

6.10 CURRICULUM INTEGRATION – GRADE 9 / SENIOR 1

SOCIAL STUDIES

Cluster 1 – Diversity and Pluralism in Canada

KI-020 Evaluate the influence of mass media and pop culture on individuals, groups, and communities.

Cluster 3 – Canada in the Global Context

KE-048 Describe characteristics of Canada as an industrialized nation.

KE-049 Evaluate implications of living in a consumer-based economy. Examples: social, political, environmental...

KE-051 Analyze possible consequences of their consumer choices.

VE-017 Be willing to consider the impact of their consumer choices.

Cluster 4: Canada: Opportunities and Challenges

KH-033 Give examples of social and technological changes that continue to influence quality of life in Canada.

VH-010 Appreciate that knowledge of the past helps to understand the present and prepare for the future.

KL-028 Evaluate Canadian concerns and commitments regarding environmental stewardship and sustainability.

VL-007 Be willing to make personal choices to sustain the environment.

SCIENCE

Cluster 0 – Overall Skills and Attitudes

S1-0-7e Reflect on prior knowledge and experiences to develop new understanding. GLO: C2, C3, C4 (ELA: S1: 4.2.1)

- S1-0-8g Discuss social and environmental effects of past scientific and technological endeavours. Include: major shifts in scientific world views, unintended consequences. GLO: B1
- S1-0-9e Be sensitive and responsible in maintaining a balance between the needs of humans and a sustainable environment. GLO: B5, C4

PHYSICAL EDUCATION

Movement

- S.1.S1.A.1 Select and refine transport skills, applying mechanical principles (i.e., force, motion, balance) related to activity specific physical activity skills

Fitness Management

- K.2.S1.A.1 Identify the skill related fitness components (e.g., balance, agility, power, reaction time, speed, coordination) and relate their importance to sport/physical activity performance (e.g., reaction time in goal keeping...)
- K.2.S1.B.1 Differentiate between the benefits of active living and physical fitness development, based on a health and fitness continuum (e.g., mild activity for health benefits, moderate to vigorous activity for fitness benefits...)
- K.2.S1.C.4 Identify the factors related to health and fitness development(e.g., health benefit, physical attributes, interpersonal interaction, influence of family, availability of facilities/equipment, competition, cooperation, personal success, time management...) that affect choices of physical activities for self and others
- S.2.S1.A.1b Participate in planned and self-directed activities that maintain heartrate levels in various zones (e.g., general health, basic fitness, healthy heart...)

Safety

- K.3.S1.A.1 Review safety rules, routines, and procedures prior to participating in each physical activity (e.g., allow space for full back swing and follow through in golf...)
- K.3.S1.A.3 Explain the reasons (e.g., maintaining proper body temperature in rain, heat, cold, humidity...) for appropriate dress for selected indoor and outdoor activities (e.g., light and comfortable clothing for squash, layers and headwear for cross-country skiing...)
- K.3.S1.A.4 Identify safety and risk factors for selected activities (e.g., cross-country skiing...) related to people (e.g., right of way, adaptations for persons with a disability...), facilities (e.g., snow conditions...), and equipment (e.g., appropriate clothing...)
- K.3.S1.A.5b Relate the importance of making wise choices to prevent injury in selected land-based (e.g., cycling, jogging...) and/or water-based activities (e.g., aquatics, diving, canoeing...)
- S.3.S1.A.1 Apply rules and procedures for safe and responsible participation and use of equipment in selected, specific physical activities and environments (e.g., self-regulation, teamwork, promotion of fair play and inclusion...)

Personal and Social Management

- K.4.S1.A.3 Examine factors (e.g., family, values, health knowledge, peer influence, media, social trends, requirements, costs...) that affect making decisions by self and/or others for active healthy lifestyles and/or career-building
- K.4.S1.B.1b Reflect on the factors (e.g., interest, multiple intelligences, access...) that influence choice of physical activities or sport pursuits for self and others
- S.4.S1.A.1 Apply a goal-setting process as part of designing a short term plan for a realistic personal goal related to academic and/or healthy lifestyle practices (e.g., active living, good nutrition, no substance use, safety...)

S.4.S1.A.2 Design, implement, and evaluate an action plan for making a decision based on personal values and beliefs related to physically active and healthy lifestyle practices (e.g., active living, good nutrition, no substance use, safety...)