

CURRICULUM CONNECTIONS

Activity #	Activity
D	DISCUSSION
1	BAD DOG?
2	FAMILY TRADITIONS
3	INUIT RESEARCH PROJECT
4	ANIMAL HELPERS
5	I SEE, I THINK, I WONDER... 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 the organization of ideas and information support the expression and understanding of messages?	
Learning Outcome	Students explain how the organization of ideas and information within texts can support the purpose of meaning of messages.	
	Skills & Procedures	
	Examine ways that information can be accessed, organized, and shared to encourage thinking about and beyond what is already known.	3
Organizing Idea	Oral Language: Listening and speaking form the foundation for literacy development and improve communication, collaboration, and respectful mutual understanding.	
Guiding Question	How can listening and speaking be developed to improve oral communications?	
Learning Outcome	Students examine and adjust listening and speaking to communicate effectively.	
	Skills & Procedures	
	Contribute to a variety of listening and speaking activities to build confidence in oral language skills. Contribute to a discussions as a listener and speaker Listen to and follow three-step instructions.	D,1,2,4,5 D,1,2,4,5 1,2,3,4
Organizing Idea	Comprehension: Text comprehension is supported by applying varied strategies and processes and by considering both particular contexts and universal themes.	
Guiding Question	How does comprehension facilitate the meaning of a text?	
Learning Outcome	Students examine and apply a variety of processes to comprehend texts.	
	Skills & Procedures	
	Listen and respond to a variety of fictional and informational texts that are read aloud.	D
	Examine and use words and phrases from texts that have been read aloud.	D,1
	Summarize a text, including the main idea and key ideas.	D
	Share personal connections that support understandings of ideas or information in texts.	D,1,2,5
	Identify similarities and differences between texts.	D
	Ask questions to clarify information in texts.	D
	Answer questions requiring literal recall and understanding of evidence, details, or facts from texts.	D,1,2,4
	Answer questions that require making interpretations or giving opinions about information in texts.	D,1,2,4,5
	Answer questions that require recognizing cause and effect relationships in texts.	1
	Make predictions prior to and while reading, viewing, or listening to a text.	D
	Compare actual outcomes to predictions made.	D

Organizing Idea	Writing: Ideas and information can be articulated accurately and imaginatively through the use of writing processes and an understanding of the author's craft.	
Guiding Question	How can writing processes and techniques improve expressions?	
Learning Outcome	Students create and enhance ideas and information by applying a variety of writing processes.	
	Skills & Procedures	
	Create written messages in a variety of forms to represent ideas or information.	2
	Generate ideas that can be expressed through messages.	2
	Edit written work for spelling, grammar, and punctuation.	2
	Incorporate images or features to enhance written messages.	4
	Share written messages with others.	2,4
	Collect ideas that are inspired by a variety of experiences.	2
	Apply creative thinking to create or adapt representations of messages.	2
	Include adjectives and adverbs to add interest and detail to writing.	2
	Include sensory language to enhance ideas in creative writing.	2
	Ask questions to focus research topics.	4
	Gather factual information on topics from various sources.	3,4
	Use organizational tools to record or categorize information.	1,3,4
	Record factual information through messages that include images, words, and sentences.	3,4
Organizing Idea	Conventions: Understanding grammar, spelling, and punctuation makes it easier to communicate clearly, to organize thinking, and to use language for desired effects.	
Guiding Question	How do conventions foster the development of effective communication?	
Learning Outcome	Students examine and use grammar, spelling, and punctuation in a variety of contexts to develop effective communication.	
	Skills & Procedures	
	Use a variety of supports to spell and check the spelling of words.	2

Physical Education and Wellness

Organizing Idea	Character Development: Exploration of life opportunities and virtues develops resilience and personal talents and promotes lifelong learning.	
Guiding Question	How are roles connected to character development?	
Learning Outcome	Students examine roles, responsibilities, and self-regulation and their connections to self-understanding.	
	Skills & Procedures	
	Examine ways that individuals can positively contribute to communities through various roles.	D
	Explore how the roles and responsibilities of people, land, and animals contribute positively to community well-being.	D
Organizing Idea	Healthy Relationships: Personal well-being is supported through positive relationships built on communication, collaboration, empathy, and respect.	
Guiding Question	How can healthy relationships be portrayed in various contexts?	
Learning Outcome	Students connect healthy relationships to a variety of learning and playing contexts.	
	Skills & Procedures	
	Practise sharing and listening to ideas of others.	D,1,2,4,5

Science		
Organizing Idea	Matter: Understandings of the physical world are deepened by investigating matter and energy.	
Guiding Question	How can the suitability of materials be determined for specific purposes?	
Learning Outcome	Students investigate properties of materials and relate them to a purpose.	
	Skills & Procedures	
	Identify natural materials used by local First Nations, Métis, or Inuit and relate the materials' uses to specific purposes.	3
Organizing Idea	Living Systems: Understandings of the living world, Earth, and space are deepened by investigating natural systems and their interactions.	
Guiding Question	How do plants and animals live and grow?	
Learning Outcome	Students investigate the growth and development of plants and animals and consider their relationship to humans.	
	Skills & Procedures	
	Discuss ways to respect plants and animals while interacting in various environments. Explain positive and negative impacts of human behaviour on plants and animals.	D, 1, 3 1
	Identify ways in which people show care for land, plants, and animals through cultural practices.	D, 2

Social Studies		
Organizing Idea	Time and Place: Exploring the dynamic relationships between people, place, and time supports understanding of perspectives and events to make meaning of the world.	
Guiding Question	How can heritage build on foundations from the past?	
Learning Outcome	Students relate traditions to Canada's heritage.	
	Skills & Procedures	
	Explore ways the land contributes to First Nations and Inuit tradition and identity. Describe characteristics of diverse groups in a local community.	D, 2, 3, 4 D, 2, 3, 4
Organizing Idea	Systems: Evaluating processes and structures of organizations builds understanding of decision making in the world.	
Guiding Question	How do communities meet needs and wants?	
Learning Outcome	Students examine how trade supports communities.	
	Skills & Procedures	
	Infer reasons why natural resources can influence where individuals live and work.	3, 4

Art (Level One Grade 1/2)		
Component 10 (i)	PURPOSE 1: Students will record or document activities, people and discoveries.	
D	Knowledge gained from study or experimentation can be recorded visually	3