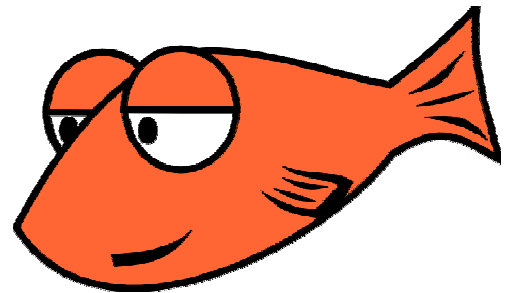




curriculum links

Grade 3:

- Understanding Matter and Energy: *Forces Causing Movement*
- Canada and World Connections: *Urban and Rural Communities*



overview

At this activity students are told a story about a fish travelling down a river. As Fred the Fish encounters a number of pollutants in the river, students learn about the negative impacts humans can have on the way they use the natural environment. Students then think of ways to protect our rivers and fish and prevent problems in the future.

grade 3 expectations

Science and Technology

Understanding Matter and Energy: Forces Causing Movement

Overall Expectations

- ◆ Assess the impact of various forces on society and the environment.

Specific Expectations

Relating Science and Technology to Society and the Environment

- ◆ Assess the effects of the action of forces in nature on the natural and built environment, and identify ways in which human activities can reduce or enhance this impact (i.e. erosion)

Social Studies

Canada and World Connections: Urban and Rural Communities

Overall Expectations

- ◆ Explain how communities interact with each other and the environment to meet human needs.

Specific Expectations

- ◆ Describe ways in which they and their families use the natural environment (e.g. development, recreation etc).





key terms

Storm water pollution: Occurs when a substance other than storm water flows through a storm drain into a body of water. Common storm water pollutants are: oil, antifreeze, detergents or pesticides.

Household hazardous waste: Poses a potential threat to public health or to the environment and needs to be disposed of properly at a household hazardous waste facility. Hazardous waste is generally either: flammable, corrosive, toxic, or oxidizing.

Downstream: Following the flow of a river or stream. Anywhere below the source of a river or stream

Upstream: Opposite the flow of a river or stream. Heading towards the source of a river or stream.

