

Taking Action for Prairie

Grade 6 Curricular Outcomes

Teacher Resource Package

Curriculum Support DL6.2a, DL6.2g, DL6.4c: Construct a classification system to organize living things into groups and subgroups according to student-developed criteria. Use appropriate scientific terminology to communicate ideas about the diversity of life (kingdom, plant, animal, invertebrate, vertebrate). Describe examples of structures and behaviours which help organisms survive in their environment.

Curriculum Support DL6.3d, DL6.g: Propose questions for inquiry that arise from personal investigations of characteristics of animals. Gather information to answer student questions about structural adaptations of organisms.

Curriculum Support: Cross-curricular Competency - Developing Identity and Interdependence

Curriculum Support DL6.1f: Identify examples of science-related careers which require an understanding of the diversity of life.

Classroom Presentation and Activities

Curriculum Support: DL 6.2e, DL6.4 c, f: Learn how aspects (interconnectedness, value of place-based knowledge) of First Nations worldviews shape affect the understanding of living things. Describe examples of structures and behaviours that help living things survive in their environment, including seasonal changes. Suggest reasons why certain species could become endangered or extinct.

Curriculum Support: DL 6.4c, f: Describe examples of structures and behaviours that help living things survive in their environment, including seasonal changes. Suggest reasons why certain species could become endangered or extinct.

Grade 7 Curricular Outcomes

Teacher Resource Package

Curriculum Support IE7.2b: Provide examples of ecosystems including biotic and abiotic components.

Curriculum Support IE7.2i, IE7.2j: Classify organisms as producers, consumers or decomposers and further classify consumers as herbivores, carnivores or omnivores. Interpret their interdependence within natural systems by constructing food chains and food webs.

Curriculum Support IE7.4d, IE7.4e: Identify and refine questions and problems related to the effects of natural or human influences on a particular ecosystem. Select and synthesize information to develop a response.

Curriculum Support IE7.3b, IE7.3d: Model the carbon cycle to illustrate how matter cycles through ecosystems. Explain the role of decomposers in recycling matter in an ecosystem.

Curriculum Support IE7.3e, IE7.4g: Describe examples of how scientists collect evidence, search for patterns and relationships in data about energy and matter in ecosystems. Be sensitive and responsible in maintaining a balance between human needs and a sustainable environment by considering effects of courses of action.

Classroom Presentation and Activities

Curriculum Support: IE7.2a, i IE7.3b, d, e IE7.4d: Illustrate the ecological organization of life, using specific examples of species, communities, ecosystems and biomes. Classify organisms in an ecosystem as producers, consumers and decomposers and further classify consumers as herbivores, carnivores or omnivores. Model the carbon cycle to show how matter cycles through ecosystems. Describe examples of how scientists collect evidence, search for patterns and relationships in data, and propose explanations to further the development of scientific knowledge about energy and matter flow in ecosystems. Identify and refine questions and problems related to the effects of natural or human influences on a particular ecosystem.

Curriculum Support: IE7.4b, d, f, g: Analyze how ecosystems change in response to human influences and propose actions to reduce the impact of human behaviour on an ecosystem. Propose ecological questions to investigate arising from practical problems and issues. Identify questions and problems related to the effects of human influences on a particular ecosystem, taking into account scientific, societal, technological and environmental factors. Be responsible in maintaining a balance between human needs and a sustainable environment by considering both immediate and long-term effects of actions or stated position.

Grade 8 Curricular Outcomes

Teacher Resource Package

Curriculum Support WS8.1f: Identify consequences of human practices that pose threats to surface or ground water.

Curriculum Support WS8.1d: Apply the concept of systems as a tool for interpreting the structure and interactions of water systems by constructing a representation of systems such as a watershed and showing interrelationships between parts of the system.

Curriculum Support WS8.2c: Identify factors that affect productivity and species distribution in aquatic environments.

Curriculum Support WS8.1f: Identify possible personal, societal, economic, and environmental consequences of human practices that pose threats to surface and/or ground water systems in Saskatchewan.

Curriculum Support: Cross-curricular Competency: Developing Identity and Interdependence

Classroom Presentation and Activities

Curriculum Support: WS8.1f, WS8.2a, WS8.3c, i: Identify possible personal, societal, economic and environmental consequences of human practices that pose threats to water systems in Saskatchewan. Explain how the processes of weathering, erosion and deposition result from water movement. Identify factors that affect productivity and species distribution in aquatic environments. Provide examples of how individuals and institutions contribute to the sustainable stewardship of water.

Curriculum Support: WS8.1f, g, h: Analyze the impact of human-induced changes to the characteristics and distribution of water in a local ecosystem. Identify personal, societal, economic and environmental consequences of human practices that pose threats to surface and groundwater. Represent various stakeholders with conflicting needs who have to resolve water-related issues. Evaluate the processes used to resolve the issues.