

Environmental Education Curriculum Details

YYC: Young Citizen Scientist Birds (Grade 6)

In order to provide you and your class with a useful and enriching learning experience CPAWS & Green Calgary have designed their **Grade 6 YYC: Young Citizen Scientist, Birds** program to cover the following curriculum requirements:

Science Topic E: Trees & Forests

Learn about trees as individual plants and as part of a forest ecosystem.

Social Topic 6.1: Citizens Participating in Decision Making

Demonstrate an understanding and appreciation of the dynamic relationship between governments and citizens as they engage in the democratic process

Presentation #1

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

- Analyze how individuals, groups and associations within a community impact decision making of local and provincial governments by exploring and reflecting upon the following questions and issues.

- How individuals, groups and associations within a community participate in the decision-making process regarding current events or issues (i.e., lobbying, petitioning, organizing and attending local meetings and rallies, contacting elected representatives).

- Identify reasons why trees and forests are valued. Students meeting this expectation should be aware that forests serve as habitat for a variety of living things and are important to human needs for recreation, for raw materials and for a life-supporting environment.
- Describe kinds of plants and animals found living on, under and among trees; and identify how trees affect and are affected by those living things.
- Identify human actions that enhance or threaten the existence of forests.

Presentation #2

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

- Analyze how individuals, groups and associations within a community impact decision making of local and provincial governments by exploring and reflecting upon the following questions and issues.
 - How individuals, groups and associations within a community participate in the decision-making process regarding current events or issues (i.e., lobbying, petitioning, organizing and attending local meetings and rallies, contacting elected representatives).
- Identify reasons why trees and forests are valued. Students meeting this expectation should be aware that forests serve as habitat for a variety of living things and are important to human needs for recreation, for raw materials and for a life-supporting environment.
- Identify human actions that enhance or threaten the existence of forests.



- Identify characteristics of at least four trees found in the local environment. Students should be familiar with at least two deciduous trees and two coniferous trees. Examples should include native species, such as spruce, birch, poplar, and pine and cultivated species, such as elm and crab apple.
- Describe kinds of plants and animals found living on, under and among trees; and identify how trees affect and are affected by those living things.

Additionally, students will build the following Core Competencies:

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

i For more information, please visit

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

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

Or contact us

CPAWS Southern Alberta

E education@cpaws.org **or P** 403.232.6686

Green Calgary

E education@greencalgary.org **or P** 403.230.1443