



**Darlene Tapley Environmental Showcase
“My Environmental Footprint”**

Refuse, Reduce, Reuse, Recycle
2020 Curriculum Connections

MEDUXNEKEAG RIVER ASSOCIATION INC.

2019/2020



**Anglophone West School District
Woodstock Education Centre**

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Curriculum Links

2020 Darlene Tapley Environmental Showcase – My Environmental Footprint

Kindergarten

You and Your World

Our Senses	Healthy Lifestyle
K 3.2 use one or more of their senses to explore the characteristics of materials, noting how materials can be manipulated K3.3 develop vocabulary about sensory experiences that permits meaningful, communication of ideas	K 2.2 identify and explain types of activities that support healthy lifestyles.

Literacy

Overview of Specific Curriculum Outcome: Reading and Viewing/ Writing	
Students will speak and listen to explore, extend, clarify and reflect on their thoughts, ideas, feelings and experiences.	Students will be expected: -express opinions(I like....;I don't like....) -begin to ask and respond to questions, seeking information Who?What?Where?Why?When?)
Students will be able to communicate information and ideas effectively and clearly, and to respond personally and critically.	Students will be expected to: -begin using gestures and tone to convey meaning -engage in simple oral presentations
Student will be expected to interpret, select and combine information using a variety of strategies, resources, and technologies.	Students will be expected to: -with assistance, interact with a variety of simple text(e.g. pictures, computer software, videotapes, non-fiction) as well as human and community resources
Student will be expected to use writing and other forms of representation to explore, clarify and reflect on their thoughts, feelings, experiences, and learning; and to use their imaginations.	Students will be expected to: -understand that print carries a message -use writing and other forms of representation to convey meaning
Students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness.	Students will be expected to: -begin to develop strategies for prewriting, drafting, revising, editing and presenting(e.g. use drawings and talking as ways to rehearse for writing, use simple editing) -use some conventions of writing -share writing and other representations willing with others

Visual Arts

K-2 Visual Arts Document- By the end of Grade 2. Students will be expected to		
Create	Connect	Communicate
1.2 create art works based on memory, mood, feelings, imagination, and fantasy including responses to music and literature 2.3 using a variety of materials, visually communicate stories, ideas, and experiences	3.3 describe how visual arts are used in school and at home	4.3 choose and present work from their portfolio 4.4 use descriptive language to talk about their own work and that of their peers

Social Studies

Foundations Document- By the end of Grade 3, students will be expected to			
Citizenship, Power and Governance	Interdependence	People, Place and Environment	Time, Continuity and Change

-Take age-appropriate actions to demonstrate their responsibilities as citizens.	-Recognize and describe the interdependent nature of relationships -Identify and describe examples of interactions among people, technology and the environments. -Demonstrate an understanding of the concept of sustainability.	-Ask geographic questions; acquire, organize, and analyze geographic information; and answer geographic questions at an age-appropriate level. -Identify some of the basic physical process that have shaped the earth. -Describe some of the physical and human characteristics of their local communities.	-Use basic concepts and vocabulary associated with time, continuity and change. -Identify and use primary and secondary sources to learn and communicate about the past. -Demonstrate an understanding of cause and effect and change over time.
Culture and Diversity	-Plan and evaluate age-appropriate actions to support peace and sustainability in our interdependent world.	-Identify ways people depend on, modify, and are influenced by the physical environment.	-Use knowledge of the past to assist in decision making. -Communicate ideas about their vision for the future.
-Identify similarities and differences in the ways cultures meet human needs and wants.			

Guiding Questions

1. Why do I want to help protect the environment? Why do others?
2. What can I do to help Nature?
3. What do I throw away?
4. How can I reduce what I throw away?
5. How can I reduce the amount of water I use? The amount of energy I use?
6. What could I refuse, reduce, reuse, or recycle to help the environment? How would that effect my life?
7. What/How can I make art out of recycled materials?
8. How could you use your five senses to sort recycling?

Grade 1

You and Your World

Unit 1: Groups	Unit 2: Our Environment	Unit 4: Community
1.1.2 Demonstrate an understanding of the importance of interactions between people. 1.1.3 demonstrate and understanding that people within groups have rights and responsibilities.	1.2.1 describe how plants and animals meet their needs in a given environment 1.2.6 take age-appropriate action to practice responsible behavior in caring for the environment	1.4.1 demonstrate an understanding that the way people live in their community evolves over time 1.4.2 demonstrate an understanding that signs, symbols, direction and scale are used to represent landmarks and locations 1.4.5 demonstrate an understanding of how communities depend on each other for the exchange of goods and services

Visual Arts

K-2 Visual Arts Document- By the end of Grade 2. Students will be expected to		
Create	Connect	Communicate
1.2 create art works based on memory, mood, feelings, imagination, and fantasy including responses to music and literature 2.3 using a variety of materials, visually communicate stories, ideas, and experiences	3.3 describe how visual arts are used in school and at home	4.3 choose and present work from their portfolio 4.4 use descriptive language to talk about their own work and that of their peers

Social Studies

Foundations Document- By the end of Grade 3, students will be expected to			
Citizenship, Power and Governance	Interdependence	People, Place and Environment	Time, Continuity and Change
-Take age-appropriate actions to demonstrate their responsibilities as citizens.	-Recognize and describe the interdependent nature of relationships -Identify and describe examples of interactions among people, technology and the environments.	-Ask geographic questions; acquire, organize, and analyze geographic information; and answer geographic questions at an age-appropriate level. -Identify some of the basic physical process that have shaped the earth.	-Use basic concepts and vocabulary associated with time, continuity and change. -Identify and use primary and secondary sources to learn and communicate about the past.
Culture and Diversity	-Demonstrate an understanding of the concept of sustainability.	-Describe some of the physical and human characteristics of their local communities.	-Demonstrate an understanding of cause and effect and change over time.
-Identify similarities and differences in the ways cultures meet human needs and wants.	-Plan and evaluate age-appropriate actions to support peace and sustainability in our interdependent world.	-Identify ways people depend on, modify, and are influenced by the physical environment.	-Use knowledge of the past to assist in decision making. -Communicate ideas about their vision for the future.

Literacy

Overview of Specific Curriculum Outcome: Reading and Viewing/ Writing	
General Curriculum Outcome	Indication
Students will speak and listen to explore, extend, clarify and reflect on their thoughts, ideas, feelings and experiences.	-express feeling and thought and give simple descriptions of past experiences -begin to ask and respond to questions, seeking information Who?What?Where?Why?When?)
Students will be able to communicate information and ideas effectively and clearly, and to respond personally and critically.	-begin using gestures and tone to convey meaning -sustain on-on-one conversation -engage in simple oral presentations
Student will be expected to select, read, and view with understanding a range of literature, information, media, and visual text.	-select independently, and with assistance, text appropriate to their interest and learning needs. -regard reading/viewing as sources of interest, enjoyment and information
Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies.	-engage in the research process with assistance(generate questions to guide research; locate appropriate information with assistance ie classroom, library, home community)
Student will be expected to use writing and other forms of representation to explore, clarify and reflect on their thoughts, feelings, experiences, and learning; and to use their imaginations.	-use writing and other forms of representation for a variety of functions(to ask questions; to express feeling, opinions, and imitative ideas, to record observations)
Students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness.	-begin to develop strategies for prewriting, drafting, revising, editing and presenting(e.g. use drawings and talking as ways to rehearse for writing, use simple editing) -use some conventions of writing(spacing, capitals) -share writing and other representations willing with others

Guiding Questions

1. Why is the Environment important to you? Your family? Your community?
2. How could we work together as a class to reduce waste? As a family? As a community?
3. Where does our waste go? What happens to it?
4. How do plants help the environment?
5. What could you do to help the environment?

Grade 2

You and Your World

Unit 2: Technology and Community	Unit 5: Changes and the Physical Environment
2.2.1 describe how people contribute to making changes in communities 2.2.2. demonstrate an understanding that technology has changed over time to meet their needs, wants and interests 2.2.3 predict ways their community might change in the future and how they might contribute to that future	2.5.1 describe how air and water interact in the environment and how these elements impact people and places 2.5.2 compare properties of familiar liquids and solids and investigate how they interact 2.5.3 describe how people’s interactions with the environment have changed over time 2.5.4 demonstrate an understanding of sustainable development and its importance to the future

Literacy

Overview of Specific Curriculum Outcome: Reading and Viewing/ Writing	
General Curriculum Outcome	Indication
Students will speak and listen to explore, extend, clarify and reflect on their thoughts, ideas, feelings and experiences.	-express feeling and thought and describe experiences -ask and respond to questions to clarify information or gather further information
Students will be able to communicate information and ideas effectively and clearly, and to respond personally and critically.	-use intonation, facial expression and gestures to communicate ideas and feelings -sustain on-on-one conversation -engage in simple oral presentations
Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies.	-engage in the research process with assistance (generate questions to guide research; locate appropriate information with assistance ie classroom, library, home community) -respond critically to text(formulate questions as well as understandings)
Student will be expected to use writing and other forms of representation to explore, clarify and reflect on their thoughts, feelings, experiences, and learning; and to use their imaginations.	-use writing and other forms of representation for a variety of functions(to ask questions; to express feeling, opinions, and imitative ideas, to record observations) -begin to experiment with language choices in imaginative writing and other ways of representation
Students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness.	-use prewriting strategies, such as drawing, talking, and reflecting -use some conventions of writing(spacing, capitals) -use simple revision and editing strategies -share writing and other representations willing with others -use a variety of techniques for publishing/presenting(sharing writing/presentencing with the class or another class, public)

Social Studies (from Foundation document, K-12) by the end of Grade 3, students will be expected to:

Foundations Document- By the end of Grade 3, students will be expected to			
Citizenship, Power and Governance	Interdependence	People, Place and Environment	Time, Continuity and Change
-Demonstrate how individuals and groups can influence decision making. -Recognize the individuals and groups have different perspectives on public issues. -Take age appropriate actions to demonstrate their responsibilities as citizens.	-Recognize and describe the interdependent nature of relationships -Identify and describe examples of interactions among people, technology and the environments. -Demonstrate an understanding of the concept of sustainability. -Plan and evaluate age-appropriate actions to support peace and sustainability in our interdependent world.	-Identify some of the basic physical process that have shaped the earth. -Describe some of the physical and human characteristics of their local communities. -Identify ways people depend on, modify, and are influenced by the physical environment.	-Use basic concepts and vocabulary associated with time, continuity and change. -Identify and use primary and secondary sources to learn and communicate about the past. -Demonstrate an understanding of cause and effect and change over time. -Use knowledge of the past to assist in decision making. -Communicate ideas about their vision for the future.
Culture and Diversity			
-Identify similarities and differences in the ways cultures meet human needs and wants. -Give examples of how experiences are interpreted differently.			

Visual Arts

K-2 Visual Arts Document- By the end of Grade 2. Students will be expected to		
Create	Connect	Communicate
1.2 create art works based on memory, mood, feelings, imagination, and fantasy including responses to music and literature 2.3 using a variety of materials, visually communicate stories, ideas, and experiences	3.3 describe how visual arts are used in school and at home	4.3 choose and present work from their portfolio 4.4 use descriptive language to talk about their own work and that of their peers

Guiding Questions

1. Why is the environment important to you? To animals? To your community?
2. How has the environment changed over time?(Interview your parent, grand parents etc)
3. What can you do to protect the environment? (Leave no trace/no littering)
4. What is your environmental footprint?
5. What do you throw away? How could you reduce what you waste? Could it be reused, recycled or composted?
6. Why does what you do now effect the future?

Grade 3

Science

Life Science: Plant Growth and Changes			
STSE/Knowledge	Planning and Performing	Explaining	Communication and Teamwork
102-12 describe ways in which plants are important to living things and the environment 102-13 identify parts of different plants that provide humans with useful products, and describe the preparation that is required to obtain these products and how our supply of useful plants is replenished	200-1 Ask questions that lead to exploration and investigation 200-3 make predictions, based on an observed pattern 201-5 make and record relevant observations and measurements, using written language, pictures, and charts 201-6 estimate measurements	202-4 construct and label concrete-object graphs, pictographs, or bar graphs 202-5 identify and suggest explanations for patterns and discrepancies in observed objects and events	203-2 identify common objects and events, using terminology and language that others understand 203-5 respond to the ideas and actions of others and acknowledge their ideas and contributions

Earth and Space Science: Exploring Soils			
STSE/Knowledge	Planning and Performing	Explaining	Communication and Teamwork
100-35 investigate and describe how living things affect and are affected by soils 100-37 investigate and describe soil components 101-12 demonstrate and describe ways of using earth materials to make useful objects	201-1 ask questions that lead to exploration and investigation 200-3 make predictions, based on an observed pattern 201-3 us appropriate tool for manipulating and observing materials and in building simple models 201-5 make and record relevant observations -and measurements, using written language, pictures and charts 201-7 identify and use a variety of sources of science information and ideas	202-4 construct and label concrete-object graphs, pictographs, or bar graphs 202-7 propose an answer to an initial question or problem and draw simple conclusions based on observations or research.	203-3 communicate procedure and results, using drawings, demonstrations and written and oral descriptions

Visual Arts

Create, Making and Presenting	Understanding and Connecting Contexts of Time, Place and Community	Perceiving, Receiving and Reflecting
3.1.3 visually communicate stories, ideas, and experiences, using a variety of materials 3.2.2 choose, display, and describe work from their portfolio 3.2.3 develop skills in interaction, cooperation, and collaboration through working with others in making visual images	3.3.3 make images that reflect their culture and community 3.3.5 draw upon experiences from their personal, social and physical environments as a basis for visual expression 3.5.5 explore the relationships between natural and built environments	3.6.3 use descriptive language to talk about their own work and that of their peers 3.7.2 solve simple design problems (e.g. show 3-D space on a flat surface), using available technologies 3.7.3 make choices and decisions about tools and materials in the creation of art objects

Social Studies

Foundations Document- by the end of Grade 3, students will be expected to:		
Citizenship, Power and Governance	Interdependence	Time, Continuity and Change
-Take age-appropriate actions to demonstrate their responsibilities as citizens.	-Recognize and describe the interdependent nature of relationships.	-Use basic concepts and vocabulary associated with time, continuity and change.
People, Place and Environment -Ask basic geographic questions; acquire, organize and analyze geographic information; and answer geographic questions at an age-appropriate level. -Describe some of the physical and human characteristics of their local communities. -Identify ways people depend on, modify, and are influenced by the physical environment.	-Identify and describe some human organizations and natural systems. -Identify and describe examples of interactions among people, technology and the environments. -Demonstrate an understanding of the concept of sustainability. -Plan and evaluate age-appropriate actions to support peace and sustainability in our interdependent world.	-Identify and use primary and secondary sources to learn and communicate about the past. -Demonstrate an understanding of cause and effect and change over time. -Use knowledge of the past to assist in decision making. -Communicate ideas about their vision for the future.

Literacy

Overview of Specific Curriculum Outcome: Reading and Viewing/ Writing	
General Curriculum Outcome	Indications
Students will speak and listen to explore, extend, clarify and reflect on their thoughts, ideas, feelings and experiences.	-describe, share and discuss thoughts, feelings, and experiences -ask and respond to questions to clarify information and to explore possibilities or solutions to problems
Students will be able to communicate information and ideas effectively and clearly,	- adapt volume, projection, facial expressions, gestures, and tone of voice to the speaking occasion

and to respond personally and critically.	-engage in a respond to a variety of oral presentations and other texts
Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies.	-answer, with assistance, their own questions and those of others by seeking information from a variety of texts -use a range of print and non-print materials to meet their needs -use basic reference materials -reflect on their own research process
Student will be expected to use writing and other forms of representation to explore, clarify and reflect on their thoughts, feelings, experiences, and learning; and to use their imaginations.	-use writing and other forms of representation to: formulate questions; generate and organize language and ideas, discover and express person attitudes and opinions, and record experience - experiment with language choices in imaginative writing and other ways of representation
Students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness.	-use prewriting strategies for generating and organizing ideas -use appropriate drafting techniques -use revision and editing techniques to ensure writing make sense and is clear for the audience -share writing and other representations willing with others -use appropriate techniques for publishing/presenting (sharing writing/presentencing with the class or another class, public)

Guiding Questions

1. Why is the environment important?
2. Why is soil important for the environment?
3. What role does soil have in the life cycle of plants and animals?
4. What is your environmental footprint?
5. Can you reduce your waste?(food, water, electricity)
6. What happens to garbage? Where does your garbage go?
7. Can you make soil?(composting) What could it be used for? Would that reduce your environmental footprint?

Grade 4

Science

Life Science: Habitat			
STSE	Planning and Performing	Explaining	Knowledge Outcomes
104-4 compare the results of their investigation to those of others and recognize results may vary 105-1 identify examples of scientific questions and technological problems that are currently being studied 108-1 identify positive and negative effects of familiar technology 108-3 describe how personal actions help conserve natural resources and care for living things and their habitats 108-6 identify their own and their family's impact on natural resources	204-1 propose questions to investigate and practical problems to solve 204-6 identify various methods for finding answers to given questions as well as solutions to given problems, and ultimately select one that is appropriate 205-1 carry out procedures to explore a given problem and to ensure a fair test of a proposed idea by controlling major variables 205-5 make observation and collect information relevant to a given question or problem 205-10 construct and use devices for a specific purpose	206-2 compile and display data, by hand or by computer, in a variety of formats including frequency tallies, tables, and bar graphs 206-3 identify and suggest explanations for patterns and discrepancies in data 206-6 suggest improvements to a design or constructed object Communication and Teamwork 207-2 communicate procedures and results, using lists, notes in point form, sentences, charts, graphs, drawings, and oral language	302-1 identify a variety of local and regional habitats and their associated populations of plants and animals 301-1 predict how the removal of a plant or animal population affects the rest of the community 301-2 relate habitat loss to the endangerment or extinction of plants and animals

Earth and Space Science: Rock, Minerals and Erosion				
STSE	Planning and Performing	Explaining	Communication and Teamwork	Knowledge Outcomes
107-1 describe examples, in the home and at school, of tools, techniques and materials that can be used to respond to their needs. 107-5 provide examples of how science and technology have been used to solve problems in their community and region 108-3 describe how person actions help conserve natural resources and care for living things and their habitat	204-3 state a prediction and a hypothesis based on an observed pattern of events 204-8 identify appropriate tools, instruments, and materials to complete investigation 205-5 make observations and collect information relevant to a given question or problem 205-7 record observations using a single word, notes in point form, sentences, and simple diagrams and charts	206-1 classify according to several attributes and create a chart or diagram to show the method of classifying 206-9 identify new questions or problems that arise from what was learned	207-2 communicate procedures and results, using lists, notes in point form, sentences, charts, graphs, drawings, and oral language	300-8 relate characteristics of rocks and minerals and their uses 301-6 demonstrate a variety of methods of weathering and erosion

Social Studies

Foundations Document- By the end of Grade 6, students will have achieved the outcomes for entry		
Citizenship, Power and Governance	Interdependence	Time, Continuity and Change
<ul style="list-style-type: none"> -Identify and explain the rights and responsibilities of individual citizens in local, national, and global context. -Recognize how and why individuals and groups have different perspectives on public issues. -Take age-appropriate actions to demonstrate their responsibilities as citizens. 	<ul style="list-style-type: none"> -Analyze their decisions as informed consumers. -Recognize and explain the interdependent nature of relationships among individuals, societies and the environment explain the interrelationships within selected human organizations and natural systems. -Identify and describe examples of positive and negative interactions among people, technology and the environment. -Identify and explain the key characteristics of sustainable practices. -Plan and evaluate age appropriate actions to support peace and sustainability in our interdependent world. 	<ul style="list-style-type: none"> -Demonstrate an understanding of the concepts of vocabulary associated with time, continuity and change. -Identify, evaluate and use appropriate primary and secondary sources to learn and communicate about the past. -Research and describe historical events and ideas from different perspectives. -Apply historical methodology to interpret and understand time, continuity and change at an age-appropriate level. -Describe examples of cause and effect and change over time. -Identify and compare events of the past to the present in order to make informed, creative decisions about issues. -Identify trends that may shape the future.
People, Place and Environment		
<ul style="list-style-type: none"> Ask geographic questions; acquire, organize, and analyze geographic information; and answer geographic questions at an age-appropriate level. -Use maps, globes, pictures, models, and technologies to represent and describe physical and human systems. -Explain how physical process have shaped and affected the landscape and human systems. -Describe how the environment affects human activity and how human activity endangers or sustains the environment. 		

Literacy

Overview of Specific Curriculum Outcome: Reading and Viewing/ Writing	
General Curriculum Outcome	Indications
Students will speak and listen to explore, extend, clarify and reflect on their thoughts, ideas, feelings and experiences.	-ask and respond to questions to clarify information and explore solutions to problems (e.g. interview format) -explain personal opinions and respond to the questions and opinions of others.
Students will be able to communicate information and ideas effectively and clearly, and to respond personally and critically.	- use word choice, tone of voice, facial expressions, and gestures appropriate to the speaking occasion -engage and respond to oral presentations
Students will be expected to select, read, and view with understanding a range of literature information, media and visual text.	-select, with growing independence, text appropriate to their interests and learning needs -use pictures and illustrations, words structure and text format to locate topic and obtain or verify understanding of information
Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies.	-answer questions, with assistance, their own and others' questions by seeking information from a variety of text -reflect on the process of generating and responding to their own and others' questions
Student will be expected to use writing and other forms of representation to explore, clarify and reflect on their thoughts, feelings, experiences, and learning; and to use their imaginations.	-use strategies in writing and other ways of representing to: formulate questions and organize ideas, generate topics of personal interest and importance, record experiences, formulate goals for learning, and practice strategies for monitoring their own learning -demonstrate and awareness of purpose and audience
Students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness.	-develop a range of prewriting, drafting, revising, editing, proofreading and presentation strategies\ -demonstrate and understanding of many conventions of written language in final product(spelling, punctuation, and formatting) -use technology to increase the proficiency of writing -select, organize and combine in formation from two or more sources

Guiding Questions

1. How do plants, animals and humans rely on the environment to meet our needs?
2. How can we protect the environment to ensure those needs are met in the future?
3. Does human activity influence the weather/climate? How? What are the impacts of this on the landscape, plants, animals and ecosystems?
4. What is your environmental footprint?
5. What is can you Refuse, Reduce, Reuse and Recycle? DO the 4Rs change your environmental footprint?

Grade 5

Science

Physical Science: Properties and Changes in Materials			
STSE	Plaining and Performing	Explaining	Knowledge Outcomes
104-5 describe how the results of similar or repeated investigations may vary and suggest possible explanations for the variations 104-7 demonstrate the importance of using the languages of science and technology to communicate ideas, processes, and results 107-8 describe examples of	204-7 plan steps to solve a practical problem and carry out a fair test of a science-related idea 205-5 make observations and collect information that is relevant to a given question or problem 205-8 identify and use a variety of sources	206-1 classify according to several attributes and create a chart or diagram that shows the method of classification 206-2 compile and display data by hand or by computer, in a variety of formats(ie frequency tallies, tables, and bar graphs)	300-9 group materials as solids, liquids, or gases, based on their properties 301-9 identify changes that can be made to an object without changing the properties of the material of which it is made 301-10 identify and describe changes in materials that are reversible and some which are not 300-12 identify the source of
		Communication and Teamwork	

technologies that have been developed to improve living conditions	and technologies to gather pertinent information	207-3 work with team members to develop and carry out a plan	materials found in an object and describe the changes to the natural material required to make the object
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Physical Science: Forces and Simple Machines			
STSE	Planning and Performing	Explaining	Knowledge Outcomes
105-5 identify examples of scientific knowledge that have developed as a result of gradual accumulation of evidence 106-4 describe instances in which scientific ideas and discoveries have led to new inventions and applications 107-1 describe examples, in the home and at school, of tools, techniques, and materials that can be used to respond to their needs	204-1 propose questions to investigate and practice problems to solve 204-3 state a prediction and hypothesis based on an observed pattern of events 205-2 select and use tools to manipulate materials and build models 205-4 select and use tools for measuring 206-6 suggest improvements to a design or constructed object	206-6 suggest improvements to a design or constructed object 206-9 identify new questions or problems that arise from learning new information	303.12 investigate different kinds of forces used to move objects or hold them in place 303.13 observe and describe how various forces such as magnetic, mechanical, wind induced, and gravitational. Can act directly or from a distance to cause objects to move
		Communication and Teamwork 207-1 communicate questions, ideas, and intentions, and listen to others while conducting investigation	

Literacy

Overview of Specific Curriculum Outcome: Reading and Viewing/ Writing	
General Curriculum Outcome	Indications
Students will speak and listen to explore, extend, clarify and reflect on their thoughts, ideas, feelings and experiences.	-ask and respond to questions to seek clarification or explanation of ideas and concepts -explain and support personal ideas and opinions -listen critically to others' ideas or opinions and points of view
Students will be able to communicate information and ideas effectively and clearly, and to respond personally and critically.	- use word choice and expression appropriate to the speaking occasion -engage, respond and evaluate oral presentations
Students will be expected to select, read, and view with understanding a range of literature information, media and visual text.	-select, independently, text appropriate to their interests and learning needs -use pictures and illustrations, words structure and text format to locate topic and obtain or verify understanding of information
Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies.	-answer, with increased independence, their own and others' questions by seeking information from a variety of text -demonstrate an understanding of classification systems and basic reference materials are used to facilitate research -increase their ability to access information in response to their questions
Student will be expected to use writing and other forms of representation to explore, clarify and reflect on their thoughts, feelings, experiences, and learning; and to use their imaginations.	-use a range of strategies in writing and other ways of representing to: frame and questions, generate topics of personal interest and importance, record experiences, formulate goals for learning, and practice strategies for monitoring their own learning -demonstrate and awareness of purpose and audience
Students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness.	-develop a range of prewriting, drafting, revising, editing, proofreading and presentation strategies\ -demonstrate and understanding of many conventions of written language in final product(spelling, punctuation, and formatting) -use technology to increase the proficiency and accuracy of writing -select, organize and combine in formation from two or more sources

Social Studies

Foundations Document- By the end of Grade 6, students will have achieved		
Interdependence	People, Place and Environment	Time, Continuity and Change
<p>-Recognize and explain the interdependent nature of relationships among individuals, societies and the environment explain the interrelationships within selected human organizations and natural systems.</p> <p>-Identify and describe examples of positive and negative interactions among people, technology and the environment.</p> <p>-Identify and explain sustainable practices.</p> <p>-Plan and evaluate age appropriate actions to support peace and sustainability in our interdependent world.</p>	<p>-Ask geographic questions; acquire, organize, and analyze geographic information; and answer geographic questions at an age-appropriate level.</p> <p>-Use maps, globes, pictures, models, and technologies to represent and describe physical and human systems.</p> <p>-Explain how physical process have shaped landscape and human systems.</p> <p>-Describe how the environment affects human activity and how human activity endangers or sustains the environment.</p>	<p>-Identify, evaluate and use appropriate primary and secondary sources to learn about the past.</p> <p>-Research and describe historical events and ideas from different perspectives.</p> <p>-Apply historical methodology to interpret and understand time, continuity and change at an age-appropriate level.</p> <p>-Describe examples of cause/effect and change over time.</p> <p>-Identify and compare events of the past to the present to make informed, and creative decisions</p> <p>-Identify trends that may shape the future.</p>
		<p>Citizenship, Power and Governance</p> <p>-Identify and explain the rights and responsibilities of individual citizens in local, national, and global context.</p> <p>-Take age-appropriate actions to demonstrate their responsibilities as citizens.</p>

Guiding Questions

1. What is my environmental footprint?
2. What are the things that I use made of? Where do those materials come from?
3. Can the things I use be converted back into their original form?
4. How much garbage do I create? Does my class? Does my house?
5. Can I reuse items to reduce the amount of waste I create?
6. Why is refusing, reducing, reusing and recycling important?