



Destination  
Conservation  
Saskatchewan

A Better Planet  
Begins in the  
*Classroom*



# Unit 1

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Curricula fits



## INTRODUCTION

DCS reviewed Saskatchewan's curriculum from Kindergarten to Grade 12 for Science, Social Studies, Health, Home Economics, Physical Education, English Language Arts, Arts Education, and Industrial Arts to identify curricula fits for the following DCS topics:

- Energy conservation
- Water conservation
- Waste reduction

These fits are updated as the Saskatchewan curriculum changes. Check [www.environmentalsociety.ca](http://www.environmentalsociety.ca) and follow the links through “Projects” and “Destination Conservation Saskatchewan” for current list.

### Curricula fits

**Outcome** identifies the specific course outcome that is linked to the Destination Conservation Saskatchewan program.

**DCS FIT** identifies the DCS Lesson Plans, Audits, Campaigns and Workshops that are relevant to the identified goals and outcomes. “Lesson Plans” can be found in Unit 2 of this manual; student “Audits” in Unit 3 and “Campaigns” in Unit 4. A description of the workshops can be found at [www.environmentalsociety.ca](http://www.environmentalsociety.ca) and follow the links through “Projects” and “Destination Conservation Saskatchewan”.

**Additional Resources** identifies other resources that are relevant to the curriculum outcomes and may be used to support the DCS materials and Lesson Plans.

## Websites we like:

### Teaching Resources

- [www.re-energy.ca](http://www.re-energy.ca) (Pembina Institute’s renewable energy lesson plans and activities)
- [www.greenteacher.com](http://www.greenteacher.com) (“Online articles and teaching activities from Green Teacher magazine” (inside blue-green box) there is a selection of pdf articles)
- [www.energyquest.ca.gov](http://www.energyquest.ca.gov) (click on the apple beside the computer for a large number of lesson plans. Note the ca in this web address is for California)
- [www.patagonia.com](http://www.patagonia.com) (Patagonia’s ecofootprint. Look under “Environmentalism” (top) → “The Footprint Chronicles” → “Footprint icon” (mid page) → “Choose a Product” (mid page)
- [www.environmentalsociety.ca](http://www.environmentalsociety.ca) (Saskatchewan Environmental Society. Look under “Projects” “Destination Conservation Saskatchewan ” and “DCS School Log In”)
- [www.ecokids.ca](http://www.ecokids.ca) (information on eco system health. Complete lesson plans attached to SK curriculum. French and ESL also available)
- [www.earthday.ca](http://www.earthday.ca) (activities for schools to do on Earth Day)
- [www.green-street.ca](http://www.green-street.ca) (Provides environmental learning and sustainable programs K-12)
- [www.vereco.com](http://www.vereco.com) (Net zero home design with specific classroom resources for Gr 7 Physical Science - Heat and Temperature)



## Understanding the Issues

[www.environmentalsociety.ca](http://www.environmentalsociety.ca) (Saskatchewan Environmental Society. Information on energy conservation, renewable energy etc. Look under “Issues”, “Climate Change” or “Energy”)

[www.pembina.org](http://www.pembina.org) (the Pembina Institute conducts research and advocacy projects around energy issues)

[www.oeenrcan.gc.ca](http://www.oeenrcan.gc.ca) (Natural Resources Canada’s website. Has background and actions for many topics. Includes lists of EnerGuide ratings and ENERGY STAR qualified products)

[www.storyofstuff.com](http://www.storyofstuff.com) (videos on over consumption, bottled water, electronics recycling and carbon cap& trade. Note: See [www.sweepit.ca](http://www.sweepit.ca) to see the good news story of how Saskatchewan handles electronics recycling much better than most parts of the world)

[www.climatehotmap.org](http://www.climatehotmap.org) (Global Warming: Early Warning Signs)

[www.rcgs.org](http://www.rcgs.org) (The Canadian Atlas Online. Lesson plans by province and grade)

[www.ecojustice.ca](http://www.ecojustice.ca) (Canadian legal organization using the law to protect the environment)

[www.sierraclub.bc.ca/education](http://www.sierraclub.bc.ca/education) (Gr. 5-12 Site includes a 3 part download called the Sustainable High Schools Project. This kit includes a large audit of all aspects of the school and school issues as well as a planning process for change.)

## Energy Conservation

[www.saskenergy.com](http://www.saskenergy.com) (Look under “Saving Energy”)

[www.saskpower.com](http://www.saskpower.com) (Look under “Save Power”)

[www.src.sk.ca](http://www.src.sk.ca) (Look Under “Research and Technology”, “Energy Conservation”)

[www.ec.gc.ca/eco](http://www.ec.gc.ca/eco) (Environment Canada’s “Take Action for the Environment” website)

[www.oeenrcan.gc.ca](http://www.oeenrcan.gc.ca) (Natural Resources Canada’s website. Has background and actions for many topics. Includes lists of EnerGuide ratings and ENERGY STAR qualified products)

[www.environment.gov.sk.ca](http://www.environment.gov.sk.ca) (Look under “Go Green” for information on the Province of Saskatchewan’s programs to help us reduce our energy consumption)

[www.cmhc-schl.gc.ca](http://www.cmhc-schl.gc.ca) (Canada Mortgage and Housing Corporation. Has information on maintaining and renovating your house. Look under “English”, “Consumers”, “Maintaining a Home”, or “Renovating a Home”)

[www.Saskatoon.ca](http://www.Saskatoon.ca) (City of Saskatoon Power Generation Initiatives Follow the links through: Departments, Utility Services, Saskatoon Light and Power, Power Generation Initiatives)

[www.chep.org](http://www.chep.org) (Community gardens and other local food information)

[www.aitc.sk.ca](http://www.aitc.sk.ca) (Agriculture in the Classroom. Little Green Thumbs Program)



## **Reduction and Recycling**

- [www.saskwastereduction.ca](http://www.saskwastereduction.ca) (Saskatchewan Waste Reduction Council is a great source of information on composting, and recycling programs throughout Saskatchewan)
- [www.recyclesaskatchewan.ca](http://www.recyclesaskatchewan.ca) (link to For SK Schools)
- [www.sweepit.ca](http://www.sweepit.ca) (for information on electronics recycling)
- [www.sarcsarcan.ca](http://www.sarcsarcan.ca) (Look under “SARCAN Recycling for information on drink container, paint, and electronics recycling)
- [www.usedoilrecycling.com](http://www.usedoilrecycling.com) (for information on recycling used oil, filters and containers)
- [www.productcare.org](http://www.productcare.org) (for information on paint recycling)
- [www.scraptire.sk.ca](http://www.scraptire.sk.ca) (for information on recycling tires)
- [www.rbrc.com](http://www.rbrc.com) (for information on recycling rechargeable batteries and cell phones)
- [www.wrwcanada.com](http://www.wrwcanada.com) (for information on waste reduction week activities, and resources for waste reducing activities you can do at your school, workplace, municipality or home)
- [www.regina.ca](http://www.regina.ca) (City of Regina. Look under “environment”, “Refuse, reduce, reuse, renew, recycle”)
- [www.saskatoon.ca](http://www.saskatoon.ca) (City of Saskatoon. Look under “Departments”, “Utility Services”, “Environmental Services”, “Waste Minimization”)

## **Water Conservation**

- [www.environmentalsociety.ca](http://www.environmentalsociety.ca) (Saskatchewan Environmental Society. Look under “Issues”, “Water”)
- [www.regina.ca](http://www.regina.ca) (City of Regina. Look under “water & sewer” and “save water & save money”)
- [www.oeo.nrcan.gc.ca](http://www.oeo.nrcan.gc.ca) (Natural Resources Canada’s website. Has background and actions for many topics)
- [www.cmhc-schl.gc.ca](http://www.cmhc-schl.gc.ca) (Canada Mortgage and Housing Corporation. Has information on maintaining and renovating your house. Look under “English”, “Consumers”, “Maintaining a Home”, or “Renovating a Home”)
- [www.swa.ca](http://www.swa.ca) (Saskatchewan Watershed Authority)

## **Transportation**

- [www.oeo.nrcan.gc.ca](http://www.oeo.nrcan.gc.ca) (Natural Resources Canada’s website. Includes lists of EnerGuide for vehicles ratings and tips on operating your vehicle efficiently)
- [www.oeo.nrcan.gc.ca](http://www.oeo.nrcan.gc.ca) (Natural Resources Canada’s website. Includes lists of EnerGuide for vehicles ratings and tips on operating your vehicle efficiently)
- [www.saferoutestoschool.ca](http://www.saferoutestoschool.ca)
- BikeEd Saskatoon <http://www.borealisoutdoor.com/content/can-bike/schools/kcbkin01.pdf>
- [www.saskatooncycles.org](http://www.saskatooncycles.org)
- [www.saskatchewaninmotion.ca](http://www.saskatchewaninmotion.ca)
- [www.bike2workregina.ca](http://www.bike2workregina.ca)
- [www.roadmapsaskatoon.com](http://www.roadmapsaskatoon.com) (Saskatoon community groups providing education and action plans on the sustainability issues of community, environment and economy)



### Curriculum Connections Summary

#### Elementary – Summary by Grade

Kindergarten	<b>Science</b>	Life Science	Needs and Characteristics of Living Things
		Physical Science	Observing Forces and Energy
		Earth and Space Science	Exploring our Natural Surroundings
	<b>Social Studies</b>	Resources and Wealth	
	<b>Health Education</b>	Understanding, Skills, and Confidences	
	<b>Mathematics</b>	Number, Shape and Space	
Grade 1	<b>Science</b>	Life Science	
		Physical Science	Using Objects and Materials
		Earth and Space Science	Daily and Seasonal Changes
	<b>Social Studies</b>	Dynamic Relationships	
	<b>Health Education</b>	Understanding, Skills, and Confidences	
	<b>English Language Arts</b>	Comprehend and Respond Compose and Create	
	<b>Physical Education</b>	Active Living Skillful Movement	
	<b>Mathematics</b>	Number, Shape and Space	
Grade 2	<b>Science</b>	Life Science	Animal Growth and Changes
		Physical Science	
	<b>Social Studies</b>	Dynamic Relationships	
		Power and Authority	
	<b>Health Education</b>	Resources and Wealth	
		Understanding, Skills, and Confidences	
	<b>English Language Arts</b>	Comprehend and Respond	
	<b>Physical Education</b>	Active Living Strategies and Skills	
<b>Mathematics</b>	Number, Shape and Space		



Grade 3	<b>Science</b>	Life Science	Plant Growth and Changes
		Physical Science	Structures and Materials
		Earth and Space Science	Exploring Soils
	<b>Social Studies</b>	Interdependence of Nations	
		Dynamic Relationships	
	<b>Health Education</b>	Understanding, Skills, and Confidences	
	<b>Physical Education</b>	Active Living	
<b>Mathematics</b>	Skills and Strategies		
Grade 4	<b>Science</b>	Life Science	Habitats and Communities
		Physical Science	Light
		Earth and Space Science	Rocks, Minerals and Erosion
	<b>Social Studies</b>	Resources and Wealth	
	<b>Health Education</b>	Understanding, Skills, and Confidences	
		Apply Decisions	
	<b>English Language Arts</b>	Comprehend and Respond	
	<b>Physical Education</b>	Skillful Movement	
	<b>Mathematics</b>	Number, Shape and Space	
	Grade 5	<b>Science</b>	Life Science
Physical Science			Properties and Changes of Materials
Earth and Space Science			Weather
<b>Social Studies</b>		Dynamic Relationships	
		Resources and Wealth	
<b>Health Education</b>		Understanding, Skills, and Confidences	
		Apply Decisions	
<b>English Language Arts</b>		Compose and Create	
		Assess and Reflect	
<b>Physical Education</b>		Active Living	
<b>Mathematics</b>	Skillful Movement		
	Number, Shape and Space		



Grade 6	<b>Science</b>	Life Science	Diversity of Living Things	
		Physical Science	Understanding Electricity	
	<b>Social Studies</b>	Resources and Wealth		
	<b>Physical Education</b>			
	<b>Mathematics</b>	Number, Shape and Space		
Grade 7	<b>Science</b>	Life Science	Interactions Between Ecosystems	
		Physical Science	Mixtures and Solutions Heat and Temperature	
		Earth and Space Science	Earth's Crust and Resources	
	<b>Social Studies</b>	Interactions and Interdependence of Nations		
		Dynamic Relationships Resources and Wealth		
		<b>Physical Education</b>		
		<b>Mathematics</b>	Number, Shape and Space, Statistics and Probability	
Grade 8	<b>Science</b>	Physical Science	Optics and Vision	
		Earth and Space Science	Water Systems on Earth	
	<b>Social Studies</b>	Resources and Wealth		
	<b>Health Education</b>	Understanding, Skills, and Confidences		
	<b>Mathematics</b>	Statistics and Probability		
<b>High School - Summary by Course</b>				
Grade 9	<b>Science</b>	Physical Science	Atoms and Elements Characteristics of Electricity	
Grade 10	<b>Science</b>	Life Science	Sustainability of Ecosystems	
		Physical Science	Motion in our World Chemical Reactions	
		Earth and Space Science	Weather Dynamics	
Grade 11	<b>Biology</b>	Unit 2	Ecological Organization	
Grade 12	<b>Physics</b>	Electricity	Electric Power and Energy	



Grade 11	<b>Social Studies</b>	Unit 3-Environment
Grade 9	<b>Health Education</b>	Understanding, Skills, and Confidences Action Planning
Grade 9	<b>Physical Education</b>	
Grade 9	<b>Arts Education *</b>	Creative/Productive

Practical and Applied Arts

Grade 11,	<b>Care and Hospitality</b>	Life Transitions	Community Issues and Ethics
Grade 12	<b>Care and Hospitality</b>	Life Transitions	Independent Living
Grade 10, 11, 12	<b>Communications</b>	Electrical and Electronics	Residential Lighting
Grade 10, 12	<b>Design (Construct / Fabricate) *</b>	Clothing and Textiles and Fashion	Redesign, Restore, or Recycle
Grade 10, 11, 12	<b>Design (Construct / Fabricate)</b>	Construction and Carpentry	Insulation and Installation
Grade 10, 11	<b>Design (Construct / Fabricate)</b>	Design Studies	Human Environments
Grade 12	<b>Design (Construct / Fabricate)</b>	Housing	Energy-Efficient Housing Housing of the Future
Grade 12	<b>Design (Construct / Fabricate)</b>	Interior Design	Openings, Windows, Window Treatments, and Doors Furniture and Appliances
Grade 11, 12	<b>Forestry *</b>	Management and Conservation Issues in Forestry	
Grade 11, 12, 13	<b>Wildlife Management</b>	Wildlife and Ecosystems The Value of Wildlife	
Grade 10, 11, 12	<b>Energy and Mines</b>	Sustainability	

\* No DCS Fit. Additional Resources only



## Kindergarten Science

Goal	Outcome	DCS and ADDITIONAL RESOURCES
<p><b>Life Science:</b> Needs and Characteristics of Living Things (LT)</p>	<p>LTK.1 Examine observable characteristics of plants, animals, and people in their local environment.</p>	<p><b>DCS FIT</b> <u>Lesson Plans</u></p> <ul style="list-style-type: none"> <li>Water and Plant Life (Water LP 4)</li> </ul> <p><u>Campaigns</u></p> <ul style="list-style-type: none"> <li>Schoolyard Naturalization (Water/Energy Campaign Example – coming 2011)</li> </ul> <p><u>Workshops</u></p> <ul style="list-style-type: none"> <li>Schoolyard Naturalization (Yr 3 Advanced Lifestyle Workshop)</li> </ul> <p><b>ADDITIONAL RESOURCES</b></p> <ul style="list-style-type: none"> <li><i>10 Things I Can Do To Help My world</i>, Melanie Walsh.</li> <li><i>The ABC's of the Environment</i>, Bobbie Kalman.</li> <li><i>Eddie's Garden</i>, Sarah Garland.</li> </ul>
<p><b>Physical Science:</b> Observing Forces and Energy (FE)</p>	<p>FEK.1 Examine the effects of physical forces, magnetic forces, light energy, sound energy, and heat energy, on objects in their environment.</p>	<p><b>DCS FIT</b> <u>Lesson Plans</u></p> <ul style="list-style-type: none"> <li>Conserve a Cube (Energy LP 2)</li> <li>Keeping the Chill Out (Energy LP 3)</li> </ul>
<p><b>Earth and Space Science:</b> Exploring our Natural Surroundings (NS)</p>	<p>NSK.1 Explore features of their natural surroundings (e.g. soil, water, landform, and weather conditions), including changes to those surroundings over time.</p>	<p><b>DCS FIT</b> <u>Lesson Plans</u></p> <ul style="list-style-type: none"> <li>Water in My Life (Water LP 1)</li> </ul> <p><u>Campaigns</u></p> <ul style="list-style-type: none"> <li>Schoolyard Naturalization (Water/Energy Campaign Example – coming 2011)</li> </ul> <p><u>Workshops</u></p> <ul style="list-style-type: none"> <li>Schoolyard Naturalization (Yr 3 Workshop)</li> </ul> <p><b>ADDITIONAL RESOURCES</b></p> <ul style="list-style-type: none"> <li><i>10 Things I Can Do To Help My world</i>, Melanie Walsh.</li> <li><i>The ABC's of the Environment</i>, Bobbie Kalman.</li> <li><i>Eddie's Garden</i>, Sarah Garland</li> </ul>



### Grade 1 Science

Goal	Outcome	DCS and ADDITIONAL RESOURCES
<b>Life Science (LT)</b>	LT1.2 Analyze different ways in which plants, animals, and humans interact with various natural and constructed environments to meet their basic needs.	<b>DCS FIT</b> <u>Lesson Plans</u> <ul style="list-style-type: none"> <li>• Water and Plant Life (Water LP 4)</li> <li>• Water Go-Around (Water LP 5)</li> </ul> <u>Campaigns</u> <ul style="list-style-type: none"> <li>• Schoolyard Naturalization (Water/Energy Campaign Example – coming 2011)</li> </ul> <u>Workshops</u> <ul style="list-style-type: none"> <li>• Schoolyard Naturalization (Yr3 Workshop)</li> </ul>
<b>Physical Science: Using Objects and Materials (OM)</b>	OM1.2 Examine methods of altering and combining materials to create objects that meet student- and /or teacher-specified criteria.	<b>DCS FIT</b> <u>Campaigns</u> <ul style="list-style-type: none"> <li>• Alternate Gift Giving (Waste Campaign Example – coming 2011)</li> </ul> <u>Workshops</u> <ul style="list-style-type: none"> <li>• Recycle (Yr 1 Lifestyle Workshop)</li> </ul>
<b>Earth and Space Science- Daily and Seasonal Changes (DS)</b>	DS1.2 Inquire into the way in which plants, animals, and humans adapt to daily and seasonal changes by changing their appearance, behaviour, and/or location.	<b>DCS FIT</b> <u>Campaigns</u> <ul style="list-style-type: none"> <li>• Schoolyard Naturalization (Water/Energy Campaign Example – coming 2011)</li> </ul> <u>Workshops</u> <ul style="list-style-type: none"> <li>• Schoolyard Naturalization (Yr 3 Advanced Lifestyle Workshop)</li> </ul>

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## Grade 2 Science

Goal	Outcome	DCS and ADDITIONAL RESOURCES
<b>Life Science: Animal Growth and Changes (AN)</b>	AN2.3 Assess the interdependence of humans and animals in natural and constructed environments.	<p><b>DCS FIT</b></p> <p><u>Campaigns</u></p> <ul style="list-style-type: none"> <li>Schoolyard Naturalization (Water/Energy Campaign Example – coming 2011)</li> </ul> <p><u>Workshops</u></p> <ul style="list-style-type: none"> <li>Schoolyard Naturalization (Yr 3 Advanced Lifestyle Workshop)</li> </ul>
<b>Physical Science: Liquids and Solids (LS)</b>	LS2.2 Assess results of combining liquids and solids, including technologies based on understanding these interactions.	<p><b>DCS FIT</b></p> <p><u>Lesson Plans</u></p> <ul style="list-style-type: none"> <li>Safe Water (Water LP 7)</li> <li>Safe Water For Wildlife (Water LP 8)</li> </ul> <p><u>Workshops</u></p> <ul style="list-style-type: none"> <li>Water (Yr 1 Technology Workshop)</li> <li>Water (Yr 1 Lifestyle Workshop)</li> <li>Clean and Green (Yr 3 Advanced Lifestyle Workshop)</li> <li>Water Year End Event</li> </ul>
	AW2.1 Investigate observable physical properties of air and water (in all three states of matter) within their environment.	<p><b>DCS FIT</b></p> <p><u>Lesson Plans</u></p> <ul style="list-style-type: none"> <li>Conserve A Cube (Energy LP 2)</li> <li>Keeping the Chill Out (Energy LP 3)</li> <li>Steam Energy (Energy LP 4)</li> <li>Water, Hot and Cold (Energy LP 5)</li> <li>Water In My Life (Water LP 1)</li> <li>Ice Expansion (Water LP 2)</li> <li>Rain Maker (Water LP 3)</li> </ul> <p><u>Workshops</u></p> <ul style="list-style-type: none"> <li>Water Year End Event</li> <li>Wind Year End Event</li> </ul>
	AW2.2 Assess the importance of air and water for the health and survival of living things, including self, and the environment.	<p><b>DCS FIT</b></p> <p><u>Lesson Plans</u></p> <ul style="list-style-type: none"> <li>How Much Water Do I Use? (Water LP 6)</li> <li>Safe Water (Water LP 7)</li> <li>Safe Water for Wildlife (Water LP 8)</li> <li>Saving Water: What A Difference It Makes (Water LP 14)</li> <li>How Does Water Move Through A Watershed (Water LP 15)</li> </ul> <p><u>Audits</u></p> <ul style="list-style-type: none"> <li>Water Audits- Sinks, Washrooms, Outside Use and Home Water Audit.</li> </ul> <p><u>Workshops</u></p> <ul style="list-style-type: none"> <li>Water Year End Event</li> </ul>



### Grade 3 Science

Goal	Outcome	DCS and ADDITIONAL RESOURCES
<b>Life Science: Plant Growth and Changes (PL)</b>	PL3.2 Analyze the interdependence among plants, individuals, society, and the environment.	<p><b>DCS FIT</b></p> <p><u>Campaigns</u></p> <ul style="list-style-type: none"> <li>• Schoolyard Naturalization (Water/Energy Campaign Example – coming 2011)</li> <li>• Tree Planting (Energy Campaign 7)</li> <li>• Composting (Waste Campaign 2)</li> </ul> <p><u>Workshops</u></p> <ul style="list-style-type: none"> <li>• Schoolyard Naturalization (Yr 3 Advanced Lifestyle Workshop)</li> <li>• Composting (Yr 1 Lifestyle Workshop)</li> </ul> <p><b>ADDITIONAL RESOURCES</b></p> <ul style="list-style-type: none"> <li>• <i>Green Collar Careers, Growing and Eating Green</i>, Ruth Owen.</li> <li>• <a href="http://www.swa.ca">www.swa.ca</a> - SK Native Prairie Curriculum Project, Unit- Grade 1- Plants.</li> </ul>
<b>Physical Science: Structures and Materials (SM)</b>	SM3.1 Investigate properties of materials and methods of joinery used in structures.	<p><b>DCS FIT</b></p> <p><u>Workshops</u></p> <ul style="list-style-type: none"> <li>• Stewardship Programs, Recycling (Yr 1 Lifestyle Workshop)</li> </ul>

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### Grade 3 Science (Continued)

Goal	Outcome	DCS and ADDITIONAL RESOURCES
<b>Earth and Space Science: Exploring Soils (ES)</b>	ES3.1 Investigate the characteristics, including soil composition and ability to absorb water, of different types of soils in their environment.	<b>DCS FIT</b> <u>Lesson Plans</u> <ul style="list-style-type: none"> <li>• Water and Plant Life (Water LP 4)</li> <li>• Water Go Around (Water LP 5)</li> <li>• Biosphere Bottle (Energy LP 14)</li> </ul> <u>Campaigns</u> <ul style="list-style-type: none"> <li>• Schoolyard Naturalization (Water/Energy Campaign Example – coming 2011)</li> <li>• Composting (Waste Campaign 2)</li> </ul> <u>Workshops</u> <ul style="list-style-type: none"> <li>• Composting (Yr 1 Lifestyle Workshop)</li> <li>• Schoolyard Naturalization (Yr 3 Advanced Lifestyle Workshop)</li> </ul>
	ES3.2 Analyze the interdependence between soil and living things, including the importance of soil for individuals, society, and all components of the environment.	<b>DCS FIT</b> <u>Lesson Plans</u> <ul style="list-style-type: none"> <li>• Biosphere Bottle (Energy LP 14)</li> <li>• How Does Water Move Through A Watershed (Water LP 14)</li> </ul> <u>Campaigns</u> <ul style="list-style-type: none"> <li>• Schoolyard Naturalization (Water/Energy Campaign Example – coming 2011)</li> <li>• Tree Planting (Energy Campaign 7)</li> </ul> <u>Workshops</u> <ul style="list-style-type: none"> <li>• Schoolyard Naturalization (Yr 3 Advanced Lifestyle Workshop)</li> <li>• Water Year End Event.</li> </ul> <b>ADDITIONAL RESOURCES</b> <ul style="list-style-type: none"> <li>• <a href="http://www.chep.org">www.chep.org</a> - Community Gardens.</li> <li>• <a href="http://www.aitc.sk.ca">www.aitc.sk.ca</a> Little Green Thumbs Program.</li> </ul>





## Grade 4 Science

Goal	Outcome	DCS and ADDITIONAL RESOURCES
<b>Life Science: Habitats and Communities (HC)</b>	HC4.2 Analyze the structures and behaviours of plants and animals that enable them to exist in various habitats.	<b>DCS FIT</b> <u>Lesson Plans</u> <ul style="list-style-type: none"> <li>Biosphere Bottle (Energy LP 14)</li> </ul> <u>Campaigns</u> <ul style="list-style-type: none"> <li>Schoolyard Naturalization (Water/Energy Campaign Example – coming 2011)</li> <li>Tree Planting (Energy Campaign 7)</li> </ul> <u>Workshops</u> <ul style="list-style-type: none"> <li>Schoolyard Naturalization (Yr 3 Advanced Lifestyle Workshop)</li> </ul>
	HC4.3 Assess the effects of natural and human activities on habitats and communities, and propose actions to maintain or restore habitats.	<b>DCS FIT</b> <u>Lesson Plans</u> <ul style="list-style-type: none"> <li>Safe Water for Wildlife (Water LP 8)</li> <li>How Important Is Water? (Water LP 9)</li> <li>How Does Water Move Through A Watershed (Water LP 14)</li> <li>Carbon Cycle Story (DCS online resources <a href="http://www.environmentalsociety.ca">www.environmentalsociety.ca</a>)</li> </ul> <u>Campaigns</u> <ul style="list-style-type: none"> <li>Schoolyard Naturalization (Water/Energy Campaign Example – coming 2011)</li> <li>Tree Planting (Energy Campaign 7)</li> </ul> <u>Workshops</u> <ul style="list-style-type: none"> <li>Schoolyard Naturalization (Yr 3 Advanced Lifestyle Workshop)</li> </ul> <b>ADDITIONAL RESOURCES</b> <ul style="list-style-type: none"> <li>SK Watershed Authority – <a href="http://www.swa.ca">www.swa.ca</a></li> <li><a href="http://www.ecokids.ca">www.ecokids.ca</a></li> <li><a href="http://www.earthday.ca">www.earthday.ca</a></li> </ul>
<b>Physical Science: Light (LI)</b>	LI4.3 Assess personal, societal, and environmental impacts of light-related technological innovations including optical devices.	<b>DCS FIT</b> <u>Audits</u> <ul style="list-style-type: none"> <li>Lighting (Energy Audit 4)</li> <li>Home Energy (Energy Audit 8)</li> </ul> <u>Campaigns</u> <ul style="list-style-type: none"> <li>Lights Off (Energy Campaign 1)</li> </ul> <u>Workshops</u> <ul style="list-style-type: none"> <li>Lighting, Occupancy Sensors (Yr 1 Technology Workshop)</li> </ul>

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### Grade 4 Science (Continued)

Goal	Outcome	DCS and ADDITIONAL RESOURCES
<b>Earth and Space Science: Rocks, Minerals, and Erosion (RM)</b>	RM4.2 Assess how human uses of rocks and mineral impact self, society, and the environment.	<b>DCS FIT</b> <u>Lesson Plans</u> <ul style="list-style-type: none"> <li>• Landfill Demonstration. (DCS Online Resources. <a href="http://www.environmentalsociety.ca">www.environmentalsociety.ca</a>)</li> </ul> <u>Workshops</u> <ul style="list-style-type: none"> <li>• Stewardship/Recycling (Yr 1 Lifestyle Workshop)</li> <li>• Ecofootprint (Yr 3 Ecofootprint Workshop)</li> </ul>





**Grade 5 Science**

Goal	Outcome	DCS and ADDITIONAL RESOURCES
<p><b>Life Science: Human Body Systems (HB)</b></p>	<p>HB5.1 Analyze personal and societal requirements for, and impacts of, maintaining a healthy body.</p>	<p><b>DCS FIT</b>  <u>Lesson Plans</u></p> <ul style="list-style-type: none"> <li>• How Much Water Do I Use (Water LP 6)</li> </ul> <p><u>Campaigns</u></p> <ul style="list-style-type: none"> <li>• All DCS Campaigns - especially Energy Campaigns – Turn It Off 4, 5, 6 and 8. Eat Local 9.</li> <li>• Water Bottles (Water Campaign 5)</li> </ul> <p><b>ADDITIONAL RESOURCES</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.environmentalsociety.ca">www.environmentalsociety.ca</a> Issues. Pesticides.</li> </ul>
<p><b>Physical Science: Properties and Changes of Materials (MC)</b></p>	<p>MC5.3 Assess how the production, use, and disposal of raw materials and manufactured products affects self, society, and the environment.</p>	<p><b>DCS FIT</b>  <u>Lesson Plans</u></p> <ul style="list-style-type: none"> <li>• How Important is Water (Water LP 9) How Does Water Move Through A Watershed (Water LP 14)</li> <li>• Packaging, Packaging and More Packaging (Waste LP2)</li> <li>• The Recycling Loop (Waste LP 3)</li> <li>• No More Space For Waste (Waste LP 5)</li> <li>• Excess Packaging (Waste LP 6)</li> <li>• Landfill Demonstration (DCS online resources <a href="http://www.environmentalsociety.ca">www.environmentalsociety.ca</a>)</li> </ul> <p><u>Audits</u></p> <ul style="list-style-type: none"> <li>• Home Waste Audit (Waste Audit 3)</li> <li>• School Waste Audit (Waste Audit 4)</li> </ul> <p><u>Workshops</u></p> <ul style="list-style-type: none"> <li>• Stewardship Programs (Yr 1 Lifestyle Workshop)</li> <li>• Clean and Green (Yr 3 Advanced Lifestyle Workshop)</li> <li>• Product Lifecycle (Yr 3 Ecofootprint Workshop)</li> </ul>



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### Grade 5 Science (continued)

Goal	Outcome	DCS and ADDITIONAL RESOURCES
<b>Earth and Space Science: Weather (WE)</b>	WE5.2 Investigate local, national, and global weather conditions, including the role of air movement and solar energy transfer.	<p><b>DCS FIT</b></p> <p><u>Lesson Plans</u></p> <ul style="list-style-type: none"> <li>• The Sunshine Connection (Energy LP 1)</li> <li>• Passive Solar Heating Models (Energy LP 7)</li> <li>• Biosphere Bottle (Energy LP 14)</li> <li>• Carbon Cycle Story (DCS online resources <a href="http://www.environmentalsociety.ca">www.environmentalsociety.ca</a>)</li> </ul> <p><u>Workshops</u></p> <ul style="list-style-type: none"> <li>• Solar Year End Event.</li> <li>• Climate Change (Yr 3 Advanced Lifestyle Workshop)</li> </ul> <p><b>ADDITIONAL RESOURCES</b></p> <ul style="list-style-type: none"> <li>• Is Climate Change Good For Us? <a href="http://www.greenteacher.com">www.greenteacher.com</a>. Online resources.</li> <li>• <a href="http://www.climatehotmap.org">www.climatehotmap.org</a></li> <li>• <a href="http://www.pembina.org">www.pembina.org</a></li> <li>• <a href="http://www.re-energy.ca">www.re-energy.ca</a></li> </ul>
	WE5.3 Analyze the impact of weather on society and the environment, including technologies that help humans address weather conditions.	<p><b>DCS FIT</b></p> <p><u>Workshops</u></p> <ul style="list-style-type: none"> <li>• Climate Change (Yr 3 Advanced Lifestyle Workshop)</li> <li>• Home Heating (Yr 1 Technology Workshop)</li> </ul> <p><b>ADDITIONAL RESOURCES</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.environmentalsociety.ca">www.environmentalsociety.ca</a> Issues, Climate Change</li> <li>• Is Climate Change Good For Us? <a href="http://www.greenteacher.com">www.greenteacher.com</a>. Online resources.</li> <li>• <a href="http://www.re-energy.ca">www.re-energy.ca</a></li> <li>• <a href="http://www.climatehotmap.org">www.climatehotmap.org</a></li> <li>• <a href="http://www.pembina.org">www.pembina.org</a></li> </ul>





**Grade 6 Science**

Goal	Outcome	DCS and ADDITIONAL RESOURCES
<p><b>Life Science: Diversity of Living Things (DL)</b></p>	<p>DL6.1 Recognize, describe and appreciate the diversity of living things in local and other ecosystems, and explore related careers.</p>	<p><b>DCS FIT</b>  <u>Lesson Plans</u></p> <ul style="list-style-type: none"> <li>• Safe Water (Water LP 7)</li> <li>• Safe Water for Wildlife (Water LP 8)</li> <li>• How Important Is Water? (Water LP 9)</li> <li>• Planning Uses For A Local Water Source (Water LP 10)</li> <li>• Water Pollution (DCS online resources <a href="http://www.environmentalsociety.ca">www.environmentalsociety.ca</a>)</li> <li>• Biosphere Bottle (Energy LP 14)</li> </ul> <p><u>Audits</u></p> <ul style="list-style-type: none"> <li>• Hazardous Waste (Waste Audit 2)</li> </ul> <p><u>Campaigns</u></p> <ul style="list-style-type: none"> <li>• Tree Planting (Energy Campaign 7)</li> <li>• Schoolyard Naturalization (Water/Energy Campaign Example – coming 2011)</li> <li>• Clean Green (Waste Campaign 5)</li> </ul> <p><u>Workshops</u></p> <ul style="list-style-type: none"> <li>• Schoolyard Naturalization (Yr 3 Workshop)</li> </ul> <p><b>ADDITIONAL RESOURCES</b></p> <ul style="list-style-type: none"> <li>• Is Climate Change Good For Us? <a href="http://www.greenteacher.com">www.greenteacher.com</a>. Online resources</li> <li>• <a href="http://www.saskwastereduction.ca">www.saskwastereduction.ca</a> - link to Resources.</li> <li>• <a href="http://www.environmentalsociety.ca">www.environmentalsociety.ca</a> -link to Issues-Water- Educational Water Resources for Teachers.</li> <li>• <i>Green Collar Careers, Growing and Eating Green</i>, Ruth Owen</li> </ul>
	<p>DL6.4 Examine and describe structures and behaviours that help:</p> <ul style="list-style-type: none"> <li>- Individual living organisms survive in their environments in the short term.</li> <li>- Species of living organisms adapt to their environments in the long term.</li> </ul>	

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**Grade 6 Science (Continued)**

Goal	Outcome	DCS and ADDITIONAL RESOURCES
<p><b>Physical Science: Understanding Electricity (EL)</b></p>	<p>EL6.1 Assess personal, societal, economic, and environmental impacts of electricity use in Saskatchewan and propose action to reduce those impacts.</p>	<p><b>DCS FIT</b>  <u>Lesson Plans</u></p> <ul style="list-style-type: none"> <li>• Steam Energy (Energy LP 4)</li> <li>• Energy Origins (Energy LP 6)</li> <li>• Passive Solar Heating Models (Energy LP 7)</li> <li>• Check It Out Energy Quiz (Energy LP 8)</li> <li>• Learning Basic Energy Concepts (Energy LP 9)</li> <li>• Energy Choices for a New Community (Energy LP 10)</li> <li>• Heating Our Homes in the Past 100 Years (Energy LP 11)</li> <li>• Energy For Cars and Busses (Energy LP 12)</li> <li>• The Appliance Explosion (Energy LP 13)</li> <li>• Pro’s and Con’s of Renewable Energy (DCS online resources <a href="http://www.environmentalsociety.ca">www.environmentalsociety.ca</a>)</li> <li>• Carbon Cycle Story (DCS online resources <a href="http://www.environmentalsociety.ca">www.environmentalsociety.ca</a>)</li> <li>• Energy Myths (DCS online resources <a href="http://www.environmentalsociety.ca">www.environmentalsociety.ca</a>)</li> </ul> <p><u>Audits</u></p> <ul style="list-style-type: none"> <li>• Lighting (Energy Audit 4)</li> <li>• Kitchen and Lunch Room Appliances (Energy Audit 6)</li> <li>• Office Equipment and Computers (Energy Audit 7)</li> <li>• Home Energy (Energy Audit 8)</li> </ul> <p><u>Campaigns</u></p> <ul style="list-style-type: none"> <li>• Lights Off (Energy Campaign 1)</li> <li>• Turn It Off – Office Equipment (Energy Campaign 4)</li> <li>• Turn It Off – Computer Equipment (Energy Campaign 5)</li> <li>• Turn It Off – Electrical Devices (Energy Campaign 6)</li> </ul> <p><u>Workshops</u></p> <ul style="list-style-type: none"> <li>• Energy Mapping LP (Yr 1 Technical Workshop)</li> <li>• Wind Power and Solar Power (Year End Events)</li> </ul>

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### Grade 6 Science (Continued)

	EL6.1 continued	<b>ADDITIONAL RESOURCES</b> <ul style="list-style-type: none"><li>• <a href="http://www.saskpower.com">www.saskpower.com</a> SaskPower Eneraction</li><li>• Energy and Environment workbook (Shand Greenhouse)</li><li>• <a href="http://www.environmentalsociety.ca">www.environmentalsociety.ca</a> - link to power generation options.</li><li>• <a href="http://tonto.eia.doe.gov/kids">http://tonto.eia.doe.gov/kids</a> Energy Kids</li><li>• <a href="http://www.re-energy.ca">www.re-energy.ca</a></li><li>• City of Saskatoon Power Generation Initiatives <a href="http://www.saskatoon.ca">www.saskatoon.ca</a> Departments, Utility Services, Saskatoon Light and Power, Power Generation Initiatives</li></ul>
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Grade 7 Science

Goal	Outcome	DCS and ADDITIONAL RESOURCES
<b>Life Science: Interactions within Ecosystems (IE)</b>	IE7.2 Observe, illustrate, and analyze living organisms within local ecosystems as part of interconnected food webs, populations, and communities.	<p><b>DCS FIT</b></p> <p><u>Lesson Plans</u></p> <ul style="list-style-type: none"> <li>• Biosphere Bottle (Energy LP 14)</li> <li>• How Important Is Water? (Water LP 9)</li> <li>• Planning Uses For A Local Water Source (Water LP 10)</li> </ul> <p><u>Audits</u></p> <ul style="list-style-type: none"> <li>• Recycling Programs (Waste Audit 1)</li> </ul> <p><u>Campaigns</u></p> <ul style="list-style-type: none"> <li>• Tree Planting (Energy Campaign 7)</li> <li>• Composting (Waste Campaign 2)</li> <li>• Garbage Free Lunch (Waste Campaign 1)</li> <li>• Don't Trash It—Recycle It (Waste Campaign 3)</li> <li>• Double Your Paper (Waste Campaign 4)</li> </ul> <p><u>Workshops</u></p> <ul style="list-style-type: none"> <li>• Schoolyard Naturalization (Yr 3 Advanced Lifestyle Workshop)</li> <li>• Composting and Recycling (Yr1 Lifestyle and Yr2 Retraining Workshops)</li> </ul> <p><b>ADDITIONAL RESOURCES</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.recyclesaskatchewan.ca">www.recyclesaskatchewan.ca</a> link to For SK Schools</li> <li>• Organizations which support scientific research related to ecosystems: <ul style="list-style-type: none"> <li>○ <a href="http://www.environmentalsociety.ca">www.environmentalsociety.ca</a>.</li> <li>○ <a href="http://www.pembina.org">www.pembina.org</a></li> <li>○ <a href="http://www.green-street.ca">www.green-street.ca</a></li> </ul> </li> </ul>
	IE7.3 Evaluate biogeochemical cycles (water, carbon, and nitrogen) as representations of energy flow and the cycling of matter through ecosystems.	
	IE7.4 Analyze how ecosystems change in response to natural and human influences, and propose actions to reduce the impact of human behaviour on a specific ecosystem.	

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### Grade 7 Science (Continued)

Goal	Outcome	DCS and ADDITIONAL RESOURCES
<b>Physical Science: Mixtures and Solutions (MS)</b>	MS7.2 Investigate methods of separating the components of mechanical mixtures and solutions, and analyze the impact of industrial and agricultural applications of those methods.	<p><b>DCS FIT</b></p> <p><u>Lesson Plans</u></p> <ul style="list-style-type: none"> <li>• How Does Water Move Through A Watershed (Water LP 15)</li> <li>• Landfill Demonstration (DCS online resources <a href="http://www.environmentalsociety.ca">www.environmentalsociety.ca</a>)</li> </ul> <p><u>Audits</u></p> <ul style="list-style-type: none"> <li>• Recycling Programs (Waste Audit 1)</li> <li>• Home Waste Audit (Waste Audit 3)</li> </ul> <p><u>Campaigns</u></p> <ul style="list-style-type: none"> <li>• Garbage Free Lunch (Waste Campaign 1)</li> <li>• Composting (Waste Campaign 2)</li> <li>• Double Your Paper (DCS Waste Campaign 4)</li> <li>• Don't Trash It—Recycle It (Waste Campaign 3)</li> </ul> <p><u>Workshops</u></p> <ul style="list-style-type: none"> <li>• Stewardship Programs (Yr 1 Lifestyle Workshop)</li> <li>• Water (Yr End Event)</li> </ul> <p><b>ADDITIONAL RESOURCES</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.recyclesaskatchewan.ca">www.recyclesaskatchewan.ca</a>. link to For SK Schools</li> <li>• <a href="http://www.saskwastereduction.ca">www.saskwastereduction.ca</a> - link to Resources.</li> </ul>

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### Grade 7 Science (Continued)

Goal	Outcome	DCS and ADDITIONAL RESOURCES
<b>Physical Science: Heat and Temperature (HT)</b>	HT7.1 Assess the impact of past and current heating and cooling technologies related to food, clothing, and shelter on self, society, and the environment.	<p><b>DCS FIT</b></p> <p><u>Lesson Plans</u></p> <ul style="list-style-type: none"> <li>• Passive Solar Heating Models (Energy LP 7)</li> <li>• Heating our Homes in the Past 100 Years. (Energy LP 11)</li> </ul> <p><u>Audits</u></p> <ul style="list-style-type: none"> <li>• Heating, Ventilating and Air Conditioning (Energy Audit 1)</li> <li>• Draft-proofing (Energy Audit 2)</li> <li>• Domestic Hot Water Systems (Energy Audit 3)</li> <li>• Home Energy (Energy Audit 8)</li> </ul> <p><u>Workshops</u></p> <ul style="list-style-type: none"> <li>• Home Heating and Energy Saving Technologies (Yr 1 Technical and Yr 2 Retraining Workshops)</li> <li>• Model Solar Houses and Solar Ovens (Solar Year End Event)</li> </ul> <p><b>ADDITIONAL RESOURCES</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.saskenergy.com">www.saskenergy.com</a> — link to EnerGuide for houses</li> <li>• Natural Gas- the Natural Choice (in DCS Resource Manual)</li> <li>• Natural Gas Story (Poster Format)-(in DCS Resource Manual)</li> <li>• <i>Green Collar Careers, Building Green Places</i>, Ruth Owen</li> <li>• <a href="http://www.vereco.com">www.vereco.com</a></li> </ul>

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### Grade 7 Science (Continued)

Goal	Outcome	DCS and ADDITIONAL RESOURCES
<b>Earth and Space Science: Earth's Crust and Resources (EC)</b>	EC7.1 Analyze societal and environmental impacts of historical and current catastrophic geological events, and scientific understanding of movements and forces within Earth's crust.	<b>DCS FIT</b> <u>Lesson Plans</u> <ul style="list-style-type: none"> <li>• Planning Uses For A Local Water Source (Water LP 10)</li> </ul> <u>Campaigns</u> <ul style="list-style-type: none"> <li>• Composting (Waste Campaign 2)</li> <li>• Schoolyard Naturalization (Water/Energy Campaign Example – coming 2011)</li> </ul> <u>Workshops</u> <ul style="list-style-type: none"> <li>• Composting (Yr 1 Lifestyle Workshop)</li> <li>• Schoolyard Naturalization (Yr 3 Advanced Lifestyle Workshop)</li> <li>• Climate Change (Yr 3 Advanced Lifestyle Workshop)</li> </ul> <b>ADDITIONAL RESOURCES</b> <ul style="list-style-type: none"> <li>• Is Climate Change Good For Us? <a href="http://www.greenteacher.com">www.greenteacher.com</a>. Online resources.</li> <li>• Environmental concerns for open pit mining and suggested solutions –               <ul style="list-style-type: none"> <li>○ <a href="http://www.environmentalsociety.ca">www.environmentalsociety.ca</a> - link resources to press releases</li> <li>○ <a href="http://www.greenteacher.com">www.greenteacher.com</a> - Teaching Green - The Middle Years. "Where Do You Stand?" Online resources.</li> </ul> </li> </ul>
	EC7.2 Identify locations and processes used to extract Earth's geological resources and examine the impacts of those locations and processes on society and the environment	
	EC7.3 Investigate the characteristics and formation of the surface geology of Saskatchewan, including soil, and identify correlations between surface geology and past, present, and possible future land uses.	





### Grade 8 Science

Goal	Outcome	DCS and ADDITIONAL RESOURCES
<b>Physical Science: Optics and Vision (OP)</b>	OP8.1 Analyze the characteristics of cells, and compare structural and functional characteristics of plant and animal cells.	<p><b>DCS FIT</b></p> <p><u>Lesson Plans</u></p> <ul style="list-style-type: none"> <li>• Energy Myths (DCS online resources <a href="http://www.environmentalsociety.ca">www.environmentalsociety.ca</a>)</li> </ul> <p><u>Audits</u></p> <ul style="list-style-type: none"> <li>• Lighting (Energy Audit 4)</li> </ul> <p><u>Campaigns</u></p> <ul style="list-style-type: none"> <li>• Lights Off (Energy Campaign 1)</li> </ul> <p><u>Workshops</u></p> <ul style="list-style-type: none"> <li>• Lighting, Occupancy Sensors (Yr 1 Technology Workshop)</li> <li>• Solar Year End Event.</li> </ul> <p><b>ADDITIONAL RESOURCES</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.re-energy.ca">www.re-energy.ca</a> (Build A Solar Oven)</li> </ul>
	OP8.4 Evaluate the impact of electromagnetic radiation-based technologies on self and community.	<p><b>DCS FIT</b></p> <p><u>Lesson Plans</u></p> <ul style="list-style-type: none"> <li>• The Appliance Explosion (Energy LP 13)</li> </ul> <p><u>Audits</u></p> <ul style="list-style-type: none"> <li>• Kitchen and Lunchroom Appliances (Energy Audit 6)</li> <li>• Office Equipment and Computers (Energy Audit 7 )</li> </ul>

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### Grade 8 Science (Continued)

Goal	Outcome	DCS AND ADDITIONAL RESOURCES
<b>Earth and Space Science: Water Systems on Earth (WS)</b>	WS8.1 Analyze the impact of natural and human-induced changes to the characteristics and distribution of water in local, regional, and national ecosystems.	<b>DCS FIT</b> <u>Lesson Plans</u> <ul style="list-style-type: none"> <li>• How Important Is Water? (Water LP 9)</li> <li>• Planning Uses For A Local Water Source (Water LP 10)</li> <li>• Why Do Canadians Use So Much Water? (Water LP 11)</li> <li>• Saving Water: What A Difference It Makes (Water LP 14) (Partner with grade 2)</li> <li>• How Does Water Move Through A Watershed (Water LP 15)</li> <li>• Water Pollution (DCS online resources <a href="http://www.environmentalsociety.ca">www.environmentalsociety.ca</a>)</li> <li>• Price of Water (DCS online resources <a href="http://www.environmentalsociety.ca">www.environmentalsociety.ca</a>)</li> <li>• Global Water Scarcity (DCS online resources <a href="http://www.environmentalsociety.ca">www.environmentalsociety.ca</a>)</li> <li>• Water Treatment Workshop (DCS online resources <a href="http://www.environmentalsociety.ca">www.environmentalsociety.ca</a>)</li> <li>• Water Quick Facts (DCS online resources <a href="http://www.environmentalsociety.ca">www.environmentalsociety.ca</a>)</li> </ul> <u>Audits</u> <ul style="list-style-type: none"> <li>• Home Water (Water Audit 4)</li> </ul> <u>Workshops</u> <ul style="list-style-type: none"> <li>• Water Stations (Yr 1 Technical and Lifestyle Workshops)</li> <li>• Climate Change (Yr 3 Advanced Lifestyle Workshop)</li> </ul> <b>ADDITIONAL RESOURCES</b> <ul style="list-style-type: none"> <li>• Is Climate Change Good For Us? <a href="http://www.greenteacher.com">www.greenteacher.com</a>. Online resources.</li> <li>• Identify threats to surface and/or ground water systems in Saskatchewan.               <ul style="list-style-type: none"> <li>○ <a href="http://www.environmentalsociety.ca">www.environmentalsociety.ca</a>- link to Issues – Water - Educational Water Resources for Teachers.</li> <li>○ <a href="http://www.swa.ca">www.swa.ca</a> -Saskatchewan Watershed Authority.</li> <li>○ <a href="http://www.recyclesaskatchewan.ca">www.recyclesaskatchewan.ca</a>. link to For SK Schools</li> </ul> </li> </ul>
	WS8.2 Examine how wind, water, and ice have shaped and continue to shape the Canadian Landscape.	
	WS8.3 Analyze natural factors and human practices that affect productivity and species distribution in marine and fresh water environments.	



### Grade 9 Science

Goal	Outcome	DCS and ADDITIONAL RESOURCES
<b>Physical Science: Atoms and Elements (AE)</b>	AE9.1 Distinguish between physical and chemical properties of common substances, including those found in household, commercial, industrial, and agricultural applications.	<p><b>DCS FIT</b></p> <p><u>Lesson Plans</u></p> <ul style="list-style-type: none"> <li>• Recipes for a Cleaner Planet (DCS online resources <a href="http://www.environmentalsociety.ca">www.environmentalsociety.ca</a>)</li> <li>• Household Hazardous Waste (DCS online resources <a href="http://www.environmentalsociety.ca">www.environmentalsociety.ca</a>)</li> </ul> <p><u>Audits</u></p> <ul style="list-style-type: none"> <li>• Hazardous Waste (Waste Audit 2)</li> </ul> <p><u>Campaigns</u></p> <ul style="list-style-type: none"> <li>• Clean and Green (Waste Campaign 5)</li> </ul> <p><u>Workshops</u></p> <ul style="list-style-type: none"> <li>• Clean and Green (Yr 3 Advanced Lifestyle Workshop)</li> </ul> <p><b>ADDITIONAL RESOURCES</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.saskwastereduction.ca">www.saskwastereduction.ca</a> - link to Hazardous Waste.</li> </ul>

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### Grade 9 Science (Continued)

Goal	Outcome	DCS and ADDITIONAL RESOURCES
<b>Physical Science: Characteristics of Electricity (CE)</b>	CE9.3 Assess operating principles, costs, and efficiencies of devices that produce or use electrical energy.	<b>DCS FIT</b> <u>Lesson Plans</u> <ul style="list-style-type: none"> <li>• The Appliance Explosion (Energy LP 13)</li> <li>• Pro's and Con's of Renewable Energy (DCS online resources <a href="http://www.environmentalsociety.ca">www.environmentalsociety.ca</a>)</li> </ul> <u>Audits</u> <ul style="list-style-type: none"> <li>• Kitchen and Lunchroom Appliances (DCS Energy Audit 6 )</li> <li>• Office Equipment and Computers (Energy Audit 7)</li> </ul> <u>Campaigns</u> <ul style="list-style-type: none"> <li>• Lights Off (Energy Campaign 1)</li> <li>• Turn It Off – Office Equipment (Energy Campaign 4)</li> <li>• Turn It Off – Computer Equipment (Energy Campaign 5)</li> <li>• Turn It Off – Electrical Devices (Energy Campaign 6)</li> </ul> <u>Workshops</u> <ul style="list-style-type: none"> <li>• Energy Saving Technologies (Yr 2 Retraining Workshop)</li> <li>• Energy Mapping (Yr 1 Technical Workshop)</li> <li>• Lighting Station (Yr 1 Technical Workshop)</li> <li>• Occupancy Sensors (Yr 1 Technical Workshop)</li> <li>• Wind Power and Solar Power (Yr end events)</li> <li>• Climate Change (Yr 3 Advanced Lifestyle Workshop)</li> </ul> <b>ADDITIONAL RESOURCES</b> <ul style="list-style-type: none"> <li>• <a href="http://www.saskpower.com">www.saskpower.com</a></li> <li>• <a href="http://www.pembina.org">www.pembina.org</a> -Is Saskatchewan's Future Renewable? By Tim Weis.</li> <li>• City of Saskatoon Power Generation Initiatives <a href="http://www.saskatoon.ca">www.saskatoon.ca</a> Departments, Utility Services, Saskatoon Light and Power, Power Generation Initiatives</li> </ul>
	CE9.4 Critique impacts of past, current, and possible future methods of small and large scale electrical energy production and distribution in Saskatchewan.	



**Grade 10 Science**

Goal	Outcome	DCS and ADDITIONAL RESOURCES
<b>Life Science: Sustainability of Ecosystems (SE)</b>	SE1 Explore cultural perspectives on sustainability.	<b>DCS FIT</b> <u>Lesson Plans</u> <ul style="list-style-type: none"> <li>• Energy Choices for a New Community (Energy LP 10)</li> <li>• Biosphere Bottle (Energy LP 14)</li> <li>• Why do Canadians Use So Much Water? (Water LP 11)</li> <li>• The Price of Water (DCS online resources <a href="http://www.environmentalsociety.ca">www.environmentalsociety.ca</a>)</li> <li>• No More Space for Waste (Waste LP 5)</li> <li>• Debating Alternatives (Waste LP 7)</li> <li>• Campaigns</li> <li>• All DCS Energy, Water and Waste Campaigns work towards sustainability</li> </ul> <u>Workshops</u> <ul style="list-style-type: none"> <li>• All DCS Workshops explore perspectives on sustainability</li> </ul> <b>ADDITIONAL RESOURCES</b> <ul style="list-style-type: none"> <li>• Teaching Carbon Regulations in the High School Classroom, by Bruce Taterka, Green Teacher 85, Summer 2009</li> </ul>
	SE2 Examine biodiversity within local ecosystems.	
	SE4 Identify cycles, change and stability in ecosystems	
	SE5 Investigate human impact on ecosystems.	
<b>Physical Science: Motion in Our World (MW)</b>	MW1 Explore motion-related technologies.	<b>DCS FIT</b> <u>Lesson Plans</u> <ul style="list-style-type: none"> <li>• Energy for Cars and Buses (Energy LP 12)</li> </ul> <u>Workshops</u> <ul style="list-style-type: none"> <li>• Transportation (Yr 1 Lifestyle and Yr 2 Retraining Workshop)</li> </ul>
<b>Physical Science: Chemical Reactions (CR)</b>	CR3 Identify characteristics of chemical reactions involving organic compounds.	<b>DCS FIT</b> <u>Lesson Plans</u> <ul style="list-style-type: none"> <li>• Energy Origins (Energy LP 6)</li> <li>• Passive Solar Heating Models (Energy LP 7)</li> <li>• Energy Choices for a New Community (Energy LP 10)</li> <li>• Heating Our Homes in the Past 100 Years (Energy LP 11)</li> <li>• Carbon Cycle Story (DCS online resources <a href="http://www.environmentalsociety.ca">www.environmentalsociety.ca</a>)</li> </ul>

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### Grade 10 Science (Continued)

<p><b>Earth and Space Science: Weather Dynamics (WD)</b></p>	<p>WD5 Identify consequences of global climate change.</p>	<p><b>DCS FIT</b></p> <p><u>Lesson Plans</u></p> <ul style="list-style-type: none"> <li>• Energy for Cars and Buses (Energy LP 12)</li> </ul> <p><u>Audits</u></p> <ul style="list-style-type: none"> <li>• All DCS Energy, Water and Waste Audits address reducing our impact</li> </ul> <p><u>Campaigns</u></p> <ul style="list-style-type: none"> <li>• All DCS Energy, Water and Waste Campaigns address reducing our impact</li> </ul> <p><u>Workshops</u></p> <ul style="list-style-type: none"> <li>• Climate Change (Yr 3 Advanced Lifestyle Workshop)</li> <li>• Transportation (Yr 1 Lifestyle and Yr 2 Retraining Workshops)</li> </ul> <p><b>ADDITIONAL RESOURCES</b></p> <ul style="list-style-type: none"> <li>• Is Climate Change Good For Us? <a href="http://www.greenteacher.com">www.greenteacher.com</a> – Online Resources</li> <li>• Climate Change: Awareness and Action <a href="http://www.pembina.org">www.pembina.org</a></li> <li>• Teaching About Climate Change <a href="http://www.greenteacher.com">www.greenteacher.com</a></li> <li>• Teaching Carbon Regulation in the High School Classroom. Green Teacher, Issue 85, Summer 2009.</li> <li>• The Winds of Change Climate Change Poster. Natural Resources Canada</li> <li>• A Change In Our Climate: What's Going On In Our Greenhouse. Environment Canada</li> <li>• <i>An Inconvenient Truth - The Crisis Of Global Warming</i>, Al Gore</li> </ul>
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### Grade 12 Physics

Goal	Curriculum Objective	DCS and ADDITIONAL RESOURCES
<b>Electricity— Electric Power and Energy</b>	5. Explain how the power rating on electrical appliances can assist a person in making wise decisions as a consumer.	<b>DCS FIT</b> <u>Lesson Plans</u> <ul style="list-style-type: none"> <li>• Energy Choices for a New Community (Energy LP 10)</li> </ul> <u>Audits</u> <ul style="list-style-type: none"> <li>• Lighting (Energy Audit 4)</li> <li>• Kitchen and Lunch Room Appliances (Energy Audit 6)</li> <li>• Office Equipment and Computers (Energy Audit 7)</li> <li>• Home Energy (Energy Audit 8)</li> </ul> <b>ADDITIONAL RESOURCES</b> <ul style="list-style-type: none"> <li>• Conserving Energy in Canada, LP #2.1-2.3</li> <li>• Curriculum Guide, Activities 1, 2, 4 and 5, page 207</li> <li>• City of Saskatoon Power Generation Initiatives <a href="http://www.saskatoon.ca">www.saskatoon.ca</a> Departments, Utility Services, Saskatoon Light and Power, Power Generation Initiatives</li> </ul>
	9. Identify the main methods that are used to produce electricity in Canada.	
	10. Identify the impact each main method used to produce electricity has on the environment.	
	11. Compare the main methods used to produce electricity in Canada and determine which are likely to be most and least desirable. Debate the choices selected.	
	12. Suggest alternative methods of producing electricity which may have potential for future development.	





### Grade 11 Biology

Goal	Curriculum Objective	DCS and ADDITIONAL RESOURCES
<b>Unit 2. Ecological Organization</b>	2.11 Identify how human activity, e.g. agriculture and urbanization, has altered succession or changed its rate.	<b>DCS FIT</b> <u>Lesson Plans</u> <ul style="list-style-type: none"> <li>• No More Space for Waste (Waste LP 5)</li> <li>• Safe Water for Wildlife (Water LP 7)</li> <li>• Planning Uses For A Local Water Source (Water LP 10)</li> </ul>
	2.5 Describe how the human community in which one lives is dependent on, and influenced by, the climate.	<b>DCS FIT</b> <u>Lesson Plans</u> <ul style="list-style-type: none"> <li>• Energy Origins (Energy LP 6)</li> </ul> <u>Workshops</u> <ul style="list-style-type: none"> <li>• Climate Change Workshop (Yr 2 PD Workshop)</li> </ul>
	2.11 Identify how human activity, e.g. agriculture and urbanization, has altered succession or changed its rate.	<b>DCS FIT</b> <u>Lesson Plans</u> <ul style="list-style-type: none"> <li>• Check It Out Energy Quiz (Energy LP 8)</li> <li>• Why do Canadians Use So Much Water? (Water LP 11)</li> </ul>
	5.4 Discuss the carrying capacity of planet Earth for the human population	<b>DCS FIT</b> <u>Workshops</u> <ul style="list-style-type: none"> <li>• Yr 3 EcoFootprint Workshop</li> </ul>





## Kindergarten Social Studies

Goal	Outcome	DCS and Additional Resources
<b>Resources and Wealth (RW)</b>	RWK.1 Examine ways of managing tasks and resources in families and schools.	<p><b>DCS FIT</b></p> <p><u>Campaigns</u></p> <ul style="list-style-type: none"> <li>Lights Off (Energy Campaign 1)</li> <li>Turn Taps Off (Water Campaign 2)</li> <li>Don't Run the Water (Water Campaign 3)</li> <li>Refillable Water Bottles (Water Campaign 5)</li> <li>Garbage Free Lunch (Waste Campaign 1)</li> <li>Composting (Waste Campaign 2)</li> <li>Recycling (Waste Campaign 3)</li> </ul> <p><u>Workshops</u></p> <ul style="list-style-type: none"> <li>Water, Lighting (Yr 1 Technical Workshop)</li> <li>Garbage Free Lunch, Composting, Recycling (Yr 1 Lifestyle Workshop)</li> </ul> <p><b>ADDITIONAL RESOURCES</b></p> <ul style="list-style-type: none"> <li><i>10 Things I Can Do To Help My World</i>, Walsh.</li> <li><i>We Are Extremely Very Good Recyclers</i>, Child.</li> </ul>
	RWK.2 Develop and demonstrate stewardship of the environment in daily actions, in an effort to promote balance and harmony.	

## Grade 1 Social Studies

Goal	Outcome	DCS and Additional Resources
<b>Dynamic Relationships (DR)</b>	DR1.3 Demonstrate awareness of human's reliance on the natural environment to meet needs, and how location affects families in meeting needs and wants.	<p><b>DCS FIT</b></p> <p><u>Lesson Plans</u></p> <ul style="list-style-type: none"> <li>The Sunshine Connection (Energy LP 1)</li> </ul> <p><u>Campaigns</u></p> <ul style="list-style-type: none"> <li>Eat Local (Energy Campaign 9)</li> <li>Garbage Free Lunch (Waste Campaign 1)</li> <li>Composting (Waste Campaign 2)</li> <li>Don't Trash It—Recycle It (Waste Campaign 3)</li> </ul> <p><u>Workshops</u></p> <ul style="list-style-type: none"> <li>Recycling, Composting (Yr 1 Lifestyle Workshop)</li> <li>Food Miles (Yr 3 Advanced Lifestyle Workshop)</li> </ul>
	DR1.4 Recognize globes and maps as representations of the surface of the Earth, and distinguish land and water masses on globes and maps.	



## Grade 2 Social Studies

Goal	Outcome	DCS and Additional Resources
<b>Dynamic Relationships (DR)</b>	DR2.2 Analyze the influence of the natural environment on the local community.	<b>DCS FIT</b> <u>Lesson Plans</u> <ul style="list-style-type: none"> <li>Community Mapping (LP coming 2011)</li> </ul> <u>Campaigns</u>
<b>Power and Authority (PA)</b>	PA2.2 Analyze rights and responsibilities of citizens in the school and local community.	<ul style="list-style-type: none"> <li>Turn It Off – Vehicle Engines (Energy Campaign 8)</li> <li>Garbage Free Lunch (Waste Campaign 1)</li> <li>Composting (Waste Campaign 2)</li> <li>Don't Trash It—Recycle It (Waste Campaign 3)</li> </ul>
<b>Resources and Wealth (RW)</b>	RW2.2 Analyze various worldviews regarding the natural environment.	<u>Workshops</u> <ul style="list-style-type: none"> <li>Heating (Yr1 Technology Workshop)</li> <li>Recycling, Composting, Garbage Free Lunch, Transportation (Yr 1 Lifestyle Workshop)</li> </ul> <b>ADDITIONAL RESOURCES</b> <ul style="list-style-type: none"> <li><i>S is for Save the Planet</i>, Herzog and Holt-Ayriss.</li> <li><i>10 Things I Can Do To Help My World</i>, Walsh.</li> </ul>
	RW2.3 Contribute to initiating and guiding change in local and global communities regarding environmental, social, and economic sustainability.	<b>DCS FIT</b> <u>Campaigns</u> <ul style="list-style-type: none"> <li>All DCS Energy, Water and Waste Campaigns contribute to sustainability. Some specific examples:</li> <li>Eat Local (Energy Campaign 9)</li> <li>Alternative Gift Giving (Waste Campaign coming 2011)</li> <li>Book Swaps (Waste Campaign coming 2011)</li> </ul>





### Grade 3 Social Studies

Goal	Outcome	DCS and Additional Resources
<b>Interdependence of Nations (IN)</b>	IN3.3 Illustrate examples of interdependence of communities.	<p><b>DCS FIT</b></p> <p><u>Lesson Plans</u></p> <ul style="list-style-type: none"> <li>Fair Trade Banana Split (DCS online resources <a href="http://www.environmentalsociety.ca">www.environmentalsociety.ca</a>)</li> </ul> <p><u>Campaigns</u></p> <ul style="list-style-type: none"> <li>Eat Local (Energy Campaign 9)</li> <li>Don't Trash It—Recycle It (Waste Campaign 3)</li> </ul> <p><u>Workshops</u></p> <ul style="list-style-type: none"> <li>Product Lifecycle (Yr 3 Ecofootprint Workshop)</li> <li>Food Miles (Yr 3 Advanced Lifestyle Workshop)</li> </ul>
<b>Dynamic Relationships (DR)</b>	DR3.3 Compare the beliefs of various communities around the world regarding living on and with the land.	<p><b>ADDITIONAL RESOURCES</b></p> <ul style="list-style-type: none"> <li><a href="http://www.rcgs.org">www.rcgs.org</a> The Canadian Atlas Online. Lesson plans by province and grade.</li> </ul>
<b>Resources and Wealth (RW)</b>	RW3.2 Analyze the creation and distribution of wealth in communities studied.	<p><b>DCS FIT</b></p> <p><u>Lesson Plans</u></p> <ul style="list-style-type: none"> <li>Where Does Energy Come From Elem. (DCS online resources <a href="http://www.environmentalsociety.ca">www.environmentalsociety.ca</a>)</li> <li>Want or Need Elem. (DCS online resources <a href="http://www.environmentalsociety.ca">www.environmentalsociety.ca</a>)</li> </ul>
	RW3.3 Evaluate the ways in which technologies have impacted daily life.	<p><b>DCS FIT</b></p> <p><u>Lesson Plans</u></p> <ul style="list-style-type: none"> <li>Appliance Explosion (Energy LP 13)</li> </ul> <p><b>ADDITIONAL RESOURCES</b></p> <ul style="list-style-type: none"> <li><a href="http://www.storyofstuff.org">www.storyofstuff.org</a></li> </ul>





### Grade 4 Social Studies

Goal	Outcome	DCS and Additional Resources
<b>Resources and Wealth (RW)</b>	RW4.1 Analyze the strategies Saskatchewan people have developed to meet the challenges presented by the natural environment.	<p><b>DCS FIT</b></p> <p><u>Audits</u></p> <ul style="list-style-type: none"> <li>• Heating, Ventilation and Air Conditioning (Energy Audit 1)</li> <li>• Draft Proofing (Energy Audit 2)</li> <li>• Transportation and Winter Parking (Energy Audit 5)</li> <li>• Home Energy (Energy Audit 8)</li> </ul> <p><u>Workshops</u></p> <ul style="list-style-type: none"> <li>• Climate Change (Yr 3 Advanced Lifestyle Workshop)</li> <li>• Home Heating (Yr 1 Technology Workshop)</li> <li>• Energy at Home (Yr 2 Retraining Workshop)</li> </ul> <p><b>ADDITIONAL RESOURCES</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.saskpower.com">www.saskpower.com</a> - link to saving energy.</li> </ul>
	RW4.2 Investigate the importance of agriculture to the economy and culture of Saskatchewan.	<p><b>DCS FIT</b></p> <p><u>Lesson Plans</u></p> <ul style="list-style-type: none"> <li>• Organic vs. Conventional Farming. (DCS online resources <a href="http://www.environmentalsociety.ca">www.environmentalsociety.ca</a>)</li> </ul> <p><u>Campaigns</u></p> <ul style="list-style-type: none"> <li>• Eat Local (Energy Campaign 9)</li> </ul> <p><u>Workshops</u></p> <ul style="list-style-type: none"> <li>• Food Miles (Yr 3 Advanced Lifestyle Workshop)</li> </ul>

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### Grade 4 Social Studies (Continued)

	<p>RW4.3 Assess the impact of Saskatchewan resources and technological innovations on the provincial, national, and global communities.</p>	<p><b>DCS FIT</b> <u>Lesson Plans</u></p> <ul style="list-style-type: none"><li>• Pros and Cons of Renewable Energy- Elementary and Advanced (DCS online resources <a href="http://www.environmentalsociety.ca">www.environmentalsociety.ca</a>)</li><li>• Footprints on the World (DCS online resources <a href="http://www.environmentalsociety.ca">www.environmentalsociety.ca</a>)</li></ul> <p><b>ADDITIONAL RESOURCES</b></p> <ul style="list-style-type: none"><li>• Impact of resource development in Saskatchewan. <a href="http://www.environmentalsociety.ca">www.environmentalsociety.ca</a> Link to Issues</li><li>• City of Saskatoon Power Generation Initiatives <a href="http://www.saskatoon.ca">www.saskatoon.ca</a> Departments, Utility Services, Saskatoon Light and Power, Power Generation Initiatives</li><li>• Cookie Mining Activity <a href="http://www.greenteacher.com/articles/53planet.html">www.greenteacher.com/articles/53planet.html</a></li><li>• Pembina.org</li><li>• <a href="http://www.environment.gov.sk.ca/gogreen">www.environment.gov.sk.ca/gogreen</a></li></ul>
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### Grade 5 Social Studies

Goal	Outcome	DCS and Additional Resources
<b>Dynamic Relationships (DR)</b>	DR5.2 Assess the impact of the environment on the lives of people living in Canada.	<p><b>DCS FIT</b></p> <p><u>Lesson Plans</u></p> <ul style="list-style-type: none"> <li>Want or Need Elem. (DCS online resources <a href="http://www.environmentalsociety.ca">www.environmentalsociety.ca</a>)</li> </ul> <p><u>Campaigns</u></p> <ul style="list-style-type: none"> <li>Tree Planting (Energy Campaign 7)</li> <li>Water Lawns Wisely (Water Campaign 4)</li> <li>Water Bottles (Water Campaign 5)</li> <li>Garbage Free Lunch (Waste Campaign 1)</li> <li>Composting (Waste Campaign 2),</li> <li>Don't Trash It—Recycle It (Waste Campaign 3)</li> <li>Double Your Paper (Waste Campaign 4)</li> <li>Clean and Green (Waste Campaign 5)</li> </ul> <p><u>Workshops</u></p> <ul style="list-style-type: none"> <li>Recycling, Composting, Water (Yr 1 Lifestyle Workshop)</li> <li>Yr 3 Ecofootprint Workshop</li> </ul> <p><b>ADDITIONAL RESOURCES</b></p> <ul style="list-style-type: none"> <li><a href="http://www.saskwastereduction.ca">www.saskwastereduction.ca</a></li> </ul>
<b>Resources and Wealth (RW)</b>	RW5.1 Explain the importance of sustainable management of the environment to Canada's future.	<p><b>DCS FIT</b></p> <p><u>Lesson Plans</u></p> <ul style="list-style-type: none"> <li>Packaging, Packaging and More Packaging (Waste LP 2)</li> <li>No More Space for Waste (Waste LP 5)</li> <li>Planning Uses For A Local Water Source (Water LP 10)</li> <li>Excess Packaging (Waste LP 6)</li> <li>Want or Need Elem and Advanced (DCS online resources <a href="http://www.environmentalsociety.ca">www.environmentalsociety.ca</a>)</li> <li>Footprints on the World (DCS online resources <a href="http://www.environmentalsociety.ca">www.environmentalsociety.ca</a>)</li> </ul> <p><u>Audits</u></p> <ul style="list-style-type: none"> <li>All DCS Energy, Water and Waste Audits</li> </ul> <p><u>Campaigns</u></p> <ul style="list-style-type: none"> <li>All DCS Energy, Water and Waste Campaigns</li> </ul> <p><u>Workshops</u></p> <ul style="list-style-type: none"> <li>All DCS workshops</li> </ul>

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### Grade 5 Social Studies (Continued)

		<p><b>ADDITIONAL RESOURCES</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.saskwastereduction.ca">www.saskwastereduction.ca</a></li> <li>• <a href="http://www.environmentalsociety.ca">www.environmentalsociety.ca</a></li> <li>• Garbage island (numerous videos on YouTube)</li> <li>• Cookie Mining Activity <a href="http://www.greenteacher.com/articles/53planet.html">www.greenteacher.com/articles/53planet.html</a></li> <li>• Saskatchewan Forestry Company with FSC Certification <a href="http://www.mistik.ca">www.mistik.ca</a></li> <li>• Prairie Conservation Action Plan <a href="http://www.pcap-sk.org">www.pcap-sk.org</a></li> </ul>
	RW5.2 Hypothesize about economic changes that Canada may experience in the future.	<p><b>DCS FIT</b> <u>Workshops</u></p> <ul style="list-style-type: none"> <li>• Yr 1 Lifestyle Workshop</li> <li>• Yr 3 Advanced Lifestyle Workshop</li> <li>• Yr 3 Ecofootprint Workshop</li> </ul>

### Grade 6 Social Studies

Unit	Outcome	DCS and Additional Resources
<b>Resources and Wealth (RW)</b>	RW6.1 Examine and analyze factors that contribute to quality of life, including material and non-material factors.	<p><b>DCS FIT</b> <u>Lesson Plans</u></p> <ul style="list-style-type: none"> <li>• The Appliance Explosion (Energy LP 13)</li> </ul> <p><u>Workshops</u></p> <ul style="list-style-type: none"> <li>• Food Miles, Climate Change (Yr 3 Advanced Lifestyle Workshop)</li> <li>• Ecofootprint Questionnaire (Yr 3 Ecofootprint Workshop)</li> <li>• Product Lifecycle (Yr 3 Ecofootprint Workshop)</li> <li>• Appliance Explosion (Yr 3 Ecofootprint Workshop)</li> <li>• Yr 3 Ecofootprint Workshop</li> </ul> <p><b>ADDITIONAL RESOURCES</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.storyofstuff.com">www.storyofstuff.com</a></li> <li>• <a href="http://www.saskwastereduction.ca">www.saskwastereduction.ca</a> - link to 3R's Lifestyle</li> </ul>
	RW6.2 Contribute to initiating and guiding change in local and global communities regarding environmental, social, and economic sustainability.	



**Grade 7 Social Studies**

Unit	Outcome	DCS and Additional Resources
<b>Interactions and Interdependence of Nations (IN)</b>	IN7.2 Examine the effects of globalization on the lives of people in Canada and in circumpolar and Pacific Rim countries.	<p><b>DCS FIT</b> <u>Lesson Plans</u></p> <ul style="list-style-type: none"> <li>• The Appliance Explosion (Energy LP 13 )</li> </ul> <p><u>Workshops</u></p> <ul style="list-style-type: none"> <li>• Food Miles, Climate Change (Yr 3 Advanced Lifestyle Workshop)</li> <li>• Ecofootprint Questionnaire (Yr 3 Ecofootprint Workshop)</li> <li>• Product Lifecycle (Yr 3 Ecofootprint Workshop)</li> <li>• Appliance Explosion (Yr 3 Ecofootprint Workshop)</li> </ul> <p><b>ADDITIONAL RESOURCES</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.storyofstuff.com">www.storyofstuff.com</a></li> </ul>
<b>Dynamic Relationships (DR)</b>	DR7.2 Appraise the impact of human habitation on the natural environment in Canada, and in a selection of Pacific Rim and northern circumpolar countries	<p><b>DCS FIT</b> <u>Workshops</u></p> <ul style="list-style-type: none"> <li>• Climate Change (Yr 3 Advanced Lifestyle Workshop)</li> </ul> <p><b>ADDITIONAL RESOURCES</b></p> <ul style="list-style-type: none"> <li>• Is Climate Change Good For Us? <a href="http://www.greenteacher.com">www.greenteacher.com</a>. Online resources.</li> </ul>
<b>Resources and Wealth (RW)</b>	<p>RW7.2 Investigate the influence of resources upon economic conditions of people in circumpolar and Pacific Rim countries.</p> <p>RW7.3 Assess the ecological stewardship of economies of Canada and the circumpolar and Pacific Rim countries.</p>	<p><b>DCS FIT</b> <u>Workshops</u></p> <ul style="list-style-type: none"> <li>• Energy Mapping (Yr 1 Technical Workshop)</li> <li>• Stewardship Programs (Yr 1 Lifestyle Workshop)</li> <li>• Ecofootprint Workshop (Yr 3 Workshop)</li> <li>• Solar Yr End Event</li> <li>• Wind Yr End Event</li> </ul> <p><b>ADDITIONAL RESOURCES</b></p> <ul style="list-style-type: none"> <li>• Video – The Story of Stuff <a href="http://www.storyofstuff.com">www.storyofstuff.com</a></li> <li>• <a href="http://www.pembina.org">www.pembina.org</a></li> <li>• <a href="http://www.environmentalsociety.ca">www.environmentalsociety.ca</a></li> <li>• <a href="http://www.saskwastereduction.ca">www.saskwastereduction.ca</a> Link to Resources</li> </ul>



## Grade 8 Social Studies

Goal	Outcome	DCS and Additional Resources
<b>Resources and Wealth (RW)</b>	RW8.1 Analyze the social and environmental consequences of living in the Canadian mixed market economy based on consumerism.	<b>DCS FIT</b> <u>Lesson Plans</u> <ul style="list-style-type: none"> <li>• The Appliance Explosion (Energy LP 13)</li> <li>• Planning Uses For A Local Water Source (Water LP 10)</li> <li>• Saving Water: What A Difference It Makes (Water LP 14)</li> </ul> <u>Campaigns</u> <ul style="list-style-type: none"> <li>• Bike to School (Energy Campaign 2)</li> <li>• Carpooling and Ridesharing (Energy Campaign 3)</li> <li>• Water Bottles (Water Campaign 5)</li> </ul> <u>Workshops</u> <ul style="list-style-type: none"> <li>• Composting, Recycling, Stewardship Programs (Yr 1 Lifestyle and Yr 2 Retraining Workshops)</li> <li>• Food Miles (Yr 3 Advanced Lifestyle Workshop)</li> <li>• Product lifecycle, Ecofootprint (Yr 3 Ecofootprint Workshop)</li> </ul> <b>ADDITIONAL RESOURCES</b> <ul style="list-style-type: none"> <li>• Organizations who critique Canada's approach to sustainability and environmental stewardship: <a href="http://www.environmentalsociety.ca">www.environmentalsociety.ca</a>, <a href="http://www.pembina.org">www.pembina.org</a>.</li> <li>• <a href="http://www.saskwastereduction.ca">www.saskwastereduction.ca</a> - link to Resources.</li> <li>• Video – The Story of Stuff <a href="http://www.storyofstuff.com">www.storyofstuff.com</a></li> <li>• <a href="http://www.greenteacher.com">www.greenteacher.com</a>. Teaching Green-The Middle Years. “Where Do You Stand?” Online Resources.</li> </ul>
	RW8.2 Assess the implications of personal consumer choices.	
	RW8.3 Critique the approaches of Canada and Canadians to environmental stewardship and sustainability.	



### Grade 11 Social Studies

Unit	Curriculum Objective	DCS and Additional Resources
<b>Unit 3 Environment</b>	<p>The central concept of this unit is the environment. Students will examine the conflict between protecting the habitat and satisfying human needs. The implications of the various alternative approaches to the environment will be analyzed.</p> <p><b>The knowledge objectives</b> are to help students understand: that the environment is a complex system of interacting, interdependent parts, of living and non-living parts, with the whole environment being greater than the sum of each part;</p>	<p><b>DCS FIT</b> <u>Lesson Plans</u></p> <ul style="list-style-type: none"> <li>• The Appliance Explosion (Energy LP 13)</li> <li>• Planning Uses for Local Water Source (Water LP 10)</li> <li>• Debating Alternatives-(Waste LP 7)</li> </ul> <p><u>Workshops</u></p> <ul style="list-style-type: none"> <li>• Ecofootprint (Yr 3 Ecofootprint Workshop)</li> </ul> <p><b>ADDITIONAL RESOURCES</b></p> <ul style="list-style-type: none"> <li>• Conserving Energy in Canada, Activities - 6.2</li> </ul>





## Health Education

### Kindergarten

Goal	Outcome	DCS and Additional Resources
<b>Understanding, Skills, and Confidences (USC)</b>	USCK.1 Develop basic habits to establish healthy relationships with self, others, and the environment.	<b>DCS FIT</b> <u>Lesson Plans</u> <ul style="list-style-type: none"> <li>• Tooth Brushing (Math LP 2)</li> </ul> <u>Campaigns</u> <ul style="list-style-type: none"> <li>• Turn Taps Off (Water Campaign 2)</li> <li>• Don't Run the Water (Water Campaign 3)</li> <li>• Composting (Waste Campaign 2)</li> <li>• Recycling (Waste Campaign 3)</li> </ul> <u>Workshops</u> <ul style="list-style-type: none"> <li>• Water Conservation (Yr 1 Technical and Lifestyle Workshop)</li> </ul>

### Grade 1 Health Education

Goal	Outcome	DCS and Additional Resources
<b>Understanding, Skills, and Confidences (USC)</b>	USC1.1 Examine healthy behaviours and opportunities and begin to determine how these behaviours and opportunities may affect personal well-being.	<b>DCS FIT</b> <u>Lesson Plans</u> <ul style="list-style-type: none"> <li>• How Much Water Do I Use? (Water LP 6)</li> <li>• Tooth Brushing (Math LP 2)</li> </ul> <u>Campaigns</u> <ul style="list-style-type: none"> <li>• Turn Taps Off (Water Campaign 2)</li> <li>• Don't Run the Water (Water Campaign 3)</li> <li>• Composting (Waste Campaign 2)</li> <li>• Recycling (Waste Campaign 3)</li> </ul> <u>Workshops</u> <ul style="list-style-type: none"> <li>• Water Conservation (Yr 1 Technical and Lifestyle Workshop)</li> </ul>
	USC1.4 Determine and practice safe pedestrian/street behaviours and examine related safety challenges in the community.	<b>DCS FIT</b> <u>Campaigns</u> <ul style="list-style-type: none"> <li>• Walk to School (Energy Campaign—coming 2011)</li> </ul> <b>ADDITIONAL RESOURCES</b> <ul style="list-style-type: none"> <li>• <a href="http://www.saferoutestoschool.ca">www.saferoutestoschool.ca</a></li> </ul>
	USC1.5 Explore the association between a healthy sense of “self” and one’s positive connection with others and the environment.	<b>ADDITIONAL RESOURCES</b> <ul style="list-style-type: none"> <li>• <i>Eddie’s Garden</i>, Sarah Garland.</li> <li>• <i>10 Things I Can Do To Help My World</i>, Melanie Walsh.</li> </ul>



### Grade 2 Health Education

Goal	Outcome	DCS and Additional Resources
<b>Understanding, Skills, and Confidences (USC)</b>	USC2.1 Demonstrate a basic understanding of how thoughts, feelings, and actions influence health and well-being.	<b>DCS FIT</b> <u>Lesson Plans</u> <ul style="list-style-type: none"> <li>• Garbage Free Lunch (Math LP 1)</li> </ul> <u>Audits</u> <ul style="list-style-type: none"> <li>• Recycling Programs (Waste Audit 1)</li> <li>• Home Waste (Waste Audit 3)</li> <li>• School Waste (Waste Audit 4)</li> </ul> <u>Campaigns</u> <ul style="list-style-type: none"> <li>• Lights Off (Energy Campaign 1)</li> <li>• Turn Taps Off (Water Campaign 2)</li> <li>• Garbage Free Lunch (Waste Campaign 1)</li> <li>• Composting (Waste Campaign 2)</li> <li>• Recycling (Waste Campaign 3)</li> </ul> <u>Workshops</u> <ul style="list-style-type: none"> <li>• Recycling, Garbage Free Lunch, Composting (Yr 1 Lifestyle Workshop)</li> </ul>
	USC2.2 Determine how healthy snacking practices influence personal health.	<b>DCS FIT</b> <u>Campaigns</u> <ul style="list-style-type: none"> <li>• Eat Local (Energy Campaign 9)</li> <li>• Garbage Free Lunch (Waste Campaign 1)</li> </ul> <u>Workshops</u> <ul style="list-style-type: none"> <li>• Garbage Free Lunch (Yr 1 Lifestyle Workshop)</li> <li>• Food Miles (Yr 3 Advance Lifestyle Workshop)</li> </ul> <b>ADDITIONAL RESOURCES</b> <ul style="list-style-type: none"> <li>• CHEP "Big Crunch" <a href="http://www.chep.org">www.chep.org</a></li> </ul>

Continued...





### Grade 2 Health Education (Continued)

	<p>USC2.4 Examine social and personal meanings of “respect” and establish ways to show respect for self, persons, living things, possessions, and the environment.</p>	<p><b>DCS FIT</b> <u>Campaigns</u></p> <ul style="list-style-type: none"> <li>• Lights Off (Energy Campaign 1)</li> <li>• Bike to School (Energy Campaign 2) Turn It Off – Office Equipment (Energy Campaign 4)</li> <li>• Turn It Off – Computer Equipment (Energy Campaign 5)</li> <li>• Turn It Off – Electrical Devices (Energy Campaign 6)</li> <li>• Refillable Water Bottles (Water Campaign 5)</li> <li>• Garbage Free Lunch (Waste Campaign 1)</li> <li>• Composting (Waste Campaign 2)</li> <li>• Recycling (Waste Campaign 3)</li> <li>• Double Your Paper (Waste Campaign 4)</li> </ul> <p><u>Workshops</u></p> <ul style="list-style-type: none"> <li>• Transportation, Recycling, Garbage Free Lunch, Composting, Water (Yr 1 Lifestyle Workshop)</li> </ul>
	<p>USC2.5 Recognize potential safety risks in community “play areas” and determine safe practices/behaviors to identify, assess, and reduce the risks.</p>	<p><b>DCS FIT</b> <u>Lesson Plans</u></p> <ul style="list-style-type: none"> <li>• Bike Sense (DCS Online resources. <a href="http://www.environmentalsociety.ca">www.environmentalsociety.ca</a>)</li> </ul> <p><b>ADDITIONAL RESOURCES</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.saskatooncycles.org">www.saskatooncycles.org</a></li> <li>• <a href="http://www.saskatchewaninmotion.ca">www.saskatchewaninmotion.ca</a></li> <li>• <a href="http://www.bike2workregina.ca">www.bike2workregina.ca</a></li> <li>• BikeEd Saskatoon <a href="http://www.borealisoutdoor.com/content/can-bike/schools/kcbkin01.pdf">http://www.borealisoutdoor.com/content/can-bike/schools/kcbkin01.pdf</a></li> </ul>

### Grade 3 Health Education

Goal	Outcome	DCS and Additional Resources
<p><b>Understanding, Skills, and Confidences (USC)</b></p>	<p>USC3.2 Examine the spiritual dimension of the “inner self” and determine the importance of nurturing it.</p>	<p><b>DCS FIT</b> <u>Workshops</u></p> <ul style="list-style-type: none"> <li>• Schoolyard Naturalization (Yr 3 Advanced Lifestyle Workshop)</li> </ul> <p><b>ADDITIONAL RESOURCES</b></p> <ul style="list-style-type: none"> <li>• <i>Eddie’s Garden</i>, Sarah Garland.</li> <li>• <i>10 Things I Can Do To Help My World</i>, Melanie Walsh.</li> </ul>



### Grade 4 Health Education

Goal	Outcome	DCS and Additional Resources
<b>Understanding, Skills, and Confidences (USC)</b>	USC4.4 Determine basic personal responsibility for safety and protection in various environments/situations	<b>DCS FIT Campaigns</b> <ul style="list-style-type: none"> <li>• Bike to School (Energy Campaign 2)</li> </ul>
<b>Apply Decisions (AP)</b>	AP4.1 Design and apply, with guidance, two four-day action plans that require communication related to healthy eating and physical activity, prevention/management of health challenges, negotiating disagreements, safety and protection, personal identity, and stressors.	<b>DCS FIT Lesson Plans</b> <ul style="list-style-type: none"> <li>• Garbage Free Lunch (Math LP 1)</li> <li>• Recipes For A Cleaner Planet (DCS Online resources. <a href="http://www.environmentalsociety.ca">www.environmentalsociety.ca</a>)</li> </ul> <b>Audits</b> <ul style="list-style-type: none"> <li>• Recycling Programs (Waste Audit 1)</li> <li>• School Waste (Waste Audit 4)</li> </ul> <b>Campaigns</b> <ul style="list-style-type: none"> <li>• Bike to School (Energy Campaign 2)</li> <li>• Eat Local (Energy Campaign 9)</li> <li>• Garbage Free Lunch (Waste Campaign 1)</li> </ul> <b>Workshops</b> <ul style="list-style-type: none"> <li>• Campaign Planning (Yr 1 Lifestyle Workshop)</li> <li>• Clean And Green (Yr 3 Advanced Lifestyle Workshop)</li> </ul> <b>ADDITIONAL RESOURCES</b> <ul style="list-style-type: none"> <li>• CHEP Salad Bar Hot Lunch, Big Crunch, <a href="http://www.chep.org">www.chep.org</a></li> </ul>





### Grade 5 Health Education

Goal	Outcome	DCS and Additional Resources
<b>Understanding, Skills, and Confidences (USC)</b>	USC5.1 Analyze personal eating practices.	<b>DCS FIT</b> <u>Lesson Plans</u> <ul style="list-style-type: none"> <li>• Garbage Free Lunch (Math LP 1)</li> </ul> <u>Campaigns</u> <ul style="list-style-type: none"> <li>• Eat Local (Energy Campaign 9)</li> <li>• Garbage Free Lunch (Waste Campaign 1)</li> </ul> <u>Workshops</u> <ul style="list-style-type: none"> <li>• Garbage Free Lunch (Yr 1 Lifestyle Workshop)</li> <li>• Food Miles (Yr 3 Advanced Lifestyle Workshop)</li> </ul> <b>ADDITIONAL RESOURCES</b> <ul style="list-style-type: none"> <li>• CHEP Salad Bar Hot Lunch, Big Crunch, <a href="http://www.chep.org">www.chep.org</a></li> </ul>
<b>Apply Decisions (AP)</b>	AP5.1 Design and implement, with guidance, two five-day action plans that embrace health opportunities or address health challenges related to personal eating practices, changes of puberty, impact of illness/disease, identity and well-being, violence, peer pressure, and self-regulation.	<b>DCS FIT</b> <u>Campaigns</u> <ul style="list-style-type: none"> <li>• Bike to School (Energy Campaign 2)</li> <li>• Eat Local (Energy Campaign 9)</li> <li>• Garbage Free Lunch (Waste Campaign 1)</li> </ul> <u>Workshops</u> <ul style="list-style-type: none"> <li>• Campaign Planning (Yr 1 Lifestyle Workshop)</li> </ul> <b>ADDITIONAL RESOURCES</b> <ul style="list-style-type: none"> <li>• CHEP Salad Bar Hot Lunch, Big Crunch, <a href="http://www.chep.org">www.chep.org</a></li> </ul>





### Grade 8 Health Education

Unit	Outcome	DCS and Additional Resources
<b>Understanding, Skills and Confidences (USC)</b>	USC9.5 Evaluate a variety of healthy food policies and plan to participate in the development, revision, and/or implementation of a healthy food policy (e.g. fundraising feasts, canteen sales, extra-curricular events) in the community (e.g. home, school, arena, youth center).	<b>DCS FIT</b> <u>Workshops</u> <ul style="list-style-type: none"> <li>• Food Miles (Yr 3 Advanced Lifestyle Workshop)</li> <li>• Garbage Free Lunch (Yr 1 Lifestyle Workshop)</li> </ul> <b>ADDITIONAL RESOURCES</b> <ul style="list-style-type: none"> <li>• <a href="http://www.chep.org">www.chep.org</a></li> </ul>
<b>Action Planning (AP)</b>	AP9.12 Design, implement, and evaluate three eight-day action plans that demonstrate responsible health promotion related to comprehensive approaches to safety, non-curable infections/diseases, romantic relationships, healthy food policies, addiction, tragic death and suicide, chronic illness, and sexual health.	<b>DCS FIT</b> <u>Workshops</u> <ul style="list-style-type: none"> <li>• Food Miles (Yr 3 Advanced Lifestyle Workshop)</li> <li>• Garbage Free Lunch (Yr 1 Lifestyle Workshop)</li> </ul> <b>ADDITIONAL RESOURCES</b> <ul style="list-style-type: none"> <li>• <a href="http://www.chep.org">www.chep.org</a></li> <li>• <a href="http://www.100milediet.org">www.100milediet.org</a></li> </ul>





### Grade 8 Health Education

Unit	Outcome	DCS and Additional Resources
<b>Understanding, Skills and Confidences (USC)</b>	USC9.5 Evaluate a variety of healthy food policies and plan to participate in the development, revision, and/or implementation of a healthy food policy (e.g. fundraising feasts, canteen sales, extra-curricular events) in the community (e.g. home, school, arena, youth center).	<b>DCS FIT Workshops</b> <ul style="list-style-type: none"> <li>• Food Miles (Yr 3 Advanced Lifestyle Workshop)</li> <li>• Garbage Free Lunch (Yr 1 Lifestyle Workshop)</li> </ul> <b>ADDITIONAL RESOURCES</b> <ul style="list-style-type: none"> <li>• <a href="http://www.chep.org">www.chep.org</a></li> </ul>
<b>Action Planning (AP)</b>	AP9.12 Design, implement, and evaluate three eight-day action plans that demonstrate responsible health promotion related to comprehensive approaches to safety, non-curable infections/diseases, romantic relationships, healthy food policies, addiction, tragic death and suicide, chronic illness, and sexual health.	<b>DCS FIT Workshops</b> <ul style="list-style-type: none"> <li>• Food Miles (Yr 3 Advanced Lifestyle Workshop)</li> <li>• Garbage Free Lunch (Yr 1 Lifestyle Workshop)</li> </ul> <b>ADDITIONAL RESOURCES</b> <ul style="list-style-type: none"> <li>• <a href="http://www.chep.org">www.chep.org</a></li> <li>• <a href="http://www.100milediet.org">www.100milediet.org</a></li> </ul>





### Grade 8 Health Education

Unit	Outcome	DCS and Additional Resources
<b>Understanding, Skills and Confidences (USC)</b>	USC8.6 Examine and assess the concept of sustainability from many perspectives, and develop an understanding of its implications for the well-being of self, others, and the environment.	<p><b>DCS FIT Campaigns</b></p> <ul style="list-style-type: none"> <li>All DCS energy, waste and water campaigns move towards more sustainable behaviours</li> </ul> <p><b>Workshops</b></p> <ul style="list-style-type: none"> <li>All DCS workshops include activities and discussions that deal with making changes towards more sustainable behaviours. E.g. Ecofootprint workshop</li> </ul> <p><b>ADDITIONAL RESOURCES</b></p> <ul style="list-style-type: none"> <li><a href="http://www.recyclesaskatchewan.ca">www.recyclesaskatchewan.ca</a>. link to For SK Schools</li> <li><a href="http://www.greenteacher.com">www.greenteacher.com</a> Planet Earth Pages-Sustainability. Online resources.</li> <li><a href="http://www.saskwastereduction.ca">www.saskwastereduction.ca</a> - link to 3R's Lifestyle</li> <li>Social Action Groups: <ul style="list-style-type: none"> <li><a href="http://www.pembina.org">www.pembina.org</a></li> <li><a href="http://www.environmentalsociety.ca">www.environmentalsociety.ca</a></li> <li><a href="http://www.ecojustice.ca">www.ecojustice.ca</a></li> </ul> </li> </ul>





### Grade 9 Health Education

Unit	Outcome	DCS and Additional Resources
<b>Understanding, Skills and Confidences (USC)</b>	USC9.5 Evaluate a variety of healthy food policies and plan to participate in the development, revision, and/or implementation of a healthy food policy (e.g. fundraising feasts, canteen sales, extra-curricular events) in the community (e.g. home, school, arena, youth center).	<p><b>DCS FIT</b></p> <p><u>Lesson Plans</u></p> <p><u>Audits</u></p> <p><u>Campaigns</u></p> <p><u>Workshops</u></p> <ul style="list-style-type: none"> <li>• Garbage Free Lunch (Yr 1 Lifestyle Workshop)</li> <li>• Food Miles (Yr 3 Advance Lifestyle Workshop)</li> </ul> <p><b>ADDITIONAL RESOURCES</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.chep.org">www.chep.org</a></li> <li>• <a href="http://www.saskwastereduction.ca">www.saskwastereduction.ca</a> - link to 3Rs Lifestyle and Composting.</li> </ul>
<b>Action Planning (AP)</b>	AP9.12 Design, implement, and evaluate three eight-day action plans that demonstrate responsible health promotion related to comprehensive approaches to safety, non-curable infections/diseases, romantic relationships, healthy food policies, addiction, tragic death and suicide, chronic illness, and sexual health.	<p><b>DCS FIT</b></p> <p><u>Workshops</u></p> <ul style="list-style-type: none"> <li>• Garbage Free Lunch (Yr 1 Lifestyle Workshop)</li> <li>• Food Miles (Yr 3 Advance Lifestyle Workshop)</li> </ul> <p><b>ADDITIONAL RESOURCES</b></p> <p><u><a href="http://www.chep.org">www.chep.org</a></u></p> <ul style="list-style-type: none"> <li>• <a href="http://100milediet.org">100milediet.org</a></li> </ul>

### Grade 9 Arts

Unit	Outcome	DCS and Additional Resources
<b>Creative/Productive</b>	CH9.1 Investigate and discuss the role of artists in raising awareness or taking action on topics of concern.	<p><b>ADDITIONAL RESOURCES</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.chrisjordan.com">www.chrisjordan.com</a> - Artist using waste in art.</li> <li>• <a href="http://www.edwardburtynsky.com">www.edwardburtynsky.com</a> -Photographic images of tar sands and mining developments.</li> </ul>



## Grade 1 English Language Arts

Goal	Outcome	DCS and Additional Resources
<b>Comprehend and Respond (CR)</b>	CR1.1 Comprehend and respond to a variety of grade-level texts that address: <ul style="list-style-type: none"> <li>• Identity</li> <li>• Community</li> <li>• Social Responsibility (e.g. Conservation) and relate to own feelings, ideas, and experiences.</li> </ul>	<b>ADDITIONAL RESOURCES</b> <ul style="list-style-type: none"> <li>• <i>S is for Save the Planet</i>, Herzog and Holt-Ayriss.</li> <li>• <i>10 Things I Can Do To Help My world</i>, Melanie Walsh.</li> <li>• <i>The ABC's of the Environment</i>, Bobbie Kalman.</li> <li>• <i>We are Extremely Very Good Recyclers</i>, Lauren Child.</li> </ul>
<b>Compose and Create (CC)</b>	CC1.1 Compose and create a range of visual, multimedia, oral and written texts that explore and present thoughts on: <ul style="list-style-type: none"> <li>• Identity</li> <li>• Community</li> <li>• Social responsibility (e.g. Plants and Trees).</li> </ul>	<b>DCS FIT Campaigns</b> <ul style="list-style-type: none"> <li>• Tree Planting (Energy Campaign 7)</li> <li>• Turn Taps Off (Water Campaign 2)</li> <li>• Don't Run The Water (Water Campaign 3)</li> <li>• Schoolyard Naturalization (Water Campaign 6)</li> <li>• Garbage Free Lunch (Waste Campaign 1)</li> <li>• Composting (Waste Campaign 2)</li> <li>• Recycling (Waste Campaign 3)</li> </ul> <b>Workshops</b> <ul style="list-style-type: none"> <li>• Campaign Planning (Yr 1 Lifestyle Workshop)</li> </ul> <b>ADDITIONAL RESOURCES</b> <ul style="list-style-type: none"> <li>• <i>Eddie's Garden</i>, Sarah Garland.</li> </ul>

## Grade 2 English Language Arts

Goal	Outcome	DCS and Additional Resources
<b>Comprehend and Respond (CR)</b>	CR2.4 Read and demonstrate comprehension of grade appropriate literary and informational texts read silently and orally by relating and retelling key events and ideas in sequence with specific details and discussing how, why, and what if questions.	<b>DCS FIT Lesson Plans</b> <ul style="list-style-type: none"> <li>• Water In My Life (Water LP 1)</li> </ul>



### Grade 4 English Language Arts

Goal	Outcome	DCS and Additional Resources
<b>Comprehend and Respond (CR)</b>	CR4.1 Comprehend and respond to a variety of grade-level texts that address: <ul style="list-style-type: none"> <li>• Identity</li> <li>• Community</li> <li>• Social responsibility (e.g. Preserving a Habitat) and support response with evidence from text and from own experiences.</li> </ul>	<b>ADDITIONAL RESOURCES</b> <ul style="list-style-type: none"> <li>• <i>Green Living: No Action too Small</i>, Lucia Raatma.</li> <li>• <i>The New 50 Simple Things Kids Can do to Save the Earth</i>, The Earthworks Group.</li> <li>• <i>Planet Patrol, A Kid's Action Guide to Earth Care</i>, Lorbiecki and Meyers.</li> </ul>





### Grade 5 English Language Arts

Goal	Outcome	DCS and Additional Resources
<b>Compose and Create (CC)</b>	CC5.1 Compose and create a range of visual, multimedia, oral, and written texts that explore: <ul style="list-style-type: none"> <li>• Identity</li> <li>• Community (e.g. This is Our Planet)</li> <li>• Social responsibility (e.g. Teamwork) and express personal thoughts shaped through inquiry.</li> </ul>	<b>DCS FIT</b> <u>Audits</u> <ul style="list-style-type: none"> <li>• All DCS energy, water and waste audits provide students with an opportunity to assess by viewing, listening, inquiry, writing and presentation.</li> </ul> <u>Campaigns</u> <ul style="list-style-type: none"> <li>• All DCS energy, water and waste campaigns allow students to plan, develop and carry out a behaviour change campaign that requires a variety of written, visual and oral presentation skills. This campaign planning process includes identifying strengths and areas to enhance the campaign for success.</li> </ul> <u>Workshops</u> <ul style="list-style-type: none"> <li>• Campaign planning (Yr 1 Lifestyle Workshop)</li> </ul>
	CC5.4 Use a writing process to experiment with and produce multi-paragraph narrative and persuasive compositions that clearly develop topic and provide transitions for the reader.	
<b>Assess and Reflect (AR)</b>	AR5.1 Identify strengths in viewing, listening, reading, speaking, writing, and other forms of representing.	
	AR5.2 Set goals to enhance the development and improvement of the skills and strategies in viewing, listening, reading, speaking, writing, and other forms of representing and take steps to achieve goals.	





### Physical Education Curriculum Connections

Note: Across grades, the main connection in the physical education curriculum to the DCS program is with the energy campaign bike/walk to school. A school wide campaign **Bike to School**, including a bike fair where students could participate in a variety of bike safety skills and bring their bike for a tune up is included in our sample campaigns. Students in higher grades, in connection with Health Education, are planning and implementing 2-5 day action plans, and could be asked to plan and present parts of the fair and its activities.

### Grade 1 Physical Education

Goal	Outcome	DCS and Additional Resources
<b>Active Living</b>	1.2 Active Living. Examine and express what it means to live actively each day and the personal benefits of being active.	<b>DCS FIT</b> <u>Lesson Plans</u> <ul style="list-style-type: none"> <li>Bike Sense (DCS online resources <a href="http://www.environmentalsociety.ca">www.environmentalsociety.ca</a>)</li> </ul> <u>Workshops</u> <ul style="list-style-type: none"> <li>Bike to School (Energy Campaign 2)</li> </ul>
<b>Skillful Movement</b>	1.8 Play Strategies and Skills. Build a repertoire of strategies and skills, with guidance, for and through active participation in a variety of movement activities including: <ul style="list-style-type: none"> <li>Alternate environment activities and games.</li> </ul>	<b>ADDITIONAL RESOURCES</b> <ul style="list-style-type: none"> <li><a href="http://www.saferoutestoeschool.ca">www.saferoutestoeschool.ca</a></li> <li>BikeEd Saskatoon <a href="http://www.borealisoutdoor.com/content/can-bike/schools/kcbkin01.pdf">http://www.borealisoutdoor.com/content/can-bike/schools/kcbkin01.pdf</a></li> </ul>





## Grade 2 Physical Education

Goal	Outcome	DCS and Additional Resources
<b>Active Living</b>	2.2 Active Living. Analyze daily habits and actions that demonstrate personal engagement in, and taking personal responsibility for, leading a physically active life.	<b>DCS FIT</b> <u>Lesson Plans</u> <ul style="list-style-type: none"> <li>Bike Sense (DCS online resources <a href="http://www.environmentalsociety.ca">www.environmentalsociety.ca</a>)</li> </ul> <u>Campaigns</u> <ul style="list-style-type: none"> <li>Bike to School (Energy Campaign 2)</li> </ul> <b>ADDITIONAL RESOURCES</b> <ul style="list-style-type: none"> <li><a href="http://www.saferoutestoschool.ca">www.saferoutestoschool.ca</a></li> <li>BikeEd Saskatoon <a href="http://www.borealisoutdoor.com/content/can-bike/schools/kcbkin01.pdf">http://www.borealisoutdoor.com/content/can-bike/schools/kcbkin01.pdf</a></li> </ul>
<b>Strategies and Skills</b>	2.8 Play Strategies and Skills. Apply a repertoire of strategies and skills, with guidance, for and through active participation in a variety of movement activities including: <ul style="list-style-type: none"> <li>Alternate environment activities and games.</li> </ul>	
<b>Relationships</b>	2.9 Safe Behaviours. Examine and express the purpose of rules, procedures, etiquette, and safe behaviours and apply them while participating in a variety of movement activities.	





### Grade 3 Physical Education

Goal	Outcome	DCS and Additional Resources
<b>Active Living</b>	3.1 Health-related Fitness. Apply a repertoire of strategies for developing components of health-related fitness through movement activities during scheduled times in school, at home, and in the community.	<b>DCS FIT</b> <u>Lesson Plans</u> <ul style="list-style-type: none"> <li>Community Mapping (LP coming 2011)</li> <li>Bike Sense (DCS online resources <a href="http://www.environmentalsociety.ca">www.environmentalsociety.ca</a>)</li> </ul> <u>Campaigns</u> <ul style="list-style-type: none"> <li>Bike to School (Energy Campaign 2)</li> </ul> <b>ADDITIONAL RESOURCES</b> <ul style="list-style-type: none"> <li><a href="http://www.saferoutestoschool.ca">www.saferoutestoschool.ca</a></li> </ul>
	3.2 Active Living. Evaluate the role of participation in movement activities in providing opportunities for enjoyment, challenge, self-expression, social interaction, increased skill competency, stress reduction, active work life, use of leisure time, contact with nature, and involvement in communities.	
<b>Strategies and Skills</b>	3.7 Strategies and Skills. Select and use effective movement skills, tactics, and strategies while participating in: <ul style="list-style-type: none"> <li>Alternate environment activities.</li> </ul>	

### Grade 4 Physical Education

Goal	Outcome	DCS and Additional Resources
<b>Skillful Movement</b>	4.9 Skillful Play. Select and use effective movement skills, tactics, and strategies while participating in: <ul style="list-style-type: none"> <li>Alternate environment activities.</li> </ul>	<b>DCS FIT</b> <u>Lesson Plans</u> <ul style="list-style-type: none"> <li>Community Mapping (Energy/ Water/ Waste LP coming 2011)</li> </ul> <u>Campaigns</u> <ul style="list-style-type: none"> <li>Bike to School (Energy Campaign 2)</li> </ul> <b>ADDITIONAL RESOURCES</b> <ul style="list-style-type: none"> <li><a href="http://www.saferoutestoschool.ca">www.saferoutestoschool.ca</a></li> <li>BikeEd Saskatoon <a href="http://www.borealisoutdoor.com/content/can-bike/schools/kcbkin01.pdf">http://www.borealisoutdoor.com/content/can-bike/schools/kcbkin01.pdf</a></li> </ul>



### Grade 5 Physical Education

Goal	Outcome	DCS and Additional Resources
<b>Active Living</b>	5.1 Health-related Fitness. Create and implement, with guidance, as a class, a <b>health-related fitness plan</b> targeting the health-related fitness component of <b>cardiovascular endurance</b> that includes setting a personal goal for improvement, applies the <b>F.I.T.T. principle</b> and incorporates daily moderate to vigorous movement activity.	<b>DCS FIT Campaigns</b> <ul style="list-style-type: none"> <li>• Bike to School (Energy Campaign 2)</li> </ul> <b>ADDITIONAL RESOURCES</b> <ul style="list-style-type: none"> <li>• <a href="http://www.saferoutestoschool.ca">www.saferoutestoschool.ca</a></li> <li>• <a href="http://www.saskatooncycles.org">www.saskatooncycles.org</a></li> <li>• <a href="http://www.saskatchewaninmotion.ca">www.saskatchewaninmotion.ca</a></li> <li>• <a href="http://www.bike2workregina.ca">www.bike2workregina.ca</a></li> <li>• BikeEd Saskatoon <a href="http://www.borealisoutdoor.com/content/can-bike/schools/kcbkin01.pdf">http://www.borealisoutdoor.com/content/can-bike/schools/kcbkin01.pdf</a></li> </ul>
<b>Skillful Movement</b>	5.7 Skillful Play Refine, alone and with others, selected movement skills, tactics, and strategies while participating in: <ul style="list-style-type: none"> <li>• small-sided and lead-up alternate environment activities and games.</li> </ul>	





## Grade 6 Physical Education

Unit	Outcome	DCS and Additional Resources
Physical Education (PE)	PE6.10 Apply controlled use of selected movement skills and variations (i.e. locomotor, non-locomotor, and manipulative skills) as well as safe and environmentally friendly behaviours while participating in a variety of alternate environment activities and body management activities.	<b>DCS FIT</b> <u>Lesson Plans</u> <ul style="list-style-type: none"> <li>Bike Sense (DCS Online resources. <a href="http://www.environmentalsociety.ca">www.environmentalsociety.ca</a>)</li> </ul> <u>Audits</u> <ul style="list-style-type: none"> <li>Transportation and Winter Parking (Energy Audit 5)</li> </ul> <u>Campaigns</u> <ul style="list-style-type: none"> <li>Bike to School (Energy Campaign 2)</li> </ul>
	PE6.11 Demonstrate the ability to individually carry out a teacher-assigned or self-selected portion of a cooperatively planned class activity that focuses on engaging others and enhancing their level of participation in movement activity.	

## Grade 7 Physical Education

Unit	Outcome	DCS and Additional Resources
Physical Education (PE)	PE7.11 Examine external influences (i.e., cost, facility availability, practice opportunities outside school) that may affect movement skill development and options for active living in the community.	<b>DCS FIT</b> <u>Lesson Plans</u> <ul style="list-style-type: none"> <li>Bike Sense (DCS Online resources. <a href="http://www.environmentalsociety.ca">www.environmentalsociety.ca</a>)</li> </ul> <u>Campaigns</u> <ul style="list-style-type: none"> <li>Bike to School (Energy Campaign 2)</li> </ul> <b>ADDITIONAL RESOURCES</b> <ul style="list-style-type: none"> <li><a href="http://www.roadmapsaskatoon.com">www.roadmapsaskatoon.com</a></li> </ul>



## Grade 9 Physical Education

Unit	Outcome	DCS and Additional Resources
<b>Physical Education (PE)</b>	PE9.9 Plan, participate in, and lead, with others, a movement activity event (e.g., a tournament, a fitness-athon, an outdoor orienteering challenge, a winter carnival, Arctic Games, a team scavenger hunt) to engage others (e.g., peers, classmates, younger students, community members) in movement activity.	<b>DCS FIT</b> <u>Audits</u> <ul style="list-style-type: none"><li>• Transportation and Winter Parking (Energy Audit 5)</li></ul> <u>Campaigns</u> <ul style="list-style-type: none"><li>• Bike to School (Energy Campaign 2)</li></ul> <b>ADDITIONAL RESOURCES</b> <ul style="list-style-type: none"><li>• <a href="http://www.greenteacher.com">www.greenteacher.com</a>. Going Off-Ramp: A Car Trip Reduction Plan for High School- PDF and Counting the Real Costs of Cars- PDF. Online resources</li></ul>



**Care and Hospitality**  
Life Transitions 20-30

Unit	Curriculum Objective	DCS and Additional Resources
<b>20 Level Optional Modules</b>		
<b>Module 7: Community Issues and Ethics</b>	The purpose of this module is to allow students the opportunity to explore issues that are of interest to youth in various communities -Environment -future, fast changing world, future of rural Saskatchewan	<b>DCS FIT</b> <u>Lesson Plans</u> <ul style="list-style-type: none"> <li>• Planning Uses For A Local Water Source (Water LP 10)</li> <li>• No More Space for Waste (Waste Activity 5)</li> </ul> <u>Workshops</u> <ul style="list-style-type: none"> <li>• Climate Change Workshop (Yr 2 PD Workshop)</li> <li>• Ecofootprint (Yr 3 Ecofootprint Workshop)</li> </ul>
<b>30 Level Optional modules</b>		
<b>Module 15: Independent Living</b>	compare the costs for public and private transportation -practice solving potential transportation problems	<b>DCS FIT</b> <u>Lesson Plans</u> <ul style="list-style-type: none"> <li>• Energy for Cars and Buses (Energy LP 12)</li> </ul>

**Communications**

Electrical and Electronics 10, 20, A30, B30

Unit	Curriculum Objective	DCS and Additional Resources
Module 12A: Residential Lighting (Core)	To assess the efficiency of various light sources. (PSVS, CCT)	<b>DCS FIT</b> <u>Audits</u> <ul style="list-style-type: none"> <li>• Lighting (Energy Audit 4)</li> </ul> <u>Campaigns</u> <ul style="list-style-type: none"> <li>• Lights Off (Energy Campaign 1)</li> </ul> <u>Workshops</u> <ul style="list-style-type: none"> <li>• Lighting Station (Yr 1 Technical Workshop)</li> </ul> <b>ADDITIONAL RESOURCES</b> <ul style="list-style-type: none"> <li>• Energy Consultant's Audit Report</li> </ul>



**Design (Construct / Fabricate)**

Clothing and Textiles Fashion 10, 30

Unit	Curriculum Objective	DCS and Additional Resources
Module 7: Redesign, Restore, or Recycle (optional)	To increase an awareness of the economic and environmental influence of clothing decisions	<b>DCS FIT</b> <u>Audits</u> • Waste Audits <u>Campaigns</u> • Waste Campaigns

**Design (Construct / Fabricate)**

Construction and Carpentry 10, 20, 30

Unit	Curriculum Objective	DCS and Additional Resources
Module 19: Insulation and Installation (optional)	19.5 To be aware of the economic and environmental advantages of a well insulated structure.	<b>DCS FIT</b> <u>Lesson Plans</u> • Passive Solar Heating Models (Energy LP 7) <u>Audits</u> • Draft-proofing (Energy Audit 2) <b>ADDITIONAL RESOURCES</b> • Energy Consultant's Audit Report • Conserving Energy in Canada Activities 3.1—3.4

Design Studies 10, 20

Unit	Curriculum Objective	DCS and Additional Resources
Module 12: Human Environments (optional)	12.1 To understand how environment impacts on design.	<b>DCS FIT</b> <u>Lesson Plans</u> • Passive Solar Heating Models (Energy LP 7) • Energy Choices for a New Community (Energy LP 10) • Heating Our Homes for the Past 100 Years (Energy LP 11) <u>Workshops</u> • DCS year one Technology Workshop



## Design (Construct / Fabricate)

### Housing 30

Unit	Curriculum Objective	DCS and Additional Resources
Module 10: Energy-Efficient Housing (Optional)	<p>10.1 To validate the importance of energy efficiency in housing</p> <p>10.5 To examine the value of retrofitting a home for increased energy efficiency</p> <p>Students examine their own home, school or classroom to determine ways to make them more energy efficient.</p> <p>Students may consider the use of energy-efficient appliances in the home.</p> <p>Students could report on the relative costs of heating with oil, natural gas, or electricity in their community.</p>	<p><b>DCS FIT</b></p> <p><u>Lesson Plans</u></p> <ul style="list-style-type: none"> <li>• Energy Origins (Energy LP 6)</li> <li>• Check It Out Energy Quiz (Energy LP 8)</li> </ul> <p><u>Audits</u></p> <ul style="list-style-type: none"> <li>• Energy Audits</li> </ul> <p><u>Workshops</u></p> <ul style="list-style-type: none"> <li>• Yr 1 Technology Workshop</li> <li>• Yr 3 Advanced Lifestyle Workshop</li> </ul> <p><b>ADDITIONAL RESOURCES</b></p> <ul style="list-style-type: none"> <li>• Energy Consultant's Audit Report</li> <li>• EnerCheck <a href="http://www.saskenergy.com">www.saskenergy.com</a></li> <li>• Natural Resources Canada website <a href="http://www.oee.nrcan.gc.ca">www.oee.nrcan.gc.ca</a></li> </ul>
	<p>10.6 To explore the concepts of sufficient or sustainable housing (Recycling and using recycled materials)</p>	<p><b>DCS FIT</b></p> <p><u>Lesson Plans</u></p> <ul style="list-style-type: none"> <li>• Passive Solar Heating Models (Energy LP 7)</li> </ul> <p><u>Audits</u></p> <ul style="list-style-type: none"> <li>• Energy Audits</li> <li>• Waste Audits</li> </ul> <p><b>ADDITIONAL RESOURCES</b></p> <ul style="list-style-type: none"> <li>• Energy Consultant's Audit Report</li> </ul>
Module 11: Housing of the future	<p>11.2 To examine the use of technology and how it may impact of housing in the future.</p>	<p><b>DCS FIT</b></p> <p><u>Lesson Plans</u></p> <ul style="list-style-type: none"> <li>• Passive Solar Heating Models (Energy LP 7)</li> </ul> <p><u>Audits</u></p> <p><u>Campaigns</u></p> <p><u>Workshops</u></p> <ul style="list-style-type: none"> <li>• Yr 1 Technology Workshop</li> <li>• Yr 2 Retraining Workshop</li> </ul> <p><b>ADDITIONAL RESOURCES</b></p> <ul style="list-style-type: none"> <li>• Energy Consultant's Audit Report</li> </ul>



**Design (Construct / Fabricate)**  
Interior Design 30

Unit	Curriculum Objective	DCS and Additional Resources
Module 2: Openings, Windows, Window Treatments, and Doors (Optional)	2.1 To identify and evaluate the function of windows in interiors. Windows can provide ventilation, light, visual communication, and solar energy.	<b>DCS FIT Audits</b> <ul style="list-style-type: none"> <li>• Energy Audits</li> </ul> <b>ADDITIONAL RESOURCES</b> <ul style="list-style-type: none"> <li>• Research Projects on energy advantages /disadvantages of different types of window construction</li> <li>• Research new innovations in window construction e.g. Argon gas filled, low-emissivity film</li> </ul>
	2.3 To identify the parts of windows and their functions Discuss new developments in windows that relate to energy efficiency (tinted, glaze, ).	<b>DCS FIT Audits</b> <ul style="list-style-type: none"> <li>• Energy Audits</li> </ul>
Module 5: Furniture and Appliances (Optional)	5.6 Identify the guidelines when choosing household appliances. I.e. energy consumption	<b>DCS FIT Audits</b> <ul style="list-style-type: none"> <li>• Kitchen and Lunch Room Appliances (Energy Audit 6)</li> <li>• Office Equipment and Computers (Energy Audit 7)</li> </ul> <b>Campaigns</b> <ul style="list-style-type: none"> <li>• Turn It Off – Office Equipment (Energy Campaign 4)</li> <li>• Turn It Off – Computer Equipment (Energy Campaign 5)</li> <li>• Turn It Off – Electrical Devices (Energy Campaign 6)</li> </ul> <b>ADDITIONAL RESOURCES</b> <ul style="list-style-type: none"> <li>• Based on current relevant SaskPower rates and appliance EnerGuide Ratings-calculate/compare the amount /cost of energy of various appliances?</li> <li>• Calculate lifetime cost of appliances in relation to purchase price</li> </ul>



## Energy and Mines 10, 20, 30

Unit	Curriculum Objective	DCS and Additional Resources
<b>Module 4: Sustainability</b>	4.1 To collect and interpret data comparing Canadian energy and resource consumption to the rest of North America and the rest of the world.	<ul style="list-style-type: none"> <li>• <b>DCS FIT</b> <u>Lesson Plans</u></li> <li>• Energy Origins (Energy LP 6)</li> <li>• Heating Our Homes in the Past 100 Years (Energy LP 11)</li> </ul>
	4.4 To explore the environmental impact, both short-term and long-term, of common methods of mineral resource exploration, extraction, transportation, processing and consumption.	<b>DCS FIT</b> <u>Lesson Plans</u> <ul style="list-style-type: none"> <li>• Energy Choices for a new Community (Energy LP 10)</li> </ul>
	4.5 To explore the potential environmental impact, both short-term and long-term, of common methods and levels of energy generation, transport and consumption.	<b>DCS FIT</b> <u>Lesson Plans</u> <ul style="list-style-type: none"> <li>• Check It Out-Energy Quiz (Energy LP 8)</li> </ul>
	4.6 To examine the implications of Saskatchewan's current and "sustainable" levels of energy use, in the context of climate change and global warming.	<b>ADDITIONAL RESOURCES</b> <ul style="list-style-type: none"> <li>• Climate Change: Awareness and Action</li> <li>• A Change in our Climate: What's Going on in our Greenhouse</li> <li>• SaskPower Energy and Environment Workbook</li> <li>• The Winds of Climate Change Poster</li> </ul>
	4.7 To examine the implications of a goal of sustainable development, in the context of selected Saskatchewan energy resources.	<b>DCS FIT</b> <u>Lesson Plans</u> <ul style="list-style-type: none"> <li>• Passive Solar Heating Models (Energy LP 7)</li> <li>• Energy for Cars and Buses (Energy LP 12)</li> </ul>



### Forestry 20, 30

Unit	Curriculum Objective	DCS and Additional Resources
Module 7: Management and Conservation	7.4 To investigate the roles of different interest groups in managing forest resources	<b>ADDITIONAL RESOURCES</b> <ul style="list-style-type: none"> <li>• Arrange materials or speakers from Saskatchewan Environmental Society.</li> </ul>
<b>Module 16: Issues in Forestry (optional)</b>	16.4 To illustrate how issues and trends involving Canada's forests may be similar to those in other parts of the world. (CCT)	<b>ADDITIONAL RESOURCES</b> <ul style="list-style-type: none"> <li>• Climate Change: Awareness and Action</li> <li>• A Change in our Climate: What's Going on in our Greenhouse</li> <li>• The Winds of Change Climate Change Poster</li> </ul>

### Wildlife Management 10, 20, 30

Unit	Curriculum Objective	DCS and Additional Resources
Module 1: Wildlife and Ecosystems	1.10 To understand how the well-being of both humans and wildlife depend upon the quality of the natural environment	<b>DCS FIT</b> <u>Lesson Plans</u> <ul style="list-style-type: none"> <li>• Safe Water (Water LP 7)</li> <li>• How Important is Water (Water LP 8)</li> <li>• How Important is Water (Water LP 9)</li> <li>• Planning Uses for a Local Water Source (Water LP 10)</li> </ul>
<b>Module 8: The Value of Wildlife (optional)</b>	8.6 To explain how wildlife can be used as a barometer of overall environmental quality.	

