page 176], pp. 24-25	How Does the Charter of Rights and Freedoms Protect Canadians?: Articles, Essays, and Reports, Photos, Maps, and Charts, Videos; How Do the Courts Protect Our Charter Rights?: Videos; Research: Canadian Charter of Rights and Freedoms
protest movements	pp 169, 173, 177, 181, 183	Does Canada Protect Human Rights Better Today Than It Did in the Past? [pp 167-170], pp. 18-21; p. 30, 38	
examples of individuals who have fought for change and spoke out against injustice	pp 170, 177, 178	Student Activity + LM 6-5: Why Did Canada Change? on p. 18; ADST Activity, pp. 19-20; Protecting Your Charter Rights [pages 177–178], pp. 27-28	
key provisions of the Canadian Charter of Rights and Freedoms	How Does the Charter of Rights and Freedoms Protect Canadians? (pp 174-176), How Do the Courts Protect Our Charter Rights? (pp 177-184)	How Does the Charter of Rights and Freedoms Protect Canadians? [pp 174-176], pp. 23-25; How Do the Courts Protect Our Charter Rights? [pp 177-184]; pp. 27-33.	
the role of the Charter in establishing equality and fairness for all Canadians (e.g., addressing cases of discrimination)	How Does the Charter of Rights and Freedoms Protect Canadians? (pp 174-176), How Do the Courts Protect Our Charter Rights? (pp 177-184)	How Does the Charter of Rights and Freedoms Protect Canadians? [pp 174-176], pp. 23-25; How Do the Courts Protect Our Charter Rights? [pp 177-184]; pp. 27-33.	

Content	Student Resource	Eguide Teaching Notes	Website
<b>levels of government, their main functions, and sources of funding</b>			
<i>Sample Activities</i>			
Distinguish between the different levels of government in Canada: municipal, provincial, territorial, federal			
Summarize the responsibilities of government (e.g., providing and administering services, making laws, collecting and allocating taxes)			
Through role-play, simulation, or case study, examine the election process (e.g., different political parties, voting)			
<i>Sample Topics</i>			
key roles within provincial, territorial, and federal governments in Canada (e.g., premier, prime minister, MLA, MP, speaker, lieutenant governor, governor general; cabinet, senate, government ministries)			
elected and appointed provincial and federal government leaders in Canada (e.g., local MLA and MP, local First Nations leaders, premier of BC, the lieutenant governor of BC, prime minister, governor general)			
<i>Key Question</i>			
Which level of government has the most effect on your daily life?			

Content	Student Resource	Eguide Teaching Notes	Website
<b>resources and economic development in different regions of Canada</b>			
<i>Sample Activities</i>			
Use maps to describe the location of natural resources in Canada in relation to characteristics of physical geography (e.g., fish on the coasts, mineral resources in the Canadian Shield)			
Identify significant natural resources in BC and Canada, including: -fish and marine resources -forests -minerals (e.g., diamonds, gold, asbestos, tin, copper) -energy resources (e.g., natural gas, petroleum, coal, hydro)			
<i>Key Questions</i>			
What natural resources are most important to the economy of your community?			
How has technology affected the discovery, extraction, processing, and marketing of selected natural resources?			
<b>First Peoples land ownership and use</b>			
<i>Sample Topics</i>			
treaties			
burial grounds			
housing			
hunting and fishing			
land claims disputes			
<i>Key Questions</i>			
How do First Peoples balance economic development with traditional uses of the land?			
How fair has BC's treaty process been? Explain your answer.			

**Core Competencies: Communication; Thinking; Personal & Social**

Students will have opportunities to develop & practise using these competencies throughout.