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# Food or Fuel

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## The Issues of Using Corn for Food or as an Agrofuel

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### Grade Six

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#### Social Studies

#### Canada's Interactions with the Global Community (in People and Environments)

FOCUS ON: Interrelationships; Perspective

By the end of Grade 6, students will:

**B1.2** Analyze responses of Canadian governments, non-governmental organizations (NGOs), and individual citizens to an economic, environmental, political, and/or social issue of international significance (e.g. a natural disaster in another region, Sample questions: "What has been the response of Canadian governments, NGOs, and individual citizens to recent large-scale natural disasters?" "What are some of the ways in which NGOs and school groups have worked together to improve the life of children living in poverty?")

**B1. Application:** explain the importance of international cooperation in addressing global issues, and evaluate the effectiveness of selected actions by Canada and Canadian citizens in the international arena (FOCUS ON: Interrelationships; Perspective)

**B2. Inquiry:** use the social studies inquiry process to investigate some global issues of political, social, economic, and/or environmental importance, their impact on the global community, and responses to the issues (FOCUS ON: Cause and Consequence)

**B3. Understanding Context:** describe significant aspects of the involvement of Canada and Canadians in some regions around the world, including the impact of this involvement (FOCUS ON: Significance; Patterns and Trends)

**B1.3** Explain why some environmental issues are of international importance and require the participation of other regions of the world, along with that of Canada, if they are to be effectively addressed (e.g., issues such as global warming, ... ownership and availability of fresh water, deforestation, overfishing...)

# Grade Seven

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## Drama

### Overall Expectations

**B2. Reflecting, Responding, and Analyzing:** apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of drama works and experiences;

### Specific Expectations

**B2.1** construct personal interpretations of drama works, connecting drama issues and themes to their own and others' ideas, feelings, and experiences (e.g., use a series of tableaux or freeze-frame images of key moments in a drama to show which moments had the greatest impact on them; write in role about an environmental issue...

## Geography

### **Natural Resources around the world: Use and Sustainability**

#### Overall Expectations

- B1. Application:** analyze aspects of the extraction/harvesting and use of natural resources in different regions of the world, and assess ways of preserving these resources (FOCUS ON: Spatial Significance; Interrelationships)
- B2. Inquiry:** use the geographic inquiry process to investigate issues related to the impact of the extraction/harvesting and/or use of natural resources around the world from a geographic perspective (FOCUS ON: Geographic Perspective)
- B3. Understanding Geographic Context:** demonstrate an understanding of the sources and use of different types of natural resources and of some of the effects of the extraction/harvesting and use of these resources (FOCUS ON: Spatial Significance; Geographic Perspective)

### **Physical Patterns in a Changing World Natural Resources around the World: Use and Sustainability**

- 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
- B2.5** evaluate evidence and draw conclusions about issues related to the impact of natural resource extraction/harvesting and/or use around the world
- 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

**B3.5** describe some responses to social and/or environmental challenges arising from the use of natural resources (...promotion of fair trade; marketing of “ethical” products such as “ethical oil” ... boycotting less sustainable products or companies using unsustainable practices)

## **Healthy Eating**

**C2.1** apply their knowledge of medical, emotional, practical, and societal factors that influence eating habits and food choices (e.g., allergies and sensitivities, likes and dislikes, dental health, food availability, media influences, cultural influences, influence of family and friends, school food and beverage policies, environmental impact, cost) to develop personal guidelines for healthier eating

**Teacher prompt:** “How can a busy lifestyle lead to poor eating habits and food choices, and what can you do to eat better when you are busy?”

**Student:** “When you’re busy, it is easy to eat whatever is quick and convenient, which is not always healthy. To eat better, you have to fit your healthy eating goals into your lifestyle. If I bring a snack with me, I usually eat healthier food than if I grab something on my way. If I have to pick something up on the way, I try to make the healthiest choice from what is available. In our family, we eat meals together whenever we can. When our family eats together, we eat healthier food and have time to enjoy the food and the company.”

**Teacher prompt:** “How do you handle emotional and social factors that could lead to poor eating habits or choices?”

**Student:** “I try to be aware of why I am eating. Sometimes I eat because I’m bored or lonely and have a treat to make me feel better or because the people I am with are eating. Sometimes I eat without thinking because I’m distracted. I make healthier choices when I’m feeling better. If I think about why I want to eat and whether I’m really hungry, I might decide to do something different instead of eating. I make better food choices when I’m with people who are also making healthy choices. Thinking about the situations where it’s easier to make healthy choices is useful for me. I also try to be aware of media messages about eating and know that what I am seeing and hearing may not always match up with healthy eating practices.”

## **Religious Education**

**(Ontario Catholic Elementary Curriculum Policy Document Grades 1 – 8)**

**Living in Solidarity strand**

### **Fundamental Concept**

Social Justice Teachings of the Church

### **Big Ideas:**

- Through the sacraments, God bestows the gift of Grace that sustains a life of faithful solidarity with and service to the people of the world.
- The principle of solidarity means that we are basically responsible for each other. It involves a commitment to work for justice so that all people in the world will be able to reach their full potential and is thus a global responsibility.
- Not only individuals but political and social institutions are to live in solidarity with the people they serve by overcoming injustice (sinful inequalities) and working to bring about peace.

# Grade Eight

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## Drama

Specific Expectations

By the end of Grade 8, students will:

**B1.1** engage actively in drama exploration and role play, with a focus on examining multiple perspectives and possible outcomes related to complex issues, themes, and relationships from a wide variety of sources and diverse communities

## Geography

### **Global Settlement: Patterns and Sustainability Global Inequalities: Economic Development and Quality of Life**

**A3.3** Identify significant land-use issues (e.g., competition for land for agriculture, industry, housing, transportation, recreation, wilderness areas; land claims by indigenous groups; development in ecologically sensitive areas), and describe responses of various groups to these issues (e.g., municipal, state/provincial/regional, and/or national governments; local residents; environmental, indigenous, or grass- roots groups; non-governmental organizations)

**Sample questions:** “When there is competition for land, what can stakeholders do to try to ensure their voices are heard? Are some stake- holders more likely than others to be heard? Why might that be the case?” “What criteria should be used to make a decision when the same space might be used for agriculture, recreation, conservation, or a new housing development?”

### **Global Inequalities: Economic Development and Quality of Life**

Overall Expectations

**B1. Application:** analyze some interrelationships among factors that contribute to global inequalities, with a focus on inequalities in quality of life, and assess various responses to these inequalities (FOCUS ON: Interrelationships)

**B2. Inquiry:** use the geographic inquiry process to investigate issues related to global development and quality of life from a geographic perspective (FOCUS ON: Geographic Perspective)

**B3. Understanding Geographic Context:** demonstrate an understanding of significant patterns in and factors affecting economic development and quality of life in different regions of the world (FOCUS ON: Spatial Significance; Patterns and Trends)

See also page 10 and pages 187- 190 in the  
**2013 Ontario Social Studies Curriculum Document**  
<http://www.edu.gov.on.ca/eng/curriculum/elementary/sshg18curr2013.pdf>

## **Healthy Eating**

### **Making Connections for Healthy Living**

**C3.1** identify strategies for promoting healthy eating within the school, home, and community (e.g., implementing school healthy food policies, launching healthy-eating campaigns, choosing healthy food items to sell in fundraising campaigns, getting involved in family meal planning, learning food preparation skills, urging local restaurants to highlight healthy food choices)

**Teacher prompt:** “How could you promote healthy eating at home?”

**Student:** “I could help with meal planning, shopping, and preparation, or discuss healthy eating with my family.”

**Teacher:** “Where can you get more information about healthy eating in your community?”

**Student:** “The public health unit, registered dieticians, medical clinics, family health centres, and reputable websites are all good sources of information about healthy eating.”

## **Religious Education**

**(Ontario Catholic Elementary Curriculum Policy Document Grades 1 – 8)**  
**Living in Solidarity strand**

**Fundamental Concept:** Social Justice Teachings of the Church

### **Big Ideas:**

- Promoting the Church’s Social Justice Teachings ensures respect for the human person and the common good of society.
- The Church’s Social Justice Teachings promote the proper development and flourishing of the human person, culture and education, the promotion of the common good, democratic societies, and the legitimate exercise of authority through social structures and institutions both at the local and international level.
- The call to conversion is not only individual but communal because of the existence of sinful inequalities within community that are in contradiction to the Gospel.

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Thank you to the member-volunteers of PVNCCDSB & St. Clair CDSB who prepared these curriculum connections.

If you use this activity for curriculum not listed here please send your curriculum connections to [schools@devp.org](mailto:schools@devp.org) to be shared with fellow teachers.

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