

6.11 CURRICULUM INTEGRATION – GRADE 10 / SENIOR 2

SOCIAL STUDIES

Cluster 1 – Geographic Literacy

- KL-018 Explain the importance of stewardship in the preservation of the Earth's complex environment.
- VL-005 Respect the Earth as a complex environment in which humans have important responsibilities.
- S-100 Collaborate with others to achieve group goals and responsibilities.
- S-103 Promote actions that reflect principles of sustainability.

Cluster 2 – Natural Resources

- VP-009 Be willing to consider the implications of personal choices regarding natural resources.
- S-303 Reconsider personal assumptions based on new information and ideas.
- S-307 Propose and defend innovative options or solutions to address issues and problems.
- KH-033 Identify factors that influence the changing use of natural resources over time. Examples: technology, culture...

Cluster 4 – Industry and Trade

- VG-008 Be willing to consider the social and environmental impacts of their consumer choices.

Cluster 5 – Urban Places

- KE-050 Use Canadian examples to describe the major functions of urban places. Examples: administration, service, tourism, transportation...

- KL-029 Describe the impact of urbanization on Canadian ways of life.
- KL-030 Describe urban environmental and economic issues. Examples: land use, relationship to hinterland, infrastructure...
- KE-051 Identify issues related to urban growth and decline.
- KL-031 Describe the role of urban planning and use examples to illustrate its importance.

SCIENCE

Cluster 1 – Dynamics of Ecosystems

- S2-1-10 Investigate how human activities affect an ecosystem and use the decision-making process to propose a course of action to enhance its sustainability. Include: impact on biogeochemical cycling, population dynamics, and biodiversity. GLO: B5, C4, C5, C8

Cluster 2 – Chemistry in Action

- S2-2-12 Investigate technologies that are used to reduce emissions of potential air pollutants. Examples: catalytic converters in automobiles, smokestack scrubbers, regulation of vehicle emissions, disposal of PCBs from electrical transformers, elimination of CFCs from refrigerants and aerosol propellants... GLO: A5, B5, C8, E2

Cluster 4 – Weather Dynamics

- S2-4-07 Investigate and evaluate evidence that climate change occurs naturally and can be influenced by human activities. Include: the use of technology in gathering and interpreting current and historical data. GLO: A1, A4, D5, E3
- S2-4-08 Discuss potential consequences of climate change. Examples: changes in ocean temperature may affect aquatic populations, higher frequency of severe weather events influencing social and economic activities, scientific debate over nature and degree of change... GLO: A1, A2, C5, C8

PHYSICAL EDUCATION

Movement

- K.1.S2.B.3 Analyze movement concepts related to strategies for individual physical activities (e.g., body awareness in weight training for strength, body awareness in going up an incline in cross-country skiing...)
- K.1.S2.C.1 Demonstrate an understanding of rules (i.e., safety rules, game rules, etiquette, officiating signals) associated with selected sports while participating and/or officiating
- S.1.S2.B.1 Apply and refine selected activity specific movement skills and variations (e.g., running for long distance, dynamic balancing, double-polling, lunging, chipping, putting...) in physical activities, including individual/dual type activities (e.g., cross-country skiing, golf, cycling...)

Fitness Management

- K.2.S2.A.1 Evaluate the contribution (i.e., associated fitness component, muscle/muscle groups, type of benefit) of selected physical activities and/or exercises to physical fitness (e.g., push-ups can develop muscular strength of arm muscles which contributes to health-related fitness...)
- K.2.S2.B.1 Investigate the contribution (e.g., strength, endurance, energy expenditure, elasticity, longevity, healthy weight...) of exercise/physical activity to optimal health and the prevention of disease (e.g., cardiovascular disease, breast cancer, type II diabetes, osteoporosis...)
- K.2.S2.C.4 Examine factors (e.g., enjoyment, previous experiences, values and attitude, social benefits, financial commitment, medical, incentives, stages of change...) that have an impact on adherence to a personal fitness plan

Healthy Lifestyle Practices

- K.5.S2.A.2 Demonstrate a knowledge of healthy lifestyles practices that contribute to disease/illness prevention, including mental illness/disorders
- K.5.S2.B.1 Determine different ways to promote active living (e.g., display “Canada’s Physical Activity Guide to Healthy Active Living” poster...) for different age groups (i.e., infants, children, youth, adults, seniors)
- K.5.S2.B.2 Explain the concept of active living, and the factors (i.e., benefits of physical activity, experiences, interests, abilities; financial, cultural, demographic, safety issues; personal circumstances) that may affect making personal choices
- S.5.S2.A.2 Design an action plan for active living on a daily basis for self and/or others (e.g., friend, sibling, senior citizen...)

Safety

- K.3.S2.A.5 Determine the safety considerations in selected alternative pursuits (e.g., wear protective equipment, use reflective tape for night time visibility, have first-aid kit available, watch for extreme weather conditions...)
- K.3.S2.B.1 Determine strategies to manage identified hazards related to community facilities and areas (e.g., playground areas, bicycle routes, roads bordering schools, fitness and recreational facilities, safe workplace...)
- K.3.S2.B.4 Investigate the contributions self and/or others can make to community/ global health and sustainable development (i.e., safe and healthy lifestyle practices, volunteering, reducing, reusing, recycling)

Personal and Social Management

- K.4.S2.A.2a Examine the effectiveness of using a goal-setting process for setting and achieving personal goals and/or for changing a

behavior (e.g., evaluate application of goal-setting process to improving cardiovascular fitness, career plan...)

- K.4.S2.A.2b Evaluate how various internal and external factors (e.g., availability of particular jobs versus ability to do the job, making a team, improving a grade, improving fitness...) may have an impact on the achievement of personal and/or career goals (e.g. improving a grade, improving fitness, getting a job...)
- K.4.S2.A.3 Analyze factors (i.e., values, beliefs, peer influence, media influence, environmental influence, financial influence) that influence personal and/or group decisions for active, healthy lifestyles
- K.4.S2.C.4a Examine the stress management strategies (e.g., deep breathing, relaxation exercises, guided imagery, exercising...) and defense mechanisms (e.g., denial, compensation, rationalization, daydreaming, regression...) that can be healthy or unhealthy ways of managing stress
- S.4.S2.A.1 Apply goal-setting strategies as part of designing long-term personal plans for healthy lifestyle practices (e.g., physical activity and/ or fitness plan, nutritional plan...)
- S.4.S2.A.2 Design, implement, evaluate, and revise an action plan for making a personal and/or group decision based on values and beliefs