

Curriculum Connections:

Knowledge Outcomes

- K.2.4 examine the characteristics and interests that bring people together in groups by exploring and reflecting upon the following questions for inquiry:
 - How does living and participating in your community affect your sense of belonging?
- K.2.5 Examine ways in which people create a climate of cooperation by exploring and reflecting upon the following questions for inquiry:
 - In what ways can people contribute to a group or community?
 - What actions show care and concern for the environment?

Skills Outcomes

- K.S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community
- K.S.5 demonstrate the skills of cooperation, conflict resolution and consensus building
- K.S.8 demonstrate skills of oral, written and visual literacy

Health and Life Skills

- W-K.7 identify safety rules for protection
- W-K.9 describe and observe safety rules in the home and the school
- W-K.10 describe and demonstrate ways to be safe at home and away from home
- R-K.1 demonstrate knowledge of different kinds of feelings and a vocabulary of feeling words; e.g. happiness, excitement
- R-K.2 explore the relationship between feelings and behaviours; e.g. feelings are okay, but not all behaviours are okay
- R-K.4 identify and begin to demonstrate effective listening; e.g. actively listen, respond appropriately.
- R-K.6 demonstrate a positive, caring attitude towards others
- R-K.8 demonstrate sharing behaviour; e.g. at home and in school
- L-K.2 demonstrate curiosity, interest, and persistence in learning activities
- L-K.3 develop and awareness of situations where decisions are made
- L- K.6 demonstrate awareness of the ways in which people take care of responsibilities in the home and school
- L-K.7 identify ways to help
- L-K.8 perform volunteer tasks as a class e.g. draw pictures to show appreciation

Grade One

Science

Knowledge Outcomes

- 1-11- Describe some common living things, and identify needs of those living things

Specific Learner Outcomes

- Identify examples of plants and animals that are normally under human care (domesticated) and those that are normally independent of human care (wild).
- Identify the requirements of animals to maintain life; i.e., air, food, water, shelter, space; and recognize that we must provide these for animals in our care.

Health and Life Skills

- W-1.7 describe actions to use in unsafe or abusive situations; e.g. say no, get away, tell someone you trust and keep telling until someone believes you
- W-1.8 determine reasons for and apply safety rules at home and at school; e.g. demonstrate fire safety behaviours
- R-1.1 recognize and demonstrate various ways to express feelings; e.g. verbal and non verbal
- R-1.3 identify positive and negative feelings associated with stress/ change
- R-1.4 compare and contrast positive and negative nonverbal communication and associated feelings; e.g. positive and negative touches
- R-1.8 work cooperatively with a partner; e.g. take turns, respect space and property of others

Grade Two

Health and Life Skills

- W-2.8 describe and apply communication safety behaviours at home; e.g. answering the door/telephone
- R-2.1 recognize that individuals make choices about how to express feelings; e.g. frustration
- R-1.2 become aware that the safe expression of feelings is healthy
- R-2.6 develop strategies to show respect for others; e.g. show interest when other express feelings, offer support
- L-2.7 explain why volunteerism is important

Science

Topic E: Small Crawling and Flying Animals

Specific Learner Expectations

- Recognize that small animals, like humans, have homes where they meet their basic needs of air, food, water, shelter and space; and describe any special characteristics that help the animal survive in its home

Grade 3

Science

General Learner Expectations

- 3-11- Identify requirements for animal care

Specific Learner Expectations

- Demonstrate knowledge of the needs of animals studied, and demonstrate skills for their care.

Health and Life Skills

- W-3.9 describe and apply and analyze appropriate safety behaviours in the local community; e.g. street, railway crossings, dugouts, farm equipment etc.
- L- 3.6 examine the responsibilities associated with a variety of age appropriate roles; e.g. family member, friend
- L- 3.8 assess how individual contributions can have a positive influence upon the family, school, and community
- L- 3.8 select and perform volunteer tasks as a class or as a group.

Grade 4

Health and Life Skills

- R-4.9 assess how to act as important role models for others
- L-4.5 relate personal interests to various occupations

Grade 5

Health and Life Skills

- W-5.8 promote safety practices in the school and community
- L-5.5 relate personal skills to various occupations

Grade 6

Health and Life Skills

- W-6.9 evaluate the impact of personal behaviour on the safety of self and others
- L-6.8 analyze and assess the impact of volunteerism in the school and community