

Curricular Connections

Medicine Walk

Grade 3

Social Studies

K-12 Goal: To analyze the dynamic relationships of people with the land, environments, events, and ideas as they have affected the past, shape the present, and influence the future. (DR)

DR 3.3 Compare the beliefs of various communities around the world regarding living on and with the land.

- a. Research the view of land as held by indigenous peoples in communities studied.
- b. Identify ways in which people in communities studied interact with the land (e.g., meeting needs and wants, how land is protected or neglected).
- c. Identify local environmental issues that affect life in communities studied.
- d. Compare environmental concerns (e.g., air quality, soil conservation, water availability and quality) common to both the local community and communities studied.

Health Education

Goal #1: Develop the understanding, skills, and confidences necessary to take action to improve health.

USC3.3 Determine how the misuse of harmful and the use of harmful substances (including tobacco) affect the health of self and others.

- a. Develop common and respectful language often used to talk about substances (e.g., tobacco, vitamins, medicine, drugs).
- b. Reflect on what is believed/known to be healthy and/or unhealthy regarding substances.
- e. Clarify the difference between ceremonial tobacco within First Nations and Métis cultures and the commercial/recreational use of tobacco.
- f. Explore how certain substances (e.g., vitamins for growth and development, medicines to treat ailments of the body and mind, tobacco, sweetgrass, sage, or cedar for ceremonial purposes such as smudging or pipe ceremonies) are used to nurture one's health

Science

Life Science: Plant Growth and Changes (PL)

PL3.1 Investigate the growth and development of plants, including the conditions necessary for germination.

- a. Pose questions related to plant growth (e.g., How do very young plants look different from grown plants? How much water do plants need to grow? Do all plants grow in the same way?).
- b. Observe and explain the function of the major structures (i.e., root, stem, flower, leaf, and fruit or seed) of a variety of plants.
- c. Relate characteristics such as the number and shape of leaves, flower colour, height, and presence and type of fruit in different types of plants to the plant's environment.
- d. Sort and classify plants and/or seeds according to one or more student-selected attributes.
- e. Observe and represent, using written language, pictures, and charts, changes that occur through the life cycle of a flowering plant.
- f. Compare the basic needs of plants to the basic needs of animals and humans.
- g. Research ways in which plants rely on animals and abiotic factors (e.g., gravity, wind, and water) to support plant reproduction by dispersing seeds.
- h. Predict and investigate conditions such as the temperature, available sunlight, available nutrients in soil, and available water, which are necessary for plant germination and growth.
- i. Care for a flowering plant throughout its life cycle, tracking its growth and changes.
- j. Estimate, record, and display relevant measurements of plant growth, using rulers, tables, and bar graphs.
- k. Suggest explanations for patterns and discrepancies in the growth rate of similar plants grown in varying conditions.
- l. Explain the importance of water and light for plant growth and the mechanisms by which plants obtain water and light from the environment.
- m. Identify characteristics that remain constant and those that change throughout the life cycle of a flowering plant.
- n. Pose new questions about conditions necessary plant growth, based on what was learned

PL3.2 Analyze the interdependence among plants, individuals, society, and the environment.

- a. Observe, safely and respectfully, plants in local environments (e.g., classroom, flower garden, school yard, community garden, forest, reserve, and nature preserve).**
- b. Research traditional and contemporary uses of plants or parts of plants, such as food, beverages, medicine, arts, seed banks, shade, wind breaks, erosion protection, cultural celebrations, and for creating products such as dyes, shelter, and clothing.**
- c. Examine the significance to some First Nations and Métis people of offering tobacco during harvesting and how that purpose differs from using the tobacco plant for smoking.**
- d. Examine the importance of agriculture in Saskatchewan, including the variety of plants and plant-related products.**
- e. Describe examples of plant biodiversity (e.g., trees, shrubs, bushes, herbs, grasses, vines, and mosses) in various ecosystems throughout the world.**
- f. Explain how to determine whether plants are healthy and discuss societal and environmental impacts of diseased plants.**
- g. Describe ways that plants and animals depend on each other.**
- h. Assess the impact of natural (e.g., animal migration, fire, competition, and decay) and human activity (e.g., burning land, logging, fertilization, soil compaction, and picking endangered plants) on the biodiversity of plant species.**
- i. Examine the type and quantity of plants and plant matter in the diets of people who live in various communities and/or represent various cultures.**
- j. Explain how and why plants are replenished naturally (e.g., forest fires, and pollination) and artificially (e.g., tree farms, planting seedlings, and seed banks).**
- k. Defend a position related to plant use (e.g., picking plants, harvesting crops, fertilization, and planting invasive species) and protection (e.g., establishing conservation areas, planting native species, and developing alternatives to plant-based products).**
- l. Imagine a world without plants and describe the impact on animals, people, and the environment.**
- m. Respond to and acknowledge the ideas of others regarding the importance of plants to self and society.**
- n. Research lifestyles (e.g., farming, fishing, and logging) and jobs (e.g., florist, crop scientist, landscaper, gardener, fruit grower, ecologist, logger, and nursery worker) which depend on understanding and working with plants and plant-related products.**