

Curriculum Connections Grades 11-12

Introduction

CHF's lessons meet various curriculum requirements for Grades 11-12 students across Canada. The lesson topics cover both school board and provincial ministry initiatives such as character education, global education, social justice, social responsibility and the environment.

This section outlines the links to the Alberta Curriculum for each lesson, including grade, subject, strand and overall expectation connections for grades 11-12. Links to the English curriculum have not been specified; however, all lessons incorporate and satisfy part of the English curriculum.

Extension activities can involve further strands in and Social Sciences and other Humanities options.

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Lesson 1: What's Right with this Picture?

Grade	Subject	General Outcome(s)	Overall Expectation
11	Social Studies 20-1, 20-2, 20-4	Related Issue 3: Students will assess impacts of the pursuit of internationalism in contemporary global affairs.	3.3 demonstrate a global consciousness with respect to the human condition and global affairs (C, GC)
			3.7 evaluate the extent to which selected organizations promote internationalism (United Nations, World Council of Indigenous Peoples, European Union, l'Organisation internationale de la Francophonie, Arctic Council, contemporary examples) (GC, PADM, ER)
			3.8 analyze impacts of the pursuit of internationalism in addressing contemporary global issues (conflict, poverty, debt, disease, environment, human rights) (GC, PADM, ER)
12	Social Studies 30-1, 30-2	Related Issue 4: Students will assess their rights, roles and responsibilities as citizens.	4.2 exhibit a global consciousness with respect to the human condition and world issues (C, GC)
			4.3 accept responsibilities associated with individual and collective citizenship (C, GC)
			4.9 develop strategies to address local, national and global issues that demonstrate individual and collective leadership (C, GC)
			4.10 explore opportunities to demonstrate active and responsible citizenship through individual and collective action (C, GC)

Lesson 2: Sustainable Livelihoods

Grade	Subject	Unit	General Outcome(s)	Overall Expectation
11	Biology 20	A	General Outcome 1 <i>Students will</i> explain the constant flow of energy through the biosphere and ecosystems.	20–A1.3s analyze data and apply mathematical and conceptual models to develop and assess possible solutions
			General Outcome 2 <i>Students will</i> explain the cycling of matter through the biosphere.	20–A2.1sts explain that science and technology have both intended and unintended consequences for humans and the environment (SEC3) [ICT F3–4.1]
			General Outcome 3 <i>Students will</i> explain the balance of energy and matter exchange in the biosphere, as an open system, and	20–A3.1k explain the interrelationship of energy, matter and ecosystem productivity (biomass production);

			explain how this maintains equilibrium.	20–A3.2sts explain that science and technology have both intended and unintended consequences for humans and the environment (SEC3) [ICT F3–4.1]
		B	Major Outcomes 1. Explain that the biosphere is composed of ecosystems, each with distinctive biotic and abiotic characteristics 2. Explain the mechanisms involved in the change of populations over time. General Outcomes: 1. <i>Students will</i> explain that the biosphere is composed of ecosystems, each with distinctive biotic and abiotic characteristics.	20–B1.1k define species, population, community and ecosystem and explain the interrelationships among them 20–B1.3k identify biotic and abiotic characteristics and explain their influence in an aquatic and a terrestrial ecosystem in the local region; 20–B1.4k explain how limiting factors influence organism distribution and range; 20–B1.1sts explain how science and technology have both intended and unintended consequences for humans and the environment (SEC3) [ICT F3–4.1]
	Science 20	D – Changes in Living Systems	Major Outcomes: 1. analyze ecosystems and ecological succession in the local area and describe the relationships and interactions among subsystems and components 2. analyze and investigate the cycling of matter and the flow of energy through the biosphere and ecosystems as well as the interrelationship of society and the environment 3. analyze and describe the adaptation of organisms to their environments, factors limiting natural populations, and evolutionary change in an ecological context. General Outcome 2: <i>Students will</i> analyze and investigate the cycling of matter and the flow of energy through the biosphere and ecosystems as well as the interrelationship of society and the environment.	20–D1.4k describe the potential impact of habitat destruction on an ecosystem 20–D1.1k investigate and analyze an aquatic or a terrestrial local ecosystem, distinguish between biotic and abiotic factors, describe how these factors affect population size 20–D1.2sts explain that society and technology have both intended and unintended consequences for humans and the environment (SEC3) [ICT F2–4.8, F3–4.1] 20–D1.1s formulate questions about observed relationships and plan investigations of questions, ideas, problems and issues 20–D1.2s conduct investigations into relationships among observable variables and use a broad range of tools and techniques to gather and record data and information 20–D1.3s analyze data and apply mathematical and conceptual models to develop and assess possible solutions 20–D1.4s work collaboratively in addressing problems and apply the skills and conventions of science in communicating information and ideas and in assessing results
12	Biology 30		Unit D: Population and Community Dynamics 1. describe a community as a composite of populations in which individuals contribute to a gene pool that can change over time 2. explain the interaction of individuals in a population with one another and with members of other populations 3. explain, in quantitative terms, the change in populations over time.	30–D1.1sts explain that science and technology have both intended and unintended consequences for humans and the environment (SEC3) [ICT F3–4.1] 30–D2.1sts explain why Canadian society supports scientific research and technological development to facilitate a sustainable society, economy and environment (SEC4a) [ICT F2–4.2, F2–4.8] 30–D3.1sts explain how concepts, models and theories are often used in interpreting and explaining observations and in predicting future observations (NS6a)

				30–D3.3s analyze data and apply mathematical and conceptual models to develop and assess possible solutions
Science 30	Unit B: Chemistry and the Environment	Outcome 2 <i>Students will analyze the sources of organic compounds and their effects on the environment.</i>		30–B2.5k identify and explain how human activities and natural events contribute to the production of photochemical smog, the depletion of the ozone layer and increased concentrations of organic compounds in the environment; <i>e.g., driving a car, use of CFCs, agricultural practices</i>
				30–B1.2sts explain how science and technology have both intended and unintended consequences for humans and the environment (SEC3) [ICT F3–4.1]
				30–B1.1sts demonstrate an understanding that science and technology developed to meet societal needs and expand human capacity (SEC1) [ICT F2–4.4, F2–4.8]
				30–B3.2sts explain that the appropriateness, risks and benefits of technologies need to be assessed for each potential application from a variety of perspectives, including sustainability (ST7) [ICT F2–4.2, F3–4.1]
				30–B2.1sts explain how science and technology have both intended and unintended consequences for humans and the environment (SEC3) [ICT F2–4.8, F3–4.1]
Social Studies 30-1, 30- 2	Related Issue 4	Students will assess their rights, roles and responsibilities as citizens.		4.2 exhibit a global consciousness with respect to the human condition and world issues (C, GC)
				4.3 accept responsibilities associated with individual and collective citizenship (C, GC)
				4.8 evaluate the extent to which ideology should shape responses to contemporary issues (I, C, GC)
				4.9 develop strategies to address local, national and global issues that demonstrate individual and collective leadership (C, GC)
				4.10 explore opportunities to demonstrate active and responsible citizenship through individual and collective action (C, GC)

Lesson 3: Microfinance — Giving Credit Where Credit is Due

Grade	Subject	Unit	General Outcome(s)	Overall Expectation
10	Social Studies 10-1, 10-2, 10-4	Related Issue 3	Students will assess economic, environmental and other contemporary impacts of globalization.	3.1 recognize and appreciate multiple perspectives that exist with respect to the relationships among politics, economics, the environment and globalization (GC, ER, PADM)
				3.2 recognize and appreciate impacts of globalization on the interdependent relationships among people, the economy and the environment (GC, ER, PADM)
				3.3 explore understandings of contemporary economic globalization (GC, ER)
				3.4 examine the foundations of contemporary globalization (F. A. Hayek, Bretton Woods Conference, Milton Friedman) (TCC, PADM, ER)
				3.6 analyze political and economic challenges and opportunities of globalization (trade liberalization, foreign investment, economic growth, privatization, outsourcing, knowledge economy) (ER, PADM, GC)
				3.7 explore multiple perspectives regarding the relationship among people, the land and globalization (spirituality, stewardship, sustainability, resource development) (LPP, CC, ER, GC)
				3.8 evaluate actions and policies associated with globalization that impact the environment (land and resource use, resource development agreements, environmental legislation) (LPP, ER, GC)
				3.9 analyze multiple perspectives on sustainability and prosperity in a globalizing world (ER, LPP, GC)
12	Social Studies 30-1, 30-2	Related Issue 3	Students will assess the extent to which the principles of liberalism are viable in a contemporary world.	3.4 explore the extent to which governments should encourage economic equality (PADM, ER, C)
				3.5 analyze the extent to which the practices of political and economic systems reflect principles of liberalism (consensus decision making, direct and representative democracies, authoritarian political systems, traditional economies, free market economies, command economies, mixed economies) (PADM, ER, C)
		Related Issue 4	Students will assess their rights, roles and responsibilities as citizens.	4.9 develop strategies to address local, national and global issues that demonstrate individual and collective leadership (C, GC)
				4.10 explore opportunities to demonstrate active and responsible citizenship through individual and collective action (C, GC)

Lesson 4: The Gender Divide

Grade	Subject	Unit	General Outcome(s)	Overall Expectation
12	Geography 30	Theme 1	World Patterns of Population and Settlement a. the human occupation of Canada b. the human occupation of the world c. case studies in population and settlement d. humankind's settlement types and patterns e. cities of the world and world urbanization	<ul style="list-style-type: none"> • Evaluate the impact of natural systems on people and their activities
				<ul style="list-style-type: none"> • Evaluate the impact of human life on the environment
				<ul style="list-style-type: none"> • Explain how the earth's natural and human systems are interconnected in multiple, complex ways
				<ul style="list-style-type: none"> • Compare the cultural, economic and political aspirations of selected groups and the effects of their actions on local, national and global geographic issues and World Issues: A Geographic Analysis (CGW4U)
				<ul style="list-style-type: none"> • Evaluate the social, economic and environmental impact of the strategies for sustainable development implemented by a variety of individuals, organizations and institutions
				<ul style="list-style-type: none"> • Explain the influence of social, political, cultural, economic and environmental factors on human environments and activities
				<ul style="list-style-type: none"> • Analyze patterns of resource availability and use
				<ul style="list-style-type: none"> • Evaluate a variety of approaches to resolving environmental and resource management concerns on a local, regional and national scale
				<ul style="list-style-type: none"> • Analyze patterns of resource availability and use
				<ul style="list-style-type: none"> • Demonstrate an understanding of the variety of cultural expressions throughout the world since the beginning of the twentieth century
				<p>Specific Expectation</p> <ul style="list-style-type: none"> • Describe factors that have interfered with individual and group rights since the beginning of the twentieth century (e.g., gender roles)
				<ul style="list-style-type: none"> • Compare the roles and functions of individuals and groups in different societies and at different times
				<ul style="list-style-type: none"> • Analyze decisions and behaviours related to individual role expectations
				<ul style="list-style-type: none"> • Analyze socialization patterns and the roles of children and parents in various historical periods and ethnocultural contexts

Lesson 5: International Development in Action!

Grade	Subject	Unit	General Outcome(s)	Overall Expectation
11	Social Studies 20-1, 20-2	Related Issue 3	Students will assess impacts of the pursuit of internationalism in contemporary global affairs.	3.3 demonstrate a global consciousness with respect to the human condition and global affairs (C, GC)
				3.4 analyze the motives of nation and state involvement or noninvolvement in international affairs (economic stability, self-determination, peace, security, humanitarianism) (GC, TCC, PADM)
				3.5 explore understandings of internationalism (GC, PADM)
				3.7 evaluate the extent to which selected organizations promote internationalism (United Nations, World Council of Indigenous Peoples, European Union, l'Organisation internationale de la Francophonie, Arctic Council, contemporary examples) (GC, PADM, ER)
				3.8 analyze impacts of the pursuit of internationalism in addressing contemporary global issues (conflict, poverty, debt, disease, environment, human rights) (GC, PADM, ER)
12	Social Studies 30-1, 30-2	Related Issue 4	Students will assess their rights, roles and responsibilities as citizens.	4.1 appreciate the relationship between citizenship and leadership (C, I)
				4.2 exhibit a global consciousness with respect to the human condition and world issues (C, GC)
				4.3 accept responsibilities associated with individual and collective citizenship (C, GC)
				4.7 analyze perspectives on the rights, roles and responsibilities of the individual during times of conflict (humanitarian crises, civil rights movements, antiwar movements, McCarthyism, prodemocracy movements, contemporary examples) (C, PADM, GC)
				4.8 evaluate the extent to which ideology should shape responses to contemporary issues (I, C, GC)
				4.9 develop strategies to address local, national and global issues that demonstrate individual and collective leadership (C, GC)
				4.10 explore opportunities to demonstrate active and responsible citizenship through individual and collective action (C, GC)