

# CURRICULUM FIT

Each of the topics in this resource are linked by grade and program to Alberta Learning curriculum.  
[www.learning.gov.ab.ca/k\\_12/curriculum/](http://www.learning.gov.ab.ca/k_12/curriculum/)

## SCIENCE

**GRADE**  
7

### Unit A: Interactions and Ecosystems (Social and Environmental Emphasis)

#### Outcomes for Science, Technology and Society (STS) and Knowledge

*Students will:*

- |   |         |
|---|---------|
| 1. Investigate and describe relationships between humans and their environments, and identify related issues and scientific questions.  | 2, 4    |
| • Describe examples of interaction and interdependency within an ecosystem (eg., identify changing relationships between humans and their environments).  | 3, 4    |
| • 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 (eg., identify impacts of the use of plants and animals as sources of food, fibre and other materials). | 2, 4, 6 |
| • Analyze personal and public decisions that involve consideration of environmental impacts, and identify needs for scientific knowledge that can inform those decisions.   | 1, 4, 5 |
| 4. Describe the relationships among knowledge, decisions and actions in maintaining life-supporting environments.   | 3, 4    |
| • Identify intended and unintended consequences of human activities within local and global environments.   | 6, 7    |
| • Analyze a local environmental issue or problem based on evidence from a variety of sources, and identify possible actions and consequences.   | 7       |

#### Skill Outcomes (the use of research and inquiry skills to inform the decision-making process)

##### *Initiating and Planning*

*Students will:*

- |  |         |
|--|---------|
| Ask questions about relationships between and among observable variables and plan investigations to address those questions. |         |
| • Identify science-related issues.   | 2, 4, 6 |
| • Identify questions to investigate arising from practical problems and issues.  | 3, 4, 5 |

##### *Communication and Teamwork*

*Students will:*

- |  |      |
|--|------|
| Work collaboratively on problems; and use appropriate language and formats to communicate ideas, procedures and results. | all  |
| • Communicate questions, ideas ... using lists, notes in point form, sentences, oral language and other means.           | all  |
| • Defend a given position on an issue or problem, based on their findings.   | 7, 9 |

#### Attitude Outcomes

##### *Interest in Science*

*Students will be encouraged to:*

- |  |   |
|--|---|
| • Show interest in science-related questions and issues, and pursue personal interests and career possibilities within science-related fields. | 8 |
|--|---|

*Topic Fit*

		<b>Topic Fit</b>
	<p><b>Collaboration</b>  <b>Students will be encouraged to:</b></p> <ul style="list-style-type: none"> <li>• Work collaboratively in carrying out investigations and in generating and evaluating ideas.</li> </ul>	all
	<p><b>Stewardship</b>  <b>Students will be encouraged to:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate sensitivity and responsibility in pursuing a balance between the needs of humans and a sustainable environment.</li> </ul>	7, 8, 9
<b>GRADE</b> <b>8</b>	<b>Unit B: Cells and Systems (Nature of Science emphasis)</b>	
	<p><b>Outcomes for Science, Technology and Society (STS) and Knowledge</b>  <b>Students will:</b>  Investigate living things, and identify and apply scientific ideas used to interpret their general structure, function and organization</p> <ul style="list-style-type: none"> <li>• Investigate and describe example scientific studies of the characteristics of living things</li> </ul>	3, 4
	<p><b>Skill Outcomes (focus on scientific inquiry)</b></p> <ul style="list-style-type: none"> <li>• Build upon those from grade seven for:</li> </ul>	
	<b>Initiating and Planning</b>	2, 3, 4, 5, 6
	<b>Communication and Teamwork</b>	all
	<b>Attitude Outcomes</b>	7, 9
	<b>Appreciation of Science</b>	8
	<b>Interest in science</b>	8
	<b>Collaboration</b>	all
	<b>Stewardship</b>	7, 8, 9
<b>GRADE</b> <b>9</b>	<b>Unit A: Biological Diversity (Social and Environmental Emphasis)</b>	
	<p><b>Outcomes for Science, Technology and Society (STS) and Knowledge</b>  <b>Students will:</b></p> <ol style="list-style-type: none"> <li>1. Investigate and interpret diversity between species and within species, and describe how diversity contributes to species survival <ul style="list-style-type: none"> <li>• Identify the role of variation in species survival under changing environmental conditions</li> </ul> </li> <li>4. Identify impacts of human action on species survival and variation within species, and analyze related issues for personal and public decision making. <ul style="list-style-type: none"> <li>• Investigate and describe the use of biotechnology in environmental and agricultural, management; and identify potential impacts and issues</li> </ul> </li> </ol>	3  4, 6 7

**Skill Outcomes**

**Initiating and Planning**

- Build upon those from grade seven and eight.

2, 3, 4, 5, 6

**Communication and Teamwork**

**Attitude Outcomes**

- Build upon those from grade seven and eight for:

**Interest in Science**

**Collaboration**

**Stewardship**

all

## SOCIAL STUDIES

**GRADE**

**7**

**Skills and Processes**

- Debate the pros and cons of a media-related issue.

1, 5, 7

**GRADE**

**8**

**Skills and Processes**

- Environmental stewardship.  
(Note: animals must be considered part of the environment).

3, 4

**GRADE**

**9**

**Skills and Processes**

- Debate and defend an informed opinion on a variety of issues.
- Draw inferences and conclusions about an inquiry topic related to a contemporary Canadian issue.
- Environmental stewardship.

1, 2

## CTS AGRICULTURE

**GRADE**

**11**

**Module AGR 2020: Animal Husbandry/Welfare**

**Level: Intermediate**

**Module Learner Expectations**

*The student will:*

- Present a rationale and strategy for addressing animal welfare

8

**Assessment Criteria and Conditions**

**Assessment of student achievement should be based on:**

- Developing a plan for animal welfare that involves:
  - a comparison of animal welfare and animal rights.
  - a strategy for maintaining animal welfare based on:
    - ethical, economic and social perspectives.
    - welfare needs of the animal.
    - current codes of practice.
    - alternatives and consequences.
    - a recommended plan for action.

2

4

**Concept**

**Specific Learner Expectations**

*The student should:*

**Animal Welfare**

- distinguish between animal welfare and animal rights
- explain the importance of maintaining safe domestic and market-driven environments for animals.

2

7, 1

		<b>Topic Fit</b>
	<ul style="list-style-type: none"> <li>describe different perspectives regarding an issue in animal welfare; eg.: ethical, economic, social.</li> <li>identify and describe legislation intended to address animal welfare.</li> <li>identify and describe organizations in the community that address animal welfare.</li> <li>outline a protocol for responding to an animal welfare issue.</li> </ul>	<p>4</p> <p>1</p> <p>5</p>
<b>Health Factors</b>	<ul style="list-style-type: none"> <li>identify and describe indicators of health in a selected animal species.</li> <li>describe characteristics of a healthful animal environment, and conditions that can place an animal's health or safety at risk.</li> </ul>	<p>3, 4</p> <p>6</p>
<b>Safe Handling and Care</b>	<ul style="list-style-type: none"> <li>describe contributions of technology in current animal husbandry and health care practices.</li> <li>explain basic food requirements in specific situations.</li> <li>identify shelter needs.</li> </ul>	<p>8</p> <p>3, 4</p> <p>3, 4</p>

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**GRADE**  
**12**

**Module AGR 3010: Issues in Agriculture**  
**Level: Advanced**

**Module Learner Expectations**

*The student will:*

- analyze a range of economic, environmental and social issues in agriculture
- present a plan of action to address a complex issue in agriculture

7  
8

**Concept                      Specific Learner Expectations**

*The student should:*

**Issue Analysis**

- identify a range of current social, economic and environmental issues in agriculture
- list and categorize concerns being expressed regarding a social, economic and environmental issue in agriculture
- critically analyze a current issue in agriculture; eg.:
  - identify conflicts among different stakeholder groups
  - gather information relevant to different sides of the issue
  - consider the implications of adopting different alternatives

7  
7  
7

**Action Plans**

- Participate in a debate of a complex issue in agriculture while assuming the role of one or more stakeholder groups; eg.:
  - farmer
  - environmentalist
  - animal welfare advocate
  - consumer
  - scientist

7

## SOCIAL SCIENCE

**GRADE**  
**11**

**Philosophy**

**Contemporary Western Philosophy 20**

**Objectives:**

- To appreciate the importance of reason and critical thinking in philosophical inquiry.

1,2

**Content:**

- The value of a philosophy as a basis for an individual's philosophy.

6

**GRADE**  
**12**

**Philosophies of Man 30**

**Objectives:**

- To develop the process of critical examination.
- To integrate or orient oneself toward the various phases of human experience.
- To open up the wide range of problems and deal with vital questions of human interest.
- To think about the basic foundations of one's outlook, knowledge and beliefs.

1, 2, 6

7

2

**Content:**

- The nature of man.

2

## ETHICS

**GRADE**  
**8**

**Scope and Sequence**

**Part 3 – Social Responsibility**

1

**A. Values Important to Me**

*The Student will be able to:*

- Discuss personal convictions in the context of community values
- Demonstrate awareness that individuals do not always consistently act on their values.
- Demonstrate a willingness to revise or alter personal convictions on the basis of new understandings.

5

2

9

**B. Reflections**

*The Student will be able to:*

- Understand that relationships involve interactions, attitudes and emotions.
- Demonstrate responsibility for chosen actions.
- Evaluate personal contributions and contributions of others toward making positive changes.
- Appreciate that he or she is involved in decisions and choices that have ethical implications and consequences.
- Demonstrate commitment to values such as respect, responsibility, fairness, tolerance, honesty, kindness.
- Share insights gained from the course through a culminating presentation of their learned experiences.

6

6

8

5, 8

2

7, 8, 9

## **LANGUAGE ARTS**

**GRADE  
7-12**

- Reading a variety of articles, essays, and papers on a nonfiction topic.
- Writing in different formats on a nonfiction topic.
- Listening to different opinions on a nonfiction topic.

*all*