

Climate Action & Sustainability

Climate Action Project

Curriculum Outcomes:

Social Studies:

Grade 6: Unit Two: Environment and Culture

6.2.3 Compare the use of resources and sustainability practices between Canada and a select country.

- ✓ Give examples of similarities and differences in the use of resources and sustainability practices between Canada and the selected country.
- ✓ Explain reasons for different perspectives on the use of resources and sustainability.

Grade 8: Unit Two: Physical Setting:

8.1.4 Link human activity to the natural resources of the Atlantic region.

Grade 6 Science

SCO 1.3 Students will analyse and interpret qualitative and quantitative data to construct explanations.

SCO 1.4 Students will work collaboratively on investigations to communicate conclusions supported by data.

SCO 2.1 Students will consider factors that support responsible application of scientific and technological knowledge and demonstrate an understanding of sustainable practices

Grade 7 Science

SCO 1.4: Students will work collaboratively on investigations to communicate conclusions supported by data.

- Work cooperatively to examine own knowledge or knowledge of peers.
- Choose a format of communication appropriate to purpose (e.g., reports, data tables, scientific models, etc.).
- Communicate answers to questions or solutions to problem statement based on evidence.

SCO 2.1: Students will consider factors that support responsible application of scientific and technological knowledge and demonstrate an understanding of sustainable practices.

- Describe the causes and effects of climate change.
- Understand the need for more responsible consumption and production patterns.
- Develop solutions to community issues and challenges concerned with resource use and waste management.

Grade 8 Science

SCO 1.4: Students will work collaboratively on investigations to communicate conclusions supported by data.

- Work cooperatively to examine own knowledge or knowledge of peers.
- Choose a format of communication appropriate to purpose (e.g., reports, data tables, scientific models, etc.).
- Communicate answers to questions or solutions to problem statement based on evidence.

SCO 2.1: Students will consider factors that support responsible application of scientific and technological knowledge and demonstrate an understanding of sustainable practices.

- Reflect on various aspects of an issue to make decisions about possible actions.
- Raise awareness about the importance of global partnership for sustainable development.
- Differentiate between adaptation and mitigation measures as solutions to climate change.

Sustainable Development Goals:

11- Make cities and human settlements inclusive, safe, resilient, and sustainable (sustainable transport)

Target 11.6: Reduce the environmental impact of cities (examining waste management, walk/roll/bike to school)

The learner understands the historical reasons for settlement patterns and while respecting cultural heritage, understands the need to find compromises to develop improved sustainable systems.

The learner is able to use their voice, to identify and use entry points for the public in the local planning systems, to call for the investment in sustainable infrastructure, buildings and parks in their area and to debate the merits of long-term planning.

The learner is able to feel responsible for the environmental and social impacts of their own individual lifestyle.

The learner is able to promote low carbon approaches at the local level.

12- Responsible consumption and Production

The learner is able to encourage others to engage in sustainable practices in consumption and production.

The learner is able to feel responsible for the environmental and social impacts of their own individual behaviour as a producer or consumer.

13- Take urgent action to combat climate change and its impacts

Target 13.3: Build knowledge and capacity to meet climate change

The learner understands the greenhouse effect as a natural phenomenon caused by an insulating layer of greenhouse gases.

The learner knows which human activities – on a global, national, local and individual level – contribute most to climate change.

The learner is able to encourage others to protect the climate.

The learner is able to collaborate with others and to develop commonly agreed-upon strategies to deal with climate change.

The learner is able to recognize that the protection of the global climate is an essential task for everyone and that we need to completely re-evaluate our worldview and everyday behaviours in light of this.

The learner is able to evaluate whether their private and job activities are climate friendly and – where not – to revise them.

14- Conserve and sustainably use the oceans, seas and marine resources for sustainable development

Target 14.3: Reduce ocean acidification (by reducing CO2 footprint)

Target 14.2: Protect and restore ecosystems

The learner knows the basic premise of climate change and the role of the oceans in moderating our climate.

15- Protect, restore, and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt reserve land degradation and halt biodiversity loss.

Target 15.5: Protect biodiversity and natural habitats

The learner is able to highlight the importance of soil as our growing material for all food and the importance of remediating or stopping the erosion of our soils.

New Brunswick Global Competencies

Sustainability and Global Citizenship:

Learners take actions and make responsible decisions that support social settings, natural environments, and quality of life for all, now and in the future

Learners understand the interconnectedness of social, ecological, and economic forces, and how they affect individuals, societies, and countries.

Collaboration:

Learners participate in teams by establishing positive and respectful relationships, developing trust, and acting interdependently and with integrity.

Learners assume various roles on the team, respect a diversity of perspectives, and address disagreements and manage conflict in a sensitive and constructive manner.

Learners network with a variety of communities/groups and appropriately use an array of technology to work with others.

Communication:

Learners express themselves using the appropriate communication tools for the intended audience and create a positive digital identity.

Learners communicate effectively in French and/or English through a variety of media and in a variety of contexts.

Critical Thinking and Problem Solving:

Learners engage in an inquiry process to solve problems, as well as acquire, process, interpret, synthesize, and critically analyze information to make informed decisions.

Learners select strategies, resources, and tools to support their learning, thinking, and problem-solving and evaluate the effectiveness of their choices.

Learners analyze the functions and interconnections of social, ecological, and economic systems.

Learners apply knowledge to all domains of life, such as school, home, work, friends, and community.

Learners solve complex problems by taking concrete steps to design and manage solutions.

Learners formulate and express questions to further their understanding, thinking, and problem-solving.

Innovation, creativity, and entrepreneurship:

Learners display curiosity, identify opportunities for improvement and learning, and believe in their ability to improve while viewing errors as part of the improvement process.

Learners take risks in their thinking and creating; they discover through inquiry research, hypothesizing, and experimenting with new strategies or techniques.

Learners seek and make use of feedback to clarify their understanding, ideas, and products.

Learners enhance concepts, ideas, or products through a creative process.

Self-Awareness and Self-Management:

Learners have self-efficacy, see themselves as learners, and believe that they can make life better for themselves and others.

Learners manage their time, environment, and attention, including their focus, concentration, and engagement.

Outcomes for Reconciliation (as it intersects with ecological restoration in our Tree Planting Project)

English Language Arts

GCO 1: Students will speak and listen to explore, extend, clarify and reflect on their thoughts, ideas, feelings, and experiences

GCO 3: Students will be able to interact with sensitivity and respect, considering the situation, audience and purpose

GCO 4: Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts

Social Studies

6.1.3: Analyze the importance of cross-cultural understanding

6.5.2: Examine selected examples of human rights issues around the world

6.5.3: Take age-appropriate actions to demonstrate an understanding of responsibilities as a global citizen

Technology Curriculum

GCO 1: Students will understand technological operations and concepts.

GCO 2: Students will practice critical thinking and problem-solving skills.

GCO 3: Students will practice responsible citizenship.

Global Competencies

Students:

- will be engaged critical thinking and problem-solving by becoming better informed of the impact of Indian Residential and Day Schools, practicing empathy and taking action to make their community better.
- will require a high level of self-management in order to complete the process in a timely manner (ie., in time for project expo and tree planting ceremony).
- will be engage in active citizenship as they take steps to learn about an issue and take action. Students are taking action and honouring the TRC Call to Action #63, “building student capacity for intercultural understanding, empathy, and mutual respect.”