

Grade 3

**Science**

General Learner Expectations

- 3-10- Describe the appearance and life cycles of some common animals, and identify their adaptations to different environment.
- 3-11- Identify requirements for animal care

Specific Learner Expectations

- Identify examples of environmental conditions that may threaten animal survival, and identify examples of extinct animals.
- Recognize that habitat preservation can help maintain animal populations, and identify ways that student actions can assist habitat preservation.
- Demonstrate knowledge of the needs of animals studied, and demonstrate skills for their care.

**Health and Life Skills**

- W-3.9 describe and apply and analyze appropriate safety behaviours in the local community; e.g. street, railway crossings, dugouts, farm equipment etc.
- L- 3.6 examine the responsibilities associated with a variety of age appropriate roles; e.g. family member, friend
- L- 3.8 assess how individual contributions can have a positive influence upon the family, school, and community
- L- 3.8 select and perform volunteer tasks as a class or as a group.

Grade 4

**Social Studies**

General Learner Expectations

- Students will demonstrate an understanding and appreciation of how elements of physical geography, climate, geology and paleontology are integral to the landscapes and environment of Alberta.

Specific Learner Expectations

- 4.1.1 value Alberta's physical geography and natural environment:
  - appreciate the environmental significance of national and provincial parks and protected areas in Alberta
  - demonstrate care and concern for the environment through their choices and actions
- 4.1.4 analyze how Albertans interact with their environment by exploring and reflecting upon the following questions and issues:
  - Whose responsibility should it be to ensure the preservation of national parks, provincial parks and protected areas in Alberta?
- 4.3.1 appreciate the factors contributing to quality of life in Alberta:
  - value and respect their relationships with the environment
- 4.3.4 examine recreation and tourism in Alberta by exploring and reflecting upon the following questions and issues:
  - In what ways do interests concerning tourism and the natural environment conflict?

**Science**

General Learner Expectations

- 4–5 Recognize that human activity can lead to the production of wastes, and identify alternatives for the responsible use and disposal of materials.

Specific Learner Expectations

- Identify and classify wastes that result from human activity.
- Distinguish between wastes that are readily biodegradable and those that are not.
- Identify actions that individuals and groups can take to minimize the production of wastes, to recycle or reuse wastes and to ensure the safe handling and disposal of wastes.

**Health and Life Skills**

- R–4.9 assess how to act as important role models for others
- L–4.5 relate personal interests to various occupations

Grade 5

**Social Studies**

General Learner Expectations

- Students will demonstrate an understanding and appreciation of how the physical geography and natural resources of Canada affect the quality of life of all Canadians.

Specific Learner Expectations

- 5.1.1 value Canada's physical geography and natural environment:
  - demonstrate care and concern for the environment through their choices and actions

**Health and Life Skills**

- W-5.8 promote safety practices in the school and community
- L-5.5 relate personal skills to various occupations

Grade 6

**Social Studies**

General Learner Expectations

- Students will demonstrate an understanding and appreciation of the dynamic relationship between governments and citizens as they engage in the democratic process.

Specific Learner Expectations

- 6.1.6 analyze how individuals, groups and associations within a community impact decision making of local and provincial governments by exploring and reflecting upon the following questions and issues:
  - How can individuals, groups and associations within a community participate in the decision-making process regarding current events or issues (i.e., lobbying, petitioning, organizing and attending local meetings and rallies, contacting elected representatives)?

**Science**

General Learner Expectations

- 6–10 Describe characteristics of trees and the interaction of trees with other living things in the local environment.

Specific Learner Expectations

- Identify reasons why trees and forests are valued. Students meeting this expectation should be aware that forests serve as habitat for a variety of living things and are important to human needs for recreation, for raw materials and for a life-supporting environment.
- Identify human uses of forests, and compare modern and historical patterns of use.
- Identify human actions that enhance or threaten the existence of forests.
- Identify an issue regarding forest use, identify different perspectives on that issue, and identify actions that might be taken.

**Health and Life Skills**

- W–6.8 analyze how laws, regulations and rules contribute to health and safety practices
- W–6.9 evaluate the impact of personal behaviour on the safety of self and others
- L–6.8 analyze and assess the impact of volunteerism in the school and community