



Quebec Standards Alignment

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

English Language Arts		Environment and Modern Agriculture	Healthful Eating	Future of Food
Research Process	C.1.a. Uses problem solving to interpret data and information critically.	✓	✓	✓
Research Process	C.1.b. Uses action research to effect social change.	✓	✓	✓
Research Process	C.2.a. Distinguishes between primary and secondary sources, both print and non-print.	✓	✓	✓

Research Process	<p style="text-align: center;">C.2.e.</p> <p>Uses a number of research tools to gather data/information:</p> <ul style="list-style-type: none"> i. Primary sources (e.g. artefacts, interviews, autobiography, journals/diaries) ii. Secondary sources (e.g. reference texts, newspaper articles, books) iii. Own data collection instruments (e.g. interviews, surveys, questionnaires) 	✓	✓	✓
Research Process	<p style="text-align: center;">C.2.a.</p> <p>Distinguishes between primary and secondary sources, both print and non-print.</p>	✓	✓	✓

Ethics and Religious Culture		Environment and Modern Agriculture	Healthful Eating	Future of Food
Competency 1: Reflects on ethical questions	A.4 Explains what motivates a person's choices (e.g. a young person gets up early to train because he/she wants to do well in a sport; a group organizes a neighbourhood composting system because it believes that small actions will ensure the future of the planet).	✓	✓	✓
Competency 1: Reflects on ethical questions	A.10 Makes connections between freedom and the pursuit of the common good.	✓	✓	✓
Competency 1: Reflects on ethical questions	A.11 Makes connections between freedom and the recognition of others.	✓		✓
Competency 1: Reflects on ethical questions	D.7 Makes connections between ethical reflection on tolerance and ethical reflection on the future of humanity, justice or human ambivalence.	✓		✓

<p>Competency 1: Reflects on ethical questions</p>	<p>E.4</p> <p>Explains some current challenges in the relationship between human beings and the environment (e.g. exploitation of natural resources, space exploration, research into genetics and GMOs):</p> <p>Issues Actors involved Statistics Scope of the problem Tensions, values and norms at stake, etc.</p>	<p>✓</p>		<p>✓</p>
<p>Competency 1: Reflects on ethical questions</p>	<p>E.5</p> <p>Explains some possible actions or options, given the challenges in the relationship between human beings and the environment (e.g. composting or burning organic matter):</p> <p>Description of the action intention People involved Values Possible consequences, etc.</p>	<p>✓</p>		<p>✓</p>

<p>Competency 1: Reflects on ethical questions</p>	<p>E.6</p> <p>Gives examples of how certain references can guide individual or group actions in the face of challenges to the future of humanity (e.g. the value of respect for the environment [reference] inspires certain people to buy local products in order to avoid transportation over long distances).</p>	<p>✓</p>		<p>✓</p>
<p>Competency 1: Reflects on ethical questions</p>	<p>F.3</p> <p>Gives examples of situations that raise an issue related to justice (e.g. distribution of wealth, euthanasia, working conditions in poor countries).</p>	<p>✓</p>		<p>✓</p>
<p>Competency 1: Reflects on ethical questions</p>	<p>G.2</p> <p>Names elements that can be difficult to balance and become sources of human ambivalence (e.g. reason and passion; morality, immorality and amorality; truth and lies; good and evil; satisfaction and frustration; pride and modesty; regret and contentment).</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>
<p>Competency 3: Engages in Dialogue</p>	<p>B.2.d.</p> <p>Is open to different ways of thinking.</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>

Mathematics, Science, and Technology		Environment and Modern Agriculture	Healthful Eating	Future of Food
Science and Technology	<p>The Living World A.1.f.ii.</p> <p>Explains the effects of certain factors that disturb the ecological balance (e.g. human activity, natural disasters).</p>	✓		✓
Science and Technology	<p>The Living World A.1.h.i.</p> <p>Explains the concept of ecological footprint.</p>	✓		✓
Science and Technology	<p>The Living World D.1.c.i.</p> <p>Describes the main biological functions of the different food constituents (water, proteins, carbohydrates, fats, vitamins, minerals).</p>		✓	
Science and Technology	<p>The Living World D.1.c.ii.</p> <p>Associates food constituents with their main sources (e.g. proteins with meat and meat substitutes).</p>		✓	

Science and Technology	<p>Earth and Space A.4.b.ii.</p> <p>Explains some of the consequences of a higher concentration of greenhouse gases (e.g. global warming that could result in higher sea levels, disturbances in ecosystems or the melting of glaciers).</p>	✓		✓
Science and Technology	<p>The Technological World F.a.iv.</p> <p>Names parameters to be controlled in the case of cultured cells (sources of mother cells, growth, preservation, characteristics of cell media, ethical standards).</p>			✓
Applied Science and Technology	<p>The Living World A.1.e.ii.</p> <p>Explains the effects of certain factors that disturb the ecological balance (e.g. human activity, natural disasters).</p>	✓		✓
Applied Science and Technology	<p>The Living World C.1.c.ii.</p> <p>Associates food constituents with their main sources (e.g. proteins with meat and meat substitutes).</p>		✓	

Applied Science and Technology	<p>Earth and Space A.4.b.ii.</p> <p>Explains some of the consequences of a higher concentration of greenhouse gases (e.g. global warming that could result in higher sea levels, disturbances in ecosystems or the melting of glaciers).</p>	✓		✓
Applied Science and Technology	<p>The Technological World F.a.iv.</p> <p>Names parameters to be controlled in the case of cultured cells (sources of mother cells, growth, preservation, characteristics of cell media, ethical standards).</p>			✓
Environmental Science and Technology	<p>The Living World A.1.f.ii.</p> <p>Explains the effects of certain factors that disturb the ecological balance (e.g. human activity, natural disasters).</p>	✓		✓
Environmental Science and Technology	<p>The Living World A.1.h.i.</p> <p>Explains the concept of ecological footprint.</p>	✓		✓





Environmental Science and Technology	The Living World D.1.c.ii. Associates food constituents with their main sources (e.g. proteins with meat and meat substitutes)		✓	
Environmental Science and Technology	The Earth and Space A.2.m.i. Explains how human activities contribute to soil depletion	✓		
Environmental Science and Technology	The Earth and Space A.4.b.ii. Explains some of the consequences of a higher concentration of greenhouse gases (e.g. global warming that could result in higher sea levels, disturbances in ecosystems or the melting of glaciers).	✓		✓
Environmental Science and Technology	The Technological World F.a.iv. Names parameters to be controlled in the case of cultured cells (sources of mother cells, growth, preservation, characteristics of cell media, ethical standards).			✓

Science and the Environment	<p>The Living World A.1.e.ii.</p> <p>Explains the effects of certain factors that disturb the ecological balance (e.g. human activity, natural disasters).</p>	✓		✓
Science and the Environment	<p>The Living World C.1.c.ii.</p> <p>Associates food constituents with their main sources (e.g. proteins with meat and meat substitutes).</p>		✓	
Science and the Environment	<p>The Earth and Space A.4.b.ii.</p> <p>Explains some of the consequences of a higher concentration of greenhouse gases (e.g. global warming that could result in higher sea levels, disturbances in ecosystems or the melting of glaciers).</p>	✓		✓
Science and the Environment	<p>The Technological World F.a.iv.</p> <p>Names parameters to be controlled in the case of cultured cells (sources of mother cells, growth, preservation, characteristics of cell media, ethical standards).</p>			✓

Physical Education and Health		Environment and Modern Agriculture	Healthful Eating	Future of Food
Adopts a Healthy, Active Lifestyle	<p>C.2.b.</p> <p>Indicates strategies for making better food choices according to the intensity level of the physical activity (e.g. keeping granola bars in his/her sports bag, bringing along a bottle of water and juice, keeping a food journal).</p>		✓	

Social Studies		Environment and Modern Agriculture	Healthful Eating	Future of Food
Geography	<p>Agricultural Territory B.4.b.</p> <p>Indicates practices that contribute to the depletion of forest resources in the region studied (e.g. excessive logging in Abitibi-Témiscamingue; development of agricultural land to the detriment of forests in the Amazon).</p>	✓		

<p>Geography</p>	<p>Agricultural Territory A.4.a.</p> <p>Explains consequences of certain farming practices for the environment (e.g. intensive fruit tree cultivation requires the use of strong fertilizers, which contributes to soil nutrient depletion; annual irrigation of vegetable crops requires large amounts of water, which reduces groundwater levels).</p>	<p>✓</p>		<p>✓</p>
<p>Geography</p>	<p>Agricultural Territory A.4.d.</p> <p>Indicates measures taken to limit the environmental impact of farming practices (e.g. passing laws to regulate farming practices; defining riparian strips; reforesting shorelines).</p>			<p>✓</p>
<p>Geography</p>	<p>Agricultural Territory B.4.a.</p> <p>Explains how human actions can intensify a natural risk in the agricultural territory studied (e.g. deforestation accelerates erosion during floods; monoculture, i.e. the repeated planting of one crop in the same area, destabilizes soils).</p>	<p>✓</p>		<p>✓</p>

<p>Geography</p>	<p style="text-align: center;">Agricultural Territory B.4.b.</p> <p>Explains the relationship between human actions and the creation of an artificial risk in the agricultural territory studied (e.g. in the Canadian prairies, pesticides and fertilizers can pollute waterways; in the Sahel, digging wells for herds combined with overgrazing can deplete groundwater resources; in Bangladesh, cutting mangroves has destabilized the shorelines of the territory, making river banks more vulnerable to cyclones).</p>			
<p>Geography</p>	<p style="text-align: center;">Agricultural Territory B.4.e.</p> <p>Names environmental problems associated with farming practices in territories subject to natural hazards (e.g. fertilizers and pesticides can pollute waterways; monoculture can deplete the soil or nutrients and contribute to its degradation).</p>			
<p>Geography</p>	<p style="text-align: center;">Standard number B.4.f.</p> <p>Indicates solutions adopted to reduce environmental problems associated with farming practices (e.g. regulations to protect agricultural territories; decreased use of pesticides and fertilizers).</p>	