

Fair Glen

Outdoor
Creation
Experiences



Acting Today, Shaping Tomorrow: A Policy Framework for Environmental Education in Ontario Schools (2009),

<http://www.edu.gov.on.ca/eng/curriculum/elementary/healthcurr18.pdf>

OCE Curriculum Connections (alphabetical)





OCE Outdoor Learning Choices

1-800-430-5059
oce@fairhavens.org



School/City:	Gr.	#Students: B ()+ Men; G ()+ Women
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Booking Dates: - , 20__ Teacher: Total #: Allergies:

There are 6 available daytime instruction periods in a 2 night visit. See *Educator's Handbook (EH)* for activity descriptions. Most educators choose at least one from each of: Wilderness Travel, Ecological Principles, & Outdoor Challenges with the remainder from other areas. Please return Program Choices 4+ weeks prior to arrival. Day group activity choices depend on visit duration.

Ecological Principals

- Ecological Succession (S/F) [& leadership in Christ]
- Animal Instincts for Survival or "Insects" for Survival**
- Wolf Prowl Ecological Game
- Project WILD Eco-Activities (K-6)
- Biodiversity Around Us! (S/F)
- "Focus on Forests" Activities
- The Green Bible & Ecology (C.S.)
- 'Habitat for Community' Study
- Creation Stewardship in Daily Life-Solar Energy Primer (PV & Active/Passive Energy)

Wilderness Travel Skills

- Basic Canoeing
- Trent Canal Lockview Paddle (T-SW season)
- Canoe Tripping/PaddleRock (1-3 nights)
- Outdoor Skills-Camping
- Cross Country Skiing (winter)
- Basic Scatter Orienteering
- Score Orienteering (Gr.7+)
- Canoe Orienteering (Gr.7+)
- Geocaching

Outdoor Adventure/Team Challenges

- Mt. Moriah Climbing Tower
- High Ropes climbing
- Rappelling (Grade 7 +)
- Team Challenge/Lo Rope Group Dev't Activities
- Wilderness Survival-winter: fires/shelters/lunch
- 'On Purpose' serving, others-focused projects

Leadership

- Leadership Lessons -activities/ecology/challenges
- Leadership Principles- simulations outdoors
- Instincts for Survival in da 'hood (anti-bullying)
- Forest Management for Life - Making Choices

Meteorology

- WeatherWatch monitoring & principles
- Acidic Precipitation/Deposition (S/F)
- Snow Science (winter ecology foundation)

Recreational Choices

Baseball, Broomball, Volleyball, Soccer, waterfront, Canoe/Kayak, Archery, Tobogganing, Skating, X-C Ski, SharkPit, Swimming (with qualified NLS guards)
Golf - PRE BOOKED + additional cost

Animal Life

- Birds in Winter
- Birds & Migration
- CSI- Critter Signs Investigation (W)
- Camouflage/"Un"natural Walk (S/F)
- Wetland Survivor--Wetland Types (S/F)
- 'Pond'er This (Aquatic Pond Study)--Spring
- **Insects Study (also Eco Principles**)
- Leave It To Beaver
- Track Casting (late F)

Plant Life

- Forest Management
- Tree Trek
- Wildflowers/Ferns
- Flowers/Trees & Light
- Winter Plants
- Gardening & Seeds
- Cycles--Nutrients & Decomposition

Geography/Geology/Field Studies (S/F)

- Stream/Valley Cross-section
- Soil Erosion & Control
- Soil Study
- Living Water Groundwater Investigation
- Gravel Pit Sedimentary Rock Tour -transpo*

Cultural History

- Fur Traders/Voyageur Simulation Game
- "Stone Church" Cemetery Study- transp req'd*
- Pioneer Study- Beaverton -transpo required*
- Kirkfield Liftlock Tour- transportation required*

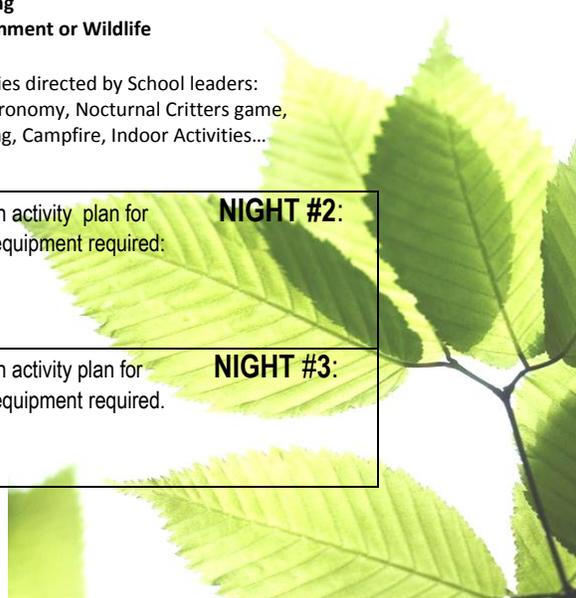
Creative Arts

- Sketching
- Dried Plants (fall)
- Texture Rubbings
- Creative Writing
- Drama: Environment or Wildlife

Evening Activities

Evening Activities directed by School leaders:
Night Hike, Astronomy, Nocturnal Critters game, Capture the Flag, Campfire, Indoor Activities...

Please indicate FG Staff or School Staff or Sharing in ministry to class through Music or Devotional message in morning Chapel: Public Schools do Character Thot-4-2day ___ FG Staff (all) ___ School Staff (all) or Music ___ ? Message ___ ?	Please describe school-run activity plan for NIGHT #2: Please list any additional equipment required:
Please describe school-run activity plan for NIGHT #1: Please list any additional equipment required.	Please describe school-run activity plan for NIGHT #3: Please list any additional equipment required.



ENVIRONMENTAL EDUCATION IN HEALTH & PHYSICAL EDUCATION

Ontario's education system will prepare students with the knowledge, skills, perspectives, and practices they need to be environmentally responsible citizens. Students will understand our fundamental connections to each other and to the world around us through our relationship to food, water, energy, air, and land, and our interaction with all living things. The education system will provide opportunities within the classroom and the community for students to engage in actions that deepen this understanding.

Acting Today, Shaping Tomorrow: A Policy Framework for Environmental Education in Ontario Schools (2009), p. 6
<http://www.edu.gov.on.ca/eng/curriculum/elementary/healthcurr18.pdf> p.54

OCE Curriculum Connections (alphabetical)

“Leave It To BEAVER”

Grade	Big Idea	Ontario Curriculum	Catholic School Curriculum
Gr. 1	Living Things Basic needs (air, water, food, shelter, warmth)	Understanding Life Systems; Needs and Characteristics of Living Things: all living things have similar needs and they may also have unique needs.	
Gr. 2	Animals Life cycle, predator, prey, adaptation, body coverings (skin, hair, fur), insects, mammals, reptiles, fish, bird, characteristics, investigate	Understanding Life Systems; Growth and Changes in Animals: animals have distinct characteristics, while also having similarities with other animals	
Gr. 4	Habitat Food chain, producer, consumer, decomposer, carnivores, herbivore, omnivore, depletion, extinction, survival	Understanding Life Systems; Habitats and Communities: Changes in habitats affect plants and animals and the relationships between them.	Behold the Works of God; Living Together in God's World
Gr. 7	Ecosystems Ecosystem, Biotic and abiotic, Sustainability, Community, Population, Producer, primary and secondary succession	Understanding Life Systems; Interactions in the Environment: Ecosystems are in constant state of change, made of Biotic and Abiotic elements which are dependant on each other.	Behold the Works of God; Caring for Creation

BIODIVERSITY Around Us

Grade	Big Idea	Ontario Curriculum	Catholic School Curriculum
Gr. 4	Habitat Extinction, food chain (sun to plants to animals), habitat, population, community, adaptation/provision	Understanding Life Systems; Habitats and Communities: Plants are adapted to particular habitats. As they change (by human or natural), the relationships between plants and animals change too.	Behold the Works of God; Living together in God's world
Gr. 6	Biodiversity Invasive species, species, ecosystems, natural community, interrelationships	Understanding Life Systems: Biodiversity: diversity among individuals, species and ecosystems, is critical for the health of the planet	Behold the works of God; God's creation- strength in Diversity

Gr. 7	Ecosystems Ecosystem, Biotic and Abiotic, Sustainability, Community, Population, Producer, primary and secondary succession	Understanding Life Systems; Interactions in the Environment: Ecosystems are in constant state of change, made of biotic and abiotic elements which are dependant on each other	Behold the works of God; Caring for Creation
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CAMOUFLAGE- 'Now you see it'. 'Un'Natural Walk:

Grade	Big Idea	Ontario Curriculum	Catholic School Curriculum
Gr. 1	Living Things air, water, food, shelter, warmth	Understanding Life Systems; Needs and Characteristics of Living Things: Living things have basic needs (air, water, food, shelter).	
Gr. 2	Animals, life cycle, predator, prey, adaptation, body coverings (skin, hair, fur),	1)Understanding Life Systems; Growth and Changes in Animals: Animals grow and change and have distinct characteristics (metamorphosis, life cycles)	
Gr. 4	Habitat Food chain, producer, consumer, decomposer, carnivores, herbivore, omnivore, depletion, extinction, survival	Understanding Life Systems; Habitats and Communities: Changes in habitats affect plants and animals and the relationships between them.	Behold the Works of God; Living Together in God's World
Gr. 6	Biodiversity Invertebrates, vertebrates, arthropods, insects, mammals, primates, seed plants, flowering plants, grasses, organism, inter-relationships	Understanding Life Systems; Biodiversity: investigate and classify characteristics of living things, diversity = healthy planet	Behold the Works of God; God's Creation-Strength in Diversity
Gr. 7	Ecosystems Ecosystem, Biotic and Abiotic, Sustainability, Community, Population, Producer, primary and secondary succession	Understanding Life Systems; Interactions in the Environment: Ecosystems are in constant state of change, made of Biotic and Abiotic elements which are dependant on each other	Behold the Works of God; Caring for Creation

CLIMBING: High Ropes, Mt.Moriah Climbing Wall

Grade	Big Idea	Ontario Curriculum	Catholic School Curriculum
Gr. 4-8	Physical Challenges, Movement and personal fitness enjoyment. Trusting & encouraging others	A1.2 Enjoyment of diverse outdoor activities. B1.2/3 Movement combinations: progressing from body to space to effort to relationship. A2.3 Exertion, self-assessment.	Wonderfully Made to Move [Skeletal, Muscular, Nervous]; Forces Acting on Structures & Mechanisms: God Show Us How to Push.

CSI: Critter Signs Investigation. (Animal Signs Walk or Snowshoe)

Grade	Big Idea	Ontario Curriculum	Catholic School Curriculum
Gr. 1	Living things Basic needs (air, water, food, shelter, warmth) Daily and Seasonal Changes Temperature, hibernation, dormant, survival, energy	1) Understanding Life Systems; Needs and Characteristics of Living things: Living things have basic needs, living things are different and behave in different ways. 2) Understanding Earth and Space Systems; Daily and Seasonal Changes: changes occur in daily and seasonal cycles and affect living things, including people	
Gr. 2	Animals Life cycle, migration, adaptation, body coverings	Understanding Life Systems; Growth and Changes in Animals: animals adapt to their environment, animals and humans interact with each other	
Gr. 3	Plants Stem, leaf, root, pistil, stamen, flower, adaptation, germination	Understanding Life Systems; Growth and Changes in Plants: plants have different characteristics for their environments, they are a primary source of food and are important for the planet.	
Gr. 4	Habitat Extinction, food chain (sun to plants to animals), habitat, population, community, adaptation/provision	Understanding Life Systems; Habitats and Communities: Plants are adapted to particular habitats. As they change (by human or natural), the relationships between plants and animals change too.	Behold the Works of God; Living together in God's world
Gr. 6	Biodiversity Invasive species, species, ecosystems, natural community, interrelationships	Understanding Life Systems: Biodiversity: diversity among individuals, species and ecosystems, is critical for the health of the planet	Behold the works of God; God's creation- strength in Diversity

Gr. 7	Ecosystems Ecosystem, Biotic and Abiotic, Sustainability, Community, Population, Producer, primary and secondary succession	Understanding Life Systems; Interactions in the Environment: Ecosystems are in constant state of change, made of biotic and abiotic elements which are dependant on each other	Behold the works of God; Caring for Creation
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Cross-country Skiing/Snowshoeing

Grade	Big Idea	Ontario Curriculum	Catholic School Curriculum
Gr.1,2	Winter Travel- Physical & Health Education, 2010 (with foundations in the 1998 doc.)	Active Living: physical fitness, safety & considering environmental factors. Movement & Skills: self-awareness, competence, equipping for conditions, understanding instructions, group safety, effective team membership.	Fearfully and Wonderfully Made- Aerobic fitness, Muscle strength & development.
Gr. 3	P & HE, Heritage & Citizenship: Early Upper Canada Settlements- Snowshoes	Confidence in trying new skills, positive attitudes; body effects of cardio workout; awareness of pace, respiration & training; transitions in positions on skis. Snowshoes from First Nations expertise.	“
Gr. 4	“	Recognize sources of stress, skills they do with ease or less confidence. Activity-specific body effects; proper stretching; Level of fitness/environmental factors.	“
Gr. 5	Winter Travel- Physical & Health Education	Stability Skills: movements; Transferring body weight, direction & speed changes. Improved Physical Fitness: sustained physical activity. X-C/Snowshoe flexibility for daily physical activity & lifelong physical activity.	Activity strengthens us physically & spiritually. ‘Improvement’ makes perfect, learn from things that do not work by changing & repeating.
Gr. 6	P & HE, Heritage & Citizenship: First Nations & European Explorers- Snowshoes	Locomotion/travelling skills: performing controlled weight transfers in various situations involving static & dynamic balance, using changes in speed & level. Identify which factors affect personal motivation to be active; Effective win-win in sharing Snowshoe skill/mode of travel in new world.	“
Gr. 7	Winter Travel- Physical & Health Education	Movement Competence: demonstrate how to refine movements by adjusting body position during the preparation, execution, and follow-through; respecting hesitancy of others; perform locomotor movements responding to various external stimuli on trail.	Glorifying God using our bodies, God’s gifts & talents
Gr. 8	“	Living Skills: setting goals for fitness activity. Movement Competence: monitor improvements in their body control as they refine a variety of movement skills; congratulate others’ good play/progress in a sincere way;	

Gr.9-12	Winter Travel- Physical & Health Education	Maintain or improve personal fitness levels; using combinations of movement skills. Encourages healthy active living & using skills for health for life along with extensions of exercise science principles	
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Cycles: Nutrients & Decomposition

Grade	Big Idea	Ontario Curriculum	Catholic School Curriculum
Gr. 3	Soils Sandy, loamy, clay soil, composting	Understanding Earth and Space Systems; Soils in the Environment: Investigate different soils and soils' impact on plants and humans' impact on soil.	
Gr. 4	Habitat Extinction, food chain (sun to plants to animals), habitat, population, community, adaptation/provision	Understanding Life Systems; Habitats and Communities: Plants are adapted to particular habitats. As they change (by human or natural), the relationships between plants and animals change too. Decomposers are part of the food web.	Behold the Works of God; Living together in God's world
Gr. 6	Biodiversity Invasive species, species, ecosystems, natural community, interrelationships	Understanding Life Systems: Biodiversity: diversity among individuals, species and ecosystems, is critical for the health of the planet	Behold the works of God; God's creation- strength in Diversity
Gr. 7	Ecosystems Ecosystem, Biotic and Abiotic, Sustainability, Community, Population, Producer, primary and secondary succession	Understanding Life Systems; Interactions in the Environment: Ecosystems are in constant state of change, made of biotic and abiotic elements which are dependant upon each other.	Behold the works of God; Caring for Creation

ECOLOGICAL SUCCESSION

Grade	Big Idea	Ontario Curriculum	Catholic School Curriculum
Gr. 3	Plants Stem, leaf, root, pistil, stamen, adaptation, germination Soil Sand, clay, loam, composting	1) Understanding Life Systems; Growth and Changes in Plants: Plants have distinct characteristics and humans need to protect plants and their habitats 2) Understanding Earth and Space Systems; Soils in the Environment: Investigate different soils and soils' impact on plants and humans' impact on soil.	
Gr. 4	Habitat Extinction, food chain (sun to plants to animals), habitat, population, community, adaptation/provision	Understanding Life Systems; Habitats and Communities: Plants are adapted to particular habitats. As they change (by human or natural), the relationships between plants and animals change too.	Behold the Works of God; Living together in God's world

Gr. 6	Biodiversity Invasive species, species, ecosystems, natural community, interrelationships	Understanding Life Systems: Biodiversity: diversity among individuals, species and ecosystems, is critical for the health of the planet	Behold the works of God; God's creation- strength in Diversity
Gr. 7	Ecosystems Ecosystem, Biotic and Abiotic, Sustainability, Community, Population, Producer, primary and secondary succession	Understanding Life Systems; Interactions in the Environment: Ecosystems are in constant state of change, made of biotic and abiotic elements which are dependant on each other	Behold the works of God; Caring for Creation

Group Development: Team Challenges/Low Ropes

Grade	Big Idea	Ontario Curriculum	Catholic School Curriculum
Gr.5	Physical & Health Education, 2010	Interpersonal Skills (IS): communicate effectively, using verbal or non-verbal means, as appropriate; interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge & skills related to healthy living. Critical/Creative Thinking (CT): Use a range of critical & creative thinking skills & processes to assist them in making connections, planning & setting goals, analysing & solving problems, making decisions, & evaluating their choices in connection with learning.	Cooperation in the Body of Christ; all important with different gifts and talents to serve the whole Wonderfully Made to Move [Skeletal, Muscular, Nervous]; Forces Acting on Structures & Mechanisms: God Show Us How to Push.
Gr.6	Physical & Health Education, 2010	IS: Interact positively with others, build healthy relationships, and become effective team members CT: extend processes above.	“
Gr.7	Physical & Health Education, 2010	IS: use adaptive, management, & coping skills to help them respond to the various challenges they encounter as they participate in physical activities, develop movement competence, & acquire knowledge & skills related to healthy living CT: making connections, planning & setting goals, analysing & solving problems, making decisions, & evaluating their choices.	Team inclusion, people thinking as leaders. As iron sharpens iron, so one person sharpens another. (Minds challenging others to think & work things out become sharper.)
Gr.8	Physical & Health Education, 2010	Personal Skills (PS): use self-awareness and self-monitoring skills to help them understand their strengths and needs, take responsibility for their actions, recognize sources of stress, and monitor their own progress, IS: give examples of how to communicate information clearly and concisely in a tense situation; Apply relationship and social skills as they participate in physical activities; explain the positive aspects & the risks associated with close personal relationships CT: analyse potentially dangerous situations & devise solutions for making them safer) A1.3 Application of motivating factors, influencing others (1998)	“

Instincts/Insects for Survival; Wolf Prowl

Grade	Big Idea	Ontario Curriculum	Catholic School Curriculum
Gr. 4	Habitat Food chain, producer, consumer, decomposer, carnivores, herbivore, omnivore, depletion, extinction, survival	Understanding Life Systems; Habitats and Communities: Changes in habitats affect plants and animals and the relationships between them.	Behold the Works of God; Living Together in God's World
Gr. 6	Biodiversity Invertebrates, vertebrates, arthropods, insects, mammals, primates, seed plants, flowering plants, grasses, organism, inter-relationships	Understanding Life Systems; Biodiversity: investigate and classify characteristics of living things, diversity = healthy planet	Behold the Works of God; God's Creation-Strength in Diversity
Gr. 7	Ecosystems Ecosystem, Biotic and Abiotic, Sustainability, Community, Population, Producer, primary and secondary succession	Understanding Life Systems; Interactions in the Environment: Ecosystems are in constant state of change, made of Biotic and Abiotic elements which are dependant on each other	Behold the Works of God; Caring for Creation

PLANTS Wonder Walk (Primary); Wildflowers & Ferns

Grade	Big Idea	Ontario Curriculum	Catholic School Curriculum
Gr.1±	Living Things Basic needs (air, water, food, shelter, warmth)	Understanding Life Systems; Needs and Characteristics of Living Things: all living things have similar needs and they may also have unique needs.	PLANTS ²⁹ Then God said, "I give you every seed-bearing plant on the face of the whole earth and every tree that has fruit with seed in it. They will be yours for food. ³⁰ And to all the beasts of the earth and all the birds in the sky and all the creatures that move along the ground—everything that has the breath of life in it—I give every green plant for food." Genesis 1:29,30

‘Pond’er This: Aquatic Pond Study

Grade	Big Idea	Ontario Curriculum	Catholic School Curriculum
Gr. 1	Living Things air, water, food, shelter, warmth	Understanding Life Systems; Needs and Characteristics of Living Things: Living things have basic needs (air, water, food, shelter).	
Gr. 2 POND	Animals, Water life cycle, predator, prey, adaptation, body coverings (skin, hair, fur), insects, mammals, reptiles, fish, bird, characteristics, investigate	1) Understanding Life Systems; Growth and Changes in Animals: Animals grow and change and have distinct characteristics (metamorphosis, life cycles) 2) Understanding Earth and Space; Air and Water in the Environment: Humans have an impact on water, clean water sustains life	
Gr. 3	Plants stem, leaf, root, pistil, stamen, flower, adaptation, germination	Understanding Life Systems; Growth and Changes in Plants: Investigate similarities and differences of various plants and how they are specially adapted (aka created) for their environment, needs of plants	
Gr. 4	Habitat Food chain, producer, consumer, decomposer, carnivores, herbivore, omnivore, depletion, extinction, survival	Understanding Life Systems; Habitats and Communities: Changes in habitats affect plants and animals and the relationships between them.	Behold the Works of God; Living Together in God’s World
Gr. 6	Biodiversity Invertebrates, vertebrates, arthropods, insects, mammals, primates, seed plants, flowering plants, grasses, organism, inter-relationships	Understanding Life Systems; Biodiversity: investigate and classify characteristics of living things, diversity = healthy planet	Behold the Works of God; God’s Creation-Strength in Diversity
Gr. 7*	Ecosystems Ecosystem, Biotic and Abiotic, Sustainability, Community, Population, Producer, primary and secondary succession	Understanding Life Systems; Interactions in the Environment: Ecosystems are in constant state of change, made of Biotic and Abiotic elements which are dependant on each other	Behold the Works of God; Caring for Creation
Gr. 8*	Water Resource pH, salinity, water table, aquifer, polar ice cap, chlorine, climate change, micro-climates	Understanding Earth and Space Systems; Water Systems: Water is a resource that has to be managed sustainably (water testing)	Behold the Works of God; Water for Life- Water Systems in Creation

*The following lesson is aimed at a younger audience, Gr. 1-6. For older classes, consider the “Wetland Survivor” lesson plan which includes biological sampling in order to investigate the bigger picture & wetland variety.

Tree Trek

Grade	Big Idea	Ontario Curriculum	Catholic School Curriculum
Gr. 3 Tree Trek...	Plants stem, leaf, root, pistil, stamen, flower, adaptation, germination	Understanding Life Systems; Growth and Changes in Plants: Investigate similarities and differences of various plants and how they are specially adapted (aka created) for their environment, needs of plants	
Gr. 4	Habitat and Communities Food chain, producer, consumer, decomposer, carnivores, herbivore, omnivore, depletion, extinction, survival	Understanding Life Systems; Habitats and Communities: Changes in habitats affect plants and animals and the relationships between them.	Behold the Works of God; Living Together in God’s World
Gr. 6	Biodiversity Invertebrates, vertebrates, arthropods, insects, mammals, primates, seed plants, flowering plants, grasses, organism, inter-relationships	Understanding Life Systems; Biodiversity: investigate and classify characteristics of living things, diversity = healthy planet	Behold the Works of God; God’s Creation-Strength in Diversity

Voyageurs/Fur-traders

Grade	Big Idea	Ontario Curriculum	Catholic School Curriculum
Gr.5	Heritage & Citizenship: Early Settlements in Upper Canada	-Identify with early settlers and First Nations on the value of natural resources -Learnings from First Nations people to adapt in travel, food, shelter, safety, interactions and trade. -compare aspects of life in early settlements and present-day communities -Transportation ways, animal welfare & voyageur life	God’s provision of resources here, common greed vs. communal good; seeking the best, the big picture, justice
Gr. 6	Natives and Early Explorers Native peoples culture, reasons for exploration (fur trade), results of contact (trading alliances, marriage, diseases)	Heritage and Citizenship: First Nation Peoples and European Explorers: characteristics of first nations people, interactions with Europeans, cooperation and disagreement	Canada-Reaching Beyond Its Borders
Gr. 7	New France French Settlers, Fur Traders, First Nations Natural Resources Resource, sustainable, renewable	1) History: New France: Reasons for settlement in New France, interactions between French settlers, First Nations and English (NWC vs. HBC) 2) Geography: Natural Resources: explore the ways that people acquire and use natural resources and the environmental impact	God’s provision of resources here, common greed vs. communal good; seeking the best, the big picture, justice

WETLAND WONDERS (Wetland Survivor)

Grade	Big Idea	Ontario Curriculum	Catholic School Curriculum
Gr. 6	Biodiversity Invasive species, species, ecosystems, natural community, interrelationships	Understanding Life Systems: Biodiversity: diversity among individuals, species and ecosystems, is critical for the health of the planet	Behold the works of God; God's creation- strength in Diversity
Gr. 7	Ecosystems Ecosystem, Biotic and Abiotic, Sustainability, Community, Population, Producer, primary and secondary succession	Understanding Life Systems; Interactions in the Environment: Ecosystems are in constant state of change, made of biotic and abiotic elements which are dependant on each other	Behold the works of God; Caring for Creation
Gr. 8	Water Systems Water table, aquifer, polar ice-cap, salinity	Understanding Earth and Space Systems; Water Systems: Water is an important resource for humans and we have a responsibility to care for it.	Creation Declares; Water for Life- Water Systems in Creation
Gr. 9	Sustainable Ecosystems Bioaccumulation, biosphere, hydrosphere, biodiversity, ecosystem, equilibrium, sustainability, protection, watershed, biotic	Science Grade 9; Biology; Sustainable Ecosystems: Ecosystems are created to be sustainable yet humans can have a profound affect on them.	

