

Environmental Education Curriculum Details

YYC: Young Citizen Scientist Birds (Grade 3)

In order to provide you and your class with a useful and enriching learning experience CPAWS & Green Calgary have designed their **Grade 3 YYC: Young Citizen Scientist, Birds** program to cover the following curriculum requirements:

Science Topic E: Animal Life Cycles

Learn about the growth and development of animals and discover that different animals have different life cycles.

Social Topic 3.2: Global Citizenship

Demonstrate an understanding and appreciation of Canada's roles and responsibilities in global citizenship in relation to communities in India, Tunisia, Ukraine and Peru.

Presentation #1

After participating in this presentation, students should be able to:

- Understand, In what ways can individuals and groups contribute to positive change in the world?
- Understand, what are some environmental concerns that Canada and communities around the world share?

- Demonstrate awareness that animals require different habitats in order to meet their basic needs of food, water, shelter and space.
- Classify a variety of animals, based on observable characteristics, e.g., limbs, teeth, body covering, overall shape, backbone.
- Identify the food needs of at least one animal from each of the following groups: mammals, birds, fish, reptiles, amphibians, insects; and describe changes in how each animal obtains food through different stages of its life.
- Predict the next stages in the growth and development of at least one animal from each of the following groups: mammals, birds, fish, reptiles, amphibians, insects, etc.
- Observe and describe the growth and development of at least one living animal, as the animal develops from early to more advanced stages. The animal(s) should be from one or more of the following groups: mammals, birds, fish, reptiles, amphibians, insects
- Demonstrate awareness that parental care is characteristic of some animals and not of others and identify examples of different forms of parental care.
- Identify examples of environmental conditions that may threaten animal survival and identify examples of extinct animals. Recognize that habitat preservation can help maintain animal populations and identify ways that student actions can assist habitat preservation.

Presentation #2

After participating in this presentation, students should be able to:

- Understand, In what ways can individuals and groups contribute to positive change in the world



- Understand, what are some environmental concerns that Canada and communities around the world share?
- Demonstrate awareness that animals require different habitats in order to meet their basic needs of food, water, shelter and space.
- Identify examples of environmental conditions that may threaten animal survival and identify examples of extinct animals. Recognize that habitat preservation can help maintain animal populations and identify ways that student actions can assist habitat preservation
- Predict the next stages in the growth and development of at least one animal from each of the following groups: mammals, birds, fish, reptiles, amphibians, insects, etc.
- Observe and describe the growth and development of at least one living animal, as the animal develops from early to more advanced stages. The animal(s) should be from one or more of the following groups: mammals, birds, fish, reptiles, amphibians, insects

Additionally, students will build the following Core Competencies:

- Critical Thinking
- Problem Solving
- Managing Information
- Communication
- Collaboration
- Cultural and Global Citizenship

① **For more information, please visit**

<https://cpaws-southernalberta.org/elementary/>

<https://www.greencalgary.org/green-kids/citizen-science>

Or contact us

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