

# Manitoba

## Curricular Connections for Plants, People + Climate Change



### Lesson # 1 – Plants, Planet, People

#### Grade 3

- **Science**  
**3-1-01** Use appropriate vocabulary related to their investigations of growth and changes in plants. Include: growing medium, nutrient, energy, root, stem, leaf, flowers, pistil, stamen, ovule, pollen, seed, fruit, adaptation, life cycle.
- **Science**  
**3-1-02** Observe, compare, and contrast the structure and appearance of several types of plants. Examples: plants with different types of roots, trees with needles and trees with leaves...
- **Science**  
**3-1-03** Show respect for plants as living things.
- **Science**  
**3-1-04** Conduct experiments to determine conditions needed for healthy plant growth. Include: light, water, air, space, warmth, growing medium, nutrients.
- **Science**  
**3-1-05** Recognize that a plant uses the Sun's energy to make its own food.
- **Science**  
**3-1-07** Identify the basic parts of plants and describe their functions. Include: roots, stems, leaves, flowers, pistil, stamen, ovule, pollen, seeds, fruit.
- **Science**  
**3-1-10** Care for a flowering plant throughout its life cycle, tracking its growth and its changes over time.
- **Science**  
**3-1-11** Identify characteristics that remain constant and those that change throughout the life cycle of a flowering plant. Examples: generally, for a given plant, the leaf shape and flower colour stay the same, whereas the leaf size and number of leaves change...
- **Science**  
**3-1-12** Identify needs common to plants and animals, and contrast how they meet those needs.
- **Science**  
**3-1-13** Describe ways that plants and animals depend on each other. Examples: plants provide food and shelter for some animals, animals help distribute pollen and seeds...

- **Science**  
3-1-14 Describe ways plants are important to the environment. Examples: improve soil, air, and water quality; reduce erosion...
- **Science**  
3-1-15 Identify and describe hobbies and jobs involving plants.
- **Science**  
3-1-16 Identify how humans from various cultures use plant parts for food and medicine. Examples: use of roots for food (carrots) and medicine (ginseng)...
- **Science**  
3-1-17 Investigate to determine how humans from various cultures make useful products from plant materials. Examples: lumber milling, paper making, rope making, fabric making...
- **Social Studies**  
3-KE-036 Give examples of how the natural environment influences work, goods, technologies, and trade in communities studied.
- **Social Studies**  
3-KL-018 Give examples of the use of natural resources in communities studied.
- **Social Studies**  
3-KL-019 Recognize that people have diverse ways of living on or with the land.
- **Social Studies**  
3-S-103 Make decisions that reflect care, concern, and responsibility for the environment.
- **Social Studies**  
3-VL-006 Value the land for what it provides for communities.

## Grade 4

- **Science**  
4-1-01 Use appropriate vocabulary related to their investigations of habitats and communities. Include: habitat, physical adaptation, behavioural adaptation, traditional knowledge, technological development, population, community, food chain, food web, organism, producer, consumer, herbivore, omnivore, carnivore, predator, prey, scavenger, endangerment, extinction, conservation.
- **Science**  
4-1-02 Recognize that each plant and animal depends on a specific habitat to meet its needs.
- **Science**  
4-1-07 Investigate and describe a variety of local and regional habitats and their associated populations of plants and animals.
- **Science**  
4-1-08 Predict and test to determine an appropriate method for measuring a plant population within a given habitat.
- **Science**  
4-1-09 Recognize that plant and animal populations interact within a community.
- **Science**  
4-1-10 Recognize that the food chain is a system in which some of the energy from the Sun is transferred eventually to animals.

- **Science**  
4-1-11 Construct food chains and food webs, and classify organisms according to their roles. Include: producer, consumer, herbivore, omnivore, carnivore, predator, prey, scavenger.
- **Science**  
4-1-12 Use the design process to construct a model of a local or regional habitat and its associated populations of plants and animals
- **Science**  
4-1-16 Describe how specific technological developments have enabled humans to increase their knowledge about plant and animal populations. Examples: radio collar tracking, timelapse photography...
- **Science**  
4-1-17 Recognize and appreciate how traditional knowledge contributes to our understanding of plant and animal populations and interactions.
- **Science**  
4-4-15 Identify natural phenomena and human activities that cause significant changes in the landscape. Examples: floods, avalanches, mud slides, hydroelectric dams, clearing land for agriculture, clear-cut forestry, forest fires...
- **Social Studies**  
4-KL-017 Describe characteristics of the geographic regions of Canada. Examples: landforms, bodies of water, vegetation, climate, population distribution...
- **Social Studies**  
4-KL-020 Locate on a map and describe geographic features of Manitoba. Examples: lakes and rivers, landforms, vegetation, forests, parks, cities and towns, First Nations communities...
- **Social Studies**  
4-KL-021 Locate on a map and identify major natural resources in Manitoba.
- **Social Studies**  
4-KL-024 Give examples of Aboriginal peoples' traditional relationships with the land.
- **Social Studies**  
4-S-103 Make decisions that reflect care, concern, and responsibility for the environment.

## Lesson # 2 – Plant Needs

### Grade 3

- **Science**  
3-1-01 Use appropriate vocabulary related to their investigations of growth and changes in plants. Include: growing medium, nutrient, energy, root, stem, leaf, flowers, pistil, stamen, ovule, pollen, seed, fruit, adaptation, life cycle.
- **Science**  
3-1-02 Observe, compare, and contrast the structure and appearance of several types of plants. Examples: plants with different types of roots, trees with needles and trees with leaves...
- **Science**  
3-1-03 Show respect for plants as living things.

- **Science**  
3-1-04 Conduct experiments to determine conditions needed for healthy plant growth. Include: light, water, air, space, warmth, growing medium, nutrients.
- **Science**  
3-1-05 Recognize that a plant uses the Sun's energy to make its own food.
- **Science**  
3-1-06 Use the design process to construct an environment that enhances plant growth. Examples: window sill garden, terrarium, cold frames...
- **Science**  
3-1-07 Identify the basic parts of plants and describe their functions. Include: roots, stems, leaves, flowers, pistil, stamen, ovule, pollen, seeds, fruit.
- **Science**  
3-1-10 Care for a flowering plant throughout its life cycle, tracking its growth and its changes over time.
- **Science**  
3-1-11 Identify characteristics that remain constant and those that change throughout the life cycle of a flowering plant. Examples: generally, for a given plant, the leaf shape and flower colour stay the same, whereas the leaf size and number of leaves change...
- **Science**  
3-1-12 Identify needs common to plants and animals, and contrast how they meet those needs.
- **Social Studies**  
3-KE-036 Give examples of how the natural environment influences work, goods, technologies, and trade in communities studied.
- **Social Studies**  
3-KL-018 Give examples of the use of natural resources in communities studied.
- **Social Studies**  
3-KL-019 Recognize that people have diverse ways of living on or with the land.
- **Social Studies**  
3-S-103 Make decisions that reflect care, concern, and responsibility for the environment.
- **Social Studies**  
3-VL-006 Value the land for what it provides for communities.

## Grade 4

- **Science**  
4-1-01 Use appropriate vocabulary related to their investigations of habitats and communities. Include: habitat, physical adaptation, behavioural adaptation, traditional knowledge, technological development, population, community, food chain, food web, organism, producer, consumer, herbivore, omnivore, carnivore, predator, prey, scavenger, endangerment, extinction, conservation.
- **Science**  
4-1-02 Recognize that each plant and animal depends on a specific habitat to meet its needs.
- **Science**

- 4-1-09 Recognize that plant and animal populations interact within a community.
- **Science**
  - 4-1-17 Recognize and appreciate how traditional knowledge contributes to our understanding of plant and animal populations and interactions.
- **Science**
  - 4-4-12 Investigate and describe ways in which soil erosion is controlled or minimized in their community and in communities around the world. Examples: windbreaks, retaining walls, terracing, cover crops, reforestation...
- **Science**
  - 4-4-13 Use the design process to determine an appropriate system for controlling soil erosion in a given situation.
- **Science**
  - 4-4-15 Identify natural phenomena and human activities that cause significant changes in the landscape. Examples: floods, avalanches, mud slides, hydroelectric dams, clearing land for agriculture, clear-cut forestry, forest fires...
- **Social Studies**
  - 4-KL-024 Give examples of Aboriginal peoples' traditional relationships with the land.
- **Social Studies**
  - 4-S-103 Make decisions that reflect care, concern, and responsibility for the environment.

## Lesson # 3 – Plant Adaptations

### Grade 3

- **Science**
  - 3-1-01 Use appropriate vocabulary related to their investigations of growth and changes in plants. Include: growing medium, nutrient, energy, root, stem, leaf, flowers, pistil, stamen, ovule, pollen, seed, fruit, adaptation, life cycle.
- **Science**
  - 3-1-02 Observe, compare, and contrast the structure and appearance of several types of plants. Examples: plants with different types of roots, trees with needles and trees with leaves...
- **Science**
  - 3-1-03 Show respect for plants as living things.
- **Science**
  - 3-1-04 Conduct experiments to determine conditions needed for healthy plant growth. Include: light, water, air, space, warmth, growing medium, nutrients.
- **Science**
  - 3-1-06 Use the design process to construct an environment that enhances plant growth. Examples: window sill garden, terrarium, cold frames...
- **Science**
  - 3-1-08 Explain how different adaptations of plants help them survive in particular environments. Examples: cacti have fleshy stems that store water, allowing them to

survive in a dry environment; plants with tap roots can grow well in heavily compacted soil...

- **Science**  
**3-1-11** Identify characteristics that remain constant and those that change throughout the life cycle of a flowering plant. Examples: generally, for a given plant, the leaf shape and flower colour stay the same, whereas the leaf size and number of leaves change...
- **Science**  
**3-1-12** Identify needs common to plants and animals, and contrast how they meet those needs.
- **Science**  
**3-1-16** Identify how humans from various cultures use plant parts for food and medicine. Examples: use of roots for food (carrots) and medicine (ginseng)...
- **Science**  
**3-4-07** Conduct experiments to determine how different soils affect the growth of plants. Examples: compare the same type of plant grown in sand versus potting soil...
- **Social Studies**  
**3-KE-036** Give examples of how the natural environment influences work, goods, technologies, and trade in communities studied.
- **Social Studies**  
**3-KL-018** Give examples of the use of natural resources in communities studied.
- **Social Studies**  
**3-KL-019** Recognize that people have diverse ways of living on or with the land.
- **Social Studies**  
**3-S-103** Make decisions that reflect care, concern, and responsibility for the environment.
- **Social Studies**  
**3-VL-006** Value the land for what it provides for communities.

## Grade 4

- **Science**  
**4-1-01** Use appropriate vocabulary related to their investigations of habitats and communities. Include: habitat, physical adaptation, behavioural adaptation, traditional knowledge, technological development, population, community, food chain, food web, organism, producer, consumer, herbivore, omnivore, carnivore, predator, prey, scavenger, endangerment, extinction, conservation.
- **Science**  
**4-1-12** Use the design process to construct a model of a local or regional habitat and its associated populations of plants and animals
- **Science**  
**4-1-16** Describe how specific technological developments have enabled humans to increase their knowledge about plant and animal populations. Examples: radio collar tracking, timelapse photography...
- **Science**

**4-1-17** Recognize and appreciate how traditional knowledge contributes to our understanding of plant and animal populations and interactions.

- **Social Studies**  
**4-KL-024** Give examples of Aboriginal peoples' traditional relationships with the land.
- **Social Studies**  
**4-S-103** Make decisions that reflect care, concern, and responsibility for the environment.

## **Lesson #4 – Plants, Us and Climate Change**

### **Grade 3**

- **Science**  
**3-1-14** Describe ways plants are important to the environment. Examples: improve soil, air, and water quality; reduce erosion...
- **Science**  
**3-1-15** Identify and describe hobbies and jobs involving plants.
- **Science**  
**3-1-17** Investigate to determine how humans from various cultures make useful products from plant materials. Examples: lumber milling, paper making, rope making, fabric making...
- **Science**  
**3-1-18** Explain how humans replenish the plants they use and the consequences if plants are not replenished. Examples: after loggers harvest trees, new ones should be planted to ensure a future lumber supply...
- **Social Studies**  
**3-KE-036** Give examples of how the natural environment influences work, goods, technologies, and trade in communities studied.
- **Social Studies**  
**3-KL-018** Give examples of the use of natural resources in communities studied.
- **Social Studies**  
**3-KL-019** Recognize that people have diverse ways of living on or with the land.
- **Social Studies**  
**3-S-103** Make decisions that reflect care, concern, and responsibility for the environment.
- **Social Studies**  
**3-VL-006** Value the land for what it provides for communities.

### **Grade 4**

- **Science**  
**4-1-01** Use appropriate vocabulary related to their investigations of habitats and communities. Include: habitat, physical adaptation, behavioural adaptation, traditional

knowledge, technological development, population, community, food chain, food web, organism, producer, consumer, herbivore, omnivore, carnivore, predator, prey, scavenger, endangerment, extinction, conservation.

- **Science**  
**4-1-16** Describe how specific technological developments have enabled humans to increase their knowledge about plant and animal populations. Examples: radio collar tracking, timelapse photography...
- **Science**  
**4-1-17** Recognize and appreciate how traditional knowledge contributes to our understanding of plant and animal populations and interactions.
- **Science**  
**4-4-12** Investigate and describe ways in which soil erosion is controlled or minimized in their community and in communities around the world. Examples: windbreaks, retaining walls, terracing, cover crops, reforestation...
- **Science**  
**4-4-13** Use the design process to determine an appropriate system for controlling soil erosion in a given situation.
- **Science**  
**4-4-15** Identify natural phenomena and human activities that cause significant changes in the landscape. Examples: floods, avalanches, mud slides, hydroelectric dams, clearing land for agriculture, clear-cut forestry, forest fires...
  
- **Social Studies**
- **4-KL-023** Identify issues related to environmental stewardship and sustainability in Manitoba.
- **Social Studies**  
**4-KL-024** Give examples of Aboriginal peoples' traditional relationships with the land.
- **Social Studies**  
**4-KL-026** Describe the influence of the natural environment on settlement in Manitoba.
- **Social Studies**  
**4-S-103** Make decisions that reflect care, concern, and responsibility for the environment.

## Lesson #5 – Plant Needs and Climate Change

### Grade 3

- **Science**  
**3-1-12** Identify needs common to plants and animals, and contrast how they meet those needs.
- **Science**  
**3-1-13** Describe ways that plants and animals depend on each other. Examples: plants provide food and shelter for some animals, animals help distribute pollen and seeds...



- **Science**  
3-1-14 Describe ways plants are important to the environment. Examples: improve soil, air, and water quality; reduce erosion...
- **Science**  
3-1-15 Identify and describe hobbies and jobs involving plants.
- **Science**  
3-1-16 Identify how humans from various cultures use plant parts for food and medicine. Examples: use of roots for food (carrots) and medicine (ginseng)...
- **Science**  
3-1-17 Investigate to determine how humans from various cultures make useful products from plant materials. Examples: lumber milling, paper making, rope making, fabric making...
- **Science**  
3-1-18 Explain how humans replenish the plants they use and the consequences if plants are not replenished. Examples: after loggers harvest trees, new ones should be planted to ensure a future lumber supply...
- **Social Studies**  
3-KE-036 Give examples of how the natural environment influences work, goods, technologies, and trade in communities studied.
- **Social Studies**  
3-KL-018 Give examples of the use of natural resources in communities studied.
- **Social Studies**  
3-KL-019 Recognize that people have diverse ways of living on or with the land.
- **Social Studies**  
3-S-103 Make decisions that reflect care, concern, and responsibility for the environment.
- **Social Studies**  
3-VL-006 Value the land for what it provides for communities.

## Grade 4

- **Science**  
4-1-01 Use appropriate vocabulary related to their investigations of habitats and communities. Include: habitat, physical adaptation, behavioural adaptation, traditional knowledge, technological development, population, community, food chain, food web, organism, producer, consumer, herbivore, omnivore, carnivore, predator, prey, scavenger, endangerment, extinction, conservation.
- **Science**  
4-1-16 Describe how specific technological developments have enabled humans to increase their knowledge about plant and animal populations. Examples: radio collar tracking, timelapse photography...
- **Science**  
4-1-17 Recognize and appreciate how traditional knowledge contributes to our understanding of plant and animal populations and interactions.
- **Science**

**4-4-12** Investigate and describe ways in which soil erosion is controlled or minimized in their community and in communities around the world. Examples: windbreaks, retaining walls, terracing, cover crops, reforestation...

- **Science**

**4-4-13** Use the design process to determine an appropriate system for controlling soil erosion in a given situation.

- **Science**

**4-4-15** Identify natural phenomena and human activities that cause significant changes in the landscape. Examples: floods, avalanches, mud slides, hydroelectric dams, clearing land for agriculture, clear-cut forestry, forest fires...

- **Social Studies**

**4-KL-023** Identify issues related to environmental stewardship and sustainability in Manitoba.

- **Social Studies**

**4-KL-024** Give examples of Aboriginal peoples' traditional relationships with the land.

- **Social Studies**

**4-S-103** Make decisions that reflect care, concern, and responsibility for the environment.

## Lesson #6 – Soil and Climate Change

### Grade 3

- **Science**

**3-1-14** Describe ways plants are important to the environment. Examples: improve soil, air, and water quality; reduce erosion...

- **Science**

**3-1-15** Identify and describe hobbies and jobs involving plants.

- **Science**

**3-1-18** Explain how humans replenish the plants they use and the consequences if plants are not replenished. Examples: after loggers harvest trees, new ones should be planted to ensure a future lumber supply...

- **Science**

**3-4-01** Use appropriate vocabulary related to their investigations of soils in the environment. Include: soil, soil component, loam, clay, sand, pebbles, organic matter, humus, rocks, sedimentation, sieving, water-holding capacity.

- **Science**

**3-4-02** Identify and describe various components within a sample of soil from the local environment. Examples: clay, loam, sand, pebbles, organic matter, humus, rocks...

- **Science**

**3-4-03** Explore to determine ways to separate soil components. Include: sedimentation and sieving techniques.

- **Science**

**3-4-04** Describe and compare components of soil samples collected at different locations and depths

- **Science**  
3-4-05 Compare the water-holding capacity of different soils. Examples: sandy soil retains far less water than loamy soil...
- **Science**  
3-4-06 Describe the effect of water on different soils. Examples: texture, cohesion, ability to hold shape...
- **Science**  
3-4-07 Conduct experiments to determine how different soils affect the growth of plants. Examples: compare the same type of plant grown in sand versus potting soil...
- **Science**  
3-4-08 Explain the importance of understanding the characteristics of different soils. Examples: enables farmers to determine which crops can be grown in a particular area, enables gardeners to improve plant growth, enables engineers to know what types of foundations to set for structures...
- **Science**  
3-4-09 Identify animals found in soil and explain their importance to soil quality. Examples: worms, insects, and mammals help to aerate the soil or increase nutrients..
- **Science**  
3-4-10 Describe ways to return organic matter to the soil. Examples: composting, spreading manure on fields...
- **Social Studies**  
3-KE-036 Give examples of how the natural environment influences work, goods, technologies, and trade in communities studied.
- **Social Studies**  
3-KL-018 Give examples of the use of natural resources in communities studied.
- **Social Studies**  
3-KL-019 Recognize that people have diverse ways of living on or with the land.
- **Social Studies**  
3-S-103 Make decisions that reflect care, concern, and responsibility for the environment.
- **Social Studies**  
3-VL-006 Value the land for what it provides for communities.

## Grade 4

- **Science**  
4-1-01 Use appropriate vocabulary related to their investigations of habitats and communities. Include: habitat, physical adaptation, behavioural adaptation, traditional knowledge, technological development, population, community, food chain, food web, organism, producer, consumer, herbivore, omnivore, carnivore, predator, prey, scavenger, endangerment, extinction, conservation.
- **Science**  
4-1-16 Describe how specific technological developments have enabled humans to increase their knowledge about plant and animal populations. Examples: radio collar tracking, timelapse photography...
- **Science**

**4-1-17** Recognize and appreciate how traditional knowledge contributes to our understanding of plant and animal populations and interactions.

- **Science**

**4-4-12** Investigate and describe ways in which soil erosion is controlled or minimized in their community and in communities around the world. Examples: windbreaks, retaining walls, terracing, cover crops, reforestation...

- **Science**

**4-4-13** Use the design process to determine an appropriate system for controlling soil erosion in a given situation.

- **Science**

**4-4-15** Identify natural phenomena and human activities that cause significant changes in the landscape. Examples: floods, avalanches, mud slides, hydroelectric dams, clearing land for agriculture, clear-cut forestry, forest fires...

- **Social Studies**

**4-KL-017** Describe characteristics of the geographic regions of Canada. Examples: landforms, bodies of water, vegetation, climate, population distribution...

- **Social Studies**

**4-KL-023** Identify issues related to environmental stewardship and sustainability in Manitoba.

- **Social Studies**

**4-KL-024** Give examples of Aboriginal peoples' traditional relationships with the land.

- **Social Studies**

**4-S-103** Make decisions that reflect care, concern, and responsibility for the environment.

## **Lesson #7 – Food Waste**

### **Grade 3**

- **Science**

**3-1-14** Describe ways plants are important to the environment. Examples: improve soil, air, and water quality; reduce erosion...

- **Science**

**3-1-15** Identify and describe hobbies and jobs involving plants.

- **Science**

**3-1-16** Identify how humans from various cultures use plant parts for food and medicine. Examples: use of roots for food (carrots) and medicine (ginseng)...

- **Science**

**3-1-17** Investigate to determine how humans from various cultures make useful products from plant materials. Examples: lumber milling, paper making, rope making, fabric making...

- **Science**

**3-1-18** Explain how humans replenish the plants they use and the consequences if plants are not replenished. Examples: after loggers harvest trees, new ones should be planted to ensure a future lumber supply...

- **Science**

**3-4-08** Explain the importance of understanding the characteristics of different soils. Examples: enables farmers to determine which crops can be grown in a particular area, enables gardeners to improve plant growth, enables engineers to know what types of foundations to set for structures...

- **Social Studies**

**3-KE-036** Give examples of how the natural environment influences work, goods, technologies, and trade in communities studied.

- **Social Studies**

**3-KL-018** Give examples of the use of natural resources in communities studied.

- **Social Studies**

**3-KL-019** Recognize that people have diverse ways of living on or with the land.

- **Social Studies**

**3-S-103** Make decisions that reflect care, concern, and responsibility for the environment.

- **Social Studies**

**3-VL-006** Value the land for what it provides for communities.

## Grade 4

- **Science**

**4-1-01** Use appropriate vocabulary related to their investigations of habitats and communities. Include: habitat, physical adaptation, behavioural adaptation, traditional knowledge, technological development, population, community, food chain, food web, organism, producer, consumer, herbivore, omnivore, carnivore, predator, prey, scavenger, endangerment, extinction, conservation.

- **Science**

**4-1-09** Recognize that plant and animal populations interact within a community.

- **Science**

**4-1-10** Recognize that the food chain is a system in which some of the energy from the Sun is transferred eventually to animals.

- **Science**

**4-1-11** Construct food chains and food webs, and classify organisms according to their roles. Include: producer, consumer, herbivore, omnivore, carnivore, predator, prey, scavenger.

- **Science**

**4-1-17** Recognize and appreciate how traditional knowledge contributes to our understanding of plant and animal populations and interactions.

- **Science**

**4-4-15** Identify natural phenomena and human activities that cause significant changes in the landscape. Examples: floods, avalanches, mud slides, hydroelectric dams, clearing land for agriculture, clear-cut forestry, forest fires...

- **Social Studies**  
4-KL-023 Identify issues related to environmental stewardship and sustainability in Manitoba.
- **Social Studies**  
4-KL-024 Give examples of Aboriginal peoples' traditional relationships with the land.
- **Social Studies**  
4-S-103 Make decisions that reflect care, concern, and responsibility for the environment.

## Lesson #8 – Take Action

### Grade 3

- **Science**  
3-1-10 Care for a flowering plant throughout its life cycle, tracking its growth and its changes over time.
- **Science**  
3-1-14 Describe ways plants are important to the environment. Examples: improve soil, air, and water quality; reduce erosion...
- **Science**  
3-1-18 Explain how humans replenish the plants they use and the consequences if plants are not replenished. Examples: after loggers harvest trees, new ones should be planted to ensure a future lumber supply...
- **Science**  
3-4-08 Explain the importance of understanding the characteristics of different soils. Examples: enables farmers to determine which crops can be grown in a particular area, enables gardeners to improve plant growth, enables engineers to know what types of foundations to set for structures...
- **Science**  
3-4-09 Identify animals found in soil and explain their importance to soil quality. Examples: worms, insects, and mammals help to aerate the soil or increase nutrients..
- **Science**  
3-4-10 Describe ways to return organic matter to the soil. Examples: composting, spreading manure on fields...
- **Social Studies**  
3-KE-036 Give examples of how the natural environment influences work, goods, technologies, and trade in communities studied.
- **Social Studies**  
3-KL-018 Give examples of the use of natural resources in communities studied.
- **Social Studies**  
3-KL-019 Recognize that people have diverse ways of living on or with the land.
- **Social Studies**  
3-S-103 Make decisions that reflect care, concern, and responsibility for the environment.
- **Social Studies**  
3-VL-006 Value the land for what it provides for communities.

## Grade 4

- **Science**  
**4-1-01** Use appropriate vocabulary related to their investigations of habitats and communities. Include: habitat, physical adaptation, behavioural adaptation, traditional knowledge, technological development, population, community, food chain, food web, organism, producer, consumer, herbivore, omnivore, carnivore, predator, prey, scavenger, endangerment, extinction, conservation.
- **Science**  
**4-1-02** Recognize that each plant and animal depends on a specific habitat to meet its needs.
- **Science**  
**4-1-03** Identify the components of an animal habitat. Include: food, water, living space, cover/shelter
- **Science**  
**4-1-12** Use the design process to construct a model of a local or regional habitat and its associated populations of plants and animals
- **Science**  
**4-1-16** Describe how specific technological developments have enabled humans to increase their knowledge about plant and animal populations. Examples: radio collar tracking, timelapse photography...
- **Science**  
**4-1-17** Recognize and appreciate how traditional knowledge contributes to our understanding of plant and animal populations and interactions.
- **Social Studies**  
**4-KL-023** Identify issues related to environmental stewardship and sustainability in Manitoba.
- **Social Studies**  
**4-KL-024** Give examples of Aboriginal peoples' traditional relationships with the land.
- **Social Studies**  
**4-S-103** Make decisions that reflect care, concern, and responsibility for the environment.

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

### Grade 3

#### Fine Arts

**2-4 a-11.6** Identify and describe contrasting elements in art images and objects and in the natural and constructed environment, and manipulate elements to create contrast and emphasis using art media

**2 a–11.7** Identify and describe examples of symmetry and asymmetry in own surroundings and in art images and objects

**3–4 a–13.1** Observe, talk about, and use various art media to depict visual details and general characteristics (e.g., gestures, relative proportions) in a wide range of subjects found in images and in life

## **Health**

**K.5.2.C.1a** Differentiate between “everyday” and “sometime” foods in Canada’s Food Guide to Healthy Eating

**K.5.2.C.1b** Identify the function of a variety of food groups for growth and development (e.g., foods that help the body go, glow, and grow...)

## **Grade 4**

### **Fine Arts**

**2–4 a–11.6-** Identify and describe contrasting elements in art images and objects and in the natural and constructed environment, and manipulate elements to create contrast and emphasis using art media

**2 a–11.7** Identify and describe examples of symmetry and asymmetry in own surroundings and in art images and objects

**3–4 a–13.1** Observe, talk about, and use various art media to depict visual details and general characteristics (e.g., gestures, relative proportions) in a wide range of subjects found in images and in life

**3–4 dr–U1.1-** Perform, observe, and demonstrate understanding of plays and stories from different times, places, social groups, and cultures (include: plays and stories from past and present and from global, Canadian, and Manitoban cultures, including First nations, inuit, and Métis)

## **Health**

**K.5.2.C.1b** Identify the function of a variety of food groups for growth and development (e.g., foods that help the body go, glow, and grow...)

**K.5.4.C.1a** Demonstrate an understanding of food groups, serving sizes and serving numbers that support good health



**S.5.4.A.3a** Assess personal food intake for a period of 1 to 3 days, and identify factors (e.g., culture, religions, availability, peers, television advertising, age...) that may influence food choices

**S.5.4.A.3b** Use problem-solving strategies to reduce barriers to healthy eating, and improve food choices, if appropriate