

Curriculum Connections Grades 1-3

Introduction

CHF's lessons meet various curriculum requirements for elementary students across Canada. The lesson topics cover the British Columbia Ministry of Education's prescribed learning outcomes that boards of education and education authorities are required to use

This section outlines the links to the British Columbia Curriculum for each lesson, including grade, subject, strand and overall expectation connections for grades 1 to 3. Links to the Language curriculum have not been specified; however, all lessons incorporate and satisfy part of the English Language Arts curriculum.

Extension activities can involve further strands in Science, Social Studies, Fine Arts, Health and Career Education, Mathematics and Physical Education, especially if the lessons are presented as a complete unit of study.

Key Concepts: Overview of English Language Arts K-3

	Grade 1	Grade 2	Grade 3
Oral Language		K to 1 plus	K to 2 plus
Grade-by-grade distinction is further articulated through the complexity of the text and the situation	<ul style="list-style-type: none"> speaking and listening to recall and retell acquiring and expressing ideas and information accessing prior knowledge and organizing thinking using words correctly developing phonological awareness 	<ul style="list-style-type: none"> staying on topic and sustaining concentration making and sharing connections comparing and contrasting recognizing language patterns 	<ul style="list-style-type: none"> generating ideas sharing ideas and opinions recalling and summarizing in logical sequence recognizing and using language features

Lesson 1: What's Right With This Picture?

Grade	Subject	Strand	Overall Expectation
1	Science	Life Science	<ul style="list-style-type: none"> Classify living and non-living things
			<ul style="list-style-type: none"> Describe the basic needs of local plants and animals (e.g., food, water, light)
			<ul style="list-style-type: none"> Describe how the basic needs of plants and animals are met in their environment
		Earth and Space Science	<ul style="list-style-type: none"> Describe changes that occur in daily and seasonal cycles and their effects on living things
	Social Studies	Skills and Processes of SS	<ul style="list-style-type: none"> Use picture maps to identify familiar locations in the school or community
			<ul style="list-style-type: none"> Participate co-operatively and productively in groups
			<ul style="list-style-type: none"> Gather information from personal experiences, oral sources, and visual representations
			<ul style="list-style-type: none"> Present information using oral, written, or visual representations

1 (cont'd)	Social Studies (cont'd)	Identity, Society and Culture	<ul style="list-style-type: none"> Explain how families can be similar and different in terms of characteristics such as composition, culture, traditions, and roles of various family members
			<ul style="list-style-type: none"> Identify a variety of social structures in which they live, learn, work, and play together
			<ul style="list-style-type: none"> Describe basic human needs
		Economy and Technology	<ul style="list-style-type: none"> Demonstrate awareness of the purpose of money Describe ways they use technologies
		Human and Physical Environment	<ul style="list-style-type: none"> Identify characteristics of different environments
2	Science	Life Science	<ul style="list-style-type: none"> Classify familiar animals according to similarities and differences in appearance, behaviour, and life cycles Describe ways in which animals are important to other living things and the environment
		Earth and Space Science	<ul style="list-style-type: none"> Explain why air, water, and soil are important for living things
	Social Studies	Skills and Processes of SS	<ul style="list-style-type: none"> Interpret simple maps using cardinal directions, symbols, and simple legends Gather information from a variety of sources for presentation Present information using oral, written, or visual representations
		Identity, Society and Culture	<ul style="list-style-type: none"> Describe ways individuals contribute to a community
		Economy and Technology	<ul style="list-style-type: none"> Describe the purpose of money Describe how technology affects individuals and schools
		Human and Physical Environment	<ul style="list-style-type: none"> Describe how the physical environment influences human activities
3	Science	Life Science	<ul style="list-style-type: none"> Describe ways in which plants are important to other living things and the environment Describe how plants are harvested and used throughout the seasons
		Physical Science	<ul style="list-style-type: none"> Describe shapes that are part of natural and human-built structures (e.g., domes, arches, pyramids)
	Social Studies	Skills and Processes of SS	<ul style="list-style-type: none"> Apply critical thinking skills – including questioning, predicting, imagining, comparing, classifying, and identifying patterns – to selected problems or issues Identify a variety of symbolic representations Use simple maps to interpret and present information Gather information from a variety of sources Organize information in chronological order Create a presentation on a selected topic
		Identity, Society and Culture	<ul style="list-style-type: none"> Identify changes that can occur in communities over time Describe the importance of communities Identify cultural similarities and differences
		Governance	<ul style="list-style-type: none"> Summarize the roles and responsibilities of local governments
		Economy and Technology	<ul style="list-style-type: none"> Compare ways in which needs and wants are met in communities Assess how technology affects individuals and communities
		Human and Physical Environment	<ul style="list-style-type: none"> Describe how the physical environment influenced early settlement in their local community or another community studied

Lesson 2: Music to Farm By!

Grade	Subject	Strand	Overall Expectation
1	Arts Education- Music	Exploring and Creating	<ul style="list-style-type: none"> Sing and play classroom repertoire
			<ul style="list-style-type: none"> Represent personal thoughts, images, and feelings experienced in classroom repertoire
			<ul style="list-style-type: none"> Create sounds to accompany stories, nursery rhymes, or songs

1 (cont'd)	Arts Education- Music (cont'd)	Elements and Skills	<ul style="list-style-type: none"> Respond to beat in music
			<ul style="list-style-type: none"> Demonstrate an awareness of rhythmic patterns and melodic phrases in classroom repertoire
			<ul style="list-style-type: none"> Perform rhythmic patterns from classroom repertoire
			<ul style="list-style-type: none"> Sing short melodies
			<ul style="list-style-type: none"> Identify elements of tempo, dynamics, articulation, and timbre in classroom repertoire
			<ul style="list-style-type: none"> Demonstrate appropriate use of classroom instruments
		Context	<ul style="list-style-type: none"> Participate in music activities from a variety of historical, cultural, and social contexts
		Presenting and Performing	<ul style="list-style-type: none"> Demonstrate appropriate performance skills in music settings
			<ul style="list-style-type: none"> Describe their response to a music work
	Arts Education- Visual Arts	Creative Processes	<ul style="list-style-type: none"> Use a variety of image sources to create images
			<ul style="list-style-type: none"> Create images using the image-development strategy of repetition that feature colour, line, shape, texture, and/or pattern
			<ul style="list-style-type: none"> Experiment with a variety of materials, technologies, and processes to make images
			<ul style="list-style-type: none"> Create 2-D and 3-D images for a given purpose: <ul style="list-style-type: none"> of personal significance that represent time to communicate experiences and moods in response to objects and other images they have experienced
		Skills and strategies	<ul style="list-style-type: none"> Describe and apply: <ul style="list-style-type: none"> the visual elements of colour, shape, line, and texture the principle of pattern the image-development strategy of repetition
			<ul style="list-style-type: none"> Describe and apply a variety of materials, technologies, and processes to create images
			<ul style="list-style-type: none"> Demonstrate awareness of safety and environmental considerations for the use of materials, technologies, and processes
		Context	<ul style="list-style-type: none"> Describe various purposes of visual arts
		Exhibition and Response	<ul style="list-style-type: none"> Identify personal preferences for artworks
			<ul style="list-style-type: none"> Display individual and group artworks
	Arts Education - Dance	Creating Dance	<ul style="list-style-type: none"> Move expressively to a variety of sounds and music
			<ul style="list-style-type: none"> Create movements that represent patterns, characters, and other themes and topics
			<ul style="list-style-type: none"> Demonstrate an understanding that there are several stages in a creative process, including exploration, selection, combination, refinement, and reflection
		Elements of Dance	<ul style="list-style-type: none"> Move safely in both personal space and general space during dance activities
			<ul style="list-style-type: none"> Move using a variety of levels, pathways, dynamics, directions, and body shapes
			<ul style="list-style-type: none"> Move in time to a steady beat in phrases of varying lengths
		Context	<ul style="list-style-type: none"> Demonstrate an awareness of a variety of dances that exist
		Presenting and Performing	<ul style="list-style-type: none"> Demonstrate willingness to perform dance
			<ul style="list-style-type: none"> Demonstrate appropriate performance skills in dance settings
	Arts Education- Drama	Exploring and Creating	<ul style="list-style-type: none"> Use exploration and imagination to create drama
			<ul style="list-style-type: none"> Demonstrate engagement in drama activities
			<ul style="list-style-type: none"> Demonstrate co-operation in drama activities
			<ul style="list-style-type: none"> Reflect on classroom drama experiences
		Drama Forms, Strategies and Skills	<ul style="list-style-type: none"> Use voice to explore a range of ideas and feelings
			<ul style="list-style-type: none"> Use movement and their bodies to explore a range of ideas, feelings, and actions
			<ul style="list-style-type: none"> Represent ideas and feelings through a variety of drama forms
		Context	<ul style="list-style-type: none"> Participate safely in drama activities
			<ul style="list-style-type: none"> Participate in drama from a variety of contexts

1 (cont'd)	Arts Education – Dance (cont'd)	Presenting and Performing	<ul style="list-style-type: none"> Participate in and share drama work
			<ul style="list-style-type: none"> Describe their responses to a drama work
	Mathematics	Shape and space	<ul style="list-style-type: none"> Replicate composite 2-D shapes and 3-D objects
			<ul style="list-style-type: none"> Compare 2-D shapes to parts of 3-D objects in the environment
	Physical Education	Active Living	<ul style="list-style-type: none"> Participate daily (e.g., five times a week) in moderate to vigorous physical activities
	Social Studies	Skills and Processes	<ul style="list-style-type: none"> Participate co-operatively and productively in groups
			<ul style="list-style-type: none"> Gather information from personal experiences, oral sources, and visual representations
			<ul style="list-style-type: none"> Present information using oral, written, or visual representations
		Identity, Society and Culture	<ul style="list-style-type: none"> Explain how families can be similar and different in terms of characteristics such as composition, culture, traditions, and roles of various family members
	Science	Human and Physical Environment	<ul style="list-style-type: none"> Identify characteristics of different environments
		Life Science	<ul style="list-style-type: none"> Describe the basic needs of local plants and animals (e.g., food, water, light)
			<ul style="list-style-type: none"> Describe how the basic needs of plants and animals are met in their environment
2	Arts Education – Music	Exploring and Creating	<ul style="list-style-type: none"> Sing and play classroom repertoire
			<ul style="list-style-type: none"> Represent personal thoughts, images, and feelings experienced in classroom repertoire
			<ul style="list-style-type: none"> Create sounds to accompany stories, nursery rhymes, or songs
		Elements and Skills	<ul style="list-style-type: none"> Perform rhythmic patterns and sequences from classroom repertoire
			<ul style="list-style-type: none"> Sing simple songs
			<ul style="list-style-type: none"> Represent metre, rhythmic patterns, and melody
			<ul style="list-style-type: none"> Use tempo, dynamics, articulation, and timbre in classroom repertoire
			<ul style="list-style-type: none"> Demonstrate appropriate use of classroom instruments
		Context	<ul style="list-style-type: none"> Participate in music activities from a variety of historical, cultural, and social contexts
		Presenting and performing	<ul style="list-style-type: none"> Demonstrate appropriate performance skills in a range of music settings
			<ul style="list-style-type: none"> Respond to specific aspects of a music work or performance
	Arts Education – Visual Arts	Creative Processes	<ul style="list-style-type: none"> Use a variety of image sources to create images, including feelings, imagination, memory, and observation
			<ul style="list-style-type: none"> Create images using the image development strategies of simplification and abstraction
			<ul style="list-style-type: none"> Create images featuring one or more visual elements and principles of design including colour, line, shape, texture, pattern and symmetrical balance
			<ul style="list-style-type: none"> Experiment with materials, technologies, and processes to create particular effects
			<ul style="list-style-type: none"> Create 2-D and-D images <ul style="list-style-type: none"> to communicate experiences, moods, and stories: to illustrate and decorate that represent a point in time that represent specific places
		Skills and Strategies	<ul style="list-style-type: none"> Describe and apply image development strategies including simplification and abstraction
			<ul style="list-style-type: none"> Describe and apply the use of specific elements and principles in images, including colour, shape, line, pattern and symmetrical balance
			<ul style="list-style-type: none"> Describe and apply a variety of materials, technologies, and processes to create images
			<ul style="list-style-type: none"> Demonstrate safe and environmentally responsible use of materials, technologies, and processes
		Context	<ul style="list-style-type: none"> Describe a variety of reasons people make and use visual arts
			<ul style="list-style-type: none"> Identify differences between original artworks and reproductions
2 (cont'd)	Arts Education – Visual Arts (cont'd)	Exhibition and Response	<ul style="list-style-type: none"> Describe their response to artworks

			<ul style="list-style-type: none"> • Display individual and group artworks in a variety of ways
	Arts Education – Dance	Creating Dance	<ul style="list-style-type: none"> • Move expressively to a variety of sounds and music
			<ul style="list-style-type: none"> • Create movement sequences based on patterns, stories, and themes
			<ul style="list-style-type: none"> • Identify the stages of the creative process
		Elements of Dance	<ul style="list-style-type: none"> • Move safely in both personal space and general space during dance activities
			<ul style="list-style-type: none"> • Move in a variety of levels, pathways, dynamics, and directions, using a variety of body shapes
			<ul style="list-style-type: none"> • Move in time to a variety of rhythms, metres, and tempi
		Context	<ul style="list-style-type: none"> • Identify similarities and differences among dances
			<ul style="list-style-type: none"> • Describe a variety of reasons people dance
		Presenting and Performing	<ul style="list-style-type: none"> • Demonstrate willingness to rehearse and perform dance
			<ul style="list-style-type: none"> • Demonstrate appropriate performance skills in a range of dance settings
	Arts Education – Drama	Exploring and Creating	<ul style="list-style-type: none"> • Share ideas that can be used in a drama work
			<ul style="list-style-type: none"> • Use imagination and exploration to create drama
			<ul style="list-style-type: none"> • Demonstrate co-operative effort in drama work
			<ul style="list-style-type: none"> • Reflect on classroom drama experiences
		Drama Forms, Strategies and Skills	<ul style="list-style-type: none"> • Use voice to express a range of ideas and feelings while working in role
			<ul style="list-style-type: none"> • Use movement and their bodies to express a range of ideas and feelings while working in role
			<ul style="list-style-type: none"> • Use a variety of drama forms to represent ideas and feelings
			<ul style="list-style-type: none"> • Participate safely in drama environments
		Context	<ul style="list-style-type: none"> • Identify a variety of purposes of drama
		Presenting and Performing	<ul style="list-style-type: none"> • Demonstrate the ability to present drama work while in role
			<ul style="list-style-type: none"> • Respond to specific aspects of a drama performance
	Mathematics	Shape and Space	<ul style="list-style-type: none"> • Sort 2-D shapes and 3-D objects using two attributes and explain the sorting rule
			<ul style="list-style-type: none"> • Describe, compare, and construct 3-D objects, including cubes, spheres, cones, cylinders and pyramids
			<ul style="list-style-type: none"> • Describe, compare, and construct 2-D shapes, including triangles, squares, rectangles and circles
			<ul style="list-style-type: none"> • Identify 2-D shapes as parts of 3-D objects in the environment
	Physical Education	Active Living	<ul style="list-style-type: none"> • Participate daily (e.g., five times a week) in moderate to vigorous physical activities
	Social Studies	Skills and Processes of SS	<ul style="list-style-type: none"> • Gather information from a variety of sources for presentation
			<ul style="list-style-type: none"> • Present information using oral, written, or visual representations
		Identity, Society and Culture	<ul style="list-style-type: none"> • Describe ways individuals contribute to a community
		Human and Physical Environment	<ul style="list-style-type: none"> • Describe how the physical environment influences human activities
3	Arts Education – Music	Exploring and Creating	<ul style="list-style-type: none"> • Sing and play classroom repertoire
			<ul style="list-style-type: none"> • Represent personal thoughts, images, and feelings experienced in classroom repertoire
			<ul style="list-style-type: none"> • Create music to interpret poems, stories, and songs
		Elements and Skills	<ul style="list-style-type: none"> • Perform rhythmic patterns and sequences from classroom repertoire
			<ul style="list-style-type: none"> • Sing simple melodies
			<ul style="list-style-type: none"> • Represent metre, rhythmic patterns, and melody
			<ul style="list-style-type: none"> • Perform elements of tempo, dynamics, and articulation in classroom repertoire
			<ul style="list-style-type: none"> • Demonstrate appropriate use of classroom instruments
		Context	<ul style="list-style-type: none"> • Participate in music activities from a variety of historical, cultural, and social contexts
			<ul style="list-style-type: none"> • Demonstrate appropriate performance skills in a range of music settings
			<ul style="list-style-type: none"> • Identify aspects of a music presentation that evoke a response

3 (cont'd)	Arts Education – Visual Arts	Creative Processes	<ul style="list-style-type: none"> Use a variety of image sources to create images, including feelings, imagination, memory, observation, and sensory experience
			<ul style="list-style-type: none"> Create images using the image development strategies of fragmentation, multiplication and superimposition
			<ul style="list-style-type: none"> Create images that show the use of the following visual elements and principles of design, alone and in combination, to produce a variety of effects including colour, shape, line, texture, pattern and radial balance
			<ul style="list-style-type: none"> Experiment with materials, technologies, and processes to create particular effects
			<ul style="list-style-type: none"> Create 2-D and 3-D images <ul style="list-style-type: none"> to communicate experiences, moods, and stories to illustrate and decorate that represent time as transformation
		Skills and Strategies	<ul style="list-style-type: none"> Describe and apply image development strategies including multiplication, superimposition and fragmentation
			<ul style="list-style-type: none"> Describe and apply specific visual elements and principles of design in images and in natural and human-built environments, including colour, shape, line pattern, texture and radial balance
			<ul style="list-style-type: none"> Describe and apply a variety of materials, technologies, and processes to create images
			<ul style="list-style-type: none"> Demonstrate safe and environmentally responsible use of materials, technologies, and processes
		Context	<ul style="list-style-type: none"> Describe a variety of reasons people make and use visual arts
			<ul style="list-style-type: none"> Identify differences between original artworks and reproductions
			<ul style="list-style-type: none"> Describe their response to 2-D and 3-D images created: <ul style="list-style-type: none"> to communicate experiences, moods, and stories from observation, memory, and imagination to illustrate and decorate
			<ul style="list-style-type: none"> Suggest reasons for preferences in works
		Exhibition and Response	<ul style="list-style-type: none"> Display individual and group works in a variety of ways
	Arts Education – Dance	Creating Dance	<ul style="list-style-type: none"> Move expressively to a variety of sounds and music
			<ul style="list-style-type: none"> Create movement sequences based on patterns, stories, and themes
			<ul style="list-style-type: none"> Demonstrate deliberate use of the creative process (exploration, selection, combination, refinement, reflection) when creating dances
		Elements of Dance	<ul style="list-style-type: none"> Move safely in both personal space and general space during dance activities
			<ul style="list-style-type: none"> Move using a variety of levels, pathways, dynamics, and directions
			<ul style="list-style-type: none"> Move in time to a variety of rhythms, metres, and tempi
		Context	<ul style="list-style-type: none"> Compare similarities and differences among dances
			<ul style="list-style-type: none"> Describe a variety of reasons people dance
		Presenting and Performing	<ul style="list-style-type: none"> Demonstrate willingness to rehearse and perform dance
			<ul style="list-style-type: none"> Demonstrate appropriate performance skills in a range of dance settings
	Arts Education – Drama	Exploring and Creating	<ul style="list-style-type: none"> Use imagination, exploration, and reflection to create drama
			<ul style="list-style-type: none"> Demonstrate collaboration skills in drama explorations
		Drama Forms, Strategies and Skills	<ul style="list-style-type: none"> Use voice to convey intended ideas or feelings
			<ul style="list-style-type: none"> Use movement and their bodies to convey intended ideas or feelings
			<ul style="list-style-type: none"> Participate in a variety of drama forms
			<ul style="list-style-type: none"> Participate safely in drama activities
		Context	<ul style="list-style-type: none"> Identify ideas expressed in drama
			<ul style="list-style-type: none"> Work from a variety of contexts
			<ul style="list-style-type: none"> Identify opportunities for participation in drama
		Presenting and Performing	<ul style="list-style-type: none"> Engage actively in drama presentations
			<ul style="list-style-type: none"> Identify aspects of a drama presentation that evoke a response
	Mathematics	Shape and Space	<ul style="list-style-type: none"> Describe 3-D objects according to the shape of the faces, and the number of edges and vertices
3	Physical	Active Living	<ul style="list-style-type: none"> Participate daily (e.g., five times a week) in moderate to vigorous

(cont'd)	Education		physical activities
	Social Studies	Skills and Processes	<ul style="list-style-type: none"> Identify a variety of symbolic representations
		Identity, Society and Culture	<ul style="list-style-type: none"> Identify changes that can occur in communities over time Describe the importance of communities Identify cultural similarities and differences
		Economy and Technology	<ul style="list-style-type: none"> Compare ways in which needs and wants are met in communities Describe how the physical environment influenced early settlement in their local community or another community studied
	Science	Human and Physical Environment	<ul style="list-style-type: none"> Describe ways in which plants are important to other living things and the environment
		Plant Growth and Changes	<ul style="list-style-type: none"> Describe how plants are harvested and used throughout the seasons

Lesson 3: Yummy in My Tummy

Grade	Subject	Strand	Overall Expectation
1	Mathematics	Number	<ul style="list-style-type: none"> Demonstrate, concretely and pictorially, how a given number can be represented by a variety of equal groups with and without singles
	Health and Career Education	Health	<ul style="list-style-type: none"> Identify practices that contribute to health, including healthy eating, regular physical activity, and emotional health practices Identify practices that help prevent the spread of communicable diseases and conditions (e.g., washing hands, covering sneezes, not sharing personal items)
	Science	Life Science- Needs of Living Things	<ul style="list-style-type: none"> Describe the basic needs of local plants and animals (e.g., food, water, light) Describe how the basic needs of plants and animals are met in their environment
2	Mathematics	Number	<ul style="list-style-type: none"> Represent and describe numbers to 100, concretely, pictorially, and symbolically
		Statistics and Probability	<ul style="list-style-type: none"> Gather and record data about self and others to answer questions Construct and interpret concrete graphs and pictographs to solve problems
	Health and Career Education	Goals and Decisions	<ul style="list-style-type: none"> Identify opportunities to make decisions (e.g., healthy eating choices, recess activities)
		Health	<ul style="list-style-type: none"> Describe practices that contribute to physical and emotional health (e.g., regular physical activity, healthy eating, healthy relationships) Identify healthy eating practices as described in <i>Canada's Food Guide to Healthy Eating</i> Describe practices that help to prevent the spread of communicable diseases (e.g., hand washing, covering mouth when coughing, resting when sick, staying away from others when sick)
	Social Studies	Identity, Society and Culture	<ul style="list-style-type: none"> Describe ways individuals contribute to a community
		Human and Physical Environment	<ul style="list-style-type: none"> Describe how the physical environment influences human activities
3	Mathematics	Number	<ul style="list-style-type: none"> Demonstrate an understanding of fractions by: <ul style="list-style-type: none"> explaining that a fraction represents a part of a whole describing situations in which fractions are used comparing fractions of the same whole with like denominators
		Health	<ul style="list-style-type: none"> Describe practices that contribute to physical and emotional health (e.g., regular physical activity, healthy eating, talking to a trusted friend or adult when feeling sad or confused)
			<ul style="list-style-type: none"> Describe the importance of healthy eating and regular physical activity for a healthy lifestyle (e.g., to obtain the required nutrients needed for growth, to help prevent diseases)
			<ul style="list-style-type: none"> Describe practices that help to prevent the spread of communicable diseases (e.g., not touching infectious garbage, resting when sick, washing hands after sneezing or blowing nose)

Lesson 4: Water Works

Grade	Subject	Strand	Overall Expectation
1	Arts Education- Dance	Creating Dance	<ul style="list-style-type: none"> Move expressively to a variety of sounds and music
			<ul style="list-style-type: none"> Create movements that represent patterns, characters, and other themes and topics
			<ul style="list-style-type: none"> Demonstrate an understanding that there are several stages in a creative process, including exploration, selection, combination, refinement, and reflection
		Elements of Dance	<ul style="list-style-type: none"> Move safely in both personal space and general space during dance activities
			<ul style="list-style-type: none"> Move using a variety of levels, pathways, dynamics, directions, and body shapes
			<ul style="list-style-type: none"> Move in time to a steady beat in phrases of varying lengths
		Context	<ul style="list-style-type: none"> Demonstrate an awareness of a variety of dances that exist
		Presenting and Performing	<ul style="list-style-type: none"> Demonstrate willingness to perform dance
			<ul style="list-style-type: none"> Demonstrate appropriate performance skills in dance settings
	Arts Education- Drama	Exploring and Creating	<ul style="list-style-type: none"> Use exploration and imagination to create drama
			<ul style="list-style-type: none"> Demonstrate engagement in drama activities
			<ul style="list-style-type: none"> Demonstrate co-operation in drama activities
			<ul style="list-style-type: none"> Reflect on classroom drama experiences
		Drama Forms, Strategies and Skills	<ul style="list-style-type: none"> Use voice to explore a range of ideas and feelings
			<ul style="list-style-type: none"> Use movement and their bodies to explore a range of ideas, feelings, and actions
			<ul style="list-style-type: none"> Represent ideas and feelings through a variety of drama forms
		Context	<ul style="list-style-type: none"> Participate safely in drama activities Participate in drama from a variety of contexts
		Presenting and Performing	<ul style="list-style-type: none"> Participate in and share drama work
			<ul style="list-style-type: none"> Describe their responses to a drama work
	Mathematics	Patterns and Relations	<ul style="list-style-type: none"> Describe equality as a balance and inequality as an imbalance, concretely, and pictorially (0 to 20)
		Shape and Space	<ul style="list-style-type: none"> Demonstrate an understanding of measurement as a process of comparing by: <ul style="list-style-type: none"> identifying attributes that can be compared ordering objects making statements of comparison filling, covering, or matching
	Health and Career Education	Health	<ul style="list-style-type: none"> Identify practices that contribute to health, including healthy eating, regular physical activity, and emotional health practices
			<ul style="list-style-type: none"> Identify practices that help prevent the spread of communicable diseases and conditions
	Social Studies	Identity, Society and Culture	<ul style="list-style-type: none"> Explain how families can be similar and different in terms of characteristics such as composition, culture, traditions, and roles of various family members
		Economy and Technology	<ul style="list-style-type: none"> Describe basic human needs identify types of work done by people in their community
		Human and Physical Environment	<ul style="list-style-type: none"> Identify characteristics of different environments
	Science	Processes of Science	<ul style="list-style-type: none"> Communicate their observations, experiences, and thinking in a variety of ways (e.g., verbally, pictorially, graphically)
		Life Science	<ul style="list-style-type: none"> Describe the basic needs of local plants and animals (e.g., food, water, light)
			<ul style="list-style-type: none"> Describe how the basic needs of plants and animals are met in their environment

2	Arts Education – Dance	Creating Dance	<ul style="list-style-type: none"> Move expressively to a variety of sounds and music
			<ul style="list-style-type: none"> Create movement sequences based on patterns, stories, and themes
			<ul style="list-style-type: none"> Identify the stages of the creative process
		Elements of Dance	<ul style="list-style-type: none"> Move safely in both personal space and general space during dance activities
			<ul style="list-style-type: none"> Move in a variety of levels, pathways, dynamics, and directions, using a variety of body shapes
			<ul style="list-style-type: none"> Move in time to a variety of rhythms, metres, and tempi
		Context	<ul style="list-style-type: none"> Identify similarities and differences among dances
			<ul style="list-style-type: none"> Describe a variety of reasons people dance
		Presenting and Performing	<ul style="list-style-type: none"> Demonstrate willingness to rehearse and perform dance
			<ul style="list-style-type: none"> Demonstrate appropriate performance skills in a range of dance settings
	Arts Education – Drama	Exploring and Creating	<ul style="list-style-type: none"> Share ideas that can be used in a drama work
			<ul style="list-style-type: none"> Use imagination and exploration to create drama
			<ul style="list-style-type: none"> Demonstrate co-operative effort in drama work
			<ul style="list-style-type: none"> Reflect on classroom drama experiences
		Drama Forms, Strategies, and Skills	<ul style="list-style-type: none"> Use voice to express a range of ideas and feelings while working in role
			<ul style="list-style-type: none"> Use movement and their bodies to express a range of ideas and feelings while working in role
			<ul style="list-style-type: none"> Use a variety of drama forms to represent ideas and feelings
			<ul style="list-style-type: none"> Participate safely in drama environments
		Context	<ul style="list-style-type: none"> Identify a variety of purposes of drama
		Presenting and Performing	<ul style="list-style-type: none"> Demonstrate the ability to present drama work while in role
			<ul style="list-style-type: none"> Respond to specific aspects of a drama performance
	Mathematics	Shape and Space	<ul style="list-style-type: none"> Relate the size of a unit of measure to the number of units (limited to non standard units) used to: <ul style="list-style-type: none"> measure length and mass (weight) compare and order objects by length, height, distance around, and mass (weight) using non-standard units, and make statements of comparison
		Statistics and Probability	<ul style="list-style-type: none"> Gather and record data about self and others to answer questions
			<ul style="list-style-type: none"> Construct and interpret concrete graphs and pictographs to solve problems
	Health and Career Education	Active Living	<ul style="list-style-type: none"> Describe the importance of food, water, and sleep as fuel for physical activity
			<ul style="list-style-type: none"> Participate daily (e.g., five times a week) in moderate to vigorous physical activities
	Social Studies	Identity, Society and Culture	<ul style="list-style-type: none"> Describe ways individuals contribute to a community
		Human and Physical Environment	<ul style="list-style-type: none"> Describe how the physical environment influences human activities
	Science	Earth and Space Science	<ul style="list-style-type: none"> Describe physical properties of air, water, and soil
			<ul style="list-style-type: none"> Distinguish ways in which air, water, and soil interact
			<ul style="list-style-type: none"> Explain why air, water, and soil are important for living things
3	Arts Education – Dance	Creating Dance	<ul style="list-style-type: none"> Move expressively to a variety of sounds and music
			<ul style="list-style-type: none"> Create movement sequences based on patterns, stories, and themes
			<ul style="list-style-type: none"> Demonstrate deliberate use of the creative process (exploration, selection, combination, refinement, reflection) when creating dances
		Elements of Dance	<ul style="list-style-type: none"> Move safely in both personal space and general space during dance activities
			<ul style="list-style-type: none"> Move using a variety of levels, pathways, dynamics, and directions
			<ul style="list-style-type: none"> Move in time to a variety of rhythms, metres, and tempi
3	Arts Education –	Context	<ul style="list-style-type: none"> Compare similarities and differences among dances

(cont'd)	Dance (cont'd)		
		Presenting and Performing	<ul style="list-style-type: none"> Describe a variety of reasons people dance Demonstrate willingness to rehearse and perform dance Demonstrate appropriate performance skills in a range of dance settings
	Arts Education – Drama	Exploring and Creating	<ul style="list-style-type: none"> Share ideas that can be used in a drama work Use imagination and exploration to create drama Demonstrate co-operative effort in drama work Reflect on classroom drama experiences
		Drama Forms, Strategies and Skills	<ul style="list-style-type: none"> Use voice to express a range of ideas and feelings while working in role Use movement and their bodies to express a range of ideas and feelings while working in role Use a variety of drama forms to represent ideas and feelings Participate safely in drama environments
		Context	<ul style="list-style-type: none"> Identify a variety of purposes of drama
		Presenting and Performing	<ul style="list-style-type: none"> Demonstrate the ability to present drama work while in role Respond to specific aspects of a drama performance
	Mathematics	Shape and Space	<ul style="list-style-type: none"> Demonstrate an understanding of measuring mass (g, kg) by selecting and justifying referents for the units g and kg <ul style="list-style-type: none"> modelling and describing the relationship between the units g and kg estimating mass using referents measuring and recording mass
		Statistics and Probability	<ul style="list-style-type: none"> Collect first - hand data and organize it using tally marks, line plots, charts and lists to answer questions Construct, label and interpret bar graphs to solve problems
	Physical Education	Active Living	<ul style="list-style-type: none"> Participate daily (e.g., five times a week) in moderate to vigorous physical activities
	Social Studies	Skills and Processes	<ul style="list-style-type: none"> Formulate a response to a relevant classroom, school, or community problem or issue
		Identity, Society and Culture	<ul style="list-style-type: none"> Identify changes that can occur in communities over time Describe the importance of communities Identify cultural similarities and differences
		Governance	<ul style="list-style-type: none"> Describe how an understanding of personal roles, rights, and responsibilities can affect the well-being of the school and community Summarize the roles and responsibilities of local governments
		Economy and Technology	<ul style="list-style-type: none"> Compare ways in which needs and wants are met in communities Assess how technology affects individuals and communities
	Science	Processes of Science	<ul style="list-style-type: none"> Measure objects and events

Lesson 5: Friendship Fun

Grade	Subject	Strand	Overall Expectation
1	Arts Education- Visual Arts	Creative Processes	<ul style="list-style-type: none"> Use a variety of image sources to create images
			<ul style="list-style-type: none"> Create images using the image-development strategy of repetition and that feature colour, line, shape, texture, and/or pattern
			<ul style="list-style-type: none"> Experiment with a variety of materials, technologies, and processes to make images
			<ul style="list-style-type: none"> Create 2-D and 3-D images <ul style="list-style-type: none"> for a given purpose of personal significance that represent time to communicate experiences and moods in response to objects and other images they have experienced

1 (cont'd)	Arts Education – Visual Arts (cont'd)	Skills and Strategies	<ul style="list-style-type: none"> Describe and apply <ul style="list-style-type: none"> the visual elements of colour, shape, line, and texture the principle of pattern the image - development strategy of repetition
			<ul style="list-style-type: none"> Describe and apply a variety of materials, technologies, and processes to create images
		Context	<ul style="list-style-type: none"> Demonstrate awareness of safety and environmental considerations for the use of materials, technologies, and processes
		Exhibition and Response	<ul style="list-style-type: none"> Describe various purposes of visual arts Identify personal preferences for artworks
			<ul style="list-style-type: none"> Display individual and group artworks
	Mathematics	Shape and Space	<ul style="list-style-type: none"> Sort 3-D objects and 2-D shapes using one attribute, and explain the sorting rule
			<ul style="list-style-type: none"> Replicate composite 2-D shapes and 3-D objects
			<ul style="list-style-type: none"> Compare 2-D shapes to parts of 3-D objects in the environment
	Social Studies	Human and Physical Environment	<ul style="list-style-type: none"> Identify characteristics of different environments
	Science	Earth and Space Science	<ul style="list-style-type: none"> Describe changes that occur in daily and seasonal cycles and their effects on living things
2	Arts Education – Visual Arts	Creative Processes	<ul style="list-style-type: none"> Use a variety of image sources to create images, including feelings, imagination, memory, and observation
			<ul style="list-style-type: none"> Create images using the image development strategies of simplification and abstraction
			<ul style="list-style-type: none"> Create images featuring one or more visual elements and principles of design including colour, line, shape, texture, pattern and symmetrical balance
			<ul style="list-style-type: none"> Experiment with materials, technologies, and processes to create particular effects
			<ul style="list-style-type: none"> Create 2-D and 3-D images: <ul style="list-style-type: none"> to communicate experiences, moods and stories to illustrate and decorate that represent a point in time that represent specific places
		Skills and strategies	<ul style="list-style-type: none"> Describe and apply image development strategies including simplification and abstraction
			<ul style="list-style-type: none"> Describe and apply the use of specific elements and principles in images, including colour, shape, line, pattern and symmetrical balance
			<ul style="list-style-type: none"> Describe and apply a variety of materials, technologies, and processes to create images
			<ul style="list-style-type: none"> Demonstrate safe and environmentally responsible use of materials, technologies, and processes
		Context	<ul style="list-style-type: none"> Describe a variety of reasons people make and use visual arts
			<ul style="list-style-type: none"> Identify differences between original artworks and reproductions
		Exhibition and Response	<ul style="list-style-type: none"> Describe their response to artworks
			<ul style="list-style-type: none"> Display individual and group artworks in a variety of ways
	Mathematics	Shape and Space	<ul style="list-style-type: none"> Sort 2-D shapes and 3-D objects using two attributes and explain the sorting rule
			<ul style="list-style-type: none"> Describe, compare, and construct 3-D objects, including cubes, spheres, cones, cylinders and pyramids
			<ul style="list-style-type: none"> Describe, compare, and construct 2-D shapes, including triangles, squares, rectangles and circles
			<ul style="list-style-type: none"> Identify 2-D shapes as parts of 3-D objects in the environment
	Social Studies	Identity, Society and Culture	<ul style="list-style-type: none"> Describe ways individuals contribute to a community
		Human and Physical Environment	<ul style="list-style-type: none"> Describe how the physical environment influences human activities
	Science	Earth and Space Science	<ul style="list-style-type: none"> Describe physical properties of air, water, and soil
			<ul style="list-style-type: none"> Distinguish ways in which air, water, and soil interact
			<ul style="list-style-type: none"> Explain why air, water, and soil are important for living things

3	Arts Education – Visual Arts	Creative Processes	<ul style="list-style-type: none"> Use a variety of image sources to create images, including feelings, imagination, memory, observation, and sensory experience
			<ul style="list-style-type: none"> Create images using the image development strategies of fragmentation, multiplication and superimposition
			<ul style="list-style-type: none"> Create images that show the use of the following visual elements and principles of design, alone and in combination, to produce a variety of effects including colour, shape, line, texture, pattern and radial balance
			<ul style="list-style-type: none"> Experiment with materials, technologies, and processes to create particular effects
			<ul style="list-style-type: none"> Create 2D and 3D images: <ul style="list-style-type: none"> to communicate experiences, moods, and stories to illustrate and decorate that represent time as transformation
		Skills and Strategies	<ul style="list-style-type: none"> Describe and apply image development strategies including multiplication, superimposition and fragmentation
			<ul style="list-style-type: none"> Describe and apply specific visual elements and principles of design in images and in natural and human - built environments, including colour, shape, line pattern, texture and radial balance
			<ul style="list-style-type: none"> Describe and apply a variety of materials, technologies, and processes to create images
			<ul style="list-style-type: none"> Demonstrate safe and environmentally responsible use of materials, technologies, and processes
		Context	<ul style="list-style-type: none"> Describe a variety of reasons people make and use visual arts
			<ul style="list-style-type: none"> Identify differences between original artworks and reproductions
		Exhibition and Response	<ul style="list-style-type: none"> Describe their response to 2-D and 3-D images created <ul style="list-style-type: none"> to communicate experiences, moods, and stories from observation, memory, and imagination to illustrate and decorate
			<ul style="list-style-type: none"> Suggest reasons for preferences in works
			<ul style="list-style-type: none"> Display individual and group works in a variety of ways
	Mathematics	Shape and Space	<ul style="list-style-type: none"> Describe 3-D objects according to the shape of the faces, and the number of edges and vertices
	Social Studies	Identity, Society and Culture	<ul style="list-style-type: none"> Identify changes that can occur in communities over time
			<ul style="list-style-type: none"> Describe the importance of communities
			<ul style="list-style-type: none"> Identify cultural similarities and differences
		Economy and Technology	<ul style="list-style-type: none"> Compare ways in which needs and wants are met in communities
			<ul style="list-style-type: none"> Assess how technology affects individuals and communities
		Human and Physical Environment	<ul style="list-style-type: none"> Describe how the physical environment influenced early settlement in their local community or another community studied
	Science	Life Science	<ul style="list-style-type: none"> Describe ways in which plants are important to other living things and the environment
		Physical Science	<ul style="list-style-type: none"> Describe shapes that are part of natural and human-built structures (e.g., domes, arches, pyramids)
			<ul style="list-style-type: none"> Compare the effects of different materials, shapes, and forces on the strength and stability of different structures
			<ul style="list-style-type: none"> Conduct investigations into ways to improve the strength and stability of structures

Lesson Six: Grains for Growth

Grade	Subject	Strand	Overall Expectation
1	Arts Education – Visual Arts	Creative Processes	<ul style="list-style-type: none"> Use a variety of image sources to create images
			<ul style="list-style-type: none"> Create images using the image-development strategy of repetition and that feature colour, line, shape, texture, and/or pattern
			<ul style="list-style-type: none"> Experiment with a variety of materials, technologies, and processes to make images

1 (cont'd)	Arts Education – Visual Arts (cont'd)		<ul style="list-style-type: none"> • Create 2-D and 3-D images: <ul style="list-style-type: none"> – for a given purpose – of personal significance – that represent time – to communicate experiences and moods in response to objects and other images they have experienced
		Skills and Strategies	<ul style="list-style-type: none"> • Describe and apply: <ul style="list-style-type: none"> – the visual elements of colour, – shape, line, and texture – the principle of pattern – the image-development strategy of repetition
			<ul style="list-style-type: none"> • Describe and apply a variety of materials, technologies, and processes to create images
			<ul style="list-style-type: none"> • Demonstrate awareness of safety and environmental considerations for the use of materials, technologies, and processes
		Context	<ul style="list-style-type: none"> • Describe various purposes of visual arts
		Exhibition and Response	<ul style="list-style-type: none"> • Identify personal preferences for artworks
			<ul style="list-style-type: none"> • Display individual and group artworks
	Arts Education – Dance	Creating Dance	<ul style="list-style-type: none"> • Move expressively to a variety of sounds and music
			<ul style="list-style-type: none"> • Create movements that represent patterns, characters, and other themes and topics
			<ul style="list-style-type: none"> • Demonstrate an understanding that there are several stages in a creative process, including exploration, selection, combination, refinement, and reflection
		Elements of Dance	<ul style="list-style-type: none"> • Move safely in both personal space and general space during dance activities
			<ul style="list-style-type: none"> • Move using a variety of levels, pathways, dynamics, directions, and body shapes
			<ul style="list-style-type: none"> • Move in time to a steady beat in phrases of varying lengths
		Context	<ul style="list-style-type: none"> • Demonstrate an awareness of a variety of dances that exist
		Presenting and Performing	<ul style="list-style-type: none"> • Demonstrate willingness to perform dance
			<ul style="list-style-type: none"> • Demonstrate appropriate performance skills in dance settings
	Arts Education – Drama	Exploring and Creating	<ul style="list-style-type: none"> • Use exploration and imagination to create drama
			<ul style="list-style-type: none"> • Demonstrate engagement in drama activities
			<ul style="list-style-type: none"> • Demonstrate co-operation in drama activities
			<ul style="list-style-type: none"> • Reflect on classroom drama experiences
		Drama Forms, Strategies and Skills	<ul style="list-style-type: none"> • Use voice to explore a range of ideas and feelings
			<ul style="list-style-type: none"> • Use movement and their bodies to explore a range of ideas, feelings, and actions
			<ul style="list-style-type: none"> • Represent ideas and feelings through a variety of drama forms
		Context	<ul style="list-style-type: none"> • Participate safely in drama activities
			<ul style="list-style-type: none"> • Participate in drama from a variety of contexts
		Presenting and Performing	<ul style="list-style-type: none"> • Participate in and share drama work
			<ul style="list-style-type: none"> • Describe their responses to a drama work
	Physical Education	Active Living	<ul style="list-style-type: none"> • Describe the importance of choosing healthy food as fuel for physical activity
	Social Studies	Identity, Society and Culture	<ul style="list-style-type: none"> • Explain how families can be similar and different in terms of characteristics such as composition, culture, traditions, and roles of various family members
			<ul style="list-style-type: none"> • Identify a variety of social structures in which they live, learn, work, and play together
		Economy and Technology	<ul style="list-style-type: none"> • Describe basic human needs
			<ul style="list-style-type: none"> • Identify types of work done by people in their community
		Human and Physical Environments	<ul style="list-style-type: none"> • Identify characteristics of different environments

1 (cont'd)	Science	Life Science	<ul style="list-style-type: none"> Describe the basic needs of local plants and animals (e.g., food, water, light)
			<ul style="list-style-type: none"> Describe how the basic needs of plants and animals are met in their environment
		Earth and Space Science	<ul style="list-style-type: none"> Describe changes that occur in daily and seasonal cycles and their effects on living things
2	Arts Education – Visual Arts	Creative Processes	<ul style="list-style-type: none"> Use a variety of image sources to create images, including feelings, imagination, memory, and observation
			<ul style="list-style-type: none"> Create images using the image development strategies of simplification and abstraction
			<ul style="list-style-type: none"> Create images featuring one or more visual elements and principles of design including colour, line, shape, texture, pattern and symmetrical balance
			<ul style="list-style-type: none"> Experiment with materials, technologies, and processes to create particular effects
			<ul style="list-style-type: none"> Create 2-D and 3-D images: <ul style="list-style-type: none"> to communicate experiences, moods, and stories to illustrate and decorate that represent a point in time that represent specific places
		Skills and Strategies	<ul style="list-style-type: none"> Describe and apply image development strategies including simplification and abstraction
			<ul style="list-style-type: none"> Describe and apply the use of specific elements and principles in images, including colour, shape, line, pattern and symmetrical balance
			<ul style="list-style-type: none"> Describe and apply a variety of materials, technologies, and processes to create images
			<ul style="list-style-type: none"> Demonstrate safe and environmentally responsible use of materials, technologies, and processes
		Context	<ul style="list-style-type: none"> Describe a variety of reasons people make and use visual arts
			<ul style="list-style-type: none"> Identify differences between original artworks and reproductions
		Exhibition and Response	<ul style="list-style-type: none"> Describe their response to artworks
			<ul style="list-style-type: none"> Display individual and group artworks in a variety of ways
	Arts Education – Dance	Creating Dance	<ul style="list-style-type: none"> Move expressively to a variety of sounds and music
			<ul style="list-style-type: none"> Create movement sequences based on patterns, stories, and themes
			<ul style="list-style-type: none"> Identify the stages of the creative process
		Elements of Dance	<ul style="list-style-type: none"> Move safely in both personal space and general space during dance activities
			<ul style="list-style-type: none"> Move in a variety of levels, pathways, dynamics, and directions, using a variety of body shapes
			<ul style="list-style-type: none"> Move in time to a variety of rhythms, metres, and tempi
		Context	<ul style="list-style-type: none"> Identify similarities and differences among dances
			<ul style="list-style-type: none"> Describe a variety of reasons people dance
		Presenting and Performing	<ul style="list-style-type: none"> Demonstrate willingness to rehearse and perform dance
			<ul style="list-style-type: none"> Demonstrate appropriate performance skills in a range of dance settings
	Arts Education – Drama	Exploring and Creating	<ul style="list-style-type: none"> Share ideas that can be used in a drama work
			<ul style="list-style-type: none"> Use imagination and exploration to create drama
			<ul style="list-style-type: none"> Demonstrate co-operative effort in drama work
			<ul style="list-style-type: none"> Reflect on classroom drama experiences
		Drama Forms, Strategies and Skills	<ul style="list-style-type: none"> Use voice to express a range of ideas and feelings while working in role
			<ul style="list-style-type: none"> Use movement and their bodies to express a range of ideas and feelings while working in role
			<ul style="list-style-type: none"> Use a variety of drama forms to represent ideas and feelings
			<ul style="list-style-type: none"> Participate safely in drama environments
		Context	<ul style="list-style-type: none"> Identify a variety of purposes of drama

2 (cont'd)	Arts Education – Drama (cont'd)	Presenting and Performing	<ul style="list-style-type: none"> • Demonstrate the ability to present drama work while in role
			<ul style="list-style-type: none"> • Respond to specific aspects of a drama performance
	Physical Education	Active Living	<ul style="list-style-type: none"> • Describe the importance of food, water, and sleep as fuel for physical activity
	Social Studies	Identity, Society and Culture	<ul style="list-style-type: none"> • Describe ways individuals contribute to a community
		Human and Physical Environment	<ul style="list-style-type: none"> • Describe how the physical environment influences human activities
	Science	Earth and Space Science	<ul style="list-style-type: none"> • Describe physical properties of air, water, and soil
			<ul style="list-style-type: none"> • Distinguish ways in which air, water, and soil interact
			<ul style="list-style-type: none"> • Explain why air, water, and soil are important for living things
3	Arts Education – Visual Arts	Creative Processes	<ul style="list-style-type: none"> • Use a variety of image sources to create images, including feelings, imagination, memory, observation, and sensory experience
			<ul style="list-style-type: none"> • Create images using the image development strategies of fragmentation, multiplication and superimposition
			<ul style="list-style-type: none"> • Create images that show the use of the following visual elements and principles of design, alone and in combination, to produce a variety of effects including colour, shape, line, texture, pattern and radial balance
			<ul style="list-style-type: none"> • Experiment with materials, technologies, and processes to create particular effects
			<ul style="list-style-type: none"> • Create 2-D and 3-D images: <ul style="list-style-type: none"> – to communicate experiences, moods, and stories – to illustrate and decorate – that represent time as transformation
		Skills and Strategies	<ul style="list-style-type: none"> • Describe and apply image development strategies including multiplication, superimposition and fragmentation
			<ul style="list-style-type: none"> • Describe and apply specific visual elements and principles of design in images and in natural and human - built environments, including colour, shape, line pattern, texture and radial balance
			<ul style="list-style-type: none"> • Describe and apply a variety of materials, technologies, and processes to create images
			<ul style="list-style-type: none"> • Demonstrate safe and environmentally responsible use of materials, technologies, and processes
		Context	<ul style="list-style-type: none"> • Describe a variety of reasons people make and use visual arts
			<ul style="list-style-type: none"> • Identify differences between original artworks and reproductions
			<ul style="list-style-type: none"> • Describe their response to 2-D and 3-D images created: <ul style="list-style-type: none"> – to communicate experiences, moods, and stories – from observation, memory, and imagination – to illustrate and decorate
			<ul style="list-style-type: none"> • Suggest reasons for preferences in works
		Exhibition and response	<ul style="list-style-type: none"> • Display individual and group works in a variety of ways
	Arts Education – Dance	Creating Dance	<ul style="list-style-type: none"> • Move expressively to a variety of sounds and music
			<ul style="list-style-type: none"> • Create movement sequences based on patterns, stories, and themes
			<ul style="list-style-type: none"> • Demonstrate deliberate use of the creative process (exploration, selection, combination, refinement, reflection) when creating dances
		Elements of Dance	<ul style="list-style-type: none"> • Move safely in both personal space and general space during dance activities
			<ul style="list-style-type: none"> • Move using a variety of levels, pathways, dynamics, and directions
			<ul style="list-style-type: none"> • Move in time to a variety of rhythms, metres, and tempi
		Context	<ul style="list-style-type: none"> • Compare similarities and differences among dances
			<ul style="list-style-type: none"> • Describe a variety of reasons people dance
		Presenting and Performing	<ul style="list-style-type: none"> • Demonstrate willingness to rehearse and perform dance
			<ul style="list-style-type: none"> • Demonstrate appropriate performance skills in a range of dance settings

3 (cont'd)	Arts Education – Drama	Exploring and Creating	<ul style="list-style-type: none"> Share ideas that can be used in a drama work
			<ul style="list-style-type: none"> Use imagination and exploration to create drama
			<ul style="list-style-type: none"> Demonstrate co-operative effort in drama work
			<ul style="list-style-type: none"> Reflect on classroom drama experiences
		Drama Forms, Strategies and Skills	<ul style="list-style-type: none"> Use voice to express a range of ideas and feelings while working in role
			<ul style="list-style-type: none"> Use movement and their bodies to express a range of ideas and feelings while working in role
			<ul style="list-style-type: none"> Use a variety of drama forms to represent ideas and feelings
			<ul style="list-style-type: none"> Participate safely in drama environments
		Context	<ul style="list-style-type: none"> Identify a variety of purposes of drama
		Presenting and Performing	<ul style="list-style-type: none"> Demonstrate the ability to present drama work while in role
			<ul style="list-style-type: none"> Respond to specific aspects of a drama performance
	Physical Education	Active Living	<ul style="list-style-type: none"> Describe healthy nutritional choices for physical activity
	Social Studies	Identity, Society and Culture	<ul style="list-style-type: none"> Identify changes that can occur in communities over time
			<ul style="list-style-type: none"> Describe the importance of communities
			<ul style="list-style-type: none"> Identify cultural similarities and differences
		Governance	<ul style="list-style-type: none"> Summarize the roles and responsibilities of local governments
		Economy and Technology	<ul style="list-style-type: none"> Compare ways in which needs and wants are met in communities
			<ul style="list-style-type: none"> Assess how technology affects individuals and communities
		Human and Physical Environment	<ul style="list-style-type: none"> Describe how the physical environment influenced early settlement in their local community or another community studied
	Science	Life Science	<ul style="list-style-type: none"> Compare familiar plants according to similarities and differences in appearance and life cycles
			<ul style="list-style-type: none"> Describe ways in which plants are important to other living things and the environment
			<ul style="list-style-type: none"> Describe how plants are harvested and used throughout the seasons

Lesson 7: Grass for Grazing

Grade	Subject	Strand	Overall Expectation
1	Mathematics	Number	<ul style="list-style-type: none"> Estimate quantities to 20 by using referents
		Shape and Space	<ul style="list-style-type: none"> Demonstrate an understanding of measurement as a process of comparing by <ul style="list-style-type: none"> identifying attributes that can be compared ordering objects making statements of comparison filling, covering, or matching
	Science	Life Science	<ul style="list-style-type: none"> Describe the basic needs of local plants and animals (e.g., food, water, light)
			<ul style="list-style-type: none"> Describe how the basic needs of plants and animals are met in their environment
		Earth and Space Science	<ul style="list-style-type: none"> Describe changes that occur in daily and seasonal cycles and their effects on living things
2	Mathematics	Shape and Space	<ul style="list-style-type: none"> Relate the size of a unit of measure to the number of units (limited to non-standard units) used to measure length and mass (weight)
			<ul style="list-style-type: none"> Compare and order objects by length, height, distance around, and mass (weight) using non-standard units, and make statements of comparison
			<ul style="list-style-type: none"> Measure length to the nearest nonstandard unit by: <ul style="list-style-type: none"> using multiple copies of a unit using a single copy of a unit (iteration process)
			<ul style="list-style-type: none"> Demonstrate that changing the orientation of an object does not alter the measurements of its attributes

2 (cont'd)	Mathematics (cont'd)	Statistics and Probability	<ul style="list-style-type: none"> • Gather and record data about self and others to answer questions
			<ul style="list-style-type: none"> • Construct and interpret concrete graphs and pictographs to solve problems
	Social Studies	Identity, Society and Culture	<ul style="list-style-type: none"> • Identify changes that occur in the school and community throughout the year
			<ul style="list-style-type: none"> • Describe ways individuals contribute to a community
	Science	Human and Physical Environment	<ul style="list-style-type: none"> • Describe how the physical environment influences human activities
		Life Science	<ul style="list-style-type: none"> • Classify familiar animals according to similarities and differences in appearance, behaviour, and life cycles
			<ul style="list-style-type: none"> • Describe ways in which animals are important to other living things and the environment
		Earth and Space Science	<ul style="list-style-type: none"> • Describe physical properties of air, water, and soil
			<ul style="list-style-type: none"> • Distinguish ways in which air, water, and soil interact
			<ul style="list-style-type: none"> • Explain why air, water, and soil are important for living things
3	Mathematics	Shape and Space	<ul style="list-style-type: none"> • Demonstrate an understanding of measuring length (cm, m) by: <ul style="list-style-type: none"> – selecting and justifying referents for the units cm and m – modelling and describing the relationship between the units cm and m – estimating length using referents – measuring and recording length, width, and height
			<ul style="list-style-type: none"> • Demonstrate an understanding of measuring mass (g, kg) by: <ul style="list-style-type: none"> – selecting and justifying referents for the units g and kg – modelling and describing the relationship between the units g and kg – estimating mass using referents – measuring and recording mass
			<ul style="list-style-type: none"> • Demonstrate an understanding of perimeter of regular and irregular shapes by: <ul style="list-style-type: none"> – estimating perimeter using referents for centimetre or metre – measuring and recording perimeter (cm, m) – constructing different shapes for a given perimeter (cm, m) to demonstrate that many shapes are possible for a perimeter
		Statistics and Probability	<ul style="list-style-type: none"> • Collect first-hand data and organize it using: <ul style="list-style-type: none"> – tally marks – line plots – charts – lists • Construct, label and interpret bar graphs to solve problems
	Social Studies	Skills and Processes	<ul style="list-style-type: none"> • Apply critical thinking skills –including questioning, predicting, imagining, comparing, classifying, and identifying patterns – to selected problems or issues
		Identity, Society and Culture	<ul style="list-style-type: none"> • Identify changes that can occur in communities over time
			<ul style="list-style-type: none"> • Describe the importance of communities
			<ul style="list-style-type: none"> • Identify cultural similarities and differences
		Governance	<ul style="list-style-type: none"> • Summarize the roles and responsibilities of local governments
		Economy and Technology	<ul style="list-style-type: none"> • Compare ways in which needs and wants are met in communities
			<ul style="list-style-type: none"> • Assess how technology affects individuals and communities
			<ul style="list-style-type: none"> • Describe how the physical environment influenced early settlement in their local community or another community studied
		Processes of Science	<ul style="list-style-type: none"> • Measure objects and events
		Life Science	<ul style="list-style-type: none"> • Compare familiar plants according to similarities and differences in appearance and life cycles
			<ul style="list-style-type: none"> • Describe ways in which plants are important to other living things and the environment
			<ul style="list-style-type: none"> • Describe how plants are harvested and used throughout the seasons

Lesson 8: Trees for Life

Grade	Subject	Strand	Overall Expectation
1	Mathematics	Number	<ul style="list-style-type: none"> Compare sets containing up to 20 elements to solve problems
			<ul style="list-style-type: none"> using referents one-to-one correspondence
	Social Studies	Skills and Processes	<ul style="list-style-type: none"> Gather information from personal experiences, oral sources, and visual representations
			<ul style="list-style-type: none"> Present information using oral, written, or visual representations
		Human and Physical Environment	<ul style="list-style-type: none"> Identify characteristics of different environments
	Science	Processes of Science	<ul style="list-style-type: none"> Communicate their observations, experiences, and thinking in a variety of ways (e.g., verbally, pictorially, graphically)
			<ul style="list-style-type: none"> Classify objects, events, and organisms
		Life Science	<ul style="list-style-type: none"> Describe the basic needs of local plants and animals (e.g., food, water, light)
			<ul style="list-style-type: none"> Describe how the basic needs of plants and animals are met in their environment
		Earth and Space Science	<ul style="list-style-type: none"> Describe changes that occur in daily and seasonal cycles and their effects on living things
2	Mathematics	Number	<ul style="list-style-type: none"> Demonstrate an understanding of addition (limited to 1 and 2 digit numerals) with answers to 100 and the corresponding subtraction by : <ul style="list-style-type: none"> using personal strategies for adding and subtracting with and without the support of manipulatives creating and solving problems that involve addition and subtraction explaining that the order in which numbers are added does not affect the sum explaining that the order in which numbers are subtracted may affect the difference
		Statistics and Probability	<ul style="list-style-type: none"> Gather and record data about self and others to answer questions
			<ul style="list-style-type: none"> Construct and interpret concrete graphs and pictographs to solve problems
	Social Studies	Skills and Processes	<ul style="list-style-type: none"> Gather information from a variety of sources for presentation
			<ul style="list-style-type: none"> Present information using oral, written, or visual representations
		Identity, Society, and Culture	<ul style="list-style-type: none"> Identify changes that occur in the school and community throughout the year
		Human and Physical Environment	<ul style="list-style-type: none"> Describe their responsibility to the local environment
			<ul style="list-style-type: none"> Describe how the physical environment influences human activities
	Science	Processes of Science	<ul style="list-style-type: none"> Use their senses to interpret observations
			<ul style="list-style-type: none"> Infer the probable outcome of an event or behaviour based on observations
		Earth and Space Science	<ul style="list-style-type: none"> Describe physical properties of air, water, and soil
			<ul style="list-style-type: none"> Distinguish ways in which air, water, and soil interact
			<ul style="list-style-type: none"> Explain why air, water, and soil are important for living things
	Mathematics	Number	<ul style="list-style-type: none"> Demonstrate an understanding of addition and subtraction of numbers with answers to 1000 (limited to 1, 2 and 3 digit numerals) by: <ul style="list-style-type: none"> using personal strategies for adding and subtracting with and without the support of manipulatives creating and solving problems in contexts that involve addition and subtraction of numbers concretely, pictorially, and symbolically

2 (cont'd)	Mathematics (cont'd)	Statistics and Probability	<ul style="list-style-type: none"> • Collect first-hand data and organize it using: <ul style="list-style-type: none"> - tally marks - line plots - charts - lists to answer questions
			<ul style="list-style-type: none"> • Construct, label and interpret bar graphs to solve problems
	Social Studies	Skills and Processes	<ul style="list-style-type: none"> • Apply critical thinking skills – including questioning, predicting, imagining, comparing, classifying, and identifying patterns – to selected problems or issues
			<ul style="list-style-type: none"> • Gather information from a variety of sources
		Governance	<ul style="list-style-type: none"> • Summarize the roles and responsibilities of local governments
		Economy and Technology	<ul style="list-style-type: none"> • Assess how technology affects individuals and communities
		Human and Physical Environment	<ul style="list-style-type: none"> • Demonstrate a sense of responsibility for the local environment
			<ul style="list-style-type: none"> • Describe how the physical environment influenced early settlement in their local community or another community studied
	Science	Life Science	<ul style="list-style-type: none"> • Compare familiar plants according to similarities and differences in appearance and life cycles
			<ul style="list-style-type: none"> • Describe ways in which plants are important to other living things and the environment
			<ul style="list-style-type: none"> • Describe how plants are harvested and used throughout the seasons