

Alberta Curriculum Connections Grades 6-9

Introduction

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

This section outlines the links to the Alberta Curriculum for each lesson, including grade, subject, general outcomes and overall expectation connections for grades 4 to 6. 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 Science and Technology, Social Studies, Fine Arts, Mathematics, especially if the lessons are presented as a complete unit of study.

Please note that there are connections to the English Language Arts Program throughout the rest of the lessons for grades 6-9 as they are reflected in Lessons 1 and 2.

January 2011

Lesson 1 - Resiliency is Key to Survival

Grade	Subject	Outcomes	Overall Expectation
6	English	General Outcome 1 Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.	1.1 Discover and explore 1.2 Clarify and extend
		<i>General Outcome 3</i> Students will listen, speak, read, write, view and represent to manage ideas and information.	3.1 Plan and focus 3.2 Select and process 3.3 Organize, record and evaluate 3.4 Share and review

		<p><i>General Outcome 4</i> Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.</p>	<p>4.1 Enhance and improve 4.2 Attend to conventions 4.3 Present and share</p>
		<p><i>General Outcome 5</i> Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.</p>	<p>5.1 Respect others and strengthen community 5.2 Work within a group</p>
	Social Studies	General Outcome 6.1 Citizens Participating in Decision Making	<p>6.1.1 recognize how individuals and governments interact and bring about change within their local and national communities</p> <p>6.1.6 analyze how individuals, groups and associations within a community impact decision making of local and provincial governments</p>
	Science	Topic D: Evidence and Investigation	<p>6–8 Apply observation and inference skills to recognize and interpret patterns and to distinguish a specific pattern from a group of similar patterns.</p> <p>6–9 Apply knowledge of the properties and interactions of materials to the investigation and identification</p>
7	English	<p><i>General Outcome 1</i> Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.</p>	<p>1.1 Discover and explore 1.2 Clarify and extend</p>
	Social Studies	<p>7.2 Following Confederation: Canadian Expansions General Outcome</p>	<p>Students will: 7.2.1 recognize the positive and negative aspects of immigration and migration (GC, LPP, C, I)</p>

		<p>Students will demonstrate an understanding and appreciation of how the political, demographic, economic and social changes that have occurred since Confederation have presented challenges and opportunities for individuals and communities.</p>	<p>7.2.2 recognize the positive and negative consequences of political decisions (PADM)</p>
			<p>7.2.3 appreciate the challenges that individuals and communities face when confronted with rapid change (I, CC, LPP)</p>
<p>Science</p>	<p>Unit A: Interactions And Ecosystems</p>		<p>1. Investigate and describe relationships between humans and their environments, and identify related issues and scientific questions:</p> <ul style="list-style-type: none"> • illustrate how life-supporting environments meet the needs of living things for nutrients, energy sources, moisture, suitable habitat, and exchange of gases • describe examples of interaction and interdependency within an ecosystem (<i>e.g., identify examples of dependency between species, and describe adaptations involved; identify changing relationships between humans and their environments, over time and in different cultures—as, for example, in aboriginal cultures</i>) • identify examples of human impacts on ecosystems, and investigate and analyze the link between these impacts and the human wants and needs that give rise to them (<i>e.g., identify impacts of the use of plants and animals as sources of food, fibre and other materials; identify potential impacts of waste products on environments</i>) • analyze personal and public decisions that involve consideration of environmental impacts, and identify needs for

			<p>scientific knowledge that can inform those decisions</p> <p>4. Describe the relationships among knowledge, decisions and actions in maintaining life-supporting environments</p> <ul style="list-style-type: none"> • identify intended and unintended consequences of human activities within local and global environments (<i>e.g., changes resulting from habitat loss, pest control or from introduction of new species; changes leading to species extinction</i>) • describe and interpret examples of scientific investigations that serve to inform environmental decision making • illustrate, through examples, the limits of scientific and technological knowledge in making decisions about life-supporting environments (<i>e.g., identify limits in scientific knowledge of the impact of changing land use on individual species; describe examples in which aboriginal knowledge—based on long-term observation—provides an alternative source of understanding</i>) • analyze a local environmental issue or problem based on evidence from a variety of sources, and identify possible actions and consequences
8	English	<p><i>General Outcome 1</i> Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.</p>	<p>1.1 Discover and explore 1.2 Clarify and extend</p>
		<p><i>General Outcome 3</i> Students will listen,</p>	<p>3.1 Plan and focus 3.2 Select and process</p>

		<p>speak, read, write, view and represent to manage ideas and information.</p> <p><i>General Outcome 4</i> Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.</p> <p><i>General Outcome 5</i> Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.</p>	<p>3.3 Organize, record and evaluate 3.4 Share and review</p> <p>4.1 Enhance and improve 4.2 Attend to conventions 4.3 Present and share</p> <p>5.1 Respect others and strengthen community 5.2 Work within a group</p>
	Social Studies	<p>8.1 From Isolation to Adaptation: Japan General Outcome Through an examination of Japan, students will demonstrate an understanding and appreciation of the ways in which beliefs, values and knowledge shape worldviews and contribute to a society's isolation or adaptation.</p> <p>8.2 Origins of a Western Worldview: Renaissance Europe General Outcome Through an examination of Renaissance Europe, students will demonstrate an understanding and appreciation of how the exchange of ideas and knowledge</p>	<p><i>Students will:</i> 8.1.1 appreciate the roles of time and geographic location in shaping a society's worldview (C, I, TCC, LPP)</p> <p>8.1.2 appreciate how a society's worldview can foster the choice to remain an isolated society (C, I, TCC)</p> <p>8.1.3 appreciate how models of governance and decision making reflect a society's worldview (C, I, TCC, PADM)</p> <p>8.1.4 appreciate how a society's worldview shapes individual citizenship and identity (C, I, TCC)</p> <p>Students will: 8.2.1 appreciate how Renaissance Europe formed the basis for the worldview of the Western world (C, TCC)</p> <p>8.2.2 demonstrate a willingness to consider differing beliefs, values and worldviews (C, I)</p> <p>8.2.3 recognize how beliefs and values are shaped by time, geographic location and societal context (C, TCC, LPP)</p>

		contributed to shaping the worldview of the Western world.	
9	English	<i>General Outcome 1</i> Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.	1.1 Discover and explore 1.2 Clarify and extend
		<i>General Outcome 3</i> Students will listen, speak, read, write, view and represent to manage ideas and information.	3.1 Plan and focus 3.2 Select and process 3.3 Organize, record and evaluate 3.4 Share and review
		<i>General Outcome 4</i> Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.	4.1 Enhance and improve 4.2 Attend to conventions 4.3 Present and share
		<i>General Outcome 5</i> Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.	5.1 Respect others and strengthen community 5.2 Work within a group
	Social Studies	9.1 Issues for Canadians: Governance and Rights General Outcome Students will demonstrate an understanding and appreciation of how Canada's political processes impact citizenship and identity in an attempt to meet the needs of all Canadians.	9.1.3 appreciate how emerging issues impact quality of life, citizenship and identity in Canada (C, I, PADM)

		<p>9.2 Issues for Canadians: Economic Systems in Canada and the United States General Outcome Students will demonstrate an understanding and appreciation of how economic decision making in Canada and the United States impacts quality of life, citizenship and identity.</p>	<p>9.2.2 appreciate the relationship between consumerism and quality of life (C, CC)</p>
			<p>9.2.3 appreciate the impact of government decision making on quality of life (C, CC, PADM)</p>
	<p>Science</p>	<p>Unit A: Biological Diversity (Social and Environmental Emphasis)</p>	<p>1. Investigate and interpret diversity among species and within species, and describe how diversity contributes to species survival</p> <ul style="list-style-type: none"> • observe variation in living things, and describe examples of variation among species and within species (<i>e.g., observe and describe characteristics that distinguish two closely related species</i>) • identify examples of niches, and describe the role of variation in enabling closely related living things to survive in the same ecosystem (<i>e.g., investigate different bird species found in a local park ecosystem, and infer</i>

		<p>Stewardship <i>Students will be encouraged to:</i> Demonstrate sensitivity and responsibility in pursuing a balance between the needs of humans and a sustainable environment (e.g., consider implications of changing land use on the welfare and survival of living things; identify potential conflicts between attempting to meet the wants and needs of humans and, at the same time, providing life-supporting environments for all living things; minimize environmental impact during studies by avoiding sampling that will affect an animal or plant population)</p>	<p><i>how each is adapted to life within that ecosystem)</i></p> <ul style="list-style-type: none"> • investigate and interpret dependencies among species that link the survival of one species to the survival of others <ul style="list-style-type: none"> – identify examples of symbiotic relationships (e.g., organisms that benefit other organisms by providing habitat, food, means of fertilization, or a source of oxygen) – classify symbiotic relationships as mutualism, commensalism, parasitism • identify the role of variation in species survival under changing environmental conditions (e.g., resistance to disease, ability to survive in severe environments)
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Lesson 2 Climate Change: A Case Study. Ghana, Africa

Grade	Subject	Outcomes	Overall Expectation
6	English	General Outcome 1 Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.	1.1 Discover and explore 1.2 Clarify and extend

		<p><i>General Outcome 3</i> Students will listen, speak, read, write, view and represent to manage ideas and information.</p>	<p>3.1 Plan and focus 3.2 Select and process 3.3 Organize, record and evaluate 3.4 Share and review</p>
		<p><i>General Outcome 4</i> Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.</p>	<p>4.1 Enhance and improve 4.2 Attend to conventions 4.3 Present and share</p>
		<p><i>General Outcome 5</i> Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.</p>	<p>5.1 Respect others and strengthen community 5.2 Work within a group</p>
	Social Studies	<p>General Outcome 6.1 Citizens Participating in Decision Making</p>	<p>6.1.1 recognize how individuals and governments interact and bring about change within their local and national communities</p> <p>6.1.6 analyze how individuals, groups and associations within a community impact decision making of local and provincial governments</p>
	Science	<p>Topic D: Evidence and Investigation</p>	<p>6–8 Apply observation and inference skills to recognize and interpret patterns and to distinguish a specific pattern from a group of similar patterns.</p> <p>6–9 Apply knowledge of the properties and interactions of materials to the investigation and identification</p>
7	English	<p><i>General Outcome 1</i></p>	<p>1.1 Discover and explore</p>

		Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.	1.2 Clarify and extend
	Social Studies	7.2 Following Confederation: Canadian Expansions General Outcome Students will demonstrate an understanding and appreciation of how the political, demographic, economic and social changes that have occurred since Confederation have presented challenges and opportunities for individuals and communities.	Students will: 7.2.1 recognize the positive and negative aspects of immigration and migration (GC, LPP, C, I)
			7.2.2 recognize the positive and negative consequences of political decisions (PADM)
			7.2.3 appreciate the challenges that individuals and communities face when confronted with rapid change (I, CC, LPP)
	Science	Unit A: Interactions And Ecosystems	1. Investigate and describe relationships between humans and their environments, and identify related issues and scientific questions: <ul style="list-style-type: none"> • illustrate how life-supporting environments meet the needs of living things for nutrients, energy sources, moisture, suitable habitat, and exchange of gases • describe examples of interaction and interdependency within an ecosystem (<i>e.g., identify examples of dependency between species, and describe adaptations involved; identify changing relationships between humans and their environments, over time and in different cultures—as, for example, in aboriginal cultures</i>) • identify examples of human impacts on ecosystems, and investigate and analyze the link between these impacts and the human wants and needs that

		<p>give rise to them (<i>e.g., identify impacts of the use of plants and animals as sources of food, fibre and other materials; identify potential impacts of waste products on environments</i>)</p> <ul style="list-style-type: none"> • analyze personal and public decisions that involve consideration of environmental impacts, and identify needs for scientific knowledge that can inform those decisions <hr/> <p>4. Describe the relationships among knowledge, decisions and actions in maintaining life-supporting environments</p> <ul style="list-style-type: none"> • identify intended and unintended consequences of human activities within local and global environments (<i>e.g., changes resulting from habitat loss, pest control or from introduction of new species; changes leading to species extinction</i>) • describe and interpret examples of scientific investigations that serve to inform environmental decision making • illustrate, through examples, the limits of scientific and technological knowledge in making decisions about life-supporting environments (<i>e.g., identify limits in scientific knowledge of the impact of changing land use on individual species; describe examples in which aboriginal knowledge—based on long-term observation—provides an alternative source of understanding</i>) • analyze a local environmental issue or problem based on evidence from a variety of sources, and identify possible actions and consequences
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8	English	<p><i>General Outcome 1</i> Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.</p>	<p>1.1 Discover and explore 1.2 Clarify and extend</p>
		<p><i>General Outcome 3</i> Students will listen, speak, read, write, view and represent to manage ideas and information.</p>	<p>3.1 Plan and focus 3.2 Select and process 3.3 Organize, record and evaluate 3.4 Share and review</p>
		<p><i>General Outcome 4</i> Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.</p>	<p>4.1 Enhance and improve 4.2 Attend to conventions 4.3 Present and share</p>
		<p><i>General Outcome 5</i> Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.</p>	<p>5.1 Respect others and strengthen community 5.2 Work within a group</p>
	Social Studies	<p>8.1 From Isolation to Adaptation: Japan General Outcome Through an examination of Japan, students will demonstrate an understanding and appreciation of the ways in which beliefs, values and knowledge shape worldviews and contribute to a society's isolation or adaptation.</p>	<p><i>Students will:</i> 8.1.1 appreciate the roles of time and geographic location in shaping a society's worldview (C, I, TCC, LPP)</p>
			<p>8.1.2 appreciate how a society's worldview can foster the choice to remain an isolated society (C, I, TCC)</p>
			<p>8.1.3 appreciate how models of governance and decision making reflect a society's worldview (C, I, TCC, PADM)</p>
			<p>8.1.4 appreciate how a society's worldview shapes individual citizenship and identity (C, I, TCC)</p>
		<p>8.2 Origins of a Western Worldview: Renaissance Europe General Outcome</p>	<p>Students will: 8.2.1 appreciate how Renaissance Europe formed the basis for the worldview of the</p>

		Through an examination of Renaissance Europe, students will demonstrate an understanding and appreciation of how the exchange of ideas and knowledge contributed to shaping the worldview of the Western world.	Western world (C, TCC) 8.2.2 demonstrate a willingness to consider differing beliefs, values and worldviews (C, I) 8.2.3 recognize how beliefs and values are shaped by time, geographic location and societal context (C, TCC, LPP)
9	English	<i>General Outcome 1</i> Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.	1.1 Discover and explore 1.2 Clarify and extend
		<i>General Outcome 3</i> Students will listen, speak, read, write, view and represent to manage ideas and information.	3.1 Plan and focus 3.2 Select and process 3.3 Organize, record and evaluate 3.4 Share and review
		<i>General Outcome 4</i> Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.	4.1 Enhance and improve 4.2 Attend to conventions 4.3 Present and share
		<i>General Outcome 5</i> Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.	5.1 Respect others and strengthen community 5.2 Work within a group
	Social Studies	9.1 Issues for Canadians: Governance and Rights General Outcome Students will demonstrate an understanding and appreciation of how	9.1.3 appreciate how emerging issues impact quality of life, citizenship and identity in Canada (C, I, PADM)

		Canada's political processes impact citizenship and identity in an attempt to meet the needs of all Canadians.	
		9.2 Issues for Canadians: Economic Systems in Canada and the United States General Outcome Students will demonstrate an understanding and appreciation of how economic decision making in Canada and the United States impacts quality of life, citizenship and identity.	9.2.2 appreciate the relationship between consumerism and quality of life (C, CC)
			9.2.3 appreciate the impact of government decision making on quality of life (C, CC, PADM)
	Science	Unit A: Biological Diversity (Social and Environmental Emphasis)	1. Investigate and interpret diversity among species and within species, and describe how diversity contributes to species survival <ul style="list-style-type: none"> • observe variation in living things, and describe examples of variation among species and within species (<i>e.g., observe and describe characteristics that distinguish two closely related species</i>) • identify examples of niches, and describe the role of variation in enabling closely related living things to survive in the same ecosystem (<i>e.g., investigate different bird species found in a local park ecosystem, and infer</i>

		<p>Stewardship Students will be encouraged to: Demonstrate sensitivity and responsibility in pursuing a balance between the needs of humans and a sustainable environment (e.g., consider implications of changing land use on the welfare and survival of living things; identify potential conflicts between attempting to meet the wants and needs of humans and, at the same time, providing life-supporting environments for all living things; minimize environmental impact during studies by avoiding sampling that will affect an animal or plant population)</p>	<p><i>how each is adapted to life within that ecosystem)</i></p> <ul style="list-style-type: none"> • investigate and interpret dependencies among species that link the survival of one species to the survival of others <ul style="list-style-type: none"> – identify examples of symbiotic relationships (e.g., organisms that benefit other organisms by providing habitat, food, means of fertilization, or a source of oxygen) – classify symbiotic relationships as mutualism, commensalism, parasitism • identify the role of variation in species survival under changing environmental conditions (e.g., resistance to disease, ability to survive in severe environments)
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Please note that there are connections to the English Language Arts Program throughout the rest of the lessons for grades 6-9 as they are reflected in Lessons 1 and 2.

Lesson 3: Vulnerable Communities, Food Security and Sustainable Communities - Sudan

Grade	Subject	General Outcome	Overall Expectation
6	Social Studies	6.1 Citizens Participating in Decision Making	6.1.1 recognize how individuals and governments interact and bring about change within their local and national communities
			6.1.6 analyze how individuals, groups and associations within a community impact decision making of local and provincial governments

			6.2.2 value the role of participation by citizens in diverse democratic societies (C, PADM)
	Science	Topic D: Evidence and Investigation	6–8 Apply observation and inference skills to recognize and interpret patterns and to distinguish a specific pattern from a group of similar patterns. 6–9 Apply knowledge of the properties and interactions of materials to their investigation and identification of a material sample.
	Mathematics	Develop number sense.	5. Demonstrate an understanding of ratio, concretely, pictorially and symbolically. [C, CN, PS, R, V]
		Use patterns to describe the world and to solve problems.	1. Represent and describe patterns and relationships, using graphs and tables. [C, CN, ME, PS, R, V] [ICT: C6–2.3]
7	Social Studies	7.1 Toward Confederation	7.1.2 appreciate the challenges of co-existence among peoples (C, CC, I, LPP)
	Science	Unit A: Interactions and Ecosystems (Social and Environmental Emphasis)	1. Investigate and describe relationships between humans and their environments, and identify related issues and scientific questions
			4. Describe the relationships among knowledge, decisions and actions in maintaining life-supporting environments
	Mathematics	Develop number sense.	5. Demonstrate an understanding of adding and subtracting positive fractions and mixed numbers, with like and unlike denominators, concretely, pictorially and symbolically (limited to positive sums and differences). [C, CN, ME, PS, R, V]
		Use patterns to describe the world and to solve problems.	2. Create a table of values from a linear relation, graph the table of values, and analyze the graph to draw conclusions and solve problems. [C, CN, PS, R, V]

			[ICT: C7–3.1]
8	Social Studies	8.1 From Isolation to Adaptation: Japan	8.1.1 appreciate the roles of time and geographic location in shaping a society’s worldview (C, I, TCC, LPP)
			8.1.2 appreciate how a society’s worldview can foster the choice to remain an isolated society (C, I, TCC)
			8.1.3 appreciate how models of governance and decision making reflect a society’s worldview (C, I, TCC, PADM)
			8.1.4 appreciate how a society’s worldview shapes individual citizenship and identity (C, I, TCC)
	Science	Unit E: Freshwater and Saltwater Systems (Social and Environmental Emphasis)	3. Analyze factors affecting productivity and species distribution in marine and freshwater environments
			4. Analyze human impacts on aquatic systems; and identify the roles of science and technology in addressing related questions, problems and issues
Mathematics	Develop number sense. Use experimental or theoretical probabilities to represent and solve problems involving uncertainty.	6. Demonstrate an understanding of multiplying and dividing positive fractions and mixed numbers, concretely, pictorially and symbolically. [C, CN, ME, PS]	
		2. Solve problems involving the probability of independent events. [C, CN, PS, T] [ICT: P2–3.4]	
9	Social Studies	9.1 Issues for Canadians: Governance and Rights	9.1.1 appreciate the impact of the Canadian Charter of Rights and Freedoms on rights and governance in Canada (C, I, PADM)

			9.1.2 appreciate the various effects of government policies on citizenship and on Canadian society (C, I, PADM)
			9.1.3 appreciate how emerging issues impact quality of life, citizenship and identity in Canada (C, I, PADM)
		9.2 Issues for Canadians: Economic Systems in Canada and the United States	9.2.1 appreciate the values underlying economic decision making in Canada and the United States (C, ER)
			9.2.2 appreciate the relationship between consumerism and quality of life (C, CC)
			9.2.3 appreciate the impact of government decision making on quality of life (C, CC, PADM)
	Science	Unit A: Biological Diversity (Social and Environmental Emphasis)	4. Identify impacts of human action on species survival and variation within species, and analyze related issues for personal and public decision making
		Unit C: Environmental Chemistry (Social and Environmental Emphasis)	1. Investigate and describe, in general terms, the role of different substances in the environment in supporting or harming humans and other living things
	Mathematics	Use experimental or theoretical probabilities to represent and solve problems involving uncertainty.	4. Demonstrate an understanding of the role of probability in society. [C, CN, R, T] [ICT: F4–3.3]

Lesson 4 – Food Security and Sustainable Livelihoods

Grade	Subject	General Outcome	Overall Expectation
6	Social Studies	6.1 Citizens Participating in Decision Making	6.1.1 recognize how individuals and governments interact and bring about change within their local and national communities
			6.1.6 analyze how individuals, groups and associations within a community impact decision making of local and provincial

			governments
			6.2.2 value the role of participation by citizens in diverse democratic societies (C, PADM)
	Science	Topic D: Evidence and Investigation	6–8 Apply observation and inference skills to recognize and interpret patterns and to distinguish a specific pattern from a group of similar patterns.
			6–9 Apply knowledge of the properties and interactions of materials to the investigation and identification of a material sample.
7	Social Studies	7.1 Toward Confederation	7.1.2 appreciate the challenges of co-existence among peoples (C, CC, I, LPP)
	Science	Unit A: Interactions and Ecosystems (Social and Environmental Emphasis)	1. Investigate and describe relationships between humans and their environments, and identify related issues and scientific questions
			4. Describe the relationships among knowledge, decisions and actions in maintaining life-supporting environments
8	Social Studies	8.1 From Isolation to Adaptation: Japan	8.1.1 appreciate the roles of time and geographic location in shaping a society's worldview (C, I, TCC, LPP)
			8.1.2 appreciate how a society's worldview can foster the choice to remain an isolated society (C, I, TCC)
			8.1.3 appreciate how models of governance and decision making reflect a society's worldview (C, I, TCC, PADM)
			8.1.4 appreciate how a society's worldview shapes individual citizenship and identity (C, I, TCC)
	Science	Unit E: Freshwater and Saltwater Systems (Social and Environmental Emphasis)	3. Analyze factors affecting productivity and species distribution in marine and freshwater environments

			4. Analyze human impacts on aquatic systems; and identify the roles of science and technology in addressing related questions, problems and issues
9	Social Studies	9.1 Issues for Canadians: Governance and Rights	9.1.1 appreciate the impact of the Canadian Charter of Rights and Freedoms on rights and governance in Canada (C, I, PADM)
			9.1.2 appreciate the various effects of government policies on citizenship and on Canadian society (C, I, PADM)
			9.1.3 appreciate how emerging issues impact quality of life, citizenship and identity in Canada (C, I, PADM)
		9.2 Issues for Canadians: Economic Systems in Canada and the United States	9.2.1 appreciate the values underlying economic decision making in Canada and the United States (C, ER)
			9.2.2 appreciate the relationship between consumerism and quality of life (C, CC)
			9.2.3 appreciate the impact of government decision making on quality of life (C, CC, PADM)
	Science	Unit A: Biological Diversity (Social and Environmental Emphasis)	4. Identify impacts of human action on species survival and variation within species, and analyze related issues for personal and public decision making
Unit C: Environmental Chemistry (Social and Environmental Emphasis)		1. Investigate and describe, in general terms, the role of different substances in the environment in supporting or harming humans and other living things	

Lesson 5: Disasters Everywhere

Grade	Subject	General Outcome	Overall Expectation
6	Social Studies	6.1 Citizens Participating in Decision Making	6.1.1 recognize how individuals and governments interact and bring about change within their local and national communities

			6.1.6 analyze how individuals, groups and associations within a community impact decision making of local and provincial governments
			6.2.2 value the role of participation by citizens in diverse democratic societies (C, PADM)
	Science	Topic D: Evidence and Investigation	6–8 Apply observation and inference skills to recognize and interpret patterns and to distinguish a specific pattern from a group of similar patterns.
			6–9 Apply knowledge of the properties and interactions of materials to the investigation and identification of a material sample.
7	Social Studies	7.1 Toward Confederation	7.1.2 appreciate the challenges of co-existence among peoples (C, CC, I, LPP)
	Science	Unit A: Interactions and Ecosystems (Social and Environmental Emphasis)	1. Investigate and describe relationships between humans and their environments, and identify related issues and scientific questions
			4. Describe the relationships among knowledge, decisions and actions in maintaining life-supporting environments
8	Social Studies	8.1 From Isolation to Adaptation: Japan	8.1.1 appreciate the roles of time and geographic location in shaping a society's worldview (C, I, TCC, LPP)
			8.1.2 appreciate how a society's worldview can foster the choice to remain an isolated society (C, I, TCC)
			8.1.3 appreciate how models of governance and decision making reflect a society's worldview (C, I, TCC, PADM)
			8.1.4 appreciate how a society's worldview shapes individual citizenship and identity (C, I, TCC)

	Science	Unit E: Freshwater and Saltwater Systems (Social and Environmental Emphasis)	3. Analyze factors affecting productivity and species distribution in marine and freshwater environments
			4. Analyze human impacts on aquatic systems; and identify the roles of science and technology in addressing related questions, problems and issues
9	Social Studies	9.1 Issues for Canadians: Governance and Rights	9.1.1 appreciate the impact of the Canadian Charter of Rights and Freedoms on rights and governance in Canada (C, I, PADM)
			9.1.2 appreciate the various effects of government policies on citizenship and on Canadian society (C, I, PADM)
			9.1.3 appreciate how emerging issues impact quality of life, citizenship and identity in Canada (C, I, PADM)
		9.2 Issues for Canadians: Economic Systems in Canada and the United States	9.2.1 appreciate the values underlying economic decision making in Canada and the United States (C, ER)
			9.2.2 appreciate the relationship between consumerism and quality of life (C, CC)
			9.2.3 appreciate the impact of government decision making on quality of life (C, CC, PADM)
Science	Unit A: Biological Diversity (Social and Environmental Emphasis)	4. Identify impacts of human action on species survival and variation within species, and analyze related issues for personal and public decision making	
	Unit C: Environmental Chemistry (Social and Environmental Emphasis)	1. Investigate and describe, in general terms, the role of different substances in the environment in supporting or harming humans and other living things	

Lesson 6: Dealing with Disaster

Grade	Subject	General Outcome	Overall Expectation
6	Social Studies	6.1 Citizens Participating in Decision Making	6.1.1 recognize how individuals and governments interact and bring about change within their local and national communities
			6.1.6 analyze how individuals, groups and associations within a community impact decision making of local and provincial governments
			6.2.2 value the role of participation by citizens in diverse democratic societies (C, PADM)
	Science	Topic D: Evidence and Investigation	6–8 Apply observation and inference skills to recognize and interpret patterns and to distinguish a specific pattern from a group of similar patterns. 6–9 Apply knowledge of the properties and interactions of materials to the investigation and identification of a material sample.
7	Social Studies	7.1 Toward Confederation	7.1.2 appreciate the challenges of co-existence among peoples (C, CC, I, LPP)
	Science	Unit A: Interactions and Ecosystems (Social and Environmental Emphasis)	1. Investigate and describe relationships between humans and their environments, and identify related issues and scientific questions 4. Describe the relationships among knowledge, decisions and actions in maintaining life-supporting environments
8	Social Studies	8.1 From Isolation to Adaptation: Japan	8.1.1 appreciate the roles of time and geographic location in shaping a society's worldview (C, I, TCC, LPP)
			8.1.2 appreciate how a society's worldview can foster the choice to remain an isolated society (C, I, TCC)
			8.1.3 appreciate how models of governance and decision making reflect a society's worldview (C, I, TCC, PADM)

			8.1.4 appreciate how a society's worldview shapes individual citizenship and identity (C, I, TCC)
	Science	Unit E: Freshwater and Saltwater Systems (Social and Environmental Emphasis)	3. Analyze factors affecting productivity and species distribution in marine and freshwater environments
			4. Analyze human impacts on aquatic systems; and identify the roles of science and technology in addressing related questions, problems and issues
9	Social Studies	9.1 Issues for Canadians: Governance and Rights	9.1.2 appreciate the various effects of government policies on citizenship and on Canadian society (C, I, PADM)
			9.1.3 appreciate how emerging issues impact quality of life, citizenship and identity in Canada (C, I, PADM)
		9.2 Issues for Canadians: Economic Systems in Canada and the United States	9.2.2 appreciate the relationship between consumerism and quality of life (C, CC)
			9.2.3 appreciate the impact of government decision making on quality of life (C, CC, PADM)
	Science	Unit A: Biological Diversity (Social and Environmental Emphasis)	4. Identify impacts of human action on species survival and variation within species, and analyze related issues for personal and public decision making
	Unit C: Environmental Chemistry (Social and Environmental Emphasis)	1. Investigate and describe, in general terms, the role of different substances in the environment in supporting or harming humans and other living things	

Lesson 7 - Post Disaster Relief

Grade	Subject	General Outcome	Overall Expectation
6	Social Studies	6.1 Citizens Participating in Decision Making	6.1.1 recognize how individuals and governments interact and bring about change within their local and national communities
			6.1.6 analyze how individuals, groups and associations within a community impact decision making of local and provincial governments
			6.2.2 value the role of participation by citizens in diverse democratic societies (C, PADM)
	Science	Topic D: Evidence and Investigation	6–8 Apply observation and inference skills to recognize and interpret patterns and to distinguish a specific pattern from a group of similar patterns. 6–9 Apply knowledge of the properties and interactions of materials to the investigation and identification of a material sample.
7	Social Studies	7.1 Toward Confederation	7.1.2 appreciate the challenges of co-existence among peoples (C, CC, I, LPP)
	Science	Unit A: Interactions and Ecosystems (Social and Environmental Emphasis)	1. Investigate and describe relationships between humans and their environments, and identify related issues and scientific questions 4. Describe the relationships among knowledge, decisions and actions in maintaining life-supporting environments
8	Social Studies	8.1 From Isolation to Adaptation: Japan	8.1.1 appreciate the roles of time and geographic location in shaping a society's worldview (C, I, TCC, LPP)
			8.1.2 appreciate how a society's worldview can foster the choice to remain an isolated society (C, I, TCC)
			8.1.3 appreciate how models of governance and decision making reflect a society's worldview (C, I, TCC, PADM)

			8.1.4 appreciate how a society's worldview shapes individual citizenship and identity (C, I, TCC)
	Science	Unit E: Freshwater and Saltwater Systems (Social and Environmental Emphasis)	3. Analyze factors affecting productivity and species distribution in marine and freshwater environments
			4. Analyze human impacts on aquatic systems; and identify the roles of science and technology in addressing related questions, problems and issues
9	Social Studies	9.1 Issues for Canadians: Governance and Rights	9.1.1 appreciate the impact of the Canadian Charter of Rights and Freedoms on rights and governance in Canada (C, I, PADM)
			9.1.2 appreciate the various effects of government policies on citizenship and on Canadian society (C, I, PADM)
			9.1.3 appreciate how emerging issues impact quality of life, citizenship and identity in Canada (C, I, PADM)
		9.2 Issues for Canadians: Economic Systems in Canada and the United States	9.2.1 appreciate the values underlying economic decision making in Canada and the United States (C, ER)
			9.2.2 appreciate the relationship between consumerism and quality of life (C, CC)
			9.2.3 appreciate the impact of government decision making on quality of life (C, CC, PADM)
	Science	Unit A: Biological Diversity (Social and Environmental Emphasis)	4. Identify impacts of human action on species survival and variation within species, and analyze related issues for personal and public decision making
	Unit C: Environmental Chemistry (Social and Environmental Emphasis)	1. Investigate and describe, in general terms, the role of different substances in the environment in supporting or harming humans and other living things	

Lesson 8 – Adaptation vs. Mitigation

Grade	Subject	General Outcome	Overall Expectation
6	Social Studies	6.1 Citizens Participating in Decision Making	6.1.1 recognize how individuals and governments interact and bring about change within their local and national communities
			6.1.6 analyze how individuals, groups and associations within a community impact decision making of local and provincial governments
			6.2.2 value the role of participation by citizens in diverse democratic societies (C, PADM)
	Science	Topic D: Evidence and Investigation	6–8 Apply observation and inference skills to recognize and interpret patterns and to distinguish a specific pattern from a group of similar patterns.
			6–9 Apply knowledge of the properties and interactions of materials to the investigation and identification of a material sample.
Fine Arts: Drama	develop role-playing skills	<ul style="list-style-type: none"> - accept role playing as a positive learning experience - take on the attitude of another - assume the physical attributes of another - emphasize the situation of another - use role playing as a problem-solving tool 	
7	Social Studies	7.1 Toward Confederation	7.1.2 appreciate the challenges of co-existence among peoples (C, CC, I, LPP)
	Science	Unit A: Interactions and Ecosystems (Social and Environmental Emphasis)	1. Investigate and describe relationships between humans and their environments, and identify related issues and scientific questions
			4. Describe the relationships among knowledge, decisions and actions in maintaining life-supporting environments

	Fine Arts: Drama	<p>GOAL I To acquire knowledge of self and others through participation in and reflection on dramatic experience.</p>	<ul style="list-style-type: none"> · develop a positive self-image (A) · develop self-discipline (A) · develop self-confidence (A) · strengthen powers of concentration (S) · explore and develop physical and vocal capabilities (S) · extend the ability to think imaginatively and creatively (S) · extend the ability to explore, control and express emotions (S) · extend development of sensory awareness (S) · extend the ability to explore meaning through abstract concepts (S) · develop the willingness
		<p>GOAL II To develop competency in communication skills through participation in and exploration of various dramatic disciplines.</p>	<ul style="list-style-type: none"> · develop the body and voice as tools of communication (S) · develop the ability to give form or expression to feelings, ideas and images (S) · develop belief in, identification with, and commitment to a role (A) · explore specific techniques demanded by various dramatic forms (S/C) · become familiar with dramatic terminology and script format (C) · become familiar with disciplines that enhance dramatic process (C) · gain awareness of how the integration of disciplines enriches dramatic communication
8	Social Studies	8.1 From Isolation to Adaptation: Japan	<p>8.1.1 appreciate the roles of time and geographic location in shaping a society's worldview (C, I, TCC, LPP)</p> <p>8.1.2 appreciate how a society's worldview can foster the choice to remain an isolated society (C, I, TCC)</p>

		8.1.3 appreciate how models of governance and decision making reflect a society's worldview (C, I, TCC, PADM)
		8.1.4 appreciate how a society's worldview shapes individual citizenship and identity (C, I, TCC)
Science	Unit E: Freshwater and Saltwater Systems (Social and Environmental Emphasis)	3. Analyze factors affecting productivity and species distribution in marine and freshwater environments
		4. Analyze human impacts on aquatic systems; and identify the roles of science and technology in addressing related questions, problems and issues
Fine Arts: Drama	GOAL I To acquire knowledge of self and others through participation in and reflection on dramatic experience.	<ul style="list-style-type: none"> · develop a positive self-image (A) · develop self-discipline (A) · develop self-confidence (A) · strengthen powers of concentration (S) · explore and develop physical and vocal capabilities (S) · extend the ability to think imaginatively and creatively (S) · extend the ability to explore, control and express emotions (S) · extend development of sensory awareness (S) · extend the ability to explore meaning through abstract concepts (S) · develop the willingness
	GOAL II To develop competency in communication skills through participation in and exploration of various dramatic disciplines.	<ul style="list-style-type: none"> · develop the body and voice as tools of communication (S) · develop the ability to give form or expression to feelings, ideas and images (S) · develop belief in, identification with, and commitment to a role (A) · explore specific techniques demanded by various dramatic

			<p>forms (S/C)</p> <ul style="list-style-type: none"> · become familiar with dramatic terminology and script format (C) · become familiar with disciplines that enhance dramatic process (C) · gain awareness of how the integration of disciplines enriches dramatic communication
9	Social Studies	9.1 Issues for Canadians: Governance and Rights	9.1.1 appreciate the impact of the Canadian Charter of Rights and Freedoms on rights and governance in Canada (C, I, PADM)
			9.1.2 appreciate the various effects of government policies on citizenship and on Canadian society (C, I, PADM)
			9.1.3 appreciate how emerging issues impact quality of life, citizenship and identity in Canada (C, I, PADM)
		9.2 Issues for Canadians: Economic Systems in Canada and the United States	9.2.1 appreciate the values underlying economic decision making in Canada and the United States (C, ER)
			9.2.2 appreciate the relationship between consumerism and quality of life (C, CC)
			9.2.3 appreciate the impact of government decision making on quality of life (C, CC, PADM)
	Science	Unit A: Biological Diversity (Social and Environmental Emphasis)	4. Identify impacts of human action on species survival and variation within species, and analyze related issues for personal and public decision making
		Unit C: Environmental Chemistry (Social and Environmental Emphasis)	1. Investigate and describe, in general terms, the role of different substances in the environment in supporting or harming humans and other living things

	<p>Fine Arts: Drama</p>	<p>GOAL I To acquire knowledge of self and others through participation in and reflection on dramatic experience.</p>	<ul style="list-style-type: none"> · develop a positive self-image (A) · develop self-discipline (A) · develop self-confidence (A) · strengthen powers of concentration (S) · explore and develop physical and vocal capabilities (S) · extend the ability to think imaginatively and creatively (S) · extend the ability to explore, control and express emotions (S) · extend development of sensory awareness (S) · extend the ability to explore meaning through abstract concepts (S) · develop the willingness
		<p>GOAL II To develop competency in communication skills through participation in and exploration of various dramatic disciplines.</p>	<ul style="list-style-type: none"> · develop the body and voice as tools of communication (S) · develop the ability to give form or expression to feelings, ideas and images (S) · develop belief in, identification with, and commitment to a role (A) · explore specific techniques demanded by various dramatic forms (S/C) · become familiar with dramatic terminology and script format (C) · become familiar with disciplines that enhance dramatic process (C) · gain awareness of how the integration of disciplines enriches dramatic communication

Lesson 9 - Post-Disaster Reconstruction: What we need to do after the emergency response has ended

Grade	Subject	General Outcome	Overall Expectation
6	Social Studies	6.1 Citizens Participating in Decision Making	6.1.1 recognize how individuals and governments interact and bring about change within their local and national communities
			6.1.6 analyze how individuals, groups and associations within a community impact decision making of local and provincial governments
			6.2.2 value the role of participation by citizens in diverse democratic societies (C, PADM)
	Science	Topic D: Evidence and Investigation	6–8 Apply observation and inference skills to recognize and interpret patterns and to distinguish a specific pattern from a group of similar patterns. 6–9 Apply knowledge of the properties and interactions of materials to the investigation and identification of a material sample.
7	Social Studies	7.1 Toward Confederation	7.1.2 appreciate the challenges of co-existence among peoples (C, CC, I, LPP)
	Science	Unit A: Interactions and Ecosystems (Social and Environmental Emphasis)	1. Investigate and describe relationships between humans and their environments, and identify related issues and scientific questions 4. Describe the relationships among knowledge, decisions and actions in maintaining life-supporting environments
8	Social Studies	8.1 From Isolation to Adaptation: Japan	8.1.1 appreciate the roles of time and geographic location in shaping a society's worldview (C, I, TCC, LPP)
			8.1.2 appreciate how a society's worldview can foster the choice to remain an isolated society (C, I, TCC)
			8.1.3 appreciate how models of governance and decision making reflect a society's worldview (C, I, TCC, PADM)

			8.1.4 appreciate how a society's worldview shapes individual citizenship and identity (C, I, TCC)
	Science	Unit E: Freshwater and Saltwater Systems (Social and Environmental Emphasis)	3. Analyze factors affecting productivity and species distribution in marine and freshwater environments
			4. Analyze human impacts on aquatic systems; and identify the roles of science and technology in addressing related questions, problems and issues
9	Social Studies	9.1 Issues for Canadians: Governance and Rights	9.1.2 appreciate the various effects of government policies on citizenship and on Canadian society (C, I, PADM)
			9.1.3 appreciate how emerging issues impact quality of life, citizenship and identity in Canada (C, I, PADM)
		9.2 Issues for Canadians: Economic Systems in Canada and the United States	9.2.2 appreciate the relationship between consumerism and quality of life (C, CC)
			9.2.3 appreciate the impact of government decision making on quality of life (C, CC, PADM)
Science	Unit A: Biological Diversity (Social and Environmental Emphasis)	4. Identify impacts of human action on species survival and variation within species, and analyze related issues for personal and public decision making	
	Unit C: Environmental Chemistry (Social and Environmental Emphasis)	1. Investigate and describe, in general terms, the role of different substances in the environment in supporting or harming humans and other living things	

Lesson 10 – Global Citizenship – Post Disaster Recovery, SLA and Climate Change

Grade	Subject	General Outcome	Overall Expectation
6	Social Studies	6.1 Citizens Participating in Decision Making	6.1.1 recognize how individuals and governments interact and bring about change within their local and national communities
			6.1.6 analyze how individuals, groups and associations within a community impact decision making of local and provincial governments
			6.2.2 value the role of participation by citizens in diverse democratic societies (C, PADM)
	Science	Topic D: Evidence and Investigation	6–8 Apply observation and inference skills to recognize and interpret patterns and to distinguish a specific pattern from a group of similar patterns. 6–9 Apply knowledge of the properties and interactions of materials to the investigation and identification of a material sample.
7	Social Studies	7.1 Toward Confederation	7.1.2 appreciate the challenges of co-existence among peoples (C, CC, I, LPP)
	Science	Unit A: Interactions and Ecosystems (Social and Environmental Emphasis)	1. Investigate and describe relationships between humans and their environments, and identify related issues and scientific questions 4. Describe the relationships among knowledge, decisions and actions in maintaining life-supporting environments
8	Social Studies	8.1 From Isolation to Adaptation: Japan	8.1.1 appreciate the roles of time and geographic location in shaping a society's worldview (C, I, TCC, LPP)
			8.1.2 appreciate how a society's worldview can foster the choice to remain an isolated society (C, I, TCC)
			8.1.3 appreciate how models of governance and decision making reflect a society's worldview (C, I, TCC, PADM)

			8.1.4 appreciate how a society's worldview shapes individual citizenship and identity (C, I, TCC)
	Science	Unit E: Freshwater and Saltwater Systems (Social and Environmental Emphasis)	3. Analyze factors affecting productivity and species distribution in marine and freshwater environments
			4. Analyze human impacts on aquatic systems; and identify the roles of science and technology in addressing related questions, problems and issues
9	Social Studies	9.1 Issues for Canadians: Governance and Rights	9.1.2 appreciate the various effects of government policies on citizenship and on Canadian society (C, I, PADM)
			9.1.3 appreciate how emerging issues impact quality of life, citizenship and identity in Canada (C, I, PADM)
		9.2 Issues for Canadians: Economic Systems in Canada and the United States	9.2.2 appreciate the relationship between consumerism and quality of life (C, CC)
			9.2.3 appreciate the impact of government decision making on quality of life (C, CC, PADM)
Science	Unit A: Biological Diversity (Social and Environmental Emphasis)	4. Identify impacts of human action on species survival and variation within species, and analyze related issues for personal and public decision making	
	Unit C: Environmental Chemistry (Social and Environmental Emphasis)	1. Investigate and describe, in general terms, the role of different substances in the environment in supporting or harming humans and other living things	