

Grade	Subject	Outcomes Related to Energy and the Environment
5	Science Social Studies	<ul style="list-style-type: none"> • Topic D – Weather Watch • Topic E – Wetland Ecosystems <p>Values and Attitudes Applies to all grades Social studies provides learning opportunities for students to:</p> <ul style="list-style-type: none"> • thrive in their evolving identity with a legitimate sense of belonging to their communities, Canada and the world • demonstrate a global consciousness with respect to humanity and world issues • demonstrate a consciousness for the limits of the natural environment, stewardship for the land and an understanding of the principles of sustainability. <p>Knowledge and Understanding Applies to all grades</p> <ul style="list-style-type: none"> • understand that humans exist in a dynamic relationship with the natural environment. <p>5.1 Physical Geography of Canada General Outcome</p> <ul style="list-style-type: none"> • Students will demonstrate an understanding and appreciation of how the physical geography and natural resources of Canada affect the quality of life of all Canadians. <p>5.1.1 value Canada’s physical geography and natural environment:</p> <ul style="list-style-type: none"> • appreciate the variety and abundance of natural resources in Canada • appreciate the diversity of geographic phenomena in Canada • appreciate the environmental significance of national parks and protected areas in Canada • appreciate how the land sustains communities and the diverse ways that people have of living with the land • appreciate the influence of the natural environment on the growth and development of • Canada • demonstrate care and concern for the environment through their choices and actions • appreciate the geographic vastness of Canada <p>5.1.2 examine, critically, the physical geography of Canada by exploring and reflecting upon the following questions and issues:</p> <ul style="list-style-type: none"> • What are the major geographical regions, landforms and bodies of water in Canada? • How do landforms, bodies of water and natural resources affect the quality of life in Canada? • How have natural disasters and severe weather been part of Canada’s physical geography?

- What are the differences and similarities among the geographical regions of Canada?
- How is the geographical region they live in different from other regions of Canada?
- What are the factors that determine climate in the diverse geographical regions of Canada (e.g., latitude, water, mountains)?
- How are Canada's national parks and protected areas important to the sustainability of Canada's natural environment?

5.1.3 analyze how people in Canada interact with the environment by exploring and reflecting upon the following questions and issues:

- In what ways do natural resources and the physical geography of a region determine the establishment of communities?
- How are natural resources used, exchanged and conserved in Canada?

Whose responsibility should it be to ensure the preservation of Canada's national parks and protected areas?

Language Arts

ELA implicitly connects to environmental education because it is processed based. The aim of ELS 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.

Students will listen, speak, read, write, view, and represent

- 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

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

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- 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
- 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.
