

Department of Education and Early Childhood Development

# Core Social Studies Curricula Climate Change Entry Points

Companion Document

Kate Charette (EECD/EDPE)  
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## Introduction

Climate change in the Social Studies is addressed from the perspectives of impact on human life, interconnectedness of individuals and societies, significance of human actions, and human capacity to effect change. The social studies is a multi-disciplinary field where citizenship and sustainability are considered through multiple lenses, with particular consideration for Indigenous perspectives on relationships between people, land and stewardship. Disciplinary viewpoints from which social studies topics are explored include sociology, geography, history, anthropology, economics, psychology, and political science. This diversity of approaches from which to consider climate change, its effects, and possibilities for the future offers multiple and inclusive entry points for climate change education in New Brunswick's schools.

### Core Social Studies curricula (Grades K-9)

- The Foundation for the Atlantic Canada Social Studies Curriculum supports student inquiry that highlights the increasing interconnectedness of societies, with a focus on justice, equity, and sustainability, creating multiple entry points for studying climate change.
  - The current curricula offer entry points across grade levels to consider human needs and rights, impact of human activities, and human capacity to effect positive change.
    - K-2: Connections (K), Interactions (1), and Change (2)
    - Grade 3: Provincial Identity
    - Grade 4: Explorations
    - Grade 5: Investigating Past Societies
    - Grade 6: World Cultures
    - Grade 7: Empowerment
    - Grade 8: Atlantic Canada in the Global Community
    - Grade 9: Canadian Identity
  - Sometimes these entry points are nuanced, giving students the opportunity to explore concepts such as community or culture that may be embedded within the topic of climate change.
  - Other topics such as ecology, sustainable development, climate, the human relationship to place, and planning for the future are all topics explicitly related to climate change that are addressed in the New Brunswick Social Studies curricula.
  - Entry points such as poverty and migration which may be results of climate change are present across the curriculum, as is the concept of social justice.
  - New Brunswick's Essential Graduation Learnings may also be met through the study of these topics, particularly in Citizenship and Problem-Solving.
- Student decision-making, critical literacy, and complex problem-solving are key skills in the Social Studies curricula as well as necessary skills for Future-Ready Learners, making climate change a good topic of study for skill development.
- Opportunities for cross curricular learning should be made wherever possible as the Social Studies deal with the human aspect of every field of study.
- Respect for human dignity and human rights, as well as the responsibilities of citizens should be emphasized at every level of study.
- Curriculum renewal opportunities will allow for greater integration of the Global Competency, *Sustainability and Global Citizenship*, as well as the United Nations Sustainable Development Goals, to support education for climate change.

## Core Social Studies Entry Points to Climate Change Science

In the Anglophone Sector, topics relating to **citizenship, community, culture, and climate** are addressed in an age appropriate manner in Grades Kindergarten through 9:

Grades K to 2

Grades	Outcomes	Content/Elaborations	Unit Title	Page(s)
Kindergarten	Students will be expected to identify needs and wants that are common to all children. (K.1.3)	Identify the difference between needs and wants  Develop awareness that all children have basic needs and wants  Examples include air, food, potable water, and shelter	Students as Individuals	<a href="#">You and Your World</a> (2005, p. 18)
	Students will be expected to demonstrate an awareness of safety in the community (K.4.2)	Identify and describe hazardous situations at home, in the school, and in the community  Discuss solutions and how to access help	Place and Community	<a href="#">You and Your World</a> (2005, p. 50)
	Students will be expected to identify connections between their community and other communities (local, national, and global) (K.4.4)	Identify where food and other products come from, how they get to us  Ways that communities depend on each other and ways that communities have access to what they need	Place and Community	<a href="#">You and Your World</a> (2005, p. 54)
1	Students will be expected to demonstrate an understanding of the importance of interactions between people (1.1.1)	Forms of communication to convey positive messages  Fostering helping, co-operation, and trust	Groups	<a href="#">You and Your World</a> (2005, p. 62)

<p>Demonstrate an understanding of the similarity and diversity of social and cultural groups (1.1.2)</p>	<p>Review the definition and characteristics of groups</p> <p>How people form groups, and distinctions within groups</p> <p>Understanding that children form a group</p> <p>Ways to show respect</p>	<p>Groups</p>	<p><a href="#">You and Your World</a> (2005, p. 64)</p>
<p>Demonstrate an understanding that people within groups have rights and responsibilities (1.1.3)</p>	<p>Identify basic rights and responsibilities</p> <p>Identify the rights and responsibilities unique to children</p> <p>How conflict may arise from different expectations, desires, and capabilities of group members</p> <p>How to peacefully resolve conflict</p>	<p>Groups</p>	<p><a href="#">You and Your World</a> (2005, p. 66)</p>
<p>Students will be expected to demonstrate an understanding that the way people live in their community evolves over time (1.4.1)</p>	<p>Reasons for settlement and development in the local community</p> <p>Changes over time in the local community</p> <p>A community is a place with many stories and perspectives</p>	<p>Community</p>	<p><a href="#">You and Your World</a> (2005, p. 98)</p>
<p>Students will be expected to recognize that Aboriginal peoples' relationship with place has changed over time (1.4.3)</p>	<p>Aboriginal peoples' relationship with land, water, resources, and climate</p> <p>Differences between past and present</p>	<p>Community</p>	<p><a href="#">You and Your World</a> (2005, p. 102)</p>

	Students will be expected to explain how interactions between communities (local, national, global) have changed over time (1.4.4)	There are many different types of communities in the world  Transportation and communication between communities changes how we interact	Community	<a href="#">You and Your World</a> (2005, p. 104)
	Students will be expected to demonstrate an understanding of the factors that influence how needs and wants are met (1.4.5)	Differences between needs and wants  How do we get what we need?  How do we get what we want?	Community	<a href="#">You and Your World</a> (2005, p. 106)
	Students will be expected to demonstrate an understanding of how communities depend on each other for the exchange of goods and services (1.4.6)	Differences between goods and services  Communities produce different goods  What is available in one community may be different from another community	Community	<a href="#">You and Your World</a> (2005, p. 108)
2	Students will be expected to describe how people contribute to making change in communities (2.2.1)	Changes that have taken place in the community  Ways that individuals and groups can effect change  How decisions that effect change are made	Technology and Community	<a href="#">You and Your World</a> (2005, p. 124)
	Students will be expected to demonstrate an understanding that technology has changed over time to meet their	Examples of different types of technology  Technologies in everyday lives	Technology and Community	<a href="#">You and Your World</a> (2005, p. 126)

	needs, wants, and interests (2.2.2)	Effect that these technologies have on everyday life  Positive and negative aspects of technology		
	Students will be expected to predict ways their community might change in the future and how they might contribute to that future (2.2.3)	Examples of change that might occur in the future  Predictions regarding the effect these changes might have  Ways that individuals and groups can effect future change	Technology and Community	<a href="#">You and Your World</a> (2005, p. 128)



Grades 3 to 5

Grades	Outcomes	Content/Elaborations	Unit Title	Page(s)
3	Students will be expected to examine the rights and responsibilities of citizens in a democracy (3.3.1)	<p>Introduction to provincial and municipal governments, and to First Nations governance</p> <p>The responsibilities of governments</p> <p>What are laws and why do we need them?</p> <p>Differences between rules and laws</p>	Citizenship	<a href="#">Social Studies 3</a> (2011, p. 68)
	Students will be expected to examine the rights and responsibilities of citizens in a democracy (3.3.2)	<p>Active citizens and their defining characteristics</p> <p>How do we know what our rights and responsibilities are?</p> <p>Concepts of freedom and democracy</p>	Citizenship	<a href="#">Social Studies 3</a> (2011, p. 68)
	Students will be expected to demonstrate an understanding of how citizens participate in public decision-making (3.3.3)	<p>Focus on majority vote and reaching consensus</p> <p>Understanding that multiple perspectives exist</p> <p>Awareness that change and conflict can arise when decisions are made</p>	Citizenship	<a href="#">Social Studies 3</a> (2011, p. 72)
4	Students will be expected to analyze factors that motivate exploration (4.2.2)	<p>3 primary reasons: knowledge/curiosity, power, wealth</p> <p>Exploring these motivations</p>	The Nature of Exploration	<a href="#">Social Studies 4</a> (2012, p. 44)
	Students will be expected to evaluate the	Effects of desire for resources	The Nature of Exploration	<a href="#">Social Studies 4</a> (2012, p. 48)

	impact of exploration over time (4.2.3)	“Discovery” of lands and displacement of Indigenous peoples		
	Students will be expected to examine major physical features of the world (4.3.1)	Major landmarks, climate, and vegetation  Why are these physical features important to their location?  Language of location, direction, distance and size	Exploring Our World	<a href="#">Social Studies 4</a> (2012, p. 54)
	Students will be expected to describe the main characteristics of rivers, islands, mountains, and oceans (4.3.2)	Basic characteristics and examples of each  National and global examples  Why are rivers, islands, mountains, and oceans important to their location?	Exploring Our World	<a href="#">Social Studies 4</a> (2012, p. 58)
	Students will be expected to examine the relationship between humans and the physical environment (4.3.3)	Benefits offered and challenges posed by the physical environment to humans  Impact of the environment on humans and of humans on the environment  How has the environment changed or remained the same over time?  Are our environmental practices sustainable?	Exploring Our World	<a href="#">Social Studies 4</a> (2012, p. 62)
	Students will be expected to describe the physical landscape of Canada (4.4.1)	Canada’s six main physical regions and their climate, vegetation, and natural resources	Exploring the Landscapes of Canada	<a href="#">Social Studies 4</a> (2012, p. 68)

		What is the importance or value of this particular physical region?		
	Students will be expected to examine the human landscape of Canada (4.4.2)	Population patterns Communication and transportation networks Where people live, why they live there, how they interact with each other Urban and rural differences	Exploring the Landscapes of Canada	<a href="#">Social Studies 4</a> (2012, p. 72)
	Students will be expected to describe the political landscape of Canada (4.4.3)	Canada's federal government decision-making power and jurisdiction What are some laws that may no longer be needed? What are some new laws that may be needed? How a bill becomes law	Exploring the Landscapes of Canada	<a href="#">Social Studies 4</a> (2012, p. 76)
5	Students will be expected to demonstrate an understanding of the diverse societies of First Nations and Inuit, in what later became Canada	Influence of the environment on First Nations and Inuit societies Linked to physical regions of Canada Lifestyles and adaptations Sustainable nature of lifestyles Based on archaeological data and oral tradition	Decision-Making	<a href="#">Social Studies 5</a> (2013, p. 60)
	Students will be expected to examine decision-making practices in First Nations and Inuit societies in what	Types of decisions that needed to be made Social structure that influenced decision-making	Decision-Making	<a href="#">Social Studies 5</a> (2013, p. 64)

	later became Atlantic Canada (5.4.2)	What decisions need to be made to meet our needs and wants?  What resources are needed?  How will we use these resources?  Emphasis on responsibility to future generations		
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Grades 6 to 8

Grades	Outcomes	Content/Elaborations	Unit Title	Page(s)
6	Students will be expected to explore the concept of culture and demonstrate an understanding of its role in their lives (6.1.1)	Material and non-material elements of culture  How culture is transmitted from generation to generation Factors that shape culture	An Introduction to Culture	<a href="#">Social Studies 6</a> (2006, p. 34)
	Students will be expected to analyse the importance of cross-cultural understanding (6.1.3)	Positive impact of cross-cultural understanding (peaceable connections, acceptance) vs. lack of cross-cultural understanding (stereotypes)  Media influence on stereotypes  Actions to improve cross-cultural understanding	Culture	<a href="#">Social Studies 6</a> (2006, p. 44)
	Students will be expected to identify and explain factors that are creating a more global culture around the world (6.1.4)	How the movement of people impacts cultures  Immigration, emigration, and forced migration  The spread of ideas and technology  Examples of a global culture	Culture	<a href="#">Social Studies 6</a> (2006, p. 50)
	Students will be expected to compare climate and vegetation in different types of	Identify and locate types of physical regions (eg. polar, rainforests, deserts, grasslands)	Environment and Culture	<a href="#">Social Studies 6</a> (2006, p. 62)

	<p>physical regions of the world (6.2.1)</p>	<p>Examples of characteristics of climate and vegetation in these regions</p> <p>Ecozones and adaptations</p> <p>Annual rainfall and temperature data</p> <p>Similarities and differences between these regions</p>		
	<p>Students will be expected to assess the relationship between culture and environment a selected cultural region (6.2.2)</p>	<p>How the ways of life in a given culture are influenced by the physical environment</p> <p>Impact of that culture on the environment</p> <p>Impact of economic activities on Aboriginal peoples and on the environment</p>	<p>Environment and Culture</p>	<p><a href="#">Social Studies 6</a> (2006, p. 68)</p>
	<p>Students will be expected to compare the use of resources and sustainability practices between Canada and a selected country (6.2.3)</p>	<p>Examples of resource use and sustainability practices in Canada and in other countries</p> <p>Explore reasons for difference perspectives on resource use and sustainability practices</p>	<p>Environment and Culture</p>	<p><a href="#">Social Studies 6</a> (2006, p. 74)</p>
	<p>Students will be expected to analyse the effects of the distributions of wealth around the world (6.5.1)</p>	<p>Use of statistical data</p> <p>Effects of uneven distribution of wealth on quality of life</p> <p>Healthcare, sanitation, transportation, literacy rates, clean water, access to food</p>	<p>World Issues</p>	<p><a href="#">Social Studies 6</a> (2006, p. 132)</p>

		Define poverty and explore examples of its effects		
	Students will be expected to examine selected examples of human rights issues around the world (6.5.2)	<p>UN Declaration of the Rights of the Child</p> <p>UN Universal Declaration of Human Rights</p> <p>Identify human rights issues related to children</p> <p>Identify responsibilities related to rights</p> <p>Examples of human rights abuses</p>	World Issues	<a href="#">Social Studies 6</a> (2006, p. 138)
	Students will be expected to take age-appropriate actions to demonstrate an understanding of responsibilities as global citizens (6.5.3)	<p>Rights and responsibilities of being a global citizen</p> <p>Why is a global citizen? Why is it desirable to be a global citizen?</p> <p>How does the protection of human right support global citizenship?</p> <p>Support a positive on a local/national/international issue after considering various perspectives</p> <p>Plan and take age-appropriate action to address this issue</p>	World Issues	<a href="#">Social Studies 6</a> (2006, p. 144)
7	Students will be expected to explore the general concept of empowerment (7.1.1)	<p>Define power and authority and explain how each influences their own lives</p> <p>Identify and categorize sources of power and authority</p> <p>Identify groups that are empowered and</p>	Introduction	<a href="#">Social Studies 7</a> (2005, p. 34)

	disempowered in our society (local, national, global)		
Students will be expected to analyze how commodities that lead to economic empowerment have changed (7.2.1)	<p>Identify major economic commodities that have been valued over time</p> <p>Examine the importance of land and natural resources as major economic commodities in Canada's history</p>	Economic Empowerment	<a href="#">Social Studies 7</a> (2005, p. 44)
Students will be expected to analyze trends that could impact future economic empowerment (7.2.3)	<p>Factors that may impact these trends</p> <p>Predict commodities and skills that will empower individuals and groups in the future</p> <p>Take actions to enable personal or economic empowerment in the future</p>	Economic Empowerment	<a href="#">Social Studies 7</a> (2005, p. 54)
Students will be expected to analyze the degree of empowerment and disempowerment for Aboriginal peoples in present day Atlantic Canada during this period [1870s & 1880s] (7.4.3)	<p>Identify the Aboriginal groups in Atlantic Canada during this period</p> <p>Describe their way of life</p> <p>Use of maps and oral traditions</p> <p>Explore how national policies, treaties, and the Indian Act impacted the Aboriginal peoples of present day Atlantic Canada</p> <p>Concept of assimilation</p> <p>Effects of disconnection with the land</p>	Cultural Empowerment	<a href="#">Social Studies 7</a> (2005, p. 88)



8	Students will be expected to identify the basic weather and climactic patterns of Atlantic Canada (8.1.3)	<p>Satellite images of storm patterns</p> <p>Conditions affecting wind direction</p> <p>Effect of ocean currents on weather patterns</p> <p>Effect of climate on housing, travel systems, clothing, and recreational activities</p> <p>How do these things express or represent culture?</p>	Physical Setting	<a href="#">Social Studies 8</a> (1998, p 28)
	Students will be expected to demonstrate an understanding of the issues and events surrounding cross cultural understanding at the local, regional, and global levels (8.2.5)	<p>Define prejudice, discrimination, social injustice, ethnocentrism, stereotype, racism, multiculturalism and anti-racism</p> <p>Causes that bring newcomers into the region</p> <p>Identify and discuss urban and rural differences, advantages and disadvantages</p> <p>The importance of cross-cultural understanding in Atlantic Canada</p>	Environment and Culture	<a href="#">Social Studies 8</a> (1998, p 46)
	Students will be expected to demonstrate an understanding of the local and global forces that cause culture to constantly change (8.2.7)	<p>Changes in culture depend on many local and global factors</p> <p>Political, economic, social, media and popular culture influences on social change</p> <p>How do you maintain cultural identity at the</p>	Environment and Culture	<a href="#">Social Studies 8</a> (1998, p 50)

		same time as accepting social change?		
	Students will be expected to explain how Atlantic Canadians shape political culture by exercising power and influencing political decisions (8.2.8)	<p>Define and discuss lobby group, NGO, political activism, power of the ballot, and party politics</p> <p>Recognize that there is a political dimension to all institutions, organizations, and groups</p> <p>Explore political action and political empowerment</p>	Environment and Culture	<a href="#">Social Studies 8</a> (1998, p 52)
	Students will be expected to analyse the effect of technology on resource industries in Atlantic Canada (8.4.6)	<p>Identify resources industries that affect a large number of people including forestry, mining, fishing, and farming</p> <p>Consider industries that rely on renewable and non-renewable resources</p> <p>Understand the social, economic, and environmental impacts of these industries</p>	Technology	<a href="#">Social Studies 8</a> (1998, p 84)

Grade 9

Grades	Outcomes	Content/Elaborations	Unit Title	Page(s)
9	Students will be expected to investigate how artistic and literary expression reflects the following aspects of Canadian identity: landscape, climate, history, people-citizenship, and related challenges and opportunities (9.1.1)	<p>Analysis of various media: songs, advertisements, photographs, videos, texts.</p> <p>Consideration of “icons” of Canadian culture</p>	Exploring Canadian Identity	<a href="#">Social Studies 9</a> (2006, p.34)
	Students will be expected to demonstrate an understanding of the basic features of Canada’s landscape and climate (9.2.1)	<p>Major landforms and climate regions</p> <p>Describe and account for the variation in physical landscape and climate regions across Canada</p> <p>Temperature data, weather patterns, climographs, topographic maps and air photos</p>	Geographical Influences	<a href="#">Social Studies 9</a> (2006, p. 42)
	Students will be expected to analyze the effects of selected geographical factors on Canadian identity (9.2.2)	<p>Why communities were established and developed in a given location</p> <p>Variations in growth due to physical and human factors</p> <p>Effect of natural and human resources on region’s prosperity</p>	Geographical Influences	<a href="#">Social Studies 9</a> (2006, p. 52)
	Students will be expected to take age-appropriate actions that demonstrate the rights and	<p>Definition of citizenship</p> <p>Rights and responsibilities</p> <p>The Canadian Charter of Rights and Freedoms</p>	Citizenship	<a href="#">Social Studies 9</a> (2006, p. 142)

	responsibilities of citizenship (local, national, and global) (9.4.1)	<p>Definition of responsible citizenship</p> <p>Plan and carry out age-appropriate action to demonstrate responsible citizenship</p>		
	Students will be expected to identify and analyze the economic challenges and opportunities that may affect Canada's future (9.5.1)	<p>Canada's changing demographics and possible effects</p> <p>Effects of resource depletion and sustainability in energy, mining, forestry, farming, and fishing sectors</p>	Challenges and Opportunities	<a href="#">Social Studies 9</a> (2006, p. 170)
	Students will be expected to analyze the political challenges and opportunities that may affect Canada's future (9.5.2)	<p>Issues related to Aboriginal autonomy and self-government</p> <p>Possible effects of regional differences on Canada's future</p>	Challenges and Opportunities	<a href="#">Social Studies 9</a> (2006, p. 182)
	Students will be expected to analyze the social and cultural challenges and opportunities that may affect Canada's future (9.5.3)	<p>Impact of socio-economic trends on quality of life, workplaces, families, and social programs</p> <p>Challenges and opportunities that ethnic and cultural groups may face</p> <p>Articulate a vision of Canada's future and the role they can play in achieving it</p>	Challenges and Opportunities	<a href="#">Social Studies 9</a> (2006, p. 192)

## Conclusion

The New Brunswick Social Studies curricula ask students to investigate how we can live together in a rapidly changing world and work towards positive outcomes for all. Climate change will affect today's students throughout their lifetimes, therefore it is necessary that they develop the capacity to understand and act on this pressing issue. Throughout their course of study students will explore the nature of community and their rights and responsibilities as local, national, and global citizens: to the land, to their fellow citizens, and to the future. New Brunswick students also have the unique opportunity to learn and value Wabanaki perspectives on land, relationships, and stewardship.

The New Brunswick Social Studies curriculum documents are well-positioned to incorporate climate change education into every grade level from Kindergarten to Grade 9. Students have opportunities to study climate change and its effects from the different lenses of community, history, geography, economics, politics, and technology throughout their education. Students must be capable of making the connections between what is happening on a physical level, and what this means for humans on a scientific and sociological level. In order to understand the complexities of climate change, students need both a foundational understanding of climate science and a foundational understanding of the social and democratic processes that exist to address the ways we affect and adapt to climate.

A primary aim of climate change education is that students develop a vision for a sustainable future in which they are actively positioned as agents of change. Developing this vision includes considering issues such as food and water security, production and consumption practices, reimagining communities, the realities of human migration, and access to services. These considerations create possibilities for local inquiry projects that are meaningful to students and have a real impact within a community. With appropriate professional learning and educational resources on climate change education for teachers, there are rich and valuable learning experiences to be had that can turn curriculum expectations into real-world experiences.

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## References

The following organizations offer climate change education resources on Social Studies themes and concepts addressed in the New Brunswick Curriculum:

Organization	URL
<b>The Story of Stuff</b>	<a href="https://storyofstuff.org/">https://storyofstuff.org/</a>
<b>Canadian Geographic Education</b>	<a href="http://www.cangeoeducation.ca/">http://www.cangeoeducation.ca/</a>
<b>UNESCO – Associated Schools Project Network (ASPnet) Proposed Resources for Education on Climate Change</b>	<a href="https://aspnet.unesco.org/en-us/Documents/Resources%20list_Climate%20Change.pdf">https://aspnet.unesco.org/en-us/Documents/Resources%20list_Climate%20Change.pdf</a>
<b>North American Association for Environmental Education (NAAEE) – ee Pro</b>	<a href="https://naaee.org/eeopro/resources">https://naaee.org/eeopro/resources</a>
<b>American Association of Geographers – Teaching About Global Climate Change</b>	<a href="http://www.aag.org/cs/teachingclimatechange">http://www.aag.org/cs/teachingclimatechange</a>
<b>NASA- Climate Kids</b>	<a href="https://climatekids.nasa.gov/">https://climatekids.nasa.gov/</a>
<b>NASA – Climate Change</b>	<a href="https://climate.nasa.gov/">https://climate.nasa.gov/</a>
<b>Our Climate Our Future</b>	<a href="https://ourclimateourfuture.org/">https://ourclimateourfuture.org/</a>
<b>Alberta Council for Environmental Education</b>	<a href="https://www.abcee.org/climate-change-energy-resources">https://www.abcee.org/climate-change-energy-resources</a>
<b>GreenLearning</b>	<a href="http://www.greenlearning.ca/">http://www.greenlearning.ca/</a>