

Grade	Subject	Outcomes Related to Energy and the Environment
3	<b>Science</b>	<ul style="list-style-type: none"> <li>• Topic A – Rocks and Minerals</li> <li>• Topic E – Animal Life Cycles</li> </ul>
	<b>Social Studies</b>	<p><b>Values and Attitudes</b>  Applies to all grades  Social studies provides learning opportunities for students to:</p> <ul style="list-style-type: none"> <li>• thrive in their evolving identity with a legitimate sense of belonging to their communities, Canada and the world</li> <li>• demonstrate a global consciousness with respect to humanity and world issues</li> <li>• demonstrate a consciousness for the limits of the natural environment, stewardship for the land and an understanding of the principles of sustainability.</li> </ul> <p><b>Knowledge and Understanding</b>  Applies to all grades</p> <ul style="list-style-type: none"> <li>• understand that humans exist in a dynamic relationship with the natural environment.</li> </ul> <p><b>3.1 Communities in the World</b>  <b>General Outcome</b></p> <ul style="list-style-type: none"> <li>• Students will demonstrate an understanding and appreciation of how geographic, social, cultural and linguistic factors affect quality of life in communities in India, Tunisia, Ukraine and Peru.</li> </ul> <p><b>3.1.3</b></p> <ul style="list-style-type: none"> <li>• In what ways do the communities show concern for their natural environment?</li> </ul> <p><b>3.2 Global Citizenship</b>  <b>General Outcome</b></p> <ul style="list-style-type: none"> <li>• Students will demonstrate an understanding and appreciation of Canada’s roles and responsibilities in global citizenship in relation to communities in India, Tunisia, Ukraine and Peru.</li> </ul> <p><b>3.2.2</b></p> <ul style="list-style-type: none"> <li>• What are some environmental concerns that Canada and communities around the world share</li> </ul>
	<b>Language Arts</b>	<p>ELA implicitly connects to environmental education because it is processed based. The aim of ELA is to enable each student to understand and appreciate language and to use it confidently and competently in a variety of situations for communication, personal satisfaction and Learning.</p> <p>Students will listen, speak, read, write, view, and represent</p>

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- To explore thoughts, feelings, and experiences. (General Outcome 1)
  - To comprehend and respond personally and critically to oral, print, and other media texts. (General Outcome 2)
  - To manage ideas and information (General Outcome 3)
  - To enhance the clarity and artistry of communication. (General Outcome 4)
  - To respect, support and collaborate with others. (Outcome 5)

**Mathematics** Mathematics outcomes, whether process or content oriented, can be readily set in the context of energy and environmental issues, notably through problem solving and other real world and other real world applications.

**Goals for students (Alberta Program of Studies)**

The main goals of mathematics education are to prepare students to:

- solve problems
- communicate and reason mathematically
- make connections between mathematics and its applications
- become mathematically literate
- appreciate and value mathematics
- make informed decisions as contributors to society

Students who have met these goals:

- gain an understanding and appreciation of the role of mathematics in society
- exhibit a positive attitude toward mathematics
- engage and persevere in mathematical problem solving
- contribute to mathematical discussions
- take risks in performing mathematical tasks
- exhibit curiosity about mathematics and situations involving mathematics.

Teachers can assist students in attaining these goal by developing a classroom atmosphere that fosters conceptual understanding through:

- taking risks
  - thinking and reflecting independently
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- sharing and communicating mathematical understanding
  - solving problems in individual and group projects
  - pursuing greater understanding of mathematics
  - appreciating the value of mathematics throughout history.

**Physical Education**

Physical Education outcomes readily invite the use of outdoor environments as a context for learning activities, incorporating active, physical components into cross-curricular studies in energy and the environment.

**Music**

Students may choose to express or respond to ideas or concerns about the environment in their music listening or composing.

**Visual Arts**

Students may choose to express ideas or concerns about the environment in the development of their own art; students may respond to ideas or concerns about an environmental issue as viewed in the art of others.

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