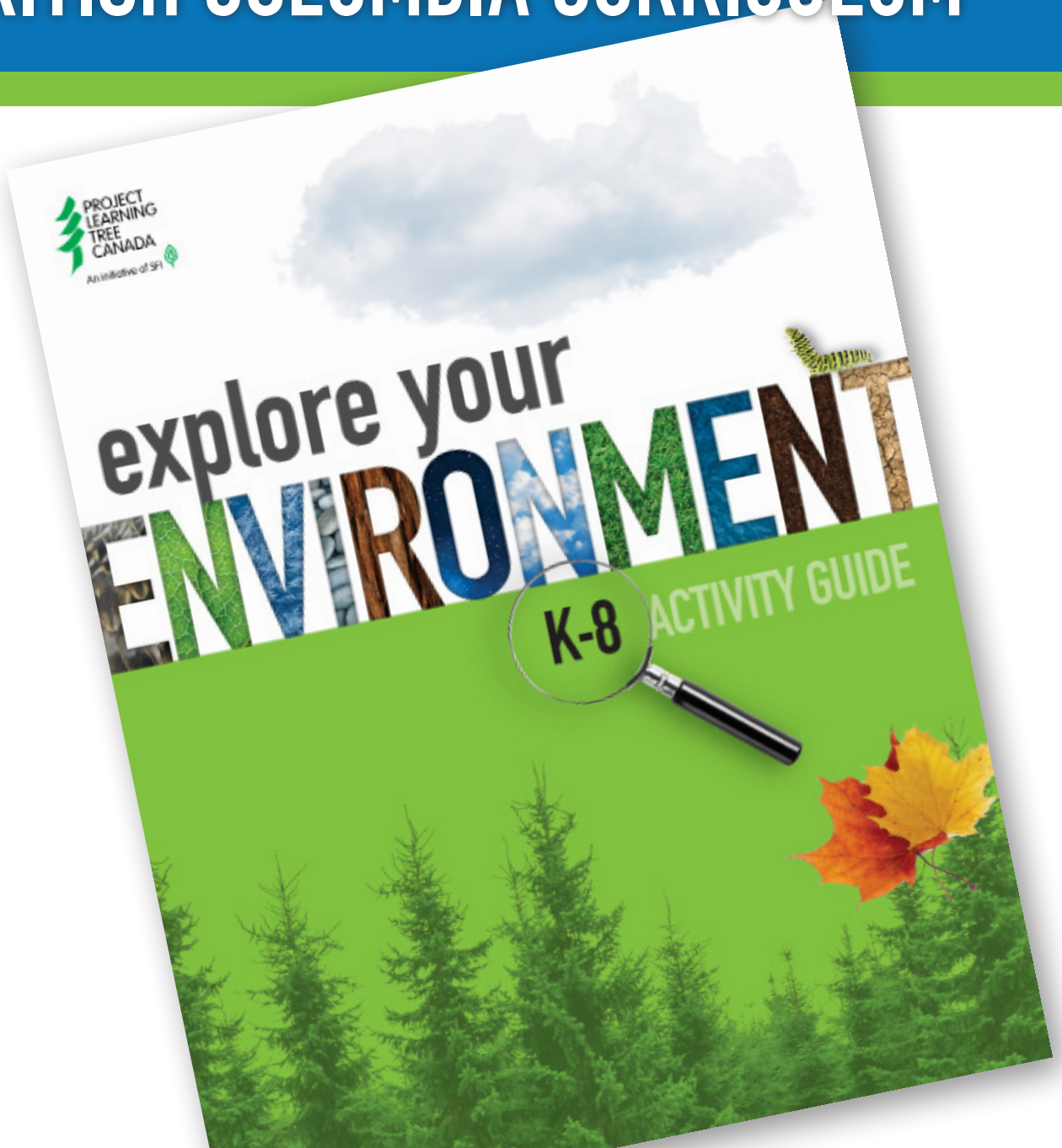
PROJECT LEARNING TREE CANADA

CONNECTING ACTIVITIES FROM EXPLORE YOUR ENVIRONMENT K–8 ACTIVITY GUIDE TO BRITISH COLUMBIA CURRICULUM



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INTRODUCTION

Project Learning Tree Canada is committed to supporting educators in providing instruction that helps students meet British Columbia 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 curricular competencies in British Columbia's curriculum. See https://curriculum.gov.bc.ca/curriculum/ to access the complete 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. PLT Canada is using 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 British Columbia's 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/

GRADES K–2

Connecting **PLT Canada's Explore Your Environment** to British Columbia's Curriculum Grades K-2

OVERALL EXPECTATIONS:	EXPLORE YOUR ENVIRONMENT ACTIVITY: BACKYARD SAFARI (K-2)
KINDERGARTEN	
ENGLISH LANGUAGE ARTS CURRICULAR COMPETENCY	
Comprehend and connect (reading, listening, viewing): engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community.	■
Create and communicate (writing, speaking, representing): exchange ideas and perspectives to build shared understanding; explore oral storytelling processes.	■
ENGLISH LANGUAGE ARTS CONTENT	
Students are expected to know the following - Strategies and processes: oral language strategies; writing processes.	■
Students are expected to know the following - Language features, structures, and conventions: letter knowledge; letter formation; the relationship between reading, writing, and oral language.	■
SCIENCE CURRICULAR COMPETENCY	
Questioning and predicting: demonstrate curiosity and a sense of wonder about the world; observe objects and events in familiar contexts.objects and events in familiar contexts.	■
Planning and conducting: make exploratory observations using their senses.	■
Processing and analyzing data and information: experience and interpret the local environment; discuss observations; represent observations and ideas by drawing charts and simple pictographs.	■
Communicating: share observations and ideas orally.	■
SCIENCE CURRICULAR CONTENT	
Students are expected to know the following - basic needs of plants and animals; First Peoples knowledge of seasonal changes.	■
GRADE 1	
ENGLISH LANGUAGE ARTS CURRICULAR COMPETENCY	
Comprehend and connect (reading, listening, viewing): engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community.	■
Create and communicate (writing, speaking, representing): exchange ideas and perspectives to build shared understanding; communicate using letters and words and applying some conventions of Canadian spelling, grammar, and punctuation; explore oral storytelling processes.	■
ENGLISH LANGUAGE ARTS CURRICULAR CONTENT	
Students are expected to know the following - Story/text: vocabulary to talk about texts.	■
Students are expected to know the following - Strategies and processes: oral language strategies; writing processes.	■
Students are expected to know the following - Language features, structures, and conventions: print awareness; letter formation.	■
SCIENCE CURRICULAR COMPETENCY	
Questioning and predicting: demonstrate curiosity and a sense of wonder about the world; observe objects and events in familiar contexts.	■
Planning and conducting: make and record observations.	■
Processing and analyzing data and information: experience and interpret the local environment; sort and classify data and information using drawings, pictographs and provided tables.	■
Evaluating: compare observations with those of others.	■
Communicating: communicate observatons and ideas using oral or written language, drawing, or role-play.	■
SCIENCE CONTENT	
Students are expected to know the following - names of local plants and animals; structural features of living things in the local environment; behavioural adaptations of living things in the localenvironment.	■,

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.

Connecting **PLT Canada's Explore Your Environment** to British Columbia's Curriculum Grades K-2 **CONTINUED**

OVERALL EXPECTATIONS:	*EXPLORE YOUR ENVIRONMENT ACTIVITY:* BACKYARD SAFARI (K-2)
GRADE 2	
ENGLISH LANGUAGE ARTS CURRICULAR COMPETENCY	
Comprehend and connect (reading, listening, viewing): engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community.	■
Create and communicate (writing, speaking, representing): exchange ideas and perspectives to build shared understanding; communicate using sentences and most conventions of Canadian spelling, grammar and puncutation.	■
ENGLISH LANGUAGE ARTS CONTENT	
Students are expected to know the following - Story/text: vocabulary associated with texts.	■
Students are expected to know the following - Strategies and processes: oral language strategies; writing processes.	
Students are expected to know the following - Language features, structures, and conventions: featuresor oral language; letter formation; sentence structure; conventions.	■
SCIENCE CURRICULAR COMPETENCY	
Questioning and predicting: demonstrate curiosity and a sense of wonder about the world; observe objects and events in familiar contexts.	■
Planning and conducting: make and record observations.	■
Processing and analyzing data and information: experience and interpret the local environment; sort and classify data and information using drawings, pictographs and provided tables.	■
Evaluating: compare observations with those of others.	■
Communicating: communicate observatons and ideas using oral or written language, drawing, or role-play.	■
SCIENCE CURRICULAR CONTENT	
Students are expected to know the following - similiarties and differences between offsrping and parent.	■
TRANSFERABLE SKILLS	
Critical thinking and problem solving	✓, E
Collaboration	✓
Communication	✓

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GRADES 3–5

Connecting **PLT Canada's Explore Your Environment** to British Columbia's Curriculum Grades 3-5

OVERALL EXPECTATIONS:	EXPLORE YOUR ENVIRONMENT ACTIVITY: CHARTING BIODIVERSITY (GRADES 3-5)
GRADE 3	
ENGLISH LANGUAGE ARTS CURRICULAR COMPETENCY	
Comprehend and connect (reading, listening, viewing): use sources of prior knowledge to make meaning;make connections between ideas from a variety of source and prior knowledge to build understanding; use developmentally appropriate reading, listening, and viewing strategies to make meaning.	■
Create and communicate (writing, speaking, representing): exchange ideas and perspectives to build shared understanding; use oral storytelling processes.	■
ENGLISH LANGUAGE ARTS CONTENT	
Students are expected to know the following - Story/text: text featurers; literary elements and devices.	■
Students are expected to know the following - Strategies and processes: reading strategies; oral language strategies; writing processes.	■
Students are expected to know the following - Language features, structures, and conventions: features of oral language; conventions.	■
SCIENCE CURRICULAR COMPETENCY	
Questioning and predicting: demonstrate curiosity about the natural world; observe objects and events in familiar contexts; make predictions based on prior knowledge.	■
Planning and conducting: choose appropriate data to collect to answer their questions.	■
Processing and analyzing data and information: experience and interpret the local environment; sort and classify data and information using drawings or provided tables; compare results with predictions, suggesting possible reasons for findings.	■
Evaluating: demonstrate an understanding and appreciation of evidence; identify some simple environmental implications of their and others' actions.	■
Applying and innovating: co-operative design projects; generate and introduce new or refined ideas when problem solving.	■
SCIENCE CURRICULAR CONTENT	
Students are expected to know the following: biodiversity in the local environment; energy is needed for life.	■
GRADE 4	
ENGLISH LANGUAGE ARTS CURRICULAR COMPETENCY	
Comprehend and connect (reading, listening, viewing): access and integrate information and ideas from a variety of sources and from prior knowledge to build understanding; consider different purposes, audiences,and perspectives in exploring texts; use personal experience and knowledge to connect to text and deepend understanding of self, community, and the world.	■
Create and communicate (writing, speaking, representing): exchange ideas and perspectives to build shared understanding; use oral storytelling proecsses.	■
ENGLISH LANGUAGE ARTS CURRICULAR CONTENT	
Students are expected to know the following - Story/text: text featurers; literary elements and devices.	■
Students are expected to know the following - Strategies and processes: reading strategies; oral language strategies; writing processes.	■
Students are expected to know the following - Language features, structures, and conventions: features of oral language; conventions.	■
SCIENCE CURRICULAR COMPETENCY	
Questioning and predicting: demonstrate curiosity about the natural world; observe objects and events in familiar contexts; make predictions based on prior knowledge.	■
Planning and conducting: choose appropriate data to collect to answer their questions.	■
Processing and analyzing data and information: experience and interpret the local environment; sort and classify data and information using drawings or provided tables; compare results with predictions, suggesting possible reasons for findings.	■
Evaluating: demonstrate an understanding and appreciation of evidence; identify some simple environmental implications of their and others' actions.	■
Applying and innovating: co-operative design projects; generate and introduce new or refined ideas when problem solving.	■
SCIENCE CONTENT	
Students are expected to know the following: sensing and responding (other animals, plants).	■

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Connecting **PLT Canada's Explore Your Environment** to British Columbia's Curriculum Grades 3-5 **CONTINUED**

OVERALL EXPECTATIONS:	*EXPLORE YOUR ENVIRONMENT ACTIVITY:* CHARTING BIODIVERSITY (GRADES 3-5)
GRADE 5	
ENGLISH LANGUAGE ARTS CURRICULAR COMPETENCY	
Comprehend and connect (reading, listening, viewing): access information and ideas from a variety of sources and from prior knowledge to build understanding; apply a variety of thinking skills to gain meaning from texts; use personal experience and knowledge to connect to text and develop understanding of self, commuity, and the world.	■
Create and communicate (writing, speaking, representing): exchange ideas and perspectives to build shared understanding; use oral storytelling processes.	■
ENGLISH LANGUAGE ARTS CONTENT	
Students are expected to know the following - Story/text: text featurers; literary elements and devices.	■
Students are expected to know the following - Strategies and processes: reading strategies; oral language strategies; writing processes.	■
Students are expected to know the following - Language features, structures, and conventions: features of oral language; conventions.	■
SCIENCE CURRICULAR COMPETENCY	
Questioning and predicting: demonstrate a sustained curiosity about a scientific topic or problem of personal interest; make observations in familiar or unfamiliar contexts; make predictions about the findings of their inquiry.	■
Planning and conducting: choose appropriate data to collect and answer their questions; observe, measure, and record data, using appropriate tools, including digitial technologies.	■
Processing and analyzing data and information: experience and interpret the local environment; construct a variety of methods, including tables, graphs, and digitial technologies, as appropriate, to represent patterns or relationships in data.	■
Evaluating: demonstrate an understanding and appreciation of evidence.	■
Applying and innovating: Co-operatively design projects; generate and introduce new or refined ideas when problem solving.	■
SCIENCE CURRICULAR CONTENT	
Students are expected to know the following: local types of earth's materials.	■
TRANSFERABLE SKILLS	
Critical thinking and problem solving	✓, E
Innovation, creativity, and entrepreneurshipand problem solvin	✓, E
Collaboration	✓, E
Communication	✓, E

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GRADES 6–8

Connecting **PLT Canada's Explore Your Environment** to British Columbia's Curriculum Grades 6-8

OVERALL EXPECTATIONS:	EXPLORE YOUR ENVIRONMENT ACTIVITY: FIELD, FOREST, AND STREAM (GRADES 6-8)
GRADE 6	
ENGLISH LANGUAGE ARTS CURRICULAR COMPETENCY	
Comprehend and connect (reading, listening, viewing): apply appropriate strategies to comprehend written, oral, and visual texts, guide inquiry, and extend thinking; thinking critically, creatively, and reflectively to explore ideas within, between, and beyond texts.	■
Create and communicate (writing, speaking, representing): exchange ideas and viewpoints to build shared understanding and extend thinking.	■
ENGLISH LANGUAGE ARTS CONTENT	
Students are expected to know the following - Story/text: literary elements.	■
Students are expected to know the following - Strategies and processes: reading strategies; oral language strategies; metacognitive stratgies; writing processes.	■
Students are expected to know the following - Language features, structures, and conventions: features of oral language; conventions; presentation techniques.	■
SCIENCE CURRICULAR COMPETENCY	
Questioning and predicting: demonstrate a sustained curisity about a scientific topic or problem of personal interest; Make observations in familiar or unfamiliar contexts; identify questions to anwer or problems to solve through scientific inquiry.	■
Planning and conducting: observe, measure, and record data, using appropriate tools, including digitial technologies.	■
Processing and analyzing data and information: experience and interpret the local environment; construct and use a variety of methods, including tables, graphs, and digitial technologies, as appropriate, to represent patterns or relationships in data.	■
Evaluating: Demonstrate an understanding and appreciation of evidence.	■
Applying and innovating: Co-operatively design projects.	■
Communicating: Communicate ideas, explanations, and processes in a variety of ways.	■
SCIENCE CURRICULAR CONTENT	
Students are expected to know the following: effects of balanced and unbalanced foreces in daily physical activities.	■
MATHEMATICS CURRICULAR COMPETENCY	
Reasoning and analyzing: model mathematics in contextualized experiences.	■
Understanding and solving: Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving.	■
Communicating and representing: represent mathematical ideas in concrete, pictoral, and symbolic forms.	■
Connecting and reflecting: reflect on mathematical thinking.	■
MATHEMATICS CONTENT	
Students are expected to know the following: perimeter of complex shapes.	■
GRADE 7	
ENGLISH LANGUAGE ARTS CURRICULAR COMPETENCY	
Comprehend and connect (reading, listening, viewing): apply appropriate strategies to comprehend written, oral, and visual texts, guide inquiry, and extend thinking; thinking critically, creatively, and reflectively to explore ideas within, between, and beyond texts.	■
Create and communicate (writing, speaking, representing): exchange ideas and viewpoints to build shared understanding and extend thinking.	■
ENGLISH LANGUAGE ARTS CONTENT	
Students are expected to know the following - Story/text: literary devices; argument.	■
Students are expected to know the following - Strategies and processes: reading strategies; oral language strategies; metacognitive strategies; writing processes.	■
Students are expected to know the following - Language features, structures, and conventions: features of oral language; conventions; presentation techniques.	■

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.

Connecting **PLT Canada's Explore Your Environment** to British Columbia's Curriculum Grades 6-8 **CONTINUED**

OVERALL EXPECTATIONS:	*EXPLORE YOUR ENVIRONMENT ACTIVITY:* FIELD, FOREST, AND STREAM (GRADES 6–8)
GRADE 7 CONTINUED	
SCIENCE CURRICULAR COMPETENCY	
Questioning and predicting: demonstrate a sustained curisity about a scientific topic or problem of personal interest; Make observations in familiar or unfamiliar contexts; identify questions to anwer or problems to solve through scientific inquiry.	■
Planning and conducting: observe, measure, and record data, using appropriate tools, including digitial technologies.	■
Processing and analyzing data and information: experience and interpret the local environment; construct and use a variety of methods, including tables, graphs, and digitial technologies, as appropriate, to represent patterns or relationships in data.	■
Evaluating: Demonstrate an understanding and appreciation of evidence.	■
Applying and innovating: Co-operatively design projects.	■
Communicating: Communicate ideas, explanations, and processes in a variety of ways.	■
SCIENCE CURRICULAR CONTENT	
Students are expected to know the following: chemical changes.	■
MATHEMATICS CURRICULAR COMPETENCY	
Reasoning and analyzing: model mathematics in contextualized experiences.	■
Understanding and solving: Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving.	■
Communicating and representing: represent mathematical ideas in concrete, pictoral, and symbolic forms.	■
Connecting and reflecting: reflect on mathematical thinking.	■
MATHEMATICS CONTENT	
Students are expected to know the following: operations with decimals (addition, subtraction, multiplication, division, and order of operations).	■
GRADE 8	
ENGLISH LANGUAGE ARTS CURRICULAR COMPETENCY	
Comprehend and connect (reading, listening, viewing): apply appropriate strategies to comprehend written, oral, and visual texts, guide inquiry, and extend thinking; thinking critically, creatively, and reflectively to explore ideas within, between, and beyond texts.	■
Create and communicate (writing, speaking, representing): exchange ideas and viewpoints to build shared understanding and extend thinking.	■
ENGLISH LANGUAGE ARTS CONTENT	
Students are expected to know the following - Story/text: literary devices; relevance, accuracy, reliability.e	■
Students are expected to know the following - Strategies and processes: reading strategies, oral language strategies; metacognitive strategies; writing processes.	■
Students are expected to know the following - Language features, structures, and conventions: features of oral language; language usage and context; conventions; presentation techniques.	■
SCIENCE CURRICULAR COMPETENCY	
Questioning and predicting: demonstrate a sustained curisity about a scientific topic or problem of personal interest; Make observations in familiar or unfamiliar contexts; identify questions to anwer or problems to solve through scientific inquiry.	■
Planning and conducting: observe, measure, and record data, using appropriate tools, including digitial technologies.	■
Processing and analyzing data and information: experience and interpret the local environment; construct and use a variety of methods, including tables, graphs, and digitial technologies, as appropriate, to represent patterns or relationships in data.	■
Evaluating: Demonstrate an understanding and appreciation of evidence.	■
Communicating: Communicate ideas, explanations, and processes in a variety of ways.	■

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.

Connecting **PLT Canada's Explore Your Environment** to British Columbia's Curriculum Grades 6-8 **CONTINUED**

OVERALL EXPECTATIONS:	*EXPLORE YOUR ENVIRONMENT ACTIVITY:* FIELD, FOREST, AND STREAM (GRADES 6-8)
GRADE 8 CONTINUED	
SCIENCE CONTENT	
Students are expected to know the following: characteristics of life.	■
MATHEMATICS CURRICULAR COMPETENCY	
Reasoning and analyzing: model mathematics in contextualized experiences.	■
Understanding and solving: Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving.	■
Communicating and representing: represent mathematical ideas in concrete, pictoral, and symbolic forms.	■
Connecting and reflecting: reflect on mathematical thinking.	■
MATHEMATICS CONTENT	
Students are expected to know the following: construction, iews, and nets of 3D objects.	■
TRANSFERABLE SKILLS	
Critical thinking and problem solving	✓, E
Innovation, creativity, and entrepreneurshipand problem solvin	✓, 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.