

Nova Scotia

Curricular Connections for Plants, People + Climate Change



Lesson # 1 – Plants, Planet, People

Grade 3

- **Science**
(CT, CI, COM, TF, CZ) Ask questions about plant growth
- **Science**
(CT, CI, COM, PCD, CZ) Describe and respond to ways in which plants are important to living things and the environment
- **Science**
(CT, CI, COM) Describe how various conditions impact plant growth through a fair test
- **Science**
(CT, CI, COM, TF) Make observations and record data about the life cycle and growth of a plant
- **Science**
(CT, CI, COM, TF) Observe and describe how living things affect and are affected by plants
- **Science**
(CT, CI, COM, TF) Observe and describe how living things affect and are affected by soil

Grade 4

- **Science**
(206-1, 302-3) Classify organisms and draw diagrams to illustrate their role in a food chain
- **Science**
(204-6, 302-1) Examine and investigate, using various methods and questions, local habitats and their associated populations of plants and animals
- **Science**
(104-6, 204-1) Identify questions to investigate the types of plants and/or animals at a local habitat using the terms habitat, population, and community
- **Social Studies**

- 4.3.3 Examine the relationship between humans and the physical environment
- **Social Studies**
 - 4.4.1 Describe the physical landscape of Canada

Lesson # 2 – Plant Needs

Grade 3

- **Science**
(CT, CI, COM, TF, CZ) Ask questions about plant growth
- **Science**
(CT, CI, COM, PCD, CZ) Describe and respond to ways in which plants are important to living things and the environment
- **Science**
(CT, CI, COM) Describe how various conditions impact plant growth through a fair test
- **Science**
(CT, CI, COM, TF) Make observations and record data about the life cycle and growth of a plant
- **Science**
(CT, CI, COM, TF) Observe and describe how living things affect and are affected by plants

Grade 4

- **Science**
(105-1, 106-4, 108-1) Describe how scientists' knowledge of plant growth has led to agricultural and technological innovations and the impact on local and regional habitat issues
- **Social Studies**
 - 4.3.3 Examine the relationship between humans and the physical environment
- **Social Studies**
 - 4.4.1 Describe the physical landscape of Canada

Lesson # 3 – Plant Adaptations

Grade 3

- **Science**
(CT, CI, COM, TF, CZ) Ask questions about plant growth
- **Science**
(CT, CI, COM) Describe how various conditions impact plant growth through a fair test

- **Science**
(CT, CI, COM, TF) Make observations and record data about the life cycle and growth of a plant

Grade 4

- **Science**
(105-1, 106-4, 108-1) Describe how scientists' knowledge of plant growth has led to agricultural and technological innovations and the impact on local and regional habitat issues
- **Science**
(204-6, 302-1) Examine and investigate, using various methods and questions, local habitats and their associated populations of plants and animals
- **Science**
(104-6, 204-1) Identify questions to investigate the types of plants and/or animals at a local habitat using the terms habitat, population, and community
- **Social Studies**
4.3.3 Examine the relationship between humans and the physical environment
- **Social Studies**
4.4.1 Describe the physical landscape of Canada

Lesson #4 – Plants, Us and Climate Change

Grade 3

- **Science**
(CT, CI, COM, PCD, CZ) Describe and respond to ways in which plants are important to living things and the environment
- **Science**
(CT, CI, COM) Describe how various conditions impact plant growth through a fair test
- **Science**
(CT, CI, COM, TF) Make observations and record data about the life cycle and growth of a plant
- **Science**
(CT, CI, COM, TF) Observe and describe how living things affect and are affected by plants

Grade 4

- **Science**

(301-6, 108-6) Demonstrate and record a variety of methods of weathering and erosion, including human impact on the landscape

- **Science**

(105-1, 106-4, 108-1) Describe how scientists' knowledge of plant growth has led to agricultural and technological innovations and the impact on local and regional habitat issues

- **Science**

(301-4, 301-5) Describe ways in which soil is formed from rocks and demonstrate and describe the effects of wind, water, and ice on the landscape

- **Science**

(108-3, 108-6) Identify their own and their families' impact on habitats and describe how personal actions help conserve habitats

- **Social Studies**

4.3.3 Examine the relationship between humans and the physical environment

- **Social Studies**

4.4.1 Describe the physical landscape of Canada

Lesson #5 – Plant Needs and Climate Change

Grade 3

- **Science**

(CT, CI, COM, TF, CZ) Ask questions about plant growth

- **Science**

(CT, CI, COM, PCD, CZ) Describe and respond to ways in which plants are important to living things and the environment

- **Science**

(CT, CI, COM) Describe how various conditions impact plant growth through a fair test

- **Science**

(CT, CI, COM, TF) Observe and describe how living things affect and are affected by plants

Grade 4

- **Science**

(301-6, 108-6) Demonstrate and record a variety of methods of weathering and erosion, including human impact on the landscape

- **Science**

(105-1, 106-4, 108-1) Describe how scientists' knowledge of plant growth has led to agricultural and technological innovations and the impact on local and regional habitat issues

- **Science**
(108-3, 108-6) Identify their own and their families' impact on habitats and describe how personal actions help conserve habitats
- **Social Studies**
4.3.3 Examine the relationship between humans and the physical environment
- **Social Studies**
4.4.1 Describe the physical landscape of Canada

Lesson #6 – Soil and Climate Change

Grade 3

- **Science**
(CT, CI, COM, TF, CZ) Ask questions about the properties of soil
- **Science**
(CT, CI, COM, PCD, CZ) Describe and respond to ways in which soil is important to living things and the environment
- **Science**
(CT, CI, COM) Describe how various conditions impact plant growth through a fair test
- **Science**
(CT, CI, COM, TF) Observe and describe how living things affect and are affected by soil
- **Science**
(CT, CI, COM, TF) Observe and describe the composition of a variety of soil samples, sand, loam, clay, and gravel

Grade 4

- **Science**
(301-6, 108-6) Demonstrate and record a variety of methods of weathering and erosion, including human impact on the landscape
- **Science**
(105-1, 106-4, 108-1) Describe how scientists' knowledge of plant growth has led to agricultural and technological innovations and the impact on local and regional habitat issues
- **Science**
(301-4, 301-5) Describe ways in which soil is formed from rocks and demonstrate and describe the effects of wind, water, and ice on the landscape
- **Social Studies**
4.3.3 Examine the relationship between humans and the physical environment
- **Social Studies**

4.4.1 Describe the physical landscape of Canada

Lesson #7 – Food Waste

Grade 3

- **Science**
(CT, CI, COM, PCD, CZ) Describe and respond to ways in which plants are important to living things and the environment
- **Science**
(CT, CI, COM, TF) Observe and describe how living things affect and are affected by plants

Grade 4

- **Science**
(105-1, 106-4, 108-1) Describe how scientists' knowledge of plant growth has led to agricultural and technological innovations and the impact on local and regional habitat issues
- **Science**
(108-3, 108-6) Identify their own and their families' impact on habitats and describe how personal actions help conserve habitats
- **Social Studies**
4.3.3 Examine the relationship between humans and the physical environment
- **Social Studies**
4.4.1 Describe the physical landscape of Canada

Lesson #8 – Take Action

Grade 3

- **Science**
(CT, CI, COM, PCD, CZ) Describe and respond to ways in which plants are important to living things and the environment
- **Science**
(CT, CI, COM, PCD, CZ) Describe and respond to ways in which soil is important to living things and the environment

Grade 4

- **Science**

(104-6, 204-1) Identify questions to investigate the types of plants and/or animals at a local habitat using the terms habitat, population, and community

- **Science**

(108-3, 108-6) Identify their own and their families' impact on habitats and describe how personal actions help conserve habitats

- **Social Studies**

4.3.3 Examine the relationship between humans and the physical environment

- **Social Studies**

4.4.1 Describe the physical landscape of Canada

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

Grade 3

Fine Arts

(COM, CI, CT, PCD, CZ) Create artworks for a variety of purposes, demonstrating influence from their personal, social, spiritual, cultural, community, and/or physical environment

Health

(PCD, COM, CT, CI, CZ) Compare and contrast choices and their consequences (e.g., possible choices—healthy foods, physical activity, helmets, screen time)

(PCD, COM, CT, CZ) Compare, contrast, and sort foods that are healthy versus less healthy foods

(PCD, COM, CT, CI, CZ) Identify where foods come from and how they are produced

(PCD, COM, CT, CI, CZ) Make healthy decisions based upon the analysis of the media

Grade 4

Fine Arts

6.1 Demonstrate a sensitivity towards the natural and built environment through their artwork

Health

1.3 Demonstrate an awareness that values are an integral part in making healthy decisions and fostering healthy behaviour

3.4 Explore the relationship between sustainable development and health