



Grade 4

# **CORRELATION TO THE ONTARIO SOCIAL STUDIES CURRICULUM**



# Correlation to Social Studies Curriculum

SB = Student Book TR = Teacher's Resource AC = Activity Card						
OVERALL EXPECTATIONS	Unit 1: Canada's Regions			Unit 2: Early Societies		
<b>A1.</b> Compare key aspects of life in a few early societies (3000 BCE–1500 CE), each from a different region and era and representing a different culture, and describe some key similarities and differences between these early societies and present-day Canadian society.				SB p. 108 SB p. 114 SB p. 116 SB p. 119 SB p. 125 SB p. 127 SB pp. 128–145 SB pp. 146–163 SB pp. 164–181 SB pp. 183–203	TR p. 225 TR pp. 235–236 TR pp. 238–239 TR pp. 242–244 TR pp. 249–251 TR pp. 253–255 TR pp. 260–291 TR pp. 296–323 TR pp. 324–265 TR pp. 371–399	AC Ch. 8 #1 AC Ch. 8 #2 AC Ch. 9 #1 AC Ch. 9 #2 AC Ch. 11 #2 AC Ch. 12 #1 AC Ch. 12 #2
<b>A2.</b> Use the social studies inquiry process to investigate ways of life and relationships with the environment in two or more early societies (3000 BCE–1500 CE), with an emphasis on aspects of the interrelationship between the environment and life in those societies.				SB p. 108 SB p. 114 SB p. 116 SB p. 119 SB p. 125 SB p. 127 SB p. 149 SB p. 151 SB p. 155 SB p. 161 SB p. 165 SB p. 171 SB pp. 174–175 SB pp. 178–179	TR p. 225 TR pp. 235–236 TR pp. 238–239 TR pp. 242–244 TR pp. 249–251 TR pp. 253–255 TR pp. 299–301 TR pp. 303–305 TR pp. 309–311 TR pp. 317–319 TR p. 329 TR pp. 347–348	AC Ch. 8 #1 AC Ch. 8 #2 AC Ch. 9 #2 AC Ch. 10 #1
<b>A3.</b> Demonstrate an understanding of key aspects of a few early societies (3000 BCE–1500 CE), each from a different region and era and representing a different culture, with reference to their political and social organization, daily life, and relationships with their environment and with each other.				SB p. 114 SB p. 116 SB p. 119 SB p. 121 SB p. 125 SB p. 127 SB pp. 128–145 SB pp. 146–163 SB pp. 164–181 SB pp. 183–203	TR pp. 235–236 TR pp. 238–239 TR pp. 242–244 TR pp. 249–251 TR pp. 253–255 TR pp. 260–291 TR pp. 296–323 TR pp. 324–365 TR pp. 371–399	AC Ch. 8 #1 AC Ch. 8 #2 AC Ch. 9 #1 AC Ch. 9 #2 AC Ch. 10 #2 AC Ch. 11 #1 AC Ch. 11 #2 AC Ch. 12 #1 AC Ch. 12 #2

<p><b>B1.</b> Assess some key ways in which industrial development and the natural environment affect each other in two or more political and/or physical regions of Canada.</p>	<p>SB p. 14  SB p. 17  SB p. 18  SB p. 19  SB p. 21  SB p. 22  SB p. 23  SB p. 24  SB p. 26  SB pp. 30–33  SB p. 36  SB p. 37  SB p. 38  SB p. 42  SB p. 43  SB p. 49  SB p. 52  SB p. 53  SB p. 55  SB p. 56  SB p. 57  SB p. 59  SB p. 61  SB p. 65  SB p. 66  SB p. 67  SB pp. 77–79  SB pp. 90–91  SB p. 98</p>	<p>TR p. 19  TR p. 20  TR pp. 23–25  TR p. 28  TR pp. 31–33  TR pp. 35–37  TR p. 43  TR pp. 53–59  TR pp. 65–67  TR pp. 83–84  TR pp. 95–97  TR pp. 105–107  TR pp. 109–111  TR pp. 113–115  TR pp. 117–119  TR pp. 121–123  TR pp. 125–127  TR pp. 139–141  TR pp. 143–145  TR pp. 169–175  TR pp. 203–205  TR p. 215</p>	<p>AC Ch. 1 #2  AC Ch. 2 #1  AC Ch. 2 #2  AC Ch. 3 #2  AC Ch. 4 #1  AC Ch. 4 #2  AC Ch. 5 #1  AC Ch. 5 #2  AC Ch. 6 #2  AC Ch. 7 #2</p>			
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<p><b>B2.</b> Use the social studies inquiry process to investigate some issues and challenges associated with balancing human needs/wants and activities with environmental stewardship in one or more of the political and/or physical regions.</p>	<p>SB p. 14 SB p. 17 SB p. 18 SB p. 19 SB p. 21 SB pp. 22–25 SB p. 26 SB p. 29 SB pp. 30–33 SB p. 36 SB p. 37 SB p. 49 SB p. 52 SB p. 53 SB p. 55 SB p. 56 SB p. 57 SB p. 59 SB p. 62 SB p. 65 SB p. 67 SB pp. 68–69 SB pp. 72–73 SB p. 74 SB pp. 76–79 SB p. 82 SB p. 83 SB pp. 84–85 SB p. 88 SB p. 89 SB p. 91 SB p. 95 SB p. 97 SB p. 99</p>	<p>TR p. 13 TR pp. 16–17 TR pp. 19–21 TR pp. 22–25 TR p. 28 TR p. 32 TR p. 33 TR p. 35 TR p. 37 TR p. 43 TR pp. 49–50 TR pp. 53–57 TR pp. 65–67 TR p. 96 TR pp. 105–107 TR pp. 109–111 TR pp. 113–115 TR pp. 117–119 TR pp. 121–123 TR pp. 125–127 TR p. 133 TR p. 141 TR p. 144 TR p. 145 TR p. 148 TR p. 152 TR p. 157 TR p. 163 TR pp. 165–175 TR pp. 181–183 TR pp. 185–187 TR pp. 196–197 TR pp. 198–201</p>	<p>AC Ch. 1 #1 AC Ch. 1 #2 AC Ch. 2 #1 AC Ch. 2 #2 AC Ch. 3 #1 AC Ch. 3 #2 AC Ch. 4 #1 AC Ch. 4 #2 AC Ch. 5 #1 AC Ch. 5 #2 AC Ch. 6 #1 AC Ch. 6 #2 AC Ch. 7 #2</p>			
<p><b>B3.</b> Identify Canada’s political and physical regions, and describe their main characteristics and some significant activities that take place in them.</p>	<p>SB pp. 14–25 SB pp. 26–37 SB pp. 38–49 SB pp. 51–61 SB pp. 62–73 SB pp. 74–95 SB pp. 86–99</p>	<p>TR pp. 8–37 TR pp. 42–67 TR pp. 72–97 TR pp. 102–127 TR pp. 132–157 TR pp. 163–187 TR pp. 192–217</p>	<p>AC Ch. 1 #1 AC Ch. 1 #2 AC Ch. 5 #1</p>			
<p><b>SPECIFIC EXPECTATIONS</b></p>						
<p><b>A1.1</b> compare social organization (e.g., social classes, general political structure, inherited privilege, the status of women) in two or more early societies (e.g., a slave-owning and a feudal society; a matriarchal First Nation and a society in medieval Asia)  <b>Sample questions:</b> “What is the difference between a slave and a serf? In what ways were social classes in feudal society different from those in a slave-owning society? In what ways were they the same?” “What were some differences in the position of women in ancient Greece, medieval France, and Haudenosaunee society?”</p>				<p>SB p. 116 SB p. 121 SB p. 125 SB p. 127 SB pp. 128–145 SB pp. 146–163 SB pp. 164–181 SB pp. 183–203</p>	<p>TR pp. 238–239 TR pp. 246–247 TR pp. 249–251 TR pp. 253–255 TR pp. 260–291 TR pp. 296–323 TR pp. 324–365 TR pp. 371–399</p>	<p>AC Ch. 8 #1 AC Ch. 9 #1 AC Ch. 10 #2 AC Ch. 11 #2 AC Ch. 12 #1 AC Ch. 12 #2</p>

<p><b>A1.2</b> compare aspects of the daily lives of different groups in an early society (e.g., the work, family life, education, food, dress, and/or housing of a slave and senator in ancient Rome, women of different castes in medieval India, a serf and lord in feudal England, a man and a woman in medieval China or Mohawk society, or a merchant and noble in Renaissance Italy), and explain how differences were related to the social organization of that society (e.g., the caste system in India; the matriarchal organization of some First Nations; classes in imperial Rome or in feudal societies in Europe or Asia; the emergence of a wealthy merchant class in Renaissance Italy)</p> <p><b>Sample questions:</b> “In what ways were the lives of a serf, samurai, and shogun in feudal Japan different? What do those differences tell you about the social organization of that society?” “What differences were there in the education of men and women in ancient Greece?”</p>				<p>SB pp. 110–127  SB pp. 128–145  SB pp. 146–163  SB pp. 164–181  SB pp. 183–203</p>	<p>TR pp. 226–255  TR pp. 260–291  TR pp. 296–323  TR pp. 324–365  TR pp. 371–399</p>	<p>AC Ch. 8 #1  AC Ch. 9 #1  AC Ch. 10 #2  AC Ch. 11 #2  AC Ch. 12 #1  AC Ch. 12 #2</p>
<p><b>A1.3</b> describe some of the ways in which their daily life differs from the lives of young people from different backgrounds (e.g., wealthy, poor, slave, urban, rural, nomadic) in two or more early societies (e.g., with reference to family life, education, leisure time and recreation, responsibilities, work)</p> <p><b>Sample questions:</b> “What kind of education was available to children in medieval times? Who would have been educated? What were they taught? Did most children learn how to read and write?” “What were some of the games and sports played by the ancient Mayans, ancient Greeks, or precontact First Nations in Canada? In what ways are they similar to or different from the games and sports you play?”</p>				<p>SB pp. 115–117  SB pp. 124–125  SB pp. 128–145  SB pp. 146–163  SB pp. 164–181  SB pp. 183–303</p>	<p>TR pp. 237–244  TR pp. 249–251  TR pp. 260–291  TR pp. 296–323  TR pp. 324–365  TR pp. 371–399</p>	<p>AC Ch. 8 #1  AC Ch. 8 #2  AC Ch. 9 #1  AC Ch. 9 #2  AC Ch. 11 #2  AC Ch. 12 #1  AC Ch. 12 #2</p>
<p><b>A1.4</b> compare two or more early societies in terms of their relationship with the environment (e.g., with reference to seasonal rhythms, use of land and resources, differences between urban and rural communities, religious/spiritual practices/beliefs with respect to the environment), and describe some key similarities and differences in environmental practices between these societies and present-day Canada</p> <p><b>Sample questions:</b> “What agricultural practices did the ancient Greeks use? What other societies managed their land in similar ways?” “What farming techniques used by the Mayans and the people of ancient India are still practised by Canadian farmers?” “What were some Celtic seasonal celebrations? Are these reflected in any celebrations in present-day Canada?” “How would a city in medieval Britain or ancient Rome have dealt with sewage and garbage? How do we deal with these in Canada? What health issues might arise if sewage and garbage was not treated or properly disposed of?”</p>				<p>SB pp. 112–119  SB pp. 122–127  SB p. 137  SB pp. 142–143  SB p. 158  SB pp. 168–169  SB pp. 170–171  SB pp. 178–179</p>	<p>TR pp. 233–244  TR pp. 249–255  TR pp. 278–279  TR pp. 285–287  TR pp. 317–319  TR pp. 339–341  TR pp. 343–349  TR pp. 357–361</p>	<p>AC Ch. 8 #1  AC Ch. 8 #2  AC Ch. 9 #2  AC Ch. 10 #1  AC Ch. 11 #1</p>

<p><b>A2.1</b> formulate questions to guide investigations into ways of life and relationships with the environment in two or more early societies, with an emphasis on aspects of the interrelationship between the environment and life in those societies (e.g., connections between the local environment and settlement, art, medicine, religion, types of work; the impact of agriculture or the development of towns and cities on the environment)</p> <p><b>Sample questions:</b> “Which civilization—those along the Nile, those in Mesopotamia, or First Nations in what would become Canada—had the greatest impact on its environment?” “What role did religion play in the daily life of the early Haida or Norse, or in ancient Egypt? In what ways was it connected to the society’s view of and relationship with the environment?” “Why did people settle in the Indus Valley?”</p>				<p>SB p. 108 SB p. 121 SB p. 143 SB p. 157 SB p. 161</p>	<p>TR pp. 223–225 TR pp. 246–247 TR p. 286 TR pp. 313–317 TR p. 360</p>	<p>AC Ch. 8 #2</p>
<p><b>A2.2</b> gather and organize information on ways of life and relationships with the environment in early societies, using a variety of primary and secondary sources in both print and electronic formats (e.g., thematic and physical maps showing rivers, vegetation, volcanoes, soil types; images depicting the daily life of different social classes; religious/spiritual stories that provide evidence of society’s view of the environment; agricultural artefacts)</p> <p><b>Sample questions:</b> “Where might you look for information on how rural people lived in medieval Europe? What do you think paintings from the time could tell you about the ways in which these people lived and their relationship with the land?” “What kinds of maps might provide clues about the sustainability of a society?” “What might the architecture of, or the art found in, religious buildings tell you about a society’s relationship with the natural environment?” “What do the creation stories of a local First Nation tell you about their traditional relationship with the land and with all living things?”</p>				<p>SB pp. 110–127 SB pp. 140–143 SB pp. 158–159 SB p. 161 SB p. 169 SB pp. 170–171 SB pp. 174–175 SB pp. 178–179</p>	<p>TR pp. 226–255 TR pp. 285–287 TR pp. 317–319 TR pp. 339–341 TR pp. 343–349 TR pp. 355–357</p>	<p>AC Ch. 8 #1 AC Ch. 8 #2 AC Ch. 9 #2 AC Ch. 11 #1</p>
<p><b>A2.3</b> analyze and construct print and/or digital maps, including thematic maps, as part of their investigations into interrelationships between the environment and life in early societies (e.g., analyze a climate map to determine the climatic challenges facing early settlements; construct soil and vegetation maps to determine the connection between soil type and agricultural activity; analyze maps to determine the proximity of early settlements to water)</p> <p><b>Sample questions:</b> “What does this map tell you about why the Nile was so important to ancient Egypt?” “What type of thematic map might help you make connections between local plant life and the development of medicines?”</p>				<p>SB p. 105 SB p. 111 SB p. 112 SB p. 113 SB p. 114 SB p. 122 SB p. 123 SB p. 128 SB p. 146 SB p. 158 SB p. 164 SB p. 176 SB p. 182 SB p. 191 SB p. 194 SB p. 197</p>	<p>TR pp. 223–224 TR pp. 233–235 TR pp. 249–251 TR p. 261 TR pp. 317–319 TR p. 329 TR pp. 357–361 TR pp. 381–383 TR pp. 390–393</p>	<p>AC Ch. 9 #1</p>

<p><b>A2.4</b> interpret and analyze information relevant to their investigations, using a variety of tools (e.g., use a graphic organizer to help them determine the relationship between soil type, availability of water, and agricultural activity; analyze the content of paintings on the Internet or at a local gallery for information on a society's religious practices; analyze artefacts found in a museum or on a website for information on a society's daily life and relationship with the environment)</p> <p><b>Sample questions:</b> "What do these works of art reveal about the religious beliefs and practices of this society? Do they tell you anything about the connection between these beliefs and the environment?" "What does the archaeological evidence reveal about the way these people lived? What materials did they use to build their homes? What do these materials reveal about the local environment?"</p>				<p>SB pp. 110–127 SB pp. 128–145 SB pp. 146–163 SB pp. 164–181 SB pp. 183–203</p>	<p>TR pp. 226–255 TR pp. 260–291 TR pp. 296–323 TR pp. 324–365 TR pp. 371–399</p>	<p>AC Ch. 8 #1 AC Ch. 8 #2 AC Ch. 9 #1 AC Ch. 9 #2 AC Ch. 10 #1 AC Ch. 10 #2 AC Ch. 11 #1 AC Ch. 11 #2 AC Ch. 12 #1 AC Ch. 12 #2</p>
<p><b>A2.5</b> evaluate evidence and draw conclusions about ways of life and relationships with the environment in early societies, with an emphasis on aspects of the interrelationship between the environment and life in those societies</p> <p><b>Sample questions:</b> "What did you find out about religious beliefs/practices in medieval Japan? In what ways were these beliefs related to the physical features of the land?"</p>				<p>SB pp. 104–127 SB pp. 140–143 SB p. 154 SB p. 159 SB p. 161 SB pp. 168–169 SB pp. 170–171 SB pp. 174–175 SB pp. 178–179</p>	<p>TR pp. 223–255 TR pp. 285–287 TR pp. 317–319 TR pp. 339–341 TR pp. 343–349 TR pp. 355–357</p>	<p>AC Ch. 8 #1 AC Ch. 8 #2 AC Ch. 9 #2 AC Ch. 11 #1 AC Ch. 11 #2</p>
<p><b>A2.6</b> communicate the results of their inquiries, using appropriate vocabulary (e.g., nomad, peasant, serf, merchant, noble, feudalism, god/goddess, privilege, hierarchy, culture, civilization, rural, urban) and formats (e.g., an annotated map showing how a society situated on a flood plain was affected by and responded to its environment; an oral presentation on the impact of medieval cities on the environment; a stop-animation video on the lives of children in a society that followed animal migration routes or lived in different locations during different seasons; a chart and presentation comparing farming techniques of different societies)</p>				<p>SB pp. 110–127 SB pp. 128–145 SB pp. 146–163 SB pp. 164–181 SB pp. 183–203</p>	<p>TR pp. 226–255 TR pp. 260–291 TR pp. 296–323 TR pp. 324–365 TR pp. 371–399</p>	<p>AC Ch. 8 #1 AC Ch. 8 #2 AC Ch. 9 #1 AC Ch. 9 #2 AC Ch. 10 #1 AC Ch. 10 #2 AC Ch. 11 #1 AC Ch. 11 #2 AC Ch. 12 #1 AC Ch. 12 #2</p>
<p><b>A3.1</b> identify the location of some different early societies on a globe or on print, digital, and/or interactive maps, and demonstrate the ability to extract information on early societies' relationship with the environment from thematic maps (e.g., climate, physical, topographical, vegetation maps)</p> <p><b>Sample questions:</b> "Where did the Incas live? What modern countries are part of this region now?" "Where was Mesopotamia?" "What were the main physical features in this society, according to this map? What challenges do you think they might have presented? What benefits might they have provided?"</p>				<p>SB p. 105 SB p. 111 SB p. 112 SB p. 113 SB p. 114 SB p. 122 SB p. 123 SB p. 128 SB p. 158 SB p. 164 SB p. 176</p>	<p>TR pp. 223–225 TR pp. 233–235 TR pp. 249–251 TR p. 261 TR pp. 317–319 TR pp. 324–325</p>	<p>AC Ch. 9 #1</p>

<p><b>A3.2</b> demonstrate the ability to extract information on daily life in early societies from visual evidence (e.g., art works such as paintings, sculptures, carvings, masks, mosaics; monuments; artefacts such as household utensils, religious articles, weapons)</p> <p><b>Sample questions:</b> “What do the murals at Bonampak tell us about the life of the Maya?” “What do the Elgin Marbles show us about ancient Greece?” “What can we learn from the Book of Kells about the importance of religion to the Celts?” “Why did the Wendat make their combs out of bone? What type of bone did they use? Why?” “Why are the temples at Angkor Wat or mosques at Timbuktu such important archaeological sites? What can they tell us about the societies that built them?”</p>				<p>SB pp. 110–127 SB pp. 128–145 SB pp. 146–163 SB pp. 164–181 SB pp. 183–203</p>	<p>TR pp. 226–255 TR pp. 260–291 TR pp. 296–323 TR pp. 324–365 TR pp. 371–399</p>	<p>AC Ch. 8 #1 AC Ch. 8 #2 AC Ch. 9 #1 AC Ch. 9 #2 AC Ch. 10 #1 AC Ch. 10 #2 AC Ch. 11 #1 AC Ch. 11 #2 AC Ch. 12 #1 AC Ch. 12 #2</p>
<p><b>A3.3</b> describe significant aspects of daily life in two or more early societies (e.g., with reference to food, housing, clothing, education, recreation, spiritual/religious life, family life, transportation)</p> <p><b>Sample questions:</b> “How did the Cree travel during different seasons?” “What types of clothing was worn by the Incas? The medieval Chinese?” “Why were the ‘Three Sisters’ so important to some early societies in North America?” “What religions were practised in ancient India?”</p>				<p>SB pp. 110–127 SB pp. 128–145 SB pp. 146–163 SB pp. 164–181 SB pp. 183–203</p>	<p>TR pp. 226–255 TR pp. 260–291 TR pp. 296–323 TR pp. 324–365 TR pp. 371–399</p>	<p>AC Ch. 8 #1 AC Ch. 8 #2 AC Ch. 9 #1 AC Ch. 9 #2 AC Ch. 10 #1 AC Ch. 10 #2 AC Ch. 11 #1 AC Ch. 11 #2 AC Ch. 12 #1 AC Ch. 12 #2</p>
<p><b>A3.4</b> describe significant physical features and natural processes and events in two or more early societies (e.g., physical features: rivers, flood plains, mountains, volcanoes, ocean shore, fertile soil; natural processes: seasonal changes in climate, animal migration, erosion; natural events: earthquakes, floods, volcanic eruptions) and how they affected these societies, with a focus on the societies’ sustainability and food production (e.g., how flooding of rivers in ancient Egypt, India, and China enriched agricultural land, making it possible to sustain large populations; how the thin topsoil of Central America, Mesopotamia, and Easter Island limited population growth; how volcanoes threatened the survival of communities in ancient Greece and the Roman Empire)</p> <p><b>Sample questions:</b> “How did seasonal migration of buffalo affect the lives of plains First Nations in precontact North America?” “What impact did the annual flooding of the Indus River have on food production in ancient India?”</p>				<p>SB pp. 110–127 SB p. 134 SB p. 137 SB p. 143 SB p. 158 SB p. 169 SB p. 171 SB p. 178 SB p. 179 SB p. 191 SB p. 197</p>	<p>TR pp. 226–255 TR pp. 277–279 TR pp. 285–287 TR pp. 317–319 TR pp. 339–341 TR pp. 347–349 TR pp. 357–361 TR pp. 381–383 TR pp. 390–393</p>	<p>AC Ch. 8 #1 AC Ch. 8 #2 AC Ch. 9 #2 AC Ch. 10 #1 AC Ch. 11 #1 AC Ch. 11 #2</p>
<p><b>A3.5</b> describe the importance of the environment for two or more early societies, including how the local environment affected the ways in which people met their physical needs (e.g., for food, housing, clothing)</p> <p><b>Sample questions:</b> “What techniques did the Aztecs develop to allow them to farm on the sides of mountains and hills?” “What use did early Haida people make of cedar trees?”</p>				<p>SB pp. 115–119 SB pp. 122–125 SB pp. 137–143 SB pp. 158–159 SB pp. 168–169 SB pp. 170–171 SB pp. 174–175 SB pp. 178–179</p>	<p>TR pp. 238–244 TR pp. 249–251 TR pp. 277–278 TR pp. 285–287 TR pp. 339–341 TR pp. 343–349 TR pp. 355–357 TR pp. 358–359</p>	<p>AC Ch. 8 #1 AC Ch. 8 #2 AC Ch. 9 #2 AC Ch. 11 #1</p>



<p><b>A3.6</b> identify and describe some of the major scientific and technological developments in the ancient and medieval world (e.g., calendars; the printing press; developments in agriculture, architecture, medicine, transportation, weaponry)</p>				<p>SB pp. 117–119 SB pp. 122–125 SB p. 138 SB p. 143 SB p. 153 SB p. 159 SB p. 166 SB p. 167 SB p. 168 SB p. 169 SB p. 173 SB p. 174 SB p. 175 SB p. 191</p>	<p>TR pp. 242–244 TR pp. 249–251 TR pp. 281–283 TR pp. 285–287 TR pp. 307–309 TR pp. 317–319 TR pp. 335–337 TR pp. 355–356 TR pp. 381–383</p>	<p>AC Ch. 8 #1 AC Ch. 8 #2 AC Ch. 9 #2 AC Ch. 10 #1 AC Ch. 11 #1 AC Ch. 11 #2</p>
<p><b>SPECIFIC EXPECTATIONS</b></p>	<p><b>Unit 1: Canada’s Regions</b></p>			<p><b>Unit 2: Early Societies</b></p>		
<p><b>B1.1</b> analyze some of the general ways in which the natural environment of regions in Canada has affected the development of industry (e.g., how the characteristics of the Canadian Shield made possible the development of mining and smelting, forestry, fresh water fisheries, pulp and paper; how the characteristics of the Maritime provinces made possible the development of fisheries, coal mining, agriculture, off-shore oil drilling; how the topography and climate of the Prairies make the region suitable for large-scale farming and ranching)</p> <p><b>Sample questions:</b> “What industries might develop in a forested area? Do all forested regions have the same types of industries? What accounts for the difference?” “Why do some industries need to be near water?” “What makes the Western Cordillera a good location for mining and smelting as well as forestry-based industries? What other types of industries have developed in this region? Why?”</p>	<p>SB pp. 14–25 SB pp. 26–37 SB pp. 38–49 SB pp. 51–61 SB pp. 62–73 SB pp. 74–85 SB pp. 86–99</p>	<p>TR pp. 8–37 TR pp. 42–67 TR pp. 72–97 TR pp. 102–127 TR pp. 139–141 TR pp. 143–145 TR pp. 155–157 TR pp. 169–175 TR pp. 181–183 TR pp. 195–197 TR pp. 203–204 TR pp. 215–217</p>	<p>AC Ch. 1 #1 AC Ch. 1 #2 AC Ch. 2 #1 AC Ch. 2 #2 AC Ch. 3 #1 AC Ch. 3 #2 AC Ch. 4 #1 AC Ch. 4 #2 AC Ch. 5 #2 AC Ch. 6 #2 AC Ch. 7 #2</p>			
<p><b>B1.2</b> assess aspects of the environmental impact of different industries in two or more physical and/or political regions of Canada (e.g., hydro-electric development in Quebec, the development of the oil sands in northern Alberta, fishing in Atlantic Canada, steel production in Nova Scotia, forestry and fishing in British Columbia, coal-powered electrical plants in Ontario, smelting in northern Ontario, shipping in the Great Lakes–St. Lawrence region)</p> <p><b>Sample questions:</b> “How has the increase in mining in the North affected the environment?” “What are the Sydney Tar Ponds? How were they created? What impact have they had on the environment?” “What is ‘clearcutting’? Why is that practice used by forestry companies? What is its environmental impact?”</p>	<p>SB pp. 14–25 SB pp. 26–37 SB pp. 38–49 SB pp. 51–61 SB pp. 62–73 SB pp. 74–85 SB pp. 86–99</p>	<p>TR pp. 8–37 TR pp. 42–67 TR pp. 72–97 TR pp. 102–127 TR pp. 139–141 TR pp. 143–145 TR pp. 147–149 TR pp. 155–157 TR pp. 173–175 TR pp. 203–205</p>	<p>AC Ch. 1 #1 AC Ch. 1 #2 AC Ch. 2 #1 AC Ch. 2 #2 AC Ch. 4 #1 AC Ch. 4 #2 AC Ch. 5 #2 AC Ch. 6 #2 AC Ch. 7 #2</p>			

<p><b>B1.3</b> describe some key actions taken by both industries and citizens to address the need for more sustainable use of land and resources (e.g., controlling industrial tailings; putting solar panels on houses or other buildings; ensuring responsible hunting and fishing practices; consulting with First Nations, Métis, and/or Inuit communities about resource development in their territories), and assess their effectiveness</p> <p><b>Sample questions:</b> “What are some things that the forestry industry has done to help manage forests? Are these actions enough to preserve forests for future use? If not, what else do you think should be done?” “What are some of the things you and your family can do to live in a more sustainable way?”</p>	<p>SB pp. 14–25 SB pp. 26–37 SB pp. 38–49 SB pp. 51–61 SB pp. 62–73 SB pp. 74–85 SB pp. 86–99</p>	<p>TR pp. 8–37 TR pp. 42–67 TR pp. 72–97 TR pp. 102–127 TR pp. 139–141 TR pp. 143–145 TR pp. 165–173 TR pp. 203–205</p>	<p>AC Ch. 1 #1 AC Ch. 1 #2 AC Ch. 2 #1 AC Ch. 2 #2 AC Ch. 3 #1 AC Ch. 3 #2 AC Ch. 4 #1 AC Ch. 4 #2 AC Ch. 5 #2 AC Ch. 6 #1 AC Ch. 7 #2</p>			
<p><b>B2.1</b> formulate questions to guide investigations into some of the issues and challenges associated with balancing human needs/wants and activities with environmental stewardship in one or more of the political and/or physical regions of Canada</p> <p><b>Sample questions:</b> “What impact might ecotourism have on the Rockies or the Gulf Islands of British Columbia? How might such tourism be managed to limit its impact?” “How might the opening of a mine both help and hurt a community?” “Should wind turbines be developed in all regions of Canada? Why or why not?” “What is the best way to balance the demand for more housing with the responsibility to protect the environment?”</p>	<p>SB p. 12 SB p. 33 SB p. 37 SB p. 77 SB p. 100</p>	<p>TR p. 15 TR p. 19 TR p. 23 TR pp. 57–59 TR p. 67 TR p. 81 TR p. 145 TR p. 152 TR p. 170 TR p. 205</p>	<p>AC Ch. 1 #1 AC Ch. 1 #2 AC Ch. 3 #2</p>			

<p><b>B2.2</b> gather and organize information and data from various sources to investigate issues and challenges associated with balancing human needs/wants and activities with environmental stewardship in one or more of the political and/or physical regions of Canada (e.g., spatial technologies and satellite images showing physical features; print and digital thematic maps showing land use or population; climate graphs for various regions; writer views with peers from different regions using electronic communications; an interview with a First Nation or Inuit Elder or a Métis Senator)</p> <p><b>Sample questions:</b> “What can satellite images reveal about the impact of an industry on a region?” “What type of information might you be able to gather by interviewing an Elder?”</p>	<p>SB pp. 20–21 SB p. 23 SB p. 25 SB p. 28 SB p. 29 SB p. 31 SB p. 33 SB pp. 34–35 SB p. 36 SB p. 37 SB p. 40 SB p. 42 SB p. 43 SB pp. 44–45 SB p. 48 SB p. 49 SB p. 52 SB p. 53 SB p. 55 SB pp. 56–57 SB p. 59 SB p. 61 SB p. 64 SB p. 65 SB p. 67 SB pp. 68–69 SB pp. 70–71 SB pp. 72–73 SB pp. 76–77 SB p. 79 SB p. 83 SB pp. 84–85 SB p. 88 SB p. 89 SB p. 91 SB p. 95 SB p. 97 SB p. 99 SB pp. 100–103</p>	<p>TR p. 15 TR p. 16 TR p. 17 TR p. 19 TR p. 20 TR p. 21 TR p. 23 TR p. 24 TR p. 25 TR p. 27 TR p. 28 TR p. 35 TR p. 36 TR p. 37 TR pp. 45–47 TR pp. 49–51 TR p. 54 TR p. 55 TR pp. 57–59 TR p. 62 TR p. 67 TR p. 76 TR pp. 83–85 TR pp. 87–89 TR pp. 95–97 TR p. 106 TR p. 107 TR p. 110 TR pp. 114–115 TR p. 118 TR p. 119 TR p. 122 TR p. 123 TR p. 125 TR p. 126 TR pp. 135–137 TR pp. 139–141 TR pp. 143–145 TR pp. 147–149 TR pp. 151–153 TR pp. 155–157 TR pp. 165–169 TR pp. 173–175 TR p. 181 TR p. 183 TR pp. 185–187 TR pp. 196–197 TR p. 200 TR pp. 204–205 TR pp. 208–209 TR p. 212 TR pp. 215–216 TR pp. 218–219</p>	<p>AC Ch. 1 #1 AC Ch. 1 #2 AC Ch. 3 #1 AC Ch. 3 #2 AC Ch. 4 #1 AC Ch. 4 #2 AC Ch. 5 #2 AC Ch. 6 #1 AC Ch. 7 #2</p>			
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<p><b>B2.3</b> analyze and construct print and/or digital maps, including thematic maps, as part of their investigations into balancing human needs/wants and activities with environmental stewardship in Canada (e.g., analyze population settlement maps; construct natural resource maps, using symbols to represent different resources; construct physical region maps, using shading to represent elevation change)</p> <p><b>Sample questions:</b> “How might you show the location of ski resorts on your map of British Columbia?” “What would you need to include on a map to show the relationship between the Canadian Shield and mining industries?” “What can a map tell you about the relationship between the location of cities and towns and transportation links?”</p>	<p>SB p. 15 SB p. 16 SB p. 20 SB p. 21 SB p. 22 SB p. 26 SB p. 27 SB p. 28 SB p. 34 SB p. 38 SB p. 39 SB p. 40 SB p. 41 SB p. 46 SB p. 51 SB p. 52 SB p. 55 SB pp. 56–57 SB p. 58 SB p. 62 SB p. 63 SB p. 64 SB p. 70 SB p. 74 SB p. 75 SB p. 76 SB p. 80 SB p. 81 SB p. 82 SB p. 86 SB p. 87 SB p. 88 SB p. 92 SB p. 94</p>	<p>TR pp. 15–16 TR pp. 27–29 TR pp. 31–33 TR pp. 45–46 TR pp. 61–63 TR p. 73 TR pp. 75–55 TR p. 80 TR p. 91 TR pp. 105–107 TR pp. 113–115 TR pp. 118–119 TR pp. 121–123 TR p. 133 TR pp. 135–137 TR pp. 151–153 TR pp. 163–167 TR pp. 177–179 TR pp. 181–183 TR p. 193 TR pp. 195–197 TR pp. 207–209</p>	<p>AC Ch. 1 #1 AC Ch. 1 #2 AC Ch. 3 #2 AC Ch. 4 #2 AC Ch. 5 #1 AC Ch. 6 #2</p>			
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<p><b>B2.4</b> interpret and analyze information and data related to their investigations, using a variety of tools (e.g., use a graphic organizer to help them determine the interrelationship between a region’s physical features and tourism or recreation; plot population trends in a specific region and compare them to a graph showing industrial development in the same region; use a decision-making chart to determine the best location for a new hydroelectric dam; use a double bar graph to help them determine the effect of an increase in tourism on waste production in a region)</p> <p><b>Sample question:</b> “How might you use an ideas web to help you determine the effect of the closing of a pulp and paper mill on the people in the community and on the environment?”</p>	<p>SB p. 15  SB p. 16  SB p. 19  SB p. 20  SB p. 21  SB p. 22  SB p. 23  SB p. 25  SB p. 26  SB p. 27  SB p. 28  SB p. 31  SB p. 32  SB pp. 34–35  SB p. 37  SB p. 40  SB pp. 44–45  SB pp. 46–47  SB p. 49  SB p. 52  SB p. 55  SB pp. 56–57  SB pp. 58–59  SB p. 64  SB p. 67  SB p. 69  SB p. 71  SB p. 73  SB pp. 76–77  SB p. 79  SB pp. 80–81  SB pp. 82–83  SB pp. 84–85  SB pp. 88–89  SB p. 91  SB p. 93  SB p. 95  SB p. 97  SB p. 99  SB pp. 100–103</p>	<p>TR pp. 15–17  TR pp. 27–29  TR pp. 31–33  TR pp. 35–37  TR p. 43  TR pp. 45–47  TR pp. 53–55  TR pp. 61–63  TR pp. 65–67  TR pp. 75–77  TR pp. 87–89  TR pp. 91–93  TR pp. 95–97  TR pp. 105–107  TR pp. 113–115  TR pp. 118–119  TR p. 136  TR p. 148  TR p. 152  TR pp. 158–157  TR pp. 165–171  TR pp. 174–175  TR pp. 177–179  TR pp. 181–183  TR pp. 185–187  TR p. 190  TR p. 197  TR p. 200  TR pp. 204–205  TR pp. 207–209  TR p. 212  TR p. 216  TR pp. 218–219</p>	<p>AC Ch. 1 #1  AC Ch. 1 #2  AC Ch. 2 #1  AC Ch. 2 #2  AC Ch. 3 #2  AC Ch. 5 #1  AC Ch. 5 #2  AC Ch. 6 #1  AC Ch. 6 #2  AC Ch. 7 #1  AC Ch. 7 #2</p>			
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<p><b>B2.5</b> evaluate evidence and draw conclusions about issues and challenges associated with balancing human needs/wants and activities with environmental stewardship in Canada</p> <p><b>Sample questions:</b> “What did you find out about the interrelationship between tourism and the environment on Vancouver Island? What would you recommend with regard to the development of the tourism industry in this area?” “What is your position on the issue of urban sprawl in the Greater Toronto Area? What do you think should be done to address this challenge?” “Do you think the environmental damage that resulted from building this dam was justified by the benefits that the dam brings? Why or why not?”</p>	<p>SB p. 14 SB p. 16 SB p. 17 SB p. 19 SB p. 21 SB p. 23 SB p. 25 SB p. 28 SB p. 29 SB p. 31 SB p. 33 SB p. 37 SB p. 40 SB p. 41 SB p. 43 SB p. 45 SB p. 49 SB p. 52 SB p. 53 SB p. 55 SB p. 57 SB p. 59 SB p. 61 SB p. 62 SB p. 64 SB p. 65 SB p. 66 SB p. 67 SB pp. 68–69 SB pp. 70–71 SB pp. 72–73 SB pp. 76–77 SB pp. 78–79 SB pp. 80–81 SB pp. 82–83 SB p. 85 SB p. 88 SB p. 91 SB p. 95 SB p. 99 SB pp. 100–103</p>	<p>TR p. 13 TR pp. 15–17 TR pp. 19–21 TR pp. 23–25 TR pp. 27–29 TR pp. 31–33 TR pp. 35–37 TR p. 46 TR p. 47 TR p. 49 TR p. 50 TR p. 54 TR p. 55 TR p. 58 TR p. 62 TR p. 63 TR p. 67 TR pp. 79–81 TR pp. 83–85 TR pp. 87–89 TR pp. 95–97 TR pp. 105–107 TR pp. 109–111 TR pp. 113–115 TR pp. 118–119 TR pp. 121–123 TR pp. 125–127 TR p. 133 TR pp. 135–141 TR pp. 143–145 TR pp. 147–149 TR pp. 151–153 TR pp. 155–157 TR pp. 166–171 TR pp. 173–175 TR pp. 177–179 TR pp. 181–183 TR pp. 185–187 TR pp. 195–197 TR pp. 203–205 TR pp. 207–209 TR pp. 215–217 TR pp. 218–219</p>	<p>AC Ch. 1 #1 AC Ch. 1 #2 AC Ch. 4 #1 AC Ch. 4 #2 AC Ch. 5 #2 AC Ch. 6 #1 AC Ch. 7 #2</p>			
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<p><b>B2.6</b> communicate the results of their inquiries using appropriate vocabulary (e.g., mountains, foothills, prairies, tundra, wetlands, forestry, mining, agriculture, fish farming, tourism, commerce, hydro-electricity, wind farms) and formats (e.g., a poster explaining the chosen location for a hydro-electric project; a cooperatively produced big book of photos from a field study or from the Internet about how companies are responding to their role as environmental stewards; a brochure outlining the steps an industry is taking to help protect the local area; a song, rap, or poem from the perspective of an animal that is losing its habitat because of a new housing development)</p>	<p>SB pp. 14–25 SB pp. 26–37 SB pp. 38–49 SB pp. 51–61 SB pp. 62–73 SB pp. 74–85 SB pp. 86–99</p>	<p>TR pp. 8–37 TR pp. 42–67 TR pp. 72–97 TR pp. 102–127 TR pp. 132–157 TR pp. 163–187 TR pp. 192–217</p>	<p>AC Ch. 1 #1 AC Ch. 1 #2 AC Ch. 2 #1 AC Ch. 2 #2 AC Ch. 3 #1 AC Ch. 3 #2 AC Ch. 4 #1 AC Ch. 4 #2 AC Ch. 5 #1 AC Ch. 5 #2 AC Ch. 6 #1 AC Ch. 6 #2 AC Ch. 7 #1 AC Ch. 7 #2</p>			
<p><b>B3.1</b> identify various physical regions in Canada (e.g., landform, vegetation, and climatic regions), and describe their location and some of the major ways in which they are distinct from and similar to each other (e.g., the location of the Western Cordillera and the Appalachian regions and the characteristics of the mountains in each region; characteristics of boreal forest and tundra regions; similarities and differences between agricultural areas in the Niagara region, the Annapolis Valley, and the western plains; climatic differences between the rainforest of Vancouver Island and arid areas such as the Canadian badlands)</p> <p><b>Sample questions:</b> “What are some of the physical regions within Canada’s landform regions?” “What characteristics of boreal forest make it different from mixed-wood forest?” “What are the differences in climate between the east and west coasts of Canada?”</p>	<p>SB pp. 14–25 SB pp. 26–37 SB pp. 38–49 SB pp. 51–61 SB pp. 62–73 SB pp. 74–85 SB pp. 86–99</p>	<p>TR pp. 8–37 TR pp. 42–67 TR pp. 72–97 TR pp. 102–127 TR pp. 132–157 TR pp. 163–187 TR pp. 192–217</p>	<p>AC Ch. 1 #1 AC Ch. 1 #2 AC Ch. 3 #2 AC Ch. 4 #1 AC Ch. 4 #2 AC Ch. 5 #1 AC Ch. 5 #2 AC Ch. 6 #1 AC Ch. 6 #2</p>			
<p><b>B3.2</b> identify some of the main human activities, including industrial development and recreational activities, in various physical regions of Canada (e.g., large-scale farming in the plains and lowlands; mining and smelting in the Canadian Shield; cattle ranching in grasslands and plains; development of transportation routes along rivers and in valleys and mountain passes; fisheries in oceans, lakes, and rivers; skiing in mountain regions; boating on waterways; hiking on forest or coastal trails)</p>	<p>SB pp. 14–25 SB pp. 26–37 SB pp. 38–49 SB pp. 51–61 SB pp. 62–73 SB pp. 74–85 SB pp. 86–99 SB pp. 100–103</p>	<p>TR pp. 8–37 TR pp. 42–67 TR pp. 72–97 TR pp. 102–127 TR pp. 132–157 TR pp. 163–187 TR pp. 192–217 TR pp. 218–219</p>	<p>AC Ch. 1 #1 AC Ch. 1 #2 AC Ch. 2 #1 AC Ch. 2 #2 AC Ch. 3 #1 AC Ch. 3 #2 AC Ch. 4 #1 AC Ch. 4 #2 AC Ch. 5 #1 AC Ch. 5 #2 AC Ch. 7 #2</p>			

<p><b>B3.3</b> describe the four main economic sectors (i.e., the primary sector is resource based, the secondary sector is based on manufacturing and processing, the tertiary sector is service based, the quaternary sector is information based), and identify some industries that are commonly associated with each sector (e.g., primary: logging, fishing, mining; secondary: pulp and paper, car manufacturing; tertiary: banks, stores, transportation; quaternary: education, research and development)</p> <p><b>Sample questions:</b> “What is similar about all primary industries?” “Why is banking considered to be part of the tertiary sector?”</p>	<p>SB p. 18 SB p. 19 SB pp. 22–23 SB p. 25 SB p. 26 SB p. 31 SB pp. 32–33 SB pp. 34–35 SB p. 36 SB p. 37 SB p. 38 SB p. 42 SB p. 43 SB pp. 46–47 SB pp. 48–49 SB pp. 53–55 SB pp. 58–59 SB pp. 60–61 SB pp. 65–67 SB pp. 70–71 SB p. 73 SB pp. 77–79 SB p. 83 SB pp. 90–91 SB pp. 92–95</p>	<p>TR pp. 23–25 TR pp. 31–33 TR pp. 33–37 TR pp. 53–54 TR pp. 57–59 TR pp. 61–63 TR pp. 65–67 TR p. 73 TR pp. 79–81 TR p. 81 TR pp. 83–85 TR pp. 91–93 TR pp. 95–97 TR pp. 109–115 TR pp. 125–127 TR pp. 139–143 TR pp. 151–153 TR pp. 155–157 TR pp. 203–205 TR pp. 207–209</p>	<p>AC Ch. 1 #1 AC Ch. 1 #2 AC Ch. 2 #1 AC Ch. 2 #2 AC Ch. 4 #1 AC Ch. 4 #2 AC Ch. 5 #1 AC Ch. 5 #2 AC Ch. 7 #2</p>			
<p><b>B3.4</b> identify various types of political regions in Canada (e.g., provinces, territories, municipalities, First Nations bands and reserves), and describe some of their basic similarities and differences (e.g., the powers of a province versus those of a territory)</p> <p><b>Sample questions:</b> “What are the differences between a province and a territory? In what ways are they similar?” “In what ways are the powers and responsibilities of a municipality similar to or different from those of a First Nation band or Métis council?”</p>	<p>SB p. 14 SB p. 15 SB p. 20 SB p. 21 SB p. 22 SB p. 23 SB pp. 34–35 SB p. 39 SB pp. 46–47 SB p. 51 SB p. 57 SB pp. 58–59 SB pp. 62–63 SB pp. 70–71 SB p. 75 SB p. 77 SB pp. 80–81 SB p. 82 SB p. 86 SB p. 87 SB p. 88 SB pp. 92–95</p>	<p>TR pp. 27–29 TR pp. 31–33 TR pp. 61–63 TR pp. 75–77 TR pp. 91–93 TR p. 106 TR pp. 118–119 TR pp. 121–123 TR pp. 135–137 TR pp. 151–153 TR pp. 165–167 TR pp. 169–171 TR pp. 177–179 TR pp. 181–183 TR p. 193 TR pp. 195–197 TR pp. 207–209</p>	<p>AC Ch. 1 #1 AC Ch. 1 #2 AC Ch. 4 #1 AC Ch. 4 #2 AC Ch. 5 #1</p>			



<p><b>B3.5</b> identify Canada's provinces and territories and their capital cities, and describe them with reference to their location and some of the peoples who live in them (e.g., New Brunswick, which is in Atlantic Canada, is the only bilingual province and has a large Acadian population; Toronto, which is the capital of Ontario, has a large immigrant population, which includes people from China, South Asia, Europe, and Latin America as well as Aboriginal Canadians; the majority of people in Nunavut, in Arctic Canada, are Inuit)</p> <p><b>Sample questions:</b> "Which is Canada's most populous province? What are some of the largest groups living in that province?" "Which capital cities are ports? What does this tell you about the importance of water transportation to Canada?"</p>	<p>SB p. 10  SB p. 11  SB p. 12  SB p. 13  SB p. 20  SB p. 21  SB pp. 34–35  SB p. 39  SB p. 51  SB p. 55  SB pp. 58–59  SB p. 63  SB p. 64  SB p. 70  SB p. 81  SB p. 82  SB p. 86  SB p. 87  SB p. 88  SB pp. 92–95</p>	<p>TR pp. 27–29  TR pp. 61–63  TR pp. 75–77  TR pp. 105–107  TR pp. 113–115  TR pp. 121–123  TR pp. 135–137  TR pp. 151–153  TR pp. 177–183  TR p. 193  TR pp. 195–197  TR pp. 207–209</p>	<p>AC Ch. 4 #1  AC Ch. 4 #2  AC Ch. 5 #1</p>			
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<p><b>B3.6</b> describe significant opportunities and challenges related to quality of life in some of Canada’s political regions (e.g., job opportunities in Alberta’s booming resource sector; loss of jobs in the fishing industry in Newfoundland and Labrador; pollution generated in the Alberta oil sands; challenges related to employment and housing on First Nations reserves; urban sprawl in the Greater Toronto Area)</p> <p><b>Sample questions:</b> “How has the development of the oil sands contributed to the Alberta economy? What are some environmental challenges related to its development?”</p>	<p>SB p. 16  SB p. 17  SB p. 18  SB p. 19  SB p. 21  SB p. 22  SB p. 23  SB p. 24  SB p. 25  SB p. 26  SB p. 28  SB p. 29  SB p. 30  SB p. 31  SB pp. 32–33  SB pp. 34–35  SB p. 36  SB p. 37  SB pp. 38–45  SB pp. 48–49  SB pp. 50–55  SB pp. 58–61  SB p. 62  SB p. 64  SB p. 65  SB p. 66  SB p. 67  SB pp. 68–69  SB pp. 70–71  SB pp. 72–73  SB pp. 76–77  SB pp. 78–79  SB pp. 80–81  SB pp. 82–83  SB p. 85  SB p. 88  SB p. 91  SB p. 95  SB p. 99  SB pp. 100–103</p>	<p>TR pp. 15–17  TR pp. 19–21  TR pp. 23–25  TR pp. 31–33  TR pp. 35–37  TR p. 43  TR pp. 45–47  TR pp. 49–51  TR pp. 54–55  TR pp. 57–59  TR pp. 61–63  TR pp. 65–67  TR pp. 73–89  TR pp. 95–97  TR pp. 103–115  TR pp. 121–127  TR p. 133  TR pp. 135–141  TR pp. 143–145  TR pp. 147–149  TR pp. 151–153  TR pp. 155–157  TR pp. 166–171  TR pp. 173–175  TR pp. 177–179  TR pp. 181–183  TR pp. 185–187  TR pp. 195–197  TR pp. 203–205  TR pp. 207–209  TR pp. 215–217  TR pp. 218–219</p>	<p>AC Ch. 1 #1  AC Ch. 1 #2  AC Ch. 2 #1  AC Ch. 2 #2  AC Ch. 3 #1  AC Ch. 3 #2  AC Ch. 4 #1  AC Ch. 4 #2  AC Ch. 5 #2  AC Ch. 6 #1  AC Ch. 6 #2  AC Ch. 7 #1  AC Ch. 7 #2</p>			
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<p><b>B3.7</b> demonstrate an understanding of cardinal and intermediate directions (i.e., NW, SW, NE, and SE), and use these directions as well as number and letter grids to locate selected political and physical regions of Canada on a variety of print and digital/interactive maps</p> <p><b>Sample questions:</b> “What is the purpose of the numbers and letters following place names in the index or gazetteer of an atlas?” “What direction would you be going if you were travelling from Ottawa to Toronto? From Regina to Edmonton?”</p>	<p>SB p. 15  SB p. 16  SB p. 20  SB p. 21  SB p. 27  SB p. 28  SB p. 39  SB p. 40  SB p. 51  SB p. 52  SB p. 55  SB p. 56  SB p. 57  SB p. 63  SB p. 64  SB p. 75  SB p. 76  SB p. 80  SB p. 81  SB p. 87  SB p. 88</p>	<p>TR p. 15  TR p. 16  TR pp. 27–29  TR p. 45  TR p. 46  TR pp. 75–77  TR pp. 113–115  TR pp. 118–119  TR pp. 135–137  TR pp. 165–167  TR pp. 177–179  TR pp. 195–197</p>	<p>AC Ch. 5 #1  AC Ch. 6 #2</p>			
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