

BRITISH COLUMBIA and YUKON TERRITORY

		Lessons	1. The ocean has a large impact on all life	2. Aquaculture mimics rhythms of the ocean	3. Sustainable seafood important to feed world	4. Seafood procured by aquaculture & wild fishing	5. Seafood industry has effects on environment	6. Aquaculture mimics ocean ecosystems	7. Aquaculture is continually innovating
First Peoples Principles of Learning									
Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.			●	●	●	●	●	●	●
Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place.			●	●	●	●	●	●	●
Learning involves recognizing the consequences of one’s actions.			●	●	●	●	●	●	●
Learning involves patience and time.			●	●	●	●	●	●	●
GRADE 10									
Big Ideas									
Literary Studies	Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.		●	●	●	●	●	●	●
Applied Design, Skills, and Technologies	Food Studies - Social, ethical, and sustainability considerations impact design			●	●	●	●	●	●
Competencies									
Core:	Communication		●	●	●	●	●	●	●
	Creative Thinking		●	●	●	●	●	●	●
	Critical Thinking		●	●	●	●	●	●	●

SEAFOOD EDUCATION / CURRICULAR CONNECTIONS - SECONDARY LEVEL

	Social Awareness and Responsibility		●	●	●	●	●	●	●
Curricular:	Science	Processing and analyzing data and information	●					●	●
		Applying and innovating						●	
		Communicating	●	●	●	●	●	●	●
	Applied Design, Skills, and Technologies	Food Studies - Ideating: analyze impacts of competing social, ethical, economic, and sustainability factors on food choices and preparation.				●			
Content:	Social Studies	Environmental, political, and economic policies		●	●				
	Applied Design, Skills, and Technologies	Food Studies - Simple and complex global food systems and how they affect food choices, including environmental, ethical, economic, and health impacts	●	●	●	●	●	●	●
GRADE 11									
Big Ideas									
Environmental Science	Human practices affect the sustainability of ecosystems		●	●	●	●	●	●	●
	Humans can play a role in the stewardship and restoration of ecosystems		●	●	●	●		●	●
Science for Citizens	Scientific knowledge can be used to develop procedures, techniques, and technologies that have implications for places of employment.				●	●			
	Scientific processes and knowledge inform our decisions and impact our daily lives		●	●	●	●	●	●	●
Earth Science	The distribution of water has a major influence on weather and climate						●		
Exploration in Social Studies	Physical features and natural resources influence demographic patterns and population distribution						●		●

SEAFOOD EDUCATION / CURRICULAR CONNECTIONS - SECONDARY LEVEL

Composition and Literary Studies	Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens		●	●	●			●
Applied Design, Skills, and Technologies	Food Studies - Tools and technologies can be adapted for specific purposes		●	●			●	●
	Food Studies - Services and products can be designed through consultation and collaboration		●	●			●	●
Competencies								
Core: *same as Gr. 10								
Curricular:	Science for Citizens *same as Gr. 10							
	Applied Design, Skills, and Technologies	Food Studies - Ideating: critically evaluate how competing social, ethical, economic, and sustainability considerations impact choices of food products, techniques, and equipment				●		
	Exploration in Social Studies	Assess the short- and long-term causes and expected and unexpected consequences of people's actions, events, phenomena, ideas, or developments	●		●	●	●	●
Content:	Environmental Science	Human actions and their impact on ecosystem integrity	●	●	●	●	●	●
		Resource stewardship	●	●	●	●	●	●
	Science for Citizens	Beneficial scientific innovations		●	●			●
		Human impact on Earth's system: natural resources and effects of climate change	●	●	●	●	●	●
		Practical applications of science in the workplace	●	●	●	●	●	●

ALBERTA

			Lessons	1. The ocean has a large impact on all life	2. Aquaculture mimics rhythms of the ocean	3. Sustainable seafood important to feed world	4. Seafood procured by aquaculture & wild fishing	5. Seafood industry has effects on environment	6. Aquaculture mimics ocean ecosystems	7. Aquaculture is continually innovating
Grade 10										
Science 10										
Attitudes	Stewardship	Develop responsibility in the application of science and technology in relation to society and the natural environment		●	●	●	●	●	●	●
	Scientific Inquiry	Develop attitudes that support active inquiry, problem solving and decision making.	●	●	●	●	●	●	●	●
Skills		Initiating and Planning; Analyzing and Interpreting; Communication and Teamwork	●	●	●	●	●	●	●	●
Unit C: Cycling of Matter in Living Systems		Demonstrate sensitivity and responsibility in pursuing a balance between the needs of humans and a sustainable environment		●	●	●	●	●	●	●
Science 14										
Attitudes *same as Science 10										
Unit D: Investigating Matter and Energy in the Environment		Describe how the flow of matter in the biosphere is cyclical along characteristic pathways and can be disrupted by human activity: identify and assess the needs and interests of society that have led to technologies with unforeseen environmental consequences		●	●	●	●			●

SEAFOOD EDUCATION / CURRICULAR CONNECTIONS- SECONDARY LEVEL

GRADE 11									
Biology 20, Science 20, Knowledge and Employability Science 10-4, 20-4									
Attitudes	Stewardship	Develop responsibility in the application of science and technology in relation to society and the natural environment		●	●	●	●	●	●
	Scientific Inquiry	Develop attitudes that support active inquiry, problem solving and decision making.	●	●	●	●	●	●	
Skills		Initiating and Planning; Analyzing and Interpreting; Communication and Teamwork	●	●	●	●	●	●	●

SASKATCHEWAN

		Lessons	1. The ocean has a large impact on all life	2. Aquaculture mimics rhythms of the ocean	3. Sustainable seafood important to feed world	4. Seafood procured by aquaculture & wild	5. Seafood industry has effects on environment	6. Aquaculture mimics ocean ecosystems	7. Aquaculture is continually innovating
Grade 10									
Science 10									
Cross-Curricular Competencies	Developing Thinking	●	●	●	●	●	●	●	●
	Developing Identity and Interdependence	●	●	●	●	●	●	●	●
	Developing Literacies	●	●	●	●	●	●	●	●
	Developing Social Responsibility	●	●	●	●	●	●	●	●
Climate and Ecosystem Dynamics	Assess the implications of human actions on the local and global climate and the sustainability of ecosystems	●			●		●		
GRADE 11									
Environmental Science 20									
Cross Curricular Competences *same as Science 10									
Human Population and Pollution	Investigate technologies and processes used for mitigating and managing resource use, waste generation and pollution associated with a growing human population.		●	●	●		●		
Student-Directed Study	Create and carry out a plan to explore one or more topics of personal interest relevant to Environmental Science 20 in depth	●	●	●	●	●	●	●	●
Social Studies 20									

SEAFOOD EDUCATION / CURRICULAR CONNECTIONS- SECONDARY LEVEL

Environment	Know that effective problem solving requires the ability to define and understand problems clearly and accurately.	●	●	●	●	●	●	●
	Know that the power of technology affects both the natural and social environments and has consequences attached to its use.	●	●	●	●	●	●	●

SEAFOOD EDUCATION / CURRICULAR CONNECTIONS- SECONDARY LEVEL

	Describe issues related to freshwater and saltwater food resources	●	●	●	●	●	●	●
	Make decisions that reflect social responsibility.			●	●		●	
	Debate differing points of view regarding an issue				●			
	Present information and ideas in a variety of formats appropriate for audience and purpose	●	●	●	●	●	●	●
	Be willing to consider the environmental consequences of their food choices.	●	●	●	●	●	●	●

ONTARIO

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Grade 10									
Science 10 (Academic and Applied)									
Science Skills	Initiating and planning		●	●				●	
	Analysing and interpreting	●						●	●
	Communicating	●	●	●	●	●	●	●	●
GRADE 11									
Biology 11 University Preparation									
Science Skills **same as for Gr. 10									
Diversity of Living Things	Analyse the effects of various human activities on the diversity of living things.		●	●	●	●	●	●	
Environmental Science 11 University Preparation									
Scientific Solutions to Contemporary Environmental Challenges	Demonstrate an understanding of major contemporary environmental challenges and how we acquire knowledge about them	●	●	●	●	●	●	●	●
Reducing and Managing Waste	Analyse economic, political, and environmental considerations affecting waste management strategies: evaluate the short- and long-term impact on the environment of a specific type of waste		●	●	●			●	
Environmental Science 11 Workplace Preparation									

SEAFOOD EDUCATION / CURRICULAR CONNECTIONS - SECONDARY LEVEL

Human Impact on the Environment	Analyse selected current environmental problems in terms of the role human activities have played in creating or perpetuating them, and propose possible solutions to one such problem	●	●	●	●	●	●	
	Demonstrate an understanding of some of the ways in which human activities affect the environment and how the impact of those activities is measured and monitored	●	●	●	●	●	●	
Social Sciences and Humanities 11								
Family Studies – Food and Nutrition	Demonstrate an understanding of the relationship between geography and the foods naturally found and/or produced in Canada and various other countries		●	●				
	Demonstrate an understanding of the sources of foods eaten in Canada and in various other countries/cultures	●	●	●			●	

NEW BRUNSWICK

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Grade 10									
Science 10									
Attitude Outcomes - Stewardship	Have a sense of personal and shared responsibility for maintaining a sustainable environment	●	●	●	●	●	●	●	●
	Project the personal, social, and environmental consequences of proposed action	●	●	●	●	●	●	●	●
	Want to take action for maintaining a sustainable environment	●	●	●	●	●	●	●	●
Skills Outcomes	Initiating and Planning		●	●				●	
	Analysing and Interpretation	●						●	●
	Communication and Teamwork	●	●	●	●	●	●	●	●
Life Science: Sustainability of Ecosystems	Explain how a paradigm shift can change scientific world views in understanding sustainability explore and develop a concept of sustainability			●	●			●	
GRADE 11									
Biology 11									
Attitude & Skills Outcomes *same as for Gr. 10									
Introduction to Environmental Science 120									

SEAFOOD EDUCATION / CURRICULAR CONNECTIONS - SECONDARY LEVEL

Sustainable Development - Ecology	Recognize that humans are just one part of a complex system of living things, with an inordinate impact on the biosphere, often accelerated by the use of technology	●	●	●	●	●	●	●
Sustainable Development - Sustainable Ecosystems and Communities	Understand stewardship in relation to sustainability	●	●	●	●		●	●
Investigating Environmental Issues – Ocean Fisheries	Describe a range of fishery practices				●			
	Develop an understanding of natural ocean ecology and how it is and has been affected by fisheries practices	●			●			

NOVA SCOTIA

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Grade 10									
Science 10									
Attitude Outcomes - Stewardship	Have a sense of personal and shared responsibility for maintaining a sustainable environment	●	●	●	●	●	●	●	●
	Project the personal, social, and environmental consequences of proposed action	●	●	●	●	●	●	●	●
	Want to take action for maintaining a sustainable environment	●	●	●	●	●	●	●	●
Skills Outcomes	Initiating and Planning		●	●				●	
	Analysing and Interpretation	●						●	●
	Communication and Teamwork	●	●	●	●	●	●	●	●
Life Science: Sustainability of Ecosystems	Question and analyze how a paradigm shift in sustainability can change society's views			●	●			●	

SEAFOOD EDUCATION / CURRICULAR CONNECTIONS- SECONDARY LEVEL

Natural Resources	Evaluate global fishery management from a sustainability viewpoint	●			●			
	Describe the environmental impacts of various fishing techniques - mobile bottom fishing gear - bycatch - ghost fishing				●			

NEWFOUNDLAND AND LABRADOR

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Biology 2201 and 3201										
Attitude Outcomes - Stewardship	Have a sense of personal and shared responsibility for maintaining a sustainable environment		●	●	●	●	●	●	●	●
	Project the personal, social, and environmental consequences of proposed action		●	●	●	●	●	●	●	●
	Want to take action for maintaining a sustainable environment		●	●	●	●	●	●	●	●
Science 1206										
Sustainability of Ecosystems	Knowledge	Analyze the impact of external factors on an ecosystem	●	●	●	●	●	●	●	●
Attitudes Outcomes - Stewardship *same as Biology 2201										
Science 2200										
Attitudes Outcomes - Stewardship *same as Biology 2201										
Ecosystems	explain how a paradigm shift, with respect to environmental attitudes, can change scientific world views in understanding sustainability				●	●		●		
	explain how biodiversity of an ecosystem contributes to its sustainability			●	●	●				

SEAFOOD EDUCATION / CURRICULAR CONNECTIONS- SECONDARY LEVEL

Environmental Science 3205							
Water Use and the Environment	Identify the importance of marine ecosystems to Newfoundland and Labrador	●	●	●	●	●	●

NORTHWEST TERRITORIES

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Grade 10								
Science 10 **same as Alberta Science curriculum								
GRADE 11								
Biology 20-30 **same as Alberta Science curriculum								
Science 20 **same as Alberta Science curriculum								
Science 30 **same as Alberta Science curriculum								

NUNAVUT

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Grade 10								
Science 10 **same as Alberta Curriculum								
GRADE 11								
Biology 20-30 **same as Alberta Curriculum								
Science 20 **same as Alberta Curriculum								
Knowledge and Employability Science 10-4, 20-4 **same as Alberta Curriculum								