

## Water Lesson - How much do we really use?

Curriculum Connections for Grade 6		
Grade	Subject & Unit	Specific Expectations
6	<b>Science &amp; Technology</b> Understanding Life Systems: Biodiversity	<p>1.1 Analyse a local issue related to biodiversity (e.g., the effects of human activities on urban biodiversity, flooding of traditional Aboriginal hunting and gathering areas as a result of dam construction), taking different points of view into consideration (e.g., the points of view of members of the local community, business owners, people concerned about the environment, mine owners, local First Nations, Métis, Inuit), propose action that can be taken to preserve biodiversity, and act on the proposal</p> <p>1.2 Assess the benefits that human societies derive from biodiversity (e.g., thousands of products such as food, clothing, medicine, and building materials come from plants and animals) and the problems that occur when biodiversity is diminished (e.g., monocultures are more vulnerable to pests and diseases)</p>
	<b>Social Studies</b> People & Environments: Canada's Interactions with the Global Community	<p>B 2.1 formulate questions to guide investigations into global issues of political, social, economic, and/or environmental importance (e.g., child labour, dwindling oil supplies, ownership of and access to fresh water, climate change, food shortages, refugees, or natural disasters), their impact on the global community, and responses to the issues</p>