

## Overview of 2018/19:

# Earth Rangers School Assembly



**Length:** 45 minutes

**Target Audience:** Grades 1 -6

This isn't just another assembly program. The Earth Rangers School Assembly is an exciting and captivating school-wide presentation complete with live animals, interactive games, compelling videos, and two enthusiastic presenters who have environmental science backgrounds and the ability to explain complex environmental issues in a way kids can understand.

The 2018/19 assembly focuses on climate change, its impact on both people and animals and what we can do to help mitigate it.

Throughout the School Assembly, students are introduced to Earth Rangers Animal Ambassadors who demonstrate their amazing natural behaviours and help explain how important climate is to their survival. The assembly explores the role that climate can have on ectotherm organisms such as reptiles, the impact that changes in weather patterns can have on migratory birds and how vital healthy forests are to animals. We will also take a look at how Climate Change is impacting northern Indigenous communities and the actions that these communities are taking to help stop climate change.

Lastly, the assembly not only teaches students about the environmental issues our planet is facing but also that if we all work together it's not too late to make a big difference. The assembly inspires students by highlighting the real-life work conservationists are doing across Canada, showing them how they too can take action for a cause they care about.

## Curriculum Connections for the 2018-19 Earth Rangers School Assembly

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### Ontario Curriculum Connections

The Earth Rangers School Assembly fits into the curriculum in Ontario in a number of ways. Key concepts that are covered in the School Assembly include: animal characteristics, adaptation, and habitat requirements. In 2018-19 we also introduce climate change, its impact on Indigenous communities in Canada's Arctic and animals found in Canada, and actions we can take to mitigate climate change.

The School Assembly has strong connections to the Science and Technology and Social Studies curriculum. In addition, students will strengthen their Oral Communication skills by practicing active listening and experience a new presentation style connected to The Arts curriculum.

The School Assembly also supports Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements, 2016 (OS) – Environmental Education Policy Framework which states:

*Environmental education is education about the environment, for the environment, and in the environment that promotes an understanding of, rich and active experience in, and an appreciation for the dynamic interactions of:*

- *The Earth's physical and biological systems*
- *The dependency of our social and economic systems on these natural systems*
- *The scientific and human dimensions of environmental issues*
- *The positive and negative consequences, both intended and unintended, of the interactions between human-created and natural systems.*

## Specific Ontario Curriculum Connections

<b>Grade 1</b>	<p><b>Science and Technology:</b> Understanding Life Systems: Needs and Characteristics of Living Things (1.1, 3.4);</p> <p><b>Social Studies:</b> People and Environment: The local community (B2.1)</p> <p><b>Language Arts:</b> Oral communication (1.)</p> <p><b>The Arts:</b> Environmental education and the Arts (drama) (B.2)</p>
<b>Grade 2</b>	<p><b>Science and Technology:</b> Understanding Life Systems: Growth and Changes in Animals (1.2)</p> <p><b>Social Studies:</b> People and Environment: Global communities (B1, B1.3, B2)</p> <p><b>Language Arts:</b> Oral communication (1.)</p> <p><b>The Arts:</b> Environmental education and the Arts (drama) (B.2)</p>
<b>Grade 3</b>	<p><b>Science and Technology:</b> Understanding Life Systems: Growth and Changes in Plants (3.6, 3.8)</p> <p><b>Social Studies:</b> Heritage and Identity (A1)</p> <p><b>Language Arts:</b> Oral communication (1.)</p> <p><b>The Arts:</b> Environmental education and the Arts (drama) (B.2)</p>
<b>Grade 4</b>	<p><b>Science and Technology:</b> Understanding Life Systems: Habitats and Communities (1.2)</p> <p><b>Social Studies:</b> People and Environment: Political and Physical Regions of Canada (B2.1)</p> <p><b>Language Arts:</b> Oral Communication (1.)</p> <p><b>The Arts:</b> Environmental Education and the Arts (drama) (B.2)</p>
<b>Grade 5</b>	<p><b>Science and Technology:</b> Understanding Earth and Space Systems: Conservation of Energy and Resources (1.1, 1.2)</p> <p><b>Social Studies:</b> People and Environment: The Role of Government and Responsible Citizenship (B1.2)</p> <p><b>Language Arts:</b> Oral Communication (1.)</p> <p><b>The Arts:</b> Environmental Education and the Arts (drama) (B.2)</p>
<b>Grade 6</b>	<p><b>Science and Technology:</b> Understanding Life Systems: Biodiversity (1.1, 1.2, 2.1, 2.2)</p> <p><b>Social Studies:</b> People and Environment: Canada's Interactions with the Global Community (B1.2, B1.3, B2.1)</p> <p><b>Language Arts:</b> Oral Communication (1.)</p> <p><b>The Arts:</b> Environmental Education and the Arts (drama) (B.2)</p>

## Canadian Curriculum Connections

The Earth Rangers School Assembly fits into the curriculum in across Canadian provinces and Territories in a number of ways. Key concepts that are covered in the School Assembly include: animal characteristics, adaptation, and habitat requirements. In 2018-19 climate change, Indigenous communities in Canada's Arctic, and actions we can take to mitigate climate change are also introduced.

The School Assembly has strong connections to the Science and Social Studies curriculum. In addition, students will strengthen their Language skills by practicing active listening and experience a new presentation type connected to Drama curriculum.

## Specific Canadian Curriculum Connections by Province (From Western to Eastern provinces)

British Columbia	Gr. 1	<p><b>Science:</b> Living things have features and behaviours that help them survive in their environment;</p> <p><b>Social Studies:</b> Local Communities: Healthy communities recognize and respect the diversity of individuals and care for the local environment.</p> <p><b>English Language Arts:</b> Through listening and speaking, we connect with others and share our world; Curiosity and wonder lead us to new discoveries about ourselves and the world around us.</p> <p><b>Arts Education:</b> Dance, drama, music, and visual arts express meaning in unique ways</p>
	Gr. 2	<p><b>Science:</b> Living things have life cycles adapted to their environment</p> <p><b>Social Studies:</b> Regional and Global Communities: Local actions have global consequences, and global actions have local consequences. Individuals have rights and responsibilities as global citizens.</p> <p><b>English Language Arts:</b> Through listening and speaking, we connect with others and share our world; Curiosity and wonder lead us to new discoveries about ourselves and the world around us.</p> <p><b>Arts Education:</b> Dance, drama, music, and visual arts are each unique languages for creating and communicating.</p>
	Gr. 3	<p><b>Science:</b> Living things are diverse, can be grouped, and interact in their ecosystems</p> <p><b>Social Studies:</b> Global Indigenous Peoples: Learning about indigenous peoples nurtures multicultural awareness and respect for diversity.</p> <p><b>English Language Arts:</b> Using language in creative and playful ways helps us understand how language works; Curiosity and wonder lead us to new discoveries about ourselves and the world around us.</p> <p><b>Arts Education:</b> Dance, drama, music, and visual arts are each unique languages for creating and communicating.</p>
	Gr. 4	<p><b>Science:</b> All living things sense and respond to their environment.</p> <p><b>Social Studies:</b> First Peoples and European Contact: The pursuit of valuable natural resources has played a key role in changing the land, people, and communities of Canada.</p> <p><b>English Language Arts:</b> Exploring stories and other texts helps us understand ourselves and make connections to others and to the world; Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.</p> <p><b>Arts Education:</b> Dance, drama, music, and visual arts are each unique languages for creating and communicating.</p>
	Gr. 5	<p><b>Science:</b> Earth materials change as they move through the rock cycle and can be used as natural resources.</p> <p><b>Social Studies:</b> Canadian Issues and Governance: Natural resources continue to shape the economy and identity of different regions of Canada.</p> <p><b>English Language Arts:</b> Exploring stories and other texts helps us understand ourselves and make connections to others and to the world; Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.</p> <p><b>Arts Education:</b> Dance, drama, music, and visual arts are each unique languages for creating and communicating.</p>
	Gr. 6	<p><b>Science:</b> What extreme environments exist on Earth or in our galaxy?</p> <p><b>Social Studies:</b> Global Issues and Governance: Complex global problems require international co-operation to make difficult choices for the future.</p> <p><b>English Language Arts:</b> Exploring stories and other texts helps us understand ourselves and make connections to others and to the world; Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.</p> <p><b>Arts Education:</b> Dance, drama, music, and visual arts are each unique languages for creating and communicating.</p>

Alberta	Gr. 1	<p><b>Science: Topic E:</b> Needs of Animals and Plants (1-11; 4)</p> <p><b>Social Studies: Citizenship:</b> Belonging and Connecting: 1.1 My World: Home, School, and Community (1.1.4, 1.S.1)</p> <p><b>English Language Arts:</b> 3. Manage ideas and information (3.1, 3.3, 3.4)</p> <p><b>Arts/Music/Drama: Drama:</b> Storytelling - General Speaking Skills (listening)</p>
	Gr. 2	<p><b>Science: Topic E:</b> Small Crawling and Flying Animals (2-10; 3)</p> <p><b>Social Studies: Communities in Canada:</b> 2.1 Canada's Dynamic Communities (2.1.1, 2.1.2, 2.S.1)</p> <p><b>English Language Arts:</b> 3. Manage ideas and information (3.1, 3.3, 3.4)</p> <p><b>Arts/Music/Drama: Drama:</b> Storytelling - General Speaking Skills (listening)</p>
	Gr. 3	<p><b>Science: Topic E:</b> Animal Life Cycles (3-10, 3-11)</p> <p><b>Social Studies: Connecting with the World:</b> 3.2 Global Citizenship (3.2.1, 3.2.2, 3.S.1)</p> <p><b>English Language Arts:</b> 3. Manage ideas and information (3.1, 3.3, 3.4)</p> <p><b>Arts/Music/Drama: Drama:</b> Storytelling - General Speaking Skills (listening)</p>
	Gr. 4	<p><b>Science: Topic A:</b> Waste and Our World (4-5; 8)</p> <p><b>Social Studies: Alberta:</b> The Land, Histories and Stories: 4.1 Alberta: A Sense of the Land (4.1.1, 4.S.1, 4.S.6)</p> <p><b>English Language Arts:</b> 3. Manage ideas and information (3.1, 3.3, 3.4)</p> <p><b>Arts/Music/Drama: Drama:</b> Storytelling - General Speaking Skills (listening)</p>
	Gr. 5	<p><b>Science: Topic D:</b> Weather Watch (5-9)</p> <p><b>Social Studies: Canada:</b> The Land, Histories and Stories: 5.1 Physical Geography of Canada (5.1.1, 5.S.1, 5.S.2)</p> <p><b>English Language Arts:</b> 3. Manage ideas and information (3.1, 3.3, 3.4)</p> <p><b>Arts/Music/Drama: Drama:</b> Storytelling - General Speaking Skills (listening)</p>
	Gr. 6	<p><b>Science: Topic E:</b> Trees and Forests (6-10; 9)</p> <p><b>Social Studies: Democracy: Action and Participation:</b> 6.1 Citizens Participating in Decision Making (6.1.6, 6.S.1, 6.S.6)</p> <p><b>English Language Arts:</b> 3. Manage ideas and information (3.1, 3.3, 3.4)</p> <p><b>Arts/Music/Drama: Drama:</b> Storytelling - General Speaking Skills (listening)</p>

Saskatchewan	Gr. 1	<p><b>Science:</b> Life Science – Needs and Characteristics of Living Things (LT1.1, 1.2)</p> <p><b>Social Studies:</b> Dynamic Relationships (DR.1.3; f)</p> <p><b>English Language Arts:</b> Comprehend and Respond (CR1.3)</p> <p><b>Arts Education:</b> Dance, Drama, Music, Visual Art (CR1.1)</p>
	Gr. 2	<p><b>Science: Life Science:</b> Animal Growth and Changes (AN2.2, 2.3)</p> <p><b>Social Studies:</b> Dynamic Relationships (DR 2.2, b); Resources and Wealth (RW 2.2, 2.3)</p> <p><b>English Language Arts:</b> Comprehend and Respond (CR2.3)</p> <p><b>Arts Education:</b> Dance, Drama, Music, Visual Art (CR2.1)</p>
	Gr. 3	<p><b>Science: Life Science:</b> Plant Growth and Changes (PL3.2)</p> <p><b>Social Studies:</b> Dynamic Relationships (DR.3.2; c)</p> <p><b>English Language Arts:</b> Comprehend and Respond (CR3.3)</p> <p><b>Arts Education:</b> Dance, Drama, Music, Visual Art (CR3.2)</p>
	Gr. 4	<p><b>Science:</b> Life Science – Habitats and Communities (HC4.1, 4.3)</p> <p><b>Social Studies:</b> Resources and Wealth (RW 4.3)</p> <p><b>English Language Arts:</b> Comprehend and Respond (CR4.3)</p> <p><b>Arts Education:</b> Dance, Drama, Music, Visual Art (CR4.1)</p>
	Gr. 5	<p><b>Science:</b> Physical Science – Properties and Changes of Materials (MC5.3)</p> <p><b>Social Studies:</b> Dynamic Relationships (DR.5.2); Resources and Wealth (RW 5.1)</p> <p><b>English Language Arts:</b> Comprehend and Respond (CR5.3)</p>
	Gr. 6	<p><b>Science:</b> Life Science – Diversity of Living Things (DL6.1, 6.3, 6.4)</p> <p><b>Social Studies:</b> Resources and Wealth (RW 6.2)</p> <p><b>English Language Arts:</b> Comprehend and Respond (CR6.5)</p> <p><b>Arts Education:</b> Dance, Drama, Music, Visual Art (CR6.2)</p>

Manitoba	Gr. 1	<p><b>Science: Cluster 1:</b> Characteristics and Needs of Living Things (1-1-03, 1-1-10, 1-1-14)</p> <p><b>Social Studies:</b> Cluster 2: My Environment (1-VL-007, 1-KL-012)</p> <p><b>English Language Arts:</b> General outcomes 3. Manage ideas and information (3.1, 3.3, 3.4)</p> <p><b>Arts Education: Drama:</b> Valuing Drama Experience (V, K-4 dr-V1.1)</p>
	Gr. 2	<p><b>Science:</b> Cluster 1: Growth and Changes in Animals (2-1-12, 2-1-17)</p> <p><b>Social Studies:</b> Cluster 1: Our Local Community (2-KL-016, 2-KL-017); Cluster 2: Communities in Canada (2-KL-022)</p> <p><b>English Language Arts:</b> General outcomes 3. Manage ideas and information (3.1, 3.3, 3.4)</p> <p><b>Arts Education: Drama:</b> Valuing Drama Experience (V, K-4 dr-V1.1)</p>
	Gr. 3	<p><b>Science:</b> Cluster 1: Growth and Changes in Plants (3-1-13)</p> <p><b>Social Studies:</b> Active Democratic Citizenship (3-S-100); Critical and Creative Thinking (3-S-302); Cluster 3: Communities of the World (3-KL-017, 3-VL-005)</p> <p><b>English Language Arts:</b> General outcomes 3. Manage ideas and information (3.1, 3.3, 3.4)</p> <p><b>Arts Education: Drama:</b> Valuing Drama Experience (V, K-4 dr-V1.1)</p>
	Gr. 4	<p><b>Science: Cluster 1:</b> Habitats and Communities (4-1-04, 4-1-14, 4-1-15)</p> <p><b>Social Studies:</b> Cluster 3: Living in Manitoba (4-VL-006) ; Cluster 5: Canada's North (4-KI-014)</p> <p><b>English Language Arts:</b> General outcomes 3. Manage ideas and information (3.1, 3.3, 3.4)</p> <p><b>Arts Education: Drama:</b> Valuing Drama Experience (V, K-4 dr-V1.1)</p>
	Gr. 5	<p><b>Science:</b> Cluster 4: Weather (5-4-16, 5-4-18)</p> <p><b>Social Studies:</b> Communication (5-S-403); Cluster 1: First Peoples (5-KI-006)</p> <p><b>English Language Arts:</b> General outcomes 3. Manage ideas and information (3.1, 3.3, 3.4)</p> <p><b>Arts Education: Drama:</b> Valuing Drama Experience (V, 5-8 dr-V1.1)</p>
	Gr. 6	<p><b>Science:</b> Cluster 1: Diversity of Living Things (6-1-08, 6-1-09)</p> <p><b>Social Studies:</b> Cluster 4: Canada Today: Democracy, Diversity, and the Influence of the Past (6-KL-026, 6-VL-011); Communication (5-S-403)</p> <p><b>English Language Arts:</b> General outcomes 3. Manage ideas and information (3.1, 3.3, 3.4)</p> <p><b>Arts Education: Drama:</b> Valuing Drama Experience (V, 5-8 dr-V1.1)</p>

Atlantic Canada*	Gr. <b>1</b>	<p><b>Science:</b> Life Science: Characteristics and Needs of Living Things (LS-1, LS-2)</p> <p><b>Social Studies:</b> Interactions - Unit Two: Environments (1.2.1, 1.2.3)</p> <p><b>Language Arts:</b> Speaking and Listening (respond personally and critically)</p> <p><b>Arts:</b> Dramatic Arts: Critical/Responsive (CR10.1)</p>
	Gr. <b>2</b>	<p><b>Science:</b> Life Science: Animal Growth and Changes (102-7)</p> <p><b>Social Studies:</b> Change - Unit Four: Environment (2.4.2, 2.4.3)</p> <p><b>Language Arts:</b> Speaking and Listening (respond personally and critically)</p> <p><b>Arts:</b> Dramatic Arts: Critical/Responsive (CR10.1)</p>
	Gr. <b>3</b>	<p><b>Science:</b> Life Science: Plant Growth and Changes (102-12)</p> <p><b>Social Studies:</b> Unit Three: Citizenship (3.3.2)</p> <p><b>Language Arts:</b> Speaking and Listening (respond personally and critically)</p> <p><b>Arts:</b> Dramatic Arts: Critical/Responsive (CR10.1)</p>
	Gr. <b>4</b>	<p><b>Science:</b> Life Science: Habitats and Communities (108-3, 301-2, 302-1, 302-2)</p> <p><b>Social Studies:</b> Unit Three: Exploring Our World (4.3.3); Unit Four: Exploring the Landscapes of Canada (4.4.2)</p> <p><b>Language Arts:</b> Speaking and Listening (respond personally and critically)</p> <p><b>Arts:</b> Dramatic Arts: Critical/Responsive (CR10.1)</p>
	Gr. <b>5</b>	<p><b>Science:</b> Earth and Space Science: Weather (301-14, 303-21)</p> <p><b>Social Studies:</b> Investigating Past: Societies: Unit Two Environment (5.2.1)</p> <p><b>Language Arts:</b> Speaking and Listening (respond personally and critically)</p> <p><b>Arts:</b> Dramatic Arts: Critical/Responsive (CR10.1)</p>
	Gr. <b>6</b>	<p><b>Science:</b> Life Science: Diversity of Life (300-17, 301-15)</p> <p><b>Social Studies:</b> World Cultures - Interdependence</p> <p><b>Language Arts:</b> Speaking and Listening (respond personally and critically)</p> <p><b>Arts:</b> Dramatic Arts: Critical/Responsive (CR10.1)</p>

\*Atlantic Canada includes New Brunswick, Nova Scotia, Prince Edward Island, and Newfoundland