

CONNECTING PLT CANADA'S TRILLION OF TREES TO ONTARIO CURRICULUM GRADES 3-5

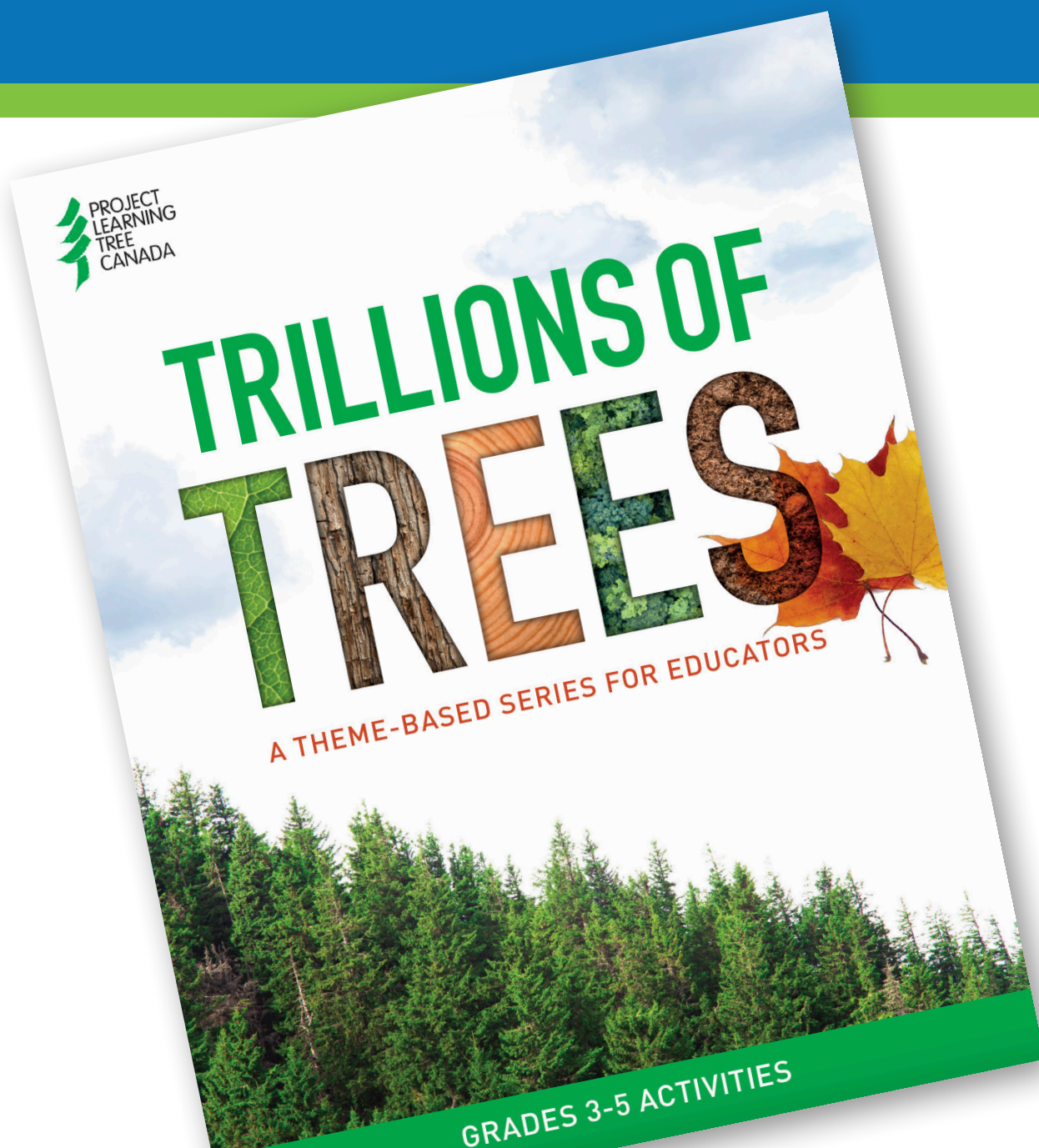


TABLE OF CONTENTS

INTRODUCTION

Using this Toolkit 1

Keep in Mind 1

Professional Network 2

GRADES 3–5 CONTENT CONNECTIONS

English Language Arts 5

Mathematics 6



INTRODUCTION

Project Learning Tree Canada is committed to supporting educators in providing instruction that helps students meet Ontario curriculum. Activities in the *Trillion Trees Activity Guide* involve exploring the real world through learner-centred, multidisciplinary investigations that promote inquiry and problem solving. They provide students opportunities to practise skills, and make personal connections to the curriculum as they investigate their environment and communicate about it.

The following chart allows you to easily find corresponding *Trillion Trees* activities that address overall expectations in Ontario's curriculum for Grades 3–5. See www.dcp.edu.gov.on.ca/en/curriculum#elementary to access the complete Ministry of Education's curriculum documents.

The chart also includes activity connections to “transferable skills,” which are the skills and attributes that students need in order to thrive in the modern world. The Ontario Ministry of Education has defined seven important categories of transferable skills, or “competencies,” that will help students navigate the world of work and meet with success in the future:

- critical thinking and problem solving
- innovation, creativity, and entrepreneurship
- self-directed learning
- collaboration
- communication
- global citizenship and sustainability
- digital literacy

USING THIS TOOLKIT

To help you identify PLT Canada activities that meet Ontario's elementary curriculum, the chart contains the following symbols:

- A solid square (■) means the Doing the Activity section has a strong connection to an overall expectation.
- A hollow square (□) means that the Doing the Activity section of an activity supports the overall expectation.
- In the Transferable Skills section, a checkmark (✓) means the Doing the Activity section has a strong connection to the skill.
- An “E” means that the activity's Enrichment supports the overall expectation/ transferable skill.
- Note: An activity may correlate to the curriculum in the Doing the Activity section, the Enrichment section, or in both sections.

KEEP IN MIND

The curriculum connections are based on *Trillion Trees* activities as written. They do not take into account the myriad ways educators can modify or adapt activities to address a curriculum expectation more directly or completely.

As you work through the curriculum connections, remember: if the content of the curriculum is referred to in the activity's background information, but not incorporated in the Doing the Activity or Enrichment sections, it is not included as a connection.

PROFESSIONAL NETWORK

PLT Canada provides educators with hands-on professional development and customised assistance to integrate environmental education into their curriculum. The link below provides contact information for PLT Canada. Please consider this an invitation to reach out and get involved today!

CONTACT PLT CANADA FOR:

- Local resources and assistance
- Ideas for incorporating environmental education and outdoor learning into your program
- Connections to mentor teachers, community members, and natural resource professionals
- Information about in-person professional development events near you
- Becoming a PLT Canada professional development facilitator

EXPERIENCE PLT CANADA'S PROFESSIONAL DEVELOPMENT TO:

- Gain new teaching skills, deepen your content knowledge, and become comfortable teaching outdoors
- Receive instructional materials tailored to your state's standards
- Experience PLT Canada activities, develop an action plan, and get lesson planning tips specific to your setting
- Get access to a network of professionals and support

GET CONNECTED TODAY

<https://pltcanada.org/en/about-us/contact/>





| OVERALL EXPECTATIONS: | TRILLION OF TREES 3-5 ACTIVITIES: | | |
|---|-----------------------------------|------------------|--------------|
| | TREE ID | TREES IN TROUBLE | PLANT A TREE |
| LANGUAGE | | | |
| Oral Communication OE 1. Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes. | ■ | ■ | ■ |
| Oral Communication OE 2. Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes. | ■ | ■ | ■ |
| Reading OE 1. Read and demonstrate an understanding of a variety of literary, graphic, and informational, texts, using a range of strategies to construct meaning. | ■ | ■ | |
| Reading OE 3. Use knowledge of words and cueing systems to read fluently. | ■ | ■ | |
| Writing OE 1. Generate, gather, and organize ideas and information to write for an intended purpose and audience. | | ■, E | ■ |
| MATHEMATICS | | | |
| B1. Number Sense. Demonstrate an understanding of numbers and make connections to the way numbers are used in everyday life. | | ■ | |
| D1. Data Literacy. Manage, analyse, and use data to make convincing arguments and informed decisions, in various contexts drawn from real life. | | ■ | ■ |
| E2. Measurement. Compare, estimate, and determine measurements in various contexts. | | ■ | ■, E |
| SCIENCE AND TECHNOLOGY | | | |
| GRADE 3 | | | |
| A1. STEM Investigation and Communication Skills. Use a scientific research process, a scientific experimentation process, and an engineering design process to conduct investigations, following appropriate health and safety procedures. | ■ | ■, E | ■ |
| B1. Relating Science and Technology to Our Changing World. Assess ways in which plants are beneficial to society and the environment, and ways in which human activity has an impact on plants and plant habitats. | | ■ | ■ |
| B2. Exploring and Understanding Concepts. Demonstrate an understanding of characteristics and uses of plants and of plants' responses to the natural environment. | ■ | ■ | ■ |
| GRADE 4 | | | |
| A1. STEM Investigation and Communication Skills. Use a scientific research process, a scientific experimentation process, and an engineering design process to conduct investigations, following appropriate health and safety procedures. | ■ | ■, E | ■ |
| B1. Relating Science and Technology to Our Changing World. Assess impacts of human activities on habitats and communities, and analyse actions for minimizing negative impacts and enhancing positive ones. | | FALSE | ■ |
| B2. Exploring and Understanding Concepts. Demonstrate an understanding of habitats and communities and of interrelationships among the organisms that live in them.(B2.6 describe structural adaptations of a variety of plants and animals and how these adaptations allow the organisms to survive in specific habitats). | | FALSE | |
| GRADE 5 | | | |
| A1. STEM Investigation and Communication Skills. Use a scientific research process, a scientific experimentation process, and an engineering design process to conduct investigations, following appropriate health and safety procedures | ■ | ■, E | ■ |
| TRANSFERABLE SKILLS | | | |
| Critical thinking and problem solving | | ✓ | ✓ |
| Innovation, creativity, and entrepreneurship | | ✓ | ✓, E |
| Collaboration | | ✓ | ✓ |
| Communication | ✓ | ✓, E | ✓, E |
| Global citizenship and sustainability | | | ✓ |

Key: A hollow square (□) means the activity correlates to the standard. A solid square (■) means it has a strong correlation. In the Transferable Skills section, a checkmark (✓) means the Doing the Activity section has a strong connection to the skill. An "E" means that the activity's Enrichment correlates to the standard.