



K-7 CURRICULUM MAP BY GRADE LEVEL

Grade Level	IRP	Selected PLOs related to Sustainability & the Environment	Complexity	Aesthetics	Responsibility	Ethics	
K	SCIENCE	• describe ways to rethink, refuse, reduce, reuse, and recycle	C	A	R	E	
		• describe features of local plants and animals	C	A			
		• compare local plants	C	A			
		• compare common animals	C	A			
		• describe features of their immediate environment	C	A			
	SOCIAL STUDIES	• demonstrate an awareness of the concept of change	C	A			
		• identify groups and places that are part of their lives	C	A			
		• identify characteristics of different local environments	C	A			
		• demonstrate responsible behaviour in caring for their immediate environment			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>Developing Oral Language (Speaking and Listening) Abilities</i> <i>Developing Reading and Viewing Abilities</i> <i>Developing Writing and Representing Abilities</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 movements that represent patterns, characters, and other aspects of their world		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	• create movement in response to the expressive elements of music and sound		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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K	Music	• identify elements of expression that evoke 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	• identify a variety of image sources, their own and others			A		
		• 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 and moods; to tell a story; and that engages more than one of the senses			A		
		• demonstrate an awareness that images come from a variety of contexts	C		A		
		• create images in response to objects and other images they have experienced	C		A		
		• demonstrate an awareness of safety and environmental considerations in the use of materials, tools, equipment, and processes				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	
	HEALTH & CAREER EDUCATION	• identify opportunities to make choices	C	A	R	E	
		• identify practices that contribute to health, including healthy eating, regular physical activity, emotional health practices, and disease prevention practices	C				
	PHYSICAL EDUCATION	• participate daily (e.g., five times a week) in moderate to vigorous physical activities				R	E
		• identify physical activities they enjoy doing					E
		• use their bodies to create shapes (e.g., by bending, curling, pulling, pushing, stretching, swinging, and/or twisting)	C		A	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	