

A VOICE FOR JUSTICE

DEVELOPMENT AND PEACE Cookie Mining Student Activity Guide (Fall 2013)

Ontario Curriculum Connections – Elementary

GRADE ONE:

SCIENCE AND TECHNOLOGY

STRAND: NEEDS AND CHARACTERISTICS OF LIVING THINGS

Relating Science and Technology to Society and the Environment

1.1 identify personal action that they themselves can take to help maintain a healthy environment for living things, including humans

Sample guiding questions: What happens to humans when part of their environment is not healthy? What happens to other animals and plants when part of their environment is not healthy? What are some ways that humans help and hurt other living things? What can we do at home to help keep our environment healthy? What can we do here at school? What does our community do to help keep our environment healthy?

1.2 describe changes or problems that could result from the loss of some kinds of living things that are part of everyday life (e.g., if we lost all the cows, all the insects, all the bats, all the trees, all the grasses), taking different points of view into consideration (e.g., the point of view of farmers, children, parents)

Developing Investigation and Communication Skills

2.2 investigate and compare the basic needs of humans and other living things, including the need for air, water, food, warmth, and space, using a variety of methods and resources

Sample guiding questions: In what ways might humans interfere with the ability of other living things to get what they need to live (e.g., by polluting the water that animals drink and live in; by removing plants from their natural growing places and putting them in their gardens)?

Understanding Basic Concepts

3.4 describe the characteristics of a healthy environment, including clean air and water and nutritious food, and explain why it is important for all living things to have a healthy environment

3.5 describe how showing care and respect for all living things helps to maintain a healthy environment

STRAND: MATERIALS, OBJECTS AND EVERYDAY STRUCTURES

Relating Science and Technology to Society and the Environment

1.2 assess objects in their environment that are constructed for similar purposes (e.g., chairs at home and at school; different kinds of shoes; different kinds of floor coverings) in terms of the type of materials they are made from, the source of these materials, and what happens to these objects when they are worn out or no longer needed

Sample guiding questions: What is the purpose of the objects you have chosen? In what ways are your objects the same? In what ways are they different? Where might someone get the materials from which one of your objects is made (e.g., wood from trees, cotton from plants)? In what ways is each of your objects well suited for the place it is in or the task that it does? What happens to your object when it can no longer do the job it was designed to do? What might be some alternative ways of “disposing” of your object (e.g., shoes that no longer fit can be given to a younger sibling or to a community group for distribution to someone who can use them; the wood from an old chair might be used to build a play table and chairs)?

Understanding Basic Concepts

3.5 identify the materials that make up objects and structures (e.g., wood, plastic, steel, paper, polystyrene foam, cloth)

3.6 distinguish between objects (including structures) and materials found in nature (e.g., tree: sap) and those made by humans (e.g., toy: plastic)



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3.7 describe the properties of materials that enable the objects and structures made from them to perform their intended function

3.9 identify the sources in nature of some common materials that are used in making structures (*e.g., paper and rubber come from trees; plastic comes from petroleum; steel comes from metals and minerals in the ground*)

STRAND: ENERGY IN OUR LIVES

Understanding Basic Concepts

3.4 identify everyday uses of various sources of energy (*e.g., food to help animals, including humans, survive and move; natural gas to heat homes and schools; petroleum to power cars and buses; electricity to power lights; batteries to power toys*)

3.5 demonstrate an understanding that humans get the energy resources they need from the world around them (*e.g., the wood, oil, and gas to heat our homes and cook our food*) and that the supply of many of these resources is limited so care needs to be taken in how we use them

RELIGIOUS EDUCATION

STRAND: LIVING A MORAL LIFE

ML1.1: Retell gospel narratives that reveal how Jesus welcomes and cares for people by showing them they have dignity in the eyes of God i.e. made in the image of God. [CCC nos. 544, 1823-25]

ML1.3: Identify through Scripture (i.e. Genesis 1) that God has created the world we live in and made human beings to be unique (i.e. with a spiritual soul, intellect, free will, reason and an exalted vocation), and demonstrate how our human life is a gift to us and to others. [CCC nos. 1700-1705]

ML3.3: Describe ways in which children can be examples of holiness (by imitating Jesus Christ's love for others, being faithful, charitable and obedient to God's will). [CCC nos. 2012-2016]

STRAND: LIVING IN SOLIDARITY

LS1.1: Demonstrate an understanding of what it means to be made in God's image (i.e. out of love for us God has created the human persons as unique within all of Creation; capable of knowing and loving our Creator God; as a communion of body and soul; we share in God's divine life and thus participate in the dignity of God; God has made himself known to us in Jesus who calls us into a loving relationship). [CCC nos. 356-384]

LS2.1: Examine selected Gospel narratives to identify ways that Jesus promoted the dignity of the poor and the outcast by restoring and healing their social relationships (e.g. the healing narratives, the meal narratives) and link human dignity to being made in God's image. [CCC nos. 1877-1896]

LS2.2: Name ways that the Church participates in communal acts which reach out to families and individuals and suggest how these acts promote relationships and recognize the dignity of those in need (food drives, visits to the sick and elderly, summer camp for children). [CCC nos. 1877-1896]



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GRADE TWO

SCIENCE AND TECHNOLOGY

STRAND: GROWTH AND CHANGE IN ANIMALS

Relating Science and Technology to Society and the Environment

1.2 identify positive and negative impacts that different kinds of human activity have on animals and where they live, form an opinion about one of them, and suggest ways in which the impact can be minimized or enhanced

Sample prompts: Humans use lands where animals live to build houses for themselves.

STRAND: AIR AND WATER IN THE ENVIRONMENT

Relating Science and Technology to Society and the Environment

1.1 assess the impact of human activities on air and water in the environment, taking different points of view into consideration (e.g., the point of view of parents, children, other community members), and plan a course of action to help keep the air and water in the local community clean

Understanding Basic Concepts

3.3 describe ways in which living things, including humans, depend on air and water (e.g., most animals, including humans breathe air to stay alive; wind generates energy, disperses seeds; all stay alive; water is used for washing and bathing, transportation, energy generation)

3.6 state reasons why clean water is an increasingly scarce resource in many parts of the world

SOCIAL STUDIES

People and Environments: Global Communities

Application: Variations in Global Communities

B1.3 demonstrate an understanding of the importance of sustainability in people's interrelationship with their natural environment and of some of the consequences of sustainable and/or non-sustainable actions (e.g., if people in dry regions do not use their water carefully, they may run out; if people do not use sustainable farming techniques, they may exhaust the fertility of the soil; responsible use of resources helps ensure that they will be available for future generations) **Sample questions:** "What might happen if people use too much water?" "What can happen when people cut down all the trees for farmland?"

RELIGIOUS EDUCATION

STRAND: LIVING A MORAL LIFE

ML1.2: Examine the Beatitudes to summarize the characteristics that mark us as Beatitude people and use examples to illustrate how living the Beatitudes can change who we become and how we relate to others (i.e. we become more humble, merciful, pure of heart, selfless, meek, seekers of righteousness, peace and justice; our actions are based on love). [CCC nos. 1720-1729]

ML2.3: Identify the Law of God in the Old Testament (i.e. Ten Commandments) and in the New Testament (i.e. Commandment of Love) and show how they guide us in making choices to act in ways that show love to God and our neighbour. [CCC nos. 1949-1986; 1786-1789; 1847]

STRAND: LIVING IN SOLIDARITY

LS2.1: Retell scripture passages which show the poor, the outcasts and the marginalized discovering their dignity and being invited to share meals of friendship with Jesus. (e.g. Zacheus, tax collector, etc.) and link them to the human need for acceptance, fellowship and love. [CCC nos. 356-384; 1928-1933; 1391-1401]

LS2.3: Identify ways we can express to God that we respect the gift of our "human dignity" and show respect toward others (i.e. family and school communities) through our prayers and actions. [CCC nos. 356-384; 1928-1933; 1391-1401]

STRAND: PRAYING PR2.2: Identify that our prayer as Christians should include the needs of other people, the Church, social/environmental issues in our world and how we offer spontaneous prayers of petition for them in our individual and communal prayers. [CCC nos. 2629-2636]



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GRADE 3

SCIENCE AND TECHNOLOGY

STRAND: GROWTH AND CHANGES IN PLANTS

Relating Science and Technology to Science and the Environment

1.2 assess the impact of different human activities on plants, and list personal actions they can engage in to minimize harmful effects and enhance good effects

Sample prompts: When humans fill in wetlands to build houses, they destroy an important habitat that supports many plants. When humans pick wildflowers or dig them up to replant in their home gardens, they harm a natural habitat that supports many living things.

Understanding Basic Concepts

3.8 identify examples of environmental conditions that may threaten plant and animal survival

(e.g., changes in habitat because of human activities such as construction)

STRAND: FORCES CAUSING MOVEMENT

Relating Science and Technology to Science and the Environment

1.1 assess the effects of the action of forces in nature (natural phenomena) on the natural and built environment, and identify ways in which human activities can reduce or enhance this impact

Sample prompts: Erosion: Heavy rains and water run-off naturally erode soil. Humans make erosion happen faster by cutting down trees, removing shrubs and plants, and having too many animals on farmland. When soil is lost through erosion, it pollutes rivers, lakes, and other water systems. When soil is lost on farmlands, farmers cannot grow as many crops. Depleted soil produces crops that provide less nourishment to people. What action can humans take to help prevent erosion?

STRAND: SOILS IN THE ENVIRONMENT

Relating Science and Technology to Society and the Environment

1.1 assess the impact of soils on society and the environment, and suggest ways in which humans can enhance positive effects and/or lessen or prevent harmful effects

Sample prompts: Poor soil affects both a plant's ability to take up the nutrients it needs and the quality of the nutrients that are passed from the plant to humans.

1.2 assess the impact of human action on soils, and suggest ways in which humans can affect soils positively and/or lessen or prevent harmful effects on soils

Sample prompts: Erosion caused by human actions affect soil conditions and cause water pollution. When houses and other buildings are constructed, trees and plants and the top or best layer of soil are often removed from the building site.

SOCIAL STUDIES

People and Environments: Living and Working in Ontario

Inquiry: The Impact of Land and Resource Use

B2.1 formulate questions to guide investigations into some of the short- and/or long-term effects on the environment of different types of land and/or resource use in two or more municipal regions of Ontario (e.g., *the impact of mining, forestry, agriculture, suburban land development*) and measures taken to reduce the negative impact of that use

Sample questions: "What are some of the differences in the impact of land use in a big city and a rural area?" "What impact can mining have on the surrounding environment? What can be done to limit the negative impact on the environment?" "What natural resources are available in the local First Nation community? How have they affected that community?" "What types of development might result in water pollution?" "What criteria might you use to judge the impact of land and/or resource use?"



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B2.5 evaluate evidence and draw conclusions about some of the short- and long-term effects on the environment of different types of land use in municipal regions of Ontario and about key measures to reduce the negative impact of that use **Student talk:** “I found out that mining can generate air and water pollution and can scar the land, but some mining companies have donated their old mines to local regional conservation authorities. They are hoping to turn these into parkland.”

RELIGIOUS EDUCATION

STRAND: LIVING IN COMMUNION

LC2.2: Identify how the Holy Spirit keeps the presence of Jesus alive in the Church through those who work for unity, justice and peace (e.g. disciples, saints, missionaries, advocates for justice). [CCC nos. 820-822; 849-856]

STRAND: LIVING IN SOLIDARITY

LS1.2: Link the concept of Christian community inspired by the Holy Spirit (communion with God and one another) with the need to be truthful, to act justly, and to be motivated by love in our relationships with others; and describe the characteristics of a school or family that modeled Christian communion (e.g. respect, promotion of human dignity, acceptance among members, food, drink, and safe home available for all, a way to participate in work, opportunity for education). [CCC nos. 1905-1912]



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GRADE 4

SCIENCE AND TECHNOLOGY

STRAND: HABITATS AND COMMUNITIES

Relating Science and Technology to Society and the Environment

1.1 analyse the positive and negative impacts of human interactions with natural habitats and communities (*e.g., human dependence on natural materials*), taking different perspectives into account (*e.g., the perspectives of a housing developer, a family in need of housing, an ecologist*), and evaluate ways of minimizing the negative impacts

STRAND: ROCKS AND MINERALS

Relating Science and Technology to Society and the Environment

1.2 analyse the impact on society and the environment of extracting and refining rocks and minerals for human use, taking different perspectives into account (*e.g., the perspectives of mine owners, the families of the miners, Aboriginal communities, the refinery workers, manufacturers of items who need the refined rocks and minerals to make their products, residents who live in communities located near refineries and manufacturing facilities and who are concerned about the environment*)

Developing Investigation and Communication Skills

2.4 use scientific inquiry/research skills to investigate how rocks and minerals are used, recycled, and disposed of in everyday life (*e.g., nickel and copper are made into coins; coins that are out of circulation can be melted down and the metal can be used for making other things; calcium [from limestone], silicon [from sand or clay], aluminum [from bauxite], and iron [from iron ore] are made into cement that is used for roads and buildings; concrete can be returned to cement and concrete production facilities, and can be recycled; rocks from quarries are used for garden landscaping, and these rocks can be reused; marble is used for countertops and statues*)

SOCIAL STUDIES

People and Environments: Political and Physical Regions of Canada

Application: Industrial Development & the Environment

B1.2 assess aspects of the environmental impact of different industries in two or more physical and/or political regions of Canada (*e.g., the development of the oil sands in northern Alberta, fishing in Atlantic Canada, steel production in Nova Scotia, smelting in northern Ontario*) **Sample questions:** “How has the increase in mining in the North affected the environment?” “What are the Sydney Tar Ponds? How were they created? What impact have they had on the environment?”

B1.3 describe some key actions taken by both industries and citizens to address the need for more sustainable use of land and resources (*e.g., controlling industrial tailings, consulting with First Nations, Métis, and/or Inuit communities about resource development in their territories*), and assess their effectiveness

Understanding Context: Regions in Canada

B3.2 identify some of the main human activities, including industrial development and recreational activities, in various physical regions of Canada (*e.g; mining and smelting in the Canadian Shield*)

B3.3 describe the four main economic sectors (*i.e., the primary sector is resource based, the secondary sector is based on manufacturing and processing, the tertiary sector is service based, the quaternary sector is information based*), and identify some industries that are commonly associated with each sector (*e.g., primary: logging, fishing, mining*)



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RELIGIOUS EDUCATION

STRAND: LIVING IN SOLIDARITY

LS1.2: Define the difference between the exercise of authority (i.e. having a sphere of responsibility for others) and the use of power (i.e. the way and means of enacting one's authority / responsibility) and explain, using real life examples why it is "preferable that each power be balanced by other powers" or spheres of responsibility (e.g. teacher and parent, teacher and principal, principal and older students - hall monitors; parents and older sibling; referee and coach; legal system - police officer, lawyer, crown prosecutor, judge and court of appeals; Polis - Prime Minister, members of the ruling party and the opposition; Magisterium of the Church and the laity). [CCC nos. 1897-1904]

LS1.3: Identify those individuals in society who exercise legitimate authority, who work and care for the good of all people and explain why their role is important for the proper functioning of the human community. [CCC nos. 1897-1904]

LS2.1: Examine a selection of scripture passages to identify the image of the human being and Creation that the scriptures present (Genesis 1-3 – made in God's image, communal beings; the goodness of the world, the goods of the world for the use of human persons; I Cor. 12:4-13 – through the Holy Spirit, the Christian community has been given many gifts that are to be shared in order build up the Kingdom of God – co-creators with God). [CCC nos. 325-421; 1877-1927]

LS2.2: Articulate the three essential elements which promote the common good (i.e. respect for the fundamental rights of the person; prosperity and the development of the spiritual and temporal goods of society; peace and security of societies and nations) and make connections through examples of how these improve the conditions of human life. [CCC nos. 1877-1927]

LS2.3: Identify and describe ways we are called as human beings to be responsible stewards who protect the environment and promote creation (i.e. natural ecological world in which we live) that has its origins in the creative will and purpose of God. [CCC nos. 1877-1927]



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GRADE 5

SOCIAL STUDIES

People and Environments: The Role of Government and Responsible Citizenship

Application: Governments and Citizens Working Together

B1.1 assess the effectiveness of actions taken by one or more levels of government to address an issue of national, provincial/territorial, and/or local significance

Sample questions: “What criteria could you use to judge the effectiveness of government actions?”

B1.2 create a plan of action to address a social issue of local, provincial/territorial, and/or national significance specifying the actions to be taken by the appropriate level (or levels) of government as well as by citizens

B1.3 create a plan of action to address an environmental issue of local, provincial/territorial, and/or national significance (e.g., *managing waste disposal, regulating industrial practices that damage the environment*) specifying the actions to be taken by the appropriate level (or levels) of government as well as by citizens, including themselves

Inquiry: Differing Perspectives on Social and Environmental Issues

B2.1 formulate questions to guide investigations into social and/or environmental issues in Canada from various perspectives, including the perspective of the level (or levels) of government responsible for addressing the issues (e.g., *the perspectives of different levels of government, non-governmental organizations [NGOs], professionals in the field, and people directly affected by an issue*)

B2.2 gather and organize a variety of information and data that present various perspectives about Canadian social and/or environmental issues, including the perspective of the level (or levels) of government responsible for addressing the issues (e.g., *with respect to the issue of climate change, gather data on sources of carbon dioxide emissions affecting Canada, photographic evidence of melting polar ice and its impact on Inuit and Arctic wildlife, information on the positions and/or actions of various NGOs working on climate change, projections from corporations on the costs of addressing greenhouse gas emissions, and/or information on the positions of the federal, provincial, and territorial governments*)

B2.5 evaluate evidence and draw conclusions about social and/or environmental issues, outlining the strengths and weaknesses of different positions on the issues, including the position of the level (or levels) of government responsible for addressing the issues

Sample questions: “Whose position on this issue do you think is strongest? Why?” “Is there agreement among different levels of government with a stake in this issue? Why or why not?” “What are the most difficult challenges associated with this issue?” “In coming up with a way to address this issue, why is it important to consider the perspectives of all stakeholders?”

B2.6 communicate the results of their inquiries, using appropriate vocabulary (e.g., *government, local, municipal, provincial/territorial, federal, chief, band council, municipal council, Parliament, member of Parliament [MP], member of provincial parliament [MPP], non-governmental organization [NGO], stakeholder*) and formats (e.g., *a report to present to their local MP, MPP, or city/town councillor; a photo essay on the impact of the issue; a brochure or informational poster that presents the strongest points in the position of various stakeholders; a song, rap, or poem promoting the most convincing arguments on the issue; a map to accompany an oral presentation; a role play that other students can participate in to present differing perspectives*)

Understanding Context: Roles and Responsibilities of Government and Citizens

B3.2 describe the jurisdiction of different levels of government in Canada (i.e., *federal, provincial, territorial, municipal, First Nation, and Métis governance; the Inuit Tapiriit Kanatami*) and some of the services provided by each.

B3.6 explain why different groups may have different perspectives on specific social and environmental issues (e.g., *why oil industry representatives, farmers, environmentalists, and the Alberta government might differ on development of the oil sands*)

B3.7 describe some different ways in which citizens can take action to address social and environmental issues (e.g., *by determining the position of their local candidates on various issues and supporting/voting for the one whose position they agree with; through the court system; by organizing petitions or boycotts; by volunteering with*



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organizations that work on specific issues; by writing to their elected representatives or to the media) **Sample questions:** “How can a person determine the position of local candidates or party leaders on issues of importance?” “How could you become more active in your community?”

RELIGIOUS EDUCATION

STRAND: LIVING A MORAL LIFE

ML3.3: Identify the principles of social justice outlined by the Magisterium of the Church and explain why they are teachings that address communal social sin and are called to holiness. [CCC nos. 1928-1948; Compendium of the Social Doctrine of the Church]

STRAND: LIVING IN COMMUNION

LC1.3: Connect the missionary and apostolic qualities of the Christian community i.e. mission and service of the Church, to the priestly, prophetic and royal roles and responsibilities of being a Christian in the life and mission of their school community (e.g. examine their own commitment to including/excluding others, advocate against injustice, service projects). [CCC nos. 783-786]

STRAND: LIVING IN SOLIDARITY

LS1.3: List ways the Church exercises its authority both locally and globally through loving service which witnesses to Christ, i.e. promoting the common good (sharing of the gifts given of Holy Spirit through personal acts of charity and through participation in charitable organizations e.g. St. Vincent de Paul, **Development and Peace**, Catholic Charities, Knights of Columbus, Catholic Women’s League). [CCC nos. 1897-1904]

LS2.1: Examine Matthew 25:31-46 to identify and summarize what Jesus reveals about the judgement of God concerning the human dignity of others, the “friendship” that we are to see and establish with others (i.e. hungry, thirsty, stranger, naked, and those in prison) and how he will judge our actions towards others. [CCC nos. 356-384; 1928-1933; 1391-1401]

LS2.2: Define the meaning of the virtue of solidarity with respect to material and spiritual goods and link solidarity to the Church’s social justice teaching on the preferential love of the poor and vulnerable (i.e. the human need and capacity of love and care for the poor and vulnerable which is an expression of our faith). [CCC nos. 356-384; 1928-1933; 1391-1401]

LS2.3: Apply the principle of solidarity to global and/or local issues of injustice and describe ways that students can become involved in projects of “social charity”. [CCC nos. 356-384; 1928-1933; 1391-1401]



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GRADE 6

SOCIAL STUDIES

People and Environments: Canada's Interactions with the Global Community

Application: Canada and International Cooperation

B1.2 analyse responses of Canadian governments, non-governmental organizations (NGOs), and individual citizens to an economic, environmental, political, and/or social issue of international significance (*e.g., how the federal government, different NGOs, business people, and individual consumers have responded to economic globalization; how different levels of government, health care workers, and individual citizens responded to the spread of H1N1 or SARS; how governments, development and human rights NGOs, and individuals, including students in their school, have responded to an issue such as a natural disaster in another region, child labour, child soldiers, climate change, or civil war and refugees*)

B1.3 explain why some environmental issues are of international importance and require the participation of other regions of the world, along with that of Canada, if they are to be effectively addressed (*e.g., issues such as global warming, carbon dioxide and sulphur dioxide emissions, ownership and availability of fresh water, deforestation, overfishing, invasive species, habitat protection of migrating species, or disposal of electronic waste*)

Inquiry: Responses to Global Issues

B2.1 formulate questions to guide investigations into global issues of political, social, economic, and/or environmental importance (*e.g., child labour, dwindling oil supplies, ownership of and access to fresh water, climate change, food shortages, refugees, or natural disasters*), their impact on the global community, and responses to the issues

B2.2 gather and organize information on global issues of political, social, economic, and/or environmental importance, including their impact and responses to them, using a variety of resources and various technologies

B2.5 evaluate evidence and draw conclusions about global issues of political, social, economic, and/or environmental importance, their impact on the global community, and responses to the issues

B2.6 communicate the results of their inquiries, using appropriate vocabulary (*e.g., non-governmental organization, intergovernmental organization, accord, international convention, aid, relief efforts*) and formats

Understanding Context: Canada's Global Interactions

B3.1 identify some of the major ways in which the Canadian government interacts with other nations of the world (*e.g., through trade agreements, military alliances and action, intergovernmental organizations, environmental accords; by providing disaster relief or funds for social and/or economic development*)

B3.3 describe several groups or organizations through which Canada and Canadians are involved in global issues (*e.g., NGOs such as Doctors Without Borders, Free the Children, Ryan's Well, World Wide Fund for Nature*) **Sample questions:** "What is an NGO? How is it different from an intergovernmental organization?" "What does the Canadian International Development Agency (CIDA) do?"

B3.7 identify countries/regions with which Canada has a significant economic relationship (*e.g., Canadian investments overseas*) and some of the reasons why close relationships developed with these countries/regions and not others (*e.g., geographic proximity, stable governments, production of products needed by Canada, markets for Canadian goods and services, types of labour/ environmental regulations*) **Sample questions:** "Who are Canada's largest trading partners? Why?" "Which countries receive the most aid from Canada? What region or regions do they tend to come from?"

B3.9 describe some ways in which Canada's interactions with other regions of the world have affected the environment

RELIGIOUS EDUCATION

STRAND: LIVING A MORAL LIFE

ML2.3: Apply a Catholic model of moral decision-making (i.e. SEE, JUDGE, and ACT) to ethical issues that arise at school or in the world (bullying, fighting, failing to do homework, and disrespecting authority). [CCC nos. 1749-1785]



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STRAND: LIVING IN COMMUNION

LC1.3: Explain the vocation of the baptized and the importance of their participation in the life and mission of the Church, and give examples of how the laity fulfill the priestly office (i.e. sanctification), the prophetic office (i.e. evangelization and teaching), and the kingly office (i.e. pastoral governance) their mission. [CCC nos. 897-913]

STRAND: LIVING IN SOLIDARITY

LS1.2: Describe the call of Christian ‘vocation’ received in baptism (i.e. everyone is called to serve society, to discern their gifts and talents and to be united in making a contribution in the world) and determine ways we can respond to this call as young people. [CCC nos. 1262-1284; 1897-1927]

LS2.1: Identify and examine events from Jesus’ life and his ministry when he challenged dehumanizing situations and social structures (e.g. Samaritan Woman at the well, Sabbath rule and the man with the withered hand, the cure of the man who was paralyzed) and link the message of these passages to how individuals and institutions should address local and global situations that need to be challenged today. [CCC nos. 356-384; 1928-1933; 1391-1401]

LS2.2: Explain the distinction between human differences that belong to God’s plan and “sinful inequalities” which are a contradiction to the Gospel, and then link this to the work of organizations that help to alleviate injustice in the local and global community. [CCC nos. 356-384; 1928-1933; 1391-1401]

LS2.3: Identify situations of injustice in society, our country and the world which oppose the virtue of human dignity and fundamental human rights (e.g. the right to life, liberty, religious freedom, food, shelter, health care, education, and employment) and use examples to describe social justice which reflect the principle that “everyone should look upon his neighbour (without any exception) as ‘another self’”. [CCC nos. 356-384; 1928-1933; 1391-1401]

STRAND: PRAYING

PR1.2: Identify real life situations of injustice (poverty and starvation, oppression, prejudice, environmental harm, etc.) and develop intercessory prayers on behalf of those in need. [CCC nos. 2634-2636]



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GRADE 7

SCIENCE AND TECHNOLOGY

STRAND: INTERACTIONS IN THE ENVIRONMENT

Relating Science and Technology to Society and the Environment

1.1 assess the impact of selected technologies on the environment

Sample issue: The use of technologies such as cars and computers has many impacts on the environment. What are some of these impacts and how do they affect the ability of the environment to support life?

Understanding Basic Concepts

3.8 describe ways in which human activities and technologies alter balances and interactions in the environment (e.g., clear-cutting a forest, overusing motorized water vehicles, managing wolf-killings in Yukon)

GEOGRAPHY

Natural Resources Around the World: Use and Sustainability

Application: Natural Resources and Sustainability

B1.2 analyse natural resource extraction/harvesting and use in some specific regions of the world, including the sustainability of these practices **Sample questions:** “What is the relationship between poverty and unsustainable resource extraction in some developing countries?”

Inquiry: Investigating Issues Related to Natural Resources

B2.1 formulate questions to guide investigations into issues related to the impact of the extraction/ harvesting and/or use of natural resources around the world from a geographic perspective (e.g. the social and economic impact on indigenous people of resource extraction in their traditional territories) **Sample questions:** “What impact would mining in Yanomami territory in Brazil have on the Yanomami people? On their land and its wildlife? What impact would it have on the Brazilian economy? What is the political fallout of controversies surrounding such mining?”

B2.2 gather and organize data and information from a variety of sources on the impact of resource extraction/harvesting and/or use, ensuring that their sources reflect more than one perspective (e.g., information on the impact of resource extraction from indigenous people in the area and employment data from the corporation(s) involved) **Sample questions:** “How might you use photographs of various resource extraction methods in assessing their environmental impact? Where might you find information on the economic costs of the various methods? Do these costs take damage to the environment into account?” “Where might you find information on the impact of resource extraction/harvesting on local people? Do you think the website of the resource companies involved would be a good source for such information? Why or why not?” “How can you be sure that the information you have gathered is accurate and reliable?”

B2.4 interpret and analyse data and information relevant to their investigations, using various tools and spatial technologies (e.g., interpret photographs or other images to determine how mining has affected an area; analyse data to determine the economic and environmental impact of resource extraction and/or processing in a community)

B2.5 evaluate evidence and draw conclusions about issues related to the impact of natural resource extraction/harvesting and/or use around the world

B2.6 communicate the results of their inquiries using appropriate vocabulary (e.g., non-renewable, renewable, flow resources; extraction; sustainability; deforestation; fossil fuels; aquifer) and formats appropriate for specific audiences (e.g., a thematic or annotated map showing the extent of damage to a water system from mine tailings; a fictionalized narrative about a person or animal affected by a natural resource extraction processes)

Understanding Geographic Context: Using Natural Resources

B3.3 identify significant short- and long-term effects of natural resource extraction/harvesting and use on people and the environment (e.g., deforestation, desertification, smog, acid rain, climate change, soil contamination, habitat destruction, flooding)

B3.4 describe the perspectives of different groups (e.g., a traditional indigenous community, an environmental organization, a multinational mining company, the residents of a resource town) regarding the use of the natural environment to meet human needs **Sample questions:** “How have the Maori or Aborigines traditionally approached



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using the natural environment to meet their needs?” “What are the main concerns of a resource extraction company?”

B3.5 describe some responses to social and/or environmental challenges arising from the use of natural resources (e.g., marketing of “ethical” products such as “ethical oil” or “ethical diamonds”; boycotting less sustainable products or companies using unsustainable practices) **Sample questions:** “What is meant by the term *boycott*?” “What is a ‘blood diamond’? Why was this term coined?”

RELIGIOUS EDUCATION

STRAND: LIVING A MORAL LIFE

ML1.3: Summarize the moral teachings of the Church with regard to particular life issues (e.g. marriage, sexuality, cloning, abortion, genocide, euthanasia) and the social order (e.g. use of technology, economic injustices, environment). [CCC nos. 2032-2040]

STRAND: LIVING IN SOLIDARITY

LS2.2: Describe the forms of solidarity which can effectively address socio-economic problems (i.e. poor among themselves, between rich and poor, among workers, employers and employees, etc.) and explain through example how these forms of solidarity can promote social change (communal conversion of society) and respect for the common good. [CCC nos. 356-384; 1928-1933; 1391-1401]

LS2.3: Describe the ways that the “principle of solidarity” is manifested by the distribution of goods (i.e. food, clean water, shelter, and basic necessities) and the remuneration for work (i.e. just wage, working conditions, etc.) in the local and global communities. [CCC nos. 356-384; 1928-1933; 1391-1401]



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GRADE 8

GEOGRAPHY

Global Inequalities: Economic Development and Quality of Life

Application: Global Inequalities in Quality of Life

B1.1 analyse some interrelationships among factors that can contribute to quality of life

Sample questions: “What role does access to natural resources play in quality of life? What factors can affect people’s access to resources?” “What is the relationship between land/resources and wealth/power? How has the forced removal of indigenous populations from land with many resources to land with few resources contributed to an inequitable distribution of wealth?” “What is the relationship between deforestation and the migration of independent subsistence farmers to urban centres? What impact has this migration had on farmers? In what ways can it affect quality of life more broadly within a country?”

B1.2 analyse how various factors have affected the economies of specific developed and developing countries around the world (e.g., with reference to foreign ownership of natural resources in Nigeria or Indonesia), and explain the interrelationship between these factors and quality of life in some of these countries (e.g., war in Sudan has consumed economic resources and has led to a refugee crisis and extremely poor quality of life in refugee camps in Darfur)

Inquiry: Development and Quality of Life Issues

B2.1 formulate questions to guide investigations into issues related to global development and quality of life from a geographic perspective (e.g., social, political, economic, and/or environmental considerations relating to the increase in foreign ownership of natural resources)

Understanding Geographic Context: Global Economic Development and Quality of Life

B3.8 identify and describe various factors that can contribute to economic development (e.g., access to economic and natural resources, patterns of trade, colonial legacy, corruption, government expenditures, debt load, foreign ownership of resources, war or political instability)

RELIGIOUS EDUCATION

STRAND: LIVING A MORAL LIFE

ML2.3: Identify some of the moral situations that have arisen in society as a result of globalization, advances in technology and science and examine them in light of the Church’s moral teachings.

STRAND: LIVING IN SOLIDARITY

LS1.1: Connect the principle of the ‘Common Good’ to its biblical source (Isaiah 10:1-2; Ephesians 4:1-7, 12; Matt. 25:35-40; Acts 2:44-45; Gal. 5:22-25; 1 John 4:7-10; John 10:11-18; Deuteronomy 30:19; Nehemiah 2:17-18) and relate the message of the scripture to Catholic social teachings found in several ecclesial sources (e.g. excerpts from Papal Encyclicals, Apostolic Letters and exhortations, Bishops’ pastoral letters or documents on social justice).

LS1.2: Examine the political initiatives presently being promoted at various levels of civil society (city, provincial, federal) and critique how well each promotes the dignity of the human person and the *Common Good* as it is defined in Sacred Scripture and Catholic social teaching. [CCC nos. 356-384; 1928-1933; 1391-1401]

LS1.3: Recognize signs of the growing human interdependence of the global community and identify ways it is challenging Catholic organizations and individuals in their mission of promoting social justice principles.

LS1.4: Articulate the three essential elements of the *Common Good* (i.e. respect for the fundamental rights of the person; prosperity and the development of the spiritual and temporal goods of society; peace and security of societies and nations) and link them to ecological justice and the universal common good of protecting the earth’s resources for future generations. [CCC nos. 356-384; 1928-1933; 1391-1401]

LS2.1: Identify and examine scripture passages in the New Testament where Jesus invites “inner conversion” of those who exercise roles of authority (i.e. Pharisees, civil officials, tax collectors, etc.) as an ethical obligation to address the social structures of sin, and apply this principle of a need for inner conversion to examples in our present society that call for our active participation in promoting the common good. [CCC nos. 356-384; 1928-1933; 1391-1401]

LS2.2: Summarize the key principles of Catholic social justice and link them to the primary Christian values of love, promotion of life, reconciliation, inclusion, compassion, fidelity, liberation, community and hope. [CCC nos. 356-384; 1928-1933; 1391-1401]



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