

The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary for the Sixth Grade Social Studies Course.

Sixth Grade Unit 9 – “Environmental and Economic Forces in Canada”

Elaborated Unit Focus

In this unit, students will focus on economic development in Canada. Students will analyze **human environmental interaction** with the environment by looking at the impact of government policies and individual behaviors. Students will explain how the **location** and availability of resources affect where people in Europe live and how the unequal distribution of resources impacts trade in Europe. The theme of **production, distribution, and consumption** will be studied as students evaluate how voluntary trade benefits buyers and sellers in Canada. Students will describe the factors that influence economic growth and examine their presence or absence in Canada. Students will also explain how the literacy rate in Canada affects this nation’s development in the modern world.

Standards/Elements

SS6G5 The student will locate selected features of Canada.

- a. Locate on a world and regional political-physical map: the St. Lawrence River, Hudson Bay, Atlantic Ocean, Pacific Ocean, the Great Lakes, Canadian Shield, and Rocky Mountains.

SS6G6 The student will explain the impact of location, climate, distribution of natural resources, and population distribution on Canada.

- a. Describe how Canada’s location, climate, and natural resources have affected where people live.
- b. Describe how Canada’s location, climate, and natural resources impact trade.

SS6G7 The student will discuss environmental issues in Canada.

- a. Explain the major environmental concerns of Canada regarding acid rain and pollution of the Great Lakes, the extraction and use of natural resources on the Canadian Shield, and timber resources.

SS6E1 The student will analyze different economic systems.

- a. Compare how traditional, command, and market, economies answer the economic questions of 1-what to produce, 2-how to produce, and 3-for whom to produce.
- b. Explain how most countries have a mixed economy located on a continuum between pure market and pure command.
- c. Compare and contrast the basic types of economic systems found in Canada, Cuba, and Brazil.

SS6E2 The student will give examples of how voluntary trade benefits buyers and sellers in Latin America and the Caribbean and Canada.

- a. Explain how specialization encourages trade between countries.
- b. Compare and contrast different types of trade barriers, such as tariffs, quotas, and embargos.
- c. Explain the functions of the North American Free Trade Agreement (NAFTA).
- d. Explain why international trade requires a system for exchanging currencies between nations.

SS6E3 The student will describe factors that influence economic growth and examine their presence or absence in Latin America.

- a. Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP).
- b. Explain the relationship between investment in capital (factories, machinery, and technology) and gross domestic product (GDP).
- c. Describe the role of natural resources in a country's economy.
- d. Describe the role of entrepreneurship.

Enduring Understandings/Essential Questions

HUMAN ENVIRONMENT INTERACTION: The student will understand that humans, their society, and the environment affect each other.

- How do people contribute to Canada's pollution problems?
- How are acid rain, pollution of the Great Lakes, the extraction and use of natural resources on the Canadian Shield, and timber resources Canada's major environmental concerns?

PRODUCTION, DISTRIBUTION AND CONSUMPTION: The student will understand that the production, distribution, and consumption of goods/services produced by the society are affected by the location, customs, beliefs, and laws of the society.

- *How do the three types of economic systems (traditional, command, and market economies) answer the questions of what, how, and for whom to produce?*
- *How do most countries strike a balance between having a pure market and pure command economy?*
- What is the basic type of economic system found in Canada?
- How does specialization enhance Canada's ability to trade with other countries?
- What are the different types of physical and economic trade barriers in Canada?
- *How do trade barriers (tariffs, quotas, and embargos) hinder voluntary trade from occurring between countries?*
- How does the North American Free Trade Agreement (NAFTA) impact Canada's economy and trade?
- Why is it necessary to exchange currencies for nations to trade?

LOCATION: The student will understand that location affects a society's economy, culture, and development.

- What are the major physical features of Canada, and where are they located on a map?
- How do the factors of location, climate, access to water, and natural resources affect where Canadians choose to live and work?
- How do the factors of location, climate, access to water, and natural resources affect trade?

*Note: Evidence for student mastery of standards should include a balance of selected response, essay, performance assessment or communication-based assessment yielding clear evidence for mastery of state standards. (Rick Stiggins, 2004)

*NOTE: The balanced assessment plan included in this unit is presented as a series of suggested activities. It is not expected that the teacher complete all assessments for a successful unit.

Balanced Assessment Plan

Description of Assessment	Standard/ Element	Type of Assessment
<p>Students will locate the important physical features of Canada on an outline map. The students will create a map key and include climate regions and natural resources on the key and on the outline map. After completing the map, students will:</p> <ul style="list-style-type: none"> Determine the most heavily populated regions of Canada and explain why these areas are so heavily populated. (Students will need access to a population density map of Canada.) 	<p>SS6G5a SS6G6a</p>	<p>*Constructed Response *Dialogue/ Discussion *Observation *Self-Assessment</p>
<p>Working in small groups, students will complete the chart (see attached chart) describing Canada’s pollution problems. Using the resource links provided in this unit, the teacher will either give each group a different handout or have students utilize the internet to locate the information online. Groups will identify and research one of the environmental issues in Canada (acid rain, pollution of the Great Lakes, the extraction and use of natural resources on the Canadian Shield, the extraction and use of timber resources.) Research should address the following questions What environmental issue did you select and why?</p> <ul style="list-style-type: none"> Why is the environmental issue chosen important to Canada? How do people and businesses in Canada contribute to your environmental issue? How does this environmental issue impact the behavior of people and businesses in Canada? <p>After the charts have been completed, groups should share their findings with the class. While one group is presenting, the remaining groups should be taking notes and using the information to help complete the Environmental Issues chart. The teacher should supplement missing content and correct erroneous information. A class discussion should follow regarding Canada’s environmental issues and how the actions of people and businesses impact the environment (include individual responsibility). Examples of websites teachers can use are:</p> <p><u>Acid Rain Information</u> (SS6G7a) http://www.ec.gc.ca/acidrain/ http://www.atl.ec.gc.ca/msc/as/acidfaq.html <u>Pollution of the Great Lakes</u> (SS6G7a) http://www.wmrc.uiuc.edu/info/library_docs/other_pubs/great-lakes-pollution.pdf http://www.ec.gc.ca/water/en/nature/lakes/e_problem.htm http://www.great-lakes.net/teach/pollution/water/water1.html</p>	<p>SS6G7a</p>	<p>-Dialogue and Discussion -Observation -Constructed Response</p>

<p><u>Mining Issues Information</u> (SS6G7a) http://www.atl.ec.gc.ca/epb/progs/mining.htm http://www.nrcan.gc.ca/mms/stude-etudi/sat_e.htm <u>Timber Issues Information</u> (SS6G7a) http://canadaforests.nrcan.gc.ca/articletopic/116</p>		
<p>Group share and brainstorm session. Start class by having each student, on their own, answer the following questions. Next, put students into small groups and have them share their answers. Follow up with a class discussion and whole class lesson.</p> <ul style="list-style-type: none"> • What is trade? • How do countries, such as Canada, benefit from trade? • What are the different types of physical and economic trade barriers in Canada? • How can these trade barriers negatively impacts Canada’s economy? • Why does international trade require a system for exchanging currency between and among nations? • Why is the value of a U.S. dollar different from that of a Canadian dollar or a Euro? (Teachers will need to provide current currency conversions via an online currency converter. Using a search engine type in currency converter.) <ul style="list-style-type: none"> • If you were a Canadian entrepreneur planning to trade with a foreign country, how would the international exchange rate affect who you trade with? Discuss your answers. 	<p>SS6E2a SS6E2b SS6E2d</p>	<p>Constructed Response Dialogue and Discussion Teacher Observation</p>
<p>Guided reading/graphic organizer. Print articles off the internet or compose an information sheet from online information regarding NAFTA. Have students read the information and complete the graphic organizer (see attachments).</p>	<p>SS6E2c</p>	<p>Teacher Observation Constructed Response</p>
<p>Students should complete an end of unit assessment which may include matching, multiple choice, fill-in the blank, short answer, and essay.</p>	<p>SS6G5a SS6G6ab SS6G7a SS6E1a,b,c SS6E2a,b,c,d SS6E3a,b,c,d</p>	<p>Constructed response Selected response</p>
<p>Students will choose a natural resource found in Canada. http://www.cln.org/subjects/can-geog_cur.html Students will determine a product made from that natural resource and develop a flow chart tracing the product’s production, distribution, and consumption. This will be presented in a flip book. Take a sheet of paper and fold it horizontally. Students should create the flow chart on the front cover for example:</p>	<p>SS6G6b SS6E3c</p>	<p>*Constructed Response *Dialogue/ Discussion *Observation</p>

<p>Natural Resource (Picture or Name)→Production (Name of the product made from the chosen natural resource and a description of how the product is produced)→Distribution (Description of how the product is distributed)→Consumption (Description of who will consume the product)</p> <p>On the inside flap students should write Canada’s economic system and a description in the students’ own words describing the economic system.</p>		
<p>Students will use the provided resources to define the key economic vocabulary terms for this unit:</p> <ul style="list-style-type: none"> • traditional, command, market, and mixed economies • trade barriers (tariffs, quotas, and embargoes) • human capital • capital goods • types of capital investment (factories, machinery, and technology) • natural resources • 4 factors of production • entrepreneurship • economics • goods & services • gross domestic product (GDP) <p>Students can define these terms using multiple resources, including:</p> <ul style="list-style-type: none"> • <u>Economics: The Production, Distribution, and Consumption of Goods and Services: Producing Video – GPB – Discovery Educator Network</u>. The teacher will pause the video occasionally and guide the students’ discussion so students will identify the main ideas. • www.answers.com • CIA World Factbook <p><u>Activity:</u> Students will write the key vocabulary from the resources with the teacher’s assistance on note cards. On the other side of the cards, students will write the definition and illustrate the vocabulary word. After the cards are completed, students will pair up and play a concentration (Memory) game with their partners. The teacher will observe the interaction between students to assess their understandings of key economic vocabulary</p>	<p>SS6E1a,b,c SS6E2a,b,d SS6E3a,b,c,d</p>	<p>*Dialogue and Discussion *Observation *Constructed Response *Self-assessment</p>

Sample Performance Task

LOCATION: The student will understand that location affects a society’s economy, culture, and development.

The Economy of Canada is at Stake.

You are an entrepreneur living in Canada. You make your living from exporting goods to other countries. There has been discussion that the US will be cutting off Canada’s access to the Great Lakes because of increased pollution to the Great Lakes due to excessive shipping. You will not make as much money from your business because you will have to pay more expensive rates to have your product shipped by airplane. You have been asked by the Canadian government to either write or speak with American delegates on the consequences this decision will have on entrepreneurs like yourself and ultimately the Canadian economy. Your position may be stated orally or written as an essay. All points outlined below must be investigated and reported.

- **Why are the Great Lakes vital to the success of your business?**
- **Why are the Great Lakes vital to Canada’s economy?**
- **What products/resources are transported through the Great Lakes?**
- **How does the location of the Great Lakes to Canada make shipping your products easier and less expensive?**
- **How much revenue is generated for Canada through trade via the Great Lakes?**
- **What Canadian cities and/or trade routes would be affected if Great Lakes access were denied?**
- **How could denied access to the Great Lakes affect Canada’s future development?**
- **What cultural effects might occur due to Canada’s denied access to the Great Lakes?**

Map and Globe Skills:
3,4,5,6,8,10,12

Information Processing Skills:
3,6,11,14,15,

***Note concerning rubrics:** Each performance task is accompanied by two rubrics. The first is designed to address content and understanding of the standards in terms of the enduring understandings. The second rubric focuses on the product of the performance task. This is where students are scored on items involving grammar, punctuation, spelling, creativity, presentation, etc. It is NOT intended that each rubric counts for 50% of the assessment. Teachers should weigh each section of the rubric according to the areas they wish to emphasize.

Content Rubric

Scale	1	2	3	4
Criteria	Below Standard	Needs Work	Meets Standard	Exceeds Standard
Identifies cities and trade routes which would be affected by Canada's denied access to the Great Lakes.	Fails to identify cities or trade routes impacted by Canada's denied access to the Great Lakes.	Identifies cities and trade routes impacted by Canada's denied access to the Great Lakes, but does not accurately describe the importance of the Great Lakes to Canada's economy and development	Identifies cities and trade routes impacted by Canada's denied access to the Great Lakes, and accurately describes the importance of the Great Lakes to Canada's economy and development.	Identifies cities and trade routes which would be impacted by Canada's denied access to the Great Lakes, accurately describes the importance of the Great Lakes to Canada's economy and development. and proposes alternative solutions.
Evaluates cultural consequences of Canada's denied access to the Great Lakes	Fails to describe any cultural consequences of Canada's denied access to the Great Lakes.	Describes only the positive or negative cultural consequences of Canada's denied access to the Great Lakes.	Describes both the positive and negative cultural consequences of Canada's denied access to the Great Lakes.	Describes cultural consequences of Canada's denied access to the Great Lakes, explains BOTH positive and negative effects, and evaluates whether the cultural consequences are more positive or more negative.

Product Rubric				
Scale	1 Unacceptable	2 Needs Improvement	3 Meets Standard	4 Exceeds Standard
Criteria				
Attractiveness	Does not make good use of font, color, graphics, effects, etc., and it distracts from the presentation of content.	Makes use of some font, color, graphics, effects, etc., but occasionally these detract from the presentation of content.	Makes good use of font, color, graphics, effects etc. to enhance the presentation. Paper is neat and attractive.	Makes excellent use of font, color, graphics, effects, etc. to enhance the presentation. Paper presents a unique approach to the letter style.
Organization	There was no clear or logical organizational structure; just lots of facts.	Content is logically organized for the most part.	Overall organization follows the assignment's requirements.	Content is well organized using the assignment's requirements.
Mechanics	More than 4 errors in spelling or grammar.	Four misspellings and/or grammatical errors.	Three or fewer misspellings and/or grammatical errors.	No misspellings or grammatical errors.

Sample Performance Task

HUMAN ENVIRONMENTAL INTERACTION: The student will understand that humans, their society, and the environment affect each other.

PRODUCTION, DISTRIBUTION, AND CONSUMPTION: The student will understand that the production, distribution, and consumption of goods/services produced by the society are affected by the location, customs, beliefs, and laws of the society.

You are an entrepreneur who has recently started your own advertising business after being let go from a major marketing company due to cutbacks. Your financial future is unsure and you are taking a big financial risk by taking out business loans and putting your own money up to start your company. You have recently landed a HUGE account to try and increase the number of businesses building in Canada, the number of people moving to Canada, and improve Canada’s environmental image. You must research and design an ad campaign geared towards making Canada an attractive place to work and live. You are going to need to market Canada to a variety of clientele and accentuate the positive attributes that Canada has to offer. You may present your findings via posters, brochures, power points or a report format. Pay close attention to making sure that you have accurately and completely addressed each of the areas below.

To appeal to people concerned about the environment....

- Analyze environmental issues impacting Canada. (i.e., acid rain, pollution of the Great Lakes, the extraction of natural resources on the Canadian Shield, the use of timber resources in Canada.)
- Explain ways in which Canadian people and/or businesses have tried to address these issues and make Canada a cleaner/greener country.

To appeal to businesses....

- Analyze the benefits of NAFTA for Canada.
- Describe capital goods located in Canada such as factories, machinery, and new technology and how these goods impact Canada’s economy and competitiveness in the global market.
- Describe natural resources located in Canada such as water sources, land, minerals and other gifts of nature and how these resources impact Canada’s economy and competitiveness in the global market.

To appeal to people and businesses who may want to move to Canada....

- Answer the following questions which will highlight Canada’s quality of life...
- What is Canada’s...
- Literacy rate-
- Unemployment rate-
- Life expectancy at birth (total population)-
- GDP (per capita)
- Analyze human capital located in Canada such as health, education and training. Explain ways in which Canada tries to improve the health of their citizens, positive aspects of their educational system, and examples of how Canada invests in the training of their people.

Map and Globe Skills:
4,6,7,8,11,12

Information Processing Skills:
1,3,6,8,11,12,15

***Note concerning rubrics:** Each performance task is accompanied by two rubrics: a content rubric and a product rubric. The content rubric is designed to measure how well a student can use the standards to demonstrate the enduring understanding(s). The second rubric focuses on the product of the performance task. This is where students are scored on items involving grammar, punctuation, spelling, creativity, presentation, etc. It is intended that the CONTENT rubric is weighed more heavily when assigning a grade to the students.

Content Rubric

Criteria	Scale	1 Below Standard	2 Needs Work	3 Meets Standard	4 Exceeds Standard
Environment- Analyzes environmental issues impacting Canada		Does not accurately analyze the criteria.	Accurately analyzes all of the criteria.	Accurately analyzes all of the criteria and explains how implementing environmental issues should encourage people/businesses to move to Canada.	In addition to everything in “meets standard”, also explains how Canada is an advantageous place to live and work as compared to countries that are not as environmentally friendly and environmentally responsible.
Environment- Explains ways in which Canada has become cleaner and greener.		Does not accurately explain ways in which Canada has become cleaner and greener.	Accurately explains ways in which Canada has become cleaner and greener.	Accurately explains ways in which Canada has become cleaner and greener and describes how Canada’s cleaner and greener approach has impacted Human Environmental Interactions via individuals’ and companies’ behavior.	In addition to everything in “meets standard,” also explains how Canada’s cleaner and greener approach has positively impacted its citizens’ health, quality of life, and possibly their life expectancy.
Business- Analyzes benefits of NAFTA in Canada.		Does not accurately analyze benefits of NAFTA.	Accurately analyzes benefits of NAFTA.	Accurately analyzes benefits of NAFTA and explains how NAFTA has encouraged Canadians to assume the risk of becoming entrepreneurs.	In addition to everything in “meets standard,” also explains the positive impact NAFTA has had on Canada’s economy and businesses willingness to locate in Canada.
Business- Describes capital goods and natural resources of Canada.		Does not accurately describe capital goods and natural resources of Canada.	Accurately describes capital goods and natural resources of Canada.	Accurately analyzes capital goods and natural resources of Canada and explains how vast natural resources help Canada to be a competitive force in a global economy.	In addition to everything in “meets standard,” also explains how Canada’s capital goods provide businesses an advantage in the global market and how these capital goods provide Canadians with more opportunities (jobs, income, etc.).

<p>People- Evaluates the literacy, unemployment, life expectancy rate and GDP of Canadians.</p>	<p>Does not accurately analyze the literacy, unemployment, life expectancy rate and GDP of Canadians.</p>	<p>Accurately analyzes the literacy, unemployment, life expectancy rate and GDP of Canadians.</p>	<p>Accurately analyzes the literacy, unemployment, life expectancy rate and GDP of Canadians and explains how the positive numbers should encourage people/businesses to move to Canada.</p>	<p>In addition to everything in “meets standard,” also explains potential solutions based on the statistics.</p>
<p>People- Analyzes ways in which Canada has invested in human capital. (health, education and training).</p>	<p>Does not accurately analyze ways in which Canada has invested in human capital.</p>	<p>Accurately analyzes ways in which Canada has invested in human capital.</p>	<p>Accurately analyzes ways in which Canada has invested in human capital and explains how the investment in human capital has improved Canadians’ quality of life and created a more educated/skilled/viable labor force for Canadian companies.</p>	<p>In addition to everything in “meets standard,” also explains potential solutions to poverty and its impact on economic development.</p>

Resources for Unit

What is pollution? What is being done?

[Acid Rain Information](#) (SS6G7a)

<http://www.ec.gc.ca/acidrain/>

<http://www.atl.ec.gc.ca/msc/as/acidfaq.html>

[Pollution of the Great Lakes](#) (SS6G7a)

http://www.wmrc.uiuc.edu/info/library_docs/other_pubs/great-lakes-pollution.pdf

http://www.ec.gc.ca/water/en/nature/lakes/e_problem.htm

<http://www.great-lakes.net/teach/pollution/water/water1.html>

[Mining Issues Information](#) (SS6G7a)

<http://www.atl.ec.gc.ca/epb/progs/mining.htm>

http://www.nrcan.gc.ca/mms/stude-etudi/sat_e.htm

[Timber Issues Information](#) (SS6G7a)

<http://canadaforests.nrcan.gc.ca/articletopic/116>

[Government of Canada](#) – click on “What’s Being Done?”

[Canada-United States Border Air Quality Strategy](#)

[National Forest Strategy](#)

[Pollution Sources](#)

[Acid Rain](#)

[Acid Rain: Pollution and Politics – Video Clips](#) (CBC Archives)

[Mini-lessons on Great Lakes topics - Teach GLIN](#)

[Great Lakes Questions and Answers – \(Teach GLIN\)](#)

[Trade](#)

[Trade Matters](#)

[Dispute Settlement](#) – Many resource links related to Canada’s trade issues with other countries.

[North American Free Trade Agreement \(NAFTA\)](#)

[Canada and the North American Free Trade Agreement](#)

[Answers.com](#)

[CIA World Factbook](#)

[Canada](#)

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When Started

Purpose of NAFTA?

NAFTA

Impact of NAFTA

Which countries launched NAFTA?
