

CURRICULUM CONNECTIONS

Activity #	Activity
D	DISCUSSION
1	I MADE A PET!
2	RETELL THE STORY
3	ACCOMPLISHING GOALS
4	TALKING CIRCLE REFLECTION

English Language Arts & Literature		
Organizing Idea	Text Forms and Structures: Identifying and applying text forms and structures improves understanding of content, literary style, and our rich language traditions.	
Guiding Question	How can text organization enhance meaning?	
Learning Outcome	Students relate the form and structure of texts to the communication of ideas and information.	
	Skills & Procedures	
	Examine elements within a variety of fictional texts. Examine major characters in fictional texts. Create imaginative representations or dramatizations of fictional texts that depict understandings of characters, setting, and plot.	D,2 D,2,3 2
Organizing Idea	Oral Language: Listening and speaking form the foundation for literacy development and improve communication, collaboration, and respectful mutual understanding.	
Guiding Question	In what ways can listening and speaking be enhanced to improve oral communication?	
Learning Outcome	Students examine and apply listening and speaking skills, processes, or strategies in a variety of formal and informal interactions.	
	Skills & Procedures	
	Engage in dialogue to express and understand messages. Consider the contributions of others when exchanging ideas or opinions.	D,1,2,3,4 D,1,2,3,4
	Group relevant ideas, events, or information in a logical sequence when presenting. Develop communication skills through individual or group presentations. Present dramatizations of characters and events encountered in texts. Participate in presentations as a respectful audience member.	2 2 2 2
Organizing Idea	Comprehension: Text comprehension is supported by applying varied strategies and processes	
Guiding Question	How can the development of skills and strategies support comprehension of text?	
Learning Outcome	Students analyze text and make connections to personal experiences to support meaning.	
	Skills & Procedures	
	Make connections between a text and personal feelings, experiences, or background knowledge. Make connections between various aspects within or between texts.	D,1,3,4 4
	Make predictions using background knowledge and information within a text. Identify information from texts that supports predictions. Reflect on predictions to confirm or change understandings.	D D D
	Identify connections between the actions, feelings, or motives of a character and evidence in text.	D
	Determine the most important information in a text. Order significant information from a text in a logical sequence.	D,2 2

Physical Education and Wellness		
Organizing Idea	Character Development: Exploration of life opportunities and virtues develops resilience and	
Guiding Question	How are roles connected to character development?	
Learning Outcome	Students analyze different roles within varied contexts and examine how roles can support the	
	Skills & Procedures	
	Examine the requirements, purposes, and expectations of a variety of roles and	1
	Identify emotions in a variety of situations.	D
Organizing Idea	Healthy Eating: A lifetime of optimal well-being and physical wellness is supported by prioritizing	
Guiding Question	How does nutrition function in the body?	
Learning Outcome	Students investigate food and describe how it affects the body.	
	Skills & Procedures	
	Explore the effects of food and hydration on the brain and body.	1
Organizing Idea	Healthy Relationships: Personal well-being is supported through positive relationships built on	
Guiding Question	How can problem solving support healthy relationships?	
Learning Outcome	Students investigate and describe how problem solving can affect healthy relationships.	
	Skills & Procedures	
	Generate solutions to problems in a variety of relationship contexts.	4
	Identify respectful and positive interactions with others.	4
	Practise conflict-resolution or problem-solving strategies that support friendships.	4
	Explain the connection between resolution and developing healthy relationships.	4

Science		
Organizing Idea	Living Systems: Understandings of the living world, Earth, and space are deepened by	
Guiding Question	How do plants and animals interact?	
Learning Outcome	Students analyze and describe how plants and animals interact with each other and within	
	Skills & Procedures	
	Reflect on and share actions that can be taken to protect plants and animals in local	1
	Demonstrate respectful and safe practices during observations of plants and animals in	1

Art (Level 2 Grade 3/4)

Component 10 (i)		
	PURPOSE 2: Students will illustrate or tell a story.	
A	A narrative can be retold or interpreted visually	1, 2
B	An original story can be created visually.	1
Component 10 (ii)	MEDIA AND TECHNIQUES: Students will use media and techniques, with an emphasis on exploration and direct methods in drawing, painting, print making, sculpture, fabric arts, photography and technographic arts.	
D. Sculpture	Continue to make two- and three dimensional assemblages from found materials, reaching for more sophistication leading to specifics, such as puppets, mobiles, mosaics, paper-mache	1
	Continue exploring the modelling possibilities of clay beyond Level One— techniques such as wedging, welding, making of slabs by rolling, throwing, paddling, impressing with objects, decorating with coils, pellets, extruded clay, firing, glazing.	1

Drama

DRAMATIZATION	develop role-playing skills:	
	take on the attitude of another	2,4
	emphasize the situation of another	2,4
	use role playing as a problem-solving tool	2,4
	recognize and use dramatic form:	
	appreciate and use the possibilities of a story line in sequence	2,4
	recognize and incorporate structure; 1.e., beginning, middle and end	2,4
	respond in language appropriate to different situations	4
	recognize dramatic elements; e.g., conflict, tension, resolution, characterization,	4