

Climate Change

Science

Grade 1 Overall Expectations

1. assess the role of humans in maintaining a healthy environment;
2. investigate needs and characteristics of plants and animals, including humans
3. demonstrate an understanding of the basic needs and characteristics of plants and animals, including humans

Grade 1 Specific Expectations

- 1.2 assess ways in which daily and seasonal changes have an impact on society and the environment
- 2.4 use scientific inquiry/research skills including generating questions and knowledge acquired from previous investigations, to identify daily and/or seasonal changes and their effects
- 3.5 describe changes in the appearance or behaviour of living things that are adaptations to seasonal changes
- 3.6 describe how humans prepare for and/or respond to daily and seasonal changes

Grade 2 Overall Expectations

1. assess ways in which the actions of humans have an impact on the quality of air and water, and ways in which the quality of air and water has an impact on living things

Grade 2 Specific Expectations

- 1.1 assess the impact of human activities on air and water in the environment, taking different points of view into consideration (e.g., the point of view of parents, children, other community members), and plan a course of action to help keep the air and water in the local community clean
- 1.2 assess personal and family uses of water as responsible/efficient or wasteful, and create a plan to reduce the amount of water used, where possible

Grade 3 Overall Expectations

1. assess the impact of soils on society and the environment, and of society and the environment on soils;

Grade 3 Specific Expectations

1.1 assess the impact of soils on society and the environment, and suggest ways in which humans can enhance positive effects and/or lessen or prevent harmful effects

1.2 assess the impact of human action on soils, and suggest ways in which humans can affect soils positively and/or lessen or prevent harmful effects on soils

Grade 4 Overall Expectations

1. analyse the effects of human activities on habitats and communities

1. assess the social and environmental impacts of human uses of rocks and minerals;

Grade 4 Specific Expectations

1.1 analyse the positive and negative impacts of human interactions with natural habitats and communities, taking different perspectives into account and evaluate ways of minimizing the negative impacts

1.2 identify reasons for the depletion or extinction of a plant or animal, evaluate the impacts on the rest of the natural community, and propose possible actions for preventing such depletions or extinctions from happening

1.1 assess the social and environmental costs and benefits of using objects in the built environment that are made from rocks and minerals

1.2 analyse the impact on society and the environment of extracting and refining rocks and minerals for human use, taking different perspectives into account

Grade 5 Overall Expectations

1. evaluate the social and environmental impacts of processes used to make everyday products

1. analyse the immediate and long-term effects of energy and resource use on society and the environment, and evaluate options for conserving energy and resources

2. investigate energy transformation and conservation

Grade 5 Specific Expectations

1.1 evaluate the environmental impacts of processes that change one product into another product through physical or chemical changes

1.1 analyse the long-term impacts on society and the environment of human uses of energy and natural resources, and suggest ways to reduce these impacts

1.2 evaluate the effects of various technologies on energy consumption and propose ways in which individuals can improve energy conservation

1.2 assess the social and environmental impact of using processes that rely on chemical changes to produce consumer products, taking different perspectives into account, and make a case for maintaining the current level of use of the product or for reducing it

2.2 use scientific inquiry/research skills to investigate issues related to energy and resource conservation (e.g., interview an Aboriginal person about his or her traditional teachings on conservation)

Grade 6 Overall Expectations

1. assess human impacts on biodiversity, and identify ways of preserving biodiversity;
3. demonstrate an understanding of biodiversity, its contributions to the stability of natural systems, and its benefits to humans

Grade 6 Specific Expectations

1.1 analyse a local issue related to biodiversity, taking different points of view into consideration (e.g., the points of view of members of the local community, local First Nations, Métis, Inuit), propose action that can be taken to preserve biodiversity, and act on the proposal

1.2 assess the benefits that human societies derive from biodiversity and the problems that occur when biodiversity is diminished

3.2 demonstrate an understanding of biodiversity as the variety of life on earth, including variety within each species of plant and animal, among species of plants and animals in communities, and among communities and the physical landscapes that support them

3.6 identify everyday products that come from a diversity of organisms

Social Studies

Grade 1 Overall Expectations

B1. Application: describe some aspects of the interrelationship between people and the natural and built features of their community, with a focus on how the features of and services in the community meet people’s needs

Grade 1 Specific Expectations

B1.1 describe some of the ways in which people make use of natural and built features of, and human services in, the local community to meet their needs, and what might happen if these features/services did not exist

B1.3 create a plan that outlines some specific ways in which they can responsibly interact with the built and/or natural environment in the local community

B2.1 formulate questions to guide investigations into some aspects of the interrelationship between people and the natural and built features of their community, with a focus on some of the short- and long-term effects of this interrelationship