

IRP	Grade	Selected PLOs related to Sustainability & the Environment	Complexity	Aesthetics	Responsibility	Ethics
LANGUAGE ARTS K - 7 (2006)	K-7	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.	C	A	R	E
	K	Developing Oral Language (Speaking and Listening) Abilities Developing Reading and Viewing Abilities Developing Writing and Representing Abilities	C	A	R	E
	1-7	Oral Language (Speaking and Listening) Reading and Viewing Writing and Representing • <i>Purposes</i> • <i>Strategies</i> • <i>Thinking</i> • <i>Features</i>	C	A	R	E
CORE FRENCH	5-7	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
MATH	K-7	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

