Science PEI - Grade 3

- **100-29** identify and investigate life needs of plants and describe how plants are affected by the conditions in which they grow
- **100-28** identify and describe parts of plants and their general function
- **100-30** observe and describe changes that occur through the life cycle of a flowering plant
- **102-12** describe ways in which plants are important to living things and the environment
- **102-13** identify parts of different plants that provide humans with useful products, and describe the preparation that is required to obtain these products and how our supply of useful plants is replenished
- **202-2** place seeds in groups according to one or more attributes
- **200-1** ask questions to investigate related to growing conditions for plants
- **200-3** make predictions about which conditions will be the best for plant growth
- **201-5** make and record relevant observations and measurements of plant growth during their investigations
- **202-4** construct and label bar graphs that show plant growth under different conditions
- **100-29** draw inferences that identify and investigate life needs of plants and describe how plants are affected by the conditions in which they grow
- **100-28, 203-2** identify and describe parts of plants and their general function
- **202-5** identify and suggest explanations for patterns and discrepancies in the growth rate of similar plants grown in varying conditions
- **100-30, 201-5** observe and describe changes, using written language, pictures, and charts, that occur through the life cycle of a flowering plant
- **201-6** estimate measurements of the plant as it grows
- **102-12** describe ways in which plants are important to living things and the environment
- **102-13** Identify parts of different plants that provide humans with useful products, and describe the preparation that is required to obtain these products and how our supply of useful plants is replenished
- **203-5** respond to the ideas and actions of others and acknowledge their ideas about the uses and replenishing of plants

Science PEI- Grade 4

- **108-3** describe how personal actions help conserve natural resources and care for living things and their habitats
- **108-6** identify their own and their family's impact on natural resources
- **302-1** identify a variety of local and regional habitats and their associated populations of plants and animals

- **300-2** compare the structural features of plants that enable them to thrive in different kinds of places
- **302-3** classify organisms according to their role in a food chain
- **301-1** predict how the removal of a plant or animal population affects the rest of the community
- **301-2** relate habitat loss to the endangerment or extinction of plants and animals
- **104-6** use the terms habitat, population, and community in appropriate contexts
- **204-1** identify questions to investigate about the types of plants and/or animals at a local habitat, and the conditions under which they live
- **204-6** identify various methods for finding answers to questions related to their local habitat, and select one that is appropriate
- **205-5, 302-1**make observations and collect information related to local habitats and their associated populations of plants and animals
- **206-2** compile and display the data collected in the habitat study using tallies, tables, and/or bar graphs
- **104-4, 206-3, 207-2** present the procedures and results of their habitat studies, compare their results with those of other class members, recognizing that results may vary, and suggest explanations for these discrepancies
- **205-10, 205-5** construct and/or maintain a model of a natural habitat, and use it to make observations and collect information about organisms in this habitat
- **206-6** suggest improvements to the model of the natural habitat to make it more realistic and habitable for organisms
- **300-2, 104-6**using appropriate terminology compare the structural features of plants that enable them to thrive in different kinds of places
- **106-4** describe how scientists' knowledge of plant growth has led to agricultural innovations and techniques
- **105-1** describe current investigations into local or regional habitat issues
- **302-3, 104-6, 206-1** classify organisms according to their role in a food chain and draw a diagram to illustrate the food chain
- **301-1** predict how the removal of a plant or animal population affects the rest of the community
- **301-2** relate habitat loss to the endangerment or extinction of plants and animals
- **108-1** identify examples of positive and negative effects of technological developments on natural habitats
- **108-3** demonstrate respect for the habitats of animals and the local environment when collecting rocks and/or minerals from their local area
- **104-6, 108-1** use appropriate terms to describe some positive and negative effects of the extraction and/or utilization of rocks and minerals
- **301-5** describe effects of wind, water and ice on the landscape
- **301-6** demonstrate a variety of methods of weathering and erosion

- **301-4** describe ways in which soil is formed from rocks
- **301-7** describe natural phenomena that cause sudden and significant changes to the landscape

Science PEI- Grade 5

- Students will be introduced to the causes and the effects of global warming, depletion of the ozone, and acid rain. weather/environmental issues such as volcanic emissions, and deforestation will also be addressed.
- The depth of treatment for the causes would be limited to identifying the types of activities that contribute to these problems (e.g., refining ores, burning fossil fuels) but would not deal with actual chemical reactions.
- Students should, however, become familiar with some of the terminology surrounding these issues.
- Students will also explore the effects of other phenomena, such as sun dogs, rainbows, and lunar halos, using information gathered from a variety of sources.
- Students will simulate some of these effects using models. For example, demonstrating the effects of acid rain on plant growth.
- **108-1** Identify positive and negative effects of technologies that affect weather and the environment
- **106-4** describe how studies of the depletion of the ozone layer, global warming and the increase in acid rain have led to new inventions and stricter regulations on emissions from cars, factories, and other polluting technologies (106-4)
- Outcome goal is for students to be sensitive to the impact their behaviour has on others and the environment when taking part in activities
- Outcome goal is for students to show interest and curiosity about objects and events within different environments
- Outcome goal is for students to be sensitive to and develop a sense of responsibility for the welfare of other people, other living things, and the environment
- Outcome goal is for students to demonstrate willingness to change behaviour to protect the environment
- Outcome goal is for students to consider cause and effect relationships that exist in environmental issues
- Outcome goal is for students to recognize that responding to our wants and needs may negatively affect the environment
- Outcome goal is for students to look beyond the immediate effects of an activity and identify its effects on others and the environment
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Science PEI- Grade 6

- **204-6** Identify different ways to classify living things in their local habitats
- **206-1** classify living things in the local habitat and create a chart or diagram that shows the method of classifying
- **207-2** present a selected classification scheme to other organisms
- **104-5** describe how classifications may vary and suggest possible explanations for variations
- **206-9, 300-15** identify communication problems that arise from the differences in classification schemes for living things, and describe the role of a common classification system
- **204-8, 300-19** identify and use appropriate tools to examine and describe a variety of microorganisms
- **302-12** describe how microorganisms meet their basic needs, including obtaining food, water, and air, and moving around
- **107-6** provide examples of how science and technology have been involved in identifying and controlling the growth of microorganisms (107-6)
- **107-1** describe products and techniques that can be used at home to protect against unwanted microorganism growth
- **204-1, 205-8** propose questions about the relationship between the structural features of organisms and their environment, and use a variety of sources to gather information about this relationship
- Explore similar organisms that live in different parts of the world (e.g., arctic hare and snowshoe hare), and inquire about the structural differences in these organisms, and how these structural differences help them in their environment.
- **107-9** compare past and current needs, and describe some ways in which science and technology have changed the way people work, live, and interact with the environment
- **108-5** describe how personal actions help conserve natural resources and protect the environment in their region
- **108-8** describe the potential impact of the use by humans of regional natural resources
- **108-5, 303-30** Identify and explain different factors that could lead to a decrease in electrical energy consumption in the home and at school and how will this help protect the environment