

# GRADE 7

See the Preface for important information on the organization of the following material.

## The Arts (2009)

### A. Dance

#### A1. Creating and Presenting

**A1.2** use dance as a language to communicate ideas from their own writing or media works (*e.g., create a dance piece inspired by a student-authored poem about relationships with the natural world ...*)

#### A2. Reflecting, Responding, and Analysing

**A2.1** construct personal interpretations of the messages in their own and others' dance pieces, including messages about issues relevant to their community and/or the world (*e.g., dance pieces on topics such as urban sprawl, land claims, poverty, homophobia, homelessness*), and communicate their responses in a variety of ways (*e.g., through writing, class discussion, oral reports, song, drama, visual art*)

**Teacher prompt:** "What statement did the dance we just watched make about global warming? Do you agree or disagree with the message the dance conveyed? Why? Was the message effectively conveyed?"

**A2.2** analyse, using dance vocabulary, their own and others' dance pieces to identify the elements of dance and the choreographic forms used in them and explain how they help communicate meaning (*e.g., use of crouching shapes low to the ground and bound energy communicates the idea of confined space; use of site-specific locations [outdoor playground] to structure a dance communicates the idea of connection to the environment*)

#### A3. Exploring Forms and Cultural Contexts

**A3.1** describe the evolution of dance and performance as different groups of people have responded to external factors such as migration, a new environment, and/or contact with other groups or cultures (*e.g., the evolution of Maritime Acadian folk dances into Louisiana Cajun dances such as fais do do and the Mardi Gras dance Krewes; the origins and development of French and Scottish jigs; the evolution of the Métis jig out of imitations of wildlife movements [prairie wild birds] and the intricate footwork of Native dancing and European jigs*)

### B. Drama

#### B2. Reflecting, Responding, and Analysing

**B2.1** construct personal interpretations of drama works, connecting drama issues and themes to their own and others' ideas, feelings, and experiences (*e.g., ... write in role about an*

*environmental issue, first from the point of view of an audience member and then from the point of view of an animal whose habitat is threatened)*

**Teacher prompt:** “This drama presented one side of an environmental issue. Whose perspective is missing? Why do you think it has been left out? How do you feel about that? What words might you give to this voice?”

## **C. Music**

### **C1. Creating and Performing**

**C1.3** create musical compositions in a variety of forms for specific purposes and audiences  
*(e.g., ... create compositions using found sounds or recycled materials)*

## **D. Visual Arts**

### **D1. Creating and Presenting**

**D1.1** create art works, using a variety of traditional forms and current media technologies, that express feelings, ideas, and issues, including opposing points of view *(e.g., ... performance art or an installation that portrays both sides of the struggle between humankind and nature; ...)*

**Teacher prompts:** “How will your art work convey opposing perspectives on an issue that you have chosen to explore (e.g., consumerism versus sustainability, land development versus conservation, global warming, poverty)?” ... “How does your installation communicate the benefits and challenges of environmental stewardship?”

### **D2. Reflecting, Responding, and Analysing**

**D2.1** interpret a variety of art works and identify the feelings, issues, themes, and social concerns that they convey *(e.g., compare the mood of two different works by two peers, such as Above the Gravel Pit by Emily Carr and Reflections, Bishop’s Pond by David Milne; ...)*

### **D3. Exploring Forms and Cultural Contexts**

**D3.1** identify and describe some of the ways in which visual art forms and styles reflect the beliefs and traditions of a variety of cultures and civilizations

**Teacher prompts:** ... “Compare the ways in which Impressionist artists and contemporary Cree artists depict nature. How are they different?” ...

## **French As a Second Language – Extended French, French Immersion (2001); Core French (1998)**

Although no overall or specific expectations explicitly address environmental education, in each of the strands the learning context (e.g., a topic or thematic unit related to the environment) and/or learning materials (e.g., books, websites, media) could be used to foster in students the development of environmental understanding.

## **B2. Movement Strategies**

**B2.1** demonstrate an understanding of the components of a range of physical activities ..., and apply this understanding as they participate in a variety of physical activities in indoor and outdoor environments

*Teacher prompt:* “Why do you need to consider etiquette and how to work well with others when engaging in various kinds of activities?”

*Student:* “... Another part of etiquette is showing that you respect the environment as well as other people. For example, you could show that you respect the environment when running by staying on trails or pathways rather than running off the path.”

**B2.2** describe and compare different categories of physical activities and describe strategies that they found effective while participating in a variety of physical activities in different categories

*Teacher prompt:* “Consider what is similar about activities like canoeing, triathlons, and track and field. What do these activities have in common, and what strategies might you use in all of these activities?”

## **History and Geography (2004)**

### ***History***

#### **New France**

The following overall expectation in the History strand addresses the interactions between humans and the environment within a historical context.

- use a variety of resources and tools to gather, process, and communicate information about how settlers in New France met the physical, social, and economic challenges of the new land

### ***Geography***

#### **The Themes of Geographic Inquiry**

- identify and explain the themes of geographic inquiry: location/place, environment, region, interaction, and movement
- analyse current environmental issues or events from the perspective of one or more of the themes of geographic inquiry

The following overall expectation provides students with opportunities to develop the skills of environmentally literate citizens (e.g., inquiry, higher-level thinking, futures thinking, and communication) in an environmental context.

- use a variety of geographic resources and tools to gather, process, and communicate geographic information

#### **Patterns in Physical Geography**

- explain how patterns of physical geography affect human activity around the world

The following overall expectation provides students with opportunities to develop the skills of environmentally literate citizens (e.g., inquiry, higher-level thinking, futures thinking, and communication) in an environmental context.

## Native Languages (2001)

Although no overall or specific expectations explicitly address environmental education, in each of the strands the learning context (e.g., a topic or thematic unit related to the environment) and/or learning materials (e.g., books, websites, media) could be used to foster in students the development of environmental understanding. Learning about aspects of Native culture and communities may provide for students opportunities to make connections with local places.

## Science and Technology (2007)

### ***Understanding Life Systems: Interactions in the Environment***

- 1 assess the impacts of human activities and technologies on the environment, and evaluate ways of controlling these impacts
  - 1.1 assess the impact of selected technologies on the environment
  - 1.2 analyse the costs and benefits of selected strategies for protecting the environment
- 2 investigate interactions within the environment, and identify factors that affect the balance between different components of an ecosystem
  - 2.2 design and construct a model ecosystem (e.g., a composter, a classroom terrarium, a greenhouse), and use it to investigate interactions between the biotic and abiotic components in an ecosystem
- 3 demonstrate an understanding of interactions between and among biotic and abiotic elements in the environment
  - 3.1 demonstrate an understanding of an ecosystem (e.g., a log, a pond, a forest) as a system of interactions between living organisms and their environment
  - 3.2 identify biotic and abiotic elements in an ecosystem, and describe the interactions between them (e.g., between hours of sunlight and the growth of plants in a pond; between a termite colony and a decaying log; between the soil, plants, and animals in a forest)
  - 3.3 describe the roles and interactions of producers, consumers, and decomposers within an ecosystem (e.g., *Plants are producers in ponds. They take energy from the sun and produce food, oxygen, and shelter for the other pond life. Black bears are consumers in forests. They eat fruits, berries, and other consumers. By eating other consumers, they help to keep a balance in the forest community. Bacteria and fungi are decomposers. They help to maintain healthy soil by breaking down organic materials such as manure, bone, spider silk, and bark. Earthworms then ingest the decaying matter, take needed nutrients from it, and return those nutrients to the soil through their castings.*)
  - 3.5 describe how matter is cycled within the environment and explain how it promotes sustainability (e.g., *bears carry salmon into the forest, where the remains decompose and add nutrients to the soil, thus supporting plant growth; through crop rotation, nutrients for future crops are created from the decomposition of the waste matter of previous crops*)
  - 3.7 explain why an ecosystem is limited in the number of living things (e.g., *plants and animals, including humans*) that it can support
  - 3.8 describe ways in which human activities and technologies alter balances and interactions in the environment (e.g., *clear-cutting a forest, overusing motorized water vehicles, managing wolf-killings in Yukon*)

## GRADE 8

See the Preface for important information on the organization of the following material.

### The Arts (2009)

#### A. Dance

##### A1. Creating and Presenting

- A1.1** create dance pieces to respond to issues that are personally meaningful to them (*e.g., young people’s relationship to authority, global warming [glacial melting, extreme weather events], recycling, land claims, bike lanes*)  
**Teacher prompts:** “How would you structure a dance to convey the impact of a tsunami (the calm before the storm, storm escalating, chaos) on the environment and humans?” ...
- A1.2** use dance as a language to communicate messages about themes of social justice and/or environmental health (*e.g., possible solutions to bullying, poverty, racism, pollution, land claims, homelessness, war, deforestation, oppression, colonization*)
- A1.3** determine the appropriate choreographic form and create dance pieces for a specific audience or venue (*e.g., ... use features of a site-specific outdoor space to structure a dance on an environmental theme*)
- A1.4** use technology, including multimedia, to enhance the message communicated by the choreography in a dance piece  
**Teacher prompt:** “How could you use light and/or sound technology to enhance the message of your dance piece about the majesty of forests?”

##### A2. Reflecting, Responding, and Analysing

- A2.1** construct personal and/or group interpretations of the themes in their own and others’ dance pieces (*e.g., the role of greed in deforestation, war, global warming, poverty*) and communicate their responses in a variety of ways (*e.g., through writing, discussion, oral report, song, drama, visual art, dance*)  
**Teacher prompts:** “How do the projected images (*e.g., of deforestation, war, global warming, poverty*) in this dance piece reinforce the choreographer’s intent?” “What choices did you make in your dance about how to convey your opinion on homelessness?”

#### B. Drama

##### B1. Creating and Presenting

- B1.1** engage actively in drama exploration and role play, with a focus on examining multiple perspectives and possible outcomes related to complex issues, themes, and relationships from a wide variety of sources and diverse communities (*e.g., identify significant perspectives related to an issue and assume roles to give voice to the different perspectives; use improvisation to communicate insights about life events and*

## **Critical and Creative Thinking**

- 1.5** use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education (e.g., *Active Living: ... plan ways to promote the involvement of all the students in the school in “healthy schools” activities such as litterless lunch programs ...*)

## **A. Active Living**

### **A1. Active Participation**

- A1.1** actively participate according to their capabilities in a wide variety of program activities (e.g., ... *outdoor pursuits*)
- A1.2** demonstrate an understanding of factors that contribute to their personal enjoyment of being active (e.g., ... *being able to take part in activities in a natural environment; ...*), as they participate in a diverse range of physical activities in a variety of indoor and outdoor environments
- A1.3** demonstrate an understanding of factors that motivate personal participation in physical activities every day (e.g., ... *experiencing personal enjoyment*), and explain how these factors can be used to influence others to be physically active [CT]  
*Students:* “By being active, you can be a good role model and influence others.... On the weekends when I go for a bike ride, my father often comes with me.”

### **A3. Safety**

- A3.1** demonstrate behaviours and apply procedures that maximize their safety and that of others (e.g., ... *wearing sunscreen, long sleeves, sunglasses, and a hat to limit UV exposure*) in a variety of physical activity settings (e.g., ... *outdoor recreational venues*)  
*Teacher prompt:* “Other than school facilities, what are some local indoor and outdoor recreational venues in our community that we can use for physical activities? What safety considerations do you need to think about, whether you are participating in physical activity at school or in the community?”  
*Student:* “We have several parks, including a skateboard park, as well as fields, hiking trails, bike paths, a rink, and a lake that is close by. Wherever we participate in physical activities, we need to be aware of ourselves and others in our surroundings...”

## **B. Movement Competence: Skills, Concepts, and Strategies**

### **B1. Movement Skills and Concepts**

- B1.2** perform a wide variety of locomotor movements, with and without equipment, while responding to a variety of external stimuli (e.g., ... *change styles of cross-country skiing depending on snow and terrain conditions, using a skate technique on open, flat sections and a classic technique on narrower trails*)
- B1.3** use and combine sending, receiving, and retaining skills in response to a variety of external stimuli, while applying basic principles of movement (e.g., *shift weight and use all joints for maximum force when throwing against the wind; ...*)  
*Teacher prompt:* “How will you adjust for the wind when throwing an object?”

The following overall expectation provides students with opportunities to develop the skills of environmentally literate citizens (e.g., inquiry, higher-level thinking, futures thinking, and communication) in an environmental context.

- use a variety of geographic representations, resources, tools, and technologies to gather, process, and communicate geographic information about patterns in human geography

### **Economic Systems**

The following two overall expectations, with support from their specific expectations, address the ways in which humans and the natural environment are interdependent, including ways in which technology has changed human interaction with the natural environment.

- describe the characteristics of different types of economic systems and the factors that influence them, including economic relationships and levels of industrial development
- compare the economies of different communities, regions, or countries, including the influence of factors such as industries, access to resources, and access to markets

The following overall expectation provides students with opportunities to develop the skills of environmentally literate citizens (e.g., inquiry, higher-level thinking, futures thinking, and communication) in an environmental context.

- use a variety of geographic representations, resources, tools, and technologies to gather, process, and communicate geographic information about regional, national, and international economic systems

### **Migration**

Environmental factors, both human and natural (e.g., climate, economic potential, communication and transportation systems) influence migration. Another factor that needs to be considered is the natural capacity of a settlement to support its residents.

- identify factors that affect migration and mobility, describe patterns and trends of migration in Canada, and identify the effects of migration on Canadian society

## **Language (2006)**

Although no specific or overall expectations explicitly address environmental education, in each of the strands the learning context (e.g., a topic or thematic unit related to the environment) and/or learning materials (e.g., books, websites, media) can be used to foster in students the development of environmental understanding, with a focus on critical literacy. Also, in each of the strands, there are some expectations that can provide opportunities for exploring environmental education – for example, expectations on making inferences, making connections, analysing and evaluating texts, developing a point of view, and doing research. Critical literacy involves the capacity for analysing texts and challenging their underlying messages, demonstrating self-criticism, and remaining open to further insights into the text.

The examples in the following expectations from the language document provide a context for environmental education.

## Native Languages (2001)

Although no overall or specific expectations explicitly address environmental education, in each of the strands the learning context (e.g., a topic or thematic unit related to the environment) and/or learning materials (e.g., books, websites, media) could be used to foster in students the development of environmental understanding. Learning about aspects of Native culture and communities may provide for students opportunities to make connections with local places. An example in the following expectation in the Writing strand provides an opportunity for environmental education.

### **Writing**

- write for a variety of purposes using different forms (e.g., ... write a story to illustrate how Native people view the relationship between humans and the land)

## Science and Technology (2007)

### **Understanding Life Systems: Cells**

- 1 assess the impact of cell biology on individuals, society, and the environment
- 1.2 assess the potential that our understanding of cells and cell processes has for both beneficial and harmful effects on human health and the environment, taking different perspectives into account (e.g., *the perspectives of farmers, pesticide manufacturers, people with life-threatening illnesses*)

### **Understanding Structures and Mechanisms: Systems in Action**

- 1 assess the personal, social, and/or environmental impacts of a system, and evaluate improvements to a system and/or alternative ways of meeting the same needs
  - 1.1 assess the social, economic, and environmental impacts of automating systems
  - 1.2 assess the impact on individuals, society, and the environment of alternative ways of meeting needs that are currently met by existing systems, taking different points of view into consideration
- 3 demonstrate an understanding of different types of systems and the factors that contribute to their safe and efficient operation
- 3.9 identify social factors that influence the evolution of a system (e.g., *growing concern over the amount of waste creates a need for recycling centres, and the recycling centres must grow as population and waste increase; the desire to make tasks easier creates a need for pulley systems, gear systems, and hydraulic and pneumatic systems; changes in traditional work hours created by technological advances can influence changes in a child care system*)

### **Understanding Matter and Energy: Fluids**

- 1 analyse how the properties of fluids are used in various technologies, and assess the impact of these technologies on society and the environment
  - 1.1 assess the social, economic, and environmental impacts of selected technologies that are based on the properties of fluids
  - 1.2 assess the impact of fluid spills on society and the environment, including the cost of the cleanup and the effort involved

