



## MIDDLE LEVEL

### British Columbia and Yukon Territory

		Lessons	1. Neighbourhood litter pick up	2. Modify hazardous plastics	3. Take a reusable plastic shopping bag	4. Shoreline Cleanup	5. Reduce plastic litter in lunches	6. Reduce use of microbeads products	7. Spread my knowledge
<b>GRADE 7</b>									
<b>Big Ideas</b>									
Science	Evolution by natural selection provides an explanation for the diversity and survival of living things.			●					
	Earth and its climate has changed over geological time.			●					
Applied Design, Skills and Tech	Complex tasks require the acquisition of additional skills.				●			●	●
	Design can be responsive to identified needs				●			●	●
English Language Arts	Exploring and sharing multiple perspectives extends our thinking							●	●
	Questioning what we hear, read and view contributes to our ability to be educated and engaged citizens.		●					●	●
Arts Education	Engaging in the arts develops people's ability to understand and express complex ideas.		●						
<b>Competencies</b>									
Core:	Communication		●	●	●	●	●	●	●
	Creative Thinking		●	●	●	●	●	●	●
	Critical Thinking		●	●	●	●	●	●	●
	Social Responsibility		●	●	●	●	●	●	●
Curricular:	Science	Questioning and predicting			●		●		



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		Planning and conducting			●		●		
		Processing and analyzing information		●	●		●	●	
		Evaluating			●		●		
		Applying and innovating			●			●	
		Communicating			●		●		●
	Social Studies	Use inquiry processes and skills		●					●
		Demonstrate debating skills							●
		Explain different perspectives	●						●
	English Language Arts	Comprehend and Connect		●				●	●
		Create and communicate	●	●					●
	Arts Education	Exploring and creating	●		●				
		Reasoning and reflecting	●						
		Communicating and documenting	●		●		●		●
<b>Content:</b>	Science	Survival needs and natural selection of organisms		●				●	
		Chemical changes	●						
		Compounds	●					●	
		Climate change					●	●	
		Impacts of humans	●			●	●	●	●
	English Language Arts	Metacognitive strategies for talking and thinking about learning	●			●		●	●
	Applied Design, Skills & Technologies	Entrepreneurship and Marketing							●
<b>GRADE 8</b>									
<b>Big Ideas</b>									
Applied Design, Skills and Tech	Complex tasks require the acquisition of additional skills.				●			●	●
	Design can be responsive to identified needs				●			●	●



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MIDDLE LEVEL**



English Language Arts	Questioning what we hear, read and view contributes to our ability to be educated and engaged citizens	●					●	●
Arts Education	Artists often challenge the status quo and open us to new perspectives and experiences	●						
<b>Competencies</b>								
<b>Core:</b> *same as Gr. 7								
<b>Curricular:</b> *same as Gr. 7								
<b>Content:</b>	English Language Arts	Metacognitive strategies for talking and thinking about learning	●			●	●	●
	Art Education	Symbolism and metaphor to explore ideas and perspective	●					
	Applied Design, Skills & Technologies	Entrepreneurship and Marketing						●



**Alberta**

			Lessons	1. Neighbourhood litter pick up	2. Modify hazardous plastics	3. Take a reusable plastic shopping bag	4. Shoreline Cleanup	5. Reduce plastic litter in lunches	6. Reduce use of microbeads products	7. Spread my knowledge	
<b>GRADE 7</b>											
<b>Science</b>											
<b>Unit A: Interactions and Ecosystems</b>	Science, Technology and Society, and Knowledge Outcomes	Investigate and describe relationships between humans and their environments, and identify related issues and scientific questions	●	●	●	●	●	●	●	●	
		Trace and interpret the flow of energy and materials within an ecosystem			●	●	●	●	●	●	
		Describe the relationships among knowledge, decisions and actions in maintaining life-supporting environments		●	●			●			
	Skill Outcomes	Ask questions about the relationships between and among observable variables, and plan investigations to address those questions			●			●			
		Conduct investigations into the relationships between and among observations, and gather and record qualitative and quantitative data			●			●			
		Analyze qualitative and quantitative data, and develop and assess possible explanations			●			●			
		Work collaboratively on problems; and use appropriate language and formats to communicate ideas, procedures and results		●	●			●			●
	Attitude Outcomes	Show interest in science-related questions and issues, and pursue personal interests and career possibilities within science-related fields		●							●

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		Appreciate that scientific understanding evolves from the interaction of ideas involving people with different views and backgrounds						●	●
		Demonstrate sensitivity and responsibility in pursuing a balance between the needs of humans and a sustainable environment	●	●	●	●	●	●	●
<b>English Language Arts</b>									
Discover and Explore		Express ideas and develop understanding	●	●					●
Clarify and Extend		Consider the ideas of others							●
		Combine ideas		●				●	●
Use Strategies and Cues		Use comprehension strategies		●				●	●
Present and Share		Present information		●				●	●
		Enhance presentation		●					●
		Use effective oral and visual communication		●					●
<b>Social Studies</b>									
Skills and Processes		Dimensions of Thinking	●	●	●	●	●	●	●
		Research for Deliberative Inquiry		●					●
		Communication		●				●	●
<b>GRADE 8</b>									
<b>Science</b>									
Unit E: Freshwater and Saltwater Systems	Science, Technology and Society, and Knowledge Outcomes	Investigate and interpret linkages among landforms, water and climate						●	
		Analyze factors affecting productivity and species distribution in marine and freshwater environments		●				●	
	Skill Outcomes	*same as Gr. 7							
	Attitude Outcomes	*same as Gr. 7							
<b>English Language Arts</b> *same as Gr. 7									



## Saskatchewan

		Lessons	1. Neighbourhood litter pick up	2. Modify hazardous plastics	3. Take a reusable plastic shopping bag	4. Shoreline Cleanup	5. Reduce plastic litter in lunches	6. Reduce use of microbeads products	7. Spread my knowledge
<b>GRADE 7</b>									
<b>Cross-Curricular Competencies</b>	Developing Thinking		●	●	●	●	●	●	●
	Developing Identity and Interdependence		●	●	●	●	●	●	●
	Developing Literacies		●	●	●	●	●	●	●
	Developing Social Responsibility		●	●	●	●	●	●	●
<b>Science</b>									
Life Science – Interactions within Ecosystems	IE7.4 Analyze how ecosystems change in response to natural and human influences, and propose actions to reduce the impact of human behaviour on a specific ecosystem.		●	●					●
<b>Social Studies</b>									
To analyze the dynamic relationships of people with land, environments, events, and ideas as they have affected the past, shape the present, and influence the future.	<i>DR7.2 Appraise the impact of human habitation on the natural environment in Canada, and in a selection of Pacific Rim and northern circumpolar countries.</i>		●	●	●	●	●	●	●
<b>Arts Education</b>									

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Respond to artistic expressions of Saskatchewan, Canadian, and International artists using critical thinking, research, creativity, and collaborative inquiry.	CR7.1 Respond to professional dance, drama, music, and visual art works using analysis, personal interpretation, and research		●						
<b>GRADE 8</b>									
<b>Cross-Curricular Competencies</b> * same as Gr. 7									
<b>Science</b>									
Earth and Space Science – Water Systems on Earth	WS8.3 Analyze natural factors and human practices that affect productivity and species distribution in marine and fresh water environments							●	●
<b>Social Studies</b>									
To examine various worldviews about the use and distribution of resources and wealth in relation to the needs of individuals, communities, nations, and the natural environment and contribute to sustainable development.	RW8.2 Assess the implications of personal consumer choices.				●			●	●
	RW8.3 Critique the approaches of Canada and Canadians to environmental stewardship and sustainability.				●				●
<b>Arts Education</b>									
Respond to artistic expressions of Saskatchewan, Canadian, and International artists using critical thinking, research, creativity, and collaborative inquiry.	CR8.2 Investigate and identify ways that today’s arts expressions often reflect concern for social issues.	●							



**Manitoba**

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<b>GRADE 7</b>									
<b>Science</b>									
Interactions Within Ecosystems	Provide examples of scavengers and decomposers, and describe their role in cycling matter in an ecosystem. Include: micro-organisms. GLO: D2, E1, E2, E3							●	
Science skills and attitudes:	Initiating		●	●					
	Researching		●					●	●
	Planning			●			●		
	Implementing a plan			●			●		●
	Observing, Measuring, Recording			●			●		
	Concluding and Applying			●			●		
	Demonstrate Scientific and Technological Attitudes	●	●	●	●	●	●	●	●
<b>Social Studies</b>									
Human Impact on Europe or the Americas	Give examples of the impact of human activity on the natural environment in a society of Europe or the Americas.	●	●					●	●
	Be willing to take actions to help sustain the natural environment in Canada and the world.	●	●	●	●	●	●	●	●
	Be willing to consider the consequences of their consumer choices				●			●	●
Social Studies Skills	Select information from a variety of oral, visual, material, print, or electronic sources		●						●







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	Select information from a variety of oral, visual, material, print, or electronic sources		●					●
	Interpret information and ideas in a variety of media	●	●				●	●
	Persuasively express differing viewpoints regarding an issue.							●
<b>English Language Arts</b> * see outcomes listed under Gr. 7 Science as well								
	<i>Effective Oral Communication</i> Explain, share, and present orally using appropriate conventions of public speaking in a variety of settings [such as small-group and whole-class presentations...]; use visual aids to enhance the effectiveness of oral presentations.		●					●
<b>Arts Education</b> * same as Gr. 7								

**Ontario**

		<b>Lessons</b>						
		1. Neighbourhood litter pick up	2. Modify hazardous plastics	3. Take a reusable plastic shopping bag	4. Shoreline Cleanup	5. Reduce plastic litter in lunches	6. Reduce use of microbeads products	7. Spread my knowledge
<b>GRADE 7</b>								
<b>Science</b>								
Understanding Life Systems: Interactions in the Environment	Ecosystems are in a constant state of change. The changes may be caused by nature or by human intervention. (Overall expectations 1 and 2) Human activities have the potential to alter the environment.	●					●	
		●		●	●	●		



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	Humans must be aware of these impacts and try to control them. (Overall expectation 1)			●		●		●
	Use a variety of forms (e.g., oral, written, graphic, multimedia) to communicate with different audiences and for a variety of purposes		●	●				●
	Describe the roles and interactions of producers, consumers, and decomposers within an ecosystem						●	
	Describe ways in which human activities and technologies alter balances and interactions in the environment		●	●			●	
<b>Language</b>								
Oral Communication	Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes							●
	Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes		●					●
Reading	Read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning		●					●
Writing	Generate, gather, and organize ideas and information to write for an intended purpose and audience		●	●				●
<b>Arts Education</b>								
Visual Arts	Reflecting, Responding, and Analysing: apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences;	●						
<b>GRADE 8</b>								
<b>Science</b>								
Understanding Earth and Space Systems: Water Systems	Water systems influence climate and weather patterns. (Overall expectation 3)					●		
<b>Language</b> *same as Gr. 7								
<b>Arts Education</b> *same as Gr. 7								

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**Quebec**

		<b>Lessons</b>	1. Neighbourhood litter pick up	2. Modify hazardous plastics	3. Take a reusable plastic shopping bag	4. Shoreline Cleanup	5. Reduce plastic litter in lunches	6. Reduce use of microbeads products	7. Spread my knowledge
<b>GRADE 7</b>									
<b>Broad Areas of Learning</b>	Environmental Awareness and Consumer Rights and Responsibilities		●	●	●	●	●	●	●
<b>Cross Curricular Competencies</b>	Uses information			●					●
	Adopts effective work methods			●					●
	Cooperates with others			●	●	●	●		●
	Communicates appropriately			●					
<b>Science and the Environment</b>									
The Earth and Space	Hydrosphere - contamination			●				●	
<b>Social Studies</b>									
Geography Competency 3	Constructs his/her consciousness of global citizenship		●	●	●	●	●	●	●
<b>Arts Education</b>									
Visual Arts	Appreciate works of art, traditional cultural objects, individual images and media images		●						
English Language Arts									
	Uses language/talk to communicate and to learn		●	●	●	●	●	●	●
	Represents her/his literacy in different media -			●	●				
	Reads and listens to written, spoken and media texts		●	●	●	●	●	●	●
	Writes a variety of genres for personal and social purposes			●	●				●



**GRADE 8 \*same as Gr. 7**

**New Brunswick**

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<b>GRADE 7</b>									
<b>Science</b>									
Processes of Scientific Literacy	Inquiry, Problem Solving, Decision Making		●	●	●	●	●	●	●
Skills Outcomes	Initiating and Planning				●				
	Performing and Recording				●				
	Analysing and Interpreting				●				
	Communication and Teamwork				●				●
Attitude Outcomes	Stewardship - be sensitive and responsible in maintaining a balance between the needs of humans and a sustainable environment	●	●	●	●	●	●	●	●
Life Science	Interactions within ecosystems - Action	●	●	●	●	●	●	●	●
<b>Arts Education</b>									
Visual Art	Responding to art	●							
<b>English language Arts</b>									

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General Curriculum Outcomes	Speaking and Listening	●	●	●	●	●	●	●
	Reading and Viewing		●				●	
	Writing and Representing		●	●				
<b>GRADE 8</b>								
<b>Science</b> * same as Gr. 7 and								
Processes of Scientific Literacy	Inquiry, Problem Solving, Decision Making			●		●		
Earth and Space Science: Water Systems on Earth	Describe the interactions of the ocean currents, winds, and regional climates					●		
<b>Social Studies</b>								
Atlantic Canada in the Global Community	The obligation to protect and sustain the environment				●		●	●
<b>Arts Education</b> * same as Gr. 7								
<b>English language Arts</b> * same as Gr. 7								



**Nova Scotia**

		Lessons	1. Neighbourhood litter pick up	2. Modify hazardous plastics	3. Take a reusable plastic shopping bag	4. Shoreline Cleanup	5. Reduce plastic litter in lunches	6. Reduce use of microbeads products	7. Spread my knowledge
<b>GRADE 7</b>									
<b>Science</b>									
Life Science	Interactions within ecosystems - Action		●	●	●	●	●	●	●
<b>English Language Arts</b>									
General Curricular Outcomes	Communicate information and ideas effectively and clearly, and to respond personally and critically		●						●
	Select, read, and view with understanding a range of literature, information, media, and visual texts			●				●	●
	Interpret, select, and combine information using a variety of strategies, resources, and technologies			●				●	●
	Respond personally to a range of texts							●	●
<b>Arts Education</b>									
Visual Arts	Analyze the relationship between artistic intent and the expressive work		●						
	Identify and discuss the source of ideas behind their own work and the work of others		●						
<b>GRADE 8</b>									
<b>English Language Arts</b> *same as Gr. 7									
<b>Arts Education</b> *same as Gr. 7									



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MIDDLE LEVEL**



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**Prince Edward Island**

		Lessons	1. Neighbourhood litter pick up	2. Modify hazardous plastics	3. Take a reusable plastic shopping bag	4. Shoreline Cleanup	5. Reduce plastic litter in lunches	6. Reduce use of microbeads products	7. Spread my knowledge
<b>GRADE 7</b>									
<b>Science</b>									
Skills Outcomes	Initiating and Planning			●					
	Performing and Recording			●					
	Analysing and Interpreting			●					
	Communication and Teamwork			●					●
Attitude Outcomes	Stewardship - be involved in activities that encourage responsible action toward living things and the environment	●	●	●	●	●	●	●	●
Life Science: Interactions within ecosystems	Propose actions to reduce the impact of human activities on a specific ecosystem	●	●	●	●	●	●	●	●
<b>Arts Education</b>									
Visual Arts	analyze the relationship between artistic intent and the expressive work	●							
<b>English Language Arts</b>									
General Curricular Outcomes	communicate information and ideas effectively and clearly, and to respond personally and critically		●						●
	select, read, and view with understanding a range of literature, information, media, and visual texts		●					●	●
	interpret, select, and combine information using a variety of strategies, resources, and technologies		●					●	●



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	respond personally to a range of texts								●	●
<b>GRADE 8</b>										
<b>Science</b> *same as Gr. 7 and										
Earth and Space Science - Water Systems on Earth	Critique human impact on water systems in the environment	●	●	●	●				●	●
<b>Arts Education</b> *same as Gr. 7										
<b>English Language Arts</b> *same as Gr. 7										

**Newfoundland and Labrador**

		<b>Lessons</b>	1. Neighbourhood litter pick up	2. Modify hazardous plastics	3. Take a reusable plastic shopping bag	4. Shoreline Cleanup	5. Reduce plastic litter in lunches	6. Reduce use of microbeads products	7. Spread my knowledge	
<b>GRADE 7</b>										
<b>Science</b>										
Processes of Scientific Literacy	Inquiry, Problem Solving, Decision Making	●	●	●	●	●	●	●	●	
Skills Outcomes	Initiating and Planning			●						
	Performing and Recording			●						
	Analysing and Interpreting			●						
	Communication and Teamwork			●					●	



**PLASTICS EDUCATION KIT/ CURRICULAR CONNECTIONS -  
MIDDLE LEVEL**



Attitude Outcomes	Stewardship - be sensitive and responsible in maintaining a balance between the needs of humans and a sustainable environment	●	●	●	●	●	●	●
Life Science: Interactions Within Ecosystems	Environmental Action - defend a course of action to protect the local habitat of a particular organism	●	●	●	●	●	●	●
<b>English Language Arts</b>								
General Curricular Outcomes	communicate information and ideas effectively and clearly, and to respond personally and critically		●					●
	select, read, and view with understanding a range of literature, information, media, and visual texts		●				●	●
	interpret, select, and combine information using a variety of strategies, resources, and technologies		●				●	●
	respond personally to a range of texts						●	●
<b>Arts Education</b>								
Visual Arts	analyze the relationship between artistic intent and the expressive work	●						
<b>GRADE 8</b>								
<b>Science</b> *same as Gr. 7								
<b>English Language Arts</b> *same as Gr. 7								
<b>Arts Education</b> *same as Gr. 7								



## Northwest Territories

		Lessons	1. Neighbourhood litter pick up	2. Modify hazardous plastics	3. Take a reusable plastic shopping bag	4. Shoreline Cleanup	5. Reduce plastic litter in lunches	6. Reduce use of microbeads products	7. Spread my knowledge
<b>GRADE 7</b>									
Science **same as Alberta Science curriculum									
Social Studies									
The Circumpolar World	Successful environmental protection on a large scale arises from many personal commitments to a healthy environment		●	●	●	●	●	●	●
	A sense of responsible stewardship over the northern world		●	●	●	●	●	●	●
	Processing, Communication and Participation Skills		●	●	●	●	●	●	●
Arts Education **same as Saskatchewan Arts curriculum									
English Language Arts									
General Outcomes	Students will listen, speak, read, write, view, and represent: -to comprehend and respond personally and critically to oral, print, and other media texts, through a process. -to plan and focus an inquiry or research and interpret and analyze information, through a process.		●	●				●	●
<b>GRADE 8</b>									
Science **same as Alberta Science curriculum									
Social Studies									
Skills	Processing, Communication and Participation Skills		●	●	●	●	●	●	●
Arts Education **same as Saskatchewan Arts curriculum									



English Language Arts \*same as Gr. 7

**Nunavut**

Lessons	1. Neighbourhood litter pick up	2. Modify hazardous plastics	3. Take a reusable plastic shopping bag	4. Shoreline Cleanup	5. Reduce plastic litter in lunches	6. Reduce use of microbeads products	7. Spread my knowledge
<b>GRADE 7</b>							
<b>Science</b> **same as Alberta Science curriculum							
<b>Social Studies</b> **same as Northwest Territories curriculum							
<b>Arts Education</b> **same as Saskatchewan curriculum							
<b>English Language Arts</b> **same as Northwest Territories curriculum							
<b>GRADE 8</b>							
<b>Science</b> **same as Alberta Science curriculum							
<b>Social Studies</b> **same as Northwest Territories curriculum							
<b>Arts Education</b> **same as Saskatchewan curriculum							
<b>English Language Arts</b> **same as Northwest Territories curriculum							