

Curriculum Connections for Grades 1-3 Presentations

Introduction

CHF's presentations meet various curriculum requirements for primary students across Canada. The presentations topics cover both school board and provincial ministry initiatives such as character education, global education, social justice, social responsibility and the environment.

This section outlines the links to the Ontario Curriculum for the presentations, including grade, subject, strand and overall expectation connections for grades 1 to 3. Links to the Language curriculum have not been specified; however, presentations may incorporate and satisfy part of the Language curriculum.

Extension activities can involve further strands in Science and Technology, Social Studies, The Arts, Mathematics, and Health and Physical Education, especially if the presentations are incorporated into a complete unit of study. These presentations also satisfy a number of the Catholic Graduate Expectations.

| Grade | Subject | Strand | Overall Expectation |
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| 1 | Social Studies | Canada and World Connections | <ul style="list-style-type: none"> Recognize that communities consist of various physical features and community facilities that meet human needs |
| | | | <ul style="list-style-type: none"> Describe how people in the community interact with each other and the physical environment to meet human needs |
| | | Heritage and Citizenship | <ul style="list-style-type: none"> Identify people with whom they have significant relationships, and the rules and responsibilities associated with people, places, and events in their lives and communities |
| | Science and Technology | Understanding Life Systems | <ul style="list-style-type: none"> Assess the role of humans in maintaining a healthy environment. |
| | | | <ul style="list-style-type: none"> Demonstrate an understanding of the basic needs and characteristics of plants and animals, including humans. |
| | | | <ul style="list-style-type: none"> Investigate needs and characteristics of plants and animals, including humans |
| | | Understanding Matter and Energy | <ul style="list-style-type: none"> Investigate how different types of energy are used in daily life. |
| | | | <ul style="list-style-type: none"> Demonstrate an understanding that energy is something that is needed to make things happen, and that the sun is the principal source of energy for the earth |
| Understanding Structures and Mechanisms | <ul style="list-style-type: none"> Assess the impact on people and the environment of objects and structures and the materials used in them. | | |

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| | | | <ul style="list-style-type: none"> Demonstrate an understanding that objects and structures have observable characteristics and are made from materials with specific properties that determine how they are used |
| | | Understanding Earth and Space Systems | <ul style="list-style-type: none"> Investigate structures that are built for a specific purpose to see how their design and materials suit the purpose |
| | | | <ul style="list-style-type: none"> Demonstrate an understanding that energy is something that is needed to make things happen, and that the sun is the principal source of energy for the earth |
| | | | <ul style="list-style-type: none"> Assess the impact of daily and seasonal changes on living things, including humans |
| | | | <ul style="list-style-type: none"> Demonstrate an understanding of what daily and seasonal changes are and of how these changes affect living things |
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| 2 | Social Studies | Canada and World Connections | <ul style="list-style-type: none"> 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 |
| | | | <ul style="list-style-type: none"> Explain how the environment affects people's lives and the ways in which their needs are met |
| | Science and Technology | Understanding Life Systems | <ul style="list-style-type: none"> 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. |
| | | | Understanding Earth and Space Systems |
| | | | <ul style="list-style-type: none"> Investigate the characteristics of air and water and the visible/invisible effects of and changes to air and/or water in the environment |
| | | | <ul style="list-style-type: none"> Demonstrate an understanding of the ways in which air and water are used by living things to help them meet their basic needs |
| | | Heritage and Citizenship | <ul style="list-style-type: none"> Explain how the various cultures of individuals and groups contribute to the local community |
| | | Canada and World Connections | <ul style="list-style-type: none"> 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 Explain how the environment affects people's lives and the ways in which their needs are met |
| | | | <ul style="list-style-type: none"> Report on how Canada influences and is influenced by its economic, cultural and environmental connections with other countries |
| 3 | Social Studies | Canada and World Connections | |

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| | | | <ul style="list-style-type: none"> Identify and compare distinguishing features of urban and rural communities |
| | | | <ul style="list-style-type: none"> Explain how communities interact with each other and the environment to meet human needs |
| | Science and Technology | Understanding Life Systems | <ul style="list-style-type: none"> Explain how communities interact with each other and the environment to meet human needs |
| <ul style="list-style-type: none"> Demonstrate an understanding that plants grow and change and have distinct characteristics | | | |
| <ul style="list-style-type: none"> 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 on plant habitats | | | |
| | | Understanding Earth and Space Systems | <ul style="list-style-type: none"> Assess the impact of soils on society and the environment , and of society and the environment on soils |
| <ul style="list-style-type: none"> Assess the impact of soils on society and the environment, and of society and the environment on soils | | | |
| <ul style="list-style-type: none"> Demonstrate an understanding of the composition of soils, the types of soils, and the relationship between soils and other living things | | | |