

## APPENDIX 1: SLOs AND GLOs FROM OTHER SUBJECT AREAS

The following SLOs and GLOs from other subject areas are just a few examples of how the human ecology curriculum can be used to support, enhance, and connect with other curricula:

### Science

- 5-1-01: Use appropriate vocabulary related to their investigations of human health. Include: nutrients; carbohydrates; proteins; fats; vitamins; minerals; Canada's Food Guide to Healthy Eating; food group; serving size; terms related to the digestive, skeletal, muscular, nervous, integumentary, respiratory, and circulatory systems. GLO: B3, C6, D1
- 5-1-02: Interpret nutritional information found on food labels.  
*Examples: ingredient proportions, identification of potential allergens, information related to energy content and nutrients...*  
GLO: B3, C4, C5, C8
- 5-1-03: Describe the types of nutrients in foods and their function in maintaining a healthy body. Include: carbohydrates, proteins, fats, vitamins, minerals.  
GLO: B3, D1

- 7-0-2a: Access information using a variety of sources.  
*Examples: libraries, magazines, community resource people, outdoor experiences, videos, CD-ROMs, Internet...*  
GLO: C6 (ELA Grade 7, 3.2.2; TFS 2.2.1)
- 7-0-2b: Evaluate the usefulness, currency, and reliability of information, using predetermined criteria.  
GLO: C6, C8 (ELA Grade 7, 3.2.3; TFS 2.2.2)
- 7-0-4c: Work cooperatively with team members to carry out a plan, and troubleshoot problems as they arise.  
GLO: C7 (ELA Grade 7, 5.2.1)
- 7-0-4d: Assume various roles to achieve group goals.  
GLO: C7 (ELA Grade 7, 5.2.2)
- 7-0-4e: Demonstrate work habits that ensure personal safety, the safety of others, and consideration for the environment. Include: keeping an uncluttered workspace; putting equipment away after use; handling glassware with care; wearing goggles when required; disposing of materials safely and responsibly.
- 7-0-5c: Select and use tools to observe, measure, and construct. Include: microscopes, a variety of thermometers, graduated cylinders, glassware, balance. GLO: C2, C3, C5

- 7-0-5d: Make conversions among commonly used SI units.  
GLO: C2, C3 (Math: SS-IV.3.6, SS-I.3.6, SS-III.3.6)
- 7-0-5e: Estimate and measure accurately using SI and other standard units. Include: determining volume by displacement of water. GLO: C2, C5 (Math: SS-IV.1.6, SS-III.1.5, SS-III.1.6, SS-I.1.5)
- 7-0-8b: Describe examples of how scientific knowledge has evolved in light of new evidence and the role of technology in this evolution. GLO: A2, A5, B
- 7-0-8g: Discuss societal, environmental, and economic impacts of scientific and technological endeavours. Include: local and global impacts.  
GLO: A1, B1, B3, B5
- 7-2-01: Use appropriate vocabulary related to their investigations of the particle theory of matter. Include: boiling and melting points, pure substance, scientific theory, particle theory of matter, temperature, heat, conduction, convection, radiation, mixture, solution, mechanical mixture, homogeneous, heterogeneous, solutes, solvents, solubility, concentration, dilute, concentrated, saturated, unsaturated, terms related to forms of energy. GLO: C6, D3, E4
- 7-2-07: Differentiate between the concept of temperature and the concept of heat. GLO: D3, D4, E4

## Aboriginal Education

- 1.4.1: B-8: Use familiar text forms and media (e.g., recipes, comic strips, letters, radio or television reports) in own productions.
- 2.2.1: A-8: Divide an overall learning task into sub-tasks.
- 2.2.1: E-8: Identify and organize resources required for a specific learning task.
- 3.1.1: E-8: Suggest ways to help make decisions regarding the family budget.
- 3.1.1: F-8: Discuss family activities, gatherings, and special celebrations and traditions.
- 3.1.2: C-8: Identify changes that have occurred in the use of household products and technology over a specific time period.
- 3.1.2: G-2: Describe the usefulness of common household objects for specific tasks.
- 3.1.2: D-8: Analyze the benefits and disadvantages of the technology currently being used in homes
- 3.1.2: E-8: Discuss the importance of reducing, recycling, and reusing household items.
- 3.1.2: F-8: Discuss the use of energy-efficient practices (e.g., recycling, repairing rather than buying new products) in the home.

3.2.3: H-8: Describe ways in which technology has an impact on personal health (e.g., physical activity may increase with access to fitness equipment and decrease with prolonged use of technological devices).

3.2.3: I-8: Describe lifestyle practices (e.g., habits related to nutrition, stress management) and their effects on body systems (e.g., contribute to or prevent heart disease, depression).

## Mathematics

5.N.2: Apply estimation strategies, including

- front-end rounding
- compensation
- compatible numbers

in problem-solving contexts. [C, CN, ME, PS, R, V]

5.N.4: Apply mental mathematics strategies for multiplication, such as

- annexing then adding zeros
- halving and doubling
- using the distributive property [C, ME, R]

5.N.7: Demonstrate an understanding of fractions by using concrete and pictorial representations to

- create sets of equivalent fractions
- compare fractions with like and unlike denominators [C, CN, PS, R, V]

5.N.9: Relate decimals to fractions (tenths, hundredths, thousandths). [CN, R, V]

5.N.10: Compare and order decimals (tenths, hundredths, thousandths) by using

- benchmarks
- place value
- equivalent decimals [CN, R, V]

8.N.3: Demonstrate an understanding of percents greater than or equal to 0%. [CN, PS, R, V]

8.N.4: Demonstrate an understanding of ratio and rate. [C, CN, V]

8.N.5: Solve problems that involve rates, ratios, and proportional reasoning. [C, CN, PS, R]

8.N.6: Demonstrate an understanding of multiplying and dividing positive fractions and mixed numbers, concretely, pictorially, and symbolically. [C, CN, ME, PS]

8.SP.1: Critique ways in which data are presented. [C, R, T, V]

## Physical Education/Health Education

K.5.6.C.2: Identify daily nutrition habits and fluid intake practices to support healthy participation in various types of physical activities.

K.5.8.A.2: Examine lifestyle practices (e.g., physical activity habits, nutritional habits, use of tobacco and alcohol, rest habits, personal hygiene, stress management...) and their effects on body systems (e.g., contribute to or prevent coronary heart disease, diabetes, hypertension, cancer, osteoporosis, obesity, depression...).

K.5.8.C.1b: Explain influences (i.e., healthy eating, regular activity, media, healthy body image) on growth and development during adolescence.

K.5.8.C.2: Apply “sport nutrition principles” to a variety of physical activities.

S.5.6.A.3b: Use problem-solving strategies to improve personal nutrition and daily physical activity habits for a healthy body (e.g., bone development).

S.5.S2.A.3b: Demonstrate the ability to use information on labels to make daily healthy food choices.

## Sustainability Life Practices (Acquiring—Middle Years)

### Human Health & Well-Being

1M Demonstrate healthy behaviours

- make informed and healthy food choices by purchasing and eating healthy food and making appropriately sized lunches

2M Demonstrate safe behaviours

- carry out activities in a safe and responsible manner
- encourage others to act in a safe manner

3M Demonstrate care and concern for others—locally, nationally, and globally

- contribute to, or volunteer for, a worthwhile cause (e.g., a local shelter or soup kitchen)
- as a class or school, undertake a project to aid others locally, nationally, or globally (e.g., sponsor a foster child in a developing country)

### The Environment

4M Demonstrate behaviours that contribute to the well-being of the environment, at home, school, and in the community

- establish a recycling program in their school

## The Economy

### 5M Make wise choices about consumption

- precycle (i.e., refuse, reduce, replace, reuse in order to reduce consumption and recycling)
- purchase in a bulk or concentrated forms
- use clotheslines instead of dryers
- repair products to extend useful life instead of replacing them
- repair worn or torn clothing items instead of purchasing new items
- avoid purchasing products made with excessive packaging
- avoid buying products made from endangered plants and animals

### 6M Understand basic economic principles

- help set priorities and contribute to decision making regarding the family budget
- create and follow a personal budget
- begin to investigate career options
- shop and make purchases according to sustainability principles

## Taking Action

### 7M Take action on sustainability issues

- analyze local and national sustainability issues
- as a class, identify and discuss a significant sustainability problem/issue

## Social Studies

### Skills

#### Active Democratic Citizenship

##### Students will...

- S-100 Collaborate with others to establish and carry out group goals and responsibilities.
- S-101 Use a variety of strategies to resolve conflicts peacefully and fairly.
- S-102 Make decisions that reflect fairness and equality in their interactions with others.
- S-103 Make decisions that reflect care, concern, and responsibility for the environment.
- S-104 Negotiate constructively with others to build consensus and solve problems.

#### Managing Information and Ideas

##### Students will...

- S-200 Select information from oral, visual, material, print, or electronic sources.
- S-203 Select and use appropriate tools and technologies to accomplish tasks.

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### **Critical and Creative Thinking**

Students will...

- S-301 Evaluate the advantages and disadvantages of solutions to a problem.
- S-302 Draw conclusions based on research and evidence.
- S 304 Distinguish fact from opinion and interpretation.
- S-309 Interpret information and ideas in a variety of media.

### **Communication**

- S-400 Listen to others to understand their perspectives.

### **Values**

- 6-VI-009 Appreciate the arts as important expressions of culture and identity.