

Grade Level	IRP	Selected PLOs related to Sustainability & the Environment	Complexity	Aesthetics	Responsibility	Ethics	
7	SCIENCE	• analyse the roles of organisms as part of interconnected food webs, populations, communities, and ecosystems	C	A	R	E	
		• assess survival needs and interactions between organisms and the environment	C	A	R	E	
		• assess the requirements for sustaining healthy local ecosystems	C	A	R	E	
		• evaluate human impacts on local ecosystems	C	A	R	E	
		• explain how the Earth's surface changes over time	C	A			
	SOCIAL STUDIES	• analyse the concept of civilization as it applies to selected ancient cultures	C				
		• identify influences and contributions of ancient societies to present-day cultures	C				
		• assess ways technological innovations enabled ancient peoples to adapt to and modify their environments, and develop their cultures	C	A	R	E	
		• assess how physical environments affected ancient civilizations	C	A			
		• identify the impact of human activity on physical environments in ancient civilizations	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	• select a means of communication to express ideas and emotions 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	

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7	Music	• apply the elements of rhythm, melody, and expression to interpret a range of thoughts, images, and feelings		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	• make 2-D and 3-D images: using a variety of sources; using a various image development strategies from a variety of styles; for specific purposes; that solve complex design problems, considering form and function; and that engages more than one of the senses			A		
		• identify distinctive characteristics of images from a variety of historical and cultural contexts	C		A		
		• demonstrate an understanding of the impact of images within various social, historical, and cultural contexts	C		A		
		• create images that convey beliefs and values, and incorporate the styles of selected artists 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	• demonstrate an ability to apply a decision-making model to a specific situation	C		A	R	E
		• design a plan to achieve a specific goal	C		A	R	E
		• classify jobs according to career clusters (e.g., by type of industry, type of work, personal interests)	C		A		
		• identify skills that are transferable to a range of school and recreational situations (e.g., time management, teamwork, problem solving, communication, adaptability)	C		A		
		• analyse factors (including media and peer) that influence personal health decisions				R	E
	PHYSICAL EDUCATION	• participate daily (e.g., five times a week) in a variety of moderate to vigorous physical activities				R	E
		• design a plan for achieving physical activity goals	C			R	E
		• apply learned movement skills in new and unfamiliar physical activities	C				
		• model leadership in creating a positive climate for 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	