

CURRICULUM CONNECTIONS

Activity #	Activity
D	DISCUSSION
1	MAX TALKS TO ME-BUT WHAT IS HE SAYING?
2	SHOWING KINDNESS
3	BODY LANGUAGE CHARADES
4	READING ANIMAL BODY LANGUAGE
5	JOURNAL ENTRY/ART WALK 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 sharing of messages?	
Learning Outcome	Students examine ways that messages can be organized and presented for different purposes.	
	Skills & Procedures	
	Discuss reasons for messages to be shared.	4
	Identify the beginning, middle, and ending in a message.	D
	Identify the title and author or creator of a variety of digital or non-digital messages.	D
	Include a variety of features to help organize or clarify personal messages.	2
	Examine information provided by the narrator in a story or message.	D
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 applied to develop oral communication?	
Learning Outcome	Students develop listening and speaking skills through sharing stories and information.	
	Skills & Procedures	
	Ask questions to clarify information during discussions.	D
	Respond orally to questions during discussions.	D,1,2,4
	Contribute to discussions as a listener and speaker.	D,1,2,4,5
	Listen to and follow two-step instructions.	1,2,3,4,5
	Examine verbal and non-verbal language that is appropriate for a variety of situations.	3
Organizing Idea	Fluency: Comprehension and literary appreciation are improved by the ability to read a range of texts accurately, automatically, and with expression.	
Guiding Question	How does reading prosody (expression) support fluency?	
Learning Outcome	Students apply accuracy, appropriate rate, and expression in the development of fluency.	
	Skills & Procedures	
	Read phrases smoothly, taking punctuation into consideration.	1

Organizing Idea	Comprehension: Text comprehension is supported by applying varied strategies and processes and by considering both particular contexts and universal themes.	
Guiding Question	What messages are conveyed through ideas and information within texts?	
Learning Outcome	Students investigate meaning communicated in texts.	
	Skills & Procedures	
	Listen to a variety of fictional and informational texts that are read aloud.	D
	Respond to texts that have been read aloud.	D,1,2,5
	Discuss the main idea of a variety of texts.	D,
	Identify key ideas and details from texts.	D,1,2,
	Retell the beginning, middle, or ending of a text.	D
	Interpret information from illustrations or visuals in texts.	D,1,4
	Identify the moral or lesson of a story.	D
	Share personal connections to ideas or information in texts.	D,2,5
	Identify similarities and differences between two texts.	D
	Answer questions requiring literal recall and understanding of examples, details, or facts in texts.	D,1
	Answer questions that require giving opinions about information in texts.	D,1,2,5
	Make predictions prior to and while reading, viewing, or listening to a text.	D
	Compare actual outcomes to predictions made.	D,4
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 be used to communicate meaning?	
Learning Outcome	Students create messages through the application 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
	Combine ideas in a logical sequence to create sentences.	2
	Write sentences that contain complete thoughts and make sense.	2,5
	Add images or features to written messages.	2,5
	Collect ideas that are inspired by a variety of experiences.	2
	Apply creative thinking to create or make changes to a representation of a message.	2
	Print letters and words with appropriate size and spacing.	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 can personal characteristics contribute to self-understanding?	
Learning Outcome	Students examine personal characteristics, feelings, and emotions and explore understanding of self.	
	Skills & Procedures	
	Recognize how emotions can be expressed.	D,2,3,
	Identify and communicate feelings in a variety of contexts.	D,3
	Identify responses to emotions.	D,3
	Reflect on feelings and emotions that result from various personal experiences.	D,2

Organizing Idea	Safety: A lifetime of optimal well-being is supported by prioritizing health and safety.	
Guiding Question	How can boundaries contribute to safety?	
Learning Outcome	Students explain how boundaries connect to safety.	
	Skills & Procedures	
	Describe differences between safe situations and unsafe or uncomfortable situations.	4
Organizing Idea	Healthy Relationships: Personal well-being is supported through positive relationships built on communication, collaboration, empathy, and respect.	
Guiding Question	How can connections support healthy relationships?	
Learning Outcome	Students investigate how healthy relationships in learning and playing environments are built through connection.	
	Skills & Procedures	
	Explore how healthy relationships help fulfill human needs.	1,2,
	Practise words and actions that support friendship.	2

Science

Organizing Idea	Earth Systems: Understandings of the living world, Earth, and space are deepened by investigating natural systems and their interactions.	
Guiding Question	How can environments be explored?	
Learning Outcome	Children examine and describe surrounding environments.	
	Skills & Procedures	
	Identify personal and group actions that demonstrate responsibility and care for nature.	2
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 survive?	
Learning Outcome	Students investigate and examine needs of plants and animals.	
	Skills & Procedures	
	Describe personal experiences related to how humans take care of plants and animals.	D, 2
Organizing Idea	Scientific Methods: Investigation of the physical world is enhanced through the use of scientific methods that attempt to remove human biases and increase objectivity.	
Guiding Question	What is investigation?	
Learning Outcome	Students engage in and describe investigation.	
	Skills & Procedures	
	Predict the answer to a question.	D
	Make observations using various senses.	4

Social Studies		
Organizing Idea	Citizenship: Understanding local, national, and global issues empowers individual and collective action toward an inclusive society.	
Guiding Question	How can people develop a sense of belonging?	
Learning Outcome	Students examine how belonging is supported within groups and communities.	
	Skills & Procedures	
	Describe characteristics and experiences that contribute to a sense of identity within a personal community.	2

Art		
Component 3	APPRECIATION: Students will interpret artworks literally.	
C	An artwork tells something about its subject matter and the artist who made it	5
F	All aspects of an artwork contribute to the story it tells	5
Component 10 (i)	PURPOSE 1: Students will record or document activities, people and discoveries.	
A	Everyday activities can be documented visually	2
C	Family groups and people relationships can be recorded visually	2
Drama		
Mime	The child should:	
	learn to express oneself physically and imaginatively through movement and gesture	3
	observe and study the differences and similarities of human beings through exploration of feelings, emotions and physical characteristics (character mime)	3