

British Columbia

Curricular Connections for Plants, People + Climate Change



Lesson # 1 – Plants, Planet, People

Grade 3

Students are expected to do:

- **Science**
Demonstrate curiosity and a sense of wonder about the world
- **Science**
Experience and interpret the local environment
- **Science**
Identify First Peoples perspectives and knowledge as sources of information
- **Science**
Make observations about living and non-living things in the local environment
- **Science**
Observe objects and events in familiar contexts

Students are expected to know:

- **Science**
Biodiversity in the local environment
- **Science**
The knowledge of local First Peoples of ecosystems
- **Social Studies**
Interconnections of cultural and technological innovations of global and local indigenous peoples

Grade 4

Students are expected to do:

- **Science**
Demonstrate curiosity about the natural world
- **Science**
Identify First Peoples perspectives and knowledge as sources of information

- **Science**
Make observations about living and non-living things in the local environment
- **Science**
Observe objects and events in familiar contexts

Students are expected to know:

- **Science**
Sensing and responding: — humans — other animals — plants
- **Social Studies**
Physiographic features and natural resources of Canada

Lesson # 2 – Plant Needs

Grade 3

Students are expected to do:

- **Science**
Demonstrate curiosity and a sense of wonder about the world
- **Science**
Experience and interpret the local environment
- **Science**
Identify First Peoples perspectives and knowledge as sources of information
- **Science**
Make observations about living and non-living things in the local environment
- **Science**
Observe objects and events in familiar contexts

Students are expected to know:

- **Science**
Biodiversity in the local environment
- **Science**
The knowledge of local First Peoples of ecosystems
- **Social Studies**
Aspects of life shared by and common to peoples and cultures

Grade 4

Students are expected to do:

- **Science**
Demonstrate curiosity about the natural world
- **Science**

- Identify First Peoples perspectives and knowledge as sources of information
- **Science**
Make observations about living and non-living things in the local environment
 - **Science**
Observe objects and events in familiar contexts

Students are expected to know:

- **Science**
Sensing and responding: — humans — other animals — plants
- **Social Studies**
Physiographic features and natural resources of Canada

Lesson # 3 – Plant Adaptations

Grade 3

Students are expected to do:

- **Science**
Demonstrate curiosity and a sense of wonder about the world
- **Science**
Experience and interpret the local environment
- **Science**
Identify First Peoples perspectives and knowledge as sources of information
- **Science**
Make observations about living and non-living things in the local environment

Students are expected to know:

- **Science**
Biodiversity in the local environment
- **Science**
The knowledge of local First Peoples of ecosystems

Grade 4

Students are expected to do:

- **Science**
Demonstrate curiosity about the natural world
- **Science**
Identify First Peoples perspectives and knowledge as sources of information
- **Science**
Make observations about living and non-living things in the local environment

- **Science**
Observe objects and events in familiar contexts

Students are expected to know:

- **Science**
Sensing and responding: — humans — other animals — plants

Lesson #4 – Plants, Us and Climate Change

Grade 3

Students are expected to do:

- **Science**
Demonstrate curiosity and a sense of wonder about the world
- **Science**
Experience and interpret the local environment
- **Science**
Identify First Peoples perspectives and knowledge as sources of information
- **Science**
Identify some simple environmental implications of their and others' actions
- **Science**
Make observations about living and non-living things in the local environment
- **Science**
Observe objects and events in familiar contexts
- **Social Studies**
Recognize causes and consequences of events, decisions, or developments (cause and consequence)

Students are expected to know:

- **Science**
Biodiversity in the local environment
- **Science**
The knowledge of local First Peoples of ecosystems

Grade 4

Students are expected to do:

- **Science**
Demonstrate curiosity about the natural world
- **Science**
Identify First Peoples perspectives and knowledge as sources of information
- **Science**
Identify some simple environmental implications of their and others' actions

- **Science**
Make observations about living and non-living things in the local environment

Students are expected to know:

- **Science**
Sensing and responding: — humans — other animals — plants
- **Science**
The effect of temperature on particle movement

Lesson #5 – Plant Needs and Climate Change

Grade 3

Students are expected to do:

- **Science**
Demonstrate curiosity and a sense of wonder about the world
- **Science**
Experience and interpret the local environment
- **Science**
Identify First Peoples perspectives and knowledge as sources of information
- **Science**
Identify some simple environmental implications of their and others' actions
- **Science**
Make observations about living and non-living things in the local environment
- **Social Studies**
Recognize causes and consequences of events, decisions, or developments (cause and consequence)

Students are expected to know:

- **Science**
Biodiversity in the local environment
- **Science**
The knowledge of local First Peoples of ecosystems

Grade 4

Students are expected to do:

- **Science**
Demonstrate curiosity about the natural world
- **Science**
Identify First Peoples perspectives and knowledge as sources of information
- **Science**

- Identify some simple environmental implications of their and others' actions
- **Science**
Make observations about living and non-living things in the local environment

Students are expected to know:

- **Science**
Sensing and responding: — humans — other animals — plants
- **Science**
The effect of temperature on particle movement

Lesson #6 – Soil and Climate Change

Grade 3

Students are expected to do:

- **Science**
Demonstrate curiosity and a sense of wonder about the world
- **Science**
Experience and interpret the local environment
- **Science**
Identify First Peoples perspectives and knowledge as sources of information
- **Science**
Identify some simple environmental implications of their and others' actions
- **Science**
Make observations about living and non-living things in the local environment
- **Social Studies**
Recognize causes and consequences of events, decisions, or developments (cause and consequence)

Students are expected to know:

- **Science**
Biodiversity in the local environment
- **Science**
The knowledge of local First Peoples of ecosystems

Grade 4

Students are expected to do:

- **Science**
Demonstrate curiosity about the natural world
- **Science**
Identify First Peoples perspectives and knowledge as sources of information

- **Science**
Identify some simple environmental implications of their and others' actions
- **Science**
Make observations about living and non-living things in the local environment

Students are expected to know:

- **Science**
Sensing and responding: — humans — other animals — plants
- **Science**
The effect of temperature on particle movement

Lesson #7 – Food Waste

Grade 3

Students are expected to do:

- **Science**
Demonstrate curiosity and a sense of wonder about the world
- **Science**
Experience and interpret the local environment
- **Science**
Identify First Peoples perspectives and knowledge as sources of information
- **Science**
Identify some simple environmental implications of their and others' actions
- **Science**
Make observations about living and non-living things in the local environment
- **Social Studies**
Recognize causes and consequences of events, decisions, or developments (cause and consequence)

Students are expected to know:

- **Science**
The knowledge of local First Peoples of ecosystems

Grade 4

Students are expected to do:

- **Science**
Demonstrate curiosity about the natural world
- **Science**
Identify First Peoples perspectives and knowledge as sources of information
- **Science**

- Identify some simple environmental implications of their and others' actions
- **Science**
Make observations about living and non-living things in the local environment

Students are expected to know:

- **Science**
Sensing and responding: — humans — other animals — plants

Lesson #8 – Take Action

Grade 3

Students are expected to do:

- **Science**
Demonstrate curiosity and a sense of wonder about the world
- **Science**
Experience and interpret the local environment
- **Science**
Identify First Peoples perspectives and knowledge as sources of information
- **Science**
Identify some simple environmental implications of their and others' actions
- **Science**
Make observations about living and non-living things in the local environment

Students are expected to know:

- **Science**
Biodiversity in the local environment
- **Science**
The knowledge of local First Peoples of ecosystems
- **Social Studies**
Interconnections of cultural and technological innovations of global and local indigenous peoples

Grade 4

Students are expected to do:

- **Science**
Demonstrate curiosity about the natural world
- **Science**

- Identify First Peoples perspectives and knowledge as sources of information
- **Science**
Identify some simple environmental implications of their and others' actions
- **Science**
Make observations about living and non-living things in the local environment

Students are expected to know:

- **Science**
Sensing and responding: — humans — other animals — plants

Other Relevant Curricular Connections (English, Art, Math & Health)

Grade 3

Health/Wellness

Students are expected to do:

- Explore and describe strategies for making healthy eating choices in a variety of settings
- Explore and describe strategies for pursuing personal healthy-living goals

Students are expected to know:

- Nutrition and hydration choices to support different activities and overall health
- Strategies for accessing health information

Math

Students are expected to do:

- Engage in problem-solving experiences that are connected to place, story, cultural practices, and perspectives relevant to local First Peoples communities, the local community, and other cultures

Grade 4

English/LA

Students are expected to do:

- Develop awareness of how story in First Peoples cultures connects people to land

Health/Wellness

Students are expected to do:

- Examine and explain how health messages can influence behaviours and decisions
- Explain the relationship of healthy eating to overall health and well-being
- Identify and describe factors that influence healthy choices

Students are expected to know:

- Food portion sizes and number of servings
- Media messaging and body image
- Practices that promote health and well-being, including those relating to physical activity, sleep, healthy eating, and illness prevention

Math**Students are expected to do:**

- Engage in problem-solving experiences that are connected to place, story, cultural practices, and perspectives relevant to local First Peoples communities, the local community, and other cultures