





Alberta, Canada Standards Alignment

The presentations offered by The Educated Choices Program provide support for teaching and learning of the following standards:

Career and Life Management	Environment and Modern Agriculture	Healthful Eating	Future of Food
<p>General Outcome 1: Personal Choices</p>	<p>P1</p> <p>Analyze the dimensions of health and their interrelatedness, the impact of the determinants of health, and the dynamic nature of balance in life.</p> <ul style="list-style-type: none"> describe the combination of factors that contribute to personal well-being examine the determinants of health and their effect on lifestyle choices explain the holistic nature of well-being demonstrate an understanding of the interrelated and interdependent aspects of well-being and healthy lifestyles describe the importance of balance in life and the changing/dynamic nature of this balance 		

<p>General Outcome 1: Personal Choices</p>	<p>P6</p> <p>Determine practices and behaviours that contribute to optimal physical well-being.</p> <ul style="list-style-type: none"> ● describe how individuals have control over physical and other dimensions of well-being ● analyze safety/risk-taking behaviours, nutritious choices, fitness and exercise as contributors to physical well-being ● develop and implement health action plans 			
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<p>General Outcome 2: Resource Choices</p>	<p style="text-align: center;">R6</p> <p>Develop strategies to be informed consumers.</p> <ul style="list-style-type: none"> ● explain the power and importance of sustainable development ● describe the influences on personal consumer choices ● develop marketplace skills ● explain the rights and responsibilities of a consumer ● practise the skills for communicating consumer concerns ● demonstrate informed consumer actions regarding health issues, products and services ● analyze the impact of personal values, wants and needs on being an informed and responsible consumer 	✓	✓	✓
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English Language Arts	Environment and Modern Agriculture	Healthful Eating	Future of Food	
<p>Grade 7</p>	<p>1.1 Discover and Explore: Express ideas and develop understanding</p>	✓	✓	✓

	Extend understanding of ideas and information by finding and exploring oral, print and other media texts on related topics and themes.			
Grade 7	<p>1.1 Discover and Explore: Express ideas and develop understanding</p> <p>Express personal understandings of ideas and information based on prior knowledge, experiences with others and a variety of oral, print and other media texts .</p>	✓	✓	✓
Grade 7	<p>1.1 Discover and Explore: Express ideas and develop understanding</p> <p>Reflect on own observations and experiences to understand and develop oral, print and other media texts.</p>			
Grade 7	<p>1.2 Clarify and Extend: Consider the ideas of others</p> <p>Listen and respond constructively to alternative ideas or opinions.</p>			
Grade 8	<p>1.1 Discover and Explore: Express ideas and develop understanding</p> <p>Revise understanding and expression of ideas by connecting new and prior knowledge and experiences.</p>	✓	✓	✓

Grade 8	<p style="text-align: center;">1.1 Discover and Explore: Express ideas and develop understanding</p> <p>Seek out and consider diverse ideas, opinions and experiences to develop and extend own ideas, opinions and experiences.</p>	✓	✓	✓
Grade 8	<p style="text-align: center;">1.1 Discover and Explore: Experiment with language and forms</p> <p>Discuss and respond to ways that forms of oral, print and other media texts enhance or constrain the development and communication of ideas, information and experiences.</p>	✓	✓	✓
Grade 8	<p style="text-align: center;">1.2 Clarify and Extend: Consider the ideas of others</p> <p>Acknowledge the value of the ideas and opinions of others in exploring and extending personal interpretations and perspectives.</p>	✓	✓	✓
Grade 8	<p style="text-align: center;">1.2 Clarify and Extend: Combine ideas</p> <p>Exchange ideas and opinions to clarify understanding and to broaden personal perspectives.</p>	✓	✓	✓
Grade 8	<p style="text-align: center;">1.2 Clarify and Extend: Extend Understanding</p> <p>Reconsider and revise initial understandings and responses in light of new ideas, information and feedback from others.</p>	✓	✓	✓

Grade 8	3.3 Organize, Record and Evaluate: Evaluate Information Incorporate new information with prior knowledge and experiences to develop new understanding.	✓	✓	✓
Grade 8	5.1 Respect and Strengthen Community Clarify and broaden perspectives and opinions, by examining the ideas of others.	✓	✓	✓
Grade 8: Knowledge and Employability	1.2.1a Clarify and Extend: Consider the ideas of others Acknowledge the value of, and respond constructively to, the ideas and opinions of others when exploring and extending their personal interpretation and perspectives.	✓	✓	✓
Grade 8: Knowledge and Employability	1.2.1b Clarify and Extend: Consider the ideas of others Assess and revise their personal opinions and ideas, based on alternative opinions and ideas.	✓	✓	✓
Grade 8: Knowledge and Employability	1.2.3 Clarify and Extend: Extend understanding Identify the purpose, message and intended audience of a communication and verify understanding.	✓	✓	✓

<p>Grade 9</p>	<p>1.1 Discover and Explore: Express ideas and develop understanding</p> <p>Talk with others and experience a variety of oral, print and other media texts to explore, develop and justify own opinions and points of view.</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>
<p>Grade 9</p>	<p>1.2 Clarify and Extend: Consider the ideas of others</p> <p>Integrate own perspectives and interpretations with new understandings developed through discussing and through experiencing a variety of oral, print and other media texts.</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>
<p>Grade 9</p>	<p>1.2 Clarify and Extend: Extend Understanding</p> <p>Assess whether new information extends understanding by considering diverse opinions and exploring ambiguities.</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>
<p>Grade 9: Knowledge and Employability</p>	<p>1.2.1a Clarify and Extend: Consider the ideas of others</p> <p>Acknowledge the value of, and respond constructively to, the ideas and opinions of others when exploring and extending their personal interpretation and perspectives.</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>
<p>Grade 9: Knowledge and Employability</p>	<p>1.2.1b Clarify and Extend: Consider the ideas of others</p> <p>Assess and revise their personal opinions and ideas, based on alternative opinions and ideas.</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>

<p>Grade 9: Knowledge and Employability</p>	<p>1.2.3 Clarify and Extend: Extend understanding Identify the purpose, message and intended audience of a communication and verify understanding.</p>	✓	✓	✓
<p>ELA 10.1 and ELA 10.2</p>	<p>1.2.1a Extend Awareness: Consider new perspectives Describe personal responses to new perspectives, appraise whether such responses contribute to or inhibit understanding, and identify influences that have contributed to such responses.</p>	✓	✓	✓
<p>ELA 10.1 and ELA 10.2</p>	<p>2.1.2h Construct Meaning from Text & Context: Understand and interpret content Differentiate between audience response to the content of a presentation and audience response to the performance of the presenter.</p>	✓	✓	✓
<p>ELA 10.1 and ELA 10.2</p>	<p>2.3.1a Respond to a variety of print & non print texts: Connect self, text, culture, and milieu Identify and consider personal moral and ethical perspectives, as well as cultural perspectives, when studying literature and other texts; and reflect on and monitor how perspectives change as a result of interpretation and discussion.</p>	✓	✓	✓

ELA Knowledge and Employability 10-4	1.2.1a Extend Awareness: Consider new perspectives Examine personal responses to new perspectives and identify factors that have influenced responses.	✓	✓	✓
ELA Knowledge and Employability 10-4	1.2.1b Extend Awareness: Consider new perspectives Consider the ideas, perspectives and interpretations of others to broaden understandings.	✓	✓	✓
ELA 20-1 and ELA 20-2	1.2.1b Extend Awareness: Consider new perspectives Compare own ideas, perspectives and interpretations with those of others, through a variety of means, to expand perceptions and understandings when exploring and responding to texts [for example, pro–con charts, alternative Internet search engines, comparison tables and think–pair–share charts].	✓	✓	✓
ELA 20-1 and ELA 20-2	2.1.2h Construct Meaning from Text & Context: Understand and interpret content Describe the relationship between audience response to the content of a presentation and audience response to the performance of the presenter.	✓	✓	✓
ELA 20-1 and ELA 20-2	2.3.1a Respond to a variety of print & non print texts: Connect self, text, culture, and milieu	✓	✓	✓

	Identify and consider personal moral and ethical perspectives, as well as cultural perspectives, when studying literature and other texts; and reflect on and monitor how perspectives change as a result of interpretation and discussion.			
ELA Knowledge and Employability 20-4	1.2.1b Extend Awareness: Consider new perspectives Compare their own ideas, perspectives and interpretations to those of others through a variety of strategies; e.g., discussion and pro-con/think-pair-share charts.	✓	✓	✓
ELA 30-1 and ELA 30-2	1.2.1b Extend Awareness: Consider new perspectives Recognize and assess the strengths and limitations of various perspectives on a theme, issue or topic, and identify aspects for further consideration when exploring and responding to texts.	✓	✓	✓
ELA 30-1 and ELA 30-2	2.1.2h Construct Meaning from Text & Context: Understand and interpret content Assess the relationship between the content of a presentation and the performance of the presenter, and explain how the quality of the performance affects the credibility and audience acceptance of the content and message.	✓	✓	✓
ELA 30-1 and ELA 30-2	2.3.1a Respond to a variety of print & non print texts: Connect self, text, culture, and milieu	✓	✓	✓

	Identify and consider personal moral and ethical perspectives, as well as cultural perspectives, when studying literature and other texts; and reflect on and monitor how perspectives change as a result of interpretation and discussion.			
ELA Knowledge and Employability 30-4	1.2.1b Extend Awareness: Consider new perspectives Compare their own ideas, perspectives and interpretations to those of others through a variety of strategies; e.g., discussion and pro-con/think-pair-share charts.	✓	✓	✓

Ethics		Environment and Modern Agriculture	Healthful Eating	Future of Food
Part 1: Establishing the Challenge	A. Understanding Ethics 3. Identify the ethical implications in issues.	✓	✓	✓
Part 1: Establishing the Challenge	A. Understanding Ethics 4. Express personal convictions in productive group discussions of ethical issues.	✓	✓	✓

Part 1: Establishing the Challenge	D. Decision Making 1. Demonstrate an understanding of the ethical implications of issues.	✓	✓	✓
Part 1: Establishing the Challenge	D. Decision Making 2. Examine and assess a variety of viewpoints on issues.	✓	✓	✓
Part 1: Establishing the Challenge	D. Decision Making 3. Examine evidence and consider alternatives before making a decision.	✓	✓	✓
Part 1: Establishing the Challenge	D. Decision Making 4. Demonstrate an understanding of the consequences of one's actions.	✓	✓	✓
Part 3: Social Responsibility	A. Values Important to Me 1. Discuss personal convictions in the context of community values.	✓	✓	✓
Part 3: Social Responsibility	A. Values Important to Me	✓	✓	✓

	2. Demonstrate awareness that individuals do not always consistently act on their values.			
Part 3: Social Responsibility	A. Values Important to Me 3. Appreciate that one must be willing to maintain ethical values in the face of pressure.	✓	✓	✓
Part 3: Social Responsibility	A. Values Important to Me 4. Demonstrate a willingness to revise or alter personal convictions on the basis of new understandings.	✓	✓	✓
Part 3: Social Responsibility	B. Reflections 3. Evaluate personal contributions and the contributions of others toward making positive changes.	✓	✓	✓
Part 3: Social Responsibility	B. Reflections 4. Appreciate that he or she is involved in decisions and choices that have ethical implications and consequences.	✓	✓	✓
Part 3: Social Responsibility	B. Reflections	✓	✓	✓

	5. Demonstrate commitment to values such as respect, responsibility, fairness, tolerance, honesty, kindness, forgiveness, commitment to democratic ideals, loyalty.			
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Health and Life Skills		Environment and Modern Agriculture	Healthful Eating	Future of Food
Grade 7	<p>Personal Health W-7.1</p> <p>Compare personal health choices to standards for health; e.g., physical activity, nutrition, relaxation, sleep, reflection.</p>		✓	
Grade 7	<p>Personal Health W-7.5</p> <p>Relate the factors that influence individual food choices to nutritional needs of adolescents; e.g., finances, media, peer pressure, hunger, body image, activity.</p>		✓	
Grade 8	<p>Personal Health W-8.1</p> <p>Examine the relationship between choices and resulting consequences; e.g., how choosing to smoke affects how one looks, feels and performs.</p>	✓	✓	✓

Grade 8	<p>Personal Health W-8.2</p> <p>Analyze the impact of positive and changing choices on health throughout the lifespan; e.g., need for varying amounts of sleep, calcium.</p>		✓	
Grade 8	<p>Personal Health W-8.5</p> <p>Evaluate personal food choices, and identify strategies to maintain optimal nutrition when eating away from home; e.g., eating healthy fast foods.</p>		✓	
Grade 8	<p>Learning Strategies L-8.3</p> <p>Identify components of ethical decision making, and apply these concepts to personal decision making.</p>	✓	✓	✓
Grade 9	<p>Personal Health W-9.5</p> <p>Develop strategies that promote healthy nutritional choices for self and others; e.g., adopt goals that reflect healthy eating, encourage the placement of nutritious food in vending machines.</p>		✓	
Grade 9	<p>Safety and Responsibility W-9.10</p> <p>Assess the quality and reliability of health information provided by different sources; e.g., on the Internet.</p>		✓	✓

Grade 9	<p style="text-align: center;">Interactions R-9.6</p> <p>Model integrity and honesty in accordance with ethical principles; e.g., develop strategies to behave in an ethical manner.</p>	✓	✓	✓
Grade 9	<p style="text-align: center;">Learning Strategies L-9.3</p> <p>Use decision-making skills to select appropriate risk-taking activities for personal growth and empowerment; e.g., increasing freedom means increased responsibility for consequences of choices.</p>	✓	✓	✓

Physical Education		Environment and Modern Agriculture	Healthful Eating	Future of Food
Grade 7	<p style="text-align: center;">General Outcome B7-1</p> <p>Analyze personal nutritional habits and how they relate to performance in physical activity.</p>		✓	
Grade 8	<p style="text-align: center;">General Outcome B8-1</p> <p>Monitor and analyze a personal nutrition plan that affects physical performance.</p>		✓	

Grade 9	<p>General Outcome B9-1</p> <p>Design, monitor and personally analyze nutrition programs that will affect physical performance.</p>		✓	
Physical Education 10	<p>General Outcome B10-1</p> <p>Design, analyze and modify nutrition programs that will positively affect performance in physical activity.</p>		✓	
Physical Education 20	<p>General Outcome B20-1</p> <p>Compare and contrast different nutrition programs that will positively affect performance in physical activity; e.g., pre- and post-competition.</p>		✓	
Physical Education 30	<p>General Outcome B30-1</p> <p>Design and justify nutrition plans that will positively affect performance for a variety of physical activities; e.g., triathlon training versus fitness maintenance</p>		✓	

Science	Environment and Modern Agriculture	Healthful Eating	Future of Food	
<p>Grade 7</p>	<p>Unit A: Interactions and the Ecosystem 1</p> <p>Investigate and describe relationships between humans and their environments, and identify related issues and scientific questions.</p> <ul style="list-style-type: none"> 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 (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) analyze personal and public decisions that involve consideration of environmental impacts, and identify needs for scientific knowledge that can inform those decisions 			
<p>Grade 7</p>	<p>Unit A: Interactions and the Ecosystem 4</p> <p>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 (e.g., changes resulting from habitat loss, pest control or 			






	from introduction of new species; changes leading to species extinction)			
Grade 7	<p>Unit B: Plants for Food and Fibre 1</p> <p>Investigate plant uses; and identify links among needs, technologies, products and impacts.</p> <ul style="list-style-type: none"> ● illustrate and explain the essential role of plants within the environment ● describe human uses of plants as sources of food and raw materials, and give examples of other uses (e.g., identify uses of plants as herbs or medicines; describe plant products, and identify plant sources on which they depend) ● investigate trends in land use from natural environments (e.g., forests, grasslands) to managed environments (e.g., farms, gardens, greenhouses) and describe changes ● investigate practical problems and issues in maintaining productive plants within sustainable environments, and identify questions for further study (e.g., investigate the long-term effects of irrigation practices or fertilizer use) 	✓		✓






<p>Grade 7</p>	<p>Unit B: Plants for Food and Fibre 3</p> <p>Analyze plant environments, and identify impacts of specific factors and controls.</p> <ul style="list-style-type: none"> ● identify practices that may enhance or degrade soils in particular applications ● describe and interpret the consequences of using herbicides, pesticides and biological controls in agriculture and forestry 	<p>✓</p>		<p>✓</p>
<p>Grade 7</p>	<p>Unit B: Plants for Food and Fibre 4</p> <p>Identify and interpret relationships among human needs, technologies, environments, and the culture and use of living things as sources of food and fibre.</p> <ul style="list-style-type: none"> ● investigate and identify intended and unintended consequences of environmental management practices (e.g., identify problems arising from monocultural land use in agricultural and forestry practices, such as susceptibility to insect infestation or loss of diversity) ● identify the effects of different practices on the sustainability of agriculture and environmental resources (e.g., identify positive and negative effects of using chemical fertilizers and pesticides and of using organic farming practices) 	<p>✓</p>		<p>✓</p>





<p>Grade 8</p>	<p>Unit E: Freshwater and Saltwater Systems 1</p> <p>Describe the distribution and characteristics of water in local and global environments, and identify the significance of water supply and quality to the needs of humans and other living things.</p>	<p>✓</p>		
<p>Grade 8</p>	<p>Unit E: Freshwater and Saltwater Systems 4a</p> <p>Analyze human impacts on aquatic systems; and identify the roles of science and technology in addressing related questions, problems and issues. Analyze human water uses, and identify the nature and scope of impacts resulting from different uses (e.g., identify pollutants in groundwater and surface water systems resulting from domestic and industrial use; analyze the effects of agriculture and forestry practices on stream flow and water quality).</p>	<p>✓</p>		
<p>Grade 8</p>	<p>Unit E: Freshwater and Saltwater Systems 4b</p> <p>Identify current practices and technologies that affect water quality, evaluate environmental costs and benefits, and identify and evaluate alternatives (e.g., research and analyze alternatives for ensuring safe supplies of potable water).</p>	<p>✓</p>		<p>✓</p>

<p>Grade 8</p>	<p>Unit E: Freshwater and Saltwater Systems 4d</p> <p>Provide examples of problems that cannot be solved using scientific and technological knowledge alone (e.g., the need to prevent pollutants from entering aquatic environments, the need to avoid damage from ice sheets and icebergs).</p>	<p>✓</p>		
<p>Grade 8</p>	<p>Unit E: Freshwater and Saltwater Systems 1</p> <p>Describe the distribution and characteristics of water in local and global environments and identify the significance of water supply and quality to the needs of humans and other living things.</p>	<p>✓</p>		
<p>Grade 8: Knowledge and Employability</p>	<p>Unit E: Freshwater and Saltwater Systems 2d</p> <p>Investigate the linkages among landforms, water and climate. identify evidence of glacial action and examine factors affecting the growth and attrition of glaciers and polar ice caps (e.g., identify factors that affect the size of polar ice sheets and the Columbia Icefield).</p>	<p>✓</p>		
<p>Grade 8: Knowledge and Employability</p>	<p>Unit E: Freshwater and Saltwater Systems 4a</p> <p>Examine human impacts on aquatic systems and identify the roles of science and technology in addressing related questions, problems and issues. Examine human water uses.</p>	<p>✓</p>		






<p>Grade 8: Knowledge and Employability</p>	<p>Unit E: Freshwater and Saltwater Systems 4b</p> <p>Investigate the human impact on the supply and quality of water (e.g., identify pollutants in groundwater and surface water systems resulting from domestic and industrial use).</p>	<p>✓</p>		
<p>Grade 8: Knowledge and Employability</p>	<p>Unit E: Freshwater and Saltwater Systems 4d</p> <p>Identify current practices and technologies that improve water quality (e.g., research alternatives for ensuring safe water supplies).</p>	<p>✓</p>		<p>✓</p>
<p>Grade 8: Knowledge and Employability</p>	<p>Unit A: Biological Diversity 4</p> <p>Identify impacts of human action on species survival and variation within species, and analyze related issues for personal and public decision making.</p>	<p>✓</p>		<p>✓</p>
<p>Grade 9</p>	<p>Unit A: Biological Diversity 4b</p> <p>Describe ongoing changes in biological diversity through extinction and extirpation of native species, and investigate the role of environmental factors in causing these changes.</p>	<p>✓</p>		



Grade 9	<p style="text-align: center;">Unit A: Biological Diversity 3</p> <p>Identify impacts of human action on species survival and on variations within species. Investigate human impact on diversity (e.g., agriculture and habitat destruction).</p>			
Grade 9: Knowledge and Employability	<p style="text-align: center;">Unit C: Environmental Chemistry 1d</p> <p>Investigate sources of information to identify types of foods and the quantities required for healthy living, including Canada’s Food Guide to Healthy Eating.</p>			
Science 10	<p style="text-align: center;">Unit D: Energy Flow in Global Systems 1a</p> <p>Explain how climate affects the lives of people and other species, and explain the need to investigate climate change (e.g., describe the responses of human and other species to extreme climatic conditions; describe housing designs, animal habitats, clothing and fur in conditions of extreme heat, cold, dryness or humidity, wind).</p>			
Science 10	<p style="text-align: center;">Unit D: Energy Flow in Global Systems 3d</p> <p>Identify the potential effects of climate change on environmentally sensitive biomes (e.g., impact of a reduction in the Arctic ice pack on local species and on Aboriginal societies that rely on traditional lifestyles).</p>			





Science 10	<p style="text-align: center;">Unit D: Energy Flow in Global Systems 4a</p> <p>Investigate and interpret the role of environmental factors on global energy transfer and climate change. Investigate and identify human actions affecting biomes that have a potential to change climate (e.g., emission of greenhouse gasses, draining of wetlands, forest fires, deforestation) and critically examine the evidence that these factors play a role in climate change (e.g., global warming, rising sea level(s)).</p>			
Science 10	<p style="text-align: center;">Unit D: Energy Flow in Global Systems 4f</p> <p>Assess, from a variety of perspectives, the risks and benefits of human activity, and its impact on the biosphere and the climate (e.g., compare the Gaia hypothesis with traditional Aboriginal perspectives on the natural world; identify and analyze various perspectives on reducing the impact of human activity on the global climate).</p>			
Science 14	<p style="text-align: center;">Unit C: Investigating Matter and Energy in Living Systems 1b</p> <p>Explain, in general terms, how diets that include excessive amounts of certain foods may influence body function (e.g., cholesterol, salt, fats).</p>			


Science 14	<p>Unit C: Investigating Matter and Energy in Living Systems 1c</p> <p>Analyze and discuss mixed diets and vegetarian diets in meeting human nutritional needs.</p>			
Science 14	<p>Unit D: Investigating Matter and Energy in the Environment 1h</p> <p>Identify and assess the needs and interests of society that have led to technologies with unforeseen environmental consequences (e.g., fishing technologies that result in harvesting more than the rate of reproduction, use of pesticides such as DDT, impact of driving a car on atmospheric compositions).</p>			
Science 14	<p>Unit D: Investigating Matter and Energy in the Environment 2i</p> <p>Trace the development of a technological application that has altered an ecosystem (e.g., power generation, fishing, logging, oil and gas exploration, agricultural practices).</p>			

Science 14	<p>Unit D: Investigating Matter and Energy in the Environment</p> <p>Stewardship: Demonstrate sensitivity and responsibility in pursuing a balance between the needs of humans and a sustainable environment (e.g., examine their personal role in the preservation of the environment; make personal decisions based on feelings of responsibility toward less privileged parts of the global community and toward future generations; participate in the social and political systems that influence environmental policy in their community).</p>			
Science 24	<p>Unit C: Disease Defence and Human Health 1</p> <p>Describe how human health is affected by societal and environmental factors, and describe the need for action by society to improve human health.</p>			
Science 24	<p>Unit C: Disease Defence and Human Health 1a</p> <p>Describe, in general terms, how human diseases may arise from an interaction of variables, including poor nutrition, stress, pathogens and environmental contamination.</p>			
Science 24	<p>Unit C: Disease Defence and Human Health 3g</p> <p>Describe how the overuse and improper use of antibiotics may lead to the development of resistance in bacteria (e.g., use of prescription antibiotics for viral infections).</p>			







Science 24	<p style="text-align: center;">Unit C: Disease Defence and Human Health</p> <p>Stewardship: Demonstrate sensitivity and responsibility in pursuing a balance between the needs of humans and a sustainable environment (e.g., share the responsibility for maintaining clean air and clean water).</p>			
Science 20	<p style="text-align: center;">Unit D: Changes in Living Systems</p> <p>General Outcome 1: 20–D1.4k. Describe the potential impact of habitat destruction on an ecosystem.</p>			
Science 20	<p style="text-align: center;">Unit D: Changes in Living Systems</p> <p>General Outcome 1: 20–D1.2sts. Explain that society and technology have both intended and unintended consequences for humans and the environment.</p> <ul style="list-style-type: none"> ● assess habitat loss and the responsibility of society to protect the environment for future generations 			


<p>Science 20</p>	<p style="text-align: center;">Unit D: Changes in Living Systems</p> <p>General Outcome 2: 20–D2.1sts. explain that science and technology have both intended and unintended consequences for humans and the environment.</p> <ul style="list-style-type: none"> ● assess whether the efforts to reduce human impact on biogeochemical cycles are viable, taking into consideration a variety of perspectives (considerations for deep-well and deep-ocean injection of wastes, for example, include properties of waste, concentration, uncertainty, environmental concerns, risks and benefits to human health and organisms, costs) ● evaluate the influence of society, and the impact of a variety of technologies, on the nitrogen cycle ● discuss the use of water by society, the impact such use has on water quality and quantity in ecosystems, and the need for water purification and conservation, considering such things as manufacturing, the oil industry, agricultural systems, the mining industry and domestic daily water consumption 			
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Science 20	<p style="text-align: center;">Unit D: Changes in Living Systems</p> <p>General Outcome 2: 20–D2.2sts. Explain that science and technology are developed to meet societal needs and expand human capabilities.</p> <ul style="list-style-type: none"> contrast the diet of people in developing countries and that of people in developed countries in terms of energy efficiency and environmental impact, and describe ways to address potential food shortages in the future. 			
Science 30	<p style="text-align: center;">Unit B: Chemistry and the Environment</p> <p>General Outcome 2: 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; e.g., driving a car, use of CFCs, agricultural practices.</p>			
Science 30	<p style="text-align: center;">Unit D: Energy and the Environment</p> <p>General Outcome 1: 30–D1.3k. Apply the concept of sustainable development to increasing the efficient use of energy; e.g., efficient use of energy in the home, in industry and in transportation.</p>			






<p>Biology 20</p>	<p>Unit A: Energy and Matter Exchange in the Biosphere</p> <p>General Outcome 1: 20–A2.1sts. Discuss the influence of human activities on the biogeochemical cycling of phosphorus, sulfur, iron and nitrogen:</p> <ul style="list-style-type: none"> ● feedlot operations ● composting ● fertilizer applications ● waste and sewage disposal ● vehicle and refinery emissions ● acid deposition ● persistent organic pollutants 			
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<p>Biology 20</p>	<p>Unit A: Energy and Matter Exchange in the Biosphere</p> <p>General Outcome 1: 20–A2.1sts. Discuss the use of water by society, the impact such use has on water quality and quantity in ecosystems, and the need for water purification and conservation:</p> <ul style="list-style-type: none"> ● manufacturing and processing ● petrochemical industry ● agricultural systems ● mining industry ● domestic daily water consumption 	<p>✓</p>		
<p>Biology 20</p>	<p>Unit A: Energy and Matter Exchange in the Biosphere</p> <p>General Outcome 2: 20–A3.2sts. Explain that science and technology have both intended and unintended consequences for humans and the environment (SEC3) [ICT F3–4.1] Describe how human activities can have a disrupting influence on the balance in the biosphere of photosynthetic and cellular respiratory activities:</p> <ul style="list-style-type: none"> ● fossil fuel combustion ● depletion of stratospheric ozone ● forest destruction. 	<p>✓</p>		<p>✓</p>

Biology 20	<p>Unit A: Energy and Matter Exchange in the Biosphere</p> <p>General Outcome 3: 20–A3.1s. Formulate questions about observed relationships and plan investigations of questions, ideas, problems and issues. Predict the effects of changes in carbon dioxide and oxygen concentration on the atmospheric equilibrium due to a significant reduction of photosynthetic organisms through human activity (IP–NS3) [ICT C6-4.1].</p>			
Biology 20	<p>Unit B: Ecosystems and Population Change</p> <p>General Outcome 1: 20–B1.1sts. explain how science and technology have both intended and unintended consequences for humans and the environment (SEC3) [ICT F3–4.1]. Evaluate the impact that human activity has had, or could have, on the biodiversity in an ecosystem:</p> <ul style="list-style-type: none"> ● land use ● habitat fragmentation ● monoculturing of forests, lawns, field crops 			
Biology 20	<p>Unit D: Population and Community Dynamics</p> <p>General Outcome 1: 30–D1.1sts. Explain that science and technology have both intended and unintended consequences for humans and the environment (SEC3) [ICT F3–4.1] .</p> <ul style="list-style-type: none"> ● assess habitat loss and the responsibility of society to protect the environment for future generations 			




<p>Knowledge and Employability Science 10-4</p>	<p>Unit C: Investigating Matter and Energy in Living Systems</p> <p>1. Examine, in general terms, the exchange of matter by the digestive and circulatory systems, the functional relationship between the two systems and the need for a healthy diet and lifestyle.</p> <ul style="list-style-type: none"> ● investigate human nutritional needs using Canada’s Food Guide to Healthy Eating and other resources ● explain, in general terms, how diets that include excessive amounts of certain foods may influence body function (e.g., foods high in cholesterol, salt, fats) ● examine and discuss the role of mixed and vegetarian diets in meeting human nutritional needs 			
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<p>Knowledge and Employability Science 10-4</p>	<p>Unit C: Investigating Matter and Energy in Living Systems 2.</p> <p>Examine disorders of the digestive and circulatory systems induced by genetic, lifestyle and environmental factors</p> <ul style="list-style-type: none"> ● explain that illness and possibly death may result when the body cannot accommodate major disturbances (e.g., appendicitis, kidney failure, heart attacks) within the digestive, excretory and circulatory systems ● examine the effect of social factors on human digestive and circulatory well-being and disorders (e.g., ulcers, anorexia, bulimia, high blood pressure, heart and arterial diseases, as they relate to fitness level and diets) 			
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<p>Knowledge and Employability Science 10-4</p>	<p>Unit D: Investigating Matter and Energy in Environmental Systems 1.</p> <p>Examine how the flow of matter in the biosphere is cyclical along characteristic pathways and can be disrupted by human activity.</p> <ul style="list-style-type: none"> ● examine the impact of modern agricultural technology on the cycling of matter through natural pathways ● identify the needs and interests of society that have led to technologies with unforeseen environmental consequences (e.g., fishing technologies that result in harvesting rates that are higher than reproduction rates, use of pesticides such as DDT, impact of automobile emissions on atmospheric composition) 			
<p>Knowledge and Employability Science 20-4</p>	<p>Unit C: Disease Defence and Human Health 1</p> <p>Describe how human health is affected by environmental factors and describe the need for action by society to improve human health</p> <ul style="list-style-type: none"> ● describe, in general terms, how human diseases may arise from an interaction of variables, including poor nutrition, stress, disease-causing agents and environmental contamination. 			

Social Studies	Environment and Modern Agriculture	Healthful Eating	Future of Food	
<p>Grade 7: Origins, Histories and Movement of Peoples</p>	<p>Skills and Processes: Dimensions of Thinking 7.S.1.</p> <p>Develop skills of critical thinking and creative thinking:</p> <ul style="list-style-type: none"> ● determine the validity of information based on context, bias, source, objectivity, evidence and/or reliability to broaden understanding of a topic or an issue ● evaluate, critically, ideas, information and positions from multiple perspectives ● demonstrate the ability to analyze local and current affairs ● re-evaluate personal opinions to broaden understanding of a topic or an issue ● generate creative ideas and strategies in individual and group activities ● access diverse viewpoints on particular topics by using appropriate technologies 			

<p>Grade 7: Origins, Histories and Movement of Peoples</p>	<p>Skills and Processes: Dimensions of Thinking 7.2.4</p> <p>Demonstrate skills of decision making and problem solving:</p> <ul style="list-style-type: none"> ● predict outcomes of decision-making and problem-solving scenarios from multiple perspectives ● propose and apply new ideas and strategies, supported with facts and reasons, to contribute to problem solving and decision making ● ▪articulate clearly a plan of action to use technology to solve a problem ● ▪identify appropriate materials and tools to use in order to accomplish a plan of action ● ▪use networks to brainstorm, plan and share ideas with group members ● ▪evaluate choices and progress in problem solving, then redefine the plan of action as necessary 	✓	✓	✓
<p>Grade 7: Origins, Histories and Movement of Peoples</p>	<p>Communication 7.S.8</p> <p>Demonstrate skills of oral, written and visual literacy:</p> <ul style="list-style-type: none"> ● elicit, clarify and respond appropriately to questions, ideas and multiple points of view in discussions ● listen to others in order to understand their perspectives ● offer reasoned comments related to a topic of discussion 	✓	✓	✓

<p>Grade 8: Historical Worldviews Examined</p>	<p>Skills and Processes: Dimensions of Thinking 8.S.2</p> <p>Develop skills of critical thinking and creative thinking:</p> <ul style="list-style-type: none"> ● analyze the validity of information based on context, bias, source, objectivity, evidence and reliability to broaden understanding of a topic or an issue ● evaluate ideas, information and positions from multiple perspectives ● demonstrate the ability to analyze local and current affairs ● re-evaluate personal opinions to broaden understanding of a topic or an issue ● generate creative ideas and strategies in individual and group activities ● access diverse viewpoints on particular topics by using appropriate technologies 			
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<p>Grade 8: Historical Worldviews Examined</p>	<p>Skills and Processes: Dimensions of Thinking 8.S.4</p> <p>Demonstrate skills of decision making and problem solving:</p> <ul style="list-style-type: none"> ● propose and apply new ideas and strategies, supported with facts and reasons, to contribute to problem solving and decision making ● propose and apply strategies or options to solve problems and deal with issues ● participate in and predict outcomes of problem-solving and decision-making scenarios ● evaluate choices and the progress in problem solving, then redefine the plan of action as appropriate 	✓	✓	✓
<p>Grade 8: Historical Worldviews Examined</p>	<p>Communication 8.S.8</p> <p>Demonstrate skills of oral, written and visual literacy:</p> <ul style="list-style-type: none"> ● elicit, clarify and respond appropriately to questions, ideas and multiple points of view presented in discussions ● offer reasoned comments related to a topic of discussion ● listen to others to understand their points of view 	✓	✓	✓

<p>Grade 8: Knowledge and Employability</p>	<p>Skills and Processes: Dimensions of Thinking</p> <p>Develop skills of critical and creative thinking:</p> <ul style="list-style-type: none"> ● use an issue-analysis model to identify an issue or question, state the question or issue, recognize different positions on an issue, offer reasons for each position, adopt a personal position and explain the reasons for their choice ● identify and re-examine their personal assumptions and opinions to broaden their understanding of a topic or issue ● determine the validity of information based on context, bias, source, objectivity, evidence and reliability to broaden their understanding of a topic or issue ● develop an awareness of how perspectives can shape understanding ● demonstrate the ability to identify local and current events that connect to social studies issues ● generate creative ideas and strategies in individual and group activities ● access diverse viewpoints on a particular topic by using appropriate technologies. 			
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<p>Grade 8: Knowledge and Employability</p>	<p style="text-align: center;">Communication</p> <p>Demonstrate skills of oral, visual and textual literacy:</p> <ul style="list-style-type: none"> ● use communication skills to clarify, respond and interact appropriately with others during discussions and other group activities ● listen to others to understand their perspectives 	✓	✓	✓
<p>Grade 9: Issues for Canadians: Governance and Rights</p>	<p style="text-align: center;">Knowledge and Understanding 9.2.5</p> <p>Assess, critically, the relationship between consumerism and quality of life in Canada and the United States by exploring and reflecting upon the following questions and issues:</p> <ul style="list-style-type: none"> ● What are the indicators of quality of life? (PADM, ER) ● How does individual consumer behaviour impact quality of life (e.g., environmental issues)? (PADM, ER) ● How does marketing impact consumerism? (ER) ● How does consumerism provide opportunities for and limitations on impacting quality of life? (PADM, ER) ● How is consumerism used as a power of a collective (e.g., boycotts)? (ER, PADM, C) 	✓	✓	✓




<p>Grade 9: Issues for Canadians: Governance and Rights</p>	<p>Skills and Processes: Dimensions of Thinking 9.S.1</p> <p>Develop skills of critical thinking and creative thinking:</p> <ul style="list-style-type: none"> ● determine the validity of information based on context, bias, source, objectivity, evidence or reliability to broaden understanding of a topic or an issue ● evaluate, critically, ideas, information and positions from multiple perspectives ● demonstrate the ability to analyze current affairs from multiple perspectives ● re-evaluate personal opinions to broaden understanding of a topic or an issue ● access diverse viewpoints on particular topics by using appropriate technologies ● assemble and organize different viewpoints in order to assess their validity 	✓	✓	✓
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<p>Grade 9: Issues for Canadians: Governance and Rights</p>	<p>Skills and Processes: Dimensions of Thinking 9.S.4</p> <p>Demonstrate skills of decision making and problem solving:</p> <ul style="list-style-type: none"> • take appropriate action and initiative when required in decision-making and problem-solving scenarios • participate in and predict outcomes of problem-solving and decision-making scenarios • propose and apply strategies or options to solve problems and deal with issues • propose and apply new ideas and strategies, supported with facts and reasons, to contribute to problem solving and decision making • evaluate choices and the progress in problem solving, then redefine the plan of action as appropriate 	✓	✓	✓
<p>Grade 9: Issues for Canadians: Governance and Rights</p>	<p>Communication 9.S.8</p> <p>Demonstrate skills of oral, written and visual literacy:</p> <ul style="list-style-type: none"> • elicit, clarify and respond appropriately to questions, ideas and diverse points of view presented in discussions • make reasoned comments relating to the topic of discussion • listen to others to understand their perspectives 	✓	✓	✓

<p>Grade 9: Knowledge and Employability</p>	<p>Skills and Processes: Dimensions of Thinking</p> <p>Develop skills of critical and creative thinking:</p> <ul style="list-style-type: none"> ● use an issue-analysis model to identify an issue or question, state the question or issue, recognize different positions on an issue, offer reasons for each position, adopt a personal position and explain the reasons for their choice ● re-evaluate their personal assumptions and opinions to reflect a broadened understanding of a topic or issue ● determine the validity of information based on context, bias, source, objectivity, evidence and reliability to broaden their understanding of a topic or issue ● demonstrate the ability to examine local and current events from multiple perspectives ● access diverse viewpoints on particular topics by using appropriate technologies to assemble and organize different viewpoints in order to assess their validity. 			
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<p>Grade 9: Knowledge and Employability</p>	<p>Skills and Processes: Dimensions of Thinking</p> <p>Demonstrate skills of decision making and problem solving:</p> <ul style="list-style-type: none"> ● use a problem-solving model to identify the problem/issue, identify alternative solutions and their consequences and identify which action to implement ● reflect upon their own and others' past actions when determining future actions and choices ● participate in and predict the outcomes of decision-making and problem-solving scenarios ● propose and apply new ideas, strategies or options, supported with fact and reason, to contribute to problem solving and decision making articulate clearly a plan of action to use technology to solve a problem, evaluate choices and progress in problem solving, then redefine the plan of action as appropriate. 	✓	✓	✓
<p>Grade 9: Knowledge and Employability</p>	<p>Communication</p> <p>Demonstrate skills of oral, written and visual literacy:</p> <ul style="list-style-type: none"> ● listen to others in order to understand their perspectives ● make reasoned comments relating to the topic of discussion 	✓	✓	✓

<p>Grade 9: Knowledge and Employability</p>	<p>Canada and the United States: An Economic Relationship 9.2</p> <p>Explore the relationship between consumerism and quality of life in</p> <p>Canada and the United States by exploring and reflecting upon the following questions and issues</p> <ul style="list-style-type: none"> • What are indicators of quality of life? (ER, PADM) • What is consumerism? (ER) • How does individual consumer behaviour impact quality of life; e.g., environmental issues? ER, PADM) • What is the effect of advertising and mass media on consumerism? (ER) 			
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<p>10-1: Perspectives on Globalization</p>	<p>Skills and Processes: Dimensions of Thinking S.1</p> <p>Develop skills of critical thinking and creative thinking:</p> <ul style="list-style-type: none"> ● evaluate ideas and information from multiple sources ● determine relationships among multiple and varied sources of information ● assess the validity of information based on context, bias, sources, objectivity, evidence or reliability ● predict likely outcomes based on factual information ● evaluate personal assumptions and opinions to develop an expanded appreciation of a topic or an issue ● synthesize information from contemporary and historical issues to develop an informed position ● evaluate the logic of assumptions underlying a position ● assemble seemingly unrelated information to support an idea or to explain an event ● analyze current affairs from a variety of perspectives 			
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<p>10-1: Perspectives on Globalization</p>	<p>Skills and Processes: Dimensions of Thinking S.4</p> <p>Demonstrate skills of decision making and problem solving:</p> <ul style="list-style-type: none"> ● demonstrate leadership in groups to achieve consensus, solve problems, formulate positions and take action, if appropriate, on important issues ● develop inquiry strategies to make decisions and solve problems ● generate and apply new ideas and strategies to contribute to decision making and problem solving ● describe a plan of action to use technology to solve a problem ● use appropriate tools and materials to accomplish a plan of action 			
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<p>10-1: Perspectives on Globalization</p>	<p>Skills and Processes: Communication S.8</p> <p>Demonstrate skills of oral, written and visual literacy:</p> <ul style="list-style-type: none"> ● use skills of formal and informal discussion and/or debate to persuasively express informed viewpoints on an issue ● ask respectful and relevant questions of others to clarify viewpoints ● listen respectfully to others ● use a variety of oral, written and visual sources to present informed positions on issues 	✓	✓	✓
<p>10-1: Perspectives on Globalization</p>	<p>To What Extent Should We Embrace Globalization? 2.2</p> <p>Exhibit a global consciousness with respect to the human condition.</p>	✓	✓	✓
<p>10-1: Perspectives on Globalization</p>	<p>To What Extent Should We Embrace Globalization? 2.3</p> <p>Accept social responsibilities associated with global citizenship.</p>	✓	✓	✓

<p>10-1: Perspectives on Globalization</p>	<p>To What Extent Should We Embrace Globalization? 3.1</p> <p>Recognize and appreciate multiple perspectives that exist with respect to the relationships among politics, economics, the environment and globalization.</p>	✓	✓	✓
<p>10-1: Perspectives on Globalization</p>	<p>To What Extent Should We Embrace Globalization? 3.7</p> <p>Explore multiple perspectives regarding the relationship among people, the land and globalization (spirituality, stewardship, sustainability, resource development).</p>	✓		✓
<p>10-1: Perspectives on Globalization</p>	<p>To What Extent Should We Embrace Globalization? 3.8</p> <p>Evaluate actions and policies associated with globalization that impact the environment (land and resource use, resource development agreements, environmental legislation).</p>	✓		✓
<p>10-1: Perspectives on Globalization</p>	<p>To What Extent Should We Embrace Globalization? 4.3</p> <p>Accept political, social and environmental responsibilities associated with global citizenship.</p>	✓	✓	✓

<p>10-1: Perspectives on Globalization</p>	<p>To What Extent Should We Embrace Globalization? 4.8</p> <p>Analyze how globalization affects individuals and communities (migration, technology, agricultural issues, pandemics, resource issues, contemporary issues).</p>	<p>✓</p>		<p>✓</p>
<p>10-1: Perspectives on Globalization</p>	<p>To What Extent Should We Embrace Globalization? 4.10</p> <p>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).</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>
<p>10-1: Perspectives on Globalization</p>	<p>To What Extent Should We Embrace Globalization? 4.11</p> <p>Develop strategies to demonstrate active, responsible global citizenship.</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>

<p>10-2: Living in a Globalizing World</p>	<p>Skills and Processes: Dimensions of Thinking S.1</p> <p>Develop skills of critical thinking and creative thinking:</p> <ul style="list-style-type: none"> ● analyze ideas and information from multiple sources ● determine relationships among multiple sources of information ● determine the validity of information based on context, bias, sources, objectivity, evidence or reliability ● suggest likely outcomes based on factual information ● evaluate personal assumptions and opinions ● determine the strengths and weaknesses of arguments <ol style="list-style-type: none"> 2. identify seemingly unrelated ideas to explain a concept or event 3. analyze current affairs from a variety of perspectives 4. identify main ideas underlying a position or issue 	✓	✓	✓
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<p>10-2: Living in a Globalizing World</p>	<p>Skills and Processes: Dimensions of Thinking S.4</p> <p>Demonstrate skills of decision making and problem solving:</p> <ul style="list-style-type: none"> ● demonstrate skills needed to reach consensus, solve problems and formulate positions ● use inquiry processes to make decisions and solve problems ● apply ideas and strategies to contribute to decision making and problem solving 	✓	✓	✓
<p>10-2: Living in a Globalizing World</p>	<p>Skills and Processes: Dimensions of Thinking S.6</p> <p>Develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community:</p> <ul style="list-style-type: none"> ● demonstrate leadership by engaging in actions that will enhance the well-being of self and others in the community ● promote and respect the contributions of team members when working as a team ● cooperate with others for the well-being of the community 	✓	✓	✓

<p>10-2: Living in a Globalizing World</p>	<p>Skills and Processes: Communication S.8</p> <p>Demonstrate skills of oral, written and visual literacy:</p> <ul style="list-style-type: none"> • communicate effectively in a variety of situations • engage in respectful discussion • use a variety of oral, written and visual sources to present informed positions on issues • ask respectful and relevant questions of others to clarify viewpoints on an issue • make respectful and reasoned comments on the topic of discussion 	✓	✓	✓
<p>10-2: Living in a Globalizing World</p>	<p>To What Extent Should We Embrace Globalization? 2.3</p> <p>Accept social responsibilities associated with global citizenship.</p>	✓	✓	✓
<p>10-2: Living in a Globalizing World</p>	<p>To What Extent Should We Embrace Globalization? 3.1</p> <p>Recognize and appreciate multiple perspectives that exist with respect to the relationships among economics, politics, the environment and globalization.</p>	✓		✓




<p>10-2: Living in a Globalizing World</p>	<p>To What Extent Should We Embrace Globalization? 3.2</p> <p>Recognize and appreciate impacts of globalization on the interdependent relationships among the economy, people and the environment.</p>	✓	✓	✓
<p>10-2: Living in a Globalizing World</p>	<p>To What Extent Should We Embrace Globalization? 3.8</p> <p>Analyze the impact of actions and policies associated with globalization on the environment (land and resource use, resource development agreements, environmental legislation).</p>	✓		✓
<p>10-2: Living in a Globalizing World</p>	<p>To What Extent Should We Embrace Globalization? 3.9</p> <p>Examine multiple perspectives on sustainability and prosperity in a globalizing world.</p>	✓		✓
<p>10-2: Living in a Globalizing World</p>	<p>To What Extent Should We Embrace Globalization? 4.3</p> <p>Accept political, social and environmental responsibilities associated with global citizenship.</p>	✓	✓	✓
<p>10-2: Living in a Globalizing World</p>	<p>To What Extent Should We Embrace Globalization? 4.8</p> <p>Examine how globalization affects individuals and communities (migration, technology, agricultural issues, pandemics, resource issues, contemporary issues).</p>	✓	✓	✓

<p>10-2: Living in a Globalizing World</p>	<p>To What Extent Should We Embrace Globalization? 4.9</p> <p>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.</p>	✓	✓	✓
<p>10-2: Living in a Globalizing World</p>	<p>To What Extent Should We Embrace Globalization? 4.10</p> <p>Analyze means by which individuals, governments, organizations and businesses in Canada could address the opportunities and challenges of globalization (pro-globalization activism, anti-globalization activism, legislation, agreements, consumer activism, corporate responsibility).</p>	✓	✓	✓
<p>10-4: Knowledge and Employability</p>	<p>Skills and Processes: Dimensions of Thinking</p> <p>Develop skills of critical and creative thinking:</p> <ul style="list-style-type: none"> ● use an issue-analysis model to identify and define an issue or question, examine and evaluate several positions and formulate and defend a personal position ● re-evaluate their personal assumptions and opinions to reflect a broadened understanding of a topic or issue ● identify the main ideas underlying a position or issue 	✓	✓	✓




	<ul style="list-style-type: none"> investigate local and global current events from a variety of perspectives and examine how these perspectives can shape understanding examine the validity of information, based on context, bias, sources, objectivity, evidence and reliability demonstrate informed and ethical decision-making skills 			
10-4: Knowledge and Employability	<p style="text-align: center;">Skills and Processes: Dimensions of Thinking</p> <p>Demonstrate skills of decision making and problem solving:</p> <ul style="list-style-type: none"> use a problem-solving model to identify the problem/issue, identify alternative solutions, consider the consequences of acting on each and choose, plan and defend a course of action and/or a decision reflect on their own and others' past actions when determining future actions and choices 	✓	✓	✓
10-4: Knowledge and Employability	<p style="text-align: center;">Skills and Processes: Communication</p> <p>Demonstrate skills of oral, visual and textual literacy:</p> <ul style="list-style-type: none"> engage in respectful discussions make respectful and reasoned comments on the topic of discussion 	✓	✓	✓

10-4: Knowledge and Employability	Should We Embrace Globalization? 10-4.2c Accept social responsibilities associated with global citizenship.	✓	✓	✓
10-4: Knowledge and Employability	Should We Embrace Globalization? 10-4.3a Recognize and appreciate alternative viewpoints in relationships among economics, politics, the environment and globalization.	✓		✓
10-4: Knowledge and Employability	Should We Embrace Globalization? 10-4.3b Recognize and appreciate the impacts of globalization on the interdependent relationships among the economy, people and the environment.	✓	✓	✓
10-4: Knowledge and Employability	Should We Embrace Globalization? 10-4.3f Examine multiple perspectives on relationships among people, the land and globalization; e.g., spirituality, stewardship, sustainability, resource development.	✓		✓
10-4: Knowledge and Employability	Should We Embrace Globalization? 10-4.3g Examine the impacts of globalization actions and policies on the environment; e.g., land and resource use, resource development agreements, environmental legislation.	✓		✓




<p>10-4: Knowledge and Employability</p>	<p>Skills and Processes: Dimensions of Thinking 10.4.3h</p> <p>Examine multiple perspectives on sustainability and prosperity in a globalizing world.</p>	<p>✓</p>		<p>✓</p>
<p>10-4: Knowledge and Employability</p>	<p>Skills and Processes: Dimensions of Thinking 10-4.4c</p> <p>Accept the political, social and environmental responsibilities associated with global citizenship.</p>	<p>✓</p>		<p>✓</p>
<p>10-4: Knowledge and Employability</p>	<p>Skills and Processes: Communication 10-4.4h</p> <p>Examine the ways in which globalization affects individuals and communities; e.g., migration, technology, agricultural issues, pandemics, resource and contemporary issues.</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>
<p>20-1: Perspectives on Nationalism</p>	<p>Skills and Processes: Dimensions of Thinking 10-4.4i</p> <p>Explore the means by which individuals, governments, organizations and businesses in Canada could address the opportunities and challenges of globalization; e.g. pro globalization activism, antiglobalization activism, legislation, agreements, consumer activism, corporate responsibility.</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>




<p>20-1: Perspectives on Nationalism</p>	<p>Skills and Processes: Dimensions of Thinking S.1</p> <p>Develop skills of critical thinking and creative thinking:</p> <ul style="list-style-type: none"> ● evaluate ideas and information from multiple sources ● determine relationships among multiple and varied sources of information ● assess the validity of information based on context, bias, sources, objectivity, evidence or reliability ● predict likely outcomes based on factual information ● evaluate personal assumptions and opinions to develop an expanded appreciation of a topic or an issue ● synthesize information from contemporary and historical issues to develop an informed position ● evaluate the logic of assumptions underlying a position ● assemble seemingly unrelated information to support an idea or to explain an event ● analyze current affairs from a variety of perspectives 			
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<p>20-1: Perspectives on Nationalism</p>	<p>Skills and Processes: Communication S.4</p> <p>Demonstrate skills of decision making and problem solving:</p> <ul style="list-style-type: none"> ● demonstrate leadership in groups to achieve consensus, solve problems, formulate positions and take action, if appropriate, on important issues ● develop inquiry strategies to make decisions and solve problems ● generate and apply new ideas and strategies to contribute to decision making and problem solving 	✓	✓	✓
<p>20-2: Understandings on Nationalism</p>	<p>Skills and Processes: Dimensions of Thinking S.8</p> <p>Demonstrate skills of oral, written and visual literacy:</p> <ul style="list-style-type: none"> ● communicate effectively to express a point of view in a variety of situations ● use skills of formal and informal discussion and/or debate to persuasively express informed viewpoints on an issue ● ask respectful and relevant questions of others to clarify viewpoints ● listen respectfully to others 	✓	✓	✓




<p>20-2: Understandings on Nationalism</p>	<p>Skills and Processes: Dimensions of Thinking S.1</p> <p>Develop skills of critical thinking and creative thinking:</p> <ul style="list-style-type: none"> ● analyze ideas and information from multiple sources ● determine relationships among multiple sources of information ● determine the validity of information based on context, bias, sources, objectivity, evidence or reliability ● suggest likely outcomes based on factual information ● evaluate personal assumptions and opinions ● determine the strengths and weaknesses of arguments ● identify seemingly unrelated ideas to explain a concept or event ● analyze current affairs from a variety of perspectives ● identify main ideas underlying a position or issue 			
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<p>20-2: Understandings on Nationalism</p>	<p>Skills and Processes: Dimensions of Thinking S.4</p> <p>Demonstrate skills of decision making and problem solving:</p> <ul style="list-style-type: none"> ● demonstrate skills needed to reach consensus, solve problems and formulate positions ● use inquiry processes to make decisions and solve problems ● apply ideas and strategies to contribute to decision making and problem solving 	✓	✓	✓
<p>20-2: Understandings on Nationalism</p>	<p>Skills and Processes: Communication S.6</p> <p>Develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community:</p> <ul style="list-style-type: none"> ● demonstrate leadership by engaging in actions that will enhance the well-being of self and others in the community ● promote and respect the contributions of team members when working as a team ● cooperate with others for the well-being of the community 	✓	✓	✓




<p>20-4: Knowledge and Employability</p>	<p>Skills and Processes: Dimensions of Thinking S.8</p> <p>Demonstrate skills of oral, written and visual literacy:</p> <ul style="list-style-type: none"> • communicate effectively in a variety of situations • engage in respectful discussion • ask respectful and relevant questions of others to clarify viewpoints on an issue • make respectful and reasoned comments on the topic of discussion 			
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<p>20-4: Knowledge and Employability</p>	<p>Skills and Processes: Dimensions of Thinking</p> <p>Develop skills of critical and creative thinking:</p> <ul style="list-style-type: none"> ● use an issue-analysis model to identify and define an issue or question, examine and evaluate several positions and formulate and defend a personal position ● re-evaluate their personal assumptions and opinions to reflect a broadened understanding of a topic or issue ● identify the main ideas underlying a position or issue ● investigate local and global current events from a variety of perspectives and examine how these perspectives can shape understanding ● examine the validity of information, based on context, bias, sources, objectivity, evidence and reliability ● demonstrate informed and ethical decision-making skills 			
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<p>20-4: Knowledge and Employability</p>	<p>Skills and Processes:</p> <p>Social Participation as a Democratic Practice</p> <p>Demonstrate skills of decision making and problem solving:</p> <ul style="list-style-type: none"> • use a problem-solving model to identify the problem/issue, identify alternative solutions, consider the consequences of acting on each and choose, plan and defend a course of action and/or a decision • reflect on their own and others' past actions when determining future actions and choices 			
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<p>20-4: Knowledge and Employability</p>	<p>Skills and Processes: Communication</p> <p>Demonstrate skills of cooperation, conflict resolution and consensus building:</p> <ul style="list-style-type: none"> ● consider the needs and perspectives of others ● reflect on their own perspectives, based on new information from other perspectives ● work positively and collaboratively with others ● listen attentively to others ● demonstrate leadership by persuading, compromising and negotiating to resolve conflicts and differences to reach group consensus ● identify and use appropriate strategies to resolve conflicts peacefully and equitably 			
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<p>20-4: Knowledge and Employability</p>	<p>Skills and Processes: Dimensions of Thinking</p> <p>Demonstrate skills of oral, visual and textual literacy:</p> <ul style="list-style-type: none"> • communicate and interact effectively in a variety of situations • use appropriate strategies to verify understanding and clarify viewpoints; e.g., paraphrasing, summarizing and questioning • engage in respectful discussions • make respectful and reasoned comments on the topic of discussion 			
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<p>30-1: Perspectives on Ideology</p>	<p>Skills and Processes: Dimensions of Thinking S.1</p> <p>Develop skills of critical thinking and creative thinking:</p> <ul style="list-style-type: none"> ● evaluate ideas and information from multiple sources ● determine relationships among multiple and varied sources of information ● assess the validity of information based on context, bias, sources, objectivity, evidence or reliability ● predict likely outcomes based on factual information ● evaluate personal assumptions and opinions to develop an expanded appreciation of a topic or an issue ● synthesize information from contemporary and historical issues to develop an informed position ● evaluate the logic of assumptions underlying a position ● assemble seemingly unrelated information to support an idea or to explain an event ● analyze current affairs from a variety of perspectives 			
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<p>30-1: Perspectives on Ideology</p>	<p>Skills and Processes:</p> <p>Social Participation as a Democratic Practice S.4 Demonstrate skills of decision making and problem solving:</p> <ul style="list-style-type: none"> ● demonstrate leadership in groups to achieve consensus, solve problems, formulate positions and take action, if appropriate, on important issues ● develop inquiry strategies to make decisions and solve problems ● generate and apply new ideas and strategies to contribute to decision making and problem solving 	✓	✓	✓
<p>30-1: Perspectives on Ideology</p>	<p>Skills and Processes: Communication S.6</p> <p>Develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community:</p> <ul style="list-style-type: none"> ● demonstrate leadership by engaging in actions that enhance personal and community well-being ● acknowledge the importance of multiple perspectives in a variety of situations 	✓	✓	✓







<p>30-1: Perspectives on Ideology</p>	<p>To What Extent Should We Embrace Ideology? S.8</p> <p>Demonstrate skills of oral, written and visual literacy:</p> <ul style="list-style-type: none"> • communicate effectively to express a point of view in a variety of situations • use skills of formal and informal discussion and/or debate to persuasively express informed viewpoints on an issue • ask respectful and relevant questions of others to clarify viewpoints • listen respectfully to others 	✓	✓	✓
<p>30-1: Perspectives on Ideology</p>	<p>To What Extent Should We Embrace Ideology? 1.2</p> <p>Appreciate various perspectives regarding the relationship between individualism and common good.</p>	✓	✓	✓
<p>30-1: Perspectives on Ideology</p>	<p>To What Extent Should We Embrace Ideology? 1.3</p> <p>Explore factors that may influence individual and collective beliefs and values (culture, language, media, relationship to land, environment, gender, religion, spirituality, ideology).</p>	✓	✓	✓

<p>30-1: Perspectives on Ideology</p>	<p>To What Extent Should We Embrace Ideology? 1.9</p> <p>Analyze the dynamic between individualism and common good in contemporary societies.</p>	✓	✓	✓
<p>30-1: Perspectives on Ideology</p>	<p>To What Extent Should We Embrace Ideology? 4.2</p> <p>Exhibit a global consciousness with respect to the human condition and world issues.</p>	✓	✓	✓
<p>30-1: Perspectives on Ideology</p>	<p>To What Extent Should We Embrace Ideology? 4.3</p> <p>Accept responsibilities associated with individual and collective citizenship.</p>	✓	✓	✓
<p>30-1: Perspectives on Ideology</p>	<p>Skills and Processes: Dimensions of Thinking 4.8</p> <p>Evaluate the extent to which ideology should shape responses to contemporary issues.</p>	✓	✓	✓

<p>30-2: Understandings of Ideologies</p>	<p>Skills and Processes: Dimensions of Thinking S.1 Develop skills of critical thinking and creative thinking:</p> <ul style="list-style-type: none"> ● analyze ideas and information from multiple sources ● determine relationships among multiple sources of information ● determine the validity of information based on context, bias, sources, objectivity, evidence or reliability ● suggest likely outcomes based on factual information ● evaluate personal assumptions and opinions ● determine the strengths and weaknesses of arguments ● identify seemingly unrelated ideas to explain a concept or event ● analyze current affairs from a variety of perspectives ● identify main ideas underlying a position or issue 			
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<p>30-2: Understandings of Ideologies</p>	<p>Skills and Processes: Social Participation as a Democratic Practice S.4</p> <p>Demonstrate skills of decision making and problem solving:</p> <ul style="list-style-type: none"> ● demonstrate skills needed to reach consensus, solve problems and formulate positions ● use inquiry processes to make decisions and solve problems ● apply ideas and strategies to contribute to decision making and problem solving 	✓	✓	✓
<p>30-2: Understandings of Ideologies</p>	<p>Skills and Processes: Communication S.6</p> <p>Develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community:</p> <ul style="list-style-type: none"> ● demonstrate leadership by engaging in actions that will enhance the well-being of self and others in the community ● promote and respect the contributions of team members when working as a team ● cooperate with others for the well-being of the community 	✓	✓	✓

<p>30-2: Understandings of Ideologies</p>	<p>To What Extent Should We Embrace Ideology? S.8</p> <p>Demonstrate skills of oral, written and visual literacy:</p> <ul style="list-style-type: none"> • communicate effectively in a variety of situations • engage in respectful discussion • ask respectful and relevant questions of others to clarify viewpoints on an issue • make respectful and reasoned comments on the topic of discussion 	✓	✓	✓
<p>30-2: Understandings of Ideologies</p>	<p>To What Extent Should We Embrace Ideology? 1.2</p> <p>Appreciate various perspectives regarding the relationship between individualism and common good.</p>	✓	✓	✓
<p>30-2: Understandings of Ideologies</p>	<p>To What Extent Should We Embrace Ideology? 1.9</p> <p>Examine the relationship between individualism and common good in contemporary societies.</p>	✓	✓	✓
<p>30-2: Understandings of Ideologies</p>	<p>To What Extent Should We Embrace Ideology? 3.9</p> <p>Evaluate the extent to which the values of liberalism are viable in the context of contemporary issues (environment concerns, resource use and development, debt and poverty, racism, pandemics, terrorism, censorship).</p>	✓	✓	✓

<p>30-2: Understandings of Ideologies</p>	<p>To What Extent Should We Embrace Ideology? 4.2</p> <p>Exhibit a global consciousness with respect to the human condition and world issues.</p>			
<p>30-2: Understandings of Ideologies</p>	<p>To What Extent Should We Embrace Ideology? 4.3</p> <p>Accept responsibilities associated with individual and collective citizenship.</p>			
<p>30-2: Understandings of Ideologies</p>	<p>To What Extent Should We Embrace Ideology? 4.9</p> <p>Explore opportunities to demonstrate active and responsible citizenship through individual and collective action.</p>	