

## CURRICULUM CONNECTIONS

Activity #	Activity
<b>D</b>	DISCUSSION
<b>1</b>	MAX TALKS TO ME, BUT WHAT IS HE SAYING?
<b>2</b>	SHOWING KINDNESS
<b>3</b>	BODY LANGUAGE CHARADES
<b>4</b>	READING ANIMAL BODY LANGUAGE
<b>5</b>	JOURNAL ENTRY/ART WALK

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.	
	<b>Skills &amp; Procedures</b>	
	Identify story elements within a variety of imaginary stories. Examine ways that information can be accessed, organized, and shared to encourage thinking about and beyond what is already known.	D 1
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.	
	<b>Skills &amp; Procedures</b>	
	Contribute to a variety of listening and speaking activities to build confidence in oral language skills.	D,1,2,4
	Contribute to a discussions as a listener and speaker Listen to and follow three-step instructions.	D,1,2,4,5 1,2,5
	Examine messages that combine both verbal and non-verbal communication.	3,4
	Adjust verbal or non-verbal language according to purpose and audience.	3

<b>Organizing Idea</b>	<b>Comprehension: Text comprehension is supported by applying varied strategies and processes and by considering both particular contexts and universal themes.</b>	
<b>Guiding Question</b>	<b>How does comprehension facilitate the meaning of a text?</b>	
<b>Learning Outcome</b>	<b>Students examine and apply a variety of processes to comprehend texts.</b>	
	<b>Skills &amp; Procedures</b>	
	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.	1
	Summarize a text, including the main idea and key ideas.	D
	Interpret information from illustrations or visuals when summarizing texts.	D,1
	Share personal connections that support understandings of ideas or information in texts.	D,2,5
	Identify similarities and differences between texts.	D
	Answer questions requiring literal recall and understanding of evidence, details, or facts from texts.	D,1
	Answer questions that require making interpretations or giving opinions about information in texts.	D,1,4
	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,4
<b>Organizing Idea</b>	<b>Writing: Ideas and information can be articulated accurately and imaginatively through the use of writing processes and an understanding of the author's craft.</b>	
<b>Guiding Question</b>	<b>How can writing processes and techniques improve expressions?</b>	
<b>Learning Outcome</b>	<b>Students create and enhance ideas and information by applying a variety of writing processes.</b>	
	<b>Skills &amp; Procedures</b>	
	Create written messages in a variety of forms to represent ideas or information.	3,5
	Generate ideas that can be expressed through messages.	2,3,5
	Incorporate images or features to enhance written messages.	2,5
	Share written messages with others.	5
	Collect ideas that are inspired by a variety of experiences.	2,3
	Apply creative thinking to create or adapt representations of messages.	2
	Express ideas and information through a variety of written forms.	2,3

<b>Physical Education and Wellness</b>		
<b>Organizing Idea</b>	<b>Character Development: Exploration of life opportunities and virtues develops resilience and personal talents and promotes lifelong learning.</b>	
<b>Guiding Question</b>	<b>How are roles connected to character development?</b>	
<b>Learning Outcome</b>	<b>Students examine roles, responsibilities, and self-regulation and their connections to self-understanding.</b>	
	<b>Skills &amp; Procedures</b>	
	Explain the benefits of self-regulation.	3
	Describe strategies that support self-regulation.	3

<b>Organizing Idea</b>	<b>Safety: A lifetime of optimal well-being is supported by prioritizing health and safety.</b>	
<b>Guiding Question</b>	<b>How can safety be promoted in various contexts?</b>	
<b>Learning Outcome</b>	<b>Students examine and apply personal safety in a variety of situations.</b>	
	<b>Skills &amp; Procedures</b>	
	Classify situations that are safe and unsafe.	4
<b>Organizing Idea</b>	<b>Healthy Relationships: Personal well-being is supported through positive relationships built on communication, collaboration, empathy, and respect.</b>	
<b>Guiding Question</b>	<b>How can healthy relationships be portrayed in various contexts?</b>	
<b>Learning Outcome</b>	<b>Students connect healthy relationships to a variety of learning and playing contexts.</b>	
	<b>Skills &amp; Procedures</b>	
	Reflect on how personal relationships are maintained or strengthened.	4
	Practise sharing and listening to ideas of others.	D,1,2,3,4,5

<b>Science</b>		
<b>Organizing Idea</b>	<b>Living Systems: Understandings of the living world, Earth, and space are deepened by investigating natural systems and their interactions.</b>	
<b>Guiding Question</b>	<b>How do plants and animals live and grow?</b>	
<b>Learning Outcome</b>	<b>Students investigate the growth and development of plants and animals and consider their relationship to humans.</b>	
	<b>Skills &amp; Procedures</b>	
	Discuss ways to respect plants and animals while interacting in various environments.	D, 2, 4
	Explain positive and negative impacts of human behaviour on plants and animals.	D, 2
	Discuss how humans might interact with land, plants, and animals if they see land, plants, and animals as equals.	1, 2
	Identify ways in which people show care for land, plants, and animals through cultural practices.	2

<b>Art</b>		
<b>Component 3</b>	<b>APPRECIATION: Students will interpret artworks literally.</b>	
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
<b>Component 10 (i)</b>	<b>PURPOSE 1: Students will record or document activities, people and discoveries.</b>	
A	Everyday activities can be documented visually	2
C	Family groups and people relationships can be recorded visually	2
<b>Drama</b>		
<b>Mime</b>	<b>The child should:</b>	
	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