



Educated Choices Program

Saskatchewan Curriculum Alignment

The presentations offered by the Educated Choices Program provide support for teaching and learning of the following standards.

Saskatchewan Goals and Outcomes ENGLISH LANGUAGE ARTS			ECP Presentations				
			Environment and Modern Agriculture	Healthful Eating	Modern Animal Agriculture	The Ethics of Eating	Cell-Based/Plant-Based Technologies
ELA 7	CR7.5	Listen critically to understand and analyze oral information and ideas from a wide range of texts (e.g., complex instructions, oral explanations and reports, opinions or viewpoints, messages presented in the media).	✓	✓	✓	✓	✓

ELA 8	CR8.5	Listen critically to understand, gather information, follow directions, form an opinion, and analyze oral presentations for diverse opinions, presenter's point of view, values, and biases, stereotypes, or prejudices.	✓	✓	✓	✓	✓
ELA 9	CR9.5a	Listen purposefully to understand, analyze, and evaluate oral information and ideas from a range of texts including conversations, discussions, interviews, and speeches.	✓	✓	✓	✓	✓
	CR9.5b	Listen purposefully to understand, analyze, and evaluate oral information and ideas from a range of texts including directions and speeches, recognizing train of thought, main points, and presentation techniques.	✓	✓	✓	✓	✓
ELA 10	CR A10.3	Listen to, interpret, summarize, and draw conclusions about the ideas and information presented in a variety of literary and informational texts including group discussions, oral readings, interviews, and prepared talks about a topic being studied.	✓	✓	✓	✓	✓
ELA 20	CC 20.3	Speak to present ideas and information appropriately in informal (including discussions and collaborative work) and formal (including an interview, a dramatic reading, and introducing and thanking a speaker) situations.	✓	✓	✓	✓	✓

Saskatchewan Goal Indicators HEALTH EDUCATION			ECP Presentations				
			Environment and Modern Agriculture	Healthful Eating	Modern Animal Agriculture	The Ethics of Eating	Cell-Based/Plant-Based Technologies
Grade 7	USC 7.5.b	Locate sources and evaluate information, according to specific criteria, about healthy eating.		✓		✓	
	USC 7.5.c	Examine the consequences of/of not evaluating information about healthy eating.		✓		✓	
	USC 7.5.e	Apply guidelines for healthy eating as presented in Canada’s Food Guide		✓		✓	
	USC 7.7.e	Appraise virtues as the quality of doing what is right and avoiding what is wrong.	✓		✓	✓	✓
	USC 7.7.j	Explore, question, and appreciate a wide range of human values, virtues, and abilities that support “the common or greater good” within the contexts of daily life	✓		✓	✓	✓

Grade 8	USC 8.5.b	Investigate and evaluate common adolescent and adult eating and exercise habits	✓	✓	✓	✓	
	USC 8.5.c	Determine reasons for specific eating and/or exercise habits/ patterns (e.g., time, access, preferences, allergies).	✓	✓	✓	✓	
	USC 8.6.d	Examine practices and activities that pose a threat to the environment and to the health of people.	✓			✓	✓
	USC 8.6.e	Question family and community norms and expectations regarding caring for the environment.	✓			✓	✓
	USC 8.6.g	Analyze how one's behaviour related to the concept of sustainability, might affect the well-being of others and other things.	✓		✓	✓	✓
	USC 8.6.h	Consider the kinds of changes needed to protect the environment and the health of people.	✓			✓	✓
	USC 8.6.i	Evaluate three or more examples of perceptions on what is believed to be healthy/sustainable for the environment (i.e., examine local and provincial perspectives).	✓			✓	✓
	USC 8.6.j	Investigate past and present practices that focus/focused on sustainability for the health of people and the environment.	✓			✓	✓

Grade 9	USC 9.5.a	Evaluate and respond to a variety of sources of, and information about, healthy food policies.		✓		✓	
	USC 9.5.j	Determine and examine the actions/priorities that will bring about the greatest improvement to new and/or existing food policies.		✓		✓	
	USC 9.8.a	Evaluate and respond to a variety of sources of, and information about, chronic illness.		✓		✓	
	DM 9.10.c	Examine the health promotion needed in the local community.	✓	✓		✓	
Wellness 10	W1.b	Reflect on personal beliefs (e.g., being healthy takes work) while addressing common misconceptions about wellness (e.g., if one is not sick, then one must be well).		✓		✓	
	W1.c	Employ appropriate and increasingly sophisticated strategies (including technology) to gather, interpret, and evaluate wellness information (e.g., interview community wellness experts, evaluate source of information, reflect on personal biases, discuss alternative perspectives).	✓	✓	✓	✓	✓
	W1.h	Critique community and societal norms (e.g., expectations regarding gender roles, norms regarding alcohol consumption) that influence the well-being of self, family, and community.	✓	✓	✓	✓	

Wellness 10	W1.i	Assess one's motivations (e.g., appearance) and limitations (e.g., time management) that improve and/or impede one's personal wellness.	✓	✓	✓	✓	✓
	W1.j	Analyze individual and civic responsibility in nurturing well-being and examine the social factors (including expectations of self and others) that influence personal wellness.	✓	✓	✓	✓	
	W7.j	Examine factors (e.g., determinants of health, body composition, mental wellness, social wellness) that have an impact on one's commitment to achieving and maintaining recommended standards for health-related and skill-related components of fitness.		✓		✓	
	W11.b	Predict and justify what healthy eating might mean in the future		✓		✓	
	W11.c	Explore some of the controversy that surrounds healthy eating practices and beliefs (e.g., nutrition supplements, digestive cleansing, mega vitamins, carbohydrate loading, vegetarianism, organic foods)	✓	✓	✓	✓	✓
	W11.d	Investigate what is known about healthy eating practices (i.e., for children, teens, adults, athletes, pregnant mothers) from a variety of evaluated sources.		✓		✓	
	W11.e	Examine the various nutrients (e.g., protein, fibre, calcium, omega-3 fat, vitamins) that should be considered for optimal well-being.		✓			

Wellness 10	W11.j	Examine and evaluate several different food guides or healthy eating recommendations related to personal eating practices.		✓		✓	
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Saskatchewan Goal Indicators PHYSICAL EDUCATION			ECP Presentations				
			Environment and Modern Agriculture	Healthful Eating	Modern Animal Agriculture	The Ethics of Eating	Cell-Based/Plant-Based Technologies
PE 20	PE20.8.b	Identify how an individual's nutritional choices may be influenced by factors such as cultural eating practices, finances, advertising and marketing and/or geographical location.	✓	✓	✓	✓	✓
	PE20.8.h	Identify how a specific nutritional trend can influence personal nutrition practices.	✓	✓	✓	✓	✓
PE 30	PE30.7	Assess how nutritional choices (e.g., vegetarianism, carbohydrate loading, intermittent fasting and high protein meal) might impact participation in a physical activity.		✓		✓	

Saskatchewan Goal Indicators SCIENCE			ECP Presentations				
			Environment and Modern Agriculture	Healthful Eating	Modern Animal Agriculture	The Ethics of Eating	Cell-Based/Plant-Based Technologies
Grade 7	IE7.4.b	Propose ecological questions to investigate arising from practical problems and issues (e.g., “What is the impact of clearing land for farming?”, “How could a community prolong the life of its landfill site?”, “How could a community reduce the amount of garbage it produces?”, “What is the impact of a sports field being constructed in a particular location?”).	✓			✓	✓
	IE7.4.d	Identify and refine questions and problems related to the effects of natural or human influences on a particular ecosystem	✓			✓	
	IE7.4.e	Select and synthesize information from various sources to develop a response to specific questions related to natural or human influences on a particular ecosystem.	✓			✓	
	IE7.4.f	Propose a course of action or defend a given position on a local ecological issue or problem related to natural or human influences on a particular ecosystem, taking into account scientific, societal, technological, and environmental factors.	✓			✓	✓

Grade 7	IE7.4.g	Be sensitive and responsible in maintaining a balance between human needs and a sustainable environment by considering both immediate and long-term effects of their course of action or stated position.	✓			✓	
Grade 10	SCI10-CI1.a	Pose questions or problems relating to the effects of human actions on global climate change and the sustainability of ecosystems that arise from personal research.	✓			✓	✓
	SCI10-CI1.b	Reflect upon your personal view of humanity's relationship with the environment.	✓			✓	
	SCI10-CI1.g	Select, integrate and analyze the validity of information from various human, print and electronic sources (e.g., government publications, community resources and personally collected data), with respect to sustainability, sustainable development and education for sustainable development.	✓			✓	✓
	SCI10-CI1.h	. Provide examples of human actions that have contributed to the anthropogenic greenhouse effect	✓				
	SCI10-CI1.j	Reflect upon individual and societal behavioural and lifestyle choices that can help to minimize anthropogenic sources of global climate change	✓			✓	✓
Biology 30	BI30-GB3.a	Identify examples of historical, current and emerging biotechnologies (e.g., selective breeding, applications of fermentation, genetic engineering, cloning, gene therapy, assistive reproductive technologies and synthetic biology).					✓
	BI30-GB3.b	Explore how societal pressures such as food, energy and resource shortages can drive the development of biotechnologies.	✓			✓	✓
	BI30-GB3.d	Explore potential positive and negative impacts of a specific biotechnology (e.g., the use of stem cells, genetically modified and synthetic organisms and synthetic DNA) on individuals and society	✓			✓	✓

Health Science 20	HS20-NU1.a	Identify which macronutrients and micronutrients are commonly found in each food group (i.e., vegetables and fruit, grain products, milk and alternatives, meat and alternatives and oils and fats).		✓			
	HS20-NU1.k	Examine the connection between undernutrition or overnutrition and development of diseases such as anemia, scurvy, Type 2 diabetes and heart disease.		✓		✓	
	HS20-NU2.a	Pose questions about the role of nutrition in supporting healthy eating practices.		✓		✓	
	HS20-NU2.h	Design a healthful diet based on personal lifestyle choices	✓	✓	✓	✓	✓
	HS20-NU2.i	Assess whether eating practices such as carbohydrate loading, fad diets, vegetarianism, veganism, fast food, energy drinks, 100-mile diet and fasting provide sufficient nutrition to support healthy functioning		✓		✓	

Saskatchewan Goal Indicators SOCIAL STUDIES			ECP Presentations				
			Environment and Modern Agriculture	Healthful Eating	Modern Animal Agriculture	The Ethics of Eating	Cell-Based/Plant-Based Technologies
Grade 7	DR7.2.b	Examine the effects of humans and their technology on the natural environment in Canada, and in a selection of Pacific Rim and circumpolar countries, including the consequences for indigenous peoples who inhabit those regions (e.g., over harvesting of salmon fishery, increased incidence of severe weather, influence of logging industry on the natural world and ecosystems, effects of deforestation and coral removal, and efforts to reclaim shorelines and restore the natural barriers).	✓			✓	
	DR7.2.d	Trace examples of current effects of climate change on the movement of peoples (e.g., melting of the polar icecap and greater accessibility to the North-West Passage and the oil underneath) and hypothesize about the potential effects of climate change on the movement of peoples in the future.	✓				
	RW7.3.c	Examine the sustainability of the economies of a selection of circumpolar and Pacific Rim countries, and propose practices which might increase the level of sustainability.	✓			✓	✓
Grade 8	RW8.1.a	Investigate the goods and services produced in the local economy and the consumers of those goods and services (e.g., hospital, hairdressers, manufacturers, farmers, exporters)	✓		✓	✓	✓

Grade 8	RW8.2.e	Propose a definition of responsible consumerism, and publish a list of strategic actions leading to responsible consumerism	✓		✓	✓	✓
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