Workbook Preview

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Grade 7 Geography Unit

B. NATURAL RESOURCES AROUND THE WORLD: USE AND SUSTAINABILITY

	Curriculum Expectations	Pages
B1.1	Analyse interrelationships between the location/accessibility, mode of extraction/harvesting, and use of various natural resources	8-10, 16-17, 21-24, 44-47, 62-64, 69-70, 79-80, 89-94
B1.2	Analyse natural resource extraction/harvesting and use in some specific regions of the world, including the sustainability of these practices	14-15, 18-20, 25-26, 30-37, 48-51, 60-61, 65-68, 71-73, 86-87, 95-100
B1.3	Assess the efforts of some groups, agencies, and/or	11, 13, 27-29, 78
B1.4		52-59, 86-88, 100
B2.1		9-94
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	7-10, 8-10, 16-17, 21-22, 32-33, 62-64, 77-78
B2.3	Analyse and construct maps as part of their investigations, with a particular focus on exploring the spatial boundaries of and, where applicable, patterns relating to their topics	18-20, 23-24, 69-70
B2.4	Interpret and analyse data and information relevant to their investigations, using various tools and spatial technologies	16-17, 27-29, 67-68, 74-76
B2.5	Evaluate evidence and draw conclusions about issues related to the impact of natural resource extraction/harvesting and/or use around the world	14-15, 25-26, 30-31, 34-37, 48-51, 60-61, 62-66, 71-73, 79-87, 95-100
B2.6	Communicate the results of their inquiries using appropriate vocabulary and formats appropriate for specific audiences	7, 11-13, 38-47, 52-59, 88-100

Preview of 80 pages from this product that contains 141 pages total.

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	Curriculum Expectations	Pages
B3.1	Identify Earth's renewable, non-renewable, and flow resources (e.g., renewable: trees, natural fish stocks, soil, plants; non-renewable: fossil fuels, metallic minerals; flow: solar, running water, ocean currents, tides, wind), and explain their relationship to Earth's physical features	8-24, 30-37, 44-47, 52-59
B3.2	Describe ways in which people use the natural environment, including specific elements within it, to meet their needs and wants (e.g., rock is quarried to make building materials, roads; trees are used for lumber for buildings, wood for furniture, pulp for paper, logs for fuel; fossil fuels are used for heating and cooling, to generate energy for industry, to power vehicles, to make plastics; water is used for drinking, irrigation, to produce electricity, to cool nuclear reactors; animals are used for food, clothing, recreation; the natural environment enables people to live off the land and provides opportunities for relaxation, education, and/or recreation)	8-13, 21-26, 44-47, 52-59, 60-61
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)	14-17, 27-29, 38-43, 48-51, 60-61, 62-68, 71-76, 79-83
B3.4	Describe the perspectives of different groups (e.g., a traditional indigenous community, an environmental organization, a multinational mining or forestry company, the residents of a resource town) regarding the use of the natural environment to meet human needs	25-26, 38-43, 48-51, 62-66, 77-80, 84-87
B3.5	Describe some responses to social and/or environmental challenges arising from the use of natural resources (e.g., the increased use of wind, solar, or tidal energy; reduced consumption; promotion of energy-saving strategies such as the use of energy-efficient appliances; promotion of fair trade; marketing of "ethical" products such as "ethical oil" or "ethical diamonds"; boycotting less sustainable products or companies using unsustainable practices)	18-20, 27-37, 67-78, 81-85
A3.6	Demonstrate the ability to extract information from, analyse, and construct GIS maps relating to natural resources around the world *(e.g., to determine the location of oil refineries and their proximity to population centres and agricultural land; to show areas of deforestation and current land use on previously forested land)*	69-70

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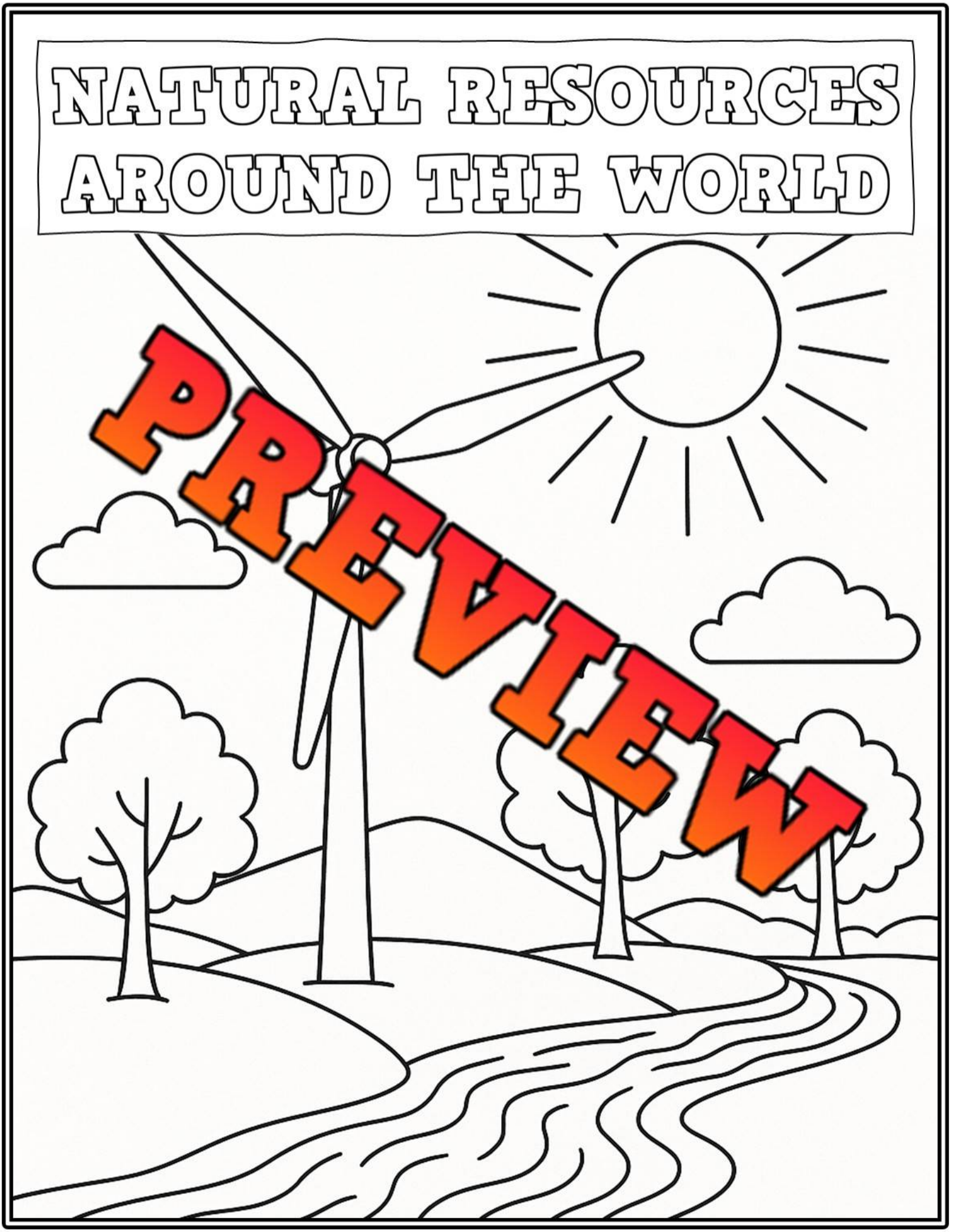
NATURAL RESOURCES AROUND THE WORLD



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Name: _____ 8

Curriculum Connection
B1.1, B2.2, B3.1, B3.2

Natural Resources

Why People Depend on Natural Resources

People need many things to live safely and comfortably. They must have housing, food, and water to meet their basic needs. They also use other items to enjoy life, like cars, phones, computers, and televisions. All of these require raw materials to build them, and many need power or fuel to work.

Natural resources are things found in nature, such as air, water, plants, sunlight, soil, rocks, anim and oil. Some are found underground. A material becomes a **natural resource** w mans find it useful. For example, minerals like gold, silver, copper, and aluminiu n Earth since it was formed, but they only became resources when peopl w act and use them.

Th resou spread evenly around the world. People often settle in areas where im rce h as clean water and fertile soil for food, are available.



Three Main Types of N ze

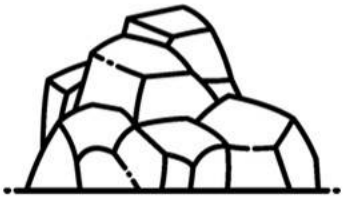
Natural resources are gro renew urces, **non-renewable resources**, and eso s.

1. Renewable Resources

These can be replaced naturally ove allowi repeated use. Examples include:

- Water recycled through the water cycle
- Trees and plants that can be replanted
- Animals that reproduce





2. Non-renewable Res

These have a limited supply or t ars to form, so they cannot be repl uman lifetime. Examples include oil, coal, a tural gas. Minerals are also non-renewable.

3. Flow Resources

These are available only where and when they occur in nature. Examples include waterfalls for **hydroelectric power**, sunlight for **solar panels**, wind for **wind turbines**, and tides for **tidal energy**. They cannot be stored unless special technology is used.

How Humans Value and Use Resources

Resources gain value when humans recognize their usefulness. People create technologies and systems to collect and process them. Water treatment plants, mining operations, and hydroelectric dams are all examples of how humans access and use resources. The choice of which resources to use—and how to use them—affects the environment and the **sustainability** of life for future generations.

PREVIEW

Name: _____ 9

Curriculum Connection
B1.1, B2.2, B3.1, B3.2

True or False

Circle whether the statement is true or false.

1) Flow resources can be stored for later use without technology.	True	False
2) Non-renewable resources can take millions of years to form naturally.	True	False
3) Things in nature become natural resources when humans value them.	True	False
4) Flow resources are non-renewable resources.	True	False
5) Flow resources include sunlight, tides, and waterfalls in certain places.	True	False
6) All renewable resources are always replaced instantly after being used.	True	False

Question

Use information from the text to support your answer.

1) Describe how people's lives can be influenced by resources.

2) Explain how flow resources are different from renewable

Making Connections

What does this reading remind you of in your life?

PREVIEW

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Curriculum Connection
B1.1, B2.2, B3.1, B3.2

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: _____ Mark

What is a natural resource, and give three examples each for renewable and non-renewable resources?

Name: _____ Mark

What is a natural resource, and give three examples each for renewable and non-renewable resources?

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Name: _____ Mark

What is a natural resource, and give three examples each for renewable and non-renewable resources?

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Name: _____ 11

Curriculum Connection
B1.3, B2.6, B3.1, B3.2

Pictionary: Name That Resource

Objective What are we learning about?

Students will learn about natural resources, including renewable, non-renewable, and flow resources. They will draw and guess these resources while learning about their characteristics, uses, and how people depend on them.

Materials What will you need for the activity?

- Mark[illegible]s or pe[illegible]s
- Resource ca[illegible]mples[illegible] coal, diamond, sun, wind,



Instructions How will you co[illegible]plete[illegible]y?

1) Split the class into two teams, maybe by rows[illegible]roups[illegible]ks.
2) Have one student from Team A come up and p[illegible]a ca[illegible]y[illegible]b[illegible] keep the card a secret from everyone else.
3) The student then draws what's on the card on a whitebo[illegible]r la[illegible]
4) Start a timer for 2 minutes. During this time, Team A tries to gu[illegible]w[illegible]ing drawn.
5) If Team A guesses the drawing correctly before the timer goes off, they earn a point.
6) Next, it's Team B's turn. A student from Team B picks a card and draws, while their team guesses.
7) Alternate turns between the two teams, letting different students draw each time.
8) Continue the game until all the cards have been used. Keep track of points for each team.
9) At the end, count the points. The team with the most points is the winner of Name that Resource Pictionary!

PREVIEW

Name: _____ 12

Curriculum Connection
B1.3, B2.6, B3.1, B3.2

Pictionary Cards | Cut out the cards below.

Tree	River
Fish	Coal
Wind	Bison
[illegible]	Iron
Oce[illegible]Way	Corn
Coffee	Glacier
Oil	[illegible]mond
Gold	[illegible]
Waterfall	Ban[illegible]
Salt	Sun
Sand	Timber
Sheep	Lake
Silver	Gravel

PREVIEW

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Name: _____ 13

Curriculum Connection
B1.3, B2.6, B3.1, B3.2

Draw & Label Draw 4 resources from the Pictionary activity and label each picture.



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Name: _____ 14

Curriculum Connection
B1.2, B2.5, B3.1, B3.3

Renewable Resources

Renewable Resources

Renewable resources are natural materials or living things that can replace themselves within a short period of time. For example, crops like wheat are planted in the spring, harvested in the summer or fall, and then replanted the next year. Wheat is used for bread, pasta, and cereals, and farmers can usually grow the same amount again the following season as long as soil and water are available. This cycle makes crops an excellent example of renewable resources.

Trees

Trees ar[illegible]le resource, but their growth time is very different from crops. We cut tr[illegible]es[illegible]e, and paper. A tree planted today may take decades—or even centuri[illegible]o grow[illegible]gh to replace the one cut down. For example:

- A **hardwo[illegible]** ca[illegible]ke 150–200 years to reach full size.
- A **pine tre[illegible]** to har[illegible]5–40 years, depending on conditions[illegible]ainfa[illegible]s[illegible]lity.
- **Bamboo**, a fast-gro[illegible]s, can [illegible]vested in only 7 years.



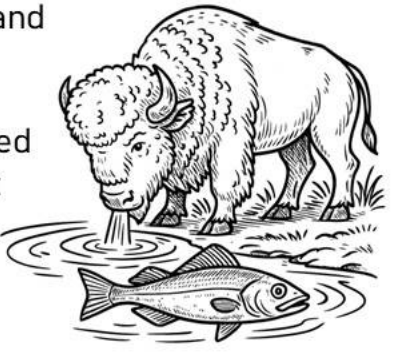
These different growth tim[illegible]show[illegible]ning is needed when using forests.

Managed Forests

In Ontario, about 90% of forests are on **Crown la[illegible]** ich [illegible] owned by provincial or federal governments. Out of these fore[illegible]s **manag[illegible]rests**. A managed forest is not just about planting and cutting tr[illegible] con[illegible] wildlife habitat, public use, and the voices of Aboriginal communities[illegible]**sta**[illegible]one where a new tree is planted for every tree cut. This ensures resource[illegible] future generations.

Wildlife

Wildlife can also be a renewable resource if protected properly. In the 1800s, there were nearly 30 million bison in North America. Indigenous peoples hunted bison for food, clothing, and shelter. When Europeans arrived, the use of guns and horses made hunting far more efficient, and the bison were nearly wiped out. **Reserves** and **conservation laws** eventually helped protect the species. A similar story happened with cod fish. In 1497, John Cabot described the waters of Newfoundland as so full of cod that they could be scooped with a basket. By 1992, due to overfishing, the cod fishery was shut down, and thousands of fishers lost their jobs.



Renewable resources must be carefully managed. Without sustainable practices, they risk becoming non-renewable.

PREVIEW

Name: _____ 15

Curriculum Connection
B1.2, B2.5, B3.1, B3.3

Questions

Use information from the text to support your answer.

1) Why is bamboo more sustainable as a wood source than sugar maple trees?

2) Why is it important to have protection for wildlife?

PREVIEW

True or False

Circle whether the statement is true or false.

1) Renewable resources will always be available for humans.	True	False
2) About 90 percent of Ontario's forests are located on Crown land.	True	False
3) Ontario has laws that protect forests on Crown land.	True	False
4) All renewable resources can be replaced in a human lifetime.	True	False
5) When well managed, renewable resources will always be available.	True	False
6) A sustainable forest plants a new tree for every tree removed.	True	False

Questioning

Write 3 questions you have about the reading.

1)	
2)	
3)	

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Name: _____ 16

Curriculum Connection
B1.1, B2.4, B3.1, B3.3

Non-Renewable Resources

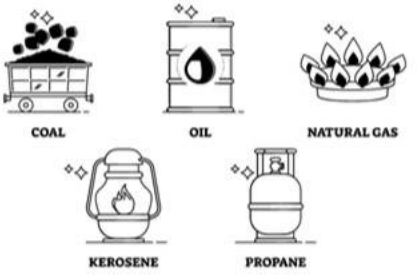
What Are Non-Renewable Resources?

Non-renewable resources are natural materials that take millions of years to form. They cannot be replaced in a human lifetime. The best examples are **fossil fuels** such as oil, natural gas, and coal. These fuels began as plants and animals that lived millions of years ago. When they died, their remains were buried and squeezed under the earth's surface. Over time, slimy plants and animals from oceans and lakes turned into oil, while woody plants turned into coal. Both types of matter can also create natural gas. Minerals, like copper and [illegible] are also non-renewable because they cannot reform quickly.

How Fos[illegible]

For **fo[illegible]** special conditions are needed:

- A [illegible] environ[illegible] a swamp, with little or no oxygen.
- A heavy w[illegible]s o[illegible]ter pressing down.
- High heat [illegible] earth's



Millions of yea[illegible]o, tr[illegible]f the earth were covered with dense forest[illegible]ea lev[illegible], these forests often flooded and turned into swamps. Dead plants a[illegible]nk[illegible]s where sediment covered them. Over time, more layers of sediment p[illegible]up. T[illegible]m these layers, along with heat from deep underground, slowly change[illegible]d pla[illegible]animals into coal, oil, and gas.

Different Types of Fossil Fuels

Each fossil fuel has unique features and uses. **C**[illegible] blac[illegible]urns easily and has powered factories and trains for centuries. **Oil** is a [illegible] li[illegible]t [illegible]fined into gasoline, diesel, and jet fuel, making it essential for tra[illegible]ation. **Nat[illegible]as** is a cleaner-burning fuel often used for heating homes and ge[illegible]ele[illegible]. W[illegible] they are all important, oil and gas provide most of the world's ener[illegible]tod[illegible] transportation and industry.



Where Fossil Fuels Are Found

Fossil fuels are usually located underground, from about 10 metres to several kilometres below the surface. Oil and natural gas are often discovered near tectonic plate boundaries where earth movements trap the fuels. In Canada, Alberta is the largest producer of oil and gas, with huge deposits in the oil sands.

Why They Are a Problem

Humans are using fossil fuels far faster than they can ever reform. In 2019, about 84% of the world's total energy came from them. This shows our heavy dependence. When burned, these fuels release **greenhouse gases** that trap heat in the atmosphere. This causes global warming and extreme climate change. Burning them also creates **air pollution**, which leads to smog and respiratory diseases like asthma.

PREVIEW

Name: _____ 17

Curriculum Connection
B1.1, B2.4, B3.1, B3.3

Visualization What were you picturing while you were reading? Describe your picture.

Question ...mation from the text to support your answer.

1) How ar... fossil ...d?

2) Why are fossil fuels considered a problem for th... viron...

PREVIEW

True or False Circle whether the statement is true or false.

1) Oil is formed mainly from woody plants buried under pressure.	True	False
2) Fossil fuels can be replaced within a normal human lifetime.	True	False
3) About 84 percent of world energy came from fossil fuels in 2019.	True	False
4) Coal is a black rock that has been burned for centuries.	True	False
5) Minerals like copper and iron are considered renewable resources.	True	False
6) Ontario is the largest Canadian producer of oil and gas.	True	False

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Name: _____ 18

Curriculum Connection
B1.2, B2.3, B3.1, B3.5

Flow Resources

What Are Flow Resources?

A **flow resource** is a natural resource that does not fit into the category of renewable or non-renewable. These resources must be used at the place and time they occur, because they cannot be stored for later use. There is an unlimited supply of flow resources, and they are not influenced by humans. Common examples are **sunshine**, **tides**, **wind**, **running water**, and **geothermal heat**. These resources will not be exhausted over time. This is not because they replace themselves, but because their sources are either massive, such as the sun, or ongoing processes in nature, such as rainfall, wind, and ocean tides.



Why Flow Resources Matter

Flow resources are important because they are clean and cause fewer harmful effects than fossil fuels. With no risk of running out, they are sustainable. Unlike coal, oil, or gas, flow resources do not release large amounts of greenhouse gases that cause climate change. Governments worldwide invest in flow resources because they are reliable and safe for long-term use.

Tidal Power in Canada

Another example of a flow-resource use is tidal power. Although Canada once had the Annapolis Tidal Plant, it was decommissioned in 2019, much of the tidal energy effort is focused on the Bay of Fundy. At the Fundy Ocean Research Centre for Energy (FORCE) in Nova Scotia, several companies are developing tidal stream turbines in the Minas Passage. In 2025, the province launched a competitive process to select new projects totaling up to 13 megawatts at FORCE, enough power about 9,000 homes.

Hydroelectricity in Action

Flow resources are part of everyday life. In Ontario, about 25% of electricity comes from the Niagara Falls Ontario Hydro plant. Niagara Falls also produces power used in New York State. **Hydroelectricity** is made when gravity pulls water down, spinning turbines that create energy. The greater the drop of water, the stronger the force, and the more energy is made.



Benefits and Problems of Hydroelectric Power

Hydroelectric power has many benefits:

- It is clean and does not pollute the air
- It is reliable and efficient
- It is cost effective and sustainable

However, there are challenges. Large hydro projects use vast amounts of land and destroy plant and animal habitats. Ontario Hydro has a 750-acre reservoir at Niagara Falls to ensure steady water flow. In other countries, huge dams flood entire valleys. For example, when the **Three Gorges Dam** was built in China, 13 cities and over 1,000 villages were flooded, forcing 1.2 million people to move.

PREVIEW

Name: _____ 19

Curriculum Connection
B1.2, B2.3, B3.1, B3.5

True or False

Circle whether the statement is true or false.

1) Flow resources are renewable resources.	True	False
2) Sunshine, wind, rain and running water are examples of flow resources.	True	False
3) There are no negative environmental impacts from using flow resources.	True	False
4) Humans can control flow resources.	True	False
5) We use over 80% fossil fuels for our energy needs because flow resources cannot provide enough power to meet our needs.	True	False

Questions

...rmation from the text to support your answer.

1) Why ...low re... ...important source of energy?

2) What are some of the positive and neg...ve impa... hyd...ctric power?

PREVIEW

Summarize

Summarize the reading by writing the important information.

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Curriculum Connection
B1.2, B2.3, B3.1, B3.5

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: _____

Mark

Circle Yes or No for each question.

1) Can flow resources be stored for future human use?	Yes / No
2) Is sunshine an example of a common flow resource?	Yes / No
3) Do flow resources create less pollution than fossil fuels?	Yes / No
4) Do flow resources eventually run out from human use?	Yes / No

Name: _____

Mark

Circle Yes or No for each question.

1) Can flow resources be stored for future human use?	Yes / No
2) Is sunshine an example of a common flow resource?	Yes / No
3) Do flow resources create less pollution than fossil fuels?	Yes / No
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Name: _____

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Name: _____

Mark

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4) Do flow resources eventually run out from human use?	Yes / No

PREVIEW

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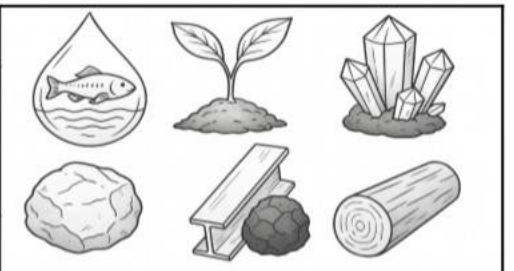
Name: _____ 21

Curriculum Connection
B1.1, B2.2, B3.1, B3.2

What Are The Most Valued Resources?

What are the Most Valued Resources?	
Natural Resources are resources because people value them. Some resources are necessary to support life on our planet and some resources make our life easier.	
Some of the most important resources on earth are:	

Air	A necessary for life on our planet. Without access to clean air people become s pollution is a major threat to our environment.
Wate	needed by people, animals, and plants. Only 2.5% of Earth's water renewable through the water cycle, but groundwater is being ed fas replaced.
Salt	Salt al m ecessary for life of people and animals.
Soil	Soil lets w fo er, and supports plants that take in carbon dioxide and n. It f thin 1–2 metre layer around Earth and is at risk from pollu rosi
Timber	Timber is used in const ction aper as well as for fuel. When forests are managed respons ber is vable, sustainable and economical resource.
Oil	Oil is a non-renewable resource that es ov r energy needs. It is also used in making plastics. At the curr at the world will run out of oil in 53 years.
Natural Gas	Natural Gas supplies 22% of our energy needs. It is use ic. At the current rate of consumption, the world will run out of ears.
Coal	Coal is a fossil fuel for energy. The world may run out in 100 ye ning it causes air pollution, while sludge and ash pollute groundwater.
Iron	Iron is the most used metal, making up 5% of Earth's crust. It is used for steel in buildings, pots, and pans. Most iron comes from Australia, Brazil, South Africa.
Bauxite	Bauxite is used to make aluminum. The largest Bauxite producing countries are Australia, China, Guinea and Brazil.
Helium	Helium is used as a cooling medium in MRI machines and satellite instruments. It is also used in making fiber optics and it is used to inflate airbags in vehicles.
Copper	Copper is used in pipes, wire and roofing as well as nutritional supplements. The largest producers are Chile, Peru, China and the USA. Copper can be recycled without any loss of quality, so recycled copper is as large a source of copper as newly mined copper.

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Curriculum Connection
B1.1, B2.2, B3.1, B3.2

True or False

Circle whether the statement is true (T) or false (F).

1) Coal burning creates ash and sludge that harms groundwater supplies.	T	F
2) Soil is only an important resource because of the minerals we mine from it.	T	F
3) Air, water and salt are all important because we need them to live.	T	F
4) Some resources that are renewable are mismanaged and could run out.	T	F
5) Drinking water is a plentiful resource that could run out because of pollution.	T	F

Questions

information from the text to support your answer.

1) Wh ou you think are the most valuable? Why?

2) Why is water a natural r ls it r or non-renewable? Why do we need to be careful with water as a nat sou

PREVIEW

Word Search

Find the words in the wordsearch.

Air	Water
Salt	Soil
Timber	Oil
Coal	Iron
Bauxite	Helium
Copper	Gold

E	S	R	K	T	S	E	K	C	O	P	P	E	R	H	W	Q	D
N	Y	U	B	O	L	F	P	D	Q	V	P	B	C	D	O	R	C
I	U	Q	T	I	S	Y	M	K	U	H	F	J	N	G	M	E	E
T	U	B	L	T	L	E	C	E	T	I	X	U	A	B	I	B	J
H	J	D	A	L	I	C	C	Z	G	J	J	I	W	S	R	M	X
K	P	A	S	R	O	L	O	G	V	P	H	A	A	O	O	I	G
J	M	U	I	L	E	H	T	A	O	Y	O	J	T	I	N	T	R
G	C	D	D	J	X	T	Y	X	L	M	X	W	E	L	N	N	R
X	H	W	Q	C	C	A	X	K	C	Z	K	F	R	L	H	O	I
C	B	B	F	D	C	Q	D	L	Q	R	H	V	G	O	L	D	A

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Curriculum Connection
B1.2, B2.5, B3.2, B3.4

Blog Post: Canada's Natural Wealth

Top 5 Natural Resources That Shape Canada's Economy

Date: August 18, 2025 *Author: Daniel R.* *5-minute read*

When you think about Canada, you might picture hockey, snow, or maple syrup. But did you know that Canada's economy depends heavily on its natural resources? From oil in Alberta to fish in the Atlantic, these resources create jobs, support trade, and impact daily life. Here are 5 ortant resources that shape Canada's economy:

1) **Oil in A wers the nation.** Alberta's oil sands are the world's third-largest oil reser o about 60% of Canada's crude oil. The oil industry supports over 14 jo illions in exports each year.
2) **Fre ter in Quebec is vital.** Canada holds about 20% of the world's fresh water. Lakes an ntario supply drinking water to millions. Hydroelectric dams in Que ake th ce the top producer of hydro power in Canada, exporting clean icity
3) **Timber in British Co th** Forestry in B.C. provides over 50,000 jobs. Canada is one of the wo st lu rters, with softwood used for houses, paper, and furniture. Respo ore ent helps balance jobs with sustainability.
4) **Fish in the Atlantic feed the econom** centuri ster, and crab have supported communities in Newfoundland, Nova a, an Brunswick. Today, seafood exports bring in more than $6 billio year.
5) **Minerals in the North fuel technology.** Canada's th i d monds, nickel, and rare earth minerals. These resources are esse ectroni teries, and even renewable energy technology. Mining creates tho f jo ko Nunavut, and the Northwest Territories.

PREVIEW

Comments:



Sophie T. – August 18, 2025

Canada's oil may create jobs, but it also produces huge greenhouse gas emissions. In 2019, oil and gas made up 26% of Canada's emissions. We should focus more on renewable energy instead.

Like Reply 1d ago



Michael B. – August 19, 2025

I disagree. Oil is still Canada's largest export, worth over $100 billion in 2022. Without it, thousands would lose jobs, and Canada's trade balance would collapse. We can't replace oil overnight.

Like Reply 15m ago

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Name: _____ 26

Curriculum Connection
B1.2, B2.5, B3.2, B3.4

Questions

Answer the questions below using evidence from the text.

1) How do natural resources shape Canada's identity around the world?

2) Why mig[ht] renewable energy become more important for Canada's future?

3) What challe[nges] do [Canada] think [Canada] faces with oil exports?

PREVIEW

Two Truths and a Lie

Check only the two tru[e statements] in ea[ch row]

☐	Alberta's oil sands are the third-largest oil reserve worldwide.	☐	Fo[rests] in British [Colu]mbia is mainly used f[or] p[aper]
☐	Canada provides about 80% of the world's crude oil.	☐	Cod, lobster, ar[e] [im]t to Atlantic fishing econ[omy]
☐	Quebec exports hydroelectric power mainly to the United States.	☐	The Northwest Territories are known for gold, diamonds, and nickel.

My Opinion

Do you believe Canada depends too much on its natural wealth? Explain.

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Curriculum Connection
B1.3, B2.4, B3.3, B3.5

Climate Change And Renewable Energy

The Problem of Climate Change

One of the biggest problems the world will face in the next century is **climate change**. This happens when the average temperature of the earth keeps rising. The earth is getting warmer because gases such as **carbon dioxide** are released into the air and gather in the atmosphere. These gases act like a blanket, trapping heat and making the planet warmer. Human activities such as making and using energy account for about 70% of all **greenhouse gas** emissions worldwide.

Effects of g Planet

Climate serious problems. **Storms**, **hurricanes**, and **heat waves** are beco common. Glaciers in places like the Arctic are melting quickly. cause els to rise, which puts countries like the Netherlands at risk of flooding. Me also an there is less fresh water available for people. Without enough eas of face drought, crop failure, and food shortages.

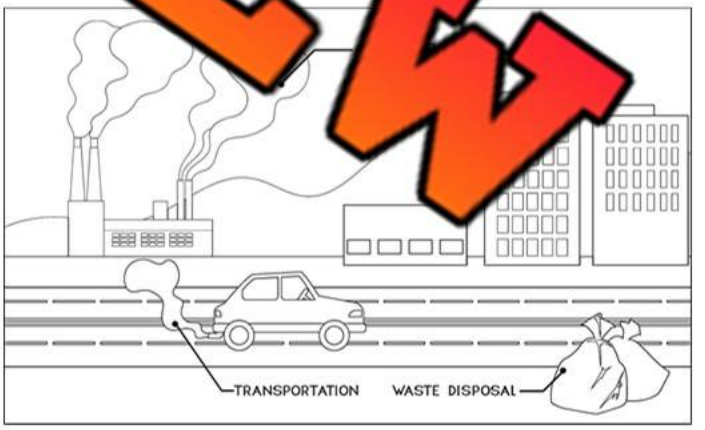
Global Efforts to Act

Since the 1980s, the **United (UN)** d with many countries to create agreements to lower greenhou em da currently gets 18.9% of its total energy from renewable resources such wate solar power. By 2018, most countries had renewable energy targets crease e clean energy. Governments help meet these goals by giving ince and For example, businesses may get financial help for building w solar alling solar panels, or switching lighting systems to energy-saving LE bs.

Types of Renewable Energy

Renewable energy plays an important role in reducing emissions. Different forms include:

- ✓ Solar power
- ✓ Wind energy
- ✓ Hydroelectric power
- ✓ Geothermal energy
- ✓ Ocean power
- ✓ Biomass energy



Hydroelectric Power in Canada

Hydroelectric energy is the largest renewable energy source in the world. In 2019, Canada was the second largest hydroelectric producer after China. Hydroelectricity does not release greenhouse gases, making it a clean source of energy. It is also reliable, since it can produce electricity 24 hours a day, unlike solar power which depends on sunlight. Hydroelectric plants are cost effective with low operating costs, and in Canada, they supply over 60% of the nation's electricity.

PREVIEW

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Curriculum Connection
B1.3, B2.4, B3.3, B3.5

True or False

Circle whether the statement is true or false.

1) Rising ocean levels put mountain countries most at flood risk.	True	False
2) Using renewable resources helps reduce climate change.	True	False
3) Around 70% of greenhouse gases come from how humans make energy.	True	False
4) Hydroelectricity is the only green renewable energy source.	True	False
5) Carbon dioxide in the atmosphere works like a blanket trapping heat.	True	False
6) Canada produces less than 5% of its energy from renewables.	True	False

Questions

tion from the text to support your answer.

1) How s burni els contribute to climate change?

2) How can melting glaciers cr vate ome regions?

3) Why is global cooperation important in fighting clim e?

PREVIEW

Word Scramble

Unscramble the words from the word bank.

Word Bank

Drought, Change, Carbon, Atmosphere, Climate, Renewable, Emission, Greenhouse, Energy, Hydroelectric

YRRHTLCDCOEEI		ENLRBWEEA	
LITCEMA		ROHDTUG	
SEOMSNII		EHEOGUSREN	

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Curriculum Connection
B1.3, B2.4, B3.3, B3.5

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: _____ | Mark

Is the statement true (T) or false (F)?

1) Carbon dioxide traps heat in Earth's atmosphere like blankets.	T / F
2) Melting glaciers increase the fresh water supply worldwide.	T / F
3) Canada ranks second in world hydroelectric production.	T / F
4) Hydroelectric power depends only on sunlight during daytime.	T / F
5) The Netherlands faces flood risks from rising ocean levels.	T / F

Name: _____ | Mark

Is the statement true (T) or false (F)?

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2) Melting glaciers increase the fresh water supply worldwide.	T / F
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Name: _____ | Mark

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4) Hydroelectric power depends only on sunlight during daytime.	T / F
5) The Netherlands faces flood risks from rising ocean levels.	T / F

PREVIEW

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Curriculum Connection
B1.2, B2.2, B3.1, B3.5

Ocean Power

What is Ocean Power?

Ocean power is a type of **flow resource**. This means it cannot be stored for later use but must be captured as it happens. Ocean power comes from the natural motion of **waves** and **tides**. Tides occur twice every day because of the moon's gravitational pull on Earth and the Earth spinning on its axis. Unlike some other energy sources, tides are predictable, which makes tidal energy a very reliable source of power.

How Tidal Power Works

Tidal power is possible in certain coastal areas where ocean water can be trapped in a reservoir. As the tide comes in, the water flows over turbines, causing them to spin and generate energy. Later, when the water is released back to the ocean, it again turns turbines to create power.

- The largest tidal plant in South Korea, which produces electricity from incoming tides only.
- In France, a tidal plant uses underwater turbines to generate power both when tides flow in and out, producing enough energy for 240,000 households each year.
- Canada has tried tidal power at the Annapolis Royal Generating Station in Nova Scotia, which supplied power to about 4,000 homes at its peak but has been closed since 2019.

PREVIEW



Environmental Studies

Scientists continue to study **tidal plants** to measure how they affect fish, shorelines, and ecosystems. This research also looks at how to make the systems more efficient.

Global Potential

Experts estimate that tidal and wave power together could provide up to 10% of the world's electricity needs if technology improves. Countries with long coastlines, like Canada, the UK, and Australia, have the greatest potential.



Wave Energy

Ocean power also comes from **waves**. Devices that float on the surface of the water or rest on the sea floor capture the up-and-down movement of waves to generate power. Portugal created the first and largest **wave farm**, which was meant to supply electricity for about 1,500 homes. However, after four months, mechanical problems forced the project to shut down.

Many companies are building new prototypes to improve wave power. Like wind and solar power, wave energy depends on weather conditions, which makes it less reliable. Another challenge is cost: the technology is still expensive to build and maintain, which slows down its widespread use.

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Curriculum Connection
B1.2, B2.2, B3.1, B3.5

True or False

Circle whether the statement is true or false.

1) Ocean power is non-renewable energy.	True	False
2) Ocean power can be stored for later use after capture.	True	False
3) Tides are caused by the moon's pull and Earth's spin.	True	False
4) Ocean power can be created anywhere there is a shoreline.	True	False
5) The largest tidal plant in South Korea uses both tide directions.	True	False
6) Flow re s must be used at the moment they occur.	True	False

Questi

nation from the text to support your answer.

1) Why is tidal po red flow resource?

2) Why is tidal energy considered eliabl er energy sources?

3) How can tidal energy and hydroelectric power be see r?

PREVIEW

Summarize

Summarize the reading by writing the important information.

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Curriculum Connection
B1.2, B2.5, B3.1, B3.5

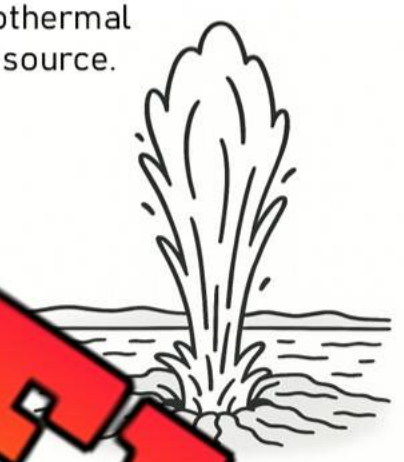
Geothermal Energy

What is Geothermal Energy?

Geothermal energy is a type of **renewable energy** that comes from the natural heat stored inside the earth. The earth's core is as hot as the surface of the sun, and this heat rises upward through rock and water. The supply of heat is so large that using it does not reduce what is available. For thousands of years, people such as the Chinese, Romans, Greeks, and Indigenous North Americans used geothermal energy from hot springs for cooking and bathing.

Where is Geothermal Energy Found?

Geothermal energy is found everywhere, but it is easiest to use in certain areas. It is most accessible at **tectonic plate** boundaries where volcanoes and earthquakes occur. The **Pacific Ring of Fire** circles the Pacific Ocean, has many geothermal sites. In Iceland, where heat is close to the surface, about 90% of homes use geothermal heating, and 26% of the country's energy comes from this source.

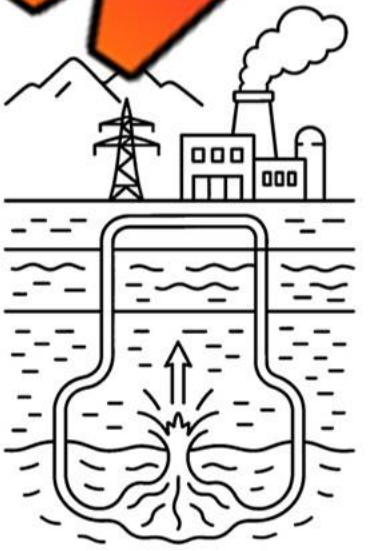


How We Use Geothermal Energy

There are three main ways to use thermal energy:

- **Hot springs**: Water heated by geothermal energy rises to the surface and can be used for heating.
- **Geothermal power plants**: These use steam from deep underground to spin turbines and make electricity.
- **Heat pumps**: Pipes are buried underground where temperatures stay around 10–15°C year-round.

In Canada and the United States, many homes use geothermal heat pumps. In winter, liquid in the pipes absorbs warmth from the ground and transfers it into the house. In summer, the process reverses: heat from the house is sent into the ground. This reduces the use of furnaces and air conditioning, saving energy.



Advantages and Disadvantages

Geothermal energy is clean and sustainable, but it has challenges.

Advantages

- Does not run out
- Produces less pollution than fossil fuels
- Works all year round

Disadvantages

- Geothermal plants are expensive to build
- Underground water may bring up toxic chemicals like arsenic or mercury
- Some plants release greenhouse gases
- Large amounts of land are required

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Curriculum Connection
B1.2, B2.5, B3.1, B3.5

Questions

Use information from the text to support your answer.

1) What are 3 ways in which we get geothermal energy?

2) What are the disadvantages of geothermal energy plants?

3) Why t ectoni daries make geothermal energy easier to access?

PREVIEW

True or False

Circle whether the sta true se.

1) Geothermal generating plants are renewable sour do not make greenhouse gases.	True	False
2) The Pacific Ring of Fire is an important geothermal worldwid	rue	False
3) A hot spring is a geothermal energy source.		False
4) Geothermal energy is a new form of energy.		False
5) Geothermal energy is a sustainable source of energy.	ue	False
6) Geothermal energy can only be used where volcanoes are found.	True	False

Fill in the Blanks

Fill in the blanks with the missing word.

1) The earth's _____ is as hot as the surface of the sun.
2) It is easiest to access geothermal energy near _____ boundaries.
3) About _____ percent of Iceland's homes are heated with geothermal energy.
4) Geothermal plants can sometimes release harmful _____ gases.
5) Hot underground water coming to the surface is called a hot _____.

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Curriculum Connection
B1.2, B2.5, B3.1, B3.5

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: _____

Mark

Multiple Choice: Circle the correct answer.

1) Geothermal energy is best described as... a) Energy from the sun's rays b) Heat stored deep inside the earth c) Power made only by volcanoes d) Gas collected under the ocean	2) Which area has many geothermal sites? a) Atlantic Coast b) Arctic Circle c) Pacific Ring of Fire d) Sahara Desert
3) What do geothermal power plants mainly use to make electricity? a) Ocean tides b) Underground steam c) Strong winds d) River currents	4) Which is one advantage of geothermal energy? a) It never runs out b) It produces no pollution c) It is easy and cheap to build plants d) It only works in summer

Name: _____

Mark

Multiple Choice: Circle the correct answer.

1) Geothermal energy is best described as... a) Energy from the sun's rays b) Heat stored deep inside the earth c) Power made only by volcanoes d) Gas collected under the ocean	2) Which area has many geothermal sites? a) Atlantic Coast b) Arctic Circle c) Pacific Ring of Fire d) Sahara Desert
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Name: _____ 37

Curriculum Connection
B1.2, B2.5, B3.1, B3.5

Debate: Fossil Fuels vs Renewable Energy

Objective

What are we learning about?

Students will explore the benefits and challenges of fossil fuels and renewable energy in Canada. They will learn how oil and gas create jobs and money for the economy, but also how burnin ssil fuels harms the environment and adds to climate change. Students will also discu newable energy is cleaner and more sustainable. They will decide if Canad fossil fuels or switch fully to renewable energy.

PREVIEW

Materials

W ee the activity?

- Sentence starters
- Planning page
- Debate prompt



Instructions

How will you complete the activity?

1) Read the debate question: **Should Canada keep using foss uels renewable energy?**
2) Talk as a class about why Canada uses fossil fuels (jobs, exports, ene and what renewable energy offers (clean air, sustainability, long-term benefits).
3) Divide the class into 2 teams:
   - **Team A:** Canada should keep using fossil fuels.
   - **Team B:** Canada should switch fully to renewable energy.
4) Each team fills out their debate planning sheet.
5) Use sentence starters to help with ideas.
6) Sit in a circle and take turns sharing your side. Speak clearly and respectfully.
7) After the debate, students can draw or write what they learned.

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Curriculum Connection
B1.4, B2.6, B3.3, B3.4

Topic Should Canada keep using fossil fuels, or switch fully to renewable energy?

Side	Description
Team A – Canada Should Keep Using Fossil Fuels	Some people think Canada should continue using fossil fuels. Here's why: • Oil and gas create thousands of jobs in Canada. • Fossil fuels bring in money from exports around the world. • Canada has huge oil and gas reserves that are valuable. • Communities depend on oil and gas for their economy. • Switching quickly could raise energy costs for families. • Renewable energy projects also require fossil fuels to build at first. • Oil and gas are reliable sources of energy day and night. • Canada's economy would suffer if we stop selling oil. • New technology is making fossil fuels cleaner to use. • Other countries will keep using oil, so Canada should too.
Team B – Canada Should Switch Fully to Renewable Energy	Some people think Canada should move to renewable energy. Here's why: • Burning fossil fuels causes climate change and air pollution. • Renewable energy sources like wind and solar never run out. • Renewables are cleaner and better for people's health. • Canada has strong potential for hydro, wind, and solar power. • Switching creates new jobs in renewable energy industries. • Fossil fuels will eventually run out, renewables are sustainable. • Using renewables helps Canada meet climate change targets. • Renewable energy reduces dependence on oil and gas markets. • Renewable energy protects wildlife and natural habitats from oil spills. • Future generations will benefit from cleaner air and stable energy.

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Curriculum Connection
B1.4, B2.6, B3.3, B3.4

Brainstorming | Should Canada keep using fossil fuels, or switch fully to renewable energy?

Use this page to help you think about both sides of the issue.

1) Why do some people think Canada should keep using fossil fuels?

- _____
- _____
- _____
- _____

2) Why do ople think Canada should switch fully to renewable energy?

- _____
- _____
- _____
- _____

3) What are some differen s peop t have?

We should keep fossil	We should switch to renewables

4) What is your opinion?

_____
_____
_____
_____
_____
_____
_____
_____

PREVIEW

Name: _____ 40

Curriculum Connection
B1.4, B2.6, B3.3, B3.4

Planning | Answer the questions below.

1) Do you think Canada should keep using fossil fuels or switch fully to renewable energy? Explain why.

2) Wh[illegible]up[illegible]our opinion?

-
-
-
-
-

3) What might the other side say?

-
-
-
-
-

4) What facts or examples make your opinion stronger?

-
-
-
-
-
-
-
-
-

PREVIEW

Name: _____ 41

Curriculum Connection
B1.4, B2.6, B3.3, B3.4

Sentence Starters Use the sentence starters to help get you thinking.

1	I believe that...
2	In my opinion...
3	I think that...
4	From my point of view...
5	My perspective is...
6	It seems to me that...
7	I feel strongly that...
8	To me, it looks like...
9	I am convinced that...
10	Based on what I know...
11	After considering the situation...
12	Listening to others, I realize...
13	When I think about it more...
14	Reflecting on this, I understand...
15	Given the circumstances...

PREVIEW

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Curriculum Connection
B1.4, B2.6, B3.3, B3.4

Disagreeing Use these sentence starters when you disagree with a classmate.

1	I see what you're saying, but I think...
2	That's an interesting point, however...
3	I understand your perspective, but I feel...
4	I'm not sure I agree with you because...
5	From my experience, I've found that...
6	Can I offer a different view? What if...
7	I respect your opinion, but I have a different thought...
8	It's good you brought that up, however consider...
9	I see it differently because...
10	That's one way to look at it, but what about...
11	I appreciate your point, but I think...
12	Let's look at it from another angle...
13	That makes sense, but I read that...
14	I hear what you're saying, but my view is...
15	I'm not convinced because...

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Curriculum Connection
B1.4, B2.6, B3.3, B3.4

Draw

Draw your idea that shows your opinion on this debate. What would Canada look like if your side was true? Add details to show how keeping fossil fuels or switching fully to renewable energy would help or hurt the country. Think about jobs, the environment, money, health, or the future.



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Curriculum Connection
B1.2, B2.5, B3.3, B3.4

Story: Life Beside A Giant Dam

Draw Draw pictures to illustrate the story.

The Johnson family lived along a northern river in Manitoba. Their Cree community had hunted moose, fished, and gathered berries there for centuri[illegible] land was more than just home. It held the graves of their gran[illegible]e stories of their people.

PREVIEW

One day, workers arrived with machines. The government had approved a hydroelectric dam on the river. Canada is the second-largest producer of hydroelectricity in the world, after China. In Manitoba, almost 97% of electricity comes from hydro dams. To make this power, huge dams flood wide areas of land.

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Curriculum Connection
B1.2, B2.5, B3.3, B3.4

The Johnsons were told they must leave. The new dam would flood 1,000 square kilometres of forest, including their traplines and cabins. Similar projects have displaced thousands of Indigenous people in Canada. When the Wuskwatim Dam was built in 2012, more than 200 square kilometres of land were flooded.



Mary Johnson cried as she packed her family's belongings. She worried about the animals. Beavers, muskrats, and ducks would lose their wetlands. Scientists say hydro dams can destroy fish habitat, especially for species like lake sturgeon, which are already at risk.

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Curriculum Connection
B1.2, B2.5, B3.3, B3.4

Her son David tried to look at the other side. The dam would create jobs. Building one dam can employ hundreds of workers for several years. Once finished, it would provide electricity for over 100,000 homes. Hydroelectricity is also clean energy because it does not release greenhouse gases like coal or oil.



Still, the loss was heavy. The family's new house was in town, far from the forest. They no longer had easy access to traditional foods. Studies show that when Indigenous communities are relocated, hunting and fishing often decline, and people must rely more on store-bought food.

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Curriculum Connection
B1.2, B2.5, B3.3, B3.4

Years later, the Johnsons visited the dam. The wall of concrete rose higher than a 20-storey building. The water behind it stretched like a giant lake. Tour guides explained how turbines spun to make electricity. David listened, but he thought about the moose trails now deep underwater.



The story of the Johnson family shows both sides of hydro power. It can bring jobs and renewable electricity. But it can also mean lost homes, lost culture, and lost habitat. For Indigenous families like the Johnsons, the true cost is measured in more than money.

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Name: _____ 52

Curriculum Connection
B1.4, B2.6, B3.1, B3.5

Miniature Model: Renewable Energy Models

Objective

What are we learning about?

Students will work in groups to build models of renewable energy sources. They will explore how solar, wind, hydro, geothermal, biomass, and tidal power work, and explain their benef challenges, and importance in helping Canada reduce fossil fuel use and support su ity.

Mater

What need for the activity?

- Cardboard, e, or
- Scissors, markers,
- Simple household items (spo bottles, fans, jars)
- Reference cards or diagrams of renewable energy types



Instructions

How will you complete the activity?

1) Divide the class into groups. Each group will get one renewabl
2) Read or look at a reference card to learn about your group's energy ce.
3) Make a plan for your model and list what materials you will need.
4) Use the materials to build the model of your renewable energy type.
5) Add details like arrows, colours, or moving parts to make it clear.
6) Write a short label that explains what your model shows.
7) Present your model to the class and explain how the energy works.
8) All finished models will be displayed together in a "Renewable Energy Gallery."

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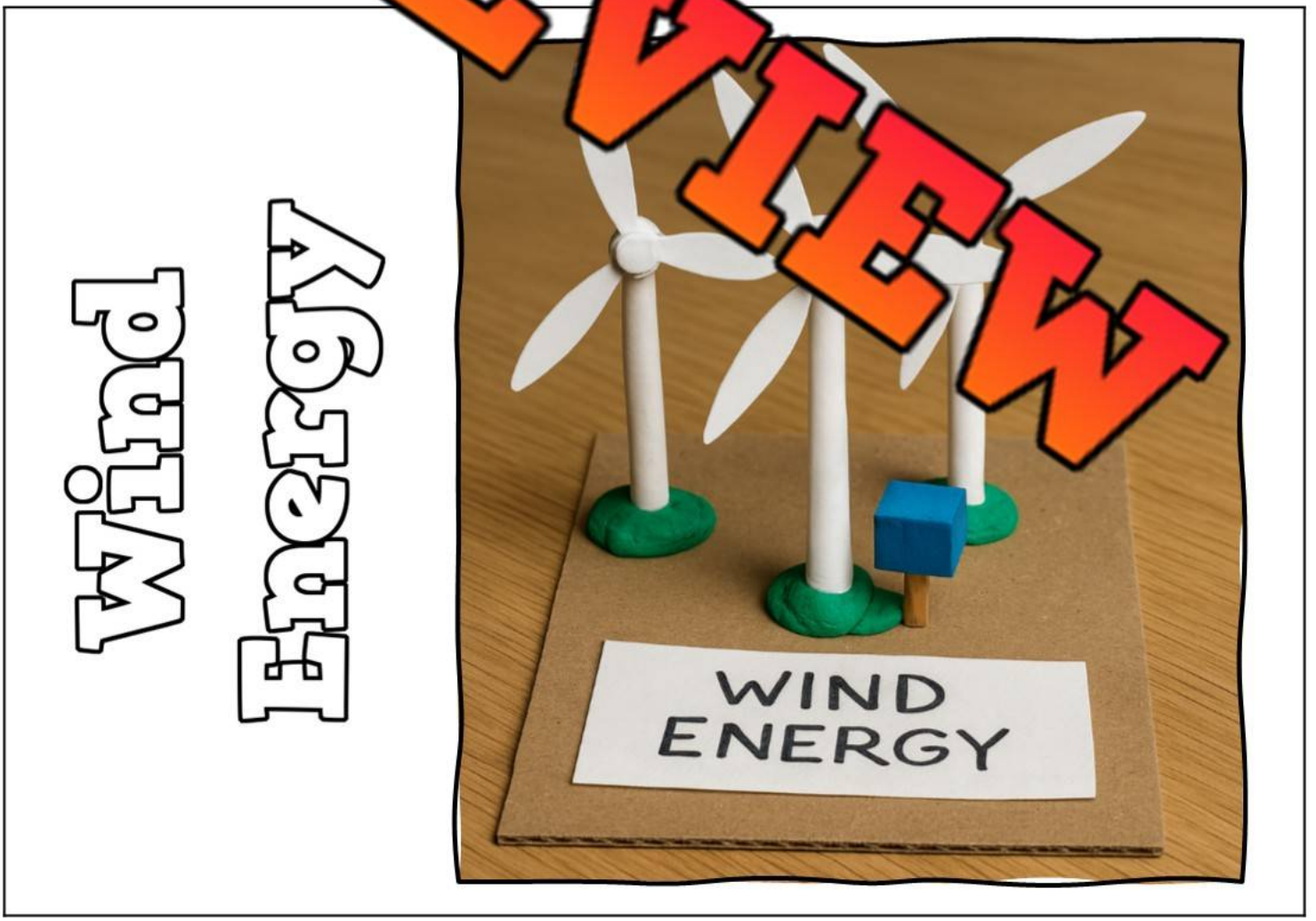
Curriculum Connection
B1.4, B2.6, B3.1, B3.5

Criteria Use the criteria below to complete the activity.

Criteria	Description
Creative Use of Materials	The student built their renewable energy model in a creative and thoughtful way.
Explains the Energy Source	The student explained how their renewable energy source works and why it matters.
Matches the Energy So	The model clearly shows the parts and features of the energy source.
Good Use	The student used paper, cardboard, and other tools carefully and with purpose.
Adde Detail	student included extra parts like labels, arrows, or moving at improved the model.

PREVIEW

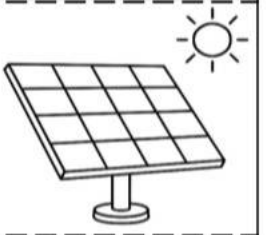
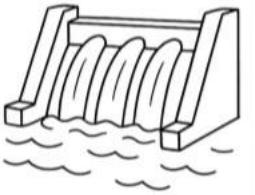
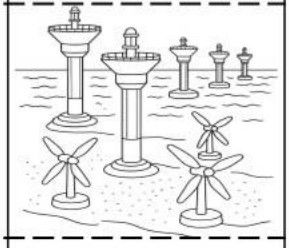
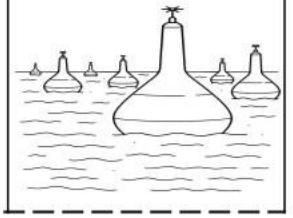
Example Model Renewable Power



Name: _____ 54

Curriculum Connection
B1.4, B2.6, B3.1, B3.5

Assign | Renewable Energy Models

	Energy	Description	Model Ideas	
1	Solar Energy	Uses sunlight to create electricity or heat. Solar panels turn sunlight into usable power.	Build a pizza-box solar model using foil for reflection, black paper for heat absorption, and plastic wrap to show how sunlight is captured.	
2	Wind Energy	s moving air to turn nes and generate Works best areas.	Create a paper pinwheel taped to a straw, then attach it to cardboard to represent how wind spins turbine blades in real life.	
3	Hydro Energy	wat es and Riv waterfalls used.	Make a small water wheel from spoons and a bottle cap, attach cardboard, and show how water can turn the	
4	Geothermal Energy	Uses heat from inside the Earth to warm buildings or create electricity. Works best near volcanoes or hot springs.	d diagram straws undergro pes, hot w ng u cooler w flo downward in th.	
5	Biomass Energy	Uses organic waste like plants, wood, or food scraps to create heat or fuel.	Build a jar model u pap cut-outs and arrows, show food or plant waste transforming step by step into energy through decomposition.	
6	Tidal Energy	Uses ocean tides moving in and out to spin turbines and produce electricity.	Construct a small cardboard turbine placed in a shallow tray of water, moving it back and forth to represent the action of changing tides.	
7	Wave Energy	Uses the motion of ocean surface waves to move devices and generate power.	Build a floating plastic device attached to a stick in a tub, then move water to show how waves push and lift the model.	

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Name: _____ 55

Curriculum Connection
B1.4, B2.6, B3.1, B3.5

Model Building Checklist

Check each box when your group finishes that step.

Check	Step	Description
☐	**Learn About Your Energy Source**	We read or looked at pictures to learn how our renewable energy source works.
☐	**Make a Plan**	We planned how we would build our model and what parts to include.
☐	**ck Your rials**	We chose cardboard, paper, straws, spoons, jars, plastic bottles or other tools we needed.
☐	**Build th**	We shaped or built our renewable energy model using the materials we picked.
☐	**Ad**	W d extra parts like arrows, colours, labels, or s to improve it.
☐	**Label the Model**	e ade a wrote a short note explaining what our so s.
☐	**Work as a Team**	We help h other ad sure everyone had a job.
☐	**Check Your Work**	We looked at the a pa st ything needed to be improved.

PREVIEW

Group Roles

Decide what each group member will do for t acti

Student's Name	Task

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Name: _____ 56

Curriculum Connection
B1.4, B2.6, B3.1, B3.5

Planning Answer the questions below.

1) The name of your assigned renewable energy source...	

2) What are the benefits and challenges of this renewable energy source?

3) Plan your m... H... Will yo... ...r shape your renewable energy model?

PREVIEW

4) Pick your materials: What materials will you use?

5) Add details: What small or extra parts will you include to make your model better?

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Curriculum Connection
B1.4, B2.6, B3.1, B3.5

Sketch Your Model	Draw your renewable energy model. Show the main parts and add labels so others can understand how it works.



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Curriculum Connection
B1.4, B2.6, B3.1, B3.5

Self-Assessment Checklist | Building our renewable energy model

1) What was your group's renewable energy source?		
2) Did I help my group understand how this energy source works?	Yes	No
3) Did I look at pictures or examples of the energy source?	Yes	No
4) Did I help plan how we would build our model?	Yes	No
5) Did I he[illegible]r the materials we needed?	Yes	No
6) Did I [illegible]d the renewable energy model?	Yes	No
7) Did I s[illegible]re my i[illegible]wh[illegible]t to add to the model?	Yes	No
8) Did I listen to t[illegible] of m[illegible]mbers?	Yes	No

9) Strengths: What was [illegible]t or m[illegible]the model?

10) Areas for Improvement: What could I do better next time?

11) How do I feel about our model?

Amazing	Great	Good	Okay	Poor

PREVIEW

Name: _____ 59

Curriculum Connection
B1.4, B2.6, B3.1, B3.5

Rubric How did you do on the activity?

Criteria	1 Point	2 Points	3 Points	4 Points
Creative Use of Materials	Model is unclear or missing key parts.	Model shows a little of the energy source.	Model mostly shows the energy source clearly.	Model clearly and creatively shows the full energy source.
Explains the Energy Source	No explanation is given.	Some explanation is given.	Explanation is mostly clear and makes sense.	Explanation is strong, clear, and easy to understand.
Mat… the E… Source	…not …	Some parts match the real source.	Most parts match the real source.	Model matches the real source well, with many features.
Good Use of Tools and Materials	Ma… not used … or not finish…	…erials … effor…	Most materials used carefully and with thought.	All materials used very well to make the model great.
Added Details	Few or no extra details are included.	Some … detai… added.	…details ar… …ed to …ove… mode…	Model includes great, thoughtful extras like arrows, moving parts, or labels.

PREVIEW

Teacher Comments

…lark

Student Comments – What Could You Do Better?

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Curriculum Connection
B1.1, B2.2, B3.3, B3.4

Overfishing

What Is Overfishing?

Overfishing happens when fish are caught faster than they can reproduce. Coastal communities have depended on fish as a main food source for thousands of years. In the past, fishing methods such as spears, hooks and lines, and throw nets were **sustainable** because they allowed fish populations to recover. As human populations grew, the demand for fish increased. Fish became a major industry because they were an important source of protein. People also learned to preserve fish for long periods by drying, salting, or pickling.

Fish as a Sh[illegible]source

Unlike lan[illegible]which have clear ownership, ocean fish are different. Fish swim across [illegible]depending on water temperature, food, and predators. Because of this, [illegible]re know[illegible]**mon pool resources**—they belong to no one, yet everyone can use them. In earli[illegible]shi[illegible]could travel freely to wherever fish were found and catch as much [illegible]ted.

The Grand Banks and [illegible]

From the 1500s until the 1[illegible]hips from[illegible]s such as Russia and Japan fished on the Grand Banks off Newfoundlan[illegible]an[illegible]once one of the richest fishing areas in the world. New technology, like [illegible]rge t[illegible]allowed fishers to catch in 15 years what had once taken over 100 yea[illegible]980, a[illegible]% of the world's **fish stocks** were already being overfished.

International Agreements and Canadian Response

The **United Nations Convention of the Law of the Sea** wa[illegible]n 198[illegible]e each country control over natural resources within 200 nautica[illegible]the[illegible]tlin[illegible]This stopped foreign fleets from fishing on the Grand Banks. Howe[illegible]Can[illegible]increased their catches. By 1992, the North Atlantic cod population h[illegible]han 10% of its original size. That year, the Canadian government declared a **mo**[illegible], or pause, on cod fishing. Even though cod stock have not returned to previou[illegible]els, in 2024 Canada ended the moratorium and is allowing cod fishing with strict quotas on the catch.



UN Treaty Status: Ratified (dark grey) / Signed but Not Ratified (medium grey) / Not Signed (light grey)

The Shift to New Fisheries

Cod was once the backbone of Atlantic Canadian fisheries, but today other species provide similar revenue. The most valuable are:

- Lobster
- Snow crab
- Shrimp

These shellfish now make up most of the income once earned from cod, though the collapse of the cod fishery caused tens of thousands of job losses in 1992.

PREVIEW

Name: _____ 63

Curriculum Connection
B1.1, B2.2, B3.3, B3.4

True or False Circle whether the statement is true (T) or false (F)

1) Fish are a renewable resource that will always be available.	True	False
2) Thirty percent of the world's fish stocks are being overfished which will lead to fish populations becoming extinct.	True	False
3) Fishing boats only fish off the shorelines of their own country.	True	False
4) Lobster, snow crab and shrimp have replaced the cod fisheries in Atlantic Canada.	True	False
5) When a [illegible] was placed on cod fishing on the Grand Banks, the cod fish [illegible] their former numbers after 15 years.	True	False

Question Use [illegible] from the text to support your answer.

1) What is overfis[illegible]

2) Why are ocean fish called common po[illegible]esource[illegible]

3) What is the United Nations Convention of the Law of the Sea?

PREVIEW

Questioning Write at least two questions you have after reading the text.

1) _____

2) _____

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Curriculum Connection
B1.1, B2.2, B3.3, B3.4

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: _____ Mark ☐

Draw a line from each word to its correct meaning.

Common Pool Resource ☐	☐ Catching fish faster than they can reproduce
Overfishing ☐	☐ A government pause or stop on fishing activities
Sustainable Fishing ☐	☐ A resource shared by everyone but owned by no one
Moratorium ☐	☐ Fishing methods that allow fish populations to recover

Name: _____ Mark ☐

Draw a line from each word to its correct meaning.

Common Pool Resource ☐	☐ Catching fish faster than they can reproduce
Overfishing ☐	☐ A government pause or stop on fishing activities
Sustainable Fishing ☐	☐ A resource shared by everyone but owned by no one
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Name: _____ Mark ☐

Draw a line from each word to its correct meaning.

Common Pool Resource ☐	☐ Catching fish faster than they can reproduce
Overfishing ☐	☐ A government pause or stop on fishing activities
Sustainable Fishing ☐	☐ A resource shared by everyone but owned by no one
Moratorium ☐	☐ Fishing methods that allow fish populations to recover

PREVIEW

Name: _____ 65

Curriculum Connection
B1.2, B2.5, B3.3, B3.4

Newspaper Article: Fishery Shutdown

Newfoundland Cod Fishery Collapse Forces Shutdown

Published: July 2, 1992

This morni[illegible] Government of Canada announced [illegible]lete shutdown of the Atlantic c[illegible]ding a tradition that has la[illegible] decision comes [illegible] scienti[illegible]ed that northern cod sto[illegible]en [illegible]ess than 10% of their or[illegible] ederal [illegible]ries Minister John Cros[illegible]d the [illegible] would last at least two [illegible] that recovery could take [illegible]er.

The Grand Banks off Newfo[illegible]dlan[illegible] were once the richest fishing grounds i[illegible] world. When explorer John Cabot arrived [illegible] 1497, he wrote that cod were so plentiful they could be scooped from the sea with baskets. For hundreds of years, cod was central to the diet and economy of Newfoundland and Labrador. By the 1980s, however, massive trawlers with advanced sonar and huge nets began to take in record catches. In 1968, landings peaked at 810,000 tonnes, but by 1992 the catch had dropped to just 38,000 tonnes.

Today's announcement puts more than 30,000 people out of work overnight, making it the largest single layoff in Canadian history. Entire towns that depended on cod are now facing an uncertain future.

Dr. Leslie Harris, a fisheries scientist, explained:

> *"The cod did not simply disappear by accident. Decades of overfishing removed too many breeding fish. Without them, the stock cannot replace itself fast enough to recover."*

In the small community of Petty Harbour, lifelong fisherman Patrick O'Neill described the shock of pulling up empty nets:

> *"For years, cod was our [illegible]d and butter. Then one summer [illegible]sh were just gone. We had noth[illegible]ft to catch, and no way to [illegible]a living."*



Officials hope that with the moratorium, cod populations will rebound. But with the loss of a resource that supported Newfoundland for almost 500 years, the social and economic costs are already severe.

PREVIEW

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Name: _____ 66

Curriculum Connection
B1.2, B2.5, B3.3, B3.4

True or False

Circle whether the statement is true or false.

1) Cod stocks in 1992 fell to more than half original size.	T	F
2) John Cabot in 1497 described cod as easy to catch with baskets.	T	F
3) By 1968, cod landings on the Grand Banks reached 810,000 tonnes.	T	F
4) Cod landings peaked in 1992 at more than 800,000 tonnes.	T	F
5) Dr. Leslie Harris blamed ocean temperature for the cod collapse.	T	F
6) Fewer th 000 people lost work when the moratorium was declared.	T	F

Questions

tion from the text to support your answer.

1) Why was cod s to foundland's economy and history?

2) How did large trawlers change the w ing wa

PREVIEW

Diary Entry

Write a diary entry as a fisherman on July 2, 1992.

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Name: _____ 71

Curriculum Connection
B1.2, B2.5, B3.3, B3.5

Deforestation

Deforestation

Deforestation is when trees in a forest are cut down, so that humans can use the land for other activities. Deforestation has led to the loss of 10 million square kilometers of tropical rainforest leaving just 6 million square kilometers of rainforests. Forests are an important resource. They provide habitat for wildlife and the plants in the forests provide important ingredients for medicine. Trees are important in the battle against climate change. Trees absorb carbon dioxide in their roots and leaves and give off oxygen. Trees cool the earth providing s... When trees are cut down the carbon dioxide stored in the roots, decaying leaves and ... given off, adding to greenhouse gases. If the trees are burned, more carbon d... p...tants are released into the air. A tree that has been cut down is a signif... so... of ...dioxide.

Trees in a f... im...rtant role in water management. When heavy rains fall, trees catch so... t... letting s... rip gently to the ground while some evaporates from the trees. The... hold ... and reduce erosion and flooding. Trees let off water vapour, which fo... cl... a... rainfall.

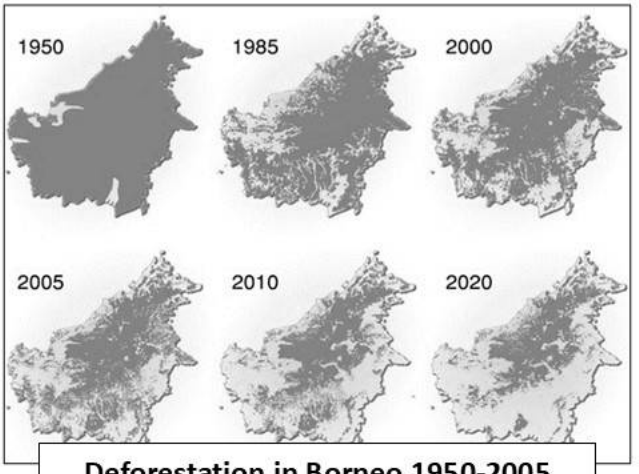
In South America acre... fores... cut down in order to raise cattle or to grow soybeans and coffee be... Onc... ...en cleared, the temperature of the soil rises causing drought like condi... ...en, a... ...y a few years, the land that has been cleared for grazing has been e... ...sted wi... ...being able to grow in the hot and dusty earth and farmers must clear additi... and t... ...t their cattle.

In Malaysia, rainforests are being cut down ... ...ow ... ...alm oil. Another cause of deforestation is climate change. **Climate chan...** ...caused in... ...d temperatures that cause more wildfires that are more se... ...of ... ...estati... is the result of wildfires.

PREVIEW

What can be Done About Deforestation?

There are several things we can do about deforestation including:



Deforestation in Borneo 1950-2005

- Eat less meat- if there is less demand for beef, less grazing land will be needed.
- Plant a tree
- Boycott products that have palm oil- Palm Oil plantations are replacing rainforests. If there is less demand for the product there will be less plantations needed.
- Go paperless as much as possible. Don't print pages needlessly.
- Reduce, reuse and recycle.
- Choose wooden items made from bamboo rather than less sustainable types of wood.

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Name: _____ 72

Curriculum Connection
B1.2, B2.5, B3.3, B3.5

True or False

Circle whether the statement is true (T) or false (F).

1) Trees lower earth's temperature mainly by storing oxygen underground.	T	F
2) Cutting down rainforests leads to some animals becoming extinct because they have lost their habitat.	T	F
3) Eating less meat helps prevent deforestation.	T	F
4) When trees are burned, greenhouse gases are reduced in the atmosphere.	T	F
5) Malaysian rainforests are often cut down for palm oil farming.	T	F
6) About a[illegible] of all deforestation comes from wildfires caused by heat.	T	F

Questi[illegible]

[illegible] from the text to support your answer.

1) What is defo[illegible] problems caused by it?

2) Should Canadians have any say about what p[illegible] Malaysia do with their land? Why or Why not?

Inferencing

What do you think might be the best solutions to deforestation?

PREVIEW

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Curriculum Connection
B1.2, B2.5, B3.3, B3.5

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: _____ Mark

List four harms caused by deforestation.

1	
2	
3	
4	

Name: _____ Mark

List four harms caused by deforestation.

1	
2	
3	
4	

Name: _____ Mark

List four harms caused by deforestation.

1	
2	
3	
4	

Name: _____ Mark

List four harms caused by deforestation.

1	
2	
3	
4	

Name: _____ Mark

List four harms caused by deforestation.

1	
2	
3	
4	

PREVIEW

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Name: _____ 74

Curriculum Connection
B1.3, B2.4, B3.3, B3.5

Fact or Fiction: Environmental Impacts

Objective — What are we learning about?

To help students learn about environmental impacts through true or false statements on deforestation, desertification, overfishing, pollution, smog, acid rain, and climate change. After each ...ss, students discuss how these impacts affect people and the environment.

Materials — ...you need for the activity?

- Fact or Fic... ...nts
- A 'Fact' sign and ...tion... ...uish the two sides of the room
- Designated areas in the classroom ... ...me 'Fact' and 'Fiction' signs, allowing sp... ...for students to move to either side



PREVIEW

Instructions — How will you complete the activity?

1. Your teacher will read statements. Pay close attention as each ...en ...hared.
2. Consider carefully whether you think the statement is true or false.
3. If you decide the statement is true, walk to the 'Fact' side of the room.
4. If your guess is that it's not true, move to the 'Fiction' side of the room.
5. Stay on your chosen side and listen attentively for the correct answer to be revealed.
6. When the right answer is announced, return to your seat, ready for the next round.
7. Have fun getting up and moving!

Name: _____ 75

Curriculum Connection
B1.3, B2.4, B3.3, B3.5

Fact or Fiction Read the statements to the class.

#	Statement	
1	Overfishing never affects species like sharks or dolphins in the ocean.	Fiction
2	Desertification is completely natural and has no link to human actions.	Fiction
3	Smog in one country can drift across borders and harm neighbours.	Fact
4	Clim nge has slowed down glacier melting in the last century.	Fiction
5 M change ocean currents that control world weather.		Fact
6 Ac ain onl metal objects but never harms forests.		Fiction
7	Overfishing ean seafood prices worldwide.	Fact
8	Wildfires never rele ouse nto the atmosphere.	Fiction
9	Rising seas from climate c ge m land nations.	Fact
10	Deforested land always heals itsel k to for decade.	Fiction
11	Smog can block sunlight, sometimes lowe op g	Fact
12	Air pollution from cars has no effect on children's	Fiction
13	Desertification in Africa has forced millions of people to migra	act
14	Melting Arctic ice has no influence on shipping routes or trade.	Fiction
15	Overfishing can make jellyfish populations explode in certain seas.	Fact
16	Acid rain is harmless to buildings made of stone and marble.	Fiction
17	Climate change is linked to more powerful hurricanes and cyclones.	Fact
18	Deforestation lowers rainfall, sometimes turning wet areas into dry zones.	Fact
19	Desertification improves farmland by adding more nutrients into the soil.	Fiction
20	Smog can mix with fog, creating deadly air called “smog fog.”	Fact

PREVIEW

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Name: _____ 76

Curriculum Connection
B1.3, B2.4, B3.3, B3.5

Quiz Check-In	This quiz will assess students' understanding of the concepts covered in the Fact or Fiction activity. Cut along the lines and give each section to a student.

Name: _____

Mark	

Is the statement true (T) or false (F)?

1) Overfishing in one ocean can influence seafood markets across continents.	T	F
2) Smog created in one country can travel and harm neighbouring nations.	T	F
3) Climat ge has slowed glacier melting compared to past centuries.	T	F
4) Air p on cars has no measurable effect on children's health.	T	F
5) R nk mate change may submerge entire island nations.	T	F
6) Acid in is h ore s but can damage metal objects.	T	F

Name: _____

Mark	

Is the statement true (T) or f

1) Overfishing in one ocean can influe od m across continents.	T	F
2) Smog created in one country can tra and ha ligh g nations.	T	F
3) Climate change has slowed glacier melting red t ries.	T	F
4) Air pollution from cars has no measurable effec 's hea	T	F
5) Rising seas linked to climate change may submerge e nd	T	F
6) Acid rain is harmless to forests but can damage metal objects.	T	F

Name: _____

Mark	

Is the statement true (T) or false (F)?

1) Overfishing in one ocean can influence seafood markets across continents.	T	F
2) Smog created in one country can travel and harm neighbouring nations.	T	F
3) Climate change has slowed glacier melting compared to past centuries.	T	F
4) Air pollution from cars has no measurable effect on children's health.	T	F
5) Rising seas linked to climate change may submerge entire island nations.	T	F
6) Acid rain is harmless to forests but can damage metal objects.	T	F

PREVIEW

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Name: _____ 77

Curriculum Connection
B1.3, B2.2, B3.4, B3.5

Natural Resources Ethical Use

Natural Resources and Fairness

Every country has **natural resources** such as forests, minerals, and water. People rely on these resources for survival and for their economy. Sometimes when valuable resources are discovered, the local people are harmed. They may be forced to leave their homes, lose their land, or not receive any benefits from the development. This unfair treatment often happens to Indigenous peoples w[illegible]ancestors lived on the land for thousands of years.



The Mao[illegible]

The M[illegible] New Zealand around 1300. By the 1850s, European settlers confisca[illegible]much [illegible]. For the Maori, protecting the land is part of respecting their ancestors. The[illegible]g f[illegible]rs, forests, and animals ensures resources will still exist for future g[illegible]ns. Thi[illegible]al knowledge is now seen as very valuable. Many Indigenous groups, [illegible]ing t[illegible]t large outside projects like mining, oil drilling, or dam construction tha[illegible]roy na[illegible]and sacred spaces.

Indigenous Leadership in Conse[illegible]on

Indigenous people make up only 5% of t[illegible]'s po[illegible] but legally own about 18% of the land. Their efforts[illegible] shown[illegible]



- **In South America**, Indigenous-controlled land[illegible] deforestation rates 2–3 times lower than oth[illegible]eas.
- **In Kenya,** Indigenous groups started wildlife co[illegible] and tourism projects. These projects protect animal[illegible] provide jobs, balancing losses from farming or herding.
- **In Canada,** a forest east of Winnipeg was returned to First Nations. This step protected wildlife habitat and reduced uncontrolled logging.
- **In Australia,** Aboriginal communities manage land through **fire-stick farming**, using controlled burns to reduce wildfires and encourage plant growth, protecting biodiversity and reducing carbon emissions.

These examples prove that Indigenous stewardship can protect the environment while also supporting community economies.

Global Recognition of Indigenous Rights

Governments worldwide are slowly recognizing the importance of Indigenous stewardship. The **United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP)** confirms that Indigenous peoples have the right to manage their own land and resources. This recognition connects cultural values with environmental protection, showing that traditional practices are crucial for global sustainability and fighting climate change.

PREVIEW

Name: _____ 78

Curriculum Connection
B1.3, B2.2, B3.4, B3.5

Questions

Use information from the text to support your answer.

1) Give 3 examples of indigenous people protecting the natural environment?

2) Do you t[illegible]genous people should be paid for land that was taken from them over a hundred

PREVIEW

Two Truths and a Lie

Read each gro[illegible] the [illegible]e ones. Mark ✗ the one lie.

	Indigenous peoples own about one-fifth of the world's land today.
	Indigenous ownership of land has no effect on the environment.
	Indigenous peoples' values support development.

	rotec[illegible] forests, and [illegible]ori traditions.
	P[illegible]and [illegible]s resources for fu[illegible]he[illegible]
	South America[illegible] has higher deforest[illegible]o[illegible]

Design a Poster

Design a poster about protecting nature and explain your message.

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Name: _____ 79

Curriculum Connection
B1.1, B2.5, B3.3, B3.4

The Tragedy Of The Commons

The Tragedy of the Commons

The Tragedy of the Commons is an article written by Garrett Hardin, who describes a field in a village square that is not owned by one person and on which local people can bring their cows to graze for free. At first everyone brings one cow to the field, but eventually, the users realize they will get more benefit if they bring additional animals to graze for free. If more animals are brought to the field, the grass will not recover fast enough to continue to support all the cows, and the field will be ruined. The users choose to bring extra cows because they benefit more personally from having more cows grazing today. They know they cannot control others who can also add additional cows. In the end the people quit using the field and soon have nowhere for their cows to graze because the field no longer exists. This highlights the problem that when no one owns a resource, there is no one who will protect it.

Overfishing is an excellent example of the Tragedy of the Commons. No one owns the fish in the ocean. Every country with fisheries takes as much as they can, because if they don't take them, another country will. Because of this attitude the cod fisheries on the Grand Banks were destroyed and the bluefin tuna is in danger of extinction.

PREVIEW

Solutions to the Tragedy of the Commons

Private Ownership – when people own something, they want to preserve and maintain it and they act to protect it, but the benefit of the resource only goes to the private owner.



Government ownership – when governments take ownership, they can regulate the use of the resource and make rules to protect it. Sometimes governments are less efficient than private owners so, prices for goods made with the resource may be more expensive.

Co-operation between users – Elinor Ostrom was the first woman to win a Nobel prize in Economic Sciences. She believed that people could work together to share a resource if they had some rules for:

- how the resource could be shared
- how to resolve disagreements
- how to monitor whether people were following the rules
- what the consequences would be if they did not follow the agreed upon rules

The United Nations is an example of a group that helps make rules for how we share resources in the world.

Name: _____ 80

Curriculum Connection
B1.1, B2.5, B3.3, B3.4

True or False

Circle whether the statement is true (T) or false (F).

1) The Tragedy of the Commons is a way to understand cattle grazing.	T	F
2) Overfishing in the ocean is another example of common resource use.	T	F
3) The phrase comes from an article written by Garrett Hardin.	T	F
4) Government control is the only solution to the Tragedy of the Commons.	T	F
5) In Hardin's example, cows were owned by one wealthy farmer.	T	F
6) Hardin's story shows that private ownership always protects resources best.	T	F

Questions

Use information from the text to support your answer.

1) What made Elinor Ostrom famous?

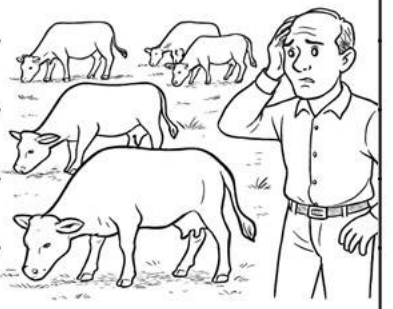
2) What are the 3 solutions to the Tragedy of the Commons?

PREVIEW

Ordering

Put these events of the Tragedy of the Commons in the correct order (1–6):

	The field becomes ruined and no longer produces grass.
	The grass cannot grow back fast enough.
	Garrett Hardin writes about a village field used by everyone.
	People keep adding more cows to the field.
	At first, each villager only brings one cow to graze.
	Villagers choose short-term personal benefit over long-term protection.



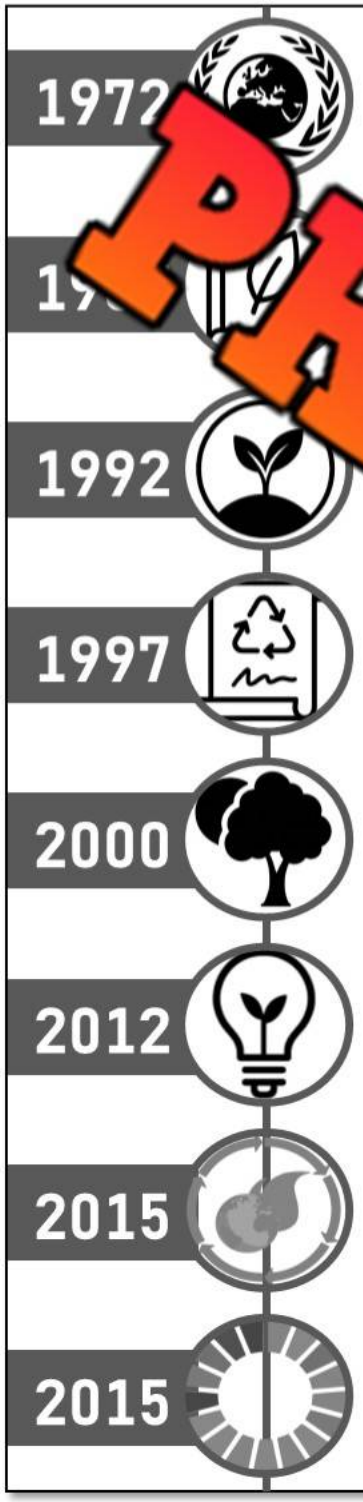
Name: _____ 84

Curriculum Connection
B2.5, B3.4, B3.5

Timeline: Global Actions On Sustainability

How Global Sustainability Has Changed

Over the years, countries worldwide worked together to protect the environment. Meetings, reports, and agreements shaped how people think about sustainability. These steps reduce pollution, fight climate change, and create a fairer future.



UN Conference on the Human Environment in Stockholm, Sweden. Attended by 113 countries, this was the first major global meeting on the environment. It created the United Nations Environment Programme (UNEP).

The Brundtland Report is published. It introduced the idea of ainability as "meeting present needs without harming e generations." This definition became the foundation for erna environmental action.

The R mit in Brazil. Leaders from 178 countries a Ag nd conventions about climate change, b and haping global sustainable deve t g

The Kyoto Pro igned greement set the first binding targets develop unt to reduce greenhouse gas emissions between 20 nd 20 king global climate action.

The UN Millennium Develop at are ad World leaders created 8 goals to fight p mp ealth and education, and protect the environm linl development with sustainability.

Rio+20 Conference in Brazil. Countries reviewed ess since the 1992 summit and created "The Future W Want," calling for stronger action on green energy and poverty reduction.

The Paris Climate Accord is signed. Almost every country agreed to limit global warming to below 2°C. Nations submitted climate action plans and promised updates every five years.

The UN Sustainable Development Goals (SDGs) are launched. Seventeen goals were set, including clean water, affordable energy, sustainable cities, and climate action, aiming for a fairer and greener world by 2030.

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Curriculum Connection
B2.5, B3.4, B3.5

True or False

Is the statement true or false?

1) The Stockholm Conference in 1972 led to creating the UNEP program.	T	F
2) Agenda 21 was agreed upon during the Rio Earth Summit in 1992.	T	F
3) Rio+20 created the document The Future We Want.	T	F
4) Countries update Paris Agreement plans every five years, not ten.	T	F
5) The UN SDGs included 17 goals, to be reached by 2030.	T	F
6) Each co updates its Paris Agreement climate plans every ten years.	T	F

Order

ng events in order: Number 1-8.

Order	Event
	UN t glob on poverty, health, environment.
	UN repo as fairness for future needs.
	UN launches 1 r a er world.
	First global meeting in St disc rotecting the environment.
	Rio+20 meeting calls for st nger gl actio ustainability.
	Leaders in Rio create Agenda 21 a odive
	Nearly all nations agree to limit warmin °C.
	Countries sign Kyoto agreement to reduce gre ous

PREVIEW

Questions

Answer the questions below using evidence from the text.

1) Why was the 1972 Stockholm Conference such an important first step?

_____

_____

_____

2) How did the Brundtland Report change how people think about sustainability?

_____

_____

_____

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Curriculum Connection
B1.2, B1.4, B2.5, B3.4

Social Media Post – Fair Trade Products

DanielFerguson

Is buying fair trade products really helping workers and protecting the environment? Fair trade coffee, chocolate, and sugar promise better pay for farmers and land care. But critics say prices are too high and rules are weak.

11:30 AM – 21/08/2025 – 1,529 SHARES 5,921 LIKES

2 LIKES **Emily**: Fair trade supports over 1.7 million farmers worldwide, especially in Africa and L erica. Farmers earn 10–20% more for crops, which helps them avoid po cting soil and forests from unsustainable farming.

18 LIKES **77**: Fair ducts are often 20–40% more expensive for Canadian sho ers. M already struggle with high food prices, and critics argue compani oo m rofit while farmers get only a small benefit.

12 LIKES **Sofia_21**: Inst only could combine local food movements and organic farming. duce in Canada lowers transport emissions and still helps farme th s upport sustainability.

21 LIKES **Emily_93**: Studies show fa de c st in schools, clean water, and healthcare. In Peru, cocoa farmers w cla s with funds. It's not just about money—it strengthens enti al comm their environment.

25 LIKES **Jason_77**: Some reports show that less th of the ey from fair trade actually reaches farmers. Middle organizati nd c s reduce the impact, meaning the difference is smaller than sh elieve.

19 LIKES **Sofia_21**: Maybe the best path is balance. If Canadians some some local products, it spreads support. Consumers should res arch ince not all products meet strict environmental or worker standard

28 LIKES **Emily_93**: Coffee is one of the world's most traded crops. Fair trade es shade-grown coffee protects bird habitats and rainforest ecosystems. Without such programs, deforestation and soil erosion increase with rising global demand.

33 LIKES **Jason_77**: Large companies sometimes use fair trade labels more as marketing than real change. If the system isn't monitored closely, workers may still face unsafe conditions and the land may not be managed sustainably.

14 LIKES **Sofia_21**: Canadians can also push for stronger rules on all global trade. For example, adding stricter environmental checks to imports could make every farmer follow better standards, not just those in fair trade programs.

26 LIKES **Emily_93**: Fair trade connects directly to the three sustainability pillars: economic fairness, social justice, and environmental care. Buying these products is one way individuals can support long-term global sustainability.

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Curriculum Connection
B1.2, B1.4, B2.5, B3.4

Questions

Answer the questions below using evidence from the text.

1) Explain how fair trade helps both workers and the environment.

2) Why do some families in Canada struggle to buy fair trade?

3) Expla ow loc fair trade can work together.

PREVIEW

True or False

Is the statement true o

1) Fair trade farmers always keep the full extra m earne	True	False
2) Coffee is one of the most traded crops in the w	True	False
3) Farmers in Africa never benefit from fair trade prog rue		False
4) Some companies misuse labels as marketing instead of re ang		False
5) Fair trade chocolate is mainly grown in Canada and the USA.		False
6) Buying local food in Canada can reduce transport emissions.	e	False

Opinion

Write a comment that you would add to this conversation.

Username: _____ Date: _____

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Curriculum Connection
B1.1, B2.1, B2.6

Memory Game – Natural Processes

Objective

What are we learning about?

Students will learn important natural resource vocabulary by playing a memory match game. Each card will show either a key term or its definition. Students will match the correct pair. This will help them understand how natural resources are used, managed, and protec

PREVIEW

Materi

need for the activity?



- Set of Mem cards group (provided)
- A small table or clear are flo

Instructions

How will you complete th ivity?

1. Divide the class into groups of 3 or 4. Give ea our y Game cards. (provided)
2. Have each group lay all the cards face down in a grid on ble
3. The students take turns flipping over two cards at a time, trying ching term and its definition.
4. If a student finds a match, they remove those cards from the grid and keep them.
5. If the cards do not match, they are turned back over, and the next student takes a turn.
6. The game continues until all the cards have been matched.
7. After the game, review the terms and definitions with the class.
8. Discuss why these terms are important to understand and how they relate to the topic.

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Curriculum Connection
B1.1, B2.1, B2.6

Cards | Memory Game Cards

Flow Resource	A resource used when it happens, like sunlight, wind, or ocean tides.
De[illegible]on	Cutting down forests for land or resources, causing habitat loss and climate change.
Overfishing	Ca[illegible]g fish faster than they rep[illegible]e, reducing fish po[illegible]dwide.
Sustainability	Using resources [illegible]uture generations can also meet their needs.
Aquifer	Underground rock or soil layer that stores fresh water for people and animals.

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Curriculum Connection
B1.1, B2.1, B2.6

Cards | Memory Game Cards

Fossil Fuels	Energy sources like coal, oil, and gas formed from ancient plants and animals.
Biomass Energy	Energy made by burning plants, wood, or waste to produce heat and electricity.
Geothermal Energy	Heat from inside the Earth used to create energy or warm buildings naturally.
Desertification	When fertile land slowly becomes desert due to drought, deforestation, or overgrazing.
Greenhouse Gases	Gases like carbon dioxide trapping heat in Earth's atmosphere, causing warming.

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Curriculum Connection
B1.1, B2.1, B2.6

Cards | Memory Game Cards

Habitat	The natural home or environment where plants, animals, and people live.
Tragedy [illegible]ons	When shared resources are overused because no one takes responsibility to protect them.
Fair Trade	B[illegible] and selling goods in [illegible]s th[illegible] workers fairly a[illegible]t[illegible]ture.
Carbon Footprint	The amount [illegible]gre[illegible]se gases a person or group creates through activities.
Biodiversity	The variety of different living species in an area, such as plants and animals.

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Curriculum Connection
B1.1, B2.1, B2.6

Quiz Check-In	This quiz will assess students' understanding of the concepts covered in the memory game activity.

Name: _____ Mark

Pick two terms from the memory game. Write one sentence about each one.

PREVIEW

Name: _____ Mark

Pick two terms from the me[illegible]ne. [illegible]ntence about each one.

Name: _____ Mark

Pick two terms from the memory game. Write one sentence about each one.

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Name: _____ 95

Curriculum Connection
B1.2, B1.4, B2.5, B2.6

Role-Play: Perspectives On Natural Resources

Objective What are we learning about?

Students will explore how different people view and use natural resources. By acting out real-world roles—like fisher, logger, miner, Indigenous Elder, environmental activist, government official, or company manager—students will see how perspectives can clash or work together. They will reflect on how choices about resources affect people, the economy, and the environment in different ways.

Materials What do we need for our activity?

- Scenario cards (describing different situations) (provided)
- Props or costumes (optional)
- Timer or stopwatch



Instructions How will we complete our activity?

1) Divide the class into small groups of 3 to 4 students.
2) Provide each group with a scenario card that outlines a specific situation related to the topic being studied.
3) Give out roles to each student in the group, assigning them a character within the scenario, or let them decide and take roles.
4) If available, distribute props or costumes that may help students embody their roles more effectively.
5) Set the timer to allocate a specific amount of time for the groups to discuss and act out their scenarios.
6) Allow each group to present their role-play to the class.
7) After all groups have presented, initiate a class discussion to reflect on the different approaches and outcomes observed during the role-plays.
8) Distribute reflection sheets for students to express what they learned and felt during the activity.

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Curriculum Connection
B1.2, B1.4, B2.5, B2.6

Criteria Use the criteria below to complete the activity.

Criteria	Description
Creativity	Show what your character thinks and feels. Use ideas that make the role-play more real and interesting.
Voice	Speak clearly and loudly so others can hear. Change your voice to match your character's feelings.
Actions	Use body movements, facial expressions, and actions that match your character's story.
Stay in R	...ike your character. Don't break role until you're finished.
Tea	...e fa... ...elpful. Take turns and make sure everyone joins.

Scenario Cards ...C... ...t the ... ...below.

Scenario		Description
1	**The Collapse of the Cod Fishery**	A small c... ...al to... ...cod fishing for generations. Families remember when fi... so pl... that you could almost scoop them out with baskets. In th... ...st few d... ...es, l... ...r ships with sonar and factory freezers arrived, catching fis... ...assive... ...sh stocks fell quickly, and the government announced a m... ...jum... ...p... ...d fishing. Local fishers lost their jobs, and many left the... ...y... ... new ... Others protested, asking for support. At the same t... ...onm... ...ctivists argued the pause was needed to protect the oc... ...ome... ...ed new rules could allow the fish population to recover, but nob... ...d best path forward.
2	**Rainforest Cleared for Cattle and Crops**	In a logging region of South America, huge parts of rainforest are being cut down to raise cattle and grow soybeans. At first, families celebrated the new farmland and the money it brought. But soon the cleared land grew hot and dry, and grass no longer grew well for the cattle. Farmers began cutting down even more forest. Meanwhile, Indigenous communities living nearby lost parts of their hunting grounds and sacred sites. Environmental activists visited the area, warning that the forest loss released large amounts of carbon dioxide. Some company managers argued that palm oil and cattle exports were too valuable to stop. The debate became tense as each group claimed the forest for different reasons.

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Curriculum Connection
B1.2, B1.4, B2.5, B2.6

Scenario Cards Cut out the topics below.

Scenario		Description
3	Mining for Bauxite in the Rainforest	Deep in a tropical rainforest, a global mining company plans to dig for bauxite, used to make aluminum. Company managers promise jobs and money for the region, but local farmers fear losing their fertile soil and clean water. Indigenous Elders explain that the land holds ancient stories and animals that must be protected. Some young people from the community are divided: should they work for the mine to earn money or resist to save their [illegible]? The government struggles to decide, since the mine would bring taxes [illegible]onomic growth. Meetings become heated as voices from every side try [illegible]
4	The Spread of Desertification	[illegible]deserts of Africa, families are struggling with less rainfall each [illegible]ers [illegible]end on goats for milk and wool, but the goats eat pl[illegible]o[illegible]s the [illegible]aving bare soil. Without grass, the winds blow dust across [illegible]nd, an[illegible]lowly turns into desert. Children walk longer distances [illegible]wa[illegible]ecall when the land once supported crops. A government w[illegible]arrives t[illegible]t planting trees, while an international aid group brings [illegible]ef. [illegible]e over whether to raise goats or switch to sheep, whic[illegible]graz[illegible]struggle shows how climate, animals, and human choice[illegible]nked.
5	Tidal Energy in Nova Scotia	Along the shores of Nova S[illegible]a ne[illegible]nergy project is being built. Engineers show how turbines [illegible]e the[illegible]e clean electricity. Local fishers worry that the turbines w[illegible]di[illegible]ar[illegible]habitats, reducing their catch. The government prom[illegible]ensa[illegible]t not everyone trusts this. An Indigenous Elder spea[illegible]t th[illegible]ect the ocean, while young activists praise renewable energy as [illegible]he turbines are tested, strange changes in currents are no[illegible]urs spread about declining fish stocks. Meetings are filled with ar[illegible]ts, each group standing firm on its point of view.
6	The Chocolate Bar Choice	In West Africa, many cocoa farmers live in poverty even though chocolate is a global industry worth billions. Some children work on farms instead of going to school because families cannot pay wages for adult workers. International companies buy cocoa at low prices, while small farmers say they cannot survive. Fair Trade groups step in, promising better pay and safe working conditions. Activists in Canada launch a campaign asking schools to sell only Fair Trade chocolate. Some students and parents are excited to help, while others argue that the bars cost too much. Local shop owners worry that customers will stop buying if prices rise. The discussion spreads, and communities are forced to choose between saving money and supporting fairness.

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Curriculum Connection
B1.2, B1.4, B2.5, B2.6

Scenario Cards Cut out the topics below.

Scenario		Description
7	Hydroelectric Dam Proposal in Canada	A Canadian city announces plans for a large hydroelectric dam on a river. Engineers explain it will bring clean power to thousands of homes. But the project will flood villages, forests, and farmland. Local farmers and Indigenous communities protest, saying their homes and sacred sites will be underwater. The company promises to relocate families and pay for losses, but people say no amount of money can replace their heritage. [illegible]onmentalists warn that animal habitats will be destroyed. Construction [illegible]s want the jobs, while politicians promote the project as progress. [illegible]in at the construction site as tension builds.
8	Meat and Deforestation Debate	In So[illegible]a, young people organize to reduce meat consumption, h[illegible] defo[illegible]tion caused by cattle ranching. They launch a cam[illegible]lled "[illegible] More Forest." Cattle ranchers call the movement an attac[illegible] thei[illegible]elihoods. Activists argue that eating less meat will sa[illegible]orests ar[illegible]e greenhouse gases. Politicians step in, unsure whether [illegible]rt f[illegible]w environmental laws. Restaurants face pressure to ch[illegible]e me[illegible]mers argue about personal freedom and environmenta[illegible]nsibili[illegible]onflict grows into a national debate, splitting families an[illegible]ommuni[illegible]
9	Global Debate on Climate Change	A group of international leaders me[illegible] disc[illegible]enhouse gas emissions. Canadian officials arrive, say[illegible]try al[illegible]ses hydro and wind power, but critics point out that o[illegible]e sti[illegible]g expanded. Small island nations demand urgent action, wa[illegible] thei[illegible]ing under rising seas. Oil company representatives argue t[illegible]y security are more important. Protesters outside call fo[illegible]ans on fossil fuels. Inside the meeting, voices clash over who shoul[illegible] responsibility and how fast change should happen. The room fills with tension as the debate continues.
10	Pipeline Protest in the Prairies	On the Canadian Prairies, a pipeline is proposed to move oil across Indigenous lands. Company managers argue that the pipeline is safe and needed for the economy. Indigenous leaders gather to protest, saying it threatens sacred water and land. Government officials are caught in the middle, pressured by business groups and environmental activists. Families are divided, as some members hope for jobs while others join the protests. News reporters arrive, capturing images of camps, speeches, and police presence. The conflict becomes national news, with everyone demanding to be heard.

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Name: _____ 100

Curriculum Connection
B1.2, B1.4, B2.5, B2.6

Rubric | How did you do on the activity?

Criteria	1 Point	2 Points	3 Points	4 Points
Creativity	Did not try to pretend.	Tried a little but didn't add ideas.	Used imagination and helped make the scene better.	Used great ideas and made the role-play exciting and real.
Voice	Hard to hear or too quiet.	Sometimes clear, but not loud or strong.	Clear and matched the feelings of the character.	Loud, clear, and showed strong feelings with voice.
Action	Did [illegible]	A few actions, not always connected to role.	Used actions that matched the character's role.	Used many strong actions that were clear and realistic.
Stay in Role	Ac[illegible]ke themselv[illegible] the charact[illegible]	[illegible]s acted tik[illegible] cha[illegible]	Mostly stayed in character during the scene.	Stayed in character the whole time.
Teamwork	Did not help or listen.	Help[illegible]tle [illegible].	[illegible]ed others [illegible]d with the [illegible]	Shared, listened, and helped make the group's work better.

PREVIEW

Teacher Comments

_____

_____

_____

_____

_____

[illegible]rk

Student Comments – What Could You Do Better?

_____

_____

_____

_____

_____

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Name: _____ Date: _____

Unit Test: Natural Resources Around The World

Total	Mark
/	/

1) Which of the following is a renewable resource? a) Fossil Fuel b) Biomass c) Coal d) Natural	2) Which of the following is **not** a flow resource? a) Waterfalls – Hydroelectricity b) The Sun – Solar Energy c) Wind d) Fossil Fuels
3) Which [illegible] is a non-renewable resou[illegible] a) Coal b) Biomass c) Geothermal ener[illegible] d) Solar energy	4) Which form of energy uses heat from the Earth's core? a) Biomass b) Geothermal c) Solar) Hydroelectricity
5) Which Indigenous group in [illegible] has traditions of protecting nature? a) Inuit b) Cree c) Haida d) Maori	[illegible] form of energy uses plants or [illegible] make electricity? a) Co[illegible] b) [illegible]ss c) [illegible] d) Solar [illegible]
7) Which resource forms after millions of years under heat and pressure? a) Wind b) Fossil Fuels c) Timber d) Bamboo	8) Which count[illegible] produ[illegible] hydroelectric power w[illegible] a) Canada b) Brazil c) China d) USA
9) Which agreement gave countries rights to ocean resources 200 miles out? a) Brundtland Report b) Paris Climate Accord c) United Nations Law of the Sea d) Kyoto Protocol	10) Which pillar of sustainability is focused on equity and human rights? a) Economic Pillar b) Social Pillar c) Environmental Pillar d) Industrial Pillar

PREVIEW

Define What do the terms below mean?

Mark /

Term	Definition – What does it mean?
Deforestation	
Fair Trade	
The Tragedy of the Commons	

Short Answer Answer the questions below

Mark /

1) What is the difference between a renewable and non-renewable resource?

2) Why are some indigenous groups upset about how natural resources are used on their land?

3) What is overfishing? Why should we be worried about it?

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Long Answer | Answer the questions below.

Mark /

1) What does sustainability mean? What kinds of things are humans doing that are not leading to sustainability? What can we do to become more sustainable?

2) What is ocean power, such as tidal and wave e... Expla... ...t works, the benefits it provides, and the challenges it faces.

PREVIEW