Lesson 1

"I will keep my garbage out of rain drains because they lead to streams, rivers and lakes."

PART 1: The Earth has one big ocean with many features.
Learn about key terms of the water cycle by labelling the image on the next page with the key terms.

a) **Evaporation:** The *sun absorbs water as vapor* causing them to rise up to the sky.

b) **Condensation:** As the water rises it *cools and creates clouds.*

c) **Precipitation:** This is when rain, hail or snow *falls* from those clouds.

d) **Run off:** *Extra water or snowmelt flows* into creeks and ditches to later run into rivers, lakes and oceans. Then the whole process begins again!
Lesson 1 Continued...

Answer the journaling questions below by either writing down the answer or drawing in the space provided.

a) How are you connected to the water cycle?

b) How are fish connected to the water cycle?

c) How is water connected to the health of fish and humans?
Lesson 2

"I will talk to my family about the life cycle stages of arctic char and arctic char aquaculture."

PART 2: The ocean made the earth habitable.

Fill in the blanks of the arctic char life cycle as the fish grows bigger and older.

**Life Cycle of Arctic Char**

1. **Egg** → Fry → Parr → Smolt → Adult → Spawner
2. **Eggs:** Hatched in special homes in a hatchery facility.
3. **Fry:** Recently hatched (baby) fish that are cared for in hatchery.
4. **Parr:** Young fish that are cared for at a hatchery.
5. **Smolt:** Remain in the hatchery until they reach about 100 grams.
6. **Adult:** Reaching market weight (1-2.5kg) within the next 12 months.
7. **Spawner:** Fish are moved to tanks at the grow-out facilities. They can spawn 3,000-5,000 eggs.

*Hatchery:* A building that has tanks to raise fish and shellfish

*100 grams:* That’s the weight of 20 nickels

*1-2.5kg:* That’s the weight of roughly 200 nickels
Lesson 3

“I will help my family learn more from the Ocean Wise Seafood Guide and choose sustainable seafood.”

PART 3: The ocean is a major influence on climate and weather.
Draw in the circles to answer the questions to see how our actions are connected to ocean animals and our seafood.

How to keep the ocean healthy?

What seafood do we eat?

What animals live in the ocean?
Lesson 4

“I can share stories about local people who either work in fish farms or wild fishing boats.”

PART 4: The ocean and humans are interconnected.

The key terms are as follows to complete the word search attached

*Wild Fishing*: Fish that are caught out in the wild.
*Overfishing*: Too many fish are caught which means few fish are left.
*Habitat*: The place where an animal or plant is normally found in order to support its life.
*Bycatch*: When fish and other marine life that are not the target of fishing are caught.
*Ecosystem*: An area in which plants and animals rely on each other and the physical environment to survive.
*Shellfish*: An animal with a shell that lives in the water.
*Finfish*: A bony fish with fins that swims in the water.
Lesson 4 - Continued...

Wild Fishing Key Terms

Find the following words in the puzzle. Words are hidden → and ↓.

BYCATCH  HABITAT  WILDFISHING
ECOSYSTEM  OVERFISHING
FINFISH  SHELLFISH

Created by Ms. Fish using Word Search Generator on Super Teacher Worksheets (www.superteacherworksheets.com)
Draw yourself with Roe to show how you are connected to the ocean:

A question I'd like to ask about fishing is:

________________________________________________________________________
Lesson 5

“I will visit a local park and discover a variety of different habitats.”

PART 5: The ocean supports a great diversity of life and ecosystems.

Circle the item/s that belongs in the list of key needs for survival for ocean animals (some columns have more than one answer).

<table>
<thead>
<tr>
<th>Food</th>
<th>Shelter</th>
<th>Water</th>
<th>Oxygen</th>
</tr>
</thead>
<tbody>
<tr>
<td>Popcorn</td>
<td>Rocks</td>
<td>Trash can</td>
<td>Balloon</td>
</tr>
<tr>
<td>Plant</td>
<td>Camera</td>
<td>Water bottle</td>
<td>Cheese</td>
</tr>
<tr>
<td>Pizza</td>
<td>Building block</td>
<td>Umbrella</td>
<td>Donut</td>
</tr>
<tr>
<td>Grass</td>
<td>Air balloon</td>
<td>Plane</td>
<td>Coffee</td>
</tr>
</tbody>
</table>
I enjoy cooking and sharing my favourite seafood dishes! I want to share my passion for food and the ocean with others.

I grew up working for my family’s small fishing business and I enjoy being out on the water to help provide others with fish.

I study fish to understand how humans are connected to the health of fish. To do this, I focus on learning about the impacts of fishing.

Rachel Chudnow: Fish Scientist

Ned Bell: Seafood Chef

Tiare Boyes: Fisher

Fill in the blank

PART 6: The ocean, and the life in the ocean shapes the earth.

Lesson 6

I will support people who promote and provide sustainable seafood by choosing Ocean Wise menu items at a restaurant.

Match the voice blurb to the character to match the fish scientist, the seafood chef and the fisher. Afterwards, fill in the blanks at the bottom of the page with a drawing of a person you know who’s connected to fish. Add a description in the blank voice blurb to match it.
Rubric: Unit Evaluation

The rubric can be used as a guide to help you understand how you might be evaluated in the three main categories noted below.

<table>
<thead>
<tr>
<th>Elementary Level</th>
<th>Criteria Category</th>
<th>Extending</th>
<th>Proficient</th>
<th>Developing</th>
<th>Emerging</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Questioning</td>
<td>- Ask questions that are based on information</td>
<td>- Makes independent observations and uses</td>
<td>- Can make some independent observations to</td>
<td>- Engages in observation, with adult guidance</td>
</tr>
<tr>
<td></td>
<td></td>
<td>that connects lesson to personal experiences</td>
<td>curiosity to make questions</td>
<td>engage in the activity</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Procedures and Evidence</td>
<td>- Expresses an understanding of the data</td>
<td>- Gathers simple data</td>
<td>- Collects some data provided</td>
<td>- Gathers simple data, with adult guidance</td>
</tr>
<tr>
<td></td>
<td></td>
<td>gathered</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Perspectives and Ethics</td>
<td>- Engages in opportunities to promote ethical</td>
<td>- Illustrates ethical responsibilities in</td>
<td>- Recognizes at a basic level their personal</td>
<td>Observe that seafood has a connection to</td>
</tr>
<tr>
<td></td>
<td></td>
<td>choices/sustain ability</td>
<td>connection to seafood</td>
<td>connection to seafood</td>
<td>humans, with support</td>
</tr>
<tr>
<td></td>
<td>Communicating</td>
<td>- Provides an opinion based in personal</td>
<td>- Communicates orally and in writing their</td>
<td>Shares orally and in writing observations</td>
<td>- Can communicate observations, with support</td>
</tr>
<tr>
<td></td>
<td></td>
<td>reflections and/or observations</td>
<td>observations and ideas reflecting on personal</td>
<td>with some personal reflection</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>experience of place</td>
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