

Curriculum Connections Grades 7-10

Introduction

CHF's lessons meet various curriculum requirements for Grades 7-10 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 7 to 10. Links to the Language Arts/English curriculum have not been specified; however, all lessons incorporate and satisfy part of the Language Arts/English curriculum.

Extension activities can involve further strands in Social Studies and Science.

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Lesson 1: What's Right With This Picture?

Grade	Subject	General Outcome(s)	Overall Expectation
7	Social Studies	7.1.2 appreciate the challenges of co-existence among peoples (C, CC, I, LPP)	7.1.3 compare and contrast diverse social and economic structures within the societies of Aboriginal, French and British peoples in pre-Confederation Canada 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)
		7.2 Following Confederation: Canadian Expansions	7.2.6 assess, critically, the impacts of social and political changes on individual and collective identities in Canada since 1918 7.2.7 assess, critically, the impact of urbanization and of technology on individual and collective identities in Canada
9	Social Studies	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)
			9.2.5 assess, critically, the relationship between consumerism and quality of life in Canada and the United States
			9.2.6 assess, critically, the interrelationship between political decisions and economic systems
10	Social Studies 10-1, 10-2	Related Issue 3: Students will explore the impacts of globalization on their lives. Related Issue 4: Students will assess their roles and responsibilities in a globalizing world.	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)
			3.7 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)
			4.1 recognize and appreciate the impact of globalization on the quality of life of individuals and communities (GC, C, CC)
			4.2 recognize and appreciate the importance of human rights in determining quality of life (GC, C)
			4.3 accept political, social and environmental responsibilities associated with global citizenship (C, GC, ER)
			4.4 explore various understandings of quality of life (GC)
			4.5 analyze impacts of globalization on children and youth (awareness of global issues, employment issues, identity) (GC, C, PADM, ER, I)
			4.6 analyze impacts of globalization on women (gender issues, labour issues, opportunities for entrepreneurship) (GC, C, PADM, ER, I)
			4.7 evaluate relationships between globalization and democratization and human rights (GC, PADM)
			4.8 analyze how globalization affects individuals and communities (migration, technology, agricultural issues, pandemics, resource issues, contemporary issues) (GC, LPP)
			4.9 explore multiple perspectives regarding the civic responsibilities that individuals, governments, organizations and businesses may have in addressing opportunities and challenges presented by globalization (GC, C, PADM)
			4.10 evaluate means by which individuals, governments, organizations and businesses could address opportunities and challenges of globalization (pro-globalization activism, anti-globalization activism, legislation, agreements, consumer activism, corporate responsibility) (GC, C, PADM, ER)
			4.11 develop strategies to demonstrate active, responsible global citizenship (C, GC, PADM, ER)

Lesson 2: A Deeper Look at Poverty

Grade	Subject	General Outcome(s)	Overall Expectation
7	Social Studies	7.2 Following Confederation: Canadian Expansions	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)
9	Social Studies	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)

10	Social Studies 10-1	Related Issue 3 To what extent does globalization contribute to sustainable prosperity for all people?	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)
			3.7 explore multiple perspectives regarding the relationship among people, the land and globalization (spirituality, stewardship, sustainability, resource development) (LPP, CC, ER, GC)
			3.9 analyze multiple perspectives on sustainability and prosperity in a globalizing world (ER, LPP, GC)
		4. To what extent should I, as a citizen, respond to globalization?	4.1 recognize and appreciate the impact of globalization on the quality of life of individuals and communities (GC, C, CC)
			4.2 recognize and appreciate the importance of human rights in determining quality of life (GC, C)
			4.3 accept political, social and environmental responsibilities associated with global citizenship (C, GC, ER)
			4.4 explore various understandings of quality of life (GC)
			4.5 analyze impacts of globalization on children and youth (awareness of global issues, employment issues, identity) (GC, C, PADM, ER, I)
			4.6 analyze impacts of globalization on women (gender issues, labour issues, opportunities for entrepreneurship) (GC, C, PADM, ER, I)
			4.7 evaluate relationships between globalization and democratization and human rights (GC, PADM)
			4.8 analyze how globalization affects individuals and communities (migration, technology, agricultural issues, pandemics, resource issues, contemporary issues) (GC, LPP)
			4.9 explore multiple perspectives regarding the civic responsibilities that individuals, governments, organizations and businesses may have in addressing opportunities and challenges presented by globalization (GC, C, PADM)
			4.10 evaluate means by which individuals, governments, organizations and businesses could address opportunities and challenges of globalization (pro-globalization activism, anti-globalization activism, legislation, agreements, consumer activism, corporate responsibility) (GC, C, PADM, ER)
4.11 develop strategies to demonstrate active, responsible global citizenship (C, GC, PADM, ER)			
Social Studies 10-2	3. Does globalization contribute to sustainable prosperity for all people?	3.1 recognize and appreciate multiple perspectives that exist with respect to the relationships among economics, politics, the environment and globalization (GC, ER, PADM)	
		3.2 recognize and appreciate impacts of globalization on the interdependent relationships among the economy, people and the environment (GC, ER, PADM)	
		3.7 explore multiple perspectives on relationships among people, the land and globalization (spirituality, stewardship, sustainability, resource development) (LPP, CC, GC, ER)	
		3.9 examine multiple perspectives on sustainability and prosperity in a globalizing world (ER, LPP, CC)	
	4. Should I, as a citizen, respond to globalization?	4.1 recognize and appreciate the impact of globalization on the quality of life of individuals and communities (GC, C)	

			4.2 recognize and appreciate the importance of human rights in determining quality of life (GC, C)
			4.3 accept political, social and environmental responsibilities associated with global citizenship (C, GC, ER)
			4.4 explore various understandings of quality of life (GC)
			4.5 examine impacts of globalization on children and youth (awareness of global issues, employment issues, identity) (GC, C, PADM, ER)
			4.6 examine impacts of globalization on women (gender issues, labour issues, opportunities for entrepreneurship) (GC, C, PADM, ER)
			4.7 analyze relationships between globalization and democratization and human rights (GC, PADM)
			4.8 examine how globalization affects individuals and communities (migration, technology, agricultural issues, pandemics, resource issues, contemporary issues) (GC, LPP)
			4.9 explore multiple perspectives regarding the civic responsibilities that individuals, governments, organizations and businesses in Canada may have in addressing the opportunities and challenges presented by globalization (GC, C, PADM)
10	Science 10	Unit D: Energy Flow in Global Systems (Social and Environmental Contexts Emphasis)	4. Investigate and interpret the role of environmental factors on global energy transfer and climate change
10	Science 14	Unit C: Investigating Matter and Energy in Living Systems (Science and Technology Emphasis)	4. Identify and compare, in general terms, the life functions common to living systems, from cells to organ systems
		Unit D: Investigating Matter and Energy in the Environment (Social and Environmental Emphasis)	1. Describe how the flow of matter in the biosphere is cyclical along characteristic pathways and can be disrupted by human activity Ask questions about relationships between and among observable variables, and plan investigations to address those questions
10	Science 10-4 Knowledge and Employability	Unit C: Investigating Matter and Energy in Living Systems (Science and Technology Emphasis)	• diets and human nutritional needs
		Unit D: Investigating Matter and Energy in Environmental Systems (Social and Environmental Emphasis)	1. examine how the flow of matter in the biosphere is cyclical along characteristic pathways and can be disrupted by human activity • examine how various abiotic factors influence biodiversity in an ecosystem (e.g., climate, substrate, temperature, elevation) • explain how various factors influence the size of populations (e.g., immigration, emigration, birth rate and death rate, food supply, predation, disease, number of offspring produced, climate change)

Lesson 3: The Real Survivor

Grade	Subject	General Outcome(s)	Overall Expectation
7	Science	Unit A: Interactions and Ecosystems (Social and	1. Investigate and describe relationships between humans and their environments, and identify related issues and scientific questions

		Environmental Emphasis)	3. Monitor a local environment, and assess the impacts of environmental factors on the growth, health and reproduction of organisms in that environment
			4. Describe the relationships among knowledge, decisions and actions in maintaining life-supporting environments
9	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
			4. Identify impacts of human action on species survival and variation within species, and analyze related issues for personal and public decision making
10	Science 10	Unit D: Energy Flow in Global Systems	3. Relate climate to the characteristics of the world's major biomes, and compare biomes in different regions of the world
			4. Investigate and interpret the role of environmental factors on global energy transfer and climate change
	Science 14	Unit D: Investigating Matter and Energy in the Environment (Social and Environmental Emphasis)	1. Describe how the flow of matter in the biosphere is cyclical along characteristic pathways and can be disrupted by human activity
			2. Analyze a local ecosystem in terms of its biotic and abiotic components, and describe factors of the equilibrium
	Finance 1010	Personal Financial Information	5. demonstrate basic competencies 5.1 demonstrate fundamental skills to: 5.1.1 communicate 5.1.2 manage information 5.1.3 use numbers 5.1.4 think and solve problems
	Finance 1020	Accounting Cycle 1	Students are introduced to the accounting cycle for a service business. They will analyze and record business transactions up to trail balance for the fiscal period of a business using terminology unique to financial accounting.
	Finance 1030	Accounting Cycle 2	Students complete the accounting cycle for a service business, preparing financial statements and closing accounts. They also will explore other factors of a business, including budgets.

Lesson 4: Deforestation — What Do Trees Mean to Me?

Grade	Subject	General Outcome(s)	Overall Expectation
7	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
			2. Trace and interpret the flow of energy and materials within an ecosystem
			3. Monitor a local environment, and assess the impacts of environmental factors on the growth, health and reproduction of organisms in that environment
			4. Describe the relationships among knowledge, decisions and actions in maintaining life-supporting environments
		Unit B: Plants for Food and Fibre (Science and Technology Emphasis)	1. Investigate plant uses; and identify links among needs, technologies, products and impacts
			2. Investigate life processes and structures of plants, and interpret related characteristics and needs of plants in a local environment
			3. Analyze plant environments, and identify impacts of specific factors and controls
			4. Identify and interpret relationships among human needs, technologies, environments, and the culture and use of living things as sources of food and fibre
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)

		8.3 Worldviews in Conflict: The Spanish and the Aztecs	8.3.1 appreciate how a society's worldview influences the society's choices, decisions and interactions with other societies (C, I) 8.3.3 appreciate and recognize how rapid adaptation can radically change a society's beliefs, values and knowledge (TCC, GC)
10-1		4. Should I, as a citizen, respond to globalization?	4.3 accept political, social and environmental responsibilities associated with global citizenship (C, GC, ER)
10-2		4. Should I, as a citizen, respond to globalization?	4.3 accept political, social and environmental responsibilities associated with global citizenship (C, GC, ER)
10	Science 10	Unit D: Energy Flow in Global Systems (Social and Environmental Contexts Emphasis)	1. Describe how the relationships among input solar energy, output terrestrial energy and energy flow within the biosphere affect the lives of humans and other species 3. Relate climate to the characteristics of the world's major biomes, and compare biomes in different regions of the world 4. Investigate and interpret the role of environmental factors on global energy transfer and climate change
	Science 14	Unit D: Investigating Matter and Energy in the Environment (Social and Environmental Emphasis)	1. Describe how the flow of matter in the biosphere is cyclical along characteristic pathways and can be disrupted by human activity 2. Analyze a local ecosystem in terms of its biotic and abiotic components, and describe factors of the equilibrium

Lesson 5: Ecological Footprints From Around the World

Grade	Subject	General Outcome(s)	Overall Expectation
7	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.
			2. Trace and interpret the flow of energy and materials within an ecosystem
			3. Monitor a local environment, and assess the impacts of environmental factors on the growth, health and reproduction of organisms in that environment
			4. Describe the relationships among knowledge, decisions and actions in maintaining life-supporting environments
		Unit B: Plants for Food and Fibre (Science and Technology Emphasis)	1. Investigate plant uses; and identify links among needs, technologies, products and impacts
			2. Investigate life processes and structures of plants, and interpret related characteristics and needs of plants in a local environment
			3. Analyze plant environments, and identify impacts of specific factors and controls
			4. Identify and interpret relationships among human needs, technologies, environments, and the culture and use of living things as sources of food and fibre.
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)
		8.3 Worldviews in Conflict: The Spanish and the Aztecs	8.3.1 appreciate how a society's worldview influences the society's choices, decisions and interactions with other societies (C, I)
			8.3.3 appreciate and recognize how rapid adaptation can radically change a society's beliefs, values and knowledge (TCC, GC)
10	Science	Unit D: Energy Flow in Global Systems (Social and Environmental Contexts Emphasis)	1. Describe how the relationships among input solar energy, output terrestrial energy and energy flow within the biosphere affect the lives of humans and other species 3. Relate climate to the characteristics of the world's major biomes, and compare biomes in different regions of the world 4. Investigate and interpret the role of environmental factors on global energy transfer and climate change

10	Science 14	Unit D: Investigating Matter and Energy in the Environment (Social and Environmental Emphasis)	1. Describe how the flow of matter in the biosphere is cyclical along characteristic pathways and can be disrupted by human activity
			2. Analyze a local ecosystem in terms of its biotic and abiotic components, and describe factors of the equilibrium

Lesson 6: Global Citizenship

Grade	Subject	General Outcome(s)	Overall Expectation
10	Social Studies 10-1	Related Issue 3 To what extent does globalization contribute to sustainable prosperity for all people?	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)
			3.7 explore multiple perspectives regarding the relationship among people, the land and globalization (spirituality, stewardship, sustainability, resource development) (LPP, CC, ER, GC)
			3.9 analyze multiple perspectives on sustainability and prosperity in a globalizing world (ER, LPP, GC)
		4. To what extent should I, as a citizen, respond to globalization?	4.1 recognize and appreciate the impact of globalization on the quality of life of individuals and communities (GC, C, CC)
			4.2 recognize and appreciate the importance of human rights in determining quality of life (GC, C)
			4.3 accept political, social and environmental responsibilities associated with global citizenship (C, GC, ER)
			4.4 explore various understandings of quality of life (GC)
			4.5 analyze impacts of globalization on children and youth (awareness of global issues, employment issues, identity) (GC, C, PADM, ER, I)
			4.6 analyze impacts of globalization on women (gender issues, labour issues, opportunities for entrepreneurship) (GC, C, PADM, ER, I)
	4.7 evaluate relationships between globalization and democratization and human rights (GC, PADM)		
	4.8 analyze how globalization affects individuals and communities (migration, technology, agricultural issues, pandemics, resource issues, contemporary issues) (GC, LPP)		
	4.9 explore multiple perspectives regarding the civic responsibilities that individuals, governments, organizations and businesses may have in addressing opportunities and challenges presented by globalization (GC, C, PADM)		
	4.10 evaluate means by which individuals, governments, organizations and businesses could address opportunities and challenges of globalization (pro-globalization activism, anti-globalization activism, legislation, agreements, consumer activism, corporate responsibility) (GC, C, PADM, ER)		
	4.11 develop strategies to demonstrate active, responsible global citizenship (C, GC, PADM, ER)		
Social Studies 10-2	3. Does globalization contribute to sustainable prosperity for all people?	3.1 recognize and appreciate multiple perspectives that exist with respect to the relationships among economics, politics, the environment and globalization (GC, ER, PADM)	
		3.2 recognize and appreciate impacts of globalization on the interdependent relationships among the economy, people and the environment (GC, ER, PADM)	
		3.7 explore multiple perspectives on relationships among	

			people, the land and globalization (spirituality, stewardship, sustainability, resource development) (LPP, CC, GC, ER)
			3.9 examine multiple perspectives on sustainability and prosperity in a globalizing world (ER, LPP, CC)
		4. Should I, as a citizen, respond to globalization?	4.1 recognize and appreciate the impact of globalization on the quality of life of individuals and communities (GC, C)
			4.2 recognize and appreciate the importance of human rights in determining quality of life (GC, C)
			4.3 accept political, social and environmental responsibilities associated with global citizenship (C, GC, ER)
			4.4 explore various understandings of quality of life (GC)
			4.5 examine impacts of globalization on children and youth (awareness of global issues, employment issues, identity) (GC, C, PADM, ER)
			4.6 examine impacts of globalization on women (gender issues, labour issues, opportunities for entrepreneurship) (GC, C, PADM, ER)
			4.7 analyze relationships between globalization and democratization and human rights (GC, PADM)
			4.8 examine how globalization affects individuals and communities (migration, technology, agricultural issues, pandemics, resource issues, contemporary issues) (GC, LPP)
			4.9 explore multiple perspectives regarding the civic responsibilities that individuals, governments, organizations and businesses in Canada may have in addressing the opportunities and challenges presented by globalization (GC, C, PADM)

Lesson 7: International Development in Action!

Grade	Subject	General Outcome(s)	Overall Expectation
10	Social Studies 10-1, 10-2, 10-4	Related Issue 4: Students will assess their roles and responsibilities in a globalizing world.	4.4 explore various understandings of quality of life (GC)
			4.5 analyze impacts of globalization on children and youth (awareness of global issues, employment issues, identity) (GC, C, PADM, ER, I)
			4.6 analyze impacts of globalization on women (gender issues, labour issues, opportunities for entrepreneurship) (GC, C, PADM, ER, I)
			4.7 evaluate relationships between globalization and democratization and human rights (GC, PADM)
			4.8 analyze how globalization affects individuals and communities (migration, technology, agricultural issues, pandemics, resource issues, contemporary issues) (GC, LPP)