

Curriculum correlation of *Nelson Science 10* © 2001

to

Saskatchewan Science 10 Curriculum (2005)

Legend:

Sec = Section, p = page, SkHb = Skills Handbook, Ch = Chapter

UNIT Life Science: Sustainability of Ecosystems

	Foundational and Learning Objectives	<i>Nelson Science 10</i> Sections
SE1	<i>Explore cultural perspectives on sustainability</i>	
1	Examine how various cultures view the relationships between living organisms and their ecosystems. (PSD, CD 9.3)	Ch 2 → intro p49 Sec 3.1 → p92-93 Sec 4.11 → p154
2	Explain changes in the scientific worldview (paradigm shift) of sustainability and human's responsibility to protect ecosystems. (TL, CCT)	Sec 1.3, 1.4 → p16 -21
3	Select and integrate information from various human, print and electronic sources (government publications, community resources, and personally collected data) with respect to sustainability and the environment. (COM, NUM)	Sec 4.4 → p138 Sec 4.9 → p150 Sec 4.10 → p152
4	Communicate questions, ideas, and intentions, and receive, interpret, understand, support, and respond to the ideas of others with respect to sustainability and the environment. (COM)	SkHb E,F,G,H, R, S, X Sec 2.2 → 52 Sec 2.4 → p60 Sec 3.9 → p112-3 Sec 2.11 → p81-3
5	Identify multiple perspectives that influence environment-related decisions or issues. (CCT, TL)	Sec 4.11 → p154
6	Demonstrate how society's needs and functions, as well as the global economy, affect one's community. (CD 6.3)	Sec 2.11 → p81 Sec 3.7 → p106 Sec 3.9 → p112
SE2	<i>Examine biodiversity within local ecosystems</i>	
1	Observe and document a range of organisms to illustrate the biodiversity within a local ecosystem.	Sec 1.6 → p24 Sec 1.8 → p28 Sec 3.6 → p104
2	Select and use apparatus and materials safely when documenting biodiversity.	Sec 1.6 → p24
3	Identify biotic and abiotic components of an ecosystem.	Sec 4.1 → p126 Sec 1.12 → p40 Sec 3.6 → p104
4	Explain how the biodiversity of an ecosystem contributes to its sustainability.	Sec 1.4 → p20 Sec 1.5 → p22-23 Sec 1.12 → p40-44
5	Identify energy flow in ecosystems using the concept of the pyramid of energy, numbers, or biomass. (NUM)	Sec 1.10 → p32-33 Sec 1.11 → p34-39
6	Describe the mechanisms of bioaccumulation and biomagnification.	Sec 2.1 → p50-51 Sec 2.2 → p52-58

7	Explain the process of biomagnification on the viability and diversity of consumers at all trophic levels.	Sec 2.2 → p52-58
8	Describe and apply classification systems and identify key ecological terms used in the environmental sciences. (COM)	Sec 1.12 → p40-44
9	Demonstrate a sense of personal and shared responsibility for maintaining a sustainable environment. (PSD)	Sec 2.4 → p60-61 Sec 2.8 → p72-73 Sec 2.11 → p81-82
10	Examine the impact of invasive species on an ecosystem.	Sec 1.12 → p40-44
11	Identify the factors that result in species becoming at-risk in Saskatchewan, the Prairies, and Canada.	Sec 1.3 → p16-19 Sec 1.4 → 20-24
12	Explore ecology-related work settings and work roles in the community. (CD 5.2)	Sec 1.7 → p27 Sec 3.8 → p111 Sec 2.3 → p59 Sec 4.11 → p154
SE3	Analyze population dynamics within an ecosystem	
1	Explain various ways in which natural populations maintain equilibrium and relate this equilibrium to the resource limits of an ecosystem.	Sec 2.4 → p60-61 Sec 2.9 → p74-76 Sec 2.10 → p77-80
2	Construct and/or interpret graphs of population dynamics. (NUM)	Sec 2.9 → p74-76 Sec 2.10 → p77-80
3	Explore the technologies used to study biotic and abiotic components of ecosystems. (TL)	
4	Discuss the ethics of studying biotic components of ecosystems. (CCT, COM)	SkHb – C, → H and S (ethics/issues in general)
SE4	Identify cycles, change, and stability in ecosystems	
1	Illustrate the cycling of nutrients and matter through biotic and abiotic components of an ecosystem by tracking carbon, nitrogen, and oxygen.	Sec 2.5 – 2.8 → p62-75
2	Select and use appropriate vocabulary and modes of representation to communicate scientific ideas. (COM)	SkHb – Q, R, T, V
3	Identify and respect various cultural perspectives on the cycling of nutrients and matter through the environment. (CCT)	Sec 3.2 → p94-96
4	State a prediction and a hypothesis based on available evidence and background information.	Sec 1.6 p24 (investigation)
SE5	Investigate human impact on ecosystems	
1	Explain why ecosystems with similar characteristics can exist in different geographical locations. (CCT)	Sec 3.1 → p88-93 Sec 3.2 → p94-96
2	Compare a natural and a disturbed (altered) ecosystem and suggest ways of assuring their sustainability.	Sec 2.4 → p60-61 Sec 4.7 → p146-7 Sec 2.8 → p72-73 Sec 4.6 → p143-5 Sec 3.10 → p114-5 Sec 4.8 → 148-9
3	Explain why different ecosystems respond differently to short-term stresses and long-term changes.	Sec 3.2 → p94-96
4	Compare the risks and benefits to society and the environment of applying scientific knowledge or introducing a technology. (TL)	Sec 3.7 – 3.9 → p106-113 Sec 2.11 → p81 Sec 4.9-10 p150-3 SkHb C to F (inclusive)

5	Propose a course of action on social issues related to sustainability, taking into account human and environmental needs. (IL, PSD, TL)	Sec 2.2 → p52-58 Sec 2.7, 2.8 → p70-73
6	Predict the personal, social, and environmental consequences of a proposed action. (PSD)	Sec 2.11 → p81-82
7	Defend a decision or judgement and demonstrate that relevant arguments can arise from different perspectives. (CCT, COM)	Sec 2.11 → p81-82 SkHb → C to H (inclusive)
8	Describe how Canadian research projects in science and technology are funded. (TL)	-- Not Found --

UNIT Physical Science: Motion in Our World

	Foundational and Learning Objectives	Nelson Science 10 Sections
MW1	Explore motion-related technologies	
1	Acquire, with interest and confidence, additional science knowledge and skills using a variety of resources and methods, and adopt behaviours and attitudes that project a positive self image. (PSD, CD 1.3)	SkHb → (A → Y inclusive) p658 – 706
2	Distinguish between scientific questions and technological problems when exploring motion-related topics. (CCT, TL)	Unit 3 Intro → p338–339
3	Recognize the contribution of science and technology to the progress of civilizations.	Sec 6.6 → p228-339 Sec 9.1 →, p342-343 Sec 9.8 → p366-368
4	Relate personal activities and interests related to motion, and various scientific and technological endeavours to specific science disciplines and interdisciplinary studies such as kinematics, aerodynamics, mathematics, ergonomics, and environmental science.	Sec 9.1 → p342-343 Sec 9.4 → p352-353 Sec 10.1 → p380-381 Sec 10.11 → p408 Sec 11.8 → p437
MW2	Observe and describe the motion of everyday objects	
1	Observe and describe the motion of everyday objects qualitatively using personal words and phrases. (COM)	Sec 9.1 → p342-343 Sec 9.4 → p352-353 Sec 9.7 → p362-365
2	Categorize the motion of everyday objects as uniform and non-uniform. (CCT)	Sec 9.5 → p354-359 Sec 11.7 → p432-435
3	Operationally define uniform and non-uniform motion.	Unit 3 Int. Challenge → p338-339 Sec 9.5 → p354-359 Sec 9.10 → p354-355 Sec 11.7 → p432-435
4	Discuss the role of “frame of reference” in determining whether an object is in motion. (TL)	Sec 11.1 → p414-417
MW3	Investigate the relationship among distance, time, and speed for objects that undergo uniform motion	
1	Collect data about everyday objects that undergo simple linear motion. (NUM)	Sec 9.6 → p360-361 Sec 10.8 → p402 SkHB → L1
2	Design an experiment and identify specific variables to be tested. (TL)	Sec 9.4 → p352-353 Sec 9.6 → p360-361 SkHB → K4
3	Develop appropriate sampling procedures for data collection in an experiment. (NUM)	Sec 9.2 → 344-347 Sec 9.4 → p352-353 SkHb → L, M
4	Use appropriate instruments such as ticker timers, stopwatches, photogates, or motion detectors to collect data effectively and accurately.	Sec 9.4 → p352-353 Sec 9.6 → p360-361 Sec 10.5 → p394-395 SkHb → L
5	Evaluate the relevance, reliability, and adequacy of data and data collection methods. (CCT)	Sec 9.2 → p344-348 SkHb → K
6	Identify and explain sources of error and uncertainty in measurements.	Sec 9.2 → p344-348 SkHb → D, K

7	Construct distance-time graphs to represent the uniform motion of everyday objects. (NUM)	Sec 9.7 → p362-365 Sec 9.9 → p369–371
8	Explain how the concept of rate of change relates to the concept of speed.	Sec 9.7 → p362-365 Sec 10.3 → p384-389 SkHb → N1, N2
9	Operationally define distance and speed.	Sec 9.1 → p342-343 Sec 9.5 → p359-356
10	Define instantaneous speed and average speed as they relate to uniform motion.	Sec 9.5 → p359-356
MW4	<i>Investigate the relationship among speed, time, and acceleration for objects that undergo uniformly accelerated motion</i>	
1	Collect data about everyday objects that undergo uniformly accelerated motion. (NUM)	Sec 10.5 → p394-395 Sec 10.8 → p402-403 Sec 10.9 → p404-405
2	Work collaboratively to plan and carry out investigations, as well as to generate and evaluate ideas to practice the skills, knowledge, and attitudes needed to work effectively with and for others. (PSD, CD 2.3)	Sec 9.6 → p360-361 Sec 9.4 → p352-353 Question #12 → p377
3	Construct and analyze distance-time and speed-time graphs of objects that undergo uniform acceleration. (NUM)	Sec 9.10 → p372-373
4	Describe quantitatively the relationship among speed, time, and acceleration.	Sec 9.10 → p372-373 Sec 10.3 → p384-389
5	Select and use appropriate vocabulary, units, symbols, and graphs to communicate information about moving objects. (COM)	Sec 10.3 → p390-391 SkHb V → p699
6	Value the role and contribution of science and technology in our understanding of phenomena that are directly observable and those that are not. (CD 6.3)	Ch 9 Intro → p338-340 Sec 9.3 → p350-351
MW5	<i>Analyze graphically and mathematically the relationship among distance, speed, time, and acceleration for objects that undergo simple linear motion or uniformly accelerated motion</i>	
1	Describe quantitatively the relationship among distance, time, speed, and acceleration for everyday objects that undergo simple linear motion (uniform motion or uniformly accelerated motion).	Sec 10.3 → p384-389 Sec 10.4 → p390-393
2	Identify the physical quantity that the slope of a distance-time graph represents	Sec 9.7 → p362-365
3	Identify the physical quantity that the slope of a speed-time graph and the area under a speed-time graph represent.	Sec 10.4 → p390-393
4	Solve problems related to uniform motion and uniformly accelerated motion using the equations of motion.	Sec 9.5 → p354-359 Sec 10.3 → p384-389
5	Use distance-time and speed-time graphs to solve problems related to uniform motion and uniformly accelerated motion. (NUM)	Sec 9.7 → p362-365 Sec 10.4 → p390-393 Sec 10.5 → p394-395
6	State a prediction and a hypothesis based on available evidence and background information when solving problems relating to simple linear motion.	Sec 9.4 → p352-3 10.2 → p382-3 Sec 9.6 → p360-1 10.9 → p404-5 Sec 9.9 → p369-71 10.10 → p406-7 Sec 9.10 → p372-3 SkHb (K3)

7	Compare theoretical and empirical values and account for discrepancies. (CCT)	Sec 12.8 → p478-479 Sec 12.9 → p480-483 SkHb → O
8	Read and interpret graphs to develop an understanding of the relationships among numbers. (NUM)	Sec 10.4 → p390-393 SkHb → N1--N4 (inclusive)

UNIT Physical Science: Chemical Reactions

	Foundational and Learning Objectives	Nelson Science 10 Sections
CR1	Observe common chemical reactions in your world	
1	Provide examples of how science and technology are an integral part of our lives and community. (TL)	Sec 5.1 → p170-171 Sec 5.2 → p176-179 Sec 5.4 → p183
2	Observe and describe chemical reactions that are important in everyday life.	Ch 11 Intro → p168 Sec 6.6 → p230 Sec6.10 → p240-2
3	Perform activities to investigate exothermic and endothermic chemical reactions.	Sec 7.11 → p281-283
4	Identify indicators that provide evidence that a chemical reaction has likely taken place.	Sec 5.1 → p172-175
5	Show concern for safety and accept the need for rules and regulations when conducting scientific investigations.	Sec 5.1 → p172-175 Sec 5.2 → p176-179 SkHb A, B → p658-660
6	Demonstrate knowledge of Workplace Hazardous Materials Information System (WHMIS) standards by selecting and applying proper techniques for handling and disposing of lab materials.	Sec 5.2 → p176-179 SkHb A → p658-660
7	Show concern for safety and accept the need for rules and regulations. (PSD)	Sec 5.1 → p174-175 Sec 5.2 → p176-179 SkHb A, B
8	Use scientific principles to describe the functioning of domestic or industrial technologies.	Sec 5.11 → p199
9	Identify examples of technologies or technological processes that were developed based on scientific understanding of chemical reactions. (TL)	Sec 5.12 → p206-207 Sec 6.15 → p250 Sec 7.12 → p284
10	Identify and describe science and technology-based occupations related to chemistry and explore the educational and training requirements of these occupations. (CD 5.3)	Sec 5.2 → p177-178 Sec 5.4 → p183 Sec 5.11 → p199 Sec 5.13 → p208-209 Sec 6.15 → p250 Sec 8.13 → p324
11	Compare examples of how society supports and influences science and technology in Saskatchewan and Canada.	Sec 5.12 → p206 Sec 6.14 → p248-249
CR2	Represent chemical reactions symbolically using models, word equations, and balanced chemical equations	

1	Represent common chemical compounds using models.	Sec 5.5--5.13 → p184-210 Sec 6.10 → p240-241 Sec 6.13 → p246-247
2	Name and write formulas for common ionic compounds using the periodic table and a list of ions. (COM)	Sec 5.8 –5.9 → p192-198
3	Name and write formulas for common molecular compounds using the periodic table and a list of numerical prefixes.	Sec 5.11 → p201-207 Sec 5.5 → p184-185
4	Describe the usefulness of scientific nomenclature systems such as the International Union of Pure and Applied Chemistry (IUPAC) naming conventions.	Sec 5.5 → p184-185 Sec 5.11 → p201
5	Reflect upon how knowledge develops and changes in science. (CCT)	Ch 5 Intro → p170
6	Value the contributions made by women and men from many societies and cultural backgrounds in the development of international standards in chemistry. (PSD)	None - covered in Nelson Science 9
7	Represent chemical reactions using word equations.	Sec 6.1 → p218-219
8	Design an experiment to investigate the Law of Conservation of Mass, identifying and controlling major variables. (CCT)	Sec 6.2 → p220-221 Sec 6.4 → p224-225
9	Represent chemical reactions and conservation of mass using models.	Sec 6.5 → p226-228
10	Represent chemical reactions and conservation of mass using balanced chemical equations. (NUM)	Sec 6.5 → p226-228
CR3	Identify characteristics of chemical reactions involving organic compounds	
1	Observe and describe the combustion process.	Sec 6.6 → p230-232
2	Illustrate, using chemical formulas, a variety of natural and synthetic compounds that contain carbon.	Sec 5.13 → p208-212
3	Defend a decision or judgment related to the use of fossil fuels and demonstrate that relevant arguments can arise from different perspectives. (PSD, COM)	Sec 5.12 → p205-207 Sec 5.13 → p208-209 Sec 5.14 → p211-212 SkHb → G
4	Propose alternative solutions to society's reliance on fossil fuels, identify the potential strengths and weaknesses of each solution, and select one as the basis for a plan. (CCT, PSD)	SkHb → F, G, H (proposals / perspectives – how to communicate etc.) (nothing on alternatives in text)
5	Use factual information and rational explanations when analysing and evaluating perspectives related to the use of fossil fuels. (CCT)	Sec 4.8 → p148 Sec 5.12 → p205-207 Sec 5.13 → p208-209 Sec 5.14 → p211-212 SkHb → H, R
CR4	Identify factors that affect the rates of chemical reactions	
1	Identify how factors such as temperature, concentration, and surface area can affect the rate of a chemical reaction.	Sec 7.1 → p256-257 Sec 7.2 → p258-259 Sec 7.3 → p260-262
2	Use the collision model to explain changes in chemical reaction rates.	Sec 7.3 → p260-262
3	Design and perform an experiment to determine	Sec 7.9 → p276-277

	how various factors affect chemical reaction rates, identifying and controlling major variables. (CCT)	
4	Carry out procedures controlling the major variables and adapting or extending procedures where required.	Sec 7.1—7.2 → p256-259 Sec 7.5 → p268-269 Sec 7.9 → p276-277 SkHb → L1, L2 – O3
5	Compile and organize data, using appropriate formats and data treatments to facilitate interpretation of the data. (COM, NUM)	[only in chem.? Sec 7.5 → p268-269 Sec 7.9 → p276-277 SkHb → K7, M1,M2
6	Interpret patterns and trends in data, and infer or calculate linear and nonlinear relationships among variables. (NUM)	SkHb → N1 – O3 (inclusive) Sec 7.5 → p266-269 Sec 7.9 → p276-277
7	Value the processes for drawing conclusions in science.	SkHb → O2—O4 (inclusive)

CR5	Investigate chemical reactions involving acids and bases	
1	Perform activities to investigate the characteristics of acids and bases. (IL)	Sec 8.1 → p290-292 Sec 8.2 → p293-295 Sec 8.11 → p320-321
2	Work co-operatively with team members to develop and carry out a plan, and troubleshoot problems as they arise. (CD 2.3)	Sec 7.9 → p276-277 SkHb → X p705
3	Evaluate and select appropriate instruments for collecting evidence and appropriate processes for problem solving, inquiring, and decision making. (CCT, TL)	Sec 7.9 → p276-277 SkHb → K, L
4	Classify substances as acids, bases, or salts, based on observable characteristics, name, and chemical formula.	Sec 8.2 → p293-295 Sec 8.5 → p302-304 Sec 8.6 → p304-307
5	Name and write formulas for common acids and bases, using the periodic table, a list of ions, and rules for naming acids and bases.	Sec 8.2 → p293-295
6	Describe the process of neutralization and identify practical examples.	Sec 8.10 → p317-319 Sec 8.12 → p322

UNIT Earth and Space Science: Weather Dynamics

	Foundational and Learning Objectives	Nelson Science 10 Sections
WD1	Explore the causes and impact of severe weather in Canada	
1	Identify and explain those characteristics that distinguish weather from climate. (CCT)	Sec 13.1 → p502—503 Sec 16.5 → p632
2	Identify and explain the causes of Canadian severe weather events (e.g., tornadoes, hurricanes, blizzards, hailstorms, thunderstorms, flooding, ice storms, and droughts).	Sec 13.6 → p516-519 (bkgnd) Sec 14.2 → p546-549 (bkgnd) Sec 15.3 – 15.9 → p584-607 (inclusive)
3	Identify tools scientists use to describe and classify severity of weather phenomenon (i.e., Beaufort wind scale, Saffir-Simpson Hurricane Scale, wind chill chart, humidex, UV index). (TL)	Sec 15.6 → p594-597 Sec 15.9 → p604-607 SkHb → M
4	Investigate how scientists use computer technologies for modeling and predicting severe weather events. (TL)	Sec 14.9 → p567-570
5	Explore careers related to weather forecasting. (CD 5.2)	Sec 13.14 → p538 Sec 14.12 → p574 Sec 16.3 → p629
6	Explore the technical, social, and cultural implications of present technology and potential future technological developments. (TL)	Sec 14.11 → p572-573 Sec 16.10 → p641-644
7	Discuss the ethical considerations meteorologists face when deciding when and how to share severe weather information with the public.	Sec 14.11 → p572-573
WD2	Analyze meteorological data	
1	Explain how to collect meteorological data using appropriate methodologies and technologies.	Sec 14.7 → p562-563 Sec 14.9 → p567-570
2	Recognize situations where measurement is necessary and select the appropriate measuring tool. (NUM)	SkHb → M
3	Express meteorological data qualitatively and quantitatively. (NUM)	Sec 14.7 → p562-563
4	Value the role and contribution of science and technology in our understanding of phenomena that are directly observable and those that are not. (TL, CD 6.3)	Sec 14.9 → p567-570
5	Display meteorological data in a variety of formats including diagrams, tables, charts, and graphs. (NUM)	Sec 14.10 → p571 SkHb → N3
6	Analyze meteorological data for a given time span using appropriate methodologies and technologies.	Sec 14.3 → p550-552 Sec 14.10 → p571
7	Identify commonly used symbols on meteorological and news weather maps. (COM)	SkHb → N3 p683
8	Relate personal collection of weather data to branches of science such as meteorology.	Sec 14.10 → p571
9	Describe examples of Canadian contributions to science and technology in the field of meteorology (e.g., satellite data collection,	Sec 16.10 → p641-644

	analysis/forecasting, and modeling).	
WD3	<i>Explain the principles of weather</i>	
1	Identify weather-related questions that arise from practical problems and one's previous life experiences. (COM)	SkHB → C, D
2	Illustrate how science attempts to explain weather phenomena through observation and experimentation. (TL)	Sec 14.9 → p567-570
3	Explore cultural and historical views on the origins and interpretations of weather. (PSD)	Sec 14.8 → p564-566
4	Identify and describe the characteristics of the atmosphere, hydrosphere, and lithosphere.	Sec 13.4 → p510-513 Sec 13.5—6 → p 514-519
5	Describe and explain heat transfer within the water cycle.	Sec 13.2 → p504-507 Sec 13.8 → p522-524 Sec 13.11 → p530-534
6	Describe and explain heat transfer in the hydrosphere and atmosphere, and its effects on air and water currents.	Sec 13.9 → p525-527
7	Describe how the hydrosphere and atmosphere act as heat sinks within the water cycle.	Sec 13.9 → p525-527
8	Conduct activities to investigate heat transfer in the hydrosphere and atmosphere, in particular the energy transfer involved in phase changes and the corresponding effect on the weather.	Activity (13.2) p 505 Activity (13.2) p 507 Activity (13.8) p524 Activity (13.11) p531 Sec 13.12 → p535
9	Identify how and where the major types of precipitation form.	Sec 14.5 → p556-557
10	Explain the effects of the Coriolis force on planetary air and water currents.	Sec 13.6 → p516-519
11	Reflect upon how knowledge is developed and changed in science (e.g., how scientists build scientific theories/models). (CCT) Show understanding of ideas by providing alternate phrasing, drawings and diagrams, modeling, writing, etc. (COM)	Sec 12.10 → p482-483 Unit 3 Challenge (#1,2) p488 Ch 14 Intro activity p543 SkHb → C, F, G
WD4	<i>Forecast local weather conditions</i>	
1	Examine the principles of weather prediction and predict local weather conditions, using qualitative and quantitative methods. (NUM)	Sec 14.9 → p567-570 Sec 14.10 → p571
2	Determine the accuracy of local weather predictions for a given period. (CCT)	Sec 15.2 → p582-583
3	Analyze why scientific and technological activities such as meteorology take place in a variety of individual and group settings. (TL)	Sec 14.3 → p550-552 Sec 14.4 → p553-555
4	Identify the ways in which technology has improved weather forecasting.	Sec 14.9 → p567-570
5	Explore various cultural and historical perspectives related to weather forecasting.	Sec 14.8 → p564-566
6	Understand the fundamentals of probability and their uses in expressing risks and changes, and making predictions. (NUM)	--not found --
7	Understand the benefits and limitations of technological tools used to predict weather. (TL)	Sec 14.9 → p567-570 Sec 14.10 → p571

WD5	Identify consequences of global climate change	
1	Identify current issues related to global climate change. (PSD)	Sec 15.12 → p612-615 Sec 16.1 → p622-624 Sec 16.2 → p567-570 Sec 16.7-8 → p635-638 Sec 16.10 → p641-644 Sec 16.11 → p645 Debate → p646
2	Identify the most important natural and human factors that influence global climate. (TL)	Sec 16.2 → p625-628 Sec 16.7 → p635-636
3	Examine and evaluate evidence that climate change occurs naturally. (CCT)	Sec 16.1 → p622-624
4	Explain how scientific knowledge of global climate has evolved and continues to evolve, as new evidence becomes known. (TL)	Sec 16.1 → p622-624 Sec 16.2 → p625-628 Sec 14.8 → p564-566 Sec 14.9 → p567-570 Sec 16.11 → p645
5	Select and integrate information related to global climate change from various print and electronic sources. (COM)	Sec 16.1 → p622-624 Sec 16.11 → p645 Debate → p646
6	Describe how scientists use technologies such as modeling to further our understanding of climate change. (TL)	Sec 14.9 → p567-570 Sec 16.10 → p641-644
7	Discuss potential consequences of climate change and the need to investigate climate change.	Sec 16.11 → p645 Debate → p646
8	Identify questions or problems relating to global climate change that arise from personal research. (IL)	Sec 16.11 → p645 Debate → p646
9	Develop, present, and defend a position or course of action, based on personal research. (PSD)	Sec 16.11 → p645 Debate → p646 SkHb → C to G inclusive
10	Consider some personal, social, and environmental consequences of a position or proposed course of action related to global climate change. (PSD)	Sec 16.10 → p641-644 Debate → p646 SkHb → E, F
11	Understand the role that human values play in critical thinking. (PSD, CCT)	Sec 16.11 → p645 SkHb → C, D