

UNMASKING INFLUENZA CURRICULUM LINKS

SOCIAL STUDIES

Students explore changes in social, political, and economic impacts from the First World War and the outbreak of the Spanish Flu in Canada. Students may examine disproportional and democratic aspects of virus outbreaks during the early 20th century.

6.2.2. Social Change KE-057

Give examples of the impact of technological development on life in Canada from 1914 to 1945.

6.2.1. World War I 6-KG-039

Identify major causes and events of the First World War.

7.2.3 Democratic Citizenship and Quality of Life 7-VC-002

Acknowledge that the rights of citizenship involve limitations on personal freedom for the sake of collective quality of life.

7.2.4 Power, Wealth, and Justice 7-VP-013

Demonstrate concern for people who are affected by discrimination, injustice, or abuse of power.

7.4.3 Urbanization 7-KE-051

Identify common challenges faced by large urban centres. Ex: economic, environmental, social.

8.1.4 Knowing the Past 8-KH-027

Identify various sources of historical evidence and information and explain how each enhances understanding of the past. Include: archeology, artifacts, literature, art, music, biographies, journals, photographs, oral histories.

8.1.4 Knowing the Past 8-KH-028

Explain the importance of knowing the past and understanding history.

9.1.2 Human Rights 9-KH-031

Identify significant events in the development of human rights in Canada.

9.1.2 Human Rights 9-KH-032

Describe ways in which the status of women in Canada has changed since the early 20th century

9.4.1 A Changing Nation 9-KH-033

Give examples of social and technological changes that continue to influence quality of life in Canada

11-KH-3.2

How territorial expansion, immigration, and industrialization change life for men and women in Canada



PHYSICAL EDUCATION & HEALTH

Students will learn about historic and contemporary safe and responsible behaviours to manage risks in daily living. During the Spanish Flu outbreak of 1918, citizens were advised by public health to stay home, quarantine, wear masks, etc, in order to slow the progression of the virus across the nation. Specific measures were implemented to protect the lives of Canadian citizens. By learning about past pandemics, students will understand the need to make health enhancing decisions, to work cooperatively and fairly with others, and to build positive relationships with others.

K.3.7.B.1

Describe ways to respond to dangerous situations in the community

K.3.8.B.1

Evaluate the effectiveness of laws and policies that promote personal and community safety.

K.3.S2.B.4

Investigate the contributions self and/or others can make to community/global health and Sustainable development

K.3.8.B.4

Demonstrate the ability to access valid health information, and health-promoting products and services available in the community

K.4.8.A.1

Examine the effects of stereotyping based on a variety of factors to promote acceptance of self and others

K.4.8.A.2b

Analyze how factors affect one's planning and setting of goals.

K.4.S2.A.2b

Evaluate how various internal and external factors may have an impact on the achievement of personal and/or career goals.

K.4.S2.A.3

Analyze factors that influence personal and/or group decisions for active healthy lifestyles.

K.4.S1.B.1b

Reflect on the factors that influence choice of physical activities or sport pursuits for self and others

K.4.7.B.1b

Describe conduct and ethical behaviours appropriate for engaging in physical activity and/or social events.

K.4.S2.C.3

Examine the physiological and psychological effects of stress related to health and well-being.

K.5.S1.D.2

Examine the use and abuse of substances and potential consequences on personal health and well-being

11.SU.3

Examine factors that influence decisions regarding substance use and abuse.

11.FM.3

Examine and evaluate factors that affect fitness and activity choices.

12.FM.5

Examine the methods advertisers use to promote and sell exercise, fitness, and health products and services.

SCIENCE

Students will explore how environmental factors can affect personal health and the body's reactions to harmful pathogens.

5-1-09

Identify components of the human body's defenses against infections, and describe their role in defending the body against infection.

7-1-14

Identify beneficial and harmful roles played by microorganisms.

S1-1-15

Investigate and describe environmental factors and personal choices that may lead to a genetic mutation or changes in an organism's development.

B11-5-02

Describe the body's response to allergens, vaccines, and viruses/bacteria.

HISTORY

Students will explore how people, events, and ideas of the past have shaped our present in regards to how Canada and Manitoba experienced and responded to the Spanish Influenza of 1918-1919. Additional themes included: WW1, the Prohibition in Canada, and the role of women during the Great War and the Suffrage Movement.

11-KH-3.2

How territorial expansion, immigration, and industrialization change life for men and women in Canada

11-3-4

How Canada's identity as a nation was shaped by the First World War and by its changing relationship to Great Britain and the world.

