

CONNECTING PLT CANADA'S SAMPLE ACTIVITIES FROM EXPLORE YOUR ENVIRONMENT ACTIVITY GUIDE TO ONTARIO CURRICULUM

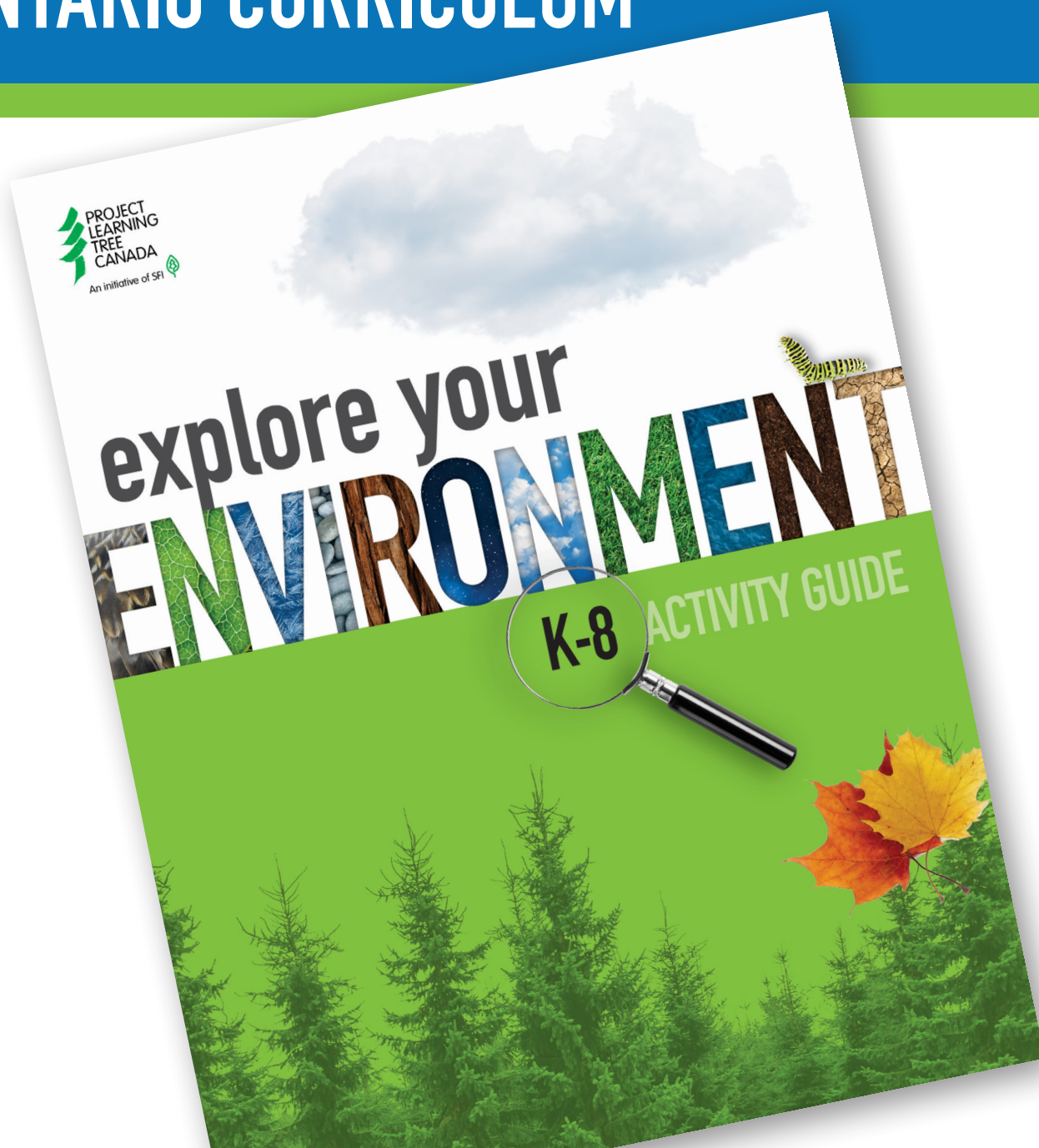


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INTRODUCTION

Project Learning Tree Canada is committed to supporting educators in providing instruction that helps students meet Ontario curriculum. Activities in the Explore Your Environment 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 Explore Your Environment activities that address overall expectations in Ontario's curriculum. 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 Explore Your Environment's 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 province or territory'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/>





	EXPLORE YOUR ENVIRONMENT ACTIVITIES:	BACKYARD SAFARI (K-2)
OVERALL EXPECTATIONS:		
KINDERGARTEN		
1. Communicate with others in a variety of ways, for a variety of purposes, and in a variety of contexts.		■
9. Demonstrate literacy behaviours that enable beginning readers to make sense of a variety of texts.		■
10. Demonstrate literacy behaviours that enable beginning writers to communicate with others.		■
13. Use the processes and skills of an inquiry stance (i.e., questioning, planning, predicting, observing, and communicating).		■
14. Demonstrate an awareness of the natural and built environment through hands-on investigations, observations, questions, and representations of their finding.		■
19. Collect, organize, display, and interpret data to solve problems and to communicate information, and explore the concept of probability in everyday contexts.		■
22. Communicate their thoughts and feelings, and their theories and ideas, through various art forms.		□
28. Demonstrate an awareness of their surroundings.		■
29. Demonstrate an understanding of the natural world and the need to care for and respect the environment.		■
GRADE 1		
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.		■
MATHEMATICS		
B1. Number Sense. Demonstrate an understanding of numbers and make connections to the way numbers are used in everyday life.		■, E
D1. Data Literacy. Manage, analyse, and use data to make convincing arguments and informed decisions, in various contexts drawn from real life.		■, E
SCIENCE AD TECHNOLOGY		
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.		■
B2. Exploring and Understanding Concepts. Demonstrate an understanding of the basic needs and characteristics of living things, including humans.		■
SOCIAL STUDIES		
B3. People and Environments. Describe significant aspects of their community, with reference to different areas, services, and natural and built features, demonstrating an understanding of some basic ways of describing location and measuring distance		■, E
GRADE 2		
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.		■

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.



OVERALL EXPECTATIONS:		EXPLORE YOUR ENVIRONMENT ACTIVITIES:	BACKYARD SAFARI (K-2)
GRADE 2 CONTINUED			
MATHEMATICS			
B1. Number Sense. Demonstrate an understanding of numbers and make connections to the way numbers are used in everyday life.			■, E
D1. Data Literacy. Manage, analyse, and use data to make convincing arguments and informed decisions, in various contexts drawn from real life.			■, E
SCIENCE AND TECHNOLOGY			
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.			■
B2. Exploring and Understanding Concepts. Demonstrate an understanding that animals grow and change and have distinct characteristics.			■
TRANSFERABLE SKILLS			
Critical thinking and problem solving			✓, E
Collaboration			✓
Communication			✓

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.



OVERALL EXPECTATIONS:		EXPLORE YOUR ENVIRONMENT ACTIVITIES:	CHARTING BIODIVERSITY (GRADES 3-5)
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
SCIENCE AND TECHNOLOGY - GRADE 3			
B2. Exploring and Understanding Concepts. Demonstrate an understanding of characteristics and uses of plants and of plants' responses to the natural environment.			■, E
SCIENCE AND TECHNOLOGY - GRADE 4			
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			■,
TRANSFERABLE SKILLS			
Critical thinking and problem solving			✓, E
Innovation, creativity, and entrepreneurship			✓, E
Collaboration			✓, E
Communication			✓, E

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.



<div>EXPLORE YOUR ENVIRONMENT ACTIVITIES:</div>	<div>CONNECTING FIELD, FOREST, AND STREAM (GRADES 6-8)</div>	OVERALL EXPECTATIONS:	
		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.	■
		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.	■
SCIENCE AND TECHNOLOGY - GRADE 6			
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.	■		
A3. Applications, Connections, and Contributions. Demonstrate an understanding of the practical applications of science and technology, and of contributions to science and technology from people with diverse lived experiences.	■		
B2. Exploring and Understanding Concepts. Demonstrate an understanding of biodiversity, its contributions to the stability of natural systems, and its benefits to humans.	□		
SCIENCE AND TECHNOLOGY - GRADE 7			
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.	■		
A3. Applications, Connections, and Contributions. Demonstrate an understanding of the practical applications of science and technology, and of contributions to science and technology from people with diverse lived experiences.	■		
B2. Exploring and Understanding Concepts. Demonstrate an understanding of interactions between and among biotic and abiotic components in the environment.	■		
SCIENCE AND TECHNOLOGY - GRADE 8			
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.	■		
A3. Applications, Connections, and Contributions. Demonstrate an understanding of the practical applications of science and technology, and of contributions to science and technology from people with diverse lived experiences.	■		
SOCIAL STUDIES - GRADE 7 GEOGRAPHY			
A2. Use the geographic inquiry process to investigate the impact of natural events and/or human activities that change the physical environment, exploring the impact from a geographic perspective.	■		
A3. Understanding Geographic Context: demonstrate an understanding of significant patterns in Earth's physical features and of some natural processes and human activities that create and change those features.	■		
TRANSFERABLE SKILLS			
Critical thinking and problem solving	✓, E		
Innovation, creativity, and entrepreneurship	✓, E		
Collaboration	✓		
Communication	✓, E		

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.