

Grade Level	IRP	Selected PLOs related to Sustainability & the Environment	Complexity	Aesthetics	Responsibility	Ethics	
6	SCIENCE	• analyse how different organisms adapt to their environments	C	A	R	E	
		• distinguish between life forms as single or multi-celled organisms and belonging to one of five kingdoms	C	A			
		• differentiate between renewable and non-renewable methods of producing electrical energy	C	A	R	E	
	SOCIAL STUDIES	• describe the importance of trade for BC and Canada	C				
		• evaluate effects of technology on lifestyles and environments	C	A	R	E	
		• assess the relationship between cultures and their environments	C	A	R	E	
		• describe factors that affect settlement patterns and population distribution in selected countries	C				
	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	• express ideas and emotions using verbal and non-verbal communication		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	• 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		

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6	Visual Arts	• compile a collection of ideas for images drafted 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 concepts and messages; and that engages more than one of the senses		A		
		• demonstrate an awareness that images influence and are influenced by their social, historical, and cultural contexts	C	A		
		• create images that express beliefs and values, and reflect art styles from a variety of social, historical, and cultural contexts	C	A		E
		• demonstrate an understanding of safety and environmental considerations in the use of materials, tools, equipment, and processes	C		R	E
		• 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 planning techniques that can help to support goal attainment (e.g., time management, setting priorities, considering costs and resources)	C			
		• identify influences on goal setting and decision making, including family, peer, and media influences			R	E
		• describe transferable skills that are developed through school and recreational activities (e.g., teamwork, organization, creativity)	C	A		
		• relate personal attributes to various types of work	C	A		
		• describe the benefits of attaining and maintaining a balanced, healthy lifestyle	C			
		• assess the influence that peers have on individuals' attitudes and behaviour			R	E
	PHYSICAL EDUCATION	• participate daily (e.g., five times a week) in a variety of moderate to vigorous physical activities			R	E
		• set personal goals for attaining and maintaining a physically active lifestyle	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