

A VOICE FOR JUSTICE

DEVELOPMENT AND PEACE Cookie Mining Student Activity Guide

SAMPLE Ontario Curriculum Connections – Secondary

GRADE 9

SCIENCE (SNC1P)

STRAND: CHEMISTRY

C1.2 assess the social and environmental impact of the production or use of a common element or simple compound

Sample questions: What are the social benefits and environmental costs of mining or refining metals such as nickel, iron, or gold?

GRADE 10

CIVICS AND CITIZENSHIP (CHV20)

STRAND: CIVIC AWARENESS

B1.1 describe some civic issues of local, national, and/or global significance (*e.g., bullying in schools; violence in local communities; accessibility of buildings in the local community for people with disabilities; availability of recreational facilities in the local community; casino development; voter turnout; issues related to freedom of information, taxation, water quality; Aboriginal treaty rights; the impact of consumer choices; human rights issues related to racism, child labour, the rights of girls or women, homophobia, or classism; intervention in foreign conflict*), and compare the perspectives of different groups on selected issues

B1.3 explain why it is important for people to engage in civic action, and identify various reasons why individuals and groups engage in such action (*e.g., to protect their rights or the rights of others, to advocate for change, to protect existing programs, to protect the environment, to achieve greater power or autonomy, out of a sense of social justice or social responsibility, for ethical reasons, to protect their own interests*)

B2.2 explain, with reference to issues of civic importance, the roles and responsibilities of different levels of government in Canada (*e.g., federal, provincial and territorial, municipal, Aboriginal governments*) and of key figures at each level (*e.g., members of Parliament [MPs], senators, members of provincial Parliament [MPPs], premiers, mayors, municipal councillors, chiefs, band councillors, Métis Senators*)

B2.4 explain, with reference to issues of civic importance, how various groups and institutions (*e.g., lobby groups, unions, the media, NGOs, international organizations*) can influence government policy

Sample questions: “What is a current issue on which groups are lobbying the government? Whose interests do these groups represent?” “How important a role do you think the media play in swaying public opinion on social/political issues? Whose opinions do you think the media reflect?” “Why has Amnesty International been investigating missing and murdered women in Canada? Who are these women? What does this NGO hope to accomplish by drawing attention to their disappearance?”

B3.4 analyse rights and responsibilities of citizenship within a global context, including those related to international conventions, laws, and/or institutions (*e.g., the United Nations Universal Declaration of Human Rights [1948], Convention on the Rights of the Child [1989], Rio Declaration on Environment and Development [1992], or Declaration on the Rights of Indigenous Peoples [2007]; the International Criminal Court*)

STRAND: CIVIC ENGAGEMENT

C1.1 assess the significance, both in Canada and internationally, of the civic contributions of some individuals and organizations, including NGOs and social enterprises (*e.g., Development & Peace*)

C1.2 describe a variety of ways in which they could make a civic contribution at the local, national, and/or global level (*e.g., by writing to or speaking with their city or band councillor, MPP, or MP to request action on an issue*)



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GRADE 11

ENVIRONMENTAL SCIENCE (SVN3E)

STRAND: NATURAL RESOURCE SCIENCE AND MANAGEMENT

E1.1 assess the environmental impact of industrial practices related to the extracting or harvesting of natural resources, and describe ways in which that impact can be monitored and minimized

Sample questions: What impact can mine tailings have on local water? What practices can be used to minimize this impact?

E3.3 describe a variety of methods used to extract or harvest natural resources (e.g., drag nets, strip mining, selective cutting of forests)

PHYSICAL GEOGRAPHY: PATTERNS, PROCESSES AND INTERACTIONS (CGF3M)

STRAND: GLOBAL CONNECTIONS

– analyse the effects of human activities (e.g., urbanization, industrialization, recreation, deforestation) on water resources

GRADE 12

ANALYZING CURRENT ECONOMIC ISSUES (CIA4U)

STRAND: ECONOMIC STAKEHOLDERS

-explain the concept of stewardship as it applies to specific examples of economic responsibility and choice (e.g., pollution, income distribution, use of resources and energy);

– compare markets and governments with regard to their ability to respect and protect the individual's and the community's economic rights and to promote the objectives of economic stewardship and responsible decision making.

CANADIAN AND WORLD ISSUES: A GEOGRAPHIC ANALYSIS (CGW4U)

STRAND: GEOGRAPHIC FOUNDATIONS: SPACE AND SYSTEMS

– analyse the causes of economic disparity in the local or regional community

STRAND: HUMAN-ENVIRONMENT INTERACTIONS

-evaluate the economic, social, and ecological impact of current practices used in harvesting or extracting a selected resource (e.g., the clear-cutting of forests, the exporting of fresh water, open-pit mining);

-produce a case study of a specific situation in which resource development has contributed to the disruption of an ecosystem (e.g., mining development in Indonesia, tourism development in Antarctica).

STRAND: GLOBAL CONNECTIONS

-explain how economies and environments in some places can be affected by decisions made in other places (e.g., the southern Ontario automobile industry is affected by decisions made by parent companies in the United States; the delta region of Bangladesh experiences flooding that is partly due to the clearing of forested slopes in the Himalayas)

-analyse problems of hunger and poverty in selected countries and explain how certain practices may aggravate the problems (e.g., military spending, natural hazards, the growing of cash crops, foreign monetary intervention);

STRAND: UNDERSTANDING AND MANAGING CHANGE

-evaluate the role played by non-governmental organizations and local community initiatives in different parts of the world (e.g., Development & Peace, Oxfam Canada, the Grameen Bank in Bangladesh) in promoting sustainable development and responsible resource management.

