



# **Alberta High School Environmental Curriculum Links**

**Social Studies 20**

**Developed by the  
Alberta Council for Environmental Education**

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**ACEE** Alberta Council for  
Environmental Education  
ADVANCING ENVIRONMENTAL EDUCATION IN ALBERTA

# INTRODUCTION & BACKGROUND

The purpose of these documents is to empower Alberta educators to integrate environmental and climate education into their classrooms. Each subject area is enriched with guiding questions that align with the Alberta curriculum, creating meaningful connections to nature and place-based learning, Indigenous knowledge systems and perspectives, and climate change across all units. Additionally, these documents offer related resources and activities with links that educators can use to gain further knowledge and incorporate into their lessons.

The curriculum link documents were carefully developed in collaboration with practicing teachers and an Indigenous consultant to ensure they are both practical and culturally responsive. These educators brought their classroom experience and insights to the project, helping to shape content that is directly applicable and impactful for students. The inclusion of an Indigenous consultant ensured that Indigenous knowledge systems and perspectives were thoughtfully and accurately integrated, providing a well-rounded and respectful approach to environmental and climate education. This collaborative process resulted in resources that are both relevant and enriching for educators across Alberta.

For additional resources and support, educators are encouraged to explore the [ACEE Resources Hub](#).



# A NOTE FOR LINKS TO INDIGENOUS KNOWLEDGE SYSTEMS AND PERSPECTIVES

**CREATED IN COLLABORATION WITH KORI CZUY, PHD.  
INDIGENOUS/RELATIONAL SCIENCE CONSULTANT**

The suggestions made and the activities recommended have been reviewed and considered with deep conversation, relationality, time, and respect. Kori recognizes that educators are required to introduce, include, and expand upon Indigenous Knowledges in addition to global ones, but also acknowledges the challenges of introducing these concepts in a good way. Both within this guide and in teaching practice, Kori recommends the following:

- First focus on the knowledges of the Land you are teaching on and relate the topics/subject to those lands. This also allows for local connections to more easily be created. All knowledges are connected to a Land and originate from humans being in deep relationship with those Lands.
- All Indigenous knowledges should be cited both orally and written. Reference the Knowledge Keeper/Elder as well as which land they are connected with. This ensures relationality and allows for continued connections to that Land. Although it seems strange at first when speaking it, this type of citation also allows for the authenticity of knowledge and protocols.
- When possible, teach about concepts in context, outdoors. Make the learning tangible and inquiry-based, experiencing phenomena in real time when possible. This is essential to grounding learners to a greater understanding of place.
  - Example: can you contextualize where water is sourced from by visiting the main source, or a feeder source?

Across the curriculum, language surrounds commodification, extraction, and a lack of reciprocity and connection with the natural world. This continues to reinforce the idea that everything on Earth that is not human is for humans to use without consequence, rather than a gift that must be acknowledged. Some suggested alternate terms are as follows:

- Conservation --> finding balance
- Solutions --> responses to
- Preserving/ preservation --> balance of the natural world
  - Preservation is nearly impossible to achieve in the natural world, like conservation
- Exist --> thrive
- New species --> non-native or human-introduced
- Protect --> sustain
- Products/ resources --> gifts
- Produced --> harvested
- Emulating --> learning
- Invented --> created or originated for people (especially if the “invention” was influenced from plant or animal knowledge)

# CONTRIBUTORS

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# SOCIAL STUDIES 20-1



**ACEE** Alberta Council for  
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## RELATED ISSUE 1

To what extent should nation be the foundation of identity?

- **National climate change policy and identity**

## RELATED ISSUE 2

To what extent should national interests be pursued?

- **Impact of historic events on present-day climate**
- **Impact of resources on Canada's economic identity**

## RELATED ISSUE 3

To what extent should internationalism be pursued?

- **Climate/ environmental policies**
- **COP and The Paris Agreements**

## RELATED ISSUE 4

To what extent should individuals and groups in Canada embrace a national identity?

- **Canada's natural abundance and national identity**





# SOCIAL STUDIES 20 - 1

## Related Issue 1

### To what extent should nation be the foundation of identity?

1. How does Canada's approach to climate change shape its national identity?
  - Connections to POS 3.1-3.3, 3.7-3.9, 4.5, 4.7-4.8
2. How does Canada communicate its stance on climate change action to other nations? What more can it do?
  - Connections to POS 2.5, 3.1-3.3

### Relevant Activities and Resources

1. Government of Canada
  - Canada's climate plans and targets (Eng, Fr)
  - Canada's Enhanced NDC (Eng, Fr)
  - 2030 Emissions Reduction Plan (Eng, Fr)





# SOCIAL STUDIES 20 - 1

## Related Issue 2

### To what extent should national interests be pursued?

1. How did the development of national interests during WWI and WWII impact conservation and sustainability? (e.g. Development of motor vehicles, mass production of arms, the creation of atomic bombs, etc.)
  - Connections to POS 2.4-2.7
2. How much of Canada's GDP comes from selling natural resources?
  - Connections to POS 2.7, 3.6, 3.8-3.9
3. Which existing government subsidies promote the exploitation of these resources?
  - Connections to POS 2.6-2.7, 3.6, 3.8-3.9
4. How has public influence or decision-making shaped national climate action policies? (i.e. Voting in federal/ provincial elections, etc.)
  - Connections to POS 2.4-2.6, 3.2-3.4

### Relevant Activities and Resources

1. Inside Education
  - Evaluating Energy Resources (Eng, Fr)
  - Our Energy Future (Eng, Fr)
2. Government of Canada
  - Canada's climate plans and targets (Eng, Fr)
  - Canada's Enhanced NDC (Eng, Fr)
  - 2030 Emissions Reduction Plan (Eng, Fr)
3. CBC News: Canada Votes 2021 (Eng)
  - Use the topics on the left-hand side to compare the four major parties' positions on a variety of issues such as climate change, green energy, and emergency preparedness





# SOCIAL STUDIES 20 - 1

## Related Issue 3

### To what extent should internationalism be pursued?

1. How are countries with strong environmental policies communicating and assisting countries with weaker environmental policies?
  - Connections to POS 3.3, 3.4, 3.6, 3.8
2. How does participation in global environmental summits (Paris Agreement, COP26–28, C40, etc.) contribute to Canada's national identity?
  - Connections to POS 3.1–3.4, 3.6, 3.8–3.9
3. How does participating in global environmental summits (COP28, C40, etc.) contribute to Canada's policies around climate action?
  - Connections to POS 3.1–3.4, 3.6, 3.8–3.9

### Relevant Activities and Resources

1. Using the resources below, compare Canada's environmental commitments, and another country of your choosing. Which countries have similar policies to Canada?
  - COP26 Resources
    - [COP26: Explained](#) (pp. 40–47)
    - [COP26: Negotiations Explained](#)
    - [Canada's achievements at COP26](#) (Eng, Fr)
  - COP27 Resources
    - [Key Themes](#) (Eng, Fr)
    - [Finance and Justice](#) (Eng, Fr)
  - The Paris Agreement Resources (Eng, Fr)
    - [The Paris Agreement and NDCs](#)
    - [The NDC Registry](#)





# SOCIAL STUDIES 20 - 1

## Related Issue 4

### To what extent should individuals and groups in Canada embrace a national identity?

1. How has the 1872 Dominion Lands Act impacted today's climate crisis?
  - a. Connections to POS 1.8, 2.2, 3.2, 4.2, 4.5, 4.7
2. How do we balance the consumerism of "goods" with honouring Indigenous peoples' Land and Treaty rights, as well as honouring the Land, animals, insects, trees, rivers and non-human relations?
  - a. Connections to POS 4.3, 4.6-4.9
3. How does the depletion of natural land, plants, and animals impact climate change?
  - a. Connections to POS 4.3, 4.6-4.9
4. Canada is often presented as having vast natural beauty in abundance. How does this contribute to Canada's national identity?
  - a. Connections to POS 4.3, 4.6-4.9
5. How has Parks Canada made efforts to decolonize the National Parks? How has this contributed to Canada's national identity?
6. How has this contributed to Canada's national identity and contending nationalist loyalties?
  - a. Connections to POS 4.3, 4.6-4.9

### Relevant Activities and Resources

1. Research the Kanesatake Resistance (Oka Crisis), The Wet'suwet'en Hereditary Chief and Keystone Pipeline Protests, and the destruction of Old Growth forests and how it relates to land rights of Indigenous Peoples (Eng)
  - a. How do these events relate to the ever-growing demands on resources in, and outside of, Canada?
2. Decolonizing Climate Policy in Canada (Eng)
3. Read the Dominion Lands Act of 1872 and the IISD's Farming the Future report (pp. iii-ix, Appendix A). How did the Homesteading Act and European agriculture methods lead to issues related to climate change? (Eng)
4. Using the Government of Canada's Indigenous Stewardship Policy page, discuss how the engagement strategy may shift the national identity of Canada. (Eng, Fr, Cree)



# SOCIAL STUDIES 20-2



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## RELATED ISSUE 1

Should nation be the foundation of identity?

- **National climate change policy and identity**

## RELATED ISSUE 2

Should nations pursue national interest?

- **Impact of historic events on present-day climate**
- **Impact of resources on Canada's economic identity**

## RELATED ISSUE 3

Should internationalism be pursued?

- **Climate/ environmental policies**
- **COP and The Paris Agreements**

## RELATED ISSUE 4

Should individuals and groups in Canada embrace a national identity?

- **Canada's natural abundance and national identity**





# SOCIAL STUDIES 20 - 2

## Related Issue 1

### Should nation be the foundation of identity?

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  - Connections to POS 3.1-3.3, 3.7-3.9, 4.5, 4.7-4.8
2. How does Canada communicate its stance on climate change action to other nations? What more can it do?
  - Connections to POS 2.5, 3.1-3.3

### Relevant Activities and Resources

1. Government of Canada
  - Canada's climate plans and targets (Eng, Fr)
  - Canada's Enhanced NDC (Eng, Fr)
  - 2030 Emissions Reduction Plan (Eng, Fr)





# SOCIAL STUDIES 20 - 2

## Related Issue 2

### Should nations pursue national interest?

1. How has public influence or decision-making shaped national climate action policies? (i.e. Voting in federal/ provincial elections, etc.)
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  - a. How do these events relate to the ever-growing demands on resources in, and outside of, Canada?
2. [Decolonizing Climate Policy in Canada](#) (Eng)
3. Read the [Dominion Lands Act of 1872](#) and the IISD's [Farming the Future](#) report (pp. iii-ix, Appendix A). How did the Homesteading Act and European agriculture methods lead to issues related to climate change? (Eng)
4. Using the [Government of Canada's Indigenous Stewardship Policy](#) page, discuss how the engagement strategy may shift the national identity of Canada. (Eng, Fr, Cree)





# GET SUPPORT FROM ACEE

ACEE is committed to supporting teachers across Alberta by developing curriculum links between climate, sustainability, and our environment to the AB Programs of Study.

The ACEE team has specialized professional development offerings to enhance your classroom teaching experience. All workshops can be adapted to your location, desired length, and goals.

In addition to our workshops, the ACEE team offers personalized consultation services to help you integrate curriculum linked environmental education into your programs or classrooms.

To learn more:  
**[abcee.org](http://abcee.org)**

Contact us:  
**[programs@abcee.org](mailto:programs@abcee.org)**

