

Grade Level	IRP	Selected PLOs related to Sustainability & the Environment	Complexity	Aesthetics	Responsibility	Ethics	
2	SCIENCE	• classify familiar animals according to similarities and differences in appearance, behaviour, and life cycles	C	A			
		• describe some changes that affect animals	C				
		• describe how animals are important in the lives of Aboriginal peoples in BC	C	A	R	E	
		• describe ways in which animals are important to other living things and the environment	C	A	R	E	
		• describe physical properties of air, water, and soil	C				
		• distinguish ways in which air, water, and soil interact	C	A			
		• explain why air, water, and soil are important for living things	C	A	R	E	
	SOCIAL STUDIES	• identify changes that occur in the school and community throughout the year	C	A			
		• describe ways individuals contribute to a community	C	A	R	E	
		• locate on a map landforms and bodies of water of local and national significance	C	A			
		• describe their responsibility to the local environment	C	A	R	E	
		• describe how the physical environment influences human activities	C	A	R	E	
	LANGUAGE ARTS	All Language Arts PLOs, being process oriented, implicitly address environmental education in each curriculum organizer (see below). The four principles for conceptualizing environment (C.A.R.E.) can be integrated into any Language Arts lesson. The inclusion of sustainability and environmental topics is a logical extension that will help students appreciate the interrelationship between humans and their larger environment. <i>Oral Language (Speaking and Listening)</i> <i>Reading and Viewing</i> <i>Writing and Representing</i>	C	A	R	E	
	MATH	Mathematics PLOs, whether process or content oriented, can be readily set in the context of sustainability and environmental issues, notably through problem solving and other real world applications for each curriculum organizer (see below). Math PLOs can also be integrated into the cross-curricular units of study exploring sustainability and environmental topics. <i>Number</i> <i>Patterns and Relations</i> <i>Shape and Space</i> <i>Statistics and Probability</i>	C	A	R	E	
	FINE ARTS						
	Dance	• move expressively to a variety of sounds and music			A		
		• create movement sequences based on patterns, characters, and stories			A		
	Note for Dance	'Found sounds' such as environmental sounds are frequently used along with, or in place of, music at these grade levels; often the students will create a sound composition using objects found around them or weather sounds they have taped and then create the dance to go with it to demonstrate an idea about the environment, weather, etc.	C	A	R	E	
	Drama	• describe their feelings and ideas to be used in a dramatic work			A		

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2	Note for Drama	Students may choose to express ideas or concerns about an environmental issue in their dramatic work; these issues or concerns may also be the impetus for creating dramatic works.	C	A	R	E	
	Music	• describe personal thoughts, images, and feelings experienced in classroom repertoire		A			
	Note for Music	Students may choose to express or respond to ideas or concerns about an environmental issue in their music listening or composing of music.	C	A	R	E	
	Visual Arts	• identify a variety of image sources, including feelings, imagination, memory, and observation			A		
		• use feelings, observation, memory, and imagination as sources for images			A		
		• make 2-D and 3-D images: using a variety of design strategies; exploring a variety of media; to communicate experiences, moods and stories; to illustrate and decorate; and that engages more than one of the senses			A		
		• demonstrate an awareness that particular images have value in the community	C		A		
		• create images based on objects, places, events, or issues in their classroom, school, and community	C		A		
		• identify safe and environmentally sensitive use of materials, tools, equipment, and processes	C			R	E
	Note for Visual Arts	Students may choose to express ideas or concerns about an environmental issue in the development of their own artworks; students may respond to ideas or concerns about an environmental issue as viewed in artworks of others.	C	A	R	E	
	HEALTH & CAREER EDUCATION	• identify opportunities to make decisions	C		A	R	E
		• identify the steps needed to achieve a goal (e.g., identify a goal, identify actions needed to reach the goal, identify what successful goal achievement would look like)	C		A	R	E
		• describe ways of categorizing jobs (e.g., indoor/outdoor, paid/unpaid, necessary skills)	C				
		• describe practices that contribute to physical and emotional health (e.g., regular physical activity, healthy eating, healthy relationships)	C				
	PHYSICAL EDUCATION	• participate daily (e.g., five times a week) in moderate to vigorous physical activities				R	E
		• describe the personal benefits of regular participation in physical activity	C			R	E
	Note for P.E.	Physical Education PLOs readily invite the use of outdoor environments as a context for learning activities. Incorporating active, physical components into cross-curricular studies of sustainability and environmental issues also has great potential to enhance learning with C.A.R.E. in mind.	C	A	R	E	