

Grade Level	IRP	Selected PLOs related to Sustainability & the Environment	Complexity	Aesthetics	Responsibility	Ethics	
5	SCIENCE	• describe the basic structure and functions of the human body systems	C	A			
		• explain how the different body systems are interconnected	C	A			
		• analyse how BC's living and non-living resources are used	C	A	R	E	
		• identify methods of extracting or harvesting and processing BC's resources	C	A	R	E	
		• analyse how the Aboriginal concept of interconnectedness of the environment is reflected in responsibility for and caretaking of resources	C	A	R	E	
		• describe potential environmental impacts of using BC's living and non-living resources	C	A	R	E	
	SOCIAL STUDIES	• describe the significance of key events and factors in the development of BC and Canada	C	A			
		• describe the major physical regions of Canada	C	A		E	
		• describe the location of natural resources within BC and Canada, including marine resources, forests, minerals and energy resources	C	A			
		• explain why sustainability is important			R		
		• analyse environmental effects of settlement in early BC and Canada	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	• interpret and move in response to a variety of sounds, images, feelings, and music		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 how drama affects beliefs and attitudes		A			
		• express ideas and emotions using verbal and non-verbal communication		A			

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5	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	• apply the elements of expression in their compositions		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	• draft ideas for images using feelings, observation, memory, and imagination			A		
		• make 2-D and 3-D images: using a variety of design strategies; in various styles; to communicate ideas; and that engages more than one of the senses			A		
		• identify aspects of selected images that indicate the social, historical, or cultural context in which they were created	C	A			
		• demonstrate an awareness of the significance of images in a variety of social, historical, and cultural contexts	C	A			
		• create images that express personal identity and aspects of art from a variety of historical and cultural contexts	C	A			
		• demonstrate an understanding of safety and environmental considerations in the use of materials, tools, equipment, and processes			A	R	
		• use and maintain materials, tools, equipment, and work space in a safe and an environmentally sensitive manner	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	
	CORE FRENCH	Each of the learning strands (e.g., thematic unit or topic) and learning resources (e.g., websites, books, media) can be used to develop and foster students' learning of environmental and sustainability concepts.	C	A	R	E	
	HEALTH & CAREER EDUCATION	• describe how various factors (e.g., access to accurate and relevant information, media and social influences) affect decision making	C	A	R	E	
		• identify types of work that interest them	C	A			
		• describe strategies for contributing to a healthy, balanced lifestyle, including healthy eating, integrating regular physical activity, and maintaining emotional health	C	A			
		• identify factors that influence attitudes and decisions regarding healthy lifestyles (e.g., family, peer, media)	C	A	R	E	
		• analyse behaviours that contribute to a safe and caring school environment (e.g., taking responsibility for personal actions, supporting others, promoting respect for diversity)	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
		• set a personal goal for physical activity				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		