



Climate Change Saskatchewan

CLIMATE CHANGE EDUCATION

**Cross-Reference Between
Saskatchewan Core Curriculum &
Selected Instructional Resource Materials**

SOCIAL STUDIES Middle Level: Grades 6 - 9

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SOCIAL STUDIES MIDDLE LEVEL: Grades 6-9

Major entry points - such as Knowledge, Skills and Attitude objectives - have been selected, including other statements and ideas from activities. Professional teachers may make other connections as they integrate instructional resources dealing with the topic of Climate Change.

LEGEND

- **GT** (Green Teacher)
- **PIAD** (Pembina Institute for Appropriate Development)
- **SEEDS** (Society, Environment & Energy Development Studies Foundation)
- **TEA** (Toronto Environmental Alliance)

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KEY REFERENCES

GT. Green Teacher. (2001). Teaching About Climate Change. Cool Schools Tackle Global Warming. Gabriola Island BC: New Society Publishers. (www.newsociety.com) ISBN 0-86571-437-1

PIAD. Pembina Institute for Appropriate Development. (1999). Climate Change. Awareness and Action Education Kit. Drayton Valley AB: PIAD. (www.pembina.org) ISBN 0-921719-26-4

Science. A Curriculum Guide for the Elementary Level. (1995).

SEEDS. Society, Environment and Energy Development Studies Foundation. (2001). Creating a Climate of Change. Resources for Teachers. Calgary AB: SEEDS. (<http://greenschools.ca/SEEDS>) ISBN 0-9689830-0-6

TEA. Toronto Environmental Alliance. (1997). Our Changing Climate. (Learning How to Take Charge of Climate Change at School, Home and in the Community.) Toronto ON: TEA. (tea@web.net)

MIDDLE LEVEL SOCIAL STUDIES
(Grades 6-9)

Grade 6 Social Studies Curriculum

Instructional Resources

Location and Climate (pp. 82-83)

- Describe local climate. Discuss major causes of various climate patterns.
- Climatographs show average temperature and precipitation for a region (pp. 87-94).
- Discuss with students other factors that determine the climate of a region (pp. 95-101).

Location, Climate & Vegetation (p. 106)

- Identify and describe relationships between/among location, climate and vegetation.
- Appreciate that various elements of that natural environment are interrelated.
- Make connections: location/climate/vegetation (p. 109).

Links: People and the Environment (p. 358)

- The demand for scarce resources may influence interdependence patterns.
- Appreciate that as humans use the environment to meet their needs/wants, the environment is affected.
- Understand that decisions regarding the use of natural resources involve complex issues.

GT (pp. 17-19). “... Good for Us?”

GT (pp. 14-16). “... Climate Variability.”

GT

• pp. 5-8. “... Framework...”

• pp. 53-55. “Taking Action....Schools.”
TEA (pp. 97-105) L18: “World Energy Tour.”

GT

• pp. 2-4. “...Context...”
• pp. 64-66. “...Sustainable Living...”
• pp. 69-70. “Climate Change Round Table.”
TEA (pp. 76-90) L14-15: “Exploring Energy Sources.”

Grade 6 Social Studies Curriculum (continued)

Instructional Resources

Using **natural resources**: a chart. (pp. 360-361)

(Renewable or nonrenewable?)

- Case Study: uranium and Nuclear Energy, Background information

- (Uses, no greenhouse effect, opinions) (pp. 362-367)

A Simulation Activity re: **Rainforests** of Brazil (pp. 370-373).

(background, role play, debrief, points of view) [[Link to climate change.](#)]

GT (pp. 69-70) “Climate Change Round Table.”

TEA (pp. 91-95) L17: “Roundtable Discussion.”

Case Study: The Automobile and International Trade

(pp. 432-433)

List what you think are the major advantages and disadvantages of the automobile. (Transportation freedom, exhaust, concerns)

GT (pp. 61-63) “The Clean Air Game.”

TEA (pp. 46-63) L7-11: “School Transportation Audit.”

Grade 7 Social Studies Curriculum

Instructional Resources

Climate and Climate Change (pp. 44-45)

- List and explain several factors that cause change in climate.
- Appreciate that human activity, industry, technology, etc. have serious effects on the climate of the world. (climate, regions, variations, El Nino and La Nina)

Human-Environment Interactions and Relationships

(pp. 46-47)

- Appreciate that humans affect the environment every day in large and small ways.
- Appreciate that humans have a responsibility to manage and protect their environment. (Debate an issue)

Classification of Resources (p. 77)

Know that resources can be classified as renewable or nonrenewable.

Resource Dependency and Scarcity (p. 94)

Appreciate that because humans are dependent on resources, they must act to conserve them.

Resource Management (p. 96)

- Know some ways that humans can manage resources to conserve and preserve them.
- Appreciate the need for every individual to use resources wisely.

GT (pp. 5-8) “...Framework...”

TEA

- pp. 42-45. L6: “...Climate Change ... Canada.”
- pp. 96-105. L18: “World Energy Tour.”

GT

- pp. 53-55. “Taking Action...Schools.”
- pp. 56-58. “...Cool Schools...”
- pp. 64-66. “...Sustainable Living...”
- pp. 17-19. “...Good for Us?”
- pp. 38-39. “...Public Transit.”
- pp. 69-70. “Climate Change Round Table.”

TEA (pp. 91-95) L17: “Roundtable Discussion.”

TEA (pp. 77-86) L14: “[Energy] Research.”

GT (pp. 20-21) “Energy...Choices.”

GT

- pp. 25-27. “Solar Box Cooking.”
- pp. 64-66. “...Sustainable Living...”
- pp. 32-34. “...Bus Afoot.”
- pp. 53-55. “Taking Action...Schools.”
- pp. 35-36. “...Cyclists.”

Grade 7 Social Studies Curriculum (continued)

Instructional Resources

Assessing Personal Resource Use (p. 98)

Express willingness to assess personal resource use and develop a plan for more effective management of resources.

GT

- pp. 38-39. "...Public Transit."
 - pp. 56-58. "...Cool Schools..."
 - pp. 64-66. "...Sustainable Living."
- TEA**
- pp. 64-75. L12-13: "Energy Use...Home."
 - pp. 106-112. L.19: "Transitville."

The **Climatic Zones** of Saskatchewan. (map, handout) (p. 114)

Technology and Change (p. 217)

- Know some ways that change results from technological adaptations made to meet needs and wants.
- Be aware that technological inventions have profound consequences on humans and the environment.

GT

- pp. 5-8. "...Framework..."
- pp. 9-10. "Greenhouse Effect."
- pp. 56-58. "...Cool Schools..."

Grade 8 Social Studies Curriculum

Instructional Resources

The Individual in Society. Interdependence (p. 17)

- Know and give examples of how technological change affects interdependence of individuals and nations.
- Appreciate that, because all aspects of society are interconnected and interdependent, there cannot be change without consequences.

Citizenship (p. 23)

...explore roles as citizens and learn what it means to be active citizens on many levels. ... the products we use daily... Needs.

Political Patterns – Decision-making Structures (p. 40)

Draw relevant conclusions on collected data.

Active, Informal Citizenship (p. 91)

Appreciate the actions of citizens who are active in a variety of areas in the effort to help others and/or to make the situation better for everyone.

- ... persuade others to adopt the point of view promoted. Check ... an environmental campaign ... analysis of the campaign: the issues, the people, the goal, and the target audience. (p. 92)

GT

- pp. 2-4. "...Context..."
- pp. 5-8. "...Framework..."
- pp. 64-66. "...Sustainable Living..."
TEA (pp. 46-63) L7-11: "School Transportation Audit."

GT

- pp. 53-55. "Taking Action...Schools."
- pp. 56-58. "...Cool Schools..."
- pp. 69-70. "Climate Change Round Table."

TEA

- pp. 64-75. L12-13: "Energy Use ...Home."
- pp. 91-95. "Roundtable Discussion."

GT (pp. 69-70) "Climate Change Round Table."

GT

- pp. 25-27. "Solar Box Cooking."
 - pp. 64-66. "...Sustainable Living..."
 - pp. 38-39. "...Public Transit."
 - pp. 69-70. "Climate Change Round Table."
- ### TEA
- pp. 87-90. L15-16: "TV Persuasion."
 - pp. 91-95. L17: "Roundtable Discussion."

Grade 8 Social Studies Curriculum (continued)

Instructional Resources

Interdependence and Our Basic Needs (p. 167)

Know that individuals' basic needs are met through interdependent relationships.

- Physical Needs: Air to breathe, food, shelter, water, transportation (p. 168).

Resources, Land and Interdependence (p. 172)

Appreciate that the values of conservation and production may be in conflict. Industrial World Today (Oil) vs. Post Industrial

Society (p. 173)

(Nuclear energy, solar energy). ... farm practice is changing consumerism.... values of conservation and production may conflict...

Technology and Interdependence (p. 174)

Know ways that people are dependent upon technology.

Global Interdependence (p. 181)

UN Environmental Program... the United Nations assumes responsibility (... clean water.)...

The United Nations (p. 188)

Charter. To protect and preserve those things which all human beings share in common: the seas, the air and outer space, animals and plant species, monuments of human culture and achievement.

GT

- p. 18. “ ... Good for Us?”
 - pp. 64-66. “ ... Sustainable Living...”
- TEA (pp. 17-19) L1: “Spaceship Earth.”

GT

- pp. 25-27. “Solar Box Cooking.”
 - pp. 62-63. “The Clean Air Game.”
- TEA (pp. 20-21) L2: “Life Support System.”

GT (pp. 22-24) “ ... Solar Electricity.”

GT

- pp. 53-55. “Taking Action...Schools.”
- pp. 56-58. “ ... Cool Schools...”

PIAD (pp. 165;184-188. LA9: “ ...U.N.-style...”
[See Grade 11 Social Studies, p. 341.]

Grade 8 Social Studies Curriculum (continued)

Instructional Resources

Interdisciplinary Teaching (pp. 336-337)

Webbed Model; Integrated Model; Planning.

[For example, between Social Studies and Science!]

GT

- pp. 2-4. “...Context...”
- pp. 5-8. “...Framework...”
- pp. 25-27. “Solar Box Cooking.”
- pp. 38-39. “...Public Transit.”
- pp. 53-55. “Taking Action...Schools.”
- pp. 56-58. “...Cool Schools...”
- pp. 69-70. “Climate Change Round Table.”

TEA

- pp. 20-22. L2: “Life Support System.”
- pp. 46-63. L7-11: “School Transportation Audit.”
- pp. 87-90. L15-16: “TV Persuasion.”
- pp. 91-95. L17: “Roundtable Discussion.”

Concept Maps (pp. 344-345)

(Connect concepts; for example, “Oil Shortages”.)

Charting the Weather (p. 349)

(Use media sources.)

Grade 9 Social Studies Curriculum

Instructional Resources

Technological Developments Over Time (p. 46)

- Know that technology both shapes and is shaped by the worldview of a society; therefore, it changes over time.
- Make inferences about the critical attributes of technology.
- Appreciate the value and limitations of technology.
- What are some of the advantages and disadvantages of technological developments such as ... cars...? (p. 47)

Environmental and Technological Change (p. 89)

- Appreciate that environmental and technological changes have important consequences for individuals and societies.
- ... discuss the environmental, historical and social events that have occurred: climatic changes and their impact.

Analyzing Change (p. 126)

Reaction to change? Impact of environmental change. [For example, Climate Change].

Fundamental Values of the Technological Paradigm (p. 157)

...Toronto...limits the number of automobiles in the city. ... Provide a healthier environment...

GT

- pp. 22-24. “ ...Solar Electricity.”
- pp. 64-66. “ ...Sustainable Living...”
- pp. 9-10. “Greenhouse Effect.”
- pp. 25-27. “Solar Box Cooking.”

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TEA (pp. 106-112) L19: “Transitville.”

Grade 9 Social Studies Curriculum (continued)

Instructional Resources

Relationships with the Environment (p. 228)

- Compare Aboriginal peoples' traditional views with current attitudes on local and global environmental issues.
- Explain that a value is a belief about what is desirable or important. "Mother Earth takes care of human beings so human beings must also take care of mother Earth."

GT

- pp. 69-70. "Climate Change Round Table."
- pp. 64-66. "...Sustainable Living."

Spirituality and Nature (p. 242)

[Reading]