

Curriculum

	Activity: Combine IWALK With Local Fundraising Initiatives	
Grade 2	2z3	describe contributions made by individuals and groups to the local community.
Grade 5	5p35	describe the factors that motivate participation in daily physical activity (e.g., seeing an activity on TV, idolizing a sports hero, doing an activity with your family) and connect them to various activities;
Grade 6	6p29	participate vigorously in all aspects of the program (e.g., cross-country running, co-operative games);
	Activity: Theme Days and Other Crazy Ideas	
Grade 1	1p32	display readiness to participate in the instructional program (e.g., joining in readily, wearing appropriate clothing, removing jewellery);
Grade 2	2p33	display readiness to participate in the instructional program (e.g., taking out and putting away equipment, joining in readily, wearing appropriate clothing, and applying sun protection when necessary);
Grade 5	5p35	describe the factors that motivate participation in daily physical activity (e.g., seeing an activity on TV, idolizing a sports hero, doing an activity with your family) and connect them to various activities;
	Activity: Eye Spy	
Grade 1	1z49	describe the route to school, using familiar landmarks and symbols;
Grade 3	3p10	explain relevant safety procedures (e.g., fire drills, railway-crossing and crosswalk procedures);
Grade 4	4p11	identify people (e.g., parents, guardians, neighbours, teachers) and community agencies (e.g., Kids' Help Phone) that can assist with injury prevention, emergency situations, and violence prevention;
	Activity: Ideas For Drama Students	
Grade 1	1a49	identify ways in which the voice and body can be used to convey thoughts and feelings when role playing (e.g., changing tone of voice and volume; changing speed or rhythm of movement);
	1a58	describe ways in which the experiences of characters in simple performances relate to their own experiences;
	1a59	identify themes and subjects used in works of drama and dance;
Grade 2	2a53	write in role as characters in a story, using the vocabulary and portraying the attitudes of the characters;
	2a59	speak in role as characters in a story, assuming the attitude and gestures of the people they are playing (e.g., as a courtier, bow to the king and use appropriate language when speaking to him);
	2a65	ask and respond appropriately to relevant questions, in and out of role, about characters and dramatic situations being explored (e.g., "Do we have the necessary equipment to go down into the mine?");
Grade 3	3a54	defend a point of view through speaking and writing in role (e.g., as townsfolk, plead with the mayor to save their town);
	3a59	identify the themes and subjects found in drama and dance works, and make links between these and their own experiences;
Grade 4	4a62	represent and interpret main characters by speaking, moving, and writing in role (e.g., write and present monologues);
Grade 5	5a59	create characters and portray their motives and decisions through speech (e.g., vocabulary, volume) and movement (e.g., hand gestures, facial expressions, pace);
Grade 6	6a65	produce a short script that makes use of a variety of technologies to create different effects for different audiences (e.g., tape recorder, still camera, stage lighting).
Grade 7	7a62	explain the significance of the materials, props, costumes, and symbols used in drama and dance;
	7a70	assemble, rehearse, and perform a collection of drama and dance works based on themes and issues drawn from a variety of sources from diverse cultures;
	7a78	describe attitudes and skills needed to organize and perform a group theatrical work.
Grade 8	8a47	demonstrate understanding of the appropriate use of the voice, gestures, and the level of language in different dramatic situations;
	8a58	select appropriate themes that deal with specific situations and that are aimed at a specific audience;
	8a60	produce pieces that deal appropriately with youth problems (e.g., pieces created through forum theatre);
	8a61	produce work as a member of an ensemble.
	Activity: Promotional Assembly	
Grade 4	4p24	identify the benefits of physical fitness;
Grade 6	6p27	apply living skills, including interpersonal skills, in physical activities (e.g., games, gymnastics, dance,

		outdoor pursuits) and describe the benefits of using these skills in a variety of physical activities;
Grade 7	7p32	identify the benefits of each component of physical fitness (e.g., cardiorespiratory fitness – healthy heart and lungs);
	Activity: Decorate the School Fence with IWALK Posters	
Grade 5	5p35	describe the factors that motivate participation in daily physical activity (e.g., seeing an activity on TV, idolizing a sports hero, doing an activity with your family) and connect them to various activities;
	5a31	describe how line may be used to define shapes and forms and to create movement and depth;
Grade 6	6a30	describe how line can be used to direct the viewer's attention (e.g., the eye is drawn along the line of an outstretched arm to other areas of the work);
Grade 7	7p32	identify the benefits of each component of physical fitness (e.g., cardiorespiratory fitness – healthy heart and lungs);
	7a44	use the appropriate tools, materials, and techniques correctly, selecting those that will create the desired effect (e.g., use splatter painting or dry brush technique to represent the rhythms, melody, and dynamics in a piece of music).
	7a45	organize their art works to communicate ideas, using at least one of the principles of design specified for this grade (e.g., use informal balance in an art work to aid in the depiction of two sides of an issue);
Grade 8	8p36	apply the factors that motivate their daily activities (e.g., health benefits, interpersonal interaction) to positively influence others (e.g., family, friends, members of the community) to become physically active;
	8a26	define the principles of design (emphasis, balance, rhythm, unity, variety, proportion), and use them in ways appropriate for this grade when producing and responding to works of art;
	Activity: IWALK and the Terry Fox Run	
Grade 1	1p31	participate vigorously in all aspects of the program (e.g., physical activity centres, dancing to music, tag games);
	1z5	identify important people in Canada in both the past and present (e.g., Sir John A. Macdonald, Samuel de Champlain, the current prime minister);
Grade 2	2z6	identify ways in which heritage and traditions are passed on (e.g., through community celebrations, special days such as Remembrance Day and Canada Day, the Canadian flag, music, crafts, dance, recreation, food, clothing);
Grade 3	3p36	adopt an action plan based on an individual or group goal related to physical activity (e.g., power walking for one kilometre three times a week);
Grade 4	4p33	monitor their pulse rates before and after physical activity (e.g., locate and compare their pulses before and after taking part in physical activity, and explain the reasons for differences in pulse rates);
	4z45	locate and label provinces, territories, and capital cities within each region on a map of Canada;
	4z54	utilize special purpose maps (e.g., contour, climatic, physical feature maps);
Grade 5	5p39	incorporate time-management and organizational skills in the goal-setting process (e.g., set a realistic goal, identify and address barriers, prepare an action plan, decide who can help, and identify how to know when the goal has been reached) related to physical activity or personal fitness;
	5s26	describe some types of medical technology (e.g., exercise machines, hearing aids, prosthetics).
Grade 7	7p41	apply a goal-setting process (e.g., set a realistic goal, identify and address barriers, prepare an action plan, determine and access sources of support, and identify how to know when the goal has been reached) to short-term goals related to physical activity or personal fitness;
	Activity: Awesomely Active Shield	
Grade 3	3p38	follow the rules of fair play in games and activities (e.g., giving everyone a chance to play);
Grade 4	4p35	follow the rules of fair play in games and activities (e.g., displaying good sports etiquette by maintaining self-control whether winning or losing);
Grade 5	5p40	follow the rules of fair play in games and activities (e.g., by displaying sports etiquette, by encouraging others with positive comments).
Grade 6	6p34	follow the rules of fair play in games and activities, and support the efforts of peers to improve their skills
Grade 7	7p43	participate fairly in games or activities (e.g., accepting and respecting decisions made by officials, whether they are students, teachers, or coaches).
Grade 8	8p41	follow the rules of fair play and sports etiquette in games and activities (e.g., maintaining self-control whether winning or losing).
	Activity: Bicycle Rodeos	
Grade 4	4p10	apply decision-making and problem-solving skills in addressing threats to personal safety (e.g., from abuse or physical fighting) and injury prevention (e.g., bicycle safety, road safety);
Grade 5	5p21	perform a combination of locomotion/ travelling movements, incorporating a variety of speeds, in

		relationship to objects or others (e.g., square dancing, dodging or faking to escape or deceive an opponent);
	5p29	dismount safely from equipment (e.g., from a bench or box-horse).
Grade 6	6p18	perform a combination of locomotion/ travelling skills using equipment (e.g., navigating through obstacle courses, skiing, skating);
Grade 7	7p22	perform locomotion/travelling, manipulation, and stability skills in combination (e.g., in high jump: approaching the bar, taking off, and landing);
Grade 8	8p14	analyse situations (e.g., hitchhiking, gang violence, violence in relationships) that are potentially dangerous to personal safety;
	8p22	apply locomotion/travelling, manipulation, and stability skills in combination and in sequence in specific physical activities (e.g., in volleyball: moving into a ready position to contact the ball);
Activity: Passports		
Grade 1	1p32	display readiness to participate in the instructional program (e.g., joining in readily, wearing appropriate clothing, removing jewellery);
Grade 2	2p31	participate vigorously in all aspects of the program (e.g., individual and group activities, dancing to music, co-operative games);
Grade 3	3p31	demonstrate an awareness of the importance of being physically active in their leisure time;
Grade 6	6p30	describe the factors that motivate participation in daily physical activity (e.g., the influence of friends, enthusiasm for the outdoors) and begin to consider them when making their own choices of physical activities;
Activity: Steps Across Canada		
Grade 3	3p31	demonstrate an awareness of the importance of being physically active in their leisure time;
Grade 4	4z24	demonstrate an awareness of the various relationships (e.g., economic, cultural) within and between Canadian regions.
	4z45	locate and label provinces, territories, and capital cities within each region on a map of Canada;
Grade 5	5p34	participate vigorously in all aspects of the program (e.g., gymnastic stations, fitness circuit);
Grade 7	7p37	apply the factors that motivate their daily activities (e.g., competing, attaining improved fitness levels) to their personal action plans;
Grade 8	8p36	apply the factors that motivate their daily activities (e.g., health benefits, interpersonal interaction) to positively influence others (e.g., family, friends, members of the community) to become physically active;
Activity: Family First		
Grade 1	1p37	work co-operatively with others (e.g., sharing equipment, helping others);
Grade 2	2p40	demonstrate appropriate interpersonal skills and respectful behaviour (e.g., displaying etiquette, playing fairly, co-operating) in physical activities;
Grade 3	3p39	communicate positively to help and encourage others.
Grade 4	4p36	demonstrate respectful behaviour towards others in the group (e.g., speaking kindly, refraining from hurtful comments, acknowledging others' ideas and opinions).
Activity: Hand Out Canada's Physical Activity Guide		
Grade 2	2p32	identify the reasons for participating in regular physical activity;
Grade 3	3p31	demonstrate an awareness of the importance of being physically active in their leisure time;
	3p32	describe the health benefits of participating in regular physical activity (e.g., developing a strong heart and lungs);
Grade 4	4p29	identify the factors that motivate participation in daily physical activity (e.g., fun, improved health, increased energy level);
Grade 5	5p35	describe the factors that motivate participation in daily physical activity (e.g., seeing an activity on TV, idolizing a sports hero, doing an activity with your family) and connect them to various activities;
Grade 6	6p30	describe the factors that motivate participation in daily physical activity (e.g., the influence of friends, enthusiasm for the outdoors) and begin to consider them when making their own choices of physical activities;
Grade 7	7p37	apply the factors that motivate their daily activities (e.g., competing, attaining improved fitness levels) to their personal action plans;
Grade 8	8p36	apply the factors that motivate their daily activities (e.g., health benefits, interpersonal interaction) to positively influence others (e.g., family, friends, members of the community) to become physically active;
Activity: Globetrotting		
Grade 2	2z25	demonstrate an understanding that the world contains many countries, including Canada;
	2z29	identify similarities and differences (e.g., in food, clothing, homes, recreation, land use, transportation, language) between their community and communities in other parts of the world.

	2z35	communicate information, using media works, oral presentations, and written notes and descriptions (e.g., drawings to compare clothing and food in polar and equatorial countries).
Grade 7	7g27	identify and describe world climate patterns;
	7g36	formulate comparative and speculative questions to guide the research of a topic of study concerning physical patterns;
	7g44	investigate and describe how specialized forms of agriculture (e.g., sheep, beef, dairy farming) relate to world patterns of land-forms, climate, and vegetation;
	Activity: Mystery Walking/Cycling Days	
Grade 1	1p32	display readiness to participate in the instructional program (e.g., joining in readily, wearing appropriate clothing, removing jewellery);
Grade 3	3p31	demonstrate an awareness of the importance of being physically active in their leisure time
Grade 6	6p30	describe the factors that motivate participation in daily physical activity (e.g., the influence of friends, enthusiasm for the outdoors) and begin to consider them when making their own choices of physical activities;
	Activity: Calculate Your Walking Pace	
Grade 3	3m36	solve problems related to their day-to-day environment using measurement and estimation (e.g., in finding the height of the school fence);
Grade 4	4m36	solve problems related to their day-to-day environment using measurement and estimation;
Grade 6	6m42	demonstrate an understanding of and ability to apply appropriate metric prefixes in measurement and estimation activities;
	6m53	make simple conversions between metric units (e.g., metres to kilometres, grams to kilograms);
	6m55	relate time and distance and speed: kilometres per hour;
	Activity: Thanksgiving Turkey Trot	
Grade 2	2p33	display readiness to participate in the instructional program (e.g., taking out and putting away equipment, joining in readily, wearing appropriate clothing, and applying sun protection when necessary);
	2z6	identify ways in which heritage and traditions are passed on (e.g., through community celebrations, special days such as Remembrance Day and Canada Day, the Canadian flag, music, crafts, dance, recreation, food, clothing);
	2z17	identify the contributions that various cultures have made to the community (e.g., producing works in the visual arts, music, dance; providing services, new kinds of restaurants);
Grade 3	3z2	identify the contributions of Aboriginal peoples to early settlement;
Grade 6	6z5	describe the relationship between Aboriginal peoples and their environment (e.g., with respect to food, shelter, cultural practices);
	6p29	participate vigorously in all aspects of the program (e.g., cross-country running, co-operative games);
	Activity: School Challenges	
Grade 3	3p38	follow the rules of fair play in games and activities (e.g., giving everyone a chance to play);
Grade 4	4p35	follow the rules of fair play in games and activities (e.g., displaying good sports etiquette by maintaining self-control whether winning or losing);
Grade 5	5p40	follow the rules of fair play in games and activities (e.g., by displaying sports etiquette, by encouraging others with positive comments).
Grade 6	6p34	follow the rules of fair play in games and activities, and support the efforts of peers to improve their skills.
Grade 7	7p42	participate fairly in games or activities (e.g., accepting and respecting decisions made by officials, whether they are students, teachers, or coaches).
Grade 8	8p41	follow the rules of fair play and sports etiquette in games and activities (e.g., maintaining self-control whether winning or losing).
	Activity: Sidewalk Chalk the School Yard	
Grade 4	4a41	demonstrate understanding of the proper and controlled use of art tools, materials, and techniques singly and in combination (e.g., outline shapes, create shading, or colour a surface using both the point and the side of pencil crayons; create texture using cross-hatching).
Grade 5	5a31	describe how line may be used to define shapes and forms and to create movement and depth;
	5a32	identify how the shading of shapes can be used to create the illusion of depth (e.g., create a spherical form by shading one side of a circle);
	5a37	select the most appropriate tools, materials, and techniques for a particular purpose, and use them correctly.
	Activity: Community Mascots Walk to School	
Grade 5	5p35	describe the factors that motivate participation in daily physical activity (e.g., seeing an activity on TV, idolizing a sports hero, doing an activity with your family) and connect them to various activities;

	Activity: Wild Walking	
Grade 2	2s5	identify and describe behavioural characteristics that enable animals to survive (e.g., migration, dormancy, hibernation);
	2s11	describe ways in which animals respond and adapt to their environment (e.g., weasels change colour for camouflage in summer and winter; mammals living in colder climates have longer fur);
	2s13	ask questions about and identify some needs of different animals with which they are familiar, and explore possible answers to these questions and ways of meeting these needs (e.g., examine different kinds of teeth and explain how their shape enables an animal to bite, tear, or grind its food);
	2s14	plan investigations to answer some of these questions or find ways of meeting these needs, and describe the steps involved;
	2s22	describe the life processes of an animal that they have observed (e.g., the eating habits, movement, rest patterns, and breathing of a mealworm);
Grade 4	4s16	describe ways in which humans can affect the natural world (e.g., urban development forces some species to go elsewhere and enables other species to multiply too rapidly; conservation areas can be established to protect specific habitats);
	4s18	show the effects on plants and animals of the loss of their natural habitat (e.g., nesting sites of ducks may be destroyed when a dam is built);
Grade 6	6s21	describe specific characteristics or adaptations that enable each group of vertebrates to live in its particular habitat (e.g., fish in water), and explain the importance of maintaining that habitat for the survival of the species;
	Activity: Greening the Trees	
Grade 1	1a31	describe different kinds of lines (e.g., jagged, broken, straight, curved);
	1a35	identify the elements of design in familiar environments (e.g., the colours in the classroom; the shapes used in wallpaper samples; the forms found in a piano, rectangles, columns);
Grade 2	2a38	describe different ways in which a variety of art materials, tools, and techniques can be used (e.g., construction paper can be fringed with scissors, used as a background for paintings, cut into shapes to make pictures), and demonstrate understanding of their safe and proper use.
	2a45	describe the relationship between an art work and their own experiences (e.g., explain how the images used by an artist to represent winter are similar to or different from images that they would use to depict their own experiences of winter).
Grade 3	3a29	identify symmetrical and asymmetrical shapes in both the human-made environment and the natural world;
	3a21	identify elements of design in a variety of natural and human-made objects (e.g., the form of a tree is asymmetrical and its leaves and flowers may be symmetrical);
Grade 4	4a37	demonstrate awareness that the overlapping of shapes is one way of creating the illusion of depth;
	Activity: Funky Dress for IWALK Week	
	5a54	identify the significance of symbols or objects in drama and dance, and use props appropriately;
	5a6	communicate their response to music in ways appropriate for this grade (e.g., through language, visual arts, drama, creative movement).
	6a6	communicate their response to music in ways appropriate for this grade (e.g., through language, visual arts, drama, creative movement).
	6a63	create, rehearse, and present drama and dance works to communicate the meaning of poems, stories, paintings, myths, and other source material drawn from a wide range of cultures;
	7a5	communicate their understanding and knowledge of music in appropriate ways (e.g., through an oral presentation of research, through creative movement);
	7a59	demonstrate understanding of the motives of the characters they interpret through drama and dance (e.g., explain the motives and accurately represent the attitudes of a character through voice quality, gestures, body movements);
	7a64	recognize and use criteria for evaluating the quality of drama and dance performances;
	7a65	choose specific kinds of technology to enhance their drama and dance work, and explain their choices (e.g., slide projectors, microphones);
	8a43	create drama pieces, selecting and using a variety of techniques;
	8a47	demonstrate understanding of the appropriate use of the voice, gestures, and the level of language in different dramatic situations;
	Activity: Success Story	
	7m81	systematically collect, organize, and analyse data;
	7m83	use computer applications to examine and interpret data in a variety of ways;
	7m86	interpret displays of data and present the information using mathematical terms;
	7m95	understand that each measure of central tendency (mean, median, mode) gives different information

	about the data;
7m103	make inferences and convincing arguments that are based on data analysis (e.g., use census information to predict whether the population in Canada will increase);
7s18	investigate the impact of the use of technology on the environment (e.g., the "greenhouse effect"; redirection of water flow for human needs; use of pesticides);
8m91	systematically collect, organize, and analyse primary data;
8m93	interpret displays of data and present the information using mathematical terms;
8m94	evaluate data and draw conclusions from the analysis of data;
8m97	collect primary data using both a whole population (census) and a sample of classmates, organize the data on tally charts and stem-and-leaf plots, and display the data on frequency tables;
8m98	understand the relationship between a census and a sample;
8m104	discuss trends in graphs to clarify understanding and draw conclusions about the data;
Activity: Police Officer for a Day	
4p19	stop an object with the lower part of the body or with a piece of equipment (e.g., trapping a ball or disc with the foot or a piece of equipment);
5p14	explain how people's actions (e.g., bullying, excluding others) can affect the feelings and reactions of others;
8p14	analyse situations (e.g., hitchhiking, gang violence, violence in relationships) that are potentially dangerous to personal safety;
Activity: Walk To School Fashion Show	
5a54	identify the significance of symbols or objects in drama and dance, and use props appropriately;
5a6	communicate their response to music in ways appropriate for this grade (e.g., through language, visual arts, drama, creative movement).
6a63	create, rehearse, and present drama and dance works to communicate the meaning of poems, stories, paintings, myths, and other source material drawn from a wide range of cultures;
7a59	demonstrate understanding of the motives of the characters they interpret through drama and dance (e.g., explain the motives and accurately represent the attitudes of a character through voice quality, gestures, body movements);
7a63	identify ways of sustaining concentration in drama and dance (e.g., remaining in role when playing a character being interviewed);
7a65	choose specific kinds of technology to enhance their drama and dance work, and explain their choices (e.g., slide projectors, microphones);
7a5	communicate their understanding and knowledge of music in appropriate ways (e.g., through an oral presentation of research, through creative movement);
8a43	create drama pieces, selecting and using a variety of techniques;
8a47	demonstrate understanding of the appropriate use of the voice, gestures, and the level of language in different dramatic situations;
Activity: How Much Pollution is that Car Producing?	
5e61	contribute ideas to help solve problems, and listen and respond constructively to the ideas of others when working in a group;
5m3	understand and explain basic operations (multiplication and division) of decimals by modelling and discussing a variety of problem situations;
5s62	formulate questions about and identify needs and problems related to protection of the natural environment, and explore possible answers and solutions (e.g., investigate how local recycling efforts help conserve energy and natural resources);
6e51	contribute and work constructively in groups;
6m31	multiply and divide numbers using concrete materials, drawings, and symbols
6m106	systematically collect, organise, and analyse data;
7m28	demonstrate a verbal and written understanding of and ability to apply accurate measurement strategies that relate to their environment;
7s3	demonstrate an understanding of the effects of human activities and technological innovations, as well as the effects of changes that take place naturally, on the sustainability of ecosystems.
8s137	compile qualitative and quantitative data gathered through investigation in order to record and present results, using diagrams, flow charts, frequency tables, bar graphs, line graphs, and stem-and-leaf plots produced by hand or with a computer (e.g., record the results of a comparison of the density of various objects and of their buoyancy in fresh water and salt water);
Activity: Eco Points Score Card	
5s57	distinguish between a renewable and a non-renewable source of energy;
5s69	describe the advantages and disadvantages of using renewable energy sources as opposed to non-renewable sources;

5s70	identify the forms of energy (e.g., mechanical, electrical) used in the home, school, and community and identify the energy source for each (e.g., wood, coal, moving water);
5s71	describe how we use different natural resources as sources of energy and evaluate the effect of their use on natural and human-made environments (e.g., in using fossil fuels such as natural gas for heating our homes we deplete natural resources but improve our quality of life);
6s77	develop a plan for reducing electricity consumption at home or at school, and assess how this change could affect the economy (e.g., jobs) and our use of natural resources.
7g50	demonstrate an understanding that people use renewable, non-renewable, and flow resources in a variety of ways to meet their needs;
Activity: Take the One Tonne Challenge	
4s16	describe ways in which humans can affect the natural world (e.g., urban development forces some species to go elsewhere and enables other species to multiply too rapidly; conservation areas can be established to protect specific habitats);
4s18	show the effects on plants and animals of the loss of their natural habitat (e.g., nesting sites of ducks may be destroyed when a dam is built);
4s19	investigate ways in which the extinction of a plant or animal species affects the rest of the natural community and humans (e.g., chart the distribution of wolves on a world map and predict the effects if wolves were to become extinct; use a software program that simulates a specific environment to track the effects of the loss of a plant species).
7g63	produce a report on the factors that affect the availability of natural resources in the future;
7g64	present and defend a point of view on how a resource should be used.
7s18	investigate the impact of the use of technology on the environment (e.g., the "greenhouse effect"; redirection of water flow for human needs; use of pesticides);
7s23	explain the long-term effects of the loss of natural habitats and the extinction of species (e.g., loss of diversity of genetic material, both plant and animal);
7s24	identify and explain economic, environmental and social factors that should be considered in the management and preservation of habitats (e.g., the need for recycling; the need for people to have employment).
Activity: Take the Nature Challenge with David Suzuki	
4s16	describe ways in which humans can affect the natural world (e.g., urban development forces some species to go elsewhere and enables other species to multiply too rapidly; conservation areas can be established to protect specific habitats);
4s18	show the effects on plants and animals of the loss of their natural habitat (e.g., nesting sites of ducks may be destroyed when a dam is built);
4s19	investigate ways in which the extinction of a plant or animal species affects the rest of the natural community and humans (e.g., chart the distribution of wolves on a world map and predict the effects if wolves were to become extinct; use a software program that simulates a specific environment to track the effects of the loss of a plant species).
7g63	produce a report on the factors that affect the availability of natural resources in the future;
7g64	present and defend a point of view on how a resource should be used.
7s18	investigate the impact of the use of technology on the environment (e.g., the "greenhouse effect"; redirection of water flow for human needs; use of pesticides);
7s23	explain the long-term effects of the loss of natural habitats and the extinction of species (e.g., loss of diversity of genetic material, both plant and animal);
7s24	identify and explain economic, environmental and social factors that should be considered in the management and preservation of habitats (e.g., the need for recycling; the need for people to have employment).
Activity: Traffic Pollution Survey	
7s10	describe the process of cycling carbon and water in the biosphere;
7s18	investigate the impact of the use of technology on the environment (e.g., the "greenhouse effect"; redirection of water flow for human needs; use of pesticides);
7s20	explain the importance of plants as sources of energy (e.g., food, fossil fuels), as producers of carbohydrates and oxygen (e.g., phytoplankton), and as habitats for wildlife;