



Climate Change Saskatchewan

CLIMATE CHANGE EDUCATION

**Cross-Reference Between
Saskatchewan Core Curriculum &
Selected Instructional Resource Materials**

SCIENCE AND SOCIAL STUDIES

Elementary Level: Grades 1-5

Middle Level: Grade 6

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SCIENCE AND SOCIAL STUDIES ELEMENTARY LEVEL: Grades 1-5 MIDDLE LEVEL: Grade 6

Major entry points - such as Knowledge, Skills and Attitude objectives - have been selected, including other statements and ideas from activities. Professional teachers may make other connections as they integrate instructional resources dealing with the topic of Climate Change.

LEGEND

<ul style="list-style-type: none">• GT (Green Teacher)• PIAD (Pembina Institute for Appropriate Development)• SEEDS (Society, Environment & Energy Development Studies Foundation)• TEA (Toronto Environmental Alliance)	<ul style="list-style-type: none">• WILD (Project WILD)• WET (Project WET)• SOILS (Project SOILS)• NWW (National Wildlife Week 2002)• ES (EarthSongs [video])
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KEY REFERENCES

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Hughs, M. (1993). *The Crystal Drop.* Toronto, ON: Harper Collins. ISBN: 0-00-647534-5

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ELEMENTARY LEVEL SCIENCE
(Grades 1-5 and Grade 6)

Grade 1 Science Curriculum

Instructional Resources

Earth (p. 108)

3.4 Discuss the effects of wind and water on our environment.

3.5 Explain how the wind and water can be useful.

ES

- “Water Rap”
- “Rain Rain”

WILD

- p. 55. “Aqua Words”
- p. 57. “Water Wings”

WET

- p. 271. “Water Meter”
- p. 425. “What’s Happening?” K-2
- p. 186. “Rainy Day Hike.” K-2

3.6 Observe and describe the effects of air or water pollution.

ES

- “Fish Facts”
 - “Ta Da Dump”
 - “Greenhouse”
 - “Northern Skies”
- NWW:** Poster
WET (p. 50) “Water Match”

The Sky (p. 123)

1.1 Realize the sun is a star.

1.2 Identify the sun as a source of light and heat.

GT (p. 30) “Sun Tea.”

ES: “Greenhouse”

Grade 2 Science Curriculum (continued)

Instructional Resources

Habitats (p. 204)

1.0 Appreciate the intricacy of the environment. (1.1 - 1.3)

ES

- Small is Beautiful
- Water Critters

WILD

- p. 55. “Aqua Words”
- p. 62. “Water Plant Art”
- p. 72. “Puddle Wonders!”
- p. 168. “Wetland Metaphors”
- p. 25. “The Beautiful Basics”
- p. 36. “What’s That, Habitat?”
- p. 53. “Tracks”

2.0 Recognize the interactions which occur within the environment.
(2.1 - 2.3)

ES: “Fish Facts”

WILD

- p. 55. “Aqua Words”
- p. 62. “Water Plant Art”
- p. 168. “Wetland Metaphors”
- p. 310. “Aquatic Times”
- p. 101. “Make a Coat”
- p. 125. “Graphanimal”
- p. 286. “Too Close For Comfort”
- p. 328. “Ethi-Thinking”
- p. 345. “Can Do”

WET

- p. 186. “Rainy Day Hike”
- p. 122. “Water Address”

Grade 2 Science Curriculum (continued)

Instructional Resources

Plant Growth (p. 216)

3.4 Appreciate the importance of agriculture in Saskatchewan.

- p. 222, Activity 20. ... role that agriculture plays...
- p. 223, Activity 23. [understanding the greenhouse concept]
- p. 224, Activity 26. Home gardening [impact of severe weather on crops].

ES: "Greenhouse"

Weather (p. 226)

1.0 Observe and record data. (1.1 - 1.4)

2.0 Describe weather. (2.1 - 2.2)

3.0 Explain the effects of weather. (3.1 - 3.5)

Environment Canada Weather Office

<http://www.weatheroffice.ec.gc.ca>

Newspapers, radio and television weather reports

WILD (p. 22) "Stormy Weather"

WET (p. 155) "A House of Seasons"

GT (p. 17-19) "... Good for Us?"

WET (p. 196) "The Thunderstorm"

ES: "Rain Rain"

WILD (p. 5) "Aqua Words"

WET

- p. 9. "Water Log"
- p. 50. "Water Match"
- p. 238. "A Drop in the Bucket" K-2
- p. 201. "Water Models"
- p. 157. "Imagine!"
- p. 161. "Incredible Journey"
- p. 63. "Aqua Bodies"
- p. 66. "Aqua Notes"
- p. 271. "Water Meter"
- p. 260. "The Long Haul." K-2

Air and Water (p. 231)

1.0 Recognize the importance of air and water to life.

1.3 Describe the water cycle.

1.5 Explain that virtually all things require air and water.

Grade 2 Science Curriculum (continued)

Instructional Resources

- 2.0 Recognize that polluted air and polluted water endanger life.
- 2.2 Describe some ways in which polluted air and water can be harmful.
- 2.3 Suggest some things that can be done to keep air and water from becoming polluted.

WILD

- p. 10. “Aquatic Times”
 - p. 319. “Deadly Skies”
 - p. 371. “Something’s Fishy Here”
- WET**
- p. 219. “A-maze-ing Water”
 - p. 267. “Sum of the Parts”
 - p. 457. “Water Write”
 - p. 307. “Every Drop Counts”
 - **ES** “Greenhouse,” “Fast Car Gas Car,” “Fish Facts”

Dinosaurs (p. 232)

- 1.1 Describe how the Earth might have been different a long time ago.
- 3.0 Appreciate that animals and plants are endangered today. (3.1 - 3.5)

NWW: Lessons 1 & 2

Foods (p. 234)

- 1.0 Identify some of the sources of food. (1.1 - 1.6)
- 3.6 Empathize with people throughout the world who suffer from hunger or malnutrition.

WILD

- p. 276. “Water We Eating”
- p. 46. “What’s for Dinner”

Measuring Matter (p. 235)

- 4.0 Apply standard units when measuring. (4.1 - 4.4)

Oceans (p. 236)

- 1.4 Describe the movement of water in oceans.

Environment Canada Weather Office

<http://www.weatheroffice.ec.gc.ca>

(select Seasonal Forecasts – El Nino, La Nina)

- 1.6 Describe some ways in which oceans are studied.

Grade 3 Science Curriculum

Instructional Resources

Animals (p. 304)

1.0 Explain some food chains and food webs. (1.1 - 1.4)

WILD

- p. 172. “Marsh Munchers”
- p. 276. “Water We Eating?”
- p. 28. “Habitat Lap Sit”
- p. 137. “The Thicket Game”
- p. 147. “Quick Frozen Critters”
- ES “Fish Facts,” “Water Critters”

2.0 Appreciate that animals can become endangered. (2.4 - 2.5)

WILD

- p. 289. “Shrinking Habitat”
- p. 299. “Deadly Links”
- p. 216. “Here Today, Gone Tomorrow”
- p. 363 “Turtle Hurdles”
- Saskatchewan species at risk web site:
<http://www.serm.gov.sk.ca/ecosystem/speciesatrisk>
- WET (p. 79) “Life in the Fast Lane.”
- NWW: Lessons 1, 3 & 5

Properties of Matter (p. 312)

2.3 Associate changes of state with temperature changes.

GT (p. 11) “...Activities ...Concepts.”

WET

- p. 47. “Molecules in Motion”
- p. 50. “Water Match”
- p. 157. “Imagine!”
- p. 201. “Water Models”

The Solar System (p. 317)

1.4 Recognize that the revolution of the Earth around the Sun produces seasons.

Grade 3 Science Curriculum (continued)

Instructional Resources

Fire and Fuels (p. 322)

- 1.4 Understand the concepts of ignition and kindling temperature.
[Re: forest fires]

Plant Structures and Adaptations (p. 324)

- 2.2 Observe and describe the response of plants to environmental stimuli. **NWW: Lesson 5**
- 2.3 Observe and describe how plants are adapted to environmental conditions. [Concepts: xeriscaping, native plants] **GT (p. 54) "Taking Action...Schools."
NWW: Lesson 2
WET (p. 254) "Irrigation Interpretation" K-2
SOILS
• p. 22. "Root Race"
• p. 57. "Moo-o-ve On!"**

Grade 4 Science Curriculum

Instructional Resources

Forms of Energy (p. 410)

2.1 Give examples of conversion of energy from one form to another.

- p. 413, Activity 8, Greenhouse Effect.

Fossils and Rocks (p. 415)

3.1 Explain how fossil evidence can be used to make inferences about dinosaurs.

3.2 Explain how inferences about the Earth's history are made. [vis-a-vis climate change]

Predicting Weather (p. 423)

1.0 Observe and describe weather conditions (1.1-1.5)

2.0 Predict weather patterns (2.1-2.4)

3.0 Appreciate the importance of weather (3.1-3.5)

GT

- pp. 20-21. "Energy ..Choices."
- p. 30. "Wind Energy."
- WET (p. 47) "Molecules in Motion"
- ES: "Fast Car Gas Car," "Greenhouse"

GT

- pp. 9-10. "Greenhouse Effect."
- pp. 25-27. "Solar Box Cooking."

WET

- pp. 174. "Piece It Together"
- p. 196. "The Thunderstorm"
- p. 201. "Water Models"

Environment Canada Weather Office
<http://www.weatheroffice.ec.gc.ca>
(Seasonal Forecasts) (Weather maps – Jetstream)

GT (pp. 17-19) "... Good for Us?"

WET

- p. 155. "A House of Seasons"
- p. 161. "The Incredible Journey"
- p. 289. "AfterMath"
- **NWW** Lessons 1 & 3

Grade 4 Science Curriculum (continued)

Instructional Resources

Nutrition and Digestion (p. 434)

2.8 Empathize with people throughout the world who suffer from hunger and malnutrition.

2.9 Appreciate the importance of agriculture to food production.

Plant Diversity (p. 435)

2.1 Give examples of how plant adaptations help plants to survive under certain conditions.

2.3 Identify plant adaptations based on climate conditions.

2.4 Identify plant adaptations based on seasonal changes, the availability of water, the influence of sunlight, differences in seed dispersal, or differences in soil conditions.

3.1 Develop a sense of respect for all living things.

3.2 Explain the ways in which plants enable other living things to survive.

3.3 Explain how plants can be affected by changes in the environment.

3.4 Simulate changes that occur with the widespread destruction of plants.

3.5 Identify plants which are grown for food.

GT (pp. 25-27) “Solar Box Cooking.”

SOILS

- p. 10. “Why Do I Need Soil?”

- p. 36. “Sing a Song of Soil”

- p. 22. “Root Race”

- p. 46. “Salty Soil”

NWW Lesson 2

NWW Lesson 2

GT (pp. 53-55) “Taking Action...Schools.”

SOILS (p. 39) “Sample Saskatchewan)

SOILS

- p. 26. “Soil Circle”

- p. 50. “Shelter Skelter”

- p. 53. “Stubble? No Trouble!”

NWW: Lessons 2 & 5

Monica Hughes, *The Crystal Drop*

Saskatchewan Species at Risk Web Site:

<http://serm.gov.sk.ca/ecosystem/speciesatrisk>

SOILS (p. 31) “Diversitag”

Grade 4 Science Curriculum (continued)

Instructional Resources

3.6 Recognize the importance of plants in agriculture.

GT (p. 18) “... Good for Us?”

SOILS

- p. 12. “What is Soil Made Of?”
- p. 26. “Soil Circle”
- p. 50. “Shelter Skelter”
- p. 53. “Stubble? No Trouble”
- p. 57. “Moo-o-ve On”

Senses (p. 436)

- 2.1 Identify how the senses can be damaged.
- 2.2 Recognize that damage to the senses may not be reversible.
- 2.3 Suggest safety precautions which protect the senses from damage.

Grade 5 Science Curriculum

Instructional Resources

Heat (p. 504)

1.0 Describe the nature of heat (1.1 - 1.4)

GT

- pp. 9-10. "Greenhouse Effect."

TEA

- pp. 22-23. L3: "The Greenhouse Effect."
- pp. 33-36. L4: "Greenhouse Experiments."

WET

- p. 47. "Molecules in Motion"
 - p. 157. "Imagine"
 - p. 182. "Poetic Precipitation"
 - p. 373. "Cold Cash in the Icebox"
- ES "Greenhouse"

2.0 Describe the transfer of heat energy. (2.1 - 2.2)

GT

- pp. 11-13. "Activities ... Concepts."
- pp. 25-27. "Solar Box Cooking."
- pp. 59-60. "... Hot Water."

WET

- p. 66. "Aqua Notes"
 - p. 161. "The Incredible Journey"
 - p. 196. "The Thunderstorm"
 - p. 201. "Water Molecules"
- ES "Clouds," "Rain Rain," "Greenhouse"

- p. 508. Activity 8: Heat conservation survey.

2.3 Trace changes in the local ecosystem.

NWW: Lessons 3 & 5

Grade 5 Science Curriculum (continued)

Instructional Resources

Resources (p. 519)

- | | |
|--|--|
| 1.2. Classify the natural resources of Saskatchewan as renewable or nonrenewable. | TEA (pp. 77-78) L14: “[Energy] Research.” |
| 1.3. Distinguish between resources used to produce energy and those used to produce goods. | WILD (p. 335) “What Did Your Lunch Cost Wildlife?” |
| 1.4. Recognize the global concern for air, soil, and water. | GT (pp. 64-66) “...Sustainable Living.”
TEA (pp. 38-41) L5: “Greenhouse Gases.”
NWW: Resource Sheet
ES: “Greenhouse,” “Rain, Rain”
SOILS (p. 10) “Why Do I need Soil?”
WILD
• p. 206. “Oh Deer!”
• p. 150. “Classroom Carrying Capacity”
• p. 289. “Shrinking Habitat”
• p. 312. “To Dam or Not to Dam”
• p. 295. “To Compromise or not to Compromise”
• p. 371. “Something’s Fishy Here.”
• p. 319. “Deadly Skies”
• p. 322. “Deadly Waters”
• p. 333. “Water’s Going On?!” |
| 2.0. Describe human impact on the environment. (2.1, 2.5, 2.6, 2.10) | GT
• pp. 20-21. “...Energy... Choices.”
• pp. 56-58. “...Cool Schools...”
• pp. 59-60. “...Hot Water.” |
| • Activity 1: ... petroleum, uranium ... [poster or booklet] | |
| • p. 521. Activity 4: Trace the environmental impact of a common item. | TEA (pp. 47-52) L7: “Top Secret [Cars].” |
| • p. 523. Activity 8: Create a list of sources of air pollution in Saskatchewan | ES: “Fast Car Gas Car,” “Greenhouse”
GT (pp. 61-63) “...Clean Air Game.” |

Grade 5 Science Curriculum (continued)

Instructional Resources

Communities and Ecosystems (p. 525)

1.3 Discuss the factors which limit the population of a species.

WILD

- p. 206. “Oh Deer”
- p. 289. “Shrinking Habitat”
- p. 184. “Hooks and Ladders”
- p. 147. “Quick Frozen Critters”
- p. 237. “Migration Headache”
- p. 28. “Habitat Lap Sit”
- p. 156. “How Many Bears Can Live in This Forest?”
- p. 216. “Here Today, Gone Tomorrow”
- p. 150. “Classroom Carrying Capacity”
- p. 230. “No Water Off a Duck’s Back”
- p. 335. “What Did Your Lunch Cost Wildlife?”
- p. 299. “Deadly Links”

WET

- p. 279. “Where Are the Frogs?”
- p. 322. “Macroinvertebrate Mayhem”
- p. 79. “Life in the Fast Lane”

NWW: Lessons 1 & 2

SOILS

- p. 22. “Root Race”
- p. 46. “Salty Soils”
- p. 57. “Moo-o-ve On”

Saskatchewan Species at Risk Web site:

<http://www.serm.gov.sk.ca/ecosystem/speciesatrisk> (See “Limiting Factors.”)

2.3 Trace changes in the local ecosystem.

GT (pp. 18) “... Good for Us?”

NWW: Lessons 3 & 5

Grade 5 Science Curriculum (continued)

Instructional Resources

Oceans (p. 528)

1.5 Describe how the ocean influences climate.

Environment Canada Weather Office
<http://www.weatheroffice.ec.gc.ca> (Seasonal Forecasts)

2.2 Investigate the effect of pollutants on life in the ocean.

Canadian Wildlife Federation Ocean Unit – June 2002.

Check WILD Education Website at

http://www.wildeducation.org/programs/blue_school/oceneduc.asp
WILD

- p. 230. “No Water Off a Duck’s Back”
- p. 368. “Plastic Jellyfish”

MIDDLE LEVEL SCIENCE (Grade 6)

Grade 6 Science Curriculum

Instructional Resources

Earthquakes and Volcanoes (p. 611)

2.2 Describe the effects of volcanoes.

- p. 613. Activity: Have students research famous ... volcanoes...

Ecosystems (p. 617)

1.0 Investigate factors which influence an ecosystem. (1.1 -1.2)

GT (p. 16) “ ...Climate Variability.”

TEA

- pp. 20-21. L2: ‘Life Support System.’
- pp. 56-58. L9: ‘[Trees+.]’

NWW

- Resource Sheet
- Lessons 1, 2 & 3

WILD

- p. 105. “Riparian Retreat”
- p. 109. “Water Canaries”
- p. 172. “Marsh Munchers”
- p. 177. “The Edge of Home”
- p. 306. “Planning For People and Wildlife”
- p. 340. “Ethi-Reasoning”
- p. 351. “Enviro-Ethics”

SOILS (p. 39) “Sample Saskatchewan”

WET

- p. 79. “Life in the Fast lane”
- p. 89. “People of the Bog”
- p. 133. “Capture, Store and Release”
- p. 201. “Water Models”

Grade 6 Science Curriculum (continued)

Instructional Resources

2.0 Inquire into the effects of change in an ecosystem. (2.1 - 2.7)

WET

- p. 279. “Where are the Frogs?”
 - p. 267. “Sum of the Parts”
 - p. 322. “Macroinvertebrate Mayhem”
- WILD**
- p. 319. “Deadly Skies”
 - p. 237. “Migration Headaches”
 - p. 312. “To Dam or Not to Dam”
 - p. 295. “To Compromise or Not to Compromise”
- NWW: Lessons 3, 4, 5**

3.0 Develop a sense of responsibility for the preservation of the ecosphere.
(3.1 - 3.4)

WET

- p. 279. “Where are the Frogs?”
- p. 267. “Sum of the Parts”

WILD

- p. 319. “Deadly Skies”
 - p. 354. “Dragonfly Pond”
 - p. 237. “Migration Headaches”
 - p. 312. “To Dam or Not to Dam”
 - p. 295. “To Compromise or Not to Compromise”
 - p. 306. “Planning For People and Wildlife”
 - p. 340. “Ethi-Reasoning”
 - p. 351. “Enviro-Ethics”
- NWW: Lesson 4**

GT

- pp. 61-63 “...Clean Air Game.”
- pp. 64-66 “...Sustainable Living...”

TEA

- pp. 17-19. L1: “Spaceship Earth.”

4.0 Understand the personal, moral, social and cultural aspects of how we
interact in the ecosphere. (4.1 - 4.3)

- pp. 47-52. L7: “Top Secret [Cars].”
- pp. 53-55. L8: “Community...”
- pp. 61-63. L11: “Graph...[Cars].”

WILD

- p. 312. “To Dam or Not to Dam”
- p. 295. “To Compromise or Not to Compromise”
- p. 306. “Planning For People and Wildlife”
- p. 340. “Ethi-Reasoning”
- p. 351. “Enviro-Ethics”

WET

- p. 267. “Sum of the Parts”
- p. 446. “Water Celebration”
- p. 316. “Humpty Dumpty”

5.0 Understand how technology both shapes society and is shaped by it.
(5.1 - 5.2)

- p. 260. “The Long Haul”
- p. 307. “Every Drop Counts”
- p. 353. “Superbowl Surge”
- p. 267. “Sum of the Parts”

SOILS

- p. 68. “Lessons in History” (adapt)

ES: “Water Criters”

• p. 619. Activity: Conduct a pond study ... protect the environment... responsibility...

• p. 621. Activity: Investigate ways in which farmers are trying to protect natural ecosystems.

- p. 57. “Moo-o-ve On!”
- p. 62. “To Care or Not to Care”
- p. 70. “Stewards of the Land”
- p. 74. “Dirt Dilemmas”

GT

- p. 18. “... Good for Us?”
- pp. 64-66. “...Sustainable Living”

Grade 6 Science Curriculum (continued)

Instructional Resources

Exploring Space (p. 623)

1.2 Investigate how Landsat is used to monitor aspects of Canada's environment.

Space for Species Program web site (affiliated with Project WILD): <http://www.spaceforspecies.ca/>

1.7 Discuss the impact of the space program on the development of new technologies.

3.0 Appreciate the value and limitations of technology within society.

Energy in Our Lives (p. 629)

2.4 Examine and consider low energy use lifestyles.

GT

- pp. 32-34. "...Bus Afoot."
 - pp. 56-58. "...Cool Schools..."
 - pp. 59-60. "...Hot Water."
- ### TEA
- pp. 65-70. L12: "Energy Use..."
 - pp. 71-75. L13: "...Energy...Action Plan."
- ### WILD
- (p. 337) "Flip the Switch for Wildlife"

2.5 Explore the role of society in encouraging and enabling low-energy lifestyles.

GT

- pp. 25-27. "Solar Box Cooking."
 - pp. 35-36. "...Cyclists."
- ### ES
- "Greenhouse," "Ta Da Dump"
- ### WILD
- (p. 351) "Enviro-Ethics"
- Climate Change Saskatchewan Web Site and links
[Http://www.climatechangesask.ca](http://www.climatechangesask.ca)

Grade 6 Science Curriculum (continued)

Instructional Resources

3.2 Understand the social and cultural forces which underlay technological developments.

TEA

- pp. 77-86. L14: “[Energy] Research.”
 - pp. 82-88. L15: “TV Persuasion.”
 - pp. 89-90. L16: “[Energy Presentation].”
- ES: “Fast Car Gas Car”

3.3 Appreciate how technological developments affect culture and society.

GT (pp. 28-29) “Solar Car Sprints.”

TEA

- pp. 47-52. L7: “Top Secret [Cars].”
- pp. 61-63. L11: “Graph [Cars].”
- pp. 96-105. L18: “World [Energy] Tour.”

- p. 631. Activity: How do rechargeable cells and batteries get recharged?

GT (p. 24) “...Solar Electricity.”

Earth’s Climate (p. 643)

1.0 Describe the Saskatchewan climate. (1.1-1.4)

GT (pp. 16-19) “... Good for Us?”

NWW: Lessons 3 & 5

Elaine Wheaton, *But It’s a Dry Cold*

2.0 Identify and compare different world climates. (2.1-2.2)

WET

- p. 174. “Piece it Together”
- p. 201. “Water Models”
- p. 206. “Wet Vacation”
- p. 262. “Nature Rules”
- p. 289. “AfterMath”

3.0 Recognize long-term climatic patterns. (3.1-3.3)

GT (p. 16) “...Climate Variability.”

TEA (pp. 42-45) L6: “Impacts...Canada.”

Monica Hughes, *The Crystal Drop*

Elaine Wheaton, *But It’s a Dry Cold*

WET (p. 171) “Old Water”

Grade 6 Science Curriculum (continued)

Instructional Resources

4.3 Choose topics for in-depth study. [e.g., Climate change!]

GT (p. 24) “ ... Context.”

- p. 643. Activity: ... concept of climate...
- Activity: How do ocean currents influence the Earth’s climate? ... El Nino? ... La Nina?
Environment Canada Weather Office
[Http://www.weatheroffice.ec.gc.ca](http://www.weatheroffice.ec.gc.ca)
(Seasonal Forecasts – scroll down to El Nino, La Nina)
- Activity: ... tilt of the Earth’s axis...
- Activity: Elaine Wheaton ... global warming... Tim Ball... Which scientist is correct?
- Activity: Collect information on the debate about....global warming ... carbon dioxide ... other factors...
GT (pp. 11-13) “Activities... Concept.”
TEA (pp. 38-41) L5: “Greenhouse Gases.”
NWW: Resource Sheet, Lesson 5
Climate Change Saskatchewan Web Site and links
<http://www.climatechangesask.ca>
- Activity: How do volcanoes affect the Earth’s climate?
GT (p. 16) “ ... Climate Variability.”

ELEMENTARY LEVEL SOCIAL STUDIES
(Grades 1 – 5 and 6)

Grade 1 Social Studies Curriculum

Instructional Resources

Family Celebrations, Past and Present (p. 208)

- Discuss food.
- Explore reasons for crop failure.

Families in the Past (p. 215)

Appreciate and value lifestyles of the past.

Interdependence (p. 319)

Family member can conserve resources while meeting their needs and wants.
(Environment and economy) Identify various ways to practice conservation in the home. (Four R's)

GT

- p. 37. "... Whole Bus..."
- p. 38. "...Public Transit."

Grade 2 Social Studies Curriculum

Instructional Resources

Weather and Seasons in Our Community (p. 125)

Identify ways that the weather and the seasons influence the local community.

Communities Needs and Wants (p. 312)

Make plans for saving energy at school and in the home.

GT

- p. 20-21. “Energy ...Choices.”
 - pp. 56-58. “...Cool Schools...”
 - p. 316. Discuss energy issues and sustainable approaches to energy use; etc.
 - p. 317. Make a commitment to save electricity.
 - p. 319. Learn about the four R’s: recycle, reduce, repair, and reuse.
- pp. 32-34. “...Bus Afoot.”
 - pp. 35-36. “...Cyclists.”

Grade 3 Social Studies Curriculum

Instructional Resources

Comparing Canadian Communities (p. 110)

The natural environment helps shape the community.

- Compare the climate of the two communities.

Industry (p. 330)

Learn about the production of a specific article such as aluminum cans.

- p. 331. Consider the energy used at each step and the human power used at each step.

Sustainable Development (p. 337)

Develop understandings about renewable and nonrenewable resources.

GT

- pp. 22-24. “...Solar Electricity.”
- pp. 53-55. “Taking Action...Schools.”
- pp. 56-58. “...Cool Schools...”
- pp. 64-66. “...Sustainable Living...”

Worldview and Sustainability (p. 340)

...using the earth’s resources wisely to meet our needs today without compromising the ability of future generations to meet their needs.

Meeting Needs Through Agriculture (p. 345)

Identify ways in which agriculture helps meet human needs and wants. (compare climate)

- p. 18. “...Good for Us?”

Food production (p. 346)

- Make connections between agriculture and climate.
- Decisions related to disasters.

Explore changes caused by nature (p. 412)

Explore changes which affect communities. (drought)

- pp. 5-6. “...Framework...”

Grade 4 Social Studies Curriculum

Instructional Resources

Saskatchewan the Province (p. 105)

- Learn to see relationships between/among climate, landforms, and vegetation (pp. 107-108).

- Study climate and ways it affects lifestyles... Explore climate and weather. ... describe the effect of weather on Saskatchewan's agriculture (pp. 107-108).

GT

- p. 18. "...Good for Us?"

Resources – oil, natural gas. (products, power, appliances, conservation) (p. 317)

Industry – producing electricity (p. 320) coal or gas, power, solar.

- pp. 61-63. "The Clean Air Game."

Alternate approaches to agriculture (adaptations) (pp. 333-334)

- p. 18. "...Good for Us?"

Grade 5 Social Studies Curriculum

Instructional Resources

Canadian Resources and Industries (p. 304)

Conservation is an important consideration. Industry, resources, agriculture, and economics are interdependent. Make connections among resources, industries, products, agriculture, the environment, and human needs and wants.

- p. 305. Resources may be renewable or nonrenewable.

Conservation (pp. 310-311)

- Learn about the four R's.
- Compile a portfolio of materials about conservation and resource management.

GT

- p. 38. "...Public Transit."
- pp. 53-55. "Taking Action...Schools."
- pp. 61-63. "The Clean Air Game."
- pp. 64-66. "...Sustainable Living..."
- pp. 20-21. "...Energy... Choices."
- pp. 35-36. "...Cyclists."
- p. 37. "...Whole Bus..."
- pp. 56-58. "...Cool Schools..."
- pp. 64-66. "...Sustainable Living..."

Grade 6 Social Studies Curriculum

Instructional Resources

Location and Climate (pp. 82-83)

Describe local climate. Discuss major causes of various climate patterns.

- pp. 87-94. Climatographs show average temperature and precipitation for a region.
- pp. 95-101. Discuss with students other factors that determine the climate of a region.

GT

- pp. 17-19. “... Good for Us?”

Location, Climate & Vegetation (p. 106)

- Identify and describe relationships between/among location, climate and vegetation.
- Appreciate that various elements of the natural environment are interrelated.
 - p.109. Make connections: location/climate/vegetation.

- pp. 14-16. “...Climate Variability.”

Links: People and the Environment (p. 358)

The demand for scarce resources may influence interdependence patterns.

- Appreciate that as humans use the environment to meet their needs/wants, the environment is affected.
- Understand that decisions regarding the use of natural resources involve complex issues.

- pp. 53-55. “Taking Action...Schools.”

TEA (pp. 97-105) L18: “World Energy Tour.”

GT

- pp. 2-4. “...Context...”
 - pp. 64-66. “...Sustainable Living...”
 - pp. 69-70. “Climate Change Round Table.”
- TEA (pp. 76-90) L14-15: “Exploring Energy Sources.”

Using **natural resources**: a chart (pp. 360-361)
(Renewable or nonrenewable?)

Case Study: uranium and Nuclear Energy, Background information.

- pp. 362-367. (uses, no greenhouse effect, opinions)

Grade 6 Social Studies Curriculum (continued)

Instructional Resources

A Simulation Activity re: **Rainforests of Brazil** (pp. 370-373)
(background, role play, debrief, points of view)

GT (pp. 69-70) “Climate Change Round Table.”
TEA (pp. 91-95) L17: “Roundtable Discussion.”

Case Study: The Automobile and International Trade (pp. 432-433)
List what you think are the major advantages and disadvantages of the automobile. (Transportation freedom, exhaust, concerns)

GT (pp. 61-63) “The Clean Air Game.”
TEA (pp. 46-63) L7-11: “School Transportation Audit.”