

Appendix I- Curriculum Connections Index

Subject	Grade	Curriculum Outcomes	Activities
Science	6	107-6 provide examples of how science and technology have been used to solve problems around the world	1.1
		107-12 provide examples of Canadians who have contributed to science and technology	1.1
		108-5 describe how personal actions help conserve natural resources and protect the environment in their region	2.1, 2.2, 3.2, 4.1, 4.2, 5.1
		204-1 propose questions to investigate and practical problems to solve	2.2, 3.2, 4.2, 4.3, 4.4, 4.5, 5.3
		205-1 carry out procedures to explore a given problem	2.2, 3.2
		205-7 record observations using a single work, notes in point form, sentences and simple diagrams and charts	2.1, 2.2, 2.4, 2.5, 3.1, 3.2, 4.1, 4.2, 5.1,
		206-1 classify according to several attributes and create a chart or diagram	2.2
		206-9 identify new questions or problems that arise from what was learned	2.1, 2.2, 2.4, 2.5, 3.1, 3.2, 4.1, 4.2, 4.4, 5.3
		207-2 communicate procedures and results, using lists, notes in point form, sentences, charts, graphs, drawing, and oral language	2.4, 2.5, 5.1,
		300-12 describe how microorganisms meet their basic needs, including obtaining food, water, and air and moving around	2.3, 2.4, 2.5
		300-19 examine and describe some living things that cannot be seen with the naked eye	2.3, 2.4, 2.5
		303-30 identify and explain different factors that could lead to a decrease in electrical energy consumption in the home and at school	4.1, 4.2, 4.3, 4.4, 4.5
	7	111-5 describe the science underlying particular technologies designed to explore natural phenomena, extend human human capabilities, or solve practical problems	1.1
		111-6 apply the concept of systems as a tool for interpreting the structure and interactions of natural and technological systems	2.3, 2.4, 2.5, 5.1
		112-4 provide examples of Canadian institutions that support scientific and technological endeavours	1.1
		113-11 propose a course of action on social issues related to science and technology, taking into account personal need	2.1, 2.2, 2.4, 2.5, 3.2, 4.2, 4.4, 4.5, 5.2, 5.3

		208-2 identify questions to investigate arising from practical problems and issues	2.1, 2.2, 4.1, 4.2, 4.4, 5.3
		209-4 organize data, using a format that is appropriate to the task or experiment	2.2, 2.4, 2.5, 5.1
		210-12 identify and evaluate potential applications of findings	2.1, 2.2, 3.2, 4.1, 4.2, 4.3, 4.4, 5.3
		211-5 defend a given position on an issue or problem on the basis of their findings	2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 4.4, 4.5, 5.3
		304-2 identify the roles of decomposers in a local ecosystem, and describe both their diversity and their interactions	2.3, 2.4, 2.5, 5.1,
		306-3 describe interactions between biotic and abiotic factors in an ecosystem	2.4, 2.5, 5.1,
		306-4 identify signs of ecological succession in a local ecosystem	5.1
		310-3 classify various types of soil according to their characteristics, and investigate ways to enrich soils	2.4, 2.5
Social Studies	6	6.2.2 assess the relationship between culture and the environment in a selected cultural region	3.3
		6.2.3 compare the use of resources and sustainability practices between Canada and a selected country	3.3
		6.5.3 take age-appropriate actions to demonstrate an understanding of responsibilities of being a global citizen	2.1, 2.2, 3.1, 3.2, 3.4, 4.2, 4.4, 4.5, 5.2, 5.3
		5.2.6 discuss an environmental issue that impacts directly on Atlantic Canada and the global village	3.3
	8	1.4 link human activity to the natural resources of the Atlantic region	3.2, 3.4
		4.6.6 evaluate the environmental effects of technology in the resource industries in the Atlantic region.	4.4
		5.2 examine and analyse how Atlantic Canadians are members of the global community through different interconnected systems	4.3
		5.3.3 identify student activities that contribute to global citizenship	2.1, 2.2, 3.1, 3.2, 3.4, 4.1, 4.2, 5.2, 5.3

Appendix II - Activity Index

Module	Activity Number	Activity Name
1- Steps to Sustainability	1.1	Sustainable School: Introductory Reading Activity
2- Waste Generation	2.1	Waste Walkabout: Dirt up the garbage on your school
	2.2	Personal Assessment: My daily garbage
	2.3	Introductory student reading: The magic of compost
	2.4	Experiment #1: Outdoor composting
	2.5	Experiment #1: Indoor composting
3- Water Usage	3.1	Preliminary school assessment: Water walkabout
	3.2	Personal assessment: Water you using everyday?
	3.3	Water solutions around the : Catching raindrops in Nicaragua
	3.4	Don't flush it all : Toilet Dams
4- Energy Consumption	4.1	Preliminary school assessment: Energy Walkabout
	4.2	Personal assessment: Energy use clock
	4.3	Assessing food miles: Where in the World is your food coming from?
	4.4	My personal actions
	4.5	Promoting energy conservation
5- Schoolyard Biodiversity	5.1	School grounds biodiversity assessment: What's growing on?
	5.2	School-ground naturalization: Backgrounder
	5.3	Greening the schoolyard: Student planning process