

**Lesson 1: What's Right with This Picture?**

Grade	Subject	General Learner Expectations	Overall Expectations
1	<b>Social Studies</b>	My World: Home, School and Community 1.1 My World: Home, School, Community 1.1.4 Determining what makes their community thrive	<ul style="list-style-type: none"> <li>• Introduction to active and responsible citizenship and introduces the concept of community</li> <li>• Appreciate how belonging to groups and communities enriches individuals identity</li> <li>• How does caring for the natural environment contribute to the well-being of the community</li> </ul>
	<b>Science</b>	1–11 Describe some common living things, and identify needs of those living things.	<ul style="list-style-type: none"> <li>• Identify ways in which living things are valued; e.g., as part of a community of living things; as sources of food, clothing or shelter.</li> </ul>
		Understanding Structures and Mechanisms  1–7 Construct objects and models of objects, using a variety of different materials. 1–8 Identify the purpose of different components in a personally constructed object or model, and identify corresponding components in a related object or model.	<ul style="list-style-type: none"> <li>• Select appropriate materials, such as papers, plastics, woods; and design and build objects, based on the following kinds of construction tasks:                             <ul style="list-style-type: none"> <li>· construct model buildings; e.g., homes (human, animal, from other cultures), garages, schools</li> <li>· construct model objects</li> </ul> </li> <li>• Recognize that products are often developed for specific purposes, and identify the overall purpose for each model and artefact constructed.</li> </ul>
	2	Social Studies	Social Participation as a Democratic Practice  2.S.5 2.S.6

	Science	2.10	<ul style="list-style-type: none"> <li>Analyze the relationships of animals to other living and nonliving things in their habitat, and to people.</li> <li>Identify ways in which animals are considered helpful or harmful to humans and to the environment.</li> </ul>
3	Social Studies	3.1 Communities in the World	<ul style="list-style-type: none"> <li>Report on how Canada influences and is influenced by its economic, cultural and environmental, geographic, social, and linguistic connections with other countries</li> </ul>
	Science	3-8	<ul style="list-style-type: none"> <li>Investigate structures that are built for a specific purpose to see how their design and materials suit the purpose</li> </ul>

### Lesson 2: Music to Farm By!

Grade	Subject	General Learner Outcomes	Overall Expectations
1	Fine Arts - Music	<ul style="list-style-type: none"> <li>insights into music through meaningful musical activities</li> <li>self-expression and creativity</li> <li>musical skills and knowledge.</li> <li>awareness and appreciation of a variety of music, including music of the many cultures represented in Canada</li> </ul>	<p>Demonstrate an understanding of the basic elements of music specified for this grade through listening to, performing, and creating music</p> <ul style="list-style-type: none"> <li>Listen to and identify music from different cultures and historical periods (Rhythm)</li> <li>Communicate their response to music in ways appropriate for this grade (e.g., through visual arts, drama, creative movement, language)</li> </ul>
	Fine Arts - Visual Arts	<p><b>REFLECTION</b></p> <ul style="list-style-type: none"> <li>responses to visual forms in nature, designed objects and artworks.</li> </ul> <p><b>DEPICTION</b></p> <ul style="list-style-type: none"> <li>development of imagery based on observations of the visual world.</li> </ul> <p><b>COMPOSITION</b></p> <ul style="list-style-type: none"> <li>organization of images and their qualities in the creation of unified</li> </ul>	<ul style="list-style-type: none"> <li>Produce two- and three-dimensional works of art that communicate ideas (thoughts, feelings, experiences) for specific purposes</li> <li>Use the elements of design (colour, line, shape, form, space, texture) , in ways appropriate for this grade, when producing and responding to works of art</li> </ul>

		<p>statements.</p> <ol style="list-style-type: none"> <li>1. analyzing structures in nature</li> <li>2. assessing designed objects</li> <li>3. appreciating art.</li> </ol>	
	Fine Arts – Drama	<p><b>Second Goal:</b> To develop competency in communication skills through drama.</p> <p><u>Specific Connections:</u></p> <ol style="list-style-type: none"> <li>5. Give form and shape to ideas and experiences.</li> <li>8. Develop respect for others—their rights, their ideas and their differences</li> <li>9. give meaning to abstract concepts realized through dramatic play.</li> </ol> <p><b>Third Goal:</b> To foster an appreciation of drama as an art form</p> <p><u>Specific Connections:</u></p> <ol style="list-style-type: none"> <li>2. develop a capacity to analyze, evaluate and synthesize ideas and experiences</li> <li>3. develop an awareness and appreciation of the variety of dramatic forms of expression.</li> </ol>	<ul style="list-style-type: none"> <li>• Demonstrate an understanding of some basic elements of drama and dance (e.g., character, rhythm)</li> <li>• Interpret the meaning of stories, poems, and other material drawn from a variety of sources and cultures, using some basic drama and dance techniques (e.g., role playing, movement and sequences)</li> <li>• Create short dance pieces, using techniques learned in this grade</li> </ul>
1	Mathematics	<p>Develop Number Sense</p> <p>Represent and describe numbers to 20, concretely, pictorially and symbolically. [C, CN, V]</p>	<ul style="list-style-type: none"> <li>• Compose and decompose common two-dimensional shapes and three-dimensional figures</li> </ul>
1	Health and Physical Education	<p>General Outcome A</p>	<p>Students will acquire skills through a variety of developmentally appropriate movement activities; dance, games, types of gymnastics, individual activities and activities in an alternative environment; e.g., aquatics and outdoor pursuits.</p>
1	Social Studies	<p>1.1 My World: Home, School, and Community</p> <p>1.1.5</p>	<p>Distinguish geographic features in their own community from other communities by exploring and reflecting upon the following questions for inquiry:</p> <ul style="list-style-type: none"> <li>• In what ways do people cooperate in order to live together peacefully? (C, I)</li> <li>• How do groups make decisions? (PADM)</li> <li>• In what ways do people help one another at home, at school and in groups to ensure the vitality of their community? (C)</li> </ul>

1	Science	Science Inquiry: 1-4 Topic B: Seasonal Changes Topic E: Needs of Animals and Plants	Demonstrate positive attitudes for the study of science and for the application of science in responsible ways.
			Demonstrate an understanding of what daily and seasonal changes are and of how these changes affect living things
			Assess the impact of daily and seasonal changes on living things, including humans
			Investigate needs and characteristics of plants and animals, including humans
2	Fine Arts – Music	<ul style="list-style-type: none"> <li>· enjoyment of music</li> <li>· awareness and appreciation of a variety of music, including music of the many cultures represented in Canada</li> <li>· insights into music through meaningful musical activities</li> <li>· self-expression and creativity</li> <li>· musical skills and knowledge.</li> </ul>	Demonstrate an understanding of the basic elements of music specified for this grade through listening to, performing, and creating music
			<ul style="list-style-type: none"> <li>• Recognize a variety of sound sources and use some in performing and creating music</li> </ul>
			<ul style="list-style-type: none"> <li>• Identify and perform music from various cultures and historical periods</li> </ul>
			<ul style="list-style-type: none"> <li>• Communicate their response to music in ways appropriate for this grade (e.g., through visual arts, drama, creative movement, language)</li> </ul>
	Fine Arts - Visual Arts	<p><b>REFLECTION</b></p> <ul style="list-style-type: none"> <li>· responses to visual forms in nature, designed objects and artworks.</li> </ul> <p><b>DEPICTION</b></p> <ul style="list-style-type: none"> <li>· development of imagery based on observations of the visual world.</li> </ul> <p><b>COMPOSITION</b></p> <ul style="list-style-type: none"> <li>· organization of images and their qualities in the creation of unified statements.</li> <li>1. analyzing structures in nature</li> <li>2. assessing designed objects</li> <li>3. appreciating art.</li> </ul>	<ul style="list-style-type: none"> <li>• Produce two- and three-dimensional works of art that communicate ideas (thoughts, feelings, experiences) for specific purposes</li> <li>• Use the elements of design (colour, line, shape, form, space, texture) , in ways appropriate for this grade, when producing and responding to works of art</li> </ul>
			Fine Arts- Drama

		<p>others—their rights, their ideas and their differences</p> <p>9. give meaning to abstract concepts realized through dramatic play.</p> <p><b>Third Goal:</b> To foster an appreciation of drama as an art form</p> <p><u>Specific Connections:</u></p> <p>2. develop a capacity to analyze, evaluate and synthesize ideas and experiences</p> <p>3. develop an awareness and appreciation of the variety of dramatic forms of expression.</p>	<p>movement and sequences)</p> <ul style="list-style-type: none"> <li>• Create short dance pieces, using techniques learned in this grade</li> </ul>
	Health and Physical Education	General Outcome A	Participate on a regular basis in physical activities that maintain or improve physical fitness (e.g., games, gymnastics, dance)
	Social Studies	<p>2.1 Students will demonstrate an understanding and appreciation of how geography, culture, language, heritage, economics and resources shape and change communities.</p>	<p>Explain how the environment affects people’s lives and the ways in which their needs are met</p> <p>2.1.1 appreciate the physical and human geography of the communities studied:</p> <ul style="list-style-type: none"> <li>• appreciate how a community’s physical geography shapes identity (I, LPP)</li> </ul>
3	Fine Arts - Visual	<p><b>REFLECTION</b></p> <ul style="list-style-type: none"> <li>· responses to visual forms in nature, designed objects and artworks.</li> </ul> <p><b>DEPICTION</b></p> <ul style="list-style-type: none"> <li>· development of imagery based on observations of the visual world.</li> </ul> <p><b>COMPOSITION</b></p> <ul style="list-style-type: none"> <li>· organization of images and their qualities in the creation of unified statements.</li> <li>1. analyzing structures in nature</li> <li>2. assessing designed objects</li> <li>3. appreciating art.</li> </ul>	<ul style="list-style-type: none"> <li>• Produce two- and three-dimensional works of art that communicate ideas (thoughts, feelings, experiences) for specific purposes</li> <li>• Use the elements of design (colour, line, shape, form, space, texture) , in ways appropriate for this grade, when producing and responding to works of art</li> </ul>
	Fine Arts - Drama	<b>Second Goal:</b> To develop competency in communication skills through drama.	Interpret and communicate the meaning of stories, poems, plays, and other material drawn from a range of sources and cultures, using basic drama and

		<u>Specific Connections:</u> 5. Give form and shape to ideas and experiences. 8. Develop respect for others—their rights, their ideas and their differences 9. give meaning to abstract concepts realized through dramatic play. <b>Third Goal:</b> To foster an appreciation of drama as an art form <u>Specific Connections:</u> 2. develop a capacity to analyze, evaluate and synthesize ideas and experiences 3. develop an awareness and appreciation of the variety of dramatic forms of expression.	dance techniques (e.g., writing in role) Create short dance pieces, using techniques learned in this grade
	Physical Education	General Outcome A	Participate on a regular basis in physical activities that maintain or improve physical fitness (e.g., games, gymnastics, dance)
	Social Studies	3.1 Explore the defining and diverse nature of communities around the world exploration of how common human needs are met and how they contribute to quality of life. 3.1.1, 3.1.2, 3.1.3, 3.1.4	<ul style="list-style-type: none"> <li>Identify and compare distinguishing features of urban and rural communities</li> <li>Explain how communities interact with each other and the environment to meet human needs</li> </ul>
	Science	Topic C: Testing Materials and Designs 3-8	Evaluate the suitability of different materials and designs for their use in a building task.

### Lesson 3: Water Works

Students will learn about what life is like for rural families in developing countries who have limited access to clean drinking water through a Water Works story. Students will learn about some basic uses of water. They will discover that water is a resource that does not come easily for everyone around the world. Students will learn about how families carry and conserve their water.

Drama and Dance (Grades 1, 2 & 3), Mathematics (Grades 1, 2 & 3), Health and Physical Education (Grades 1, 2 & 3), Social Studies (Grades 1, 2 & 3), Science and Technology (Grades 1 & 2)

Grade	Subject	General Learner Outcomes	Overall Expectations
1	Fine Arts - Drama	First Goal 9. give meaning to	Interpret the meaning of stories, poems, and

		<p>abstract concepts realized through dramatic play.</p> <p>Second</p> <p>5. give form and shape to ideas and experiences.</p> <p>Third Goal:</p> <p>2. develop a capacity to analyze, evaluate and synthesize ideas and experiences</p> <p>3. develop an awareness and appreciation of the variety of dramatic forms of expression.</p>	<p>other material drawn from a variety of sources and cultures, using some basic drama and dance techniques (e.g., role playing, movement sequences)</p>
	Mathematics	<p>General Outcome: Develop numerical sense</p> <p>Specific General Outcomes 1-8</p>	<p>Read, represent, compare, and order whole numbers to 50, and use concrete materials to investigate fractions and money amounts</p> <p>Solve problems involving the addition and subtraction of single-digit whole numbers, using a variety of strategies</p> <p>Collect and organize categorical primary data and display the data using concrete graphs and pictographs, without regard to the order of labels on the horizontal axis</p> <p>Read and describe primary data presented in concrete graphs and pictographs</p>
	Social Studies		<p>Recognize that communities consist of various physical features and community facilities that meet human needs</p> <p>Describe how people in the community interact with each other and they physical environment to meet human needs</p>
	Science	<p>B. Seasonal Changes</p> <p>E. Needs of Animals and Plants</p>	<p>B. Demonstrate an understanding of what daily and seasonal changes are and of how these changes affect living things</p> <p>B. Assess the impact of daily and seasonal changes on living things, including humans</p>

			E. Investigate the needs and characteristics of plants and animals, including humans
			E. Demonstrate an understanding of the basic needs and characteristics of plants and animals, including humans
	Physical Education	General Outcome A	Participate on a regular basis in physical activities that maintain or improve physical fitness (e.g., games, gymnastics, dance)
2	Fine Arts- Drama	First Goal 9. give meaning to abstract concepts realized through dramatic play. Second 5. give form and shape to ideas and experiences. Third Goal: 2. develop a capacity to analyze, evaluate and synthesize ideas and experiences 3. develop an awareness and appreciation of the variety of dramatic forms of expression.	Interpret the meaning of stories, poems, and other material drawn from a variety of sources and cultures, using some basic drama and dance techniques (e.g., role playing, movement sequences)
	Mathematics	General Outcome: Develop numerical sense Specific Outcome: 1-8	Read, represent, compare, and order whole numbers to 50, and use concrete materials to investigate fractions and money amounts
			Solve problems involving the addition and subtraction of single-digit whole numbers, using a variety of strategies
			Collect and organize categorical primary data and display the data using concrete graphs and pictographs, without regard to the order of labels on the horizontal axis
			Read and describe primary data presented in concrete graphs and pictographs
Social Studies	<b>Communities in Canada</b> 2.1 Canada's Dynamic Communities	Explain how the environment affects people's lives and the ways in which their	

		2.2 A Community in the Past	needs are met
	Science	A. Exploring Liquids D. Hot and Cold Temperature E. Small Crawling and Flying Animals	Investigate the characteristics of air and water and the visible/invisible effects of and changes to air and/or water in the environment Assess ways in which the actions of humans have an impact on the quality of air and water, and ways in which the quality of air and water has an impact on living things Assess ways in which animals have an impact on society and the environment, and ways in which humans have an impact upon animals and the places where they live
	Physical Education	General Outcome A	Participate on a regular basis in physical activities that maintain or improve physical fitness (e.g., games, gymnastics, dance)
3	Fine Arts- Drama	<b>First Goal:</b> 9. give meaning to abstract concepts realized through dramatic play. <b>Second Goal:</b> 5. give form and shape to ideas and experiences. <b>Third Goal:</b> 2. develop a capacity to analyze, evaluate and synthesize ideas and experiences 3. develop an awareness and appreciation of the variety of dramatic forms of expression.	Interpret the meaning of stories, poems, and other material drawn from a variety of sources and cultures, using some basic drama and dance techniques (e.g., role playing, movement sequences)
	Mathematics	Develop numerical sense Specific Outcomes: 1-7	Read, represent, compare, and order whole numbers to 50, and use concrete materials to investigate fractions and money amounts Solve problems involving the addition and subtraction of single-digit whole numbers, using a variety of strategies Collect and organize categorical

			primary data and display the data using concrete graphs and pictographs, without regard to the order of labels on the horizontal axis
			Read and describe primary data presented in concrete graphs and pictographs
	Social Studies	<b>Connecting with the World</b> 3.1 Communities in the World 3.2 Global Citizenship	Identify and compare distinguishing features of urban and rural communities
			Explain how communities interact with each other and the environment to meet human needs
	Physical Education	General Outcome A	Participate on a regular basis in physical activities that maintain or improve physical fitness (e.g., games, gymnastics, dance)

#### Lesson 4: Friendship Fun!

Students will learn about life in rural Northern Ghana. They will discover what homes look like and learn about the daily lives of children. They will also develop a better understanding of how far children and families must walk to access schools and hospitals. Using the information they have learned, students will make a plasticine model village, typical of houses and schools in Northern Ghana. They can then make their own community.

Visual Arts (Grades 1, 2 & 3), Mathematics (Grades 1 & 2), Social Studies (Grades 2 & 3), Science and Technology (Grades 1, 2 & 3)

Grade	Subject	General Learner Outcomes	Overall Expectations
1	Fine Arts - Visual	<b>REFLECTION</b> · Responses to visual forms in nature, designed objects and artworks. <b>DEPICTION</b> · Development of imagery based on observations of the visual world. <b>COMPOSITION</b> · Organization of images and their qualities in the creation of unified statements. 1. Analyzing structures in	<ul style="list-style-type: none"> <li>• Produce two- and three-dimensional works of art that communicate ideas (thoughts, feelings, experiences) for specific purposes</li> <li>• Use the elements of design (colour, line, shape, form, space, texture) , in ways appropriate for this grade, when producing and responding to works of art</li> </ul>

		nature 2. Assessing designed objects 3. Appreciating art.	
	Mathematics	Develop numerical sense <u>Specific Outcome:</u> Represent and describe numbers to 20, concretely, pictorially and symbolically. [C, CN, V]	Compose and decompose common two-dimensional shapes and three-dimensional figures
	Science	1-1 1-2 Problem Solving through technology 1-3 Topic C: Building Things 1-7, 1-8 Topic E: Needs of Animals and Plants 1-11 Describe some common living things, and identify needs of those living things.	Demonstrate an understanding of the basic needs and characteristics of plants and animals, including humans Assess the impact on people and the environment of objects and structures and the materials used in them Construct, with guidance, an object that achieves a given purpose, using materials that are provided. Describe materials and objects that have been observed and manipulated, and identify what was done and found out
2	Fine Arts - Visual	REFLECTION · Responses to visual forms in nature, designed objects and artworks. DEPICTION · Development of imagery based on observations of the visual world. COMPOSITION · Organization of images and their qualities in the creation of unified statements. 1. Analyzing structures in nature 2. Assessing designed objects 3. Appreciating art.	<ul style="list-style-type: none"> <li>• Produce two- and three-dimensional works of art that communicate ideas (thoughts, feelings, experiences) for specific purposes</li> <li>• Use the elements of design (colour, line, shape, form, space, texture) , in ways appropriate for this grade, when producing and responding to works of art</li> </ul>
	Mathematics	Develop numerical sense <u>Specific Outcome:</u> Represent and describe numbers to 20, concretely,	Compose and decompose common two-dimensional shapes and three-dimensional figures

		pictorially and symbolically. [C, CN, V]	
	Science	A. Exploring Liquids D. Hot and Cold Temperature E. Small Crawling and Flying Animals	Investigate the characteristics of air and water and the visible/invisible effects of and changes to air and/or water in the environment Assess ways in which the actions of humans have an impact on the quality of air and water, and ways in which the quality of air and water has an impact on living things Assess ways in which animals have an impact on society and the environment, and ways in which humans have an impact upon animals and the places where they live
	Social Studies	General Outcome 2.1 Canada's Dynamic Communities	Explain how the environment affects people's lives and the ways in which their needs are met Use a variety of resources and tools to gather, process, and communicate geographic information about the countries studied Demonstrate an understanding that the world is made up of countries, continents, and regions and that people's lifestyles may differ from country to country
3	Fine Arts - Visual	REFLECTION · Responses to visual forms in nature, designed objects and artworks. DEPICTION · Development of imagery based on observations of the visual world. COMPOSITION · Organization of images	<ul style="list-style-type: none"> <li>• Produce two- and three-dimensional works of art that communicate ideas (thoughts, feelings, experiences) for specific purposes</li> <li>• Use the elements of design (colour, line, shape, form, space, texture) , in ways</li> </ul>

		and their qualities in the creation of unified statements. 1. Analyzing structures in nature 2. Assessing designed objects 3. Appreciating art.	appropriate for this grade, when producing and responding to works of art
	Social Studies	3.1 Communities in the World	Explain how communities interact with each other and the environment to meet human needs
		3.2 Global Citizenship	Use a variety of resources and tools to gather, process, and communicate geographic information about urban and rural communities
			Identify and compare distinguishing features of urban and rural communities
	Science	<u>Topic B: Building with a Variety of Materials</u> 3–6 Use, safely, a variety of tools, techniques and materials in construction activities. 3–7 Construct structures, using a variety of materials and designs, and compare the effectiveness of the various materials and designs for their intended purposes.	Demonstrate an understanding of the concepts of structure, strength, and stability and the factors that affect them
		<u>Topic C: Testing Materials and Designs</u> 3–8 Evaluate the suitability of different materials and designs for their use in a building task.	Assess the importance of form, function, strength, and stability in structures through time

## Lesson 5: Grains for Growth

In this lesson, students use their creativity and imagination. The story about crops can be used in shared or guided reading, depending on the level of the children. Next, they are able to explore different countries around the world by emotively engaging in the creation of their own puppet show. Scripts are provided, but students can adapt them as they please. Finally after reading and interactively learning about crops, they will be able to indulge their taste buds by sharing a snack with peers.

Visual Arts (Grades 1, 2 & 3), Drama and Dance (Grades 1, 2 & 3), Health and Physical Education (Grades 1, 2 & 3), Social Studies (Grades 1, 2 & 3), Science and Technology (Grades 1, 2 & 3)

Grade	Subject	General Outcomes	Overall Expectations
1	Fine Arts- Visual	<p><b>REFLECTION</b></p> <ul style="list-style-type: none"> <li>Responses to visual forms in nature, designed objects and artworks.</li> </ul> <p><b>DEPICTION</b></p> <ul style="list-style-type: none"> <li>Development of imagery based on observations of the visual world.</li> </ul> <p><b>COMPOSITION</b></p> <ul style="list-style-type: none"> <li>Organization of images and their qualities in the creation of unified statements.</li> </ul> <ol style="list-style-type: none"> <li>Analyzing structures in nature</li> <li>Assessing designed objects</li> <li>Appreciating art.</li> </ol>	<p>Produce two- and three-dimensional works of art that communicate ideas (thoughts, feelings, experiences) for specific purposes</p> <p>Use the elements of design (colour, line, shape, form, space, texture), in ways appropriate for this grade, when producing and responding to works of art</p>
	Fine Arts- Drama	<p><b>First Goal:</b></p> <ol style="list-style-type: none"> <li>give meaning to abstract concepts realized through dramatic play.</li> </ol> <p><b>Second Goal:</b></p> <ol style="list-style-type: none"> <li>give form and shape to ideas and experiences.</li> </ol> <p><b>Third Goal:</b></p> <ol style="list-style-type: none"> <li>develop a capacity to analyze, evaluate and synthesize ideas and experiences</li> <li>develop an awareness and appreciation of the variety of dramatic forms of expression.</li> </ol>	<p>Interpret the meaning of stories, poems, and other material drawn from a variety of sources and cultures, using some basic drama and dance techniques (e.g., role playing, movement sequences)</p> <p>Communicate understanding of works in drama and dance through discussion, movement, and visual art work</p>
	Physical Education	<p>General Outcome A</p> <p>General Outcome B</p>	<p>Participate on a regular basis in physical activities that maintain or improve physical fitness (e.g., games, gymnastics, dance)</p> <p>Identify healthy eating habits</p>
	Social Studies	<p>My World: Home, School and Community</p> <p>1.2 My World: Home, School, Community</p> <p>1.1.4 Determining what makes their community thrive</p>	<p>Describe how people in the community interact with each other and the physical environment to meet human needs.</p> <p>Explain how the environment affects people's lives and the ways in which their needs are met.</p>
	Science	<p>Science Inquiry: 1-4</p> <p>Topic B: Seasonal</p>	<p>Demonstrate positive attitudes for the study of science and for the</p>

		Changes Topic E: Needs of Animals and Plants	application of science in responsible ways. Demonstrate an understanding of what daily and seasonal changes are and of how these changes affect living things Assess the impact of daily and seasonal changes on living things, including humans Investigate needs and characteristics of plants and animals, including humans
2	Fine Arts- Visual	REFLECTION · Responses to visual forms in nature, designed objects and artworks. DEPICTION · Development of imagery based on observations of the visual world. COMPOSITION · Organization of images and their qualities in the creation of unified statements. 1. Analyzing structures in nature 2. Assessing designed objects 3. Appreciating art.	Produce two- and three- dimensional works of art that communicate ideas (thoughts, feelings, experiences) for specific purposes Use the elements of design (colour, line, shape, form, space, texture), in ways appropriate for this grade, when producing and responding to works of art
	Fine Arts- Drama	<b>First Goal:</b> 9. give meaning to abstract concepts realized through dramatic play. <b>Second Goal:</b> 5. give form and shape to ideas and experiences. <b>Third Goal:</b> 2. develop a capacity to analyze, evaluate and synthesize ideas and experiences 3. develop an awareness and appreciation of the variety of dramatic forms of expression.	Interpret the meaning of stories, poems, and other material drawn from a variety of sources and cultures, using some basic drama and dance techniques (e.g., role playing, movement sequences) Communicate understanding of works in drama and dance through discussion, movement, and visual art work
	Physical Education	General Outcome A General Outcome B	Participate on a regular basis in physical activities that maintain or improve physical fitness (e.g., games, gymnastics, dance) Identify healthy eating habits
	Social Studies	2.1 Students will demonstrate an understanding and	Explain how the environment affects people's lives and the ways in which their needs are met

		appreciation of how geography, culture, language, heritage, economics and resources shape and change communities.	2.1.1 appreciate the physical and human geography of the communities studied: • appreciate how a community's physical geography shapes identity (I, LPP)
	Science	A. Exploring Liquids D. Hot and Cold Temperature	Assess ways in which the actions of humans have an impact on the quality of air and water, and ways in which the quality of air and water has an impact on living things  Demonstrate an understanding of the ways in which air and water are used by living things to help them meet their basic needs
3	Fine Arts- Visual	REFLECTION · Responses to visual forms in nature, designed objects and artworks. DEPICTION · Development of imagery based on observations of the visual world. COMPOSITION · Organization of images and their qualities in the creation of unified statements. 1. Analyzing structures in nature 2. Assessing designed objects 3. Appreciating art.	Produce two- and three-dimensional works of art that communicate ideas (thoughts, feelings, experiences) for specific purposes
			Use the elements of design (colour, line, shape, form, space, texture), in ways appropriate for this grade, when producing and responding to works of art
	Fine Arts- Drama	<b>First Goal:</b> 9. give meaning to abstract concepts realized through dramatic play. <b>Second Goal:</b> 5. give form and shape to ideas and experiences. <b>Third Goal:</b> 2. develop a capacity to analyze, evaluate and synthesize ideas and experiences 3. develop an awareness and appreciation of the variety of dramatic forms of expression.	Interpret the meaning of stories, poems, and other material drawn from a variety of sources and cultures, using some basic drama and dance techniques (e.g., role playing, movement sequences)  Communicate understanding of works in drama and dance through discussion, movement, and visual art work.
	Physical Education	General Outcome A  General Outcome B	Participate on a regular basis in physical activities that maintain or improve physical fitness (e.g., games, gymnastics, dance)

			Identify healthy eating habits
	Social Studies	3.1 Communities in the World	Identify and compare distinguishing features of urban and rural communities
		3.2 Global Citizenship	Explain how communities interact with each other and the environment to meet human needs
	Science	E. Needs of Animals and Plants	Assess ways in which plants have an impact on society and the environment, and ways in which human activity has an impact on plants and plant habitats
			Demonstrate an understanding that plants grow and change and have distinct characteristics

### Lesson 6: Grass for Grazing!

Students learn more about Ethiopia, Ghana, Vietnam and Sudan's need for plants and animals by using their visual spatial skills. They navigate their animals through four mazes. Individually or in groups, children will learn that each country has animals that are useful to that particular place. They will also learn how animals are a valuable source of protein and extra income. Additionally, they are able to put themselves in the shoes of the farmers by planting and observing the growth of their own grass.

Mathematics (Grades 1, 2 & 3), Social Studies (Grades 2 & 3), Science (Grades 1, 2 & 3), and Physical Education (Grade 1).

Grade	Subject	General Outcomes	Overall Expectations
1	Mathematics	Develop Number Sense	Represent and describe numbers to 20, concretely, pictorially and symbolically. [C, CN, V]
			Estimate, measure, and describe length, area, mass, capacity, time, and temperature, using non-standard units of the same size.
	Science	Topic B: Seasonal Changes  Topic E: Needs of Animals and Plants	Demonstrate an understanding of what daily and seasonal changes are and of how these changes affect living things
			Assess the impact of daily and seasonal changes on living things, including humans
		Investigate needs and characteristics of plants and animals, including humans	

	Physical Education	General Outcome A	Participate on a regular basis in physical activities that maintain or improve physical fitness (e.g., games, gymnastics, dance)
2	Mathematics	Develop Number Sense	4. Represent and describe numbers to 100, concretely, pictorially and symbolically. [C, CN, V]
			7. Illustrate, concretely and pictorially, the meaning of place value for numerals to 100. [C, CN, R, V]
	Social Studies	2.1 Students will demonstrate an understanding and appreciation of how geography, culture, language, heritage, economics and resources shape and change communities.	Explain how the environment affects people's lives and the ways in which their needs are met 2.1.1 appreciate the physical and human geography of the communities studied: • appreciate how a community's physical geography shapes identity (I, LPP)
	Science	E. Small Crawling and Flying Animals 2-1, 2-2, 2-10 A. Exploring Liquids D. Hot and Cold Temperature	Assess ways in which animals have an impact on society and the environment, and ways in which humans have an impact upon animals and the places where they live
			Investigate similarities and differences in the characteristics of various animals
			Demonstrate an understanding that animals grow and change and have distinct characteristics
Assess ways in which the actions of humans have an impact on the quality of air and water, and ways in which the quality of air and water has an impact on living things			
			Demonstrate an understanding of the ways in which air and water are used by living things to help them meet their basic needs
3	Mathematics	Develop Number Sense	5. Illustrate, concretely and pictorially, the meaning of place value for numerals to 1000. [C, CN, R, V] 2. Represent and describe numbers to 1000, concretely,

			pictorially and symbolically. [C, CN, V]
	Social Studies	3.1 Communities in the World	Identify and compare distinguishing features of urban and rural communities
		3.2 Global Citizenship	Explain how communities interact with each other and the environment to meet human needs

## Lesson 7: Trees for Life!

Trees are an important resource for the earth and humankind, and are essential to a healthy planet and our survival. However, they also play an important role in helping people meet their basic needs. Students will learn how trees can help people in developing countries in a number of ways. They will be shown how trees and wood are essential for meeting daily needs. Students will also be encouraged to discuss the balance needed to keep trees growing in order to enjoy their benefits, while also being able to use them as resource.

Social Studies (Grades 1, 2 & 3), Science (Grades 1, 2 & 3), Visual Arts (Grades 1, 2 & 3) Health and Physical Education (Grade 1)

Grade	Subject	General Outcomes	Overall Expectations
1	Social Studies	1.1 My World: Home, School, and Community	Recognize that communities consist of various physical features and community facilities that meet human needs
			Describe how people in the community interact with each other and the physical environment to meet human needs
1	Science	Topic E: Needs of Animals and Plants  Topic B: Seasonal Changes  Topic C: Building Things	Assess the impact of daily and seasonal changes on living things, including humans
			Investigate needs and characteristics of plants and animals, including humans
			Demonstrate an understanding of what daily and seasonal changes are and of how these changes affect living things
			Construct objects and models of objects, using a variety of different materials.
			Identify the purpose of different components in a personally constructed object or model, and identify corresponding components in a related object or model.

	Fine Arts- Visual	<p>REFLECTION</p> <ul style="list-style-type: none"> <li>Responses to visual forms in nature, designed objects and artworks.</li> </ul> <p>DEPICTION</p> <ul style="list-style-type: none"> <li>Development of imagery based on observations of the visual world.</li> </ul> <p>COMPOSITION</p> <ul style="list-style-type: none"> <li>Organization of images and their qualities in the creation of unified statements.</li> </ul> <ol style="list-style-type: none"> <li>Analyzing structures in nature</li> <li>Assessing designed objects</li> <li>Appreciating art.</li> </ol>	<p>Produce two- and three-dimensional works of art that communicate ideas (thoughts, feelings, experiences) for specific purposes</p> <hr/> <p>Use the elements of design (colour, line, shape, form, space, texture), in ways appropriate for this grade, when producing and responding to works of art</p>
	Physical Education	General Outcome A	Participate on a regular basis in physical activities that maintain or improve physical fitness (e.g., games, gymnastics, dance)
2	Social Studies	2.1 Students will demonstrate an understanding and appreciation of how geography, culture, language, heritage, economics and resources shape and change communities.	Explain how the environment affects people's lives and the ways in which their needs are met
	Science	<p>E. Small Crawling and Flying Animals 2-1, 2-2, 2-10</p> <p>A. Exploring Liquids</p> <p>D. Hot and Cold Temperature</p>	Assess ways in which animals have an impact on society and the environment, and ways in which humans have an impact upon animals and the places where they live
			<p>Assess ways in which the actions of humans have an impact on the quality of air and water, and ways in which the quality of air and water has an impact on living things</p> <p>Demonstrate an understanding of the ways in which air and water are used by living things to help them meet their basic needs</p>
Fine Arts- Visual	<p>REFLECTION</p> <ul style="list-style-type: none"> <li>Responses to visual forms in nature, designed objects and artworks.</li> </ul>	Produce two- and three-dimensional works of art that communicate ideas (thoughts, feelings, experiences) for specific purposes	

		<p><b>DEPICTION</b></p> <ul style="list-style-type: none"> <li>· Development of imagery based on observations of the visual world.</li> </ul> <p><b>COMPOSITION</b></p> <ul style="list-style-type: none"> <li>· Organization of images and their qualities in the creation of unified statements.</li> </ul> <p>1. Analyzing structures in nature 2. Assessing designed objects 3. Appreciating art.</p>	<p>Use the elements of design (colour, line, shape, form, space, texture), in ways appropriate for this grade, when producing and responding to works of art</p>
3	Social Studies	<p>3.1 Communities in the World</p> <p>3.2 Global Citizenship</p>	<ul style="list-style-type: none"> <li>• Identify and compare distinguishing features of urban and rural communities</li> <li>• Use a variety of resources and tools to gather, process, and communicate geographic information about urban and rural communities</li> <li>• Explain how communities interact with each other and the environment to meet human needs</li> </ul>
	Science	<p>Topic B: Building with a Variety of Materials</p>	<p>3–6 Use, safely, a variety of tools, techniques and materials in construction activities.</p> <p>3–7 Construct structures, using a variety of materials and designs, and compare the effectiveness of the various materials and designs for their intended purposes.</p>
	Fine Arts - Visual	<p><b>REFLECTION</b></p> <ul style="list-style-type: none"> <li>· Responses to visual forms in nature, designed objects and artworks.</li> </ul> <p><b>DEPICTION</b></p> <ul style="list-style-type: none"> <li>· Development of imagery based on observations of the visual world.</li> </ul> <p><b>COMPOSITION</b></p> <ul style="list-style-type: none"> <li>· Organization of images and their qualities in the creation of unified statements.</li> </ul> <p>1. Analyzing structures in nature 2. Assessing designed objects 3. Appreciating art.</p>	<p>Produce two- and three-dimensional works of art that communicate ideas (thoughts, feelings, experiences) for specific purposes</p> <p>Use the elements of design (colour, line, shape, form, space, texture), in ways appropriate for this grade, when producing and responding to works of art</p>

