

Grade 9

## Social Studies Review Package

### Canada: Opportunities and Challenges





# Self-assessment Checklist: Canada: Governance and Citizenship

<b>Name:</b> _____ <b>Date:</b> _____	<b>My Proof</b> (You need to reference the page number in your text and your notes)
<b>Canada's Federal Political Systems</b>	<b>Explanation, Evidence, Examples, etc.</b>
I understand: <ul style="list-style-type: none"> <li>• how laws are passed</li> <li>• how the different branches of the federal political system (executive, legislative and judicial) work together</li> <li>• how MPs and senators are chosen/appointed</li> <li>• who MPs and senators answer to</li> </ul>	

<b>Roles in Canadian Politics</b>	<b>Explanation, Evidence, Examples, etc.</b>
I understand: <ul style="list-style-type: none"> <li>• the role federal political parties play</li> <li>• how the media plays a role in political issues</li> <li>• how people can responsibly cause changes in the political system</li> <li>• the role of lobby groups and how they impact government decision making</li> <li>• how the political/legislative system <i>does or does not</i> meet the needs of all Canadians</li> </ul>	

Canada's Justice System	Explanation, Evidence, Examples, etc.
<p>I understand:</p> <ul style="list-style-type: none"> <li>• how individuals and groups work together in Canada's justice system</li> <li>• that a citizen has roles and responsibilities and understand the connection between the both</li> <li>• the purpose of the <i>Youth Criminal Justice Act</i></li> </ul>	
Rights and Responsibilities of Citizenship	Explanation, Evidence, Examples, etc.
<p>I understand:</p> <ul style="list-style-type: none"> <li>• how the <i>Canadian Charter of Rights and Freedoms</i> supports and protect individuals' rights</li> <li>• the relationship between rights and responsibilities</li> </ul> <p>I understand</p> <ul style="list-style-type: none"> <li>• that we recognize collective rights and can identify and give examples where this applies</li> <li>• how the Charter affects the workplace</li> <li>• the needs and rights of official language minorities</li> <li>• how the charter protects the rights and recognizes the needs of all Canadians</li> </ul>	
Rights of Aboriginal Peoples	Explanation, Evidence, Examples, etc.
<p>I understand:</p> <ul style="list-style-type: none"> <li>• the limitations of the Indian Act and why change was necessary</li> </ul>	

<ul style="list-style-type: none"> <li>• how legislation (e.g., Treaties 6, 7, and 8) and land claims recognize status, identity, culture and rights of the First Nations, Métis and Inuit</li> </ul>	
<b>Canada and Immigration</b>	<b>Explanation, Evidence, Examples, etc.</b>
<p>I understand:</p> <ul style="list-style-type: none"> <li>• the factors that influence immigration policies in Canada</li> <li>• how changes to Canadian policies on immigration and refugees reflect world issues</li> <li>• the impact that immigration has on Aboriginal peoples and communities</li> <li>• how provincial immigration policies work</li> <li>• how the immigration policies of Quebec attempt to strengthen the French language in North America</li> <li>• the relationship between immigration policies and the rights guaranteed in the Charter</li> <li>• how Canada benefits from immigration</li> </ul>	

<p><b>Name:</b> _____</p> <p><b>Date:</b> _____</p>	<p><b>My Proof</b> (You need to reference the page number in your text and your notes)</p>
<p><b>Mixed and Market Economies and Decision Making</b></p> <p>understand:</p> <ul style="list-style-type: none"> <li>how mixed and market economies are similar and different</li> <li>why Canada's economy is called a mixed economy</li> <li>why and when governments intervene in the economy especially in Canada and the United States</li> <li>the role of consumers in market and mixed economies</li> <li>what consumer individual and collective identity mean</li> <li>how labour unions affect mixed and market economies</li> <li>the basic economic question of scarcity</li> </ul>	<p><b>Evidence, Examples, Comments, etc.</b></p>
<p><b>Consumerism and Quality of Life</b></p> <p>understand:</p> <ul style="list-style-type: none"> <li>the things that indicate and affect a person's quality of life</li> <li>how individual consumer behaviour affects the economy and economic growth</li> <li><input type="checkbox"/> knew straightaway</li> <li><input type="checkbox"/> had to use my notes</li> <li>what consumerism means</li> <li>how individual consumers affect quality of life</li> <li>how advertising and mass media affect consumerism (i.e. marketing)</li> </ul>	<p><b>Explanation, Evidence, Examples, etc.</b></p>
<p><b>Politics and the Economy</b></p> <p>understand:</p> <ul style="list-style-type: none"> <li>how the values of a political party are shown by its philosophies and platform</li> </ul>	<p><b>Explanation, Evidence, Examples, etc.</b></p>

how the economic platforms of political parties differ how the views of the Canadian political parties differ the values underlying social programs the underground economy  how decisions the government makes on environmental issues can affect our quality of life	
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## Social Studies 9: Issues for Canadians...Study Guide for the PAT Final Exam

### **A. Questions you should be able to answer with specific detail and/or examples using your notes and the textbook as resources:**

How are laws passed in the federal political system?

What is the relationship between the executive, legislative and judicial branches of our federal political system – how do they work together?

What are the processes used to determine Members of Parliament and Senators?

To whom are Members of Parliament and Senators accountable?

What are some ideas for reforming the Senate?

What is the role of Political parties within our federal political system?

What is the role of the media to political issues?

How do lobby groups impact government decision making?

How do citizens and organizations participate in Canada's justice system? – jury duty, knowing the law, advocacy groups, John Howard Society, Elizabeth Fry Society

What are citizen's legal roles?

What are the goals of the YCJA?

In what ways does the Charter of Rights and Freedoms recognize individual rights in Canada?

How does the Charter support individuals in exercising their rights?

How does the Charter affect working conditions (gender, age, race, religion)?

What is the relationship between rights in the Charter and responsibilities of Canadian citizens?

How does the Charter recognize collective rights in Canada?

How does the Charter meet the needs of Francophones in minority settings? In Quebec?

How do the federal and provincial governments promote the rights of official language minorities in Canada?

How does the Indian Act recognize the status and identity of Aboriginal peoples?

How do Treaties 6, 7 & 11 recognize the status and identity of Aboriginal peoples?

How does the government recognize Métis culture and rights?

What factors influence immigration policies in Canada?

How are changes to Canadian policies on immigration and refugees a reflection of world issues?

What impact does increasing immigration have on Aboriginal communities?

How are provincial governments able to influence immigration policies?

How might immigration policies in Quebec strengthen French language in North America?

How do immigration policies reflect rights guaranteed in the Charter?

How does Canada benefit from immigration?

What are the values underlying economic decision making in Canada and the USA

What is the relationship between consumerism and quality of life?

How does consumerism promote opportunities and limitations for quality of life?

What are the principles of a market economy?

What are the principles of a mixed economy?

Why do governments intervene in an economy?

Why is Canada viewed as having a mixed economy?

What is the role of the consumer in both market and mixed economies?

How do market and mixed economies differ in answering the basic economic questions?

How do market and mixed economies answer the problem of scarcity?

What are the indicators of quality of life?

How does marketing (advertising) affect consumerism?

How does individual consumer behavior impact quality of life (environmental issues for example)?

How can consumerism be used as a powerful tool of a collective? (boycott groups for example)

What are the different regional perspectives on consumerism/economic growth and quality of life?  
What societal values underlie the social programs in Canada and the USA?  
How do the economic platforms of political parties differ from each other (Liberal/Conservative; Democrat/Republican)?  
How is a political party's philosophy reflected in its economic platforms?  
How does the underground economy impact the federal and provincial taxes and availability of social programs?  
How do government decisions on the environment impact quality of life? (preservation, exploitation and trade of natural resources)



## B. Concepts/Terms/Vocabulary:

Aboriginal Peoples	Francophone	Pay equity
Affirm	Fundamental Freedoms	Pension
Anglophone	GHG's	Perspectives
Annuities	Governance	Political candidates
Assimilate	Government	Political Cartoons
Autonomy	Haultain Resolution	Political Issues
Basic economic questions	Health Care	Political party
Bias	House of Commons	Political Portfolio
Bill 101	Identity	Popular vote
Biodiversity	Income Assistance	Private Ownership
Black Market	Indian Act	Prosecution
Boycott groups	Indian Act	Public Ownership
Cabinet Minister	John Howard Society	Publicly funded
Cabinet/Shadow Cabinet	Judicial Branch	Quality of Life
Canadian Charter of Rights and Freedoms	Juror	Red River Resistance
Canadian Film industry	Jury	Regional differences
Citizenship	Justice advocacy groups	Rehabilitation
Civil servants	Kyoto Protocol	Reintegration
Climate Change	Labour Union	Renewable Energy
Collective bargaining	Labour Unions	Republican/Democrat economic differences
Collective Identity	Land Claims	Reserve
Collective Rights	Law is blind	Residential Schools
Community service	Legal Rights	Restitution
Competition	Legislation	Role of consumer
Constituency/riding	Legislative Branch	Scarcity
Constituent	Liberal/Conservative economic differences	Scrip
Constitution	Lobby group	Senate
Consumerism	Majority Government	Senate Reform
Criminal record	Manitoba Schools Act	Senator
Criteria	Market Economy	Sentence
Crown Corporations	Marketing	Sequester
Current Affairs	Media	Social Involvement
Defence	Member of Parliament	Social Programs
Democratic Rights	Métis	Sovereignty
Economic Continuum	Minority Government	Standard of Living
Economics	Mixed Economy	Strikes
Elizabeth Fry Society	Mobility Rights	Supply and Demand
Entrench	Monopoly	Supreme Court judge
Environmental Issues	Multiple Perspectives	Tax Base
Equality Rights	Nation to Nation	Tax Evasion
Ethnocentrism	Nation to Nation agreement	Treaties 6, 7, 8
Executive	Numbered Treaties	Underground Economy
Executive Branch	Official Language Community	Validity
Factors of Production	Official Language Minorities	Victim
Fair and equitable	Official Language Rights	Winnipeg General Strike
Federal Accountability Act	Old Age Security	YCJA
First Nations	Parliamentary Press Gallery	Young offender
FNMI	Patriate	Youth Justice Committee

**C. Possible Written Response Topics. Be able to take a position on these topics.**

**General...**

- \*How does governance connect to identity, citizenship and quality of life?**
- \*Awareness of multiple perspectives and points of view on political and economic issues.**
- \*Awareness of opportunities and challenges present in a political or economic issue.**

**More Specific...**

**\*To what extent does our federal political system represent all Canadians (think about how we elect MPs – using ridings vs. representation by popular vote; think about the way we select Senators & some controversy over Senate Reform, the way we select Supreme Court Judges.)**

**\*To what extent is our justice system fair and equitable for all Canadians (think about the YCJA & how all ‘stake holders’ in the system justice are considered...think about quality of life for everyone in our society)**

**\*To what extent does the Charter of Rights and Freedoms protect individual rights in Canada?(think about the rights listed in sections 2-15)**

**\*To what extent does the Charter of Rights and Freedoms affirm collective rights in Canada? (think about the rights granted to Aboriginal Peoples of Canada, the FNMI and Anglophones and Francophones)**

**\*To what extent do our immigration laws respond to immigration issues? (think about refugees, about economic needs of provinces, about culture and identity of official minority communities, about global issues of economics and security)**

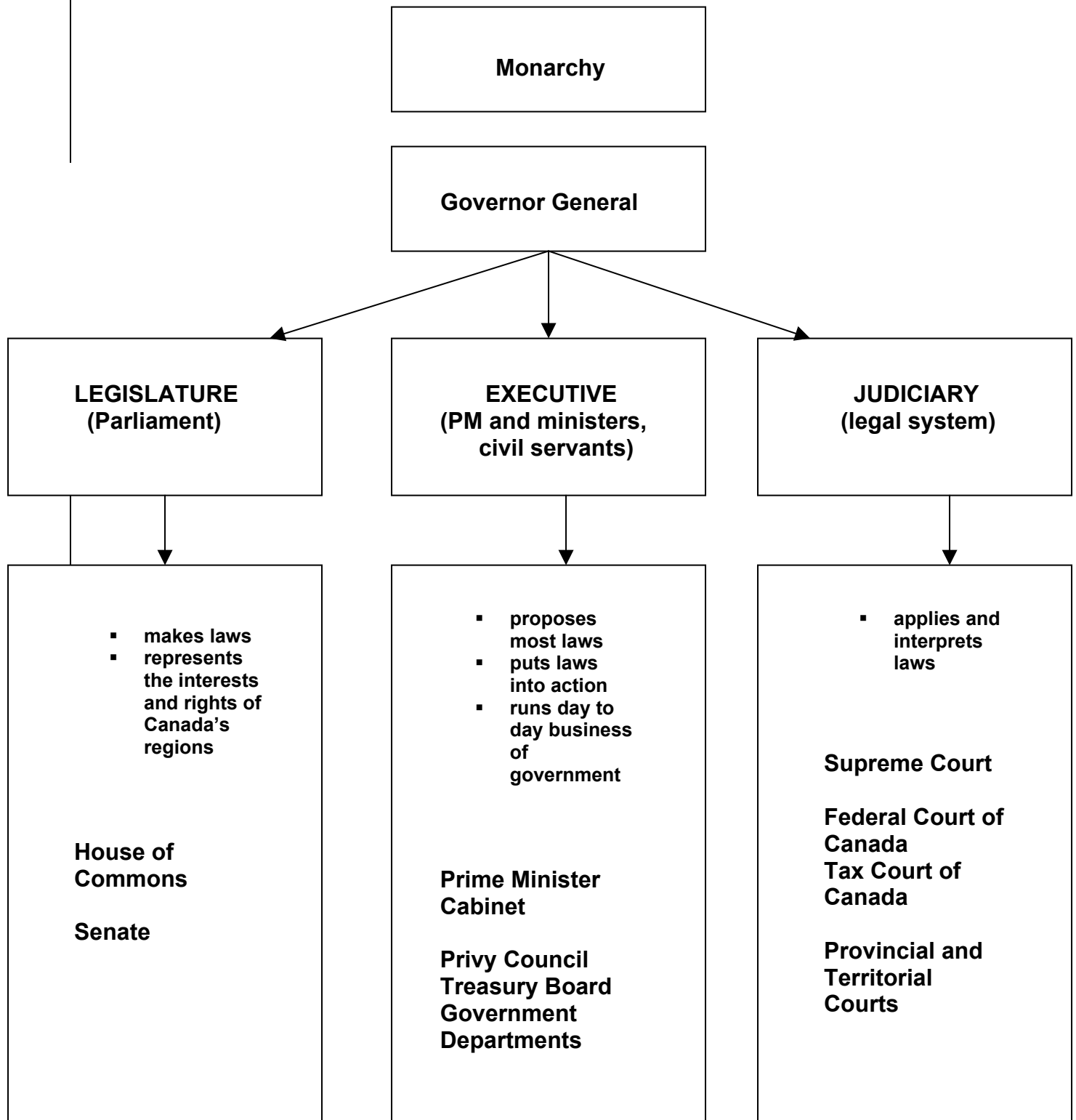
**\*To what extent do a mixed economy and a market economy impact quality of life? (think about the values and principles that each economic system is based on, how they answer the basic economic questions; think about the role of labour unions)**

**\*To what extent does consumerism affect quality of life and citizenship for individuals and groups in Canada? (think about the opportunities and the challenges presented by consumerism)**

**\*To what extent do Canada’s social programs attempt to meet the needs of its citizens? (focus on values and quality of life, think about political party platforms and their response to needs of citizens)**

**\*To what extent do political and economic decisions have an impact on environmental issues? (consider preservation, exploitation and trade of natural resources in Canada)**

# **CANADA'S SYSTEM OF GOVERNMENT**



## Canadian Charter of Rights and Freedoms

The Charter was first created in 1982, with the *Constitution Act* and cannot be changed without the agreement of the provinces and the federal government.

*The rights and freedoms guaranteed by the Charter include:*

- **Democratic rights**

- the **right to vote** for the members of the House of Commons and the provincial legislative assembly
- the right to vote for a new government at least **every five years**

- **Fundamental freedoms**

- the freedom to choose your own **religion**
- the freedom to **think** what you want
- the freedom to **share** your thoughts
- the freedom to organize **peaceful** meetings and demonstrations
- the freedom to **associate** with any person or group

- **Mobility rights**

- the right to **enter, stay in or leave** Canada
- the right to move to and earn a living in **any province**

- **Legal rights**

- the right to a **fair and quick public trial** by an impartial court that assumes you are innocent until proven guilty

- **Equality rights**

- the right to expect **no discrimination** or unfair treatment because of race, national or ethnic origin, religion, sex, age or mental or physical disability

- **Official language rights**

- **the right to speak** and be understood in either official language (i.e., English and French) in Parliament, federal courts and the New Brunswick legislature and courts

- **Minority language education rights in certain circumstances**

- the right to have all of their children schooled in the same language as their first child.

## Indian Act

The *Indian Act* was established in **1876**. It covers three main areas: **land, membership** and **local government**. The *Indian Act*:

- combined all previous Indian legislation
- defined Indian status
- gave the Superintendent General control of Indian Affairs.

The *Indian Act* has been changed over the years, often to restrict what Aboriginal peoples could and could not do. For example:

- **in 1884**, the *Indian Act* was changed to outlaw cultural and religious ceremonies, such as the potlatch
- **in 1927**, the Canadian Parliament changed the *Indian Act* to make it illegal for Aboriginal peoples to pay lawyers to prosecute a claim without the consent of the government.

Finally, on **June 28, 1985**, the Canadian Parliament passed **Bill C-31**, an amendment to the *Indian Act*. This bill gave Aboriginal peoples the same rights and freedoms as other Canadians, as described in the *Canadian Charter of Rights and Freedoms*. The bill brought about four major changes:

- removal of discrimination
- restoration of status and membership rights
- more control for Indian bands over their own affairs
- status to Indian women and their minor children who had married non-Indians

## Youth Criminal Justice Act

On April 1, 2003, the Youth Criminal Justice Act (YCJA) came into force, replacing the Young Offenders Act. The YCJA is based on the premise that young people should be held responsible for their actions but, as children, should be given the opportunity to mature, learn from their mistakes, accept the consequences of their actions, and make amends. They should be treated differently from adults who are expected to understand and be fully accountable for their actions.

The YCJA states that the criminal justice system for young people (12-17 year olds) must be separate from that for adults and must :-

- address the circumstances behind a young person's offending behaviour
- emphasize rehabilitation and reintegration
- provide fair and proportionate accountability that reflects the reduced level of maturity of young persons, in other words ***meaningful consequences***
- provide intervention in a timely fashion
- provide enhanced procedural safeguards to ensure that young persons are treated fairly

Parents, extended families, the community, and social or other agencies may have a chance to be involved in a young person's case. A young person's gender, ethnic, cultural, and linguistic background, special needs, and Aboriginal heritage may be taken into consideration.

- consequences such as counseling and community service may be allowed.
- protects the privacy of young offenders, name cannot be published unless they receive an adult sentence.
- allows most young offenders the opportunity to avoid a criminal record.

### Outside Agencies

Elizabeth Fry Societies of Alberta, John Howard Society of Alberta

## QUALITY OF LIFE

Understand the difference between *standard of living* and *quality of life*.

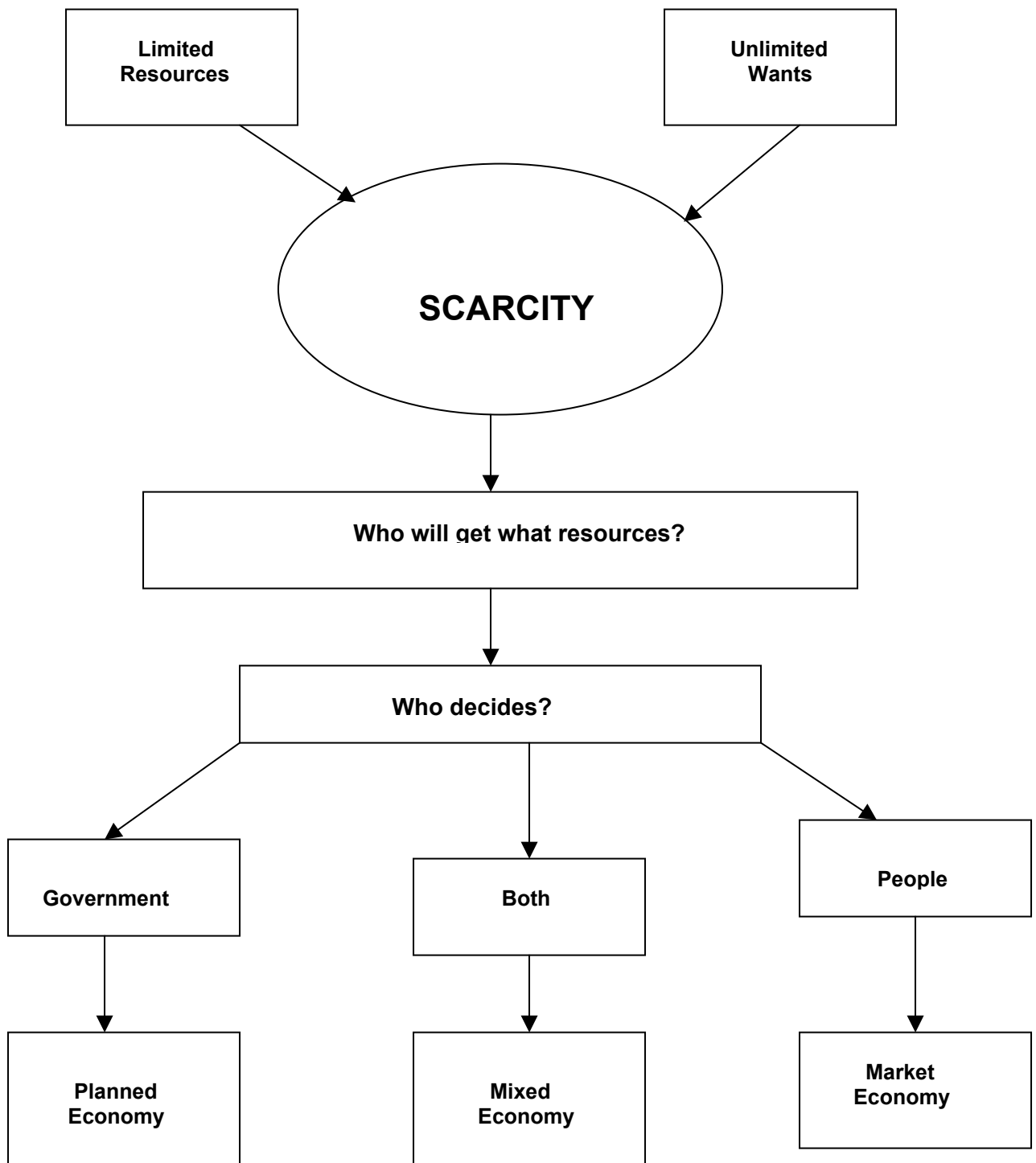
Standard of living is a measure of economic well-being.

Quality of life includes standard of living as well as health, happiness and security.

Factors to consider include but are not limited to the following:

- participation in a democracy
- health care
- education
- environment
- social conditions and programs
- strong connections to one's community
- personal well-being
- economy and employment
- government

People need to be able to meet basic needs. Social programs are in place to support those that live in poverty, have a low income, need low income housing or use food banks.





## MIXED AND MARKET ECONOMIES: THE ECONOMIC CONTINUUM

<p style="text-align: center;">Planned Economy</p>	<ul style="list-style-type: none"> <li>• former Soviet Union/China</li> <li>• more government involvement</li> <li>• govt. makes all the decisions about how to solve scarcity</li> <li>• resources are publicly owned</li> <li>• individual consumers have little influence on economic decision making</li> </ul>
<p style="text-align: center;">Mixed Economy</p> <p>“peace, order and good government”</p>	<ul style="list-style-type: none"> <li>• Canada</li> <li>• public good and cooperation</li> <li>• some resources are publicly owned and some are privately owned</li> <li>• individuals and govt. both make decisions about what to produce</li> <li>• individual consumers and govt. influence decision making</li> <li>• combines private ownership and government control</li> <li>• level of govt. involvement fluctuates depending on which political party is in power</li> </ul>
<p style="text-align: center;">Market Economy</p> <p>“life, liberty and the pursuit of happiness”</p>	<ul style="list-style-type: none"> <li>• United States</li> <li>• public good and individualism</li> <li>• less government involvement</li> <li>• resources are privately owned</li> <li>• individuals make decisions on how to use resources</li> <li>• individual consumers drive economic decision making by choosing what to buy</li> <li>• consumers make decision on what to buy, businesses succeed if they produce what consumers want, otherwise they fail</li> </ul>

	<b>Strengths</b>	<b>Weaknesses</b>
<b>MIXED ECONOMY MIXED MARKET (Canada)</b>	<ul style="list-style-type: none"> <li>▪ many choices of products</li> <li>▪ better healthcare</li> <li>▪ personal freedom</li> <li>▪ government and citizens make decisions</li> <li>▪ both competition and cooperation</li> <li>▪ takes the best of both</li> <li>▪ social programs</li> <li>▪ meets supply and demand cycle</li> <li>▪ private companies</li> <li>▪ incentives</li> </ul>	<ul style="list-style-type: none"> <li>▪ people can try to take advantage of the system</li> <li>▪ it is getting difficult to continue to support social programs due to costs involved</li> <li>▪ high taxes</li> <li>▪ scarcity</li> </ul>
<b>MARKET ECONOMY (USA)</b>  free enterprise capitalism traditional laissez faire	<ul style="list-style-type: none"> <li>▪ competition</li> <li>▪ meets supply and demand</li> <li>▪ low taxes</li> <li>▪ private companies</li> <li>▪ benefits are questionable</li> <li>▪ based on earnings</li> <li>▪ government has a lot of money</li> <li>▪ incentives</li> </ul>	<ul style="list-style-type: none"> <li>▪ no health care</li> <li>▪ university is not subsidized</li> <li>▪ inflation causes higher prices</li> <li>▪ poor social programs</li> <li>▪ often underfunded and inadequate</li> </ul>
<b>COMMAND ECONOMY (Russia, China)</b>  Communism centrally planned state controlled	<ul style="list-style-type: none"> <li>▪ everyone is equal</li> <li>▪ cooperation</li> <li>▪ needs are met</li> <li>▪ treated fairly</li> <li>▪ everyone has a job</li> <li>▪ everyone gets paid</li> <li>▪ very good social programs</li> <li>▪ i.e. state housing, free dental</li> <li>▪ government controls everything</li> </ul>	<ul style="list-style-type: none"> <li>▪ bad working conditions</li> <li>▪ set wages</li> <li>▪ people have no say in decision making</li> <li>▪ goods not produced by supply and demand</li> <li>▪ not allowed to leave country</li> <li>▪ no incentives or motivation to do better</li> <li>▪ high taxes</li> <li>▪ scarcity</li> </ul>

issue	a topic on which well informed people have different views and perspectives
opinion	a personal reaction to an issue
point of view	opinions and preferences of an individual based on personal experiences
perspective	values and ideas shared by people with a common language, culture and history

quality of life	a measure of personal and collective well being
rights	what individuals and groups are allowed to do in society, as established by law

responsibilities	a duty, charge or obligation that comes with a right
society	A social system where a group of people share a common geographic region, sense of common identity and culture, and who participate in shared political and economic institutions for a communal purpose or interest.

assimilation	The process of becoming part of a different cultural group (not your own)
bias	an opinion based on unchallenged assumptions
political system	The structure of government.
governance	the process of governing

constituent	someone who lives in a riding and is represented by an elected official from that riding
Executive branch	the part of government responsible for putting laws into action
Legislative branch	the part of government that makes laws
majority	A group in society that is formed from the largest part of the population.

minority	A group in society that does not form the majority of the population.
popular vote	the total votes cast in an election, this is different from the total seats won in an election

Judicial branch	the part of the government that interprets and applies the law by making legal judgments
Legislation	laws created through the legislative process

Justice system	the institutions and procedures for applying laws in a society
Parliament	The law making assembly of a country.
federal	A system in which power is divided between a central government and regional/provincial governments.
provincial	The middle level of government where decisions are made on behalf of a province.



Electoral districts/ridings	Area of land regarded as an administrative unit based on population in the province or territory
Cabinet	Members of Parliament who have responsibility for different government departments and agencies and who work with the Prime Minister.
Senator	A person appointed by the Prime Minister to represent the interests and rights of Canada's regions and especially minorities.
Prime Minister	The head of Canada's government.

Federal Accountability Act	Legislation that makes government accountable for its spending and protects civil servants who “blow the whistle”.
constitution	a special set of laws that establish a framework of governance

political party	A group of people who have similar ideas about how government should respond to issues facing society.
media	Includes newspapers, magazines, film, radio, television, the Internet books and billboards.

<p>Youth Criminal Justice Act</p>	<p>A law that treats young offenders differently from adult offenders.</p>
<p>accountable</p>	<p>you are answerable to someone for your actions</p>
<p>rehabilitate</p>	<p>to instill positive behaviours and attitudes</p>
<p>sentence</p>	<p>a consequence for a crime, such as imprisonment, determined by a court of law</p>

reintegrate	to make part of again
jurors	People sworn to deliver a verdict in a court of law.
citizen	A person born or residing in a country.
citizenship	full rights, duties, and privileges of a citizen

official bilingualism	Allows Canadian citizens the right to conduct their Affairs with the federal government in either official language
Canadian Charter of Rights and Freedoms	Sets out rights and freedoms that Canadians believe are necessary in a free and democratic society.

Indian Act	Legislation related to the rights and status of First Nations peoples.
reserve	land for the exclusive use of First Nations

British North America Act	1867, establishes Canada as a bilingual and bicultural nation.
immigration	the process of people establishing homes and often citizenship in a country that is not their native country
demographic	to do with populations
Anglophone	A person whose first language is English.

autonomy	the authority to make decisions
collective identity	the shared identity of a group of people usually because of a common language and culture
collective rights	rights guaranteed to specific groups in Canadian society for historical and constitutional reasons example???
ethnocentrism	the belief that one's culture is superior to all other cultures

Francophone	A person whose first language is French.
refugee	a person who seeks refuge in another country because of danger of persecution in their home country

economic system	how a society organizes the production, distribution and consumption of goods and services
market economy	Less government involvement, consumer decision making affects supply and demand and solves scarcity.



mixed economy	A combination of private ownership and government control.
collective bargaining	negotiating as a group
competition	In economics, this is the rivalry between producers to sell products to consumers.
scarcity	the idea that land, labour and capital limit the supply of what people want and need

consumer	A person who uses products and services.
boycott	A decision by consumers to stop buying a product or service as a way to bring about a change.
shift left	A shift on the economic/political continuum that leads to <i>more</i> government involvement. A more liberal position.
shift right	A shift on the economic/political continuum that leads to <i>less</i> government involvement. A more conservative position.

consumerism	Where consumer demand for goods and services makes consumer behaviour central to economic decision making.
black market	Another term for underground economy.

social programs	Services provided by government to reduce economic inequalities and promote the well being of citizens.
tax base	All the economic activity in a society, which government taxes to pay for services.

underground economy	Economic activity based on buying and selling products and services illegally.
economy	The resources and processes involved in the production, distribution and consumption of goods and services.
supply	The products and services created by producers.
demand	The wants and needs of consumers for products and services.

monopoly	Opposite of competition, where one producer controls all supply of a product or service.
labour union	An organization of workers that acts to protect workers' rights and interests.
biodiversity	The number and variety of plant and animal species on Earth.
climate change	A rise in the average temperature of Earth, primarily caused by emissions from burning fossil fuels, such as coal, oil and natural gas.

## **Grade 9 Key Vocabulary**

issue  
opinion  
perspective  
point of view  
quality of life  
rights  
responsibilities  
society  
assimilation  
bias  
political system  
governance  
constituent  
executive branch  
legislative branch  
minority  
majority  
popular vote  
judicial branch  
legislation  
justice system  
Parliament  
federal  
provincial  
electoral districts/ridings  
Cabinet  
Senator  
Prime Minister  
Federal Accountability Act  
Constitution  
political party  
media  
Youth Criminal Justice Act  
accountable  
rehabilitate  
sentence  
reintegrate  
jurors  
citizen  
citizenship  
official bilingualism

Canadian Charter of Rights and Freedoms  
Indian Act  
reserve  
British North America Act  
immigration  
demographic  
Anglophone  
autonomy  
collective identity  
collective rights  
ethnocentrism  
Francophone  
refugee  
economic system  
market economy  
mixed economy  
collective bargaining  
competition  
consumer  
scarcity  
shift left  
shift right  
underground economy  
consumerism  
black market  
social programs  
tax base  
boycott  
economy  
supply  
demand  
monopoly  
labour union  
biodiversity  
climate change