

# Saskatchewan

## Curricular Connections for Plants, People + Climate Change



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

#### Grade 3

- **Science**  
PL3.2 Analyze the interdependence among plants, individuals, society, and the environment.
- **Social Studies**  
IN3.3 Illustrate examples of interdependence of communities.
- **Social Studies**  
RW3.1 Appraise the ways communities meet their members' needs and wants.
- **English**  
CR3.1 Comprehend and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia) that address:
  - identity (e.g., Spreading My Wings)
  - community (e.g., Hand in Hand)
  - social responsibility (e.g., All Together) and make comparison with personal experiences.
- **English**  
CR3.3 Listen to and understand information, identify main ideas and supporting details, compare different ideas and points of view, and explain connections made between texts heard.

#### Grade 4

- **Science**  
Assess the effects of natural and human activities on habitats and communities and propose actions to maintain or restore habitats.
- **Science**  
HC4.1 Investigate the interdependence of plants and animals, including humans, within habitats and communities.
- **English**

CR4.3 Listen, summarize, paraphrase, and evaluate what was listened to and draw conclusions.

- **English**

CR4.1 Comprehend and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia texts) that address:

- identity (e.g., Expressing Myself)
- community (e.g., Building Community)
- social responsibility (e.g., Preserving a Habitat) and support response with evidence from text and from own experiences.

## Lesson # 2 – Plant Needs

### Grade 3

- **Science**

PL3.1 Investigate the growth and development of plants, including the conditions necessary for germination.

- **Science**

PL3.2 Analyze the interdependence among plants, individuals, society, and the environment.

### Grade 4

- **Science**

HC4.2 Analyze the structures and behaviours of plants and animals that enable them to exist in various habitats.

- **Science**

LI4.1 Investigate the characteristics and physical properties of natural and artificial sources of light in the environment.

## Lesson # 3 – Plant Adaptations

### Grade 3

- **Science**

- PL3.2 Analyze the interdependence among plants, individuals, society, and the environment.

- **Art**

CR3.2 Respond to arts expressions that use the environment (natural, constructed, imagined) as inspiration.

- **Art**

CP3.7 Create visual art works that express ideas about the natural, constructed, and imagined environments.

## Grade 4

- **Science**  
HC4.2 Analyze the structures and behaviours of plants and animals that enable them to exist in various habitats.

## Lesson #4 – Plants, Us & Climate Change

### Grade 3

- **Science**  
PL3.1 Investigate the growth and development of plants, including the conditions necessary for germination.
- **social science**  
DR3.1 Use various model representations of the Earth.
- **Social science**  
DR3.3 Compare the beliefs of various communities around the world regarding living on and with the land
- **Social science**  
RW3.3 Evaluate the ways in which technologies have impacted daily life
- **Social Science**  
DR3.2 Assess the degree to which the geography and related environmental and climatic factors influence ways of living on and with the land.

### Grade 4

- **Science**  
HC4.1 Investigate the interdependence of plants and animals, including humans, within habitats and communities.
- **Science**  
Assess the effects of natural and human activities on habitats and communities, and propose actions to maintain or restore habitats.
- **Social Studies**  
RW4.1 Analyze the strategies Saskatchewan people have developed to meet the challenges presented by the natural environment.
- **Social Studies**

DR4.1 Correlate the impact of the land on the lifestyles and settlement patterns of the people of Saskatchewan.

## Lesson #5 – Plant Needs and Climate Change

### Grade 3

- **Science**  
PL3.1 Investigate the growth and development of plants, including the conditions necessary for germination.
- **Science**  
PL3.2 Analyze the interdependence among plants, individuals, society, and the environment.
- **Social Science**  
DR3.2 Assess the degree to which the geography and related environmental and climatic factors influence ways of living on and with the land.

### Grade 4

- **Science**  
HC4.2 Analyze the structures and behaviours of plants and animals that enable them to exist in various habitats.
- **Science**  
LI4.1 Investigate the characteristics and physical properties of natural and artificial sources of light in the environment.
- **Science**  
HC4.1 Investigate the interdependence of plants and animals, including humans, within habitats and communities.
- **Social Studies**  
DR4.1 Correlate the impact of the land on the lifestyles and settlement patterns of the people of Saskatchewan.

## Lesson #6 – Soil & Climate Change

### Grade 3

- **Science**

ES3.1 Investigate the characteristics, including soil composition and ability to absorb water, of different types of soils in their environment.

- **Science**

ES3.2 Analyze the interdependence between soil and living things, including the importance of soil for individuals, society, and all components of the environment.

- **Social Studies**

RW3.3 Evaluate the ways in which technologies have impacted daily life

## Grade 4

- **Science**

HC4.3 Assess the effects of natural and human activities on habitats and communities, and propose actions to maintain or restore habitats.

- **Science**

- **RM4.1** Investigate physical properties of rocks and minerals, including those found in the local environment

- **Science**

**RM4.2** Assess how human uses of rocks and minerals impact self, society, and the environment.

- **Social Studies**

RW4.1 Analyze the strategies Saskatchewan people have developed to meet the challenges presented by the natural environment.

- **Social Science D**

R4.1 Correlate the impact of the land on the lifestyles and settlement patterns of the people of Saskatchewan.

- **Science**

**RM4.3** Analyze how weathering, erosion, and fossils provide evidence to support human understanding of the formation of landforms on Earth

- **Grade 4**

**Social Science** RW4.3 Assess the impact of Saskatchewan resources and technological innovations on the provincial, national, and global communities.

## Lesson #7 – Food Waste

### Grade 3

- **Science**

PL3.2 Analyze the interdependence among plants, individuals, society, and the environment.

- **Social Studies**

RW3.1 Appraise the ways communities meet their members' needs and wants

- **Social Studies**

RW3.2 Analyze the creation and distribution of wealth in communities studied

## Grade 4

- **Science**  
HC4.1 Investigate the interdependence of plants and animals, including humans, within habitats and communities.
- **Science** Assess the effects of natural and human activities on habitats and communities, and propose actions to maintain or restore habitats.
- **Science**  
Assess the effects of natural and human activities on habitats and communities, and propose actions to maintain or restore habitats.
- **Social Studies**  
RW4.2 Investigate the importance of agriculture to the economy and culture of Saskatchewan.
- **Health**  
DM4.1 Investigate the importance of personal responsibility and communication in making informed decisions related to healthy eating and physical activity, prevention/management of health challenges, negotiating disagreements, safety and protection, personal identity, and stressors.

## Lesson #7 – Take Action

### Grade 3

- **Art**  
CP3.7 Create visual art works that express ideas about the natural, constructed, and imagined environments.
- **English**  
CC3.1 Compose and create a range of visual, multimedia, oral, and written texts that explore: identity (e.g., Spreading My Wings) community (e.g., Helping Others) social responsibility (e.g., Communities Around the World) and make connections across areas of study.
- **English**  
CC3.4 Write to communicate ideas, information, and experiences pertaining to a topic by creating easy-to-follow writing (including a short report, a procedure, a letter, a story, a short script, and a poem) with a clear purpose, correct paragraph structure, and interesting detail.

### Grade 4

- **Art**  
CP4.7 Create visual art works that express own ideas and draw on sources of inspiration from Saskatchewan.
- **English**  
English CC4.1 Compose and create a range of visual, multimedia, oral, and written texts that explore:
  - identity (e.g., Expressing Myself)
  - community (e.g., Celebrating and Honouring Others)
  - social responsibility (e.g., Within My Circle) through personal experiences and inquiry.
- **English**  
CC4.2 Create a variety of clear representations that communicate straightforward ideas and information relevant to the topic and purpose, including short, illustrated reports, dramatizations, posters, and other visuals such as displays and drawings.

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

### Grade 3

#### English

- CR3.1 Comprehend and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia) that address:
  - identity (e.g., Spreading My Wings)
  - community (e.g., Hand in Hand)
  - social responsibility (e.g., All Together) and make comparison with personal experiences.
- CR3.2 View and respond to grade-appropriate visual and multimedia texts (including videos, cartoons, illustrations, diagrams, charts, maps, and posters) explaining reactions and connections as well as visual features that convey humour, emotion, and mood.
- CR3.3 Listen to and understand information, identify main ideas and supporting details, compare different ideas and points of view, and explain connections made between texts heard.
- CC3.1 Compose and create a range of visual, multimedia, oral, and written texts that explore: identity (e.g., Spreading My Wings) community (e.g., Helping Others) social responsibility (e.g., Communities Around the World) and make connections across areas of study.
- CC3.2 Communicate ideas and information pertaining to topics, problems, questions, or issues by creating easy-to-follow representations with a clear purpose.

- CC3.4 Write to communicate ideas, information, and experiences pertaining to a topic by creating easy-to-follow writing (including a short report, a procedure, a letter, a story, a short script, and a poem) with a clear purpose, correct paragraph structure, and interesting detail.
- AR3.1 Reflect on and assess their viewing, listening, reading, speaking, writing, and other representing experiences and the selected strategies they have used (e.g., using class-generated criteria).

## **Art**

- CR3.2 Respond to arts expressions that use the environment (natural, constructed, imagined) as inspiration.
- CP3.7 Create visual art works that express ideas about the natural, constructed, and imagined environments.

## **Health**

- USC3.1 Determine the role of a variety of healthy foods and physical activity on the health and development of the mind, body, and immune system.

## **Math**

- Demonstrate understanding of fractions concretely, pictorially, physically, and orally including: representing observing and describing situations comparing relating to quantity.
- Demonstrate understanding of increasing and decreasing patterns including:
  - observing and describing
  - extending
  - comparing
  - creating patterns using manipulatives,
  - pictures, sounds, and actions.
- SS3.3 Demonstrate understanding of linear measurement (cm and m) including: selecting and justifying referents generalizing the relationship between cm and m estimating length and perimeter using referents measuring and recording length, width, height, and perimeter.
- SS3.2 Demonstrate understanding of measuring mass in g and kg by: selecting and justifying referents for g and kg modelling and describing the relationship between g and kg estimating mass using referents measuring and recording mass.
- SP3.1 Demonstrate understanding of first-hand data using tally marks, charts, lists, bar graphs, and line plots (abstract pictographs), through: collecting, organizing, and representing solving situational questions.



## Grade 4

### English

- CR4.1 Comprehend and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia texts) that address:
  - identity (e.g., Expressing Myself)
  - community (e.g., Building Community)
  - social responsibility (e.g., Preserving a Habitat) and support response with evidence from text and from own experiences.
- CR4.2 View and respond to visual and multimedia texts (including graphs, charts, diagrams, maps, multimedia DVD, websites, television programs, advertisements, posters), explaining the creator's technique and the impact on viewers.
- CR4.3 Listen, summarize, paraphrase, and evaluate what was listened to and draw conclusions.
- English CC4.1 Compose and create a range of visual, multimedia, oral, and written texts that explore:
  - identity (e.g., Expressing Myself)
  - community (e.g., Celebrating and Honouring Others)
  - social responsibility (e.g., Within My Circle) through personal experiences and inquiry.
- CC4.2 Create a variety of clear representations that communicate straightforward ideas and information relevant to the topic and purpose, including short, illustrated reports, dramatizations, posters, and other visuals such as displays and drawings.
- English CC4.4 Use a writing process to produce descriptive, narrative, and expository compositions that focus on a central idea, have a logical order, explain point of view, and give reasons or evidence.
- English AR4.1 Reflect on and assess own viewing, listening, reading, speaking, writing, and other representing experiences, the selected strategies employed (e.g., using class-generated criteria), and explore possible ways to improve.

### Art

- Art CP4.7 Create visual art works that express own ideas and draw on sources of inspiration from Saskatchewan.

### Math

- P4.1 Demonstrate an understanding of patterns and relations by: identifying and describing patterns and relations in a chart, table or diagram reproducing patterns and relations in a chart, table, or diagram using manipulatives creating charts, tables, or diagrams to represent patterns and relations solving problems involving patterns and relations

- SP4.1 Demonstrate an understanding of many-to-one correspondence by: comparing correspondences on graphs justifying the use of many-to-one correspondences interpreting data shown using a many-to-one correspondence creating bar graphs and pictographs using many-to-one correspondence