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| **Unit** | **Standard** | **Element** | **Pre** | **Post** | **CFA** |
| Canada | **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. |  |  |  |
|  | **SS6CG1 The student will compare and contrast various forms of government.** | a. Describe the ways government systems distribute power: unitary, confederation, and federal. |  |  |  |
|  |  | b. Explain how governments determine citizen participation: autocratic, oligarchic, and democratic. |  |  |  |
|  |  | c. Describe the two predominate forms of democratic governments: parliamentary and presidential. |  |  |  |
|  | **SS6CG3 The student will explain the structure of the national government of Canada.** | a. Describe the structure of the Canadian government as a constitutional monarchy, a parliamentary democracy, and a federation, distinguishing the role of the citizen in terms of voting and personal freedoms. |  |  |  |
|  | **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. |  |  |  |
|  | **SS6H4 The student will describe the impact of European contact on Canada.** | a. Describe the influence of the French and the English on the language and religion of Canada. |  |  |  |
|  |  | b. Explain how Canada became an independent nation. |  |  |  |
|  | **SS6H5 The student will analyze important contemporary issues in Canada.** | a. Describe Quebec’s independence movement. |  |  |  |