



Climate Change Saskatchewan

## **CLIMATE CHANGE EDUCATION**

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

**SOCIAL STUDIES  
Secondary Level: Grades 10 - 12**

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# CLIMATE CHANGE EDUCATION

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Saskatchewan Core Curriculum &  
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## SOCIAL STUDIES SECONDARY LEVEL: Grades 10 - 12

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)

### KEY REFERENCES

**GT. Green Teacher.** (2001). Teaching About Climate Change. Cool Schools Tackle Global Warming. Gabriola Island BC: New Society Publishers. ([www.newsociety.com](http://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](http://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](mailto:tea@web.net))

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**SECONDARY LEVEL SOCIAL STUDIES**  
**(Grades 10 – 12)**

**Grade 10 Social Studies Curriculum**

**Instructional Resources**

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**Role of Government** (p. 122)

Know that modern governments participate directly in the economy, purchasing goods, operating industries, providing services, and promoting different economic activities.

- ... Controversial issues... (p. 123)

**GT** (p. 39) "...Public Transit."

**PIAD** (pp. 281-286) LA14: "Changing the World."  
[See Science 10.]

**GT** (pp. 44-47) "...Gridlock..."

**SEEDS**

- pp. 4-1 to 7. "Climate Change...global issue."
- pp. 5-1 to 5. "...Emissions Trading."

**Generating Wealth** (p. 212)

Know that land (natural resources) is the raw materials in their natural state which is used in the production of goods and services.

**Environmental Issues** (p. 323)

- ... conservative ideology...
- ... liberal ideology... (p. 325)
- ... socialist ideology... (p. 327)

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

**SEEDS** (p. 1-6) "...Issues..."

**PIAD**

- pp. 125-164. LA7: "Polarized Perspectives."
- pp. 137-164. LA8: "Politics, Power and Public Opinion."  
[Integrate with Science 10.]

**The Case for Free Trade** (p. 415)

- ...environmental efficiency.... research the international situation in agriculture to discover how different parts of the world go about being "efficient" in agriculture.

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**Grade 10 Social Studies Curriculum (continued)**

**Instructional Resources**

- Know that certain commodities such as food, energy, and information are seen as being so basic to a nation's security that governments are prepared to pay very high costs in order to assure a secure supply of these commodities. (p. 416)

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

**Issue of Resources** (p. 514)

... energy resources particularly petroleum... Know that nations must provide for itself a secure and inexpensive supply of energy ... The Middle East is the world's largest supplier of oil and is very convenient to the world's largest users of petroleum products.

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

- Saudi Arabia ... cartel... (p. 519)

**Resolve Conflict** (p. 524)

Know that at the international level of human relationships there has been no effective mechanism (beyond war) which can impose a resolution to a dispute between nations.

**GT** (pp. 69-70) "Climate Change Round Table."  
**SEEDS** (pp. 5-1 to 5) "...Emissions Trading."

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## Grade 11 Social Studies 20 Curriculum

## Instructional Resources

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### Population (p. 208)

Know that the goal of progress is to justify modern society's emphasis on growth and change.

- Learn how to provide support for a particular position on an issue. (p. 209)
- Know that change is a part of all natural and social systems, and that at certain times in history the dominant paradigms are replaced with another paradigm. (... The way a specific population makes a living, uses technology, and grows in size can have a major effect on other social and natural systems.) (p. 210) (See Activity p.2-28+.)

### Population Change (p. 218)

Know that lists of basic needs such as Maslow's Hierarchy of Needs assume that certain needs must be met because they are necessary for a dignified life.

### The Effects of Population Distribution. Energy Consumption (p. 220)

- ... the world economy will need more energy. ....
- Bringing the developing countries' energy use up to industrialized country levels by the year 2025 without compensating for energy efficiencies would require increasing the present energy [use] five times.
- Scarcity. Know that because the earth is a finite environment with a limited ability to produce resources and to absorb pollution, scarcity will remain a fundamental reality of the human condition. (See Activity p.2-62+.)

### GT

- pp. 40-43. "Going Off-Ramp..."
- pp. 44-48. "...Gridlock..."
- pp. 69-70. "Climate Change Round Table."
- pp. 5-8. "...Framework..."

### GT

- pp. 25-27. "Solar Box Cooking."
- p. 31. "Graphic results."

### SEEDS

- pp. 6-1 to 6. "Climate Change...Adaptation and Mitigation."
- pp. 7-1 to 6. "...Technology and Energy Efficiency."

### PIAD

- pp. 83-102. LA5: "Global Impacts of Climate Change." [simulation]
- pp. 110-112; 116-118; 121-123. LA6: "Impacts on Human Communities." [Integrate with Biology 20.]

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## Grade 11 Social Studies 20 Curriculum (continued)

## Instructional Resources

### Sustainability (p. 224)

Know that sustainability means: the growth of population and its accompanying standard of living must be maintained at a level where resource stocks can be adequately recycled or renewed; and, that pollution levels are maintained at a level that does not degrade the environment. [Compare paradigms: sustainable growth; growth; natalist.] (See Activity p.2-81+.)

### Scarcity (p. 234)

Know that human needs [& wants] tend to exceed the capacity of the environment to produce scarce resources and of the economy to turn them into consumer goods and services.

### Sociotechnical Organizations (p. 312)

People within sociotechnical organizations have the power to make and enforce decisions, which affect large numbers of people and many aspects of the environment.

### Resources Extraction (p. 316)

(... forestry, agriculture, energy, water,...) energy – Technology has been able to produce large quantities of inexpensive energy which encourages the production and consumption of inexpensive goods. (See Activity 3-16+.)

### State of the Environment (p. 320)

- Know that in broad terms resources are those parts of the environment considered valuable because they are used to meet human needs [&wants].

**Atmosphere.** ...greenhouse effect ... global warming ... debate.

### GT

- pp. 64-66. "...Sustainable Living.."
  - pp. 69-70. "Climate Change Round Table."
- SEEDS** (pp. 1-5 to 5) "...Emissions Trading."
- PIAD** (pp. 125-136) LA7: "Polarized Perspectives."

**PIAD** (pp. 281-296) LA14: "Changing the World."

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

**SEEDS** (pp. 7-1 to 6) "...Technology and Energy Efficiency."

**PIAD** (pp. 256-257) LA12: "Waste Not, Watt Not!"

### GT

- pp. 2-4. "...Context..."

- pp. 9-10. "Greenhouse Effect."

### PIAD

- pp. 1-2; 17-20. LA1: "Greenhouse Earth."
- [Integrate with Science 10.]
- pp. 40; 43-47; 49-63. LA3: "Global Circulation Systems."

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**Grade 11 Social Studies 20 Curriculum (continued)**

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**Instructional Resources**

**SEEDS**

- pp. 2-1 to 8. “Greenhouse Effect [plus].”
- pp. 3-1 to 7. “Past and Future Climates.”

**GT** (pp. 25-27) “Solar Box Cooking.”

**PIAD** (pp. 258-266; 274-280) LA13: “Energy...Doesn’t Cost.”  
[See Science 10.]

- ... a conference on the environment... (p. 321) (see p. 339)
- **Nonrenewable Resources**... Sustainable Yield. Know that sustainable yield is the level of production that can be carried out without depleting resources. (p. 322)
- Know that when the **carrying capacity** of an environment is exceeded, the natural biological system supporting and carrying capacity begin to deteriorate. (p. 324)

**Environmental Harmony** (p. 330)

Stewardship... (See Activity 3-85+ Environmental Issues ... Perspectives ... concepts... (See Activity p. 3-90+)

- Gaia... (p. 332)
- ... climate basically constant for 3.5 billion years ... (p. 334)
- Rio Conference ... (p. 339) (See p. 321.)

**Standard of Living** (p. 340)

**SEEDS** (pp. 6-1 to 6) “Climate Change...Adaptation and Mitigation.”

**GT**

- pp. 53-55. “Taking Action...Schools.”
- pp. 56-58. “...Cool Schools...”
- pp. 64-66. “...Sustainable Living...”
- pp. 67-68. “...Better World.”
- pp. 14-16. “...Climate variability...”

**SEEDS**

- pp. 1-2 to 4. “[climate system]”
- pp. 3-1 to 7. “Past and Future Climates.”

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

**PIAD** (pp. 165-197) LA9: “...model U.N.-style Conference.”

**GT** (pp. 64-66) “...Sustainable Living...”

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**Grade 11 Social Studies 20 Curriculum (continued)**

**Instructional Resources**

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**Conference...** Environmental problem... [e.g, Climate Change] (p. 341)

**GT**

- pp. 44-48. “... Gridlock...”
- pp. 69-70. “Climate Change Round Table.”

**PIAD**

- pp. 65-82. LA4: “Balance of Evidence.”
- pp. 165-197. LA9: “...model U.N.-style Conference.”

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## Grade 12 SS30 – Canadian Studies Curriculum

## Instructional Resources

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### Standard of Living (p. 510)

- Criteria – wealth, quality of life, health, environmental factors. ...maintaining environmental standards... Development.
- Know that the prosperity of modern industrial nations depends upon a modern infrastructure of agriculture, industry, transportation, education, health, and government. (p. 516 also.)

### Environmental Change (p. 536)

A highly significant aspect of the globalization phenomenon is environmentalism.

- **Ecosystems.** Know that global systems (weather, rivers, ...) are all part of the global ecosystem and as such are all interrelated and interdependent. ... Ownership of resources...(p. 536)
- ... environmental/global warming... economic progress vs. steady-state economy... Practice the skills of dialectical evaluation. (p. 537)

### Transnational Movement (p. 540)

Greenpeace and related Green Parties around the world represent another example of a transnational movement with great international influence.

### Dialectic on Conservation (p. 542)

- ...change in nature... conservation disaster...
- ... Protecting the environment...(global warming) (p. 543)

### Nuclear issues (p. 546)

Nuclear issues are important for Canada ... Nuclear energy has fallen on hard times...

### GT

- p. 31. “Editorial Cartoons.”
  - p. 39. “...Public Transit.”
  - pp. 64-66. “...Sustainable Living...”
- SEEDS** (pp. 7-1 to 6) “... Technology and Energy Efficiency.”

**SEEDS** (pp. 2-1 to 8) “[global] systems.”

**GT** (pp. 64-66) “...Sustainable Living.”

**SEEDS** (pp. 5-1 to 5) “...Emissions Trading.”

**SEEDS** (pp. 6-1 to 6) “Climate Change ...Adaptation and Mitigation.”

**PIAD** (pp. 125-136) LA7: “Polarized Perspectives.”

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

**SEEDS** (pp. 4-1 to 7) “Climate Change...global issue.”

**PIAD** (pp. 281-296) LA14: “Changing the World.”

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

**SEEDS** (pp. 7-6) “Nuclear Energy...”

