

THE ENVIRONMENTAL IMPACT OF LITTER

INTERACTIVE VIDEO LESSON CURRICULAR CONNECTIONS K-12

This lesson is appropriate for K-12, see curricular connections below for science, social studies, and phys.ed.

Curricular Connections:

Kindergarten

Science:

K-1-06, K-1-07: GLO:D1. Understand essential life structures and processes pertaining to a wide variety of organisms, including humans.

K-3-07: GLO: C3. Demonstrate appropriate problem-solving skills while seeking solutions to technological challenges.

Social Studies:

KL-012: Describe the characteristics of the local physical environment.

VL-004: Appreciate the beauty and importance of the natural environment.

Grade 1

Science:

1-1-13: Develop, implement and evaluate personal and group action plans that contribute to a healthy environment for themselves and for other living things. *Examples:* reduce amount of waste produced by the class... GLO: C5, C7

1-3-11 - Demonstrate ways to reduce, reuse, and recycle materials during classroom learning experiences. GLO: B5, D3.

1-1-06: GLO: D1. Understand essential life structures and processes pertaining to a wide variety of organisms, including humans.

1-1-06, 1-1-12, 1-3-11: GLO: B5. Identify and demonstrate actions that promote a sustainable environment, society, and economy, both locally and globally.

Social Studies:

VL-008: Respect neighbourhood and community places and landmarks. *Examples:* do not litter or vandalize...

KL-012: Recognize that people depend on the environment for survival.

VL-007: Appreciate the beauty and benefits that the natural environment brings to their lives.

Grade 2:

Science:

2-2-16: Describe ways humans dispose of solids and liquids to maintain a clean and healthy environment. *Examples:* take used car oil and old paints to collection sites, recycle newspapers... GLO: B5

2-4-12: Identify substances that pollute air and water, and describe ways of reducing such pollution

2-2-16, 2-4-12: GLO: B5. Identify and demonstrate actions that promote a sustainable environment, society, and economy, both locally and globally.

2-4-12: GLO: B3. Identify the factors that affect health and explain the relationships among personal habits, lifestyle choices, and human health, both individual and social.

Social Studies:

KL-022: Explain the importance of conserving or restoring natural resources.

Grade 3:

Science:

3-4-09, 3-4-11: GLO: B5. Identify and demonstrate actions that promote a sustainable environment, society, and economy, both locally and globally.

3-4-11: GLO: C3. Demonstrate appropriate problem-solving skills while seeking solutions to technological challenges.

Social Studies:

KG-027: Give examples of concerns common to communities around the world.

KG-031: Give examples of personal decisions and actions that may positively affect people locally or globally. *Examples:* charitable donations and projects, recycling...

Grade 4:

Science:

4-4-15: Identify natural phenomena and human activities that cause significant changes in the landscape.

4-1-15, 4-4-12, 4-3-13, and 4-4-15: GLO: B5. Identify and demonstrate actions that promote a sustainable environment, society, and economy both locally and globally.

4-4-13, 4-4-15: GLO: E3. Recognize that characteristics of materials and systems can remain constant or change over time, and describe the condition and processes involved.

Social Studies:

VE-012: Respect public and private property.

VC-001: Be willing to contribute to their groups and communities.

KL-023: Identify issues related to environmental stewardship and sustainability in Manitoba

VL-006: Appreciate Manitoba's natural environment.

Grade 5:

Science:

5-1-06, 5-1-11: GLO: E2. Describe and appreciate how the natural and constructed world is made up of systems and how interactions take place within and among these systems.

5-2-11, 5-2-14: GLO: C2. Demonstrate appropriate scientific inquiry skills when seeking answers to questions.

5-2-12, 5-2-14: GLO: B1. Describe scientific and technological developments, past and present, and appreciate their impact on individuals, societies, and the environment, both locally and globally.

Social Studies:

VC-002: Be willing to contribute to their groups and communities

Core Concept: Citizenship. *Students will develop the knowledge, skills, and values necessary to become responsible democratic citizens who are actively engaged in their local, national, and global communities.*

Grade 6:

Science:

6-3-16, 6-4-05: GLO: B5. Identify and demonstrate actions that promote a sustainable environment, society, and economy, both locally and globally.

6-04-05: GLO B1. Describe scientific and technological developments, past and present, and appreciate their impact on individuals, societies, and the environment, both locally and globally.

Social Studies:

VL-0011: Value the natural environment

Core Concept: Citizenship. *Students will develop the knowledge, skills, and values necessary to become responsible democratic citizens who are actively engaged in their local, national, and global communities.*

Grade 7:

Science:

7-1-06: Identify environmental, social, and economic factors that should be considered in the management and preservation of ecosystems.

7-1-06, 7-4-07, 7-4-08, 7-4-10: GLO: B5. Identify and demonstrate actions that promote a sustainable environment, society, and economy, both locally and globally.

7-1-12, 7-4-10: GLO: E3. Recognize that characteristics of materials and systems can remain constant or change over time, and describe the condition and processes involved.

KC-004 - Describe ways in which their personal actions may affect quality of life for people elsewhere in the world. *Examples: consumer choices, conservation actions, sharing of resources, letters and petitions...*

Social Studies:

KC-004: Describe ways in which their personal actions may affect quality of life for people elsewhere in the world. *Examples:* consumer choices, conservation actions, sharing of resources, letters and petitions...

VL-009: Be willing to take actions to help sustain the natural environment in Canada and the world

KE-051: Identify common challenges faced by large urban centres. *Examples:* economic, environmental, social

VL-017: Be willing to consider the consequences of their consumer choices to help sustain the natural environment in Canada and the world.

Grade 8:

Science:

8-4-17: Identify substances that may pollute water, related environmental and societal impacts of pollution, and ways to reduce or eliminate effects of pollution.

8-4-08: GLO: C8. Evaluate from a scientific perspective, information and ideas encountered during investigations and in daily life.

8-4-08, 8-4-09: GLO: E3. Recognize that characteristics of materials and systems can remain constant or change over time, and describe the condition and processes involved.

8-4-15: GLO: B1. Describe scientific and technological developments, past and present, and appreciate their impact on individuals, societies, and the environment, both locally and globally.

8-4-15, 8-4-18: GLO: B3 Identify the factors that affect health and explain the relationships among personal habits, lifestyle choices, and human health, both individual and social.

8-4-16, 8-4-17: GLO B5. Identify and demonstrate actions that promote a sustainable environment, society, and economy, both locally and globally.

Social Studies:

VL-008: Appreciate the importance of sustaining the natural environment for future societies

Grade 9:

Social Studies:

KC-013: Describe their responsibilities and rights as citizens of Canada and the world.

VE-017: Be willing to consider the impact of their consumer choices.

KE-051: Analyze possible consequences of their consumer choices

KL-028: Evaluate Canadian concerns and commitments regarding environmental stewardship and sustainability

VL-007: Be willing to make personal choices to sustain the environment.

Grade 10:

Science:

K.2.S2.B.4 - Investigate the contributions self and/or others can make to community / global health and sustainable development (i.e., maintaining safe and healthy lifestyle practices, volunteering, reducing, reusing, recycling)

S2-1-02: Discuss factors that may disturb biogeochemical cycles.

S2-1-10: Investigate how human activities affect an ecosystem and use the decision-making model to propose a course of action to enhance its sustainability.

S2-1-10, S2-2-11, S2-2-12: GLO: B5. Identify and demonstrate actions that promote a sustainable environment, society, and economy, both locally and globally.

Social Studies:

KL-018: Explain the importance of stewardship in the preservation of the Earth's complex environment.

VL-005: Respect the Earth as a complex environment in which humans have important responsibilities.

S-103: Promote actions that reflect principles of sustainability.

S-107: Make decisions that reflect social responsibility

KC-002: Describe sustainability issues related to natural resource extraction and consumption.

VP-009: Be willing to consider the implications of personal choices regarding natural resources.

S-103: Promote actions that reflect principles of environmental stewardship and sustainability.

Grade 11:

B11-1-04, B11-2-02: GLO: E2. Describe and appreciate how the natural and constructed world is made up of systems and how interactions take place within and among these systems

B11-1-04: GLO E3. Recognize that characteristics of materials and systems can remain constant or change over time, and describe the condition and processes involved.

C11-4-19: GLO: B1: Describe scientific and technological developments - past and present - and appreciate their impact on individuals, societies, and the environment, both locally and globally. GLO: B3: Identify the factors that affect health, and explain the relationships among personal habits, lifestyle choices, and human health, both individual and social.

Grade 12:

B12-5-04: Investigate an issue related to the conservation of biodiversity.

GLO: C7. Work cooperatively and value the ideas and contributions of others while carrying out scientific and technological activities.

Grade 12 Global Issues:

The items below are found in the Take Action part of the Overview.

Minimize your ecological footprint, and live more responsibly (e.g., use fewer non-renewable resources; reduce waste; limit dependence on petrochemicals; seek sustainable and ethical food choices...).

Recognize the consequences of your decisions, and take action as a citizen for a sustainable and just future for all.

Be an ethical decision-maker, take a stand to support quality of life for all, and challenge the unethical and unsustainable.

Make consumption decisions that follow ecological and ethical principles, and be respectful of nature, self, and society in your actions.

Phys.Ed

Grade K-10

1.6: Appreciate and respect the natural environment while participating in physical activity.