

Grade Level	IRP	Selected PLOs related to Sustainability & the Environment	Complexity	Aesthetics	Responsibility	Ethics	
4	SCIENCE	• compare the structures and behaviours of local animals and plants in different habitats and communities	C	A			
		• analyse simple food chains	C	A		E	
		• demonstrate awareness of the Aboriginal concept of respect for the environment	C	A	R		
		• determine how personal choices and actions have environmental consequences	C	A	R	E	
		• measure weather in terms of temperature, precipitation, cloud cover, wind speed and direction	C	A			
		• analyse impacts of weather conditions on living and non-living things	C	A	R		
	SOCIAL STUDIES	• use maps and globes to locate: world's hemispheres, continents and oceans, and Aboriginal groups studied	C	A			
		• describe Aboriginal peoples' relationship with the land and natural resources	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	• create movement in response to the expressive elements of music and sound			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	• demonstrate an understanding that drama reflects a culture's beliefs and attitudes			A	R	
		• express ideas and emotions using verbal and non-verbal communication	C		A		E
	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

Grade Level	IRP	Selected PLOs related to Sustainability & the Environment	Complexity	Aesthetics	Responsibility	Ethics
4	Note for Music	• apply the elements of rhythm, melody, and expression to represent thoughts, images, and feelings in classroom repertoire		A		
	Visual Arts	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
		• draft ideas for images using feelings, observation, memory, and imagination		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		
		• compare images from given social, cultural, and historical contexts	C	A		
		• create images in response to aspects of art from a variety of historical and cultural contexts	C	A		
		• suggest reasons for following safe and environmentally sensitive procedures in the use of materials, tools, equipment, and processes		A	R	
		• use and care for materials, tools, equipment, and work space in a safe and an environmentally sensitive manner			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
	HEALTH & CAREER EDUCATION	• identify the steps in a decision-making model (e.g., identifying the decision, listing alternatives, selecting a course of action, assessing the results)	C	A	R	E
		• create an inventory of their own attributes, including skills, interests, and accomplishments	C	A		
		• describe the choices an individual can make to attain and maintain physical and emotional health	C	A	R	E
	PHYSICAL EDUCATION	• participate daily (e.g., five times a week) in a variety of moderate to vigorous physical activities			R	E
		• demonstrate leadership in selected physical activities			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