

Grade Level	IRP	Selected PLOs related to Sustainability & the Environment	Complexity	Aesthetics	Responsibility	Ethics	
3	SCIENCE	• compare familiar plants according to similarities and differences in appearance and life style	C	A			
		• describe ways in which plants are important to other living things and the environment	C	A	R	E	
		• describe how plants are harvested and used throughout the seasons	C	A	R	E	
	SOCIAL STUDIES	• identify changes that can occur in communities over time	C	A			
		• describe the importance of communities	C	A	R	E	
		• locate major landforms and bodies of water in BC and Canada	C	A			
		• demonstrate a sense of responsibility for the local environment			R	E	
		• describe how the physical environment influenced early settlement in their local community or another community studied	C	A			
	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	• select feelings and ideas expressed in the group to use in dramatic work			A			
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			

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3	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	C	A		E
		• 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		
		• draft ideas for images using feelings, observation, memory, and imagination	C			E
		• identify safe and environmentally sensitive use of materials, tools, equipment, and processes		A	R	
		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
	HEALTH & CAREER EDUCATION	• apply a goal-setting model to a short-term goal	C	A	R	E
		• describe practices that contribute to physical and emotional health	C			
		• describe the importance of healthy eating and regular physical activity for a healthy lifestyle	C	A		
	PHYSICAL EDUCATION	• participate daily (e.g., five times a week) in moderate to vigorous physical activities			R	E
		• identify choices people can make to be more active			R	E
		• demonstrate leadership in physical activity			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	

