**People and Environments, Grade 6**

**Canada’s Interactions with the Global Community**

**Task:** Working alone or with a partner, research one global issue (environmental or social) that Canada has been involved in and reflect on the actions that have been taken on this issue.

Possible topics can include:

* Refugees
* Poverty
* Child soldiers
* Natural disasters
* Pandemic illnesses like H1N1 or SARS
* Child labour
* Civil war
* Cutting down forests for developments
* Safe drinking water
* Pollution
* Using more renewable energy
* Climate change
* Habitat protection of migrating species

**Part one: Research**

Research your topic and find out what different groups think about the issue (ex. Building developers vs. environmental activists, children vs. adults, First Nations groups, etc.). What is your opinion about the issue? How might your issue violate major rights or responsibilities associated with citizenship in Canada?

**Part two: Canada’s Involvement**

How has Canada been involved in the issue? What groups does Canada belong to that have been working on this issue (ex. United Nations, NATO, Doctors without Borders, etc.). Are there groups that have been started by Canadians that are having an impact on the issue (ex. Free the Children, Ryan’s Well, etc.)? Who specifically could you contact to find out more about the issue or to voice your opinion (ex. your MP, a charitable organization, etc.)?

**Part three: Mapping**

Identify on a map where your issue mostly occurs and how it may have changed over time. For example, what information could you include on a map to show how the effects of climate change cross borders? What information did you learn from reading the map?

**Part four: Solutions**

How have different groups tried to solve this issue? Do you believe they have been successful? Why or why not? What other solutions would you recommend? What could citizens like you do about this issue?

Expectations:

Presentations will be completed using a cardboard backboard and will be set up like a science fair or heritage fair.

Students are expected to work effectively during class time to gather research and create presentations. Partners must share the workload and be sure that both members of the group understand the concepts. They will be expected to present their findings to the class and answer important questions about their research. Oral communication of their understanding is important. Pictures, illustrations, maps and charts will help to visualize and enhance the research. Students may choose to create a model to further show one concept.

Timelines:

Students will be given two weeks to gather research and another two weeks to put the presentation backboard together. Students will conference regularly with the teacher and will be expected to work productively both in class and at home (if necessary).

Date assigned: Thursday, March 30, 2017

Research due: Thursday, April 13, 2017

Backboard due: Monday, May 1, 2017

Presentations: Thursday, May 4, 2017

My partner is: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Grade 6 Social Studies Issue Project

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| **Expectations** | **Level 1** | **Level 2** | **Level 3** | **Level 4** |
| **Research**  B2.1 formulate questions to guide investigations into global issues of political, social, economic, and/or environmental importance  B2.2 gather and organize information on global issues of political, social, economic, and/or environmental importance, including their impact and responses to them, using a variety of resources and various technologies | Student shows limited ability to ask questions to conduct research independently.  Student shows limited ability to gather and organize research independently. | Student shows some ability to ask questions to conduct research independently.  Student shows some ability to gather and organize research independently. | Student shows considerable ability to ask questions to conduct research independently.  Student shows considerable ability to gather and organize research independently. | Student shows excellent ability to ask questions to conduct research independently.  Student shows considerable ability to gather and organize research independently. |
| **Analysis**  B1.2 analyse responses of Canadian governments, non-governmental organizations (NGOs), and individual citizens to an economic, environmental, political, and/or social issue of international significance  B2.3 analyse and construct different types of maps, both print and digital, as part of their investigations into global issues, their impact, and responses to them | Student shows limited ability to analyse how the government, groups and people respond to an important issue.  Student shows limited ability to analyse maps and how they apply to their topic. | Student shows some ability to analyse how the government, groups and people respond to an important issue.  Student shows some ability to analyse maps and how they apply to their topic. | Student shows considerable ability to analyse how the government, groups and people respond to an important issue.  Student shows considerable ability to analyse maps and how they apply to their topic. | Student shows excellent ability to analyse how the government, groups and people respond to an important issue.  Student shows excellent ability to analyse maps and how they apply to their topic. |
| **Communication**  B2.6 communicate the results of their inquiries, using appropriate vocabulary | Student shows limited ability to communicate using proper vocabulary. | Student shows some ability to communicate using proper vocabulary. | Student shows considerable ability to communicate using proper vocabulary. | Student shows excellent ability to communicate using proper vocabulary. |
| **Global Impact**  B3.5 identify some significant political, social, and economic interactions between Canada and other regions of the world, and describe some ways in which they affect these regions | Student shows limited ability to identify how Canada interact with other regions in the world. | Student shows some ability to identify how Canada interact with other regions in the world. | Student shows considerable ability to identify how Canada interact with other regions in the world. | Student shows excellent ability to identify how Canada interact with other regions in the world. |
| **Oral Communication**  2.3 communicate orally in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form | Student shows limited ability to clearly communicate orally. | Student shows some ability to clearly communicate orally. | Student shows considerable ability to clearly communicate orally. | Student shows excellent ability to clearly communicate orally. |
| **Conventions**  3.1 spell familiar words correctly  3.2 spell unfamiliar words using a variety of strategies  3.4 use punctuation appropriately to help communicate their intended meaning | Student shows limited ability to spell familiar and unfamiliar words correctly and to use proper punctuation. | Student shows some ability to spell familiar and unfamiliar words correctly and to use proper punctuation. | Student shows considerable ability to spell familiar and unfamiliar words correctly and to use proper punctuation. | Student shows excellent ability to spell familiar and unfamiliar words correctly and to use proper punctuation. |