

# Grade 9 Social Studies Curriculum Links to Sustainability Education and Action

## Canada: Opportunities and Challenges

Grade 9 focuses on citizenship, identity and quality of life and how they are impacted by political and legislative processes in Canada. The role of economic systems in Canada and the United States will also be examined.

### Links to Place and Nature

- How does nature and the natural environment shape my identity and sense of place?
- How does the health of our local ecosystems affect our well-being and quality of life?
- What activities or factors threaten the health of ecosystems in my area? What activities are beneficial to our local ecosystems?
- What role can I place as an engaged citizen to encourage and contribute to the healthy ecosystems in my area? In my province? In my country?



### Links to Indigenous Perspectives

- See **Learn Alberta grade 9 sample lesson plan (1)** for this unit.
- How does quality of life of Indigenous people changed over time, especially since the arrival of Europeans?
- How does quality of life of Indigenous peoples in Canada compare to that of non-Indigenous Canadians?
- How were Indigenous communities in my area traditionally governed? How did these governance structures reflect the ideals of democracy?
- How did the concepts of respect for Mother Earth, stewardship, connectedness, and reciprocity influence decision-making?
- How are Indigenous communities in my area groups governed today?
- How has Indigenous governance and identity been affected by the Indian Act?
- How do the rights of Indigenous peoples in Canada compare to those of non-Indigenous people and how have these rights changed over time?
- What is the significance of the Truth and Reconciliation Commission and the **TRC's Calls for Action (5)**?
- What rights are recognized under the **UN's Declaration on the Rights of Indigenous Peoples (6)**? What is Canada's role in supporting this Declaration? What is the significance of this declaration?



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## Canada: Opportunities and Challenges (cont'd)

Grade 9 focuses on citizenship, identity and quality of life and how they are impacted by political and legislative processes in Canada. The role of economic systems in Canada and the United States will also be examined.

### Links to Climate Change

- How is climate change impacting quality of life in my community? In other communities?
- How does climate change impact different economic sectors in my province (e.g. farming, ranching, forestry, travel, oil and gas, etc)?
- How do average greenhouse gas emissions in Canada compare to that of other countries?
- How are different stakeholder groups in my community, province or country affected by climate change and our response to it?
- What role do municipal, provincial and federal governments have in addressing climate change?
- What role can individuals play?
- What can I do as an engaged citizen to participate in, and advocate for, solutions to climate change?

### Links to City of Calgary Environmental and Climate Strategies

- **Climate Resilience Strategy (2):** Climate change has become one of the defining issues of our time, given the effect communities across Canada and the world continue to experience, from more extreme heat waves to increased winter storms and flooding, to advanced invasive species and vector borne diseases. The amount and rate of climate change is posing new challenges, and climate science now allows communities to anticipate a range of new and more extreme weather conditions, and therefore take action before the worst impacts are incurred. Pages 65-72 of the Climate Resilience Strategy detail climate impacts anticipated within Calgary.
- By taking actions to reduce greenhouse gas emissions, we are reducing our contribution to climate change and being responsible citizens. In this way, we can help to reduce the severity of change that we experience. Visit [Calgary.ca/ClimateAction](http://Calgary.ca/ClimateAction) (3) to learn more about what you can do to reduce your personal contribution to climate change. Visit [Calgary.ca/ClimateProgram](http://Calgary.ca/ClimateProgram) (4) to learn more about what The City is doing to reduce greenhouse gas emissions.



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## References

- (1) Alberta Education. (2020). Sample Lesson Plans: Social Studies. Retrieved from LearnAlberta <http://www.learnalberta.ca/content/fnmilp/social.html>
- (2) City of Calgary. (2018). Climate Resilience Strategy: Mitigation & Adaptation Action Plans [PDF]. Retrieved from <https://www.calgary.ca/content/dam/www/uep/esm/documents/esm-documents/climate-resilience-plan.pdf>
- (3) City of Calgary. (2020). Actions you can take for the climate. Retrieved from <https://www.calgary.ca/uep/esm/climate-change/for-the-climate.html?redirect=/climateaction>
- (4) City of Calgary. (2020). Calgary's Climate Program. Retrieved from <https://www.calgary.ca/uep/esm/energy-savings/climate-change.html?redirect=/climateprogram>
- (5) Truth and Reconciliation Commission of Canada. (2015). Truth and Reconciliation Calls for Action. Retrieved from [http://nctr.ca/assets/reports/Calls\\_to\\_Action\\_English2.pdf](http://nctr.ca/assets/reports/Calls_to_Action_English2.pdf)
- (6) United Nations. (2007). United Nations Declaration on the Rights of Indigenous Peoples. Retrieved from <https://www.un.org/development/desa/indigenouspeoples/declaration-on-the-rights-of-indigenous-peoples.html>

