

You and Your World Curriculum

Kindergarten - Grade 2

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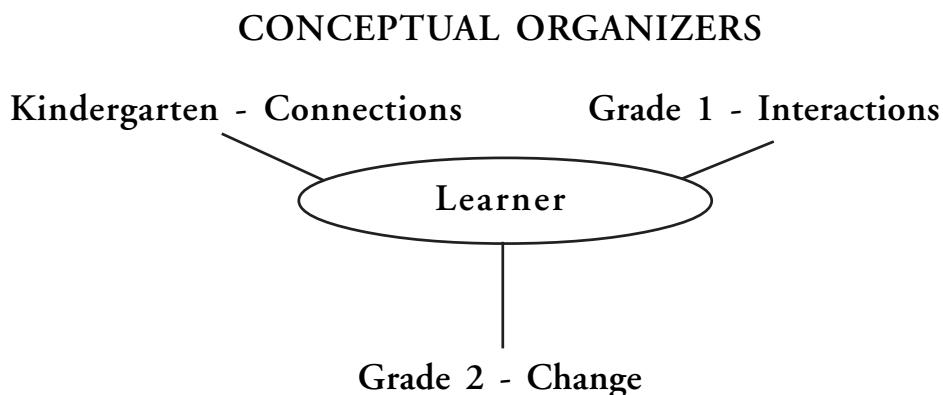
INTRODUCTION

Purpose of the Curriculum

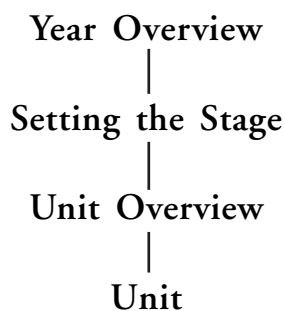
The *You and Your World Curriculum* represents an integrative approach to teaching and learning in grades K-2 and supports the emphasis being given to literacy at the primary level. It incorporates outcomes from health, personal development and career planning, science and social studies and replaces the curriculum guides in these areas. Outcomes from all four subject areas were reviewed carefully and natural connections and commonalities among outcomes were identified. Conceptual organizers were then selected around which new units were developed. The units at each grade level promote an active, student-centred approach to learning and are intended to help students understand the connections between and among major skills and concepts arising from the four disciplines. Teaching/learning and assessment strategies are proposed to support achievement of the curriculum outcomes. Within the strategies are suggestions to support the development of literacy and numeracy skills and authentic links to physical education and the arts. The *You and Your World Curriculum* builds and expands on cross-curricular skills of communication, inquiry, life-long learning, decision-making, participation, teamwork, and personal management.

Organization and Design of the Curriculum


The *You and Your World Curriculum* is designed around three conceptual organizers: Kindergarten – Connections, Grade 1 - Interactions, Grade 2 - Change.



Each grade level is comprised of the following:



The units are presented in a two-page, four-column format as shown below.

Outcomes	Suggestions for Teaching and Learning	Suggestions for Assessment	Resources
<p>This column provides the specific curriculum outcomes (what students are expected to know, be able to do, and value). Elaborations clarify the intent and scope of each outcome.</p>	<p>This column offers strategies from which teachers may choose. Suggested learning experiences can be used in various combinations to help students achieve an outcome or outcomes. It is unnecessary to use all suggestions; equally it is unnecessary for all students to engage in the same learning experiences. Teachers also may choose to use other strategies. <i>Background teacher information is italicized.</i> Sensitive topics are identified with the heart symbol. ♥ Sensitive Topic</p>	<p>This column provides suggestions, both of a formative and summative nature, for assessing achievement of specific curriculum outcomes.</p>	<p>This column lists resources that support achievement of specific curriculum outcomes.</p> <p> The school house symbol indicates resources that can be found within every school.</p>

Delivery of the Curriculum

The order in which the units for each grade level appear in the *You and Your World Curriculum* suggests a sequence. In some cases, the rationale for the recommended sequence is related to the conceptual flow across the year. (i.e., a unit introduces a concept that is then extended in a subsequent unit). Equally, a unit may focus on a skill or context that is built upon later in the year.

The curriculum is designed based on approximately 130 minutes of instructional time per week. If possible, it is suggested that teachers deliver the curriculum in blocks of time (e.g., two sixty-five-minute blocks of time per week, on-going throughout the school year).

An Integrative Approach to Learning

The *You and Your World Curriculum* reflects an integrated approach to learning. As many experiences in students' lives are multi-faceted and interdisciplinary, it is important this phenomenon is supported in the education system. Integrative learning experiences developed around a unifying concept, idea or issue are more compatible with the way in which students learn, particularly during the primary years. Through an integrated approach, students are engaged in rich learning experiences and have access to a range of materials and opportunities that enable them to gain knowledge and skills across curricular areas in such a way they are not required to analyze or separate aspects of their learning. Integrated curricula help students appreciate the connections between and across the various subject areas, as well as the connections between school learning and the world beyond school.



While efforts were made to identify natural and meaningful connections across all subject areas at a given grade level when developing the *You and Your World Curriculum*, the major focus was on connections among health, personal development and career planning, science, and social studies. Teachers may wish to enhance and extend the units by considering other authentic subject connections. Being aware of curricular outcomes across the all disciplines is key to recognizing opportunities for making such connections. This knowledge also allows one to take advantage of addressing particular curriculum outcomes through current events or issues that arise as teachable moments.

Supporting *You and Your World* through English Language Arts

Many English language arts curriculum outcomes can be introduced and/or developed in other curriculum areas. In fact, disciplines such as health, personal development and career planning, science, social studies, as well as projects that originate from students' interests or questions often offer relevant contexts for the teaching and learning of literacy outcomes. Using other disciplines to develop or reinforce literacy outcomes is not intended to diminish the integrity of these subject areas; students are required to achieve all curriculum outcomes although some may be introduced and/or developed in different contexts.

One strand of the English Language Arts Curriculum K-3 focuses on speaking and listening or oral language development. Many curriculum outcomes in this strand can be developed and reinforced as teachers and students investigate units of study identified within the *You and Your World Curriculum*. The units offer authentic opportunities for discussions, debates and oral presentations. Through involvement in such learning experiences and follow-up feedback on the process, students become more effective in presenting their views and listening to and acting upon ideas presented by others.

While investigating units from the *You and Your World Curriculum*, students will also be involved in learning experiences that involve reading, viewing, writing and representing. These are good opportunities to extend the development of or reinforce literacy skills. Teachers may also choose during the literacy block to use the focus of a unit from the *You and Your World Curriculum* as the topic for writing in a shared writing or independent writing situation. Several English language arts outcomes at the K-2 level focus on skills and strategies involved in the research process. The tendency is to model the process during English language arts classes by having students select a topic of interest and work through the various phases. An alternative approach is to model the process using questions students are exploring from the units in the *You and Your World Curriculum*. In doing this, students are more likely to see an authentic purpose for learning about the research process.

When students are learning to read and are involved in regular guided reading experiences, teachers may wish to choose texts, where available in multiple copies, to focus on topics being studied in the *You and Your World Curriculum*. Although the emphasis during such learning experiences is to model language concepts and to help students develop particular reading strategies, the students are simultaneously extending their background knowledge of a topic they will investigate later in another curriculum area. It is important to remember the goal of the guided reading experience and not focus on teaching the topic or content being discussed in the book.

Supporting *You and Your World* through Mathematics

The mathematics curriculum includes a strand on data management and probability. Some of the specific curriculum outcomes related to data management can be introduced and developed within units of the *You and Your World Curriculum*. Many of the units include questions for which answers can be represented using various types of graphs. Collecting, organizing and presenting data for such questions is an authentic and relevant way to help students achieve the outcomes related to data management.

The ideas presented above are but a few of the ways that other curriculum outcomes can be developed within the units of study from the *You and Your World Curriculum* and the topics of the units can be used in literacy and numeracy blocks as the context for introducing and developing particular skills and concepts. The skill, knowledge, and attitude outcomes identified in the various disciplines need to be considered carefully when planning for integrative learning experiences.

Background on Curriculum Areas in *You and Your World*

The You and Your World Curriculum Guide was developed from the primary curriculum documents for health, personal development and career planning, science and social studies (*Health Education Curriculum, Grades K-5, 2001; Personal Development and Career Planning, K-5, 2000; Atlantic Canada Science, K-2, 2001; Atlantic Canada Social Studies, K-2, 2004*). The principles and vision from the various subject areas are reflected in the *You and Your World Curriculum*.

Health

There are many factors that promote healthy living at every stage of a child's development. Health education encourages a positive and proactive approach to maintaining physical, emotional and psychological well-being. Health education recognizes the importance of providing students with opportunities to analyze circumstances and plan a course of action to achieve a goal.

Health education in New Brunswick is based on a comprehensive school health model (health-promoting schools) that extends curriculum further than has traditionally been the case. Students are expected to meet their individual potential, contribute to their community, and pursue wellness. They will require knowledge, skill development, and the development of attitudes and behaviours that are supported and encouraged by activities and services within the school, and more importantly, throughout their community. Comprehensive school health (health-promoting schools) recognizes that learning to maintain a healthy lifestyle is more meaningful and successful if it is supported by actions throughout the school and the community at large.

Vision for Health Education: "Students will leave the public education system understanding and practising wellness, by making wise life-style choices which contribute to both a healthy, caring individual and to the community."

Personal Development and Career Planning

Personal Development and Career Planning consists of three strands. The personal development strand includes outcomes that enable the learner to explore his or her specific personality traits and skills, take responsibility for his or her behaviour, develop positive self-esteem, and learn how to interact effectively with others. The lifelong learning strand helps learners understand their unique learning style, develop lifelong learning and time management skills, and assume personal responsibility and self-motivation. The career exploration and planning strand helps students translate personal traits and skills into occupational terms and blend their work role with other life roles to develop a healthy lifestyle. Students learn to engage in career planning, using goal-setting and problem-solving strategies.

Vision for *Personal Development and Career Planning*: "The curriculum seeks to address the needs of the whole child in that it proposes structured activities to stimulate development in social, cognitive, affective and career domains."

Science

Science education strives for scientific literacy. It engages students in asking and answering meaningful questions. Some of these questions will be posed by the teacher, while others will be generated by the students. These questions are of three basic types: “Why...?” “How...?” and “Should...?”. There are three processes used to answer these questions. Scientific inquiry addresses “why” questions. “How” questions are answered by engaging in the problem solving process, and “should” questions are answered by engaging in decision-making. As often as possible, students should have the opportunity to participate in practical activities that generate answers to questions and lead to other examples of “Why...?” “How...?” and “Should...?”.

Vision of Science Education: “All students, regardless of gender or cultural background, will have an opportunity to develop scientific literacy. Scientific literacy is an evolving combination of the science-related attitudes, skills, and knowledge that students need to develop inquiry, problem-solving, and decision-making abilities, to become lifelong learners, and to maintain a sense of wonder about the world around them.”

Social Studies

Social studies promotes students’ growth as individuals and citizens of Canada and an increasingly interdependent world. It develops citizenship by embodying principles of democracy, such as freedom, equality, human dignity, justice, rule of law, and civic rights and responsibilities. The knowledge, skills, and attitudes developed through the social studies curriculum empower students to be informed, responsible citizens of Canada and the world and to participate in the democratic process to improve society. It provides opportunities for students to explore multiple approaches that may be used to analyse and interpret their own world and the world of others. It presents ways for students to view the interrelationships among Earth, its people, and its systems. Social studies integrates the concepts, processes and ways of thinking drawn from the diverse disciplines of history and the social sciences, including geography, economics, political science, sociology and anthropology.

Vision of Social Studies Education: “ The social studies curriculum will enable and encourage students to examine issues, respond critically and creatively, and make informed decisions as individuals and as citizens of Canada and of an increasingly interdependent world.”

The Primary Years

The primary grades are the foundational years during which the basic curriculum concepts, skills, and values are developed.

- Children are introduced to formal education which provides a necessary complement to the child’s experiences at home and in the community. The primary years (K-2), the critical years for learning, may be the key to success in all other years. It is during these years that there is a shared responsibility for literacy and numeracy skills to support learning across the curriculum. Teaching strategies must be varied and always aimed at meeting individual needs and bringing children to the highest level of achievement possible.
- To create a seamless, more integrated approach to learning at the primary level, it is necessary to incorporate concepts, values and skills across all subject areas. A primary child’s approach to learning is very much a hands-on, minds-on approach and therefore experiences which provide for this are critical to achievement. The primary child is very interested in the immediate environment and therefore the school environment must be stimulating and appropriately relevant and challenging.

- Each child is a unique individual. Within any group of children a range of differences in rates and ways of learning, in experiences and in interests are expected and respected. Individual differences are celebrated and built upon. A viable goal for the individual is to achieve a personal best as he/she works towards excellence. Improving personal performance and realizing potential is more important than competition and comparisons to others.
- The primary child has many ways of understanding the world. A basic need for all primary learners is to make sense of their experiences. A vision of the child as an active learner, building a personal knowledge of the world through interactions with people, materials and ideas should guide all educational planning.
- Knowledge of the learner is central. An understanding of the various dimensions of the child is necessary to provide a balanced education. Education, therefore, should enhance the development of the whole child.

The Primary Learner

Children in this age group tend to exhibit the following characteristics in patterns of development:

Aesthetic

Children are exposed to artistic processes and products in a variety of genres and cultures. They are provided opportunities to create, perceive and communicate through the arts. Critical thinking, analysis and problem-solving skills are developed and applied in practical learning experiences. An appreciation for and experience in those things which constitute the arts adds to a child's understanding of the world, their culture and community. Children, with an aesthetic sensibility, value culture, environment and personal surroundings.

Emotional

The child learns best in a safe, supportive environment. Positive feelings towards self, others and learning are continuously promoted by the school. As children move through the primary grades, they are encouraged to become independent and more responsible for their own learning. There is a relationship between success and self-esteem. Learning is structured so that every child experiences success. Children are encouraged to become more reflective and introspective. They are given opportunities to consider ideas that are both of general and personal significance.

Intellectual

Intellectual development is the process of deriving meaning from experience through acquiring and constructing knowledge. The ultimate goal is that children develop strategies which will help them solve complex problems. They learn to reason and communicate effectively and take responsibility for their own learning. They ask questions and question the answers. They develop an understanding of how human beings know and comprehend. They become thoughtful and reflective learners.

Primary children are generally functioning at a more concrete level intellectually and the general progression from concrete experiences to semi-concrete to abstract is the most effective way of meeting the learning needs of young children. Primary children are usually very literal in their interpretations and adults working with them must be aware of this.

Physical

Physical well-being is essential to living and learning. Opportunities for movement and the development of a variety of motor skills are provided. The development of respect for the body and the desire to care for it are promoted. The curriculum fosters knowledge of and positive attitudes towards nutrition, physical fitness and safety. As children move through the primary grades, they are encouraged to take on more responsibility for their decisions about their own health. Sensitive inclusion of those with unique physical challenges is modeled and promoted.

Physical activity is a special part of leisure. Leadership, good sportsmanship, consideration for others, loyalty and honesty are also encouraged. Children learn that enjoying physical activity and benefiting from it in terms of enhanced health and well-being are equally important.

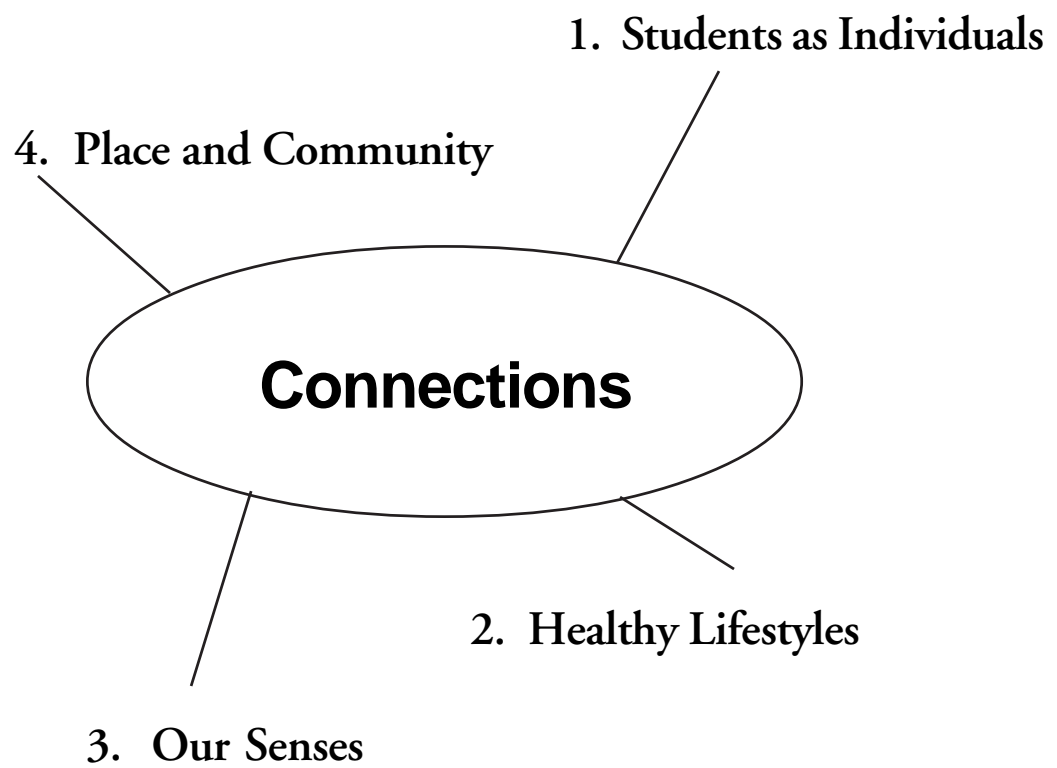
Social

Learning to interact cooperatively with other people is an essential life skill which can be taught and practised in schools. The classroom is a community of learners working together in a respectful manner. Taking turns, sharing materials, collaborating to solve problems, and working in cooperative groups for a variety of real purposes provide opportunities for children to learn social skills essential to living in any community.



You and Your World

Kindergarten



YEAR OVERVIEW

Kindergarten – Connections

Connections was chosen as the organizational concept for kindergarten because of its relevance to the experience of kindergarten students. As five-year-olds enter the public school system for the first time, they will make many new connections. They will meet and make connections with new people every day and will learn in new environments. Connecting the student's new learning to their previous experiences is an important aspect of learning at this time.

The curriculum outcomes are organized around four units focusing on connections using the contexts: the individual, healthy lifestyles, the senses, and place and community. The outcomes are listed below:

Unit 1 Students as Individuals

Students will be expected to

- K 1.1 demonstrate an understanding of themselves as unique and special;*
- K 1.2 describe their own physical changes and unique characteristics;*
- K 1.3 identify needs and wants that are common to all children;*
- K 1.4 demonstrate an understanding of how the roles of family members change over time;*
- K 1.5 recognize that families (local, national, and global) have varied traditions, rituals and celebrations;*
- K 1.6 identify and describe groups to which they belong; and*
- K 1.7 communicate effectively, solve problems and demonstrate conflict-resolution skills.*

Unit 2 Healthy Lifestyles

Students will be expected to

- K 2.1 describe the importance of personal hygiene and practise it in order to reduce the spread of germs and diseases; and*
- K 2.2 identify and explain types of activities that support a healthy lifestyle.*

Unit 3 Our Senses



Students will be expected to

- K 3.1 identify the five senses and describe methods to care for them;*
- K 3.2 use one or more of their senses to explore the characteristics of materials, noting how materials can be manipulated; and*
- K 3.3 develop vocabulary about sensory experiences that permits meaningful communication of ideas.*

Unit 4 Place and Community

Students will be expected to

- K 4.1 describe and locate some of the natural and constructed features of their community;*
- K 4.2 demonstrate an awareness of safety in the community;*
- K 4.3 demonstrate an awareness of the need for personal safety in the home, school and community, and be able to act accordingly; and*
- K 4.4 identify connections between their community and other communities (local, national, and global).*

Note: The school house symbol  indicates resources that can be found within every school. The heart symbol  denotes a sensitive topic.

SETTING THE STAGE

Kindergarten - Connections

The learning experience that follows is intended to set the stage for the kindergarten component of the *You and Your World Curriculum*.

Select and read aloud a children's storybook in which the characters are experiencing minor difficulties achieving certain goals. Through a class discussion make connections to similar challenges faced by the students in their daily routines, community and environment.

The following questions may serve to guide teacher and student discussions when implementing the kindergarten component of this curriculum:

- 1 What makes you special?
- 2 How do you make a decision?
- 3 How do you look for information to make decisions?
- 4 What helps you learn best?
- 5 How do you stay healthy?
- 6 Why are school activities/clubs/groups important to you?
- 7 What is important to you in your environment?
- 8 How do you make observations about your environment?
- 9 How are you connected to other people around the world?
- 10 What technologies connect us to others in the world?
- 11 What would you like to be able to do next week/month/year?
- 12 What is one short-term personal goal to help you achieve this goal?
- 13 Who could help you with your plan?

UNIT OVERVIEW

Kindergarten - Connections

Unit 1 - Students as Individuals

During this unit, students will make personal connections by examining individual characteristics, as well as needs and wants that are common to all children. This unit recognizes the importance of family in the student's world and throughout the world. Furthermore, the connection between individuals and groups is addressed. Communication, problem-solving and conflict resolution skills are explored and practised by students.

Students will be expected to

K 1.1 demonstrate an understanding of themselves as unique and special;

K 1.2 describe their own physical changes and unique characteristics;

K 1.3 identify needs and wants that are common to all children;


K 1.4 demonstrate an understanding of how the roles of family members change over time;

K 1.5 recognize that families (local, national, and global) have varied traditions, rituals and celebrations;


K 1.6 identify and describe groups to which they belong; and

K 1.7 communicate effectively, solve problems and demonstrate conflict-resolution skills.


Outcomes	Suggestions for Teaching and Learning
<p><i>K.1.1 Students will be expected to demonstrate an understanding of themselves as unique and special.</i></p> <p>Elaborations</p> <ul style="list-style-type: none"> • identify characteristics about themselves that make them unique and special • develop an awareness that people have different abilities and that everyone makes a contribution to society (school community, family, local community) • understand that there are similarities and differences among all people • identify basic feelings • understand and accept one's importance as a person • describe personal likes and dislikes • demonstrate respect toward others 	<p>Ask students to create posters that illustrate what makes them unique and special. These may be done in the form of silhouettes, using newsprint paper (ends of rolls which can be obtained from your local newspaper) or some form of large paper. Trace an outline of each child lying on the paper. Students may fill in the silhouettes by drawing their personal features. Invite students to include pictures, stories, poems and clippings that show what makes them unique and special. The posters can be presented to the class.</p> <p>Identify characteristics particular to each student:</p> <ul style="list-style-type: none"> • name • address • birthdate • height • hair colour <p>Brainstorm activities, foods, and things that students like or dislike; graph the results. Use the graphs as part of a class "Wall of Fame". Display photographs, silhouettes and information about each student as part of the "Wall of Fame".</p> <p>As students engage in centre activities, take note of something that you value about the work an individual is completing. Draw attention to this and invite those engaged in the play, or in proximity to the student upon whom you are focussing, to identify a characteristic they value in this person's work. For example, recognizing that Janna has built a beautiful block structure, ask her to explain it. Point out things that you like and had not noticed until she told you about them. Point out to Ben that he is organized and good at cleaning up after lunch. Modelling the behaviour of drawing attention to a student's strengths will help the other students to develop the habit of recognizing characteristics that make individuals unique and special. Invite students to make greeting cards for each other to express what they admire about one another.</p> <p><i>A valuable prop for a classroom teacher is a hand-held mirror or a mirror inside a box. The mirror can be used to teach children understanding of themselves as unique and special.</i></p> <p>Invite people from the community, including those of other nationalities or birthplaces, to share information about their culture. Discuss the various similarities and differences among people.</p> <p>Read a story that focuses on a character's feelings. Involve students in role-play situations that illustrate basic feelings.</p>

Suggestions for Assessment	Resources
<p>Create a class Big Book following the pattern: <u>Student's name</u> likes to Encourage students to contribute ideas for their classmates. This will illustrate students' understanding of similarities and uniqueness.</p> <p>See <i>Discovery Links Social Studies Teacher's Guide</i> - Entry - pg. 4 for the shared writing activity, "I can ...".</p>	<p> <i>Discovery Links Social Studies Teacher's Guide</i> - Entry - pp. 1-7, 29-30 <i>My First Birthday Gift</i> - Big Book <i>We Are All Special</i> - Big Book</p> <p><i>All of the following books address the idea that each person has unique qualities and that we should value these things in ourselves and in others.</i></p> <p><i>Chester's Way</i> - Kevin Henkes (ISBN 0688154727)</p> <p><i>A Color of His Own</i> - Leo Lionni (ISBN 0679887857)</p> <p><i>The Gypsy Princess</i> - Phoebe Gilman (ISBN 0590865439)</p> <p><i>Effie</i> - Beverly Allison (ISBN 0590729896)</p> <p><i>If You Could Wear My Sneakers</i> - Sheree Fitch (ISBN 1552092593)</p>


Outcomes	Suggestions for Teaching and Learning
<p><i>K.1.2 Students will be expected to describe their own physical changes and unique characteristics.</i></p> <p>Elaborations</p> <ul style="list-style-type: none"> • recognize changes and individual differences, which include, e.g., height, shoe size and hair colour • recognize that children grow at different rates • develop a positive body image 	<p><i>Teachers may wish to incorporate this outcome with K 1.1 and should address physical changes with students throughout the entire year.</i></p> <p><i>The correct terminology for all parts of the body should be used. If students use alternative terms, teachers are advised to clarify the discussion by using the correct term.</i></p> <p>♥ <i>This lesson lends itself to introducing the differences between girl and boy babies (e.g., vagina and penis). It is recommended this be part of the “personal safety” unit that all schools must address. Also see K 4.3, pg. 52 (personal safety outcome).</i></p> <p>♥ <i>Be sensitive that some children may not have baby pictures. Photocopies and drawings are also acceptable.</i></p> <p>Review the unique characteristics of individual students and revisit the “Wall of Fame”.</p> <p>Create a wall chart with enough space to include a group picture of all members of the class at four different times of the year. This will help document the growth patterns each child experiences. Teachers may wish to consider taking pictures outside in front of the same tree during each of the four seasons.</p> <p>Create a “total” height chart for the class at different stages of the year. Discuss how and why the “total” height changes.</p>

Suggestions for Assessment	Resources
<p>Ask students to review the wall chart and describe how they have changed physically, either as individuals or a group.</p> <p>Invite children to create a mini-timeline using two photographs that illustrate their physical changes from baby to toddler. Ask students to compare their appearance in the pictures to their present appearance. Teachers may wish to have each child present to the class.</p>	<p> c.a.r.e. Kit - Cards 1 and 2</p> <p><i>I'm Just the Right Size</i> - Mary Pearson (All About Me Series from Steck-Vaughn), ISBN (0780739844540)</p>


Outcomes	Suggestions for Teaching and Learning
<p><i>K.1.3 Students will be expected to identify needs and wants that are common to all children.</i></p> <p>Elaborations</p> <ul style="list-style-type: none"> • identify the difference between needs and wants • develop awareness that all children have basic needs and wants • give examples of themselves as consumers, satisfying their needs and wants 	<p><i>This outcome is intended to create an awareness that there are basic human needs. Children (local, national and global) form a particular social group that is vulnerable, requiring others to provide these needs. The most basic needs are air, food, potable water and shelter. In order for children to become contributing members of society, they also need to be protected and loved. They need to feel as though they belong and that they are worthwhile. Your school's personal safety program will address the child's need for protection. Comparing needs and wants will introduce the idea of children as consumers.</i></p> <p>Ask the students to think of children around the world. Discuss what they think the needs of children in other countries might be. Establish similarities and diversities in needs.</p> <p>Use resources from <i>Discovery Links</i> to develop the concepts of needs and wants through a shared reading experience.</p> <p>The UN Convention states that all children have the right to play. Ask the children to think about why it is so important that children be allowed to play. Use outdoor and physical education time to try children's games from around the world. Be certain to locate each game's origin on the world map. The UNICEF Project is a context in which to develop these ideas.</p> <p>National Children's Day is November 20. In preparation for and recognition of this day, develop an area in the classroom (or school) that recognizes characteristics particular to children. The definition of childhood is broad, based on cultural and economic values. Through whole group discussion generate a class concept of what it means to be a child. Identify needs and wants of children. An activity centre to support development of this concept might include children's games, art, music and literature from around the world and from different historical periods.</p>

Suggestions for Assessment	Resources
<p>Listen for the language the children use in their daily interactions. Are they able to discuss and describe different categories of needs (e.g., physical, safety, belonging)?</p> <p>Ask each child to illustrate one example of a “need”. As a class, sort the “needs” illustrated by the children and show the results on a wall chart. Categories can be physical and emotional.</p> <p>See <i>Discovery Links Social Studies Teacher’s Guide</i>, p. 11 for a shared writing activity. Are students able to complete a chart of “I need ... or I want ...”?</p>	<p> <i>Discovery Links Social Studies Teacher’s Guide</i> - Entry - pp. 8-14, 30-31 <i>We Need ...</i> - Big Book and Little Book <i>Needs and Wants</i> - Poster</p> <p><i>Each one of the following books has a connection to this outcome and could begin a discussion about the difference between meeting needs and wants.</i></p> <p><i>Peppe the Lamp Lighter</i> - Elisa Baritone (ISBN 0688102689)</p> <p><i>Alexander, Who Used To Be Rich Last Sunday</i> - Judith Viorst (ISBN 0689711999)</p> <p><i>Alexander’s Terrible, Horrible, No Good, Very Bad Day</i> - Judith Viorst (042200 BK)</p> <p><i>Franklin’s Secret Club</i> - Paulette Bourgeois (ISBN 0590130005)</p> <p><i>A Life Like Mine, How Children Live Around the World</i> - UNICEF (ISBN 0789488590)</p> <p><i>Duck Cakes For Sale</i> - Janet Lunn (ISBN 0888990944)</p> <p><i>Earrings</i> - Judith Viorst (ISBN 0689716699)</p> <p><i>If You Wear My Sneakers</i> - Sheree Fitch (ISBN 1552092593)</p> <p>United Nations: UNICEF <i>Children Around the World</i> (ISBN 0789488590)</p>


Outcomes	Suggestions for Teaching and Learning
<p><i>K.1.3 Students will be expected to identify needs and wants that are common to all children. (continued)</i></p> <p>Elaborations</p> <ul style="list-style-type: none"> • identify the difference between needs and wants • develop awareness that all children have basic needs and wants • give examples of themselves as consumers, satisfying their needs and wants 	<p>Discuss the concept of “wants”. Ask students to think about where they get their ideas about what they want. As the idea of buying products comes up, introduce the word consumer. Help them establish the idea that some wants are based on needs and others come from the desire to have something that is made to look exciting. For example, “I want a hug” fulfils an important need of love, belonging and security, whereas “I want a Beanie Baby” (or whatever the current childhood fad) is a want created from outside media.</p> <p>Explore the idea that sometimes we want things to help us fit in, which is meeting the need of belonging. Teachers could use a story book such as <i>Hug Me</i> by Patti Strein, which tells how a porcupine feels when no one will hug him. Discuss with students who is responsible to assist in fulfilling their basic needs.</p> <p>Ask students to collect and bring to class labels from products they use at home. Create a graph, using the actual labels, grouping the items according to what needs they fulfil:</p> <ul style="list-style-type: none"> • physical (food, air, water) • safety (shelter, protection) • love and belonging • feeling good about yourself • physical activity (creating, play, wellness) <p><i>Care should be taken to ensure students do not perceive that a large label means the item is more important. Consider cutting labels to a uniform size.</i> Teachers could use a map to identify the place of origin of the products. Talk about how brand-name items are not necessary to fulfil needs. Examine the brands from the pictures on labels students bring. Discuss questions such as the following: From where do our ideas of preference come? How do companies try to convince us to “want” their brand? Look at commercials and ads in magazines to get ideas about these questions.</p> <p>Read aloud a book such as <i>Alexander, Who Used to be Rich Last Sunday</i>. In the book, Alexander receives some money, purchases broken things and is duped by his older brothers. Use this story to develop the idea of consumerism. Discuss how students get and use money. Ask them to share times when they have been disappointed and/or satisfied with purchases they have made. Determine if anyone has had the experience of seeing a toy advertised on television which looked so exciting that he/she wanted it, but when it was purchased it wasn't what he/she expected. Talk about ways that television uses advertising to make things look exciting. Invite small groups of students to role-play a television commercial trying to convince someone to buy something in the classroom.</p>

Suggestions for Assessment	Resources
<p>Listen to the language students use in their daily interactions.</p> <ul style="list-style-type: none"> • Are they using terms related to needs and wants? • Do they say things like “I need that crayon to finish my picture.” or “I want crayons like my friends.”? • Are students able to identify themselves as consumers if asked a question related to consumerism? For example, to the question “How many of you were a consumer this week?”, are students able to respond with what they bought, or where they shopped? OR If it is hot-lunch day, and students are asked “Who will be a consumer today at lunch?”, and they are able to respond correctly? <p>In a learning centre, using the <i>Discovery Links Poster Entry, Unit 1</i> ask students to sort pictures into two categories - needs and wants. Students should explain their choices.</p>	 <p><i>Discovery Links Social Studies Teacher's Guide</i> - Entry - pp. 8-14, 30-31 <i>We Need ...</i> - Big Book and Little Book <i>Needs and Wants</i> - Poster</p> <p><i>Each one of the following books has a connection to this outcome and could begin a discussion about the difference between meeting needs and wants.</i></p> <p><i>Peppe the Lamp Lighter</i> - Elisa Baritone (ISBN 0688102689)</p> <p><i>Alexander, Who Used To Be Rich Last Sunday</i> - Judith Viorst (ISBN 0689711999)</p> <p><i>Alexander's Terrible, Horrible, No Good, Very Bad Day</i> - Judith Viorst (042200 BK)</p> <p><i>Franklin's Secret Club</i> - Paulette Bourgeois (ISBN 0590130005)</p> <p><i>A Life Like Mine, How Children Live Around the World</i> - UNICEF (ISBN 0789488590)</p> <p><i>Duck Cakes For Sale</i> - Janet Lunn (ISBN 0888990944)</p> <p><i>Earrings</i> - Judith Viorst (ISBN 0689716699)</p> <p><i>If You Wear My Sneakers</i> - Sheree Fitch (ISBN 1552092593)</p> <p>United Nations: UNICEF <i>Children Around the World</i> (ISBN 0789488590)</p>


Outcomes	Suggestions for Teaching and Learning
<p><i>K.1.4 Students will be expected to demonstrate an understanding of how the roles of family members change over time.</i></p> <p>Elaborations</p> <ul style="list-style-type: none"> • identify members of their families and extended families • identify roles and responsibilities of family members • demonstrate an awareness that the responsibilities of family members may change • demonstrate familiarity with the work related to maintaining a home and family 	<p>As a class, create a graph that shows how many people students have in their immediate families. Use stick people/ animals to show the family members. Alternatively, ask each student to make a pictorial number sentence indicating the total number of children and adults in his/her family (e.g., three adults, one child and three pets make seven in my immediate family).</p> <p>Read several books about families and discuss common characteristics. Be certain to read a cross-section that can open the discussion about what they consider to be family.</p> <p>A great outdoor, small-group activity to introduce the concept of roles is to sing the song <i>Here We Go Round the Mulberry Bush</i>. Help students think of things people do to keep a home running. Mention jobs that would have been done in the past, but now are replaced by technology. Invite the children to add their own ideas.</p> <p><i>Here we go round the Mulberry Bush, the Mulberry Bush, the Mulberry Bush, Here we go round the Mulberry Bush, so early in the morning.</i> <i>This is the way we wash the dishes, wash the dishes</i> <i>This is the way we hang the clothes, hang the clothes</i> <i>This is the way we take out the trash, take out the trash</i> <i>This is the way we milk the cow, milk the cow</i></p> <p>Ask students to help you make a list of all the jobs they can think of around their homes (e.g., washing dishes, doing laundry, taking out garbage, shovelling snow, bathing children, making beds). Create a simple list of five or six jobs, with the heading “Who Does It?”. Discuss what family members do the jobs listed. Help students create a chart that shows their responsibilities in the home. Describe the variety of roles and responsibilities in a family and note how these change over time.</p> <p>Read a book, such as <i>Something From Nothing</i> by Phoebe Gilman that shows how roles have changed over time. The illustrations show women washing clothes in the local river, men sewing, and only boys in school. Discuss how things have changed. Do people still wash their clothes in the river? How many children have a grandfather who makes clothes for them? Introduce the term “technology” and discuss how machines now do some of the tasks previously done by people. Brainstorm a list of jobs that students think were once done by hand and are now done by machine. Title the list “Technology Has Changed How We Live.” As a concrete example, put a clothesline and washing board in the Home Centre.</p>

Suggestions for Assessment	Resources
<p>Reread a book such as <i>Something From Nothing</i> by Phoebe Gilman, and/or invite a grandparent to discuss household tasks. Prepare a chart that says:</p> <p style="text-align: center;"><u>How Roles Change Over Time</u></p> <p style="text-align: center;">PAST PRESENT FUTURE</p> <p>Ask each student to give an idea to add to the chart. It may be helpful to model an example — PAST: When my mother was little, she wasn't allowed to wear jeans to school. PRESENT: As a teacher, I can wear jeans to school only on special days. FUTURE: Maybe jeans will not be in style in the future.</p> <p>Using pictures, put a variety of household jobs on flash cards and ask students to role-play members of their family or someone they know. Use the cards as a sorting activity to identify the jobs done by different family members.</p>	<p> <i>Discovery Links Social Studies Teacher's Guide</i> - Entry - pp. 43-50, 59-60 <i>Tom's Timeline</i> - Poster <i>Mom's Scrapbook</i> - Little Book <i>Who Does It?</i> - Poster</p> <p><i>Now One Foot, Now the Other</i> - Tomie De Paola (ISBN 0399224009)</p> <p><i>A Family Is Special</i> - Darwin Walton (Family and Friends Series Steck-Vaughn) (ISBN 0739844598)</p> <p><i>Something From Nothing</i> - Phoebe Gilman (046930 BK)</p>


Outcomes	Suggestions for Teaching and Learning
<p><i>K.1.5 Students will be expected to recognize that families (local, national, and global) have varied traditions, rituals and celebrations.</i></p> <p>Elaborations</p> <ul style="list-style-type: none"> • identify traditions, rituals and celebrations in connection to their own personal experiences • give examples to show that families (local, national and global) have varied traditions, rituals and celebrations • demonstrate an understanding of the importance of showing respect for others' traditions, rituals, and celebrations • explore terminology associated with time (today, yesterday, last year, long ago, future) 	<p>♥ <i>In discussing traditions, rituals and celebrations, it is important to be inclusive of different cultures.</i></p> <p>See p. 52, <i>Discovery Links Social Studies Teacher's Guide</i> (Entry Level) first bullet, "Engage" activities.</p> <p>Some students will wish to contribute stories about family traditions/celebrations, while other students will not want to journey too far into this subject. After such discussions, teachers may wish to follow up with one of the activities below:</p> <p style="padding-left: 40px;">Create a class book about family roots with a page for each child. It might begin with a page by the teacher showing a photo or drawing of the teacher and a sentence that might read: My name is Mr. O'Reilly and I have some Irish roots. Cover the book with a world map that marks all of the places where people in the class have roots.</p> <p style="padding-left: 40px;">Organize a Valentine's Day tea (that falls in Heritage month) to which each child may invite one grandparent, or special older family member, or friend of the family.</p> <p>Invite family members to share stories about their heritage. This could lead to a variety of other activities (e.g., mapping the location of family origins; creating displays of artifacts from a family's historic roots; writing letters to family members who live away). This is also a good opportunity to have a discussion about respecting other people's property.</p> <p>Invite people from the community, including those of other nationalities or birthplaces, to share information about their culture. Encourage students to identify similarities and differences among people.</p>

Suggestions for Assessment	Resources
<p>Ask students to illustrate and present a family tradition or celebration. It may compare how this took place fifty years ago with the format today.</p> <p>Using an artifact or a picture from home, ask the student to explain its relevance for family members and the tradition it represents.</p> <p>Invite students to role-play an activity at a celebration. Ask other students to identify the ritual/celebration.</p>	<p> <i>Discovery Links Social Studies Teacher's Guide</i> - Entry - pp. 51-58, 60-61</p> <p><i>We Celebrate</i> - Big Book and Little Book</p> <p><i>Families Celebrate Special Days</i> - Big Book</p> <p><i>New Year's Celebrations</i> - Photo Cards</p> <p><i>The Gypsy Princess</i> - Phoebe Gilman (ISBN 0590865439)</p> <p><i>Something From Nothing</i> - Phoebe Gilman (046930 BK)</p> <p><i>Miss Rumphius</i> - Barbara Cooney (044910 BK)</p> <p><i>Waiting for the Whales</i> - Sheryl McFarlane (ISBN 0920501966)</p> <p><i>Latkes and Apple Sauce</i> - Fran Manushkin (ISBN 0590422650)</p> <p><i>Let's Celebrate Canada's Special Days</i> - Caroline Perry (090680 BK)</p>




Outcomes	Suggestions for Teaching and Learning
<p><i>K.1.5 Students will be expected to recognize that families (local, national, and global) have varied traditions, rituals and celebrations. (continued)</i></p> <p>Elaborations</p> <ul style="list-style-type: none"> • identify traditions, rituals and celebrations in connection to their own personal experiences • give examples to show (local, national and global) that families have varied traditions, rituals and celebrations • demonstrate an understanding of the importance of showing respect for others' traditions, rituals, and celebrations • explore terminology associated with time (today, yesterday, last year, long ago, future) 	<p>Section a bulletin board into temporal categories: <i>long ago, in the past, today, and in the future</i>. Use these terms whenever the situation is appropriate. For example, after reading a story that has the subject of families, work with small groups to create an image to show how families might have looked during one of these time periods. Responses can be represented through artwork, writing or a 3-D model. As teachable moments present themselves throughout the year, introduce other terms that extend an understanding of time. For example, how do <i>yesterday</i> and <i>long ago</i> compare? Also consider the terms <i>last week, in the past, the present, today, tomorrow, next week, next year, and in the future</i>.</p> <p>Read a book, such as <i>Miss Rumphius</i>, about the story of a woman whose grandfather tells her that she must make the world a more beautiful place. She fulfils the goal by planting lupins in her old age. This story presents many teaching opportunities for this outcome. Temporal concepts are part of the progression of her life; she grows up and travels the world, then she returns home to live on an island. The story ends with her as a very old lady in the present day.</p> <p>Discuss with the students how all families have their own unique and meaningful ways to celebrate which over time become traditions, rituals and special celebrations. Ask students to share examples of traditions, rituals and special celebrations in their family and community. Examples could be recorded on chart paper. Discuss possible origins of some of the traditions, rituals and celebrations. Teachers may wish to invite a family or community elder (senior citizen) to speak to the students about some of the origins of traditions and rituals.</p> <p>Choose a country and research its traditions. Locate the country on the classroom map. Illustrate and celebrate some of the customs of this country.</p> <p>Make the music centre a celebration of family diversity by including a variety of cultural music from your region and around the world. Ask parents to help you collect this over the year, by having them provide you with any special cultural music of their family.</p> <p>Make a cassette of all of the songs and title it "Family Favorites." Make the music available for movement and free-play sessions and encourage appreciation with your participation. If a family member can play cultural music live, invite that person to perform for the class. Students will be expected to recognize that families (local, national, and global) have varied traditions, rituals and celebrations.</p>

Suggestions for Assessment	Resources
<p>Ask students to illustrate and present a family tradition or celebration. It may compare how this took place fifty years ago with the format today.</p> <p>Using an artifact/picture from home, ask the student to explain its relevance for family members and the tradition it represents.</p> <p>Invite students to role-play an activity at a celebration. Ask other students to identify the ritual/celebration.</p>	 <p><i>Discovery Links Social Studies Teacher's Guide</i> - Entry - pp. 51-58, 60-61</p> <p><i>We Celebrate</i> - Big Book and Little Book</p> <p><i>Families Celebrate Special Days</i> - Big Book</p> <p><i>New Year's Celebrations</i> - Photo Cards</p> <p><i>The Gypsy Princess</i> - Phoebe Gilman (ISBN 0590865439)</p> <p><i>Something From Nothing</i> - Phoebe Gilman (046930 BK)</p> <p><i>Miss Rumphius</i> - Barbara Cooney (044910 BK)</p> <p><i>Waiting for the Whales</i> - Sheryl McFarlane (ISBN 0920501966)</p> <p><i>Latkes and Apple Sauce</i> - Fran Manushkin (ISBN 0590422650)</p> <p><i>Let's Celebrate Canada's Special Days</i> - Caroline Perry (090680 BK)</p> <p><i>Keepsakes: Using Family Stories in Elementary Classrooms</i> - Linda Winston and Denny Taylor (ISBN 0435072358)</p>

Outcomes	Suggestions for Teaching and Learning
<p><i>K.1.6 Students will be expected to identify and describe groups to which they belong.</i></p> <p>Elaborations</p> <ul style="list-style-type: none"> • identify the attributes of a family group (local, national, and global) • identify positive and negative feelings associated with belonging or wanting to belong to a group • develop an awareness that groups form for a variety of reasons and have a variety of purposes 	<p>Collect pictures of animals, birds and fishes. Ask students to place them in groups, using an attribute or factor of their choice (e.g., size, shape, number of legs, colour). It is important for students to understand that groups can be formed for a variety of reasons.</p> <p>Gather various items from the classroom, home, and workshop; ask the students to group the items on the basis of a common attribute or factor. Discuss the reason for selecting the attribute and encourage students to appreciate that objects or materials can be regrouped using a different attribute.</p> <p>Ask students why forming groups seems to be useful. Discuss how people also form themselves into groups.</p> <p>Help students identify the groups to which they belong. Some may attend groups associated with music, sports, Sparks, Beavers, or religion. All students go to school and have friends and a family. Use the Big Book - <i>My Groups Discovery Links</i> (E) to assist in the following activity. Draw a graph or tally of the groups to which the students belong.</p> <p>Beavers/Sparks ###</p> <p>Religion ### ##</p> <p>Family ### ### ### ### ### ### </p> <p>Sports ### ##</p> <p>Read books/stories and view videos on the topic of friendship and discuss with students the feelings and behaviours of the characters. For example, using a book such as <i>Chester's Way</i> by Kevin Henkes, discuss the problems and benefits of belonging to a group. In the book the main characters - Chester and Wilson - are best friends. They are an informal group, yet have a certain code of conduct. When Lilly moves into the neighbourhood, they exclude her because she is different. They come to know Lilly, and her way becomes part of their way. The book ends with the three of them as a group and a fourth character, Jason, moving to the area. The story is left open for discussion and is a perfect opportunity to invite students to make inferences about what will happen. Provide four sets of mouse ears and ask students to role-play what will happen next.</p>

Suggestions for Assessment	Resources
<p>Give students pictures of their classmates and ask them to sort the pictures into groups. The “sorting rule” must be explained.</p> <p>Demonstrate through role-play an understanding of positive or negative interactions. Ask students to role-play what might happen next in <i>Chester’s Way</i> when Jason moves into the neighbourhood.</p>	<p> <i>Discovery Links Social Studies Teacher’s Guide</i> - Entry - pp. 15-21, 31-32</p> <p><i>Cooperation</i> - Photo Cards</p> <p><i>My Groups</i> - Little Book and Big Book</p> <p><i>Frog and Toad Are Friends</i> - Arnold Lobel (044250 BK)</p> <p><i>Chester’s Way</i> - Kevin Henkes (ISBN 0688154727)</p> <p><i>Franklin Plays the Game</i> - Paulette Bourgeois (ISBN 1550742558)</p> <p><i>The Hockey Game</i> (033120 BK)</p>

Outcomes	Suggestions for Teaching and Learning
<p><i>K.1.7 Students will be expected to communicate effectively, solve problems and demonstrate conflict-resolution skills.</i></p> <p>Elaborations</p> <ul style="list-style-type: none"> • develop an awareness of rules and why they are made • identify and analyse formal and informal rules used in groups (e.g., families, friends, clubs, schools) • utilize effective listening skills • acknowledge ideas and contributions of others • understand that feelings and emotions are expressed in words, actions and facial/body expressions • communicate personal feelings and thoughts appropriately • relate consequences to actions and decisions • identify and practise skills that would help them resolve conflict • be able to use basic anger management strategies 	<p>Discuss the purpose of rules. When you introduce a new school rule to students, “Walk in the Hall” is an appropriate and typical rule for five-year-olds. Discuss the fact that adults made this rule and that it is for safety purposes. Ask the students to identify other rules. Discuss the idea of laws. Some students will know about stopping for a red light and following the speed limit. Not wearing a hat inside your school is another rule; this is a good one to discuss, because it is not an obvious safety rule. It is about a code of conduct which goes with belonging to a group. Read “We Have Rules” <i>Discovery Links</i> resource.</p> <p>Review the rules for a common game that students play (e.g., tag) and discuss why the rules are necessary. Choose an activity of interest to students and design a set of rules (e.g., playing on the climber).</p> <p>Teach and practise listening skills through games and activities.</p> <p>Introduce a decision-making model. Discuss examples that show all actions and decisions have consequences.</p> <ol style="list-style-type: none"> 1. What is the problem? 2. What are some solutions? 3. For each solution ask: <ul style="list-style-type: none"> Is it fair? Is it safe? How might people feel? Will it work? 4. Choose one. 5. Is it working? <p>Role-play anger-provoking situations and identify appropriate ways to handle them (e.g., stop and take deep breaths, count to 10, walk away, self-talk, think about choices).</p> <p>An excellent method to help students resolve conflict is to invite them to go to a quiet spot and ask them to work it out. Encourage students to do this on their own, but to ask the teacher for assistance if needed. Suggest that they should tell the teacher when they have solved the problem. Also, teachers should offer to be a mediator if students feel they need help. Although this is a good teaching strategy, it may not be appropriate for all students depending on their age and development.</p> <p>Additional activities related to communication, problem solving, conflict resolution and bullying can be found in <i>Choices For Life, Health and Safety - C2</i> “Rules are Made to be Broken – Are They?”; <i>Focus on Bullying: A Prevention Program for Elementary School Communities</i> – “Safety Rules”, p. 97; “Tattling vs. Asking for Help”, p. 99; and “What is Bullying?”, p. 103,</p>

Suggestions for Assessment	Resources
<p>Ask students to illustrate what might happen on the playground if there were no rules. Invite students to explain the illustration.</p> <p>Use poster activity “Getting Along” from <i>Discovery Links Social Studies Teacher’s Guide</i> - Entry - p. 25.</p>	<p> <i>Discovery Links Social Studies Teacher’s Guide</i> - Entry - pp. 22-28, 32-33 <i>We Have Rules</i> - Big Book and Little Book <i>Cooperation Web</i> - Poster</p> <p> <i>Choices For Life, Health and Safety</i> (Workplace Health, Safety and Compensation Commission WHSCC, available to all schools free of charge 1-800-442-9776)</p> <p> <i>Focus on Bullying: A Prevention Program for Elementary School Communities</i> (Copies were made available to all schools.)</p> <p><i>We Can Work It Out</i> (704558 AV, 14 minutes, 1994). Available at District Office.</p> <p><i>Ten Things To Do Instead Of Hitting</i> (704924 VH, 15 minutes, 1995). At District Office.</p> <p><i>King of the Playground</i> - Phyllis Reynolds Naylor (ISBN 0689718020)</p> <p><i>Finders Keepers For Franklin</i> - Paulette Bourgeois (ISBN 059002633X)</p>

UNIT OVERVIEW

Kindergarten - Connections

Unit 2 - Healthy Lifestyles

This unit engages students in a variety of activities that promote connections between positive behaviours and a healthy lifestyle.

Students will be expected to




K 2.1 describe the importance of personal hygiene and practise it in order to reduce the spread of germs and diseases; and

K 2.2 identify and explain types of activities that support a healthy lifestyle.

Outcomes	Suggestions for Teaching and Learning
<p><i>K.2.1 Students will describe the importance of personal hygiene and practise it in order to reduce the spread of germs and diseases.</i></p> <p>Elaborations</p> <ul style="list-style-type: none"> • understand what is meant by personal hygiene • understand that cleanliness is a factor in how others feel about us • demonstrate practices that reduce the spread of germs and disease 	<p><i>Practices such as not sharing personal items (e.g., cups, straws, helmets/hats, brushes, combs), carefully washing ones hands after blowing the nose, and covering the mouth when coughing or sneezing should be emphasized when working with this outcome.</i></p> <p>Invite students to describe and draw their ideas of a germ or bacterium, where it lives and how it travels. Relate germs to the concept of disease and illness.</p> <p>The appropriate length of time for washing hands with soap is the time it takes to sing <i>Happy Birthday</i> twice. This song may be used to help young children develop good habits with respect to cleanliness.</p> <p>Involve students in a shared writing activity in which they give examples of practicing good hygiene.</p> <p>Create a health centre in which the teacher demonstrates healthy living and good hygiene. Use props or materials, such as soap, toothpaste, toothbrush, deodorant, hairbrush and facecloths, to demonstrate these skills.</p> <p>For further activities, see <i>Healthy Bodies: Grade 1</i> – “Lesson Four: Staying Healthy”. This activity highlights the importance of personal hygiene as a defence against germs.</p> <p>Contact the local health centre and invite a nurse to visit your class to discuss hygiene. Teachers may wish to use district “Healthy Learners” nurses in this role.</p>

Suggestions for Assessment	Resources
<p>Students could work in pairs to see who remembers to wash at lunchtime and check off those who complete the task.</p> <p>Observe students at snack and lunchtime to see if they remember to wash their hands properly.</p> <p>Show students a picture of a germ and ask them to explain where germs live and how germs travel.</p> <p>Ask students to list three places where germs are likely to be found/exchanged.</p>	<p> <i>Stella the Safety Skunk Program</i>, pp. 9-13 Workplace, Health, Safety and Compensation Commission</p> <p> Video: <i>My Body, My Buddy - Healthy Habits</i> (15 minutes, 1995)</p> <p><i>Primarily Health, When I'm Sick</i> Thematic Kit (021090 KT) Pupil Books, 6-pack (021100 BK) Big Book (021110 BK) Story Cassette (021120 AC)</p> <p><i>Healthy Bodies: Grade 1</i> (Teacher Resource), Lions-Quest (021130).</p>

Outcomes	Suggestions for Teaching and Learning
<p><i>K.2.2 Students will be expected to identify and explain types of activities that support a healthy lifestyle.</i></p> <p>Elaborations</p> <ul style="list-style-type: none"> • identify the factors that contribute to a healthy lifestyle • describe behaviours that support these factors (e.g., wearing a bike helmet, wearing a seatbelt, physical activity, not smoking, healthy food choices) 	<p>♥ Ask students to create “healthy lifestyle” collages using pictures from magazines and catalogues. Students should explain to the class their reasons for selecting particular images.</p> <p>Select and discuss activities that improve health. Create a class list of these activities.</p> <p>Create a pictograph with all the students’ names to display examples of healthy lifestyle choices they make. Students can draw or use actual pictures in the display.</p> <p>Additional activities can be found in <i>Choices For Life, Health and Safety</i>: “A1 – Health and Safety in My Daily Routine”, “A2 – Safety Word Association”, “A3 – Health and Safety in My Life”, “F1 – Designing COOL PPE”, and “F5 – Matching Exercise.”</p> <p>Make flash cards of healthy/unhealthy choices (e.g., pop/water, bicycle/car, T.V./climber). Ask students to determine the healthy choices.</p> <p>Introduce <i>Canada’s Food Guide to Healthy Eating</i> and discuss healthy/unhealthy food choices. Foods might be classified as “everyday foods” and “sometimes foods”.</p>

Suggestions for Assessment	Resources
<p>Ask students to list three activities that promote a healthy lifestyle. Invite students to explain why these are healthy choices.</p> <p>Ask students to sort a group of pictures of foods into “everyday foods” and “sometimes foods”, explaining their choices.</p>	<p> <i>Choices For Life, Health and Safety</i> (Workplace Health, Safety and Compensation Commission WHSCC, available to all schools free of charge 1-800-442-9776)</p> <p> <i>Primarily Health – It’s Up to Me</i> Thematic Kit (020970 KT) Pupil Books, 6-pack (020980 BK) Big Book (020990 BK) Story Cassette (021000 AC)</p> <p> Video: <i>My Body My Buddy – Healthy Food</i> (Kenetic Films), 15 minutes, 1995. Video: <i>My Body My Buddy – Healthy Fun</i> (Kenetic Films), 15 minutes, 1995.</p> <p><i>Canada’s Food Guide to Healthy Eating: Focus on Preschoolers</i>, Health Canada (Available on Health Canada Web site: www.hc-sc.ca/hpFb-dgpsa/onpp-bppn/food_guide_rainbow_e.html)</p>

UNIT OVERVIEW

Kindergarten - Connections

Unit 3 - Our Senses

This unit has students consider how their senses help them understand and connect to the world around them. It provides a number of learning experiences to extend the students' understanding of their senses.




Students will be expected to

K 3.1 identify the five senses and describe methods to care for them;




K 3.2 use one or more of their senses to explore the characteristics of materials, noting how materials can be manipulated; and

K 3.3 develop vocabulary about sensory experiences that permits meaningful communication of ideas.


Outcomes	Suggestions for Teaching and Learning
<p><i>K.3.1 Students will be expected to identify the five senses and describe methods to care for them.</i></p> <p>Elaborations</p> <ul style="list-style-type: none"> • link each sense to the receiving organ • identify the brain as the receiver and processor of information from each of the senses • discuss the challenges faced when a sense does not function properly • identify examples of activities in which sensory organs require protection 	<p>Use the Big Book <i>Our Five Senses</i> to introduce the concept of senses and how the senses inform us about our surroundings. Discuss how the brain receives messages from the senses and controls our reaction to this information.</p> <p>Invite students to create puppets and perform a puppet show with the characters being the nose (smell), the ears (hearing), the eyes (sight), the hands (touch) and the mouth (taste). The goal of the show is to depict the role and care of each of the senses.</p> <p>Provide students with a collection of objects and ask students to sort them using the sensing organs. Invite students to explain their sorting rules.</p> <p>Teachers may wish to use additional lessons from <i>Healthy Bodies: Grade 1</i>, “Lesson One: It Makes Sense.” Students identify the five senses by name and location and suggest ways the body’s senses help to keep them safe.</p> <p>Create a collage of pictures, draw a picture, or enact an example of a person protecting a sense organ from potential hazard (e.g., goggles, ear protectors, mitts/gloves, helmet).</p> <p>Discuss how technology helps people compensate for sense organs that do not function properly (e.g., eye glasses, Braille, hearing aids, sign language).</p>

Suggestions for Assessment	Resources
<p>Ask students to name one thing they appreciate about each of their five senses.</p> <p>Ask students to match the correct sense organ to each of the five senses.</p> <p>Ask students to draw a picture showing how to protect one of their senses.</p>	<p> <i>Our Five Senses</i> - Big Book Lisa Trumbauer (081700 BK)</p> <p><i>Healthy Bodies: Grade 1</i> (Teacher Resource), Lions-Quest (021130).</p> <p> <i>Primarily Health, Nose to Toes</i> Thematic Kit (021010 KT) Pupil Books, 6-pack (021020 BK) Big Book (020990 BK) Story Cassette (021040 AC)</p> <p><i>Every Body</i> – Tekla White (ISBN 0739844776)</p> <p><i>My Five Senses</i> – Aliko Brandenburg (ISBN 0690047924)</p> <p><i>Your Senses</i> – Helen Frost (ISBN 0736803874)</p> <p> <i>Rookie Read-About Health Series</i> <i>Touching</i>, (081600 BK) <i>Hearing</i>, (081560 BK) <i>Tasting</i>, (081590 BK) <i>Seeing</i>, (081570 BK) <i>Smelling</i>, (081580 BK)</p> <p><i>Five Senses</i> - Tracey West, Teacher Resource (081680 BK)</p>

Outcomes	Suggestions for Teaching and Learning
<p><i>K.3.2 Students will be expected to use one or more of their senses to explore the characteristics of materials, noting how materials can be manipulated.</i></p> <p>Elaborations</p> <ul style="list-style-type: none"> • use senses to describe and identify objects • use senses to detect changes in the form of various materials 	<p><i>Teachers should be encouraging growth in qualitative observations and use of related vocabulary. Students may use vague terms such as nice, gross, yucky and should be helped to use more precise descriptions such as cube, brown, rough. Students may also begin to use quantitative observations, using non-standard measures such as a pencil length.</i></p> <p>Begin instruction on this outcome by creating a sense chart. A long, narrow chart allows for the gradual addition of the students' growing vocabulary of sense words and phrases. Post this chart in a position that is visible at all times.</p> <p><i>(Sight) Whole-class Observations</i> - Display an object (e.g., vegetable, fruit, kitchen item). Record the descriptions that students give about the object. Ask students to group these objects on the basis of an attribute they share.</p> <p><i>(Hearing) Sound Containers</i> - In an opaque container (plastic ice cream container) hide an object. By moving the container, ask students to describe and identify the contents. Alternatively, use mini M & M containers with various contents, pairs of which match. Ask students to find the sounds that are identical.</p> <p><i>(Smell) Smell Preferences</i> - Ask students to explain smells they like and those they do not. Record student opinions on a pictograph. Alternatively, use opaque containers with screen covers and ask the children to identify the contents and/or match to a series of samples.</p> <p><i>(Taste) Four Tastes</i> - Arrange for students to experience sweet, salty, sour and bitter tastes. Ask students to name foods that have a similar taste and record these in chart form. <i>Be aware of students with allergies.</i></p> <p><i>(Touch) Texture Collection</i> - Collect a variety of objects and materials with distinctive textures and place them in "feely bags" or shoe-box collections. Ask blindfolded students to describe the objects/materials.</p> <p>Illustrate how we use our sensory systems to detect changes in the form of various materials (e.g., rolling a flat sheet of paper into a ball; adding sufficient water to sugar crystals so they dissolve; or pushing down on a ball of clay, making it into a disk). Ask students to describe how to make similar changes in materials. How is the "change" observed? Can the "change" be reversed easily? What new vocabulary is generated by this activity?</p>

Suggestions for Assessment	Resources
<p>Provide a material (e.g., a piece of paper) and ask the student to describe the item. Allow the item to be manipulated before describing its condition. Assess the accuracy of each description in terms of the senses used.</p> <p>Use picture on p. 31 of <i>Our Five Senses</i>, Big Book. Ask students to describe what they would see, hear, smell, taste and touch at the carnival. Students should describe the carnival accurately using each sense.</p>	<p> <i>Our Five Senses</i> - Big Book by Lisa Trumbauer (081700 BK)</p> <p> <i>Touch It</i> - Alan Rubin, Book (Science) (082960 BK)</p> <p> <i>Our Five Senses</i> - Little Book by Ellen Catala (081690 BK)</p>

Outcomes	Suggestions for Teaching and Learning
<p><i>K.3.3 Students will be expected to develop vocabulary about sensory experiences that permits meaningful communication of ideas.</i></p>	<p><i>The following activities which support K 3.3 serve to extend students' experiences in science and to develop literacy skills. By using new vocabulary and relating new words to previously understood concepts, students improve their ability to communicate.</i></p> <p>Continue the use of a sense chart to build vocabulary (e.g., record words and phrases). This activity enhances more accurate communication between students.</p> <p>Bring an object to class (e.g., an unusual piece of fruit) and ask students to brainstorm vocabulary words to describe its features according to the different senses. Alternatively, students can work in small groups to choose the best word to describe an object.</p> <p>Use a version of "I Spy" to provide opportunities for students to practise vocabulary and exchange information with improved accuracy. The selected item can be described by one attribute at a time. As more information is revealed, the identity of the item is more easily guessed.</p> <p>Continue use of the "feely bag" to help students develop more accurate vocabulary.</p>

Suggestions for Assessment	Resources
<p>Provide an object for a student and ask him/her to identify three of its features/attributes.</p> <p>During an activity, such as “I Spy”, note how well a student uses new vocabulary in relation to the object in question.</p>	 <p><i>Our Five Senses</i> - Lisa Trumbauer (081700 BK) <i>Touch It</i> - Alan Rubin (082960 BK) <i>Our Five Senses</i> - Ellen Catala (081690 BK)</p> <p><i>One Farm</i> – Melissa Blackwell Burke (ISBN 0739844784)</p> <p><i>Farm Animal Sounds</i> – G. L. Reed (ISBN 0739844792)</p> <p>Series by Moira Butterfield & Wayne Ford <i>Jumpy, Green, and Croaky – What Am I?</i> (ISBN 0817272267) <i>Bouncy, Big and Furry – What Am I?</i> (ISBN 0817272283) <i>Fast, Strong, and Striped – What Am I?</i> (ISBN 081727229) <i>Brown, Fierce, and Furry – What Am I?</i> (ISBN 0817272305) <i>Big, Rough, and Wrinkly – What Am I?</i> (ISBN 0817272321) <i>Bright, Lively, and Loud – What Am I?</i> (ISBN 0817272275) <i>Quick, Quiet, and Feathered – What Am I?</i> (ISBN 081727223X) <i>Fierce, Strong, and Snappy – What Am I?</i> (ISBN 0817272259)</p>

UNIT OVERVIEW

Kindergarten - Connections

Unit 4 - Place and Community

In this unit students will explore various features of their community. This exploration will include an examination of physical features, the importance of safety, as well as connections to other communities.

Students will be expected to


K 4.1 describe and locate some of the natural and constructed features of their community;

K 4.2 demonstrate an awareness of safety in the community;




K 4.3 demonstrate an awareness of the need for personal safety in the home, school and community and be able to act accordingly; and

K 4.4 identify connections between their community and other communities (local, national, and global).




Outcomes	Suggestions for Teaching and Learning
<p><i>K.4.1 Students will be expected to describe and locate some of the natural and constructed features of their community.</i></p> <p>Elaborations</p> <ul style="list-style-type: none"> • identify common features and landmarks in their community • use basic mapping skills to identify, locate, and name familiar places within the community • demonstrate an awareness of the concepts of natural and constructed features 	<p><i>Some children will have a prior knowledge of maps, while for others the concept of location will be a new idea. Whenever possible, extend students' awareness of maps to the provincial, national and global community. Drawing simple maps and representing real things by signs and symbols is an important skill to be developed.</i></p> <p>The school is an appropriate environment in which to begin using the language of place. As students become familiar with the school, use maps to identify important areas of the building and the playground. As a class, draw a map before or after going to areas such as the office, gym, playground, washroom, or music room. This helps to create student interest in making and reading maps. Discuss signs that need to be used on such maps, as well as symbols to represent significant landmarks in the school and on the playground.</p> <p>Model for students how completing a sketch can help them to re-create a well-loved block structure. When students are in the block centre, suggest they produce a sketch of their structure; the next day have them use it as a blueprint to reconstruct their structure. This will encourage students to begin “saving” their block structures by sketching them.</p> <p>Add road signs to the block and sand centre. Place a representation of a building or body of water in the block centre to create interest. Encourage the students to build around it. Discuss the meaning of natural and constructed features. As a class, make a chart that sorts features in the play centre as natural or constructed.</p> <p>Post a real map of your community and examine it together. Talk about how the map does not represent the actual size of the place, but rather is a drawing. This concept is more easily understood if students are familiar with representing their block structures through drawings. Such representation helps them understand that a drawing is not exactly like the item it represents.</p> <p>Create a mural of your province/community and use push pins to identify where students live. Colour the land green and the water blue. Identify a few significant places.</p> <p>Post a world map and have a globe in the classroom. When reading aloud books, identify the setting and locate the place on the map or globe. Teachers and students may also wish to determine where a book has been published and find this place on the map.</p> <p>Whenever the opportunity is pertinent, encourage children to use positional vocabulary such as <i>near, far, left, right, under, over, back, or front.</i></p>

Suggestions for Assessment	Resources
<p>Ask students to draw and label two natural and two constructed landmarks found between their home and the school.</p> <p>After discussing landmarks in the community, and making a short list of pertinent words for students to use, ask them to draw and label a simple map to represent their community. Note if students include natural and constructed features.</p> <p>Use an activity, such as a scavenger hunt, a treasure-map activity, an Easter egg hunt, or a hot-cold hunt to observe students' basic sense of direction and mapping skills.</p>	<p> <i>Discovery Links Social Studies Teacher's Guide</i> - Entry - pp. 63-70, 86 <i>Making Maps</i> - Big Book <i>A Treasure Hunt</i> - Big Book <i>Treasure Map</i> - Poster <i>Where We Live</i> - Little Book</p> <p><i>Waters</i> - Edith Newlin Chase (ISBN 0590742019)</p> <p><i>Madeline</i> - Ludwig Bemelmans (ISBN 014056439X)</p> <p><i>A Bird's Eye View: A First Book of Maps</i> - Harriet Wittels & Joan Greisman (ISBN 590466216)</p> <p><i>Mapmaking With Children</i> - David Sobel (ISBN 0325000425)</p> <p><i>And To Think That I Saw It On Mulberry St.</i> - Dr. Seuss (ISBN 0394844947)</p> <p><i>Eh? to Zed: A Canadian Abecedarium</i> - Kevin Major (Red Deer Press) (ISBN 088995221)</p> <p><i>As the Crow Flies</i> - Gail Hartman (Simon & Schuster) (ISBN 0689717628)</p>


Outcomes	Suggestions for Teaching and Learning
<p><i>K.4.2 Students will be expected to demonstrate an awareness of safety in the community.</i></p> <p>Elaborations</p> <ul style="list-style-type: none"> • identify and demonstrate an understanding of consumer safety symbols • describe appropriate solutions for hazardous situations in the home, school and community • understand the significance of a medicine cabinet and its contents • identify potentially harmful places and activities • demonstrate an ability to access help when a dangerous situation develops in the community 	<p><i>The following activities provide an opportunity to show students how we use the word “community” in different ways. Teachers may wish to use models of the community to illustrate possibly harmful places.</i></p> <p>Prepare a “caution corner” in which specific containers are displayed showing the caution/safety symbols and how the contents should be treated.</p> <p>Create posters to caution others about potential hazards. These could be posted in the science centre, home centre or health centre.</p> <p>Tour the school and identify five hazards within the school. Discuss appropriate solutions for addressing the hazards and take action.</p> <p>Identify other potentially harmful places and discuss how to be safe in each of them (e.g., the playground, the school bus, the school, the home, crossing the road, and water hazards). Ask students to create safety guidelines for each of the examples.</p> <p>Refer to the resource, <i>Dinobus, Beginning to Understand Bus Safety</i>, to introduce or review the issue of bus safety.</p> <p>Review mapping skills and map safe routes for travelling to and from home/school. Create a list of rules to follow when travelling the routes.</p> <p>Within the local area, name a variety of environments/situations which are safe, and other environments/situations which are not safe. Explain the reasons which cause the environments/situations to be safe or not safe. Discuss with students what to do should they find themselves in a potentially dangerous situation.</p> <p>Ask students to describe why safety rules are needed and connect these to activities in the adult world. Emphasize how safety rules protect our sense organs.</p> <p>Additional activities are found in <i>Choices for Life, Health and Safety</i> - “D5 - Identifying the Hazards”; “C3 - Mapping For Safety”; “E1 - Home Safety”; “E2 - The Playground of the Future”; and <i>Focus On Bullying: A Prevention Program for Elementary School Communities</i> - “Find a New Place to Play”, p. 135.</p>

Suggestions for Assessment	Resources
<p>Assess students' acquired knowledge of consumer safety symbols by using a chart and asking students to identify certain symbols and to explain the colour code system.</p> <p>Ask students to identify, describe or draw a picture of their favourite "safe place." Students should explain what makes it "safe".</p> <p>Describe for students a potentially dangerous situation that could occur at home or school. Ask students to explain what they would do in this situation.</p>	<p> <i>Choices For Life, Health and Safety</i> (Workplace Health, Safety and Compensation Commission WHSCC, available to all schools free of charge, 1-800-442-9776)</p> <p> <i>Focus On Bullying: A Prevention Program for Elementary School Communities</i> (Copies were made available to all schools.)</p> <p> <i>Dinobus, Beginning to Understand Bus Safety, Facilitators Guide K-5.</i> Department of Education Website www.gnb.ca/0000/progs/transport/dinobus-e.asp</p> <p><i>Safety for Children Series</i> (videos): <i>Bicycle Safety</i> 10 minutes, 1994 <i>Pedestrian Safety</i> 10 minutes, 1994 <i>Playground Safety</i> 10 minutes, 1994</p> <p><i>Rain or Shine: School Bus Safety and You</i> 10 minutes, 1996 (Kinetic Video)</p>

Outcomes	Suggestions for Teaching and Learning
<p><i>K.4.3 Students will be expected to demonstrate an awareness of the need for personal safety in home, school and community and be able to act accordingly.</i></p> <p>♥</p> <p>Elaborations</p> <ul style="list-style-type: none"> • identify components and behaviours that promote personal safety • demonstrate appropriate anti-bullying strategies • demonstrate an understanding that different kinds of touching can give people different feelings (e.g., good feelings, bad feelings, and confusing feelings) • identify good and bad touches in the home, school and community • demonstrate an ability to access help when in a dangerous, abusive, or potentially abusive, situation 	<p><i>The correct terminology for all parts of the body should be used. If students use alternative terms, teachers are advised to clarify the discussion by using correct terms.</i></p> <p>♥ <i>Some of the following learning experiences lend themselves to introducing differences between girl and boy babies (e.g., vagina and penis). It is recommended this be part of the “personal safety” unit that all schools must address.</i></p> <p>♥ Identify the private parts of the body; stress that the private parts of the body should be respected.</p> <p>♥ Discuss personal space with students in relationship to the concept that their bodies belong to them. It is equally important to stress that students need to respect other people’s personal space.</p> <p>Use c.a.r.e. kits cards (1, 2, 4, and 5) to identify types of positive physical contact from friends, family and other adults.</p> <p>♥ Discuss with students how to access help to resolve an abusive situation. Use a story to model for students how to report an abusive situation to a trusted adult (i.e., someone who would never hurt you).</p> <p>Discuss the school’s anti-bullying policy and practise anti-bullying strategies.</p> <p>Additional activities are found in <i>Choices for Life, Health and Safety - A2</i> “Safety Word Association”, and <i>Focus on Bullying - “Bullying Discussion”</i>, p. 108; “Assertive Behaviour”, p. 111; “What’s the School Plan for Dealing with Bullying?”, p. 119; “Students Can Stop Bullying Behaviour”, p. 123; “Ask an Adult for Help”, p. 131.</p>

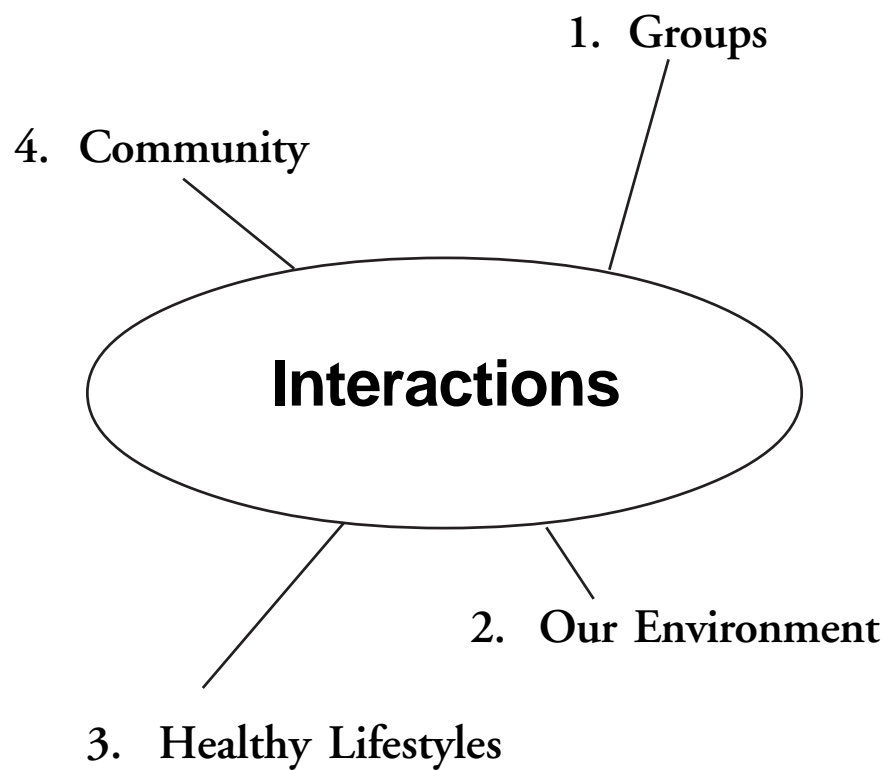
Suggestions for Assessment	Resources
<p>Ask students to role-play appropriate actions to take when being bullied or witnessing bullying situations.</p> <p>Ask students to identify and describe their personal space. Invite students to demonstrate appropriate actions to maintain that space.</p> <p>Describe an abusive situation and ask students to model what they would say to an “adult they trust” in order to get help.</p>	<p> <i>Focus on Bullying: A Prevention Program for Elementary School Communities</i> (Copies were made available to all schools.)</p> <p> <i>Choices For Life , Health and Saftey</i> (Workplace Health and Safety Compensation Commission WHSCC, available to all schools free of charge, 1-800 442-9776)</p> <p> c.a.r.e. Kit cards 1,2,4,5</p> <p><i>My Body Belongs To Me</i> (24 minutes), 1992 (Sunburst Video)</p> <p><i>Ten Things To Do Instead of Hitting</i> (video). At District Office.</p>

Outcomes	Suggestions for Teaching and Learning
<p><i>K.4.4 Students will be expected to identify connections between their community and other communities (local, national, global).</i></p> <p>Elaborations</p> <ul style="list-style-type: none"> • identify places where products originate • give examples to show that communities depend on each other • explain how communities are connected through transportation and communication 	<p>Create a KWL chart with the students (what they know, what they want to know and what did they learn) about how we are connected to people in different communities.</p> <p>♥ <i>Be sensitive to students who may have challenges in bringing fruit and conscious of food allergies.</i> Send a letter to parents/guardians explaining that the children will be learning we have important connections to other communities and that you will be illustrating this through the making of a special fruit salad. Ask each family to include one piece of fruit in their groceries to contribute to the activity. Refer to <i>Friendship Salad</i> (Big Book), <i>Discovery Links</i> resource.</p> <p>Arrange for a guest speaker, such as a truck driver to visit the class and explain his/her job of connecting communities by transporting goods. If possible, take a tour of his/her tractor-trailer. Before he or she comes to the class, help the children create possible interview questions. Record these on chart paper and leave space to write answers. After the guest leaves, reflect on the presentation with the children by filling in the answers. Place a model tractor-trailer in the block centre and include books about transport trucks and freighters in the book centre. If you have access to them, add trucking songs to the music centre. Other guest speakers to consider are farmers, fishers, merchants or local manufacturers to illustrate other ways of connecting communities.</p> <p>Ask the students to bring empty food containers or other goods from home. Examine the labels and identify the origin of the food on the globe. Bring a collection of clothes that have labels indicating the country of manufacture and locate these countries on the globe.</p> <p>Use props, such as a phone, a computer, a radio, and/or a newspaper, and discuss how these are important for communication. Create a simple timeline to show how communication has changed over the years. Teachers may wish to mention people sending smoke signals, or the role of town criers and where these examples of communication fit on the timeline.</p>

Suggestions for Assessment	Resources
<p>Play communication tag in the gym. Each time someone is tagged he/she must “freeze”. He/she can be “thawed” by being tagged again, and can re-enter play by showing some form of communication (e.g., pretending to phone someone or to write a letter).</p> <p>Complete the “what did we learn” column of the KWL chart. Observe how children demonstrate their knowledge when contributing to the chart.</p> <p>Provide a common snack, such as oranges, and ask students to illustrate the journey of the fruit from the tree to the table.</p>	 <p><i>Discovery Links Social Studies</i> <i>Teacher’s Guide</i> - Entry - pp. 80-87 <i>Friendship Salad</i> - Big Book <i>Make a Friendship Salad</i> <i>Friendship Salad</i> - Little Book <i>Making Connections</i> - Photo Cards</p> <p><i>Anno’s Journey</i> - Mitsumosa Anno (ISBN 0698114337)</p> <p><i>Jolly Pocket Postman</i> - Janet Ahlberg (ISBN 0316126446)</p> <p><i>Make It! Skip It!</i> - Jeanine Scott (ISBN 0756503639)</p> <p><i>No Two Snowflakes</i> - Sherry Fitch (ISBN 1551432277)</p> <p><i>Exploring Our World: Neighbourhoods and Communities</i> - Katheen Hollenbeck (ISBN 0590898094)</p>

You and Your World

Grade 1



YEAR OVERVIEW

Grade 1 – Interactions

The organizing concept of *interactions* builds on the kindergarten concept of **connections**. Although students experience interactions in all aspects of their lives, positive interactions need to be modelled. The curriculum is designed to extend the students' learning to include the importance of interactions, various types of interactions in our world, and responsible actions that support positive interactions. The curriculum engages students in a variety of new and relevant experiences that teach positive interactions.

The curriculum outcomes are organized around four units focusing on interactions in the contexts of groups, our environment, healthy lifestyles and the community. The outcomes are listed below:

Unit 1 Groups

Students will be expected to

- 1.1.1 *demonstrate an understanding of the importance of interactions between people;*
- 1.1.2 *demonstrate an understanding of the similarity and diversity of social and cultural groups; and*
- 1.1.3 *demonstrate an understanding that people within groups have rights and responsibilities.*

Unit 2 Our Environment

Students will be expected to

- 1.2.1 *describe how plants and animals meet their needs in a given environment;*
- 1.2.2 *plan and conduct investigations that explore similarities and differences between plants and animals;*
- 1.2.3 *observe and describe how living things respond to changes in solar energy that occur on a daily and seasonal cycle;*
- 1.2.4 *record observations and display data to explain seasonal changes;*
- 1.2.5 *describe how people depend upon and interact with different natural environments; and*
- 1.2.6 *take age-appropriate action to practise responsible behaviour in caring for the environment.*

Unit 3 Healthy Lifestyles


Students will be expected to

- 1.3.1 *understand, develop and maintain a healthy lifestyle;*
- 1.3.2 *explain how good eating habits contribute to health and well-being;*
- 1.3.3 *identify habits and products that are harmful to our health; and*
- 1.3.4 *understand and practise safety skills.*

Unit 4 Community

Students will be expected to

- 1.4.1 *demonstrate an understanding that the way people live in their community evolves over time;*
- 1.4.2 *demonstrate an understanding that signs, symbols, direction and scale are used to represent landmarks and locations;*
- 1.4.3 *recognize that Aboriginal peoples' relationship with place has changed over time;*
- 1.4.4 *explain how interactions between communities (local, national, and global) have changed over time;*
- 1.4.5 *demonstrate an understanding of the factors that influence how needs and wants are met; and*
- 1.4.6 *demonstrate an understanding of how communities depend on each other for the exchange of goods and services.*

Note: The school house symbol  indicates resources that can be found within every school. The heart symbol ♥ denotes a sensitive topic.

SETTING THE STAGE

Grade 1 - Interactions

This introductory lesson is intended to set the stage for the grade 1 component of *You and Your World*.

Discuss with students what is meant by the term *interactions*. Explain that interactions are inevitable, everywhere, and part of our daily life. Ask students to observe various interactions on the playground. Upon returning to the classroom, ask students to share the examples of interactions they observed. Record their observations and discuss if all are indeed interactions.

UNIT OVERVIEW

Grade 1 - Interactions

Unit 1 - Groups

This unit explores interactions that occur within social and cultural groups and stresses the importance of positive communication. During the unit, students will have opportunities to discuss their roles, rights and responsibilities within groups. A further focus will be the peaceful resolution of conflict within groups.





Students will be expected to

1.1.1 demonstrate an understanding of the importance of interactions between people;


1.1.2 demonstrate an understanding of the similarity and diversity of social and cultural groups; and

1.1.3 demonstrate an understanding that people within groups have rights and responsibilities.



Outcomes	Suggestions for Teaching and Learning												
<p><i>1.1.1 Students will be expected to demonstrate an understanding of the importance of interactions between people.</i></p> <p>Elaborations</p> <ul style="list-style-type: none"> • give examples of interactions between people • understand the importance of good listening and effective communication skills to interactions • understand that friends are important to one's happiness • demonstrate appropriate reactions to the ideas and actions of others 	<p><i>The focus of this section is to help students understand the importance of interactions between people and create a foundation for later examining the concept of groups. The meaning of the term interactions is defined as action between two or more people.</i></p> <p>Read aloud a book, such as <i>I Took My Frog to the Library</i> by Eric Kimmel that describes how a young girl takes her pets to the library and predictable, disastrous events result. Ask students to identify various interactions that occur during the story.</p> <p>Ask the students to pretend they are a bird flying through their community, seeing what is happening in all of the buildings, cars and homes. Pose questions such as the following: Do you see people talking to each other? Who are they? Are people waving to each other? Are people talking on the phone? What other ways are people sending messages (e.g., voice mail, e-mail, written correspondence, cards, drawing, diagram)? Make a list of student responses on chart paper or the blackboard. The list should include verbal, non-verbal, and written communications as well as technological communications. Use this common experience to review with students the meaning of the term <i>interactions</i>. Continue by asking students where the bird saw the interactions: at home, at school, on the school bus, in the playground, in the classroom, at the hockey arena, or at the shopping centre.</p> <p>Introduce the characteristics of a good friend and ways of making new friends. Invite students to share examples of ways in which they have made new friends. Ask students to describe what they think are the characteristics of a good friend. This might serve as a springboard for discussing the importance of good listening, effective communication skills and positive body language. Ask students to describe problems that can arise between friends and possible solutions to them.</p> <p>Involve students in the completion of a chart, such as the one below, highlighting behaviours that can result from positive interactions.</p> <table border="1" data-bbox="695 1444 1474 1738"> <thead> <tr> <th>Some Say</th> <th>We Could Say</th> <th>Looks Like</th> </tr> </thead> <tbody> <tr> <td>He's bragging</td> <td>Maybe you can teach me</td> <td>Nodding</td> </tr> <tr> <td>Give me...</td> <td>Please may I have ...</td> <td>Smile</td> </tr> <tr> <td>Ha, ha, Mark fell.</td> <td>Are you hurt</td> <td>Help child get up.</td> </tr> </tbody> </table> <p>Role-play situations, such as Ryan is calling a student names and teasing the student about his/her sneakers or Erin is making faces at a student in the classroom. Discuss positive ways to deal with such situations. See <i>Focus on Bullying</i>, Lesson 4, "Assertive Behaviour", Grade 1, p.153.</p>	Some Say	We Could Say	Looks Like	He's bragging	Maybe you can teach me	Nodding	Give me...	Please may I have ...	Smile	Ha, ha, Mark fell.	Are you hurt	Help child get up.
Some Say	We Could Say	Looks Like											
He's bragging	Maybe you can teach me	Nodding											
Give me...	Please may I have ...	Smile											
Ha, ha, Mark fell.	Are you hurt	Help child get up.											

Suggestions for Assessment	Resources
<p>Ask students to describe behaviours that contribute to healthy friendships, such as listening, sharing, helping, co-operating, and trusting.</p> <p>Observe and note student participation in and response to class discussions.</p> <p>Ask students to identify an example of a positive interaction between characters from a story that has been read aloud to the class, or a positive interaction that has occurred within the classroom among children.</p>	<p> <i>Discovery Links Social Studies Teacher's Guide</i> - Grade 1, pp. 1-8, 26, 27</p> <p><i>Living in Harmony</i> - Poster</p> <p><i>Do You Communicate?</i> - Little Book</p> <p><i>No Loud Voices</i> - Big Book</p> <p> <i>Focus on Bullying: A Prevention Program for Elementary School Communities</i>, (Copies were made available to all schools.)</p> <p> Employability Skills Posters</p> <p> Employability Skills Teacher Handbook, K-12, p. 7</p> <p><i>I Took My Frog to the Library</i> - Eric Kimmel (ISBN 014050916X)</p>



Outcomes	Suggestions for Teaching and Learning															
<p><i>1.1.2 Students will be expected to demonstrate an understanding of the similarity and diversity of social and cultural groups.</i></p> <p>Elaborations</p> <ul style="list-style-type: none"> review the definition and characteristics of groups demonstrate an understanding that people join together to form social and cultural groups demonstrate an understanding that within each group there are certain characteristics that bring people (local, national, and global) together recognize that children (local, national, and global) form a group 	<p><i>Children are a distinct group, as are teenagers and adults. Childhood is a unique time in a person's life no matter where he or she lives. All children need protection and guidance to develop into adults. Help students identify that children form a special kind of group; a group who is vulnerable to factors beyond its control.</i></p> <p><i>This outcome provides a great opportunity to share pictures of and stories about children from around the world. By exposing children to a variety of groups and their customs, traditions and beliefs, they will develop an understanding of the similarities and differences between their experiences and those of others. By encouraging students to think about why people belong to groups, such as families, school groups, interest clubs, sports groups, and communities, we are helping students understand factors humans share.</i></p> <p>Teachers may begin this section by reviewing the characteristics of groups and the different groups to which children belong.</p> <p>Ask the class to identify different types of groups such as families, school groups, interest clubs, religious groups, sports groups, ethnic (cultural) and community groups. Create a chart similar to the one below:</p> <table border="1" data-bbox="695 926 1458 1167"> <thead> <tr> <th>Name of Group</th> <th>Who Belongs</th> <th>Reasons for Joining</th> <th>Traditions and Customs</th> <th>Local, National, Global</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Discuss questions such as the following: What makes a group unique or special? What do groups have in common? What does the word <i>respect</i> mean? Ask students to think about why and how we should show respect for the traditions and customs of particular groups.</p> <p>Invite students to brainstorm ways children are alike. Help them identify that all children are part of a type of family structure, all children like to play, all children require some form of education, and all children experience family traditions. Explore ways that children around the world experience such commonalities. For example, discuss how many families around the world celebrate children's birthdays.</p> <p>Consult resources, such as <i>Children's Games Around the World</i> by Glenn Kirchner, to learn about games of different cultures; engage students in the playing of some of the games. Additionally, students could examine homes, languages, customs, or schooling practices of different cultures and discuss their similarities and differences.</p>	Name of Group	Who Belongs	Reasons for Joining	Traditions and Customs	Local, National, Global										
Name of Group	Who Belongs	Reasons for Joining	Traditions and Customs	Local, National, Global												

Suggestions for Assessment	Resources
<p>Observe students as they participate in class discussions to determine if they have gained an understanding of the concept of a group.</p> <p>Observe students and note if they demonstrate an understanding of showing respect in class activities.</p> <p>Note students' contributions to the class chart on different types of groups. Ask students to illustrate an example of a group and to label it explaining the type of group.</p> <p>Note students' contributions to a poster, frieze, mural or bulletin board display illustrating how birthdays are celebrated in other cultures.</p> <p>Ask students, through a medium of their choice (e.g., art, drama, piece of writing), to demonstrate a way of showing respect for another group.</p>	<p> <i>Discovery Links Social Studies Teacher's Guide</i> - Grade 1, pp. 9-16, 27, 28</p> <p><i>We All Belong</i> - Little Book</p> <p><i>Living in Harmony</i> - Poster</p> <p><i>Bread, Bread, Bread</i> - Big Book</p> <p><i>Dances Around the World</i> - Big Book</p> <p><i>Everyone Says "Hello"</i> - Big Book</p> <p><i>Children's Games from Around the World</i> - Glenn Kirchner (ISBN 0205296270)</p> <p><i>This is My House</i> - Arthur Dorros, Scholastic (ISBN 0590453033)</p> <p><i>This is the Way We Eat Our Lunch</i> - Edith Baer, Scholastic (ISBN 059046888X)</p> <p><i>Shelter</i> - Susan Canizares, Scholastic (ISBN 0779104218)</p> <p><i>Hello</i> - Betsey Chessen, Scholastic (ISBN 077910420X)</p>

Outcomes	Suggestions for Teaching and Learning								
<p>1.1.3 <i>Students will be expected to demonstrate an understanding that people within groups have rights and responsibilities</i></p> <p>Elaborations</p> <ul style="list-style-type: none"> • identify basic rights and responsibilities • give examples of rights and responsibilities that are common to children • demonstrate an understanding that conflict may arise from different expectations, desires and capabilities of members of a group • demonstrate appropriate decision-making skills • demonstrate an ability to solve conflicts through cooperation and peaceful means • take age-appropriate actions to demonstrate their (student) responsibilities as citizens (local, national, and global) 	<p><i>This outcome is intended to further students' understanding of groups and group dynamics. Students have been introduced previously to what a group is and the concept that members of a group have rights and responsibilities. Reinforce the idea that children have rights and responsibilities. As educators, teachers share with parents the mandate and responsibility to develop in students the skills and insights which will enable them to make reasoned choices in their interactions with others. Additionally, it is important that teachers develop learning experiences to promote co-operation, fairness, mutual respect, equality and cross-cultural understanding.</i></p> <p>To introduce this outcome teachers might read aloud to the class a book such as <i>Chrysanthemum</i> by Kevin Henkes. It is the story of a little mouse born to parents who adore her and wish to give her a special name - Chrysanthemum. She does not think particularly about her name until she goes to school and the other little mice make fun of her name. In the end, she is reminded to be proud of her uniqueness, and others are reminded to value differences. As well as introducing the underlying ideas of this outcome, this is an excellent way to talk about a child's right to a name. This is emphasized within the <i>U.N. Conventions on the Rights of Children</i>. It is important that people respect the name given to a child.</p> <p>Through brainstorming and class discussions, create a classroom <i>Charter of Rights and Responsibilities</i>. The key is to help students connect responsibilities to each of the rights generated, as shown in the example below.</p> <p style="text-align: center;"><i>Class Charter of Rights and Responsibilities</i></p> <table border="0" style="width: 100%;"> <thead> <tr> <th style="text-align: left;"><u>Rights</u></th> <th style="text-align: left;"><u>Responsibilities</u></th> </tr> </thead> <tbody> <tr> <td>to sharpen pencils</td> <td>to do so only when necessary and not to interrupt others</td> </tr> <tr> <td>to be able to go to the library</td> <td>to keep the library in good order</td> </tr> <tr> <td>to have a free education</td> <td>to attend school and be prepared to do work</td> </tr> </tbody> </table> <p>Ask students to role-play different conflict scenarios that are age-appropriate and authentic. For example, ask students to role-play someone who refuses to play by the rules of a game, or someone being bullied. Help students apply the six-step model on page 68 of this curriculum guide (or another conflict-resolution strategy) to resolve the conflict.</p> <p>Read a book, such as <i>Just a Dream</i> by Chris Van Allsburg, that tells of a boy who litters and later suffers the consequences. In discussing the story, explore the concept of "global citizenship" in relation to roles and responsibilities. Ask students to identify what they can do locally as "young citizens" (e.g., respect property, pick up garbage).</p>	<u>Rights</u>	<u>Responsibilities</u>	to sharpen pencils	to do so only when necessary and not to interrupt others	to be able to go to the library	to keep the library in good order	to have a free education	to attend school and be prepared to do work
<u>Rights</u>	<u>Responsibilities</u>								
to sharpen pencils	to do so only when necessary and not to interrupt others								
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Suggestions for Assessment	Resources
<p>Ask students to complete sentences such as the following: “ I have the right to recess; I have the responsibility to _____ . I have the right to make some of my own decisions; I have the responsibility to _____ .</p> <p>Ask students to write and/or draw about a responsibility they have at home and one at school.</p> <p>Ask students to identify pictures in books or magazines that show examples of good citizenship.</p>	<p> <i>Discovery Links Social Studies Teacher’s Guide</i> - Grade 1, pp. 17-25, 28, 29</p> <p><i>Too Much Too Soon</i> - Big Book</p> <p><i>My Rights and Responsibilities</i> - Little Book</p> <p><i>Living in Harmony</i> - Poster</p> <p><i>Cooperation and Conflict Resolution</i> - Photo Cards</p> <p> <i>Focus on Bullying: A Prevention Program for Elementary School Communities, “Students Can Help Stop Bullying Behaviour”, pp.167-169 (Copies were made available to all schools.)</i></p> <p><i>Chrysanthemum</i> - Kevin Henkes (ISBN 0688147321PA)</p> <p><i>Just a Dream</i> - Chris Van Allsburg (ISBN 0395533082)</p>

Outcomes	Suggestions for Teaching and Learning
<p>1.1.3 <i>Students will be expected to demonstrate an understanding that people within groups have rights and responsibilities. (continued)</i></p> <p>Elaborations</p> <ul style="list-style-type: none"> • identify basic rights and responsibilities • give examples of rights and responsibilities that are common to children • demonstrate an understanding that conflict may arise from different expectations, desires and capabilities of members of a group • demonstrate appropriate decision-making skills • demonstrate an ability to solve conflicts through cooperation and peaceful means • take age-appropriate actions to demonstrate their (student) responsibilities as citizens (local, national, and global) 	<p><i>ABC Teaching Human Rights (United Nations 1989) suggests a six-step model for conflict resolution. Teachers are encouraged to use this model throughout the year.</i></p> <ol style="list-style-type: none"> 1. Identify and acknowledge the problem. Stop any physical or verbal activity and ask the children involved to discuss their behaviour. 2. Get a description of what happened. Ask the children involved, and any bystanders, about the events that took place. Give everyone a turn to speak without interruption. Positive encouragement, such as a touch or hug, if appropriate, can ease feelings of anger or guilt. However, it is essential to remain neutral at all times. 3. Explore a range of solutions. Ask those directly involved how the problem can be solved. If the children are unable to give suggestions, the teacher can offer some solutions. 4. Consider all solutions. Point out that more than one fair solution may exist. Encourage the children to think of the physical and emotional consequences of the solutions and to recall past experiences of a similar nature. 5. Choose a course of action. Seek mutual agreement on the solution presented. 6. Carry out the decided action. <p>Create a <i>Passport to Citizenship</i> or <i>Good Deed Book</i> and use it to record instances of good behaviour within the classroom and on the playground. Alternatively, the teacher might carry “good deed” cards and pass them out to students during the school day. After receiving five “good deed” cards, a student’s name goes on the honour role which is displayed in a prominent area of the school.</p> <p>Create a poster with the heading <i>What Is Your Good Deed Today?</i> List names of students in the middle and place several bubbles on the poster with examples of a good deed written inside the bubble (e.g., I invited someone new to play with us. I zipped someone’s jacket.). Teachers or students report when they see someone doing a “good deed”. The student who does the “good deed”, with the support of the teacher, describes the deed in a bubble and places it on the poster.</p> <p>Ask children to brainstorm jobs (responsibilities) they have at home, school, and within groups, and to predict how these may change as they become older. A set of examples could include: pick up toys (baby), make bed (now), and drive a car (older). Give students a large sheet of paper and ask them to divide it into three sections. Invite students to draw an example of their changing responsibilities within each section. The titles of the sections might be: <i>When I was Little, Now,</i> and <i>When I Am Bigger.</i> Discuss similarities and diversities in the ideas. Teachers may wish to use the drawings to create a class book.</p>

Suggestions for Assessment	Resources
<p>Ask students to complete sentences, such as the following: I have the right to recess; I have the responsibility to _____. I have the right to make some of my own decisions; I have the responsibility to _____.</p> <p>Ask students to write and/or draw about a responsibility they have at home and one at school.</p> <p>Ask students to identify pictures in books or magazines that show examples of good citizenship.</p>	<p> <i>Discovery Links Social Studies Teacher's Guide</i> - Grade 1, pp. 17-25, 28, 29 <i>Too Much Too Soon</i> - Big Book <i>My Rights and Responsibilities</i> - Little Book <i>Living in Harmony</i> - Poster <i>Cooperation and Conflict Resolution</i> - Photo Cards</p> <p> <i>Focus on Bullying: A Prevention Program for Elementary School Communities</i>, "Students Can Help Stop Bullying Behaviour", pp.167-169 (Copies were made available to all schools.)</p> <p><i>Chrysanthemum</i> - Kevin Henkes (ISBN 0688147321PA)</p> <p><i>Just a Dream</i> - Chris Van Allsburg (ISBN 0395533082)</p>



UNIT OVERVIEW

Grade 1 - Interactions






Unit 2 - Our Environment

This unit begins with an exploration of plants and animals and how they interact with their environments. Students are engaged in activities that explore how living things respond to daily and seasonal cycles. The unit then moves to interactions between people and the natural environment, focusing on responsible behaviour in caring for the environment. The curriculum outcomes 1.2.1 through 1.2.6 are drawn from a combination of units from the Atlantic regional curriculum for science.

Students will be expected to

- 1.2.1 describe how plants and animals meet their needs in a given environment;*
- 1.2.2 plan and conduct investigations that explore the similarities and differences between plants and animals;*
- 1.2.3 observe and describe how living things respond to changes in solar energy that occur on a daily and seasonal cycle;*
- 1.2.4 record observations and display data to explain seasonal changes;*
- 1.2.5 describe how people depend upon and interact with different natural environments; and*
- 1.2.6 take age-appropriate action to practise responsible behaviour in caring for the environment.*





Outcomes	Suggestions for Teaching and Learning																														
<p><i>1.2.1 Students will be expected to describe how plants and animals meet their needs in a given environment.</i></p> <p>Elaborations</p> <ul style="list-style-type: none"> describe different ways that animals and plants meet their needs observe and identify similarities and differences in the needs of living things describe how humans help meet the needs of animals and plants describe ways in which living things move to meet their needs identify characteristics that animals and plants have in common recognize that living things depend on a healthy environment 	<p>Explore ways that animals respond to changes in temperature (e.g., hibernation, migration) and ways that various animals move (e.g., flying, swimming, running) to help them live in their environment. Using pictures, encourage students to predict which group of animals will fly, crawl, jump, or slide. Similarities and differences in the way animals get their food and protect themselves from danger can also be explored. Involve students in growing simple plants from seeds, taking care of the plants as they grow, and recording their needs.</p> <p>Building on their knowledge of the needs of living things, help students explore how people care for domestic plants and animals to ensure their needs are met. Compare these actions with how wild animals and plants meet their needs. Identify characteristics that animals and plants have in common. Consider how different forms of technology are used by humans to assist in caring for animals and plants.</p> <p>The investigations described above provide relevant opportunities for students to explore various ways of representing and recording information – charts, pictures, simple graphs, a small report or class book. Students will benefit from modelled and shared writing experiences to help them represent information in these ways.</p> <p>Involve students in the completion of a chart such as the following:</p> <table border="1" data-bbox="695 1228 1437 1726"> <thead> <tr> <th>Characteristics</th> <th>Humans</th> <th>Cat</th> <th>Fish</th> <th>Bird</th> </tr> </thead> <tbody> <tr> <td>legs</td> <td>2</td> <td></td> <td></td> <td></td> </tr> <tr> <td>eyes</td> <td>2</td> <td></td> <td></td> <td></td> </tr> <tr> <td>ears</td> <td>2 - side of head</td> <td></td> <td></td> <td></td> </tr> <tr> <td>fur, feathers, or skin</td> <td>skin</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Moves by ...</td> <td>walking, running, swimming, crawling</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Teacher’s Note: Instead of using words and/or numbers in the chart, it may be more suitable for some students to paste pictures in the columns or rows and discuss differences orally.</p>	Characteristics	Humans	Cat	Fish	Bird	legs	2				eyes	2				ears	2 - side of head				fur, feathers, or skin	skin				Moves by ...	walking, running, swimming, crawling			
Characteristics	Humans	Cat	Fish	Bird																											
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Suggestions for Assessment	Resources
<p>Ask students to plant a seed (e.g., bean) and to use their knowledge of the needs of living things to care for it.</p> <p>Ask students, using drawing and/or writing, to answer questions such as the following: What things would you do to take care of a plant? What things would you do to take care of an animal?</p> <p>Ask students to find or draw a picture of animals or birds in migration or hibernation.</p> <p>Ask students to tell the class about their favourite animal or plant. Students may be guided by the following questions:</p> <ol style="list-style-type: none"> 1. What type of animal/plant did you choose? 2. Where does this animal/plant live? 3. Where does this animal/plant find its food? 4. How does this animal/plant breathe? 	<p> <i>Discovery Links Social Studies Teacher's Guide</i> - Grade 1, p. 100, Engage - Bullet 1</p> <p> <i>Living Things</i> - Factivity Series - Big Book</p> <p> <i>Hands and Feet, Fingers and Toes</i> - Factivity Series - Little Book</p> <p> <i>All About Me!</i> - Factivity Series - Little Book</p> <p> <i>Five Senses</i> - Factivity Series - Little Book</p>





Outcomes	Suggestions for Teaching and Learning
<p><i>1.2.2 Students will be expected to plan and conduct investigations that explore similarities and differences between plants and animals.</i></p> <p>Elaborations</p> <ul style="list-style-type: none"> • make predictions about animal and plant needs based on observed patterns • ask questions about living things that lead to further explorations and investigations • identify new questions about what has been learned from a variety of sources 	<p>Opportunities should be provided for students to use a variety of sources of information (e.g., observations of living things, books, videos, software, Internet sites) to generate questions about groups of living things.</p> <p>Involve students in planting seeds, caring for the plants in the classroom and predicting patterns of growth. Contrast student predictions with the actual growth of plants by measuring plants on a regular basis. Ask students to compare the rate of growth for a plant with their own rate of growth and change.</p> <p><i>Teachers should point out some plants grow much faster than animals.</i></p> <p>Display pictures that illustrate various natural environments, such as a rain forest, an arctic landscape, a hardwood forest, and grassland. Ask students to examine the pictures and compare the types of plants growing in each environment. This is also an opportunity to contrast the growth of plants in different parts of the world. Discuss how factors such as rainfall, temperature and soil affect the growth of plants (e.g., deserts are the world's driest places, and rain forests are the wettest places). Illustrate how plants, animals and people are all affected by the conditions in the region in which they live.</p> <p>The following are examples of questions students may wish to investigate:</p> <ul style="list-style-type: none"> • How long does it take for a seed to germinate? • How tall will a bean seed grow? • What happens to a seed that is not watered compared to a seed that is watered? • How does the growth of a plant differ if the seed is planted in soil, sand or rocks?

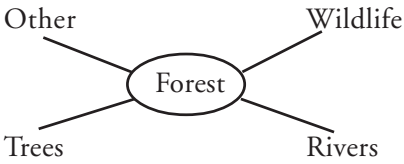
Suggestions for Assessment	Resources
<p>Interview students to determine how well they make predictions by asking questions such as the following: How well will a seed grow in dry soil? How fast will a bean plant grow given sunlight and water every day?</p> <p>Ask students to describe an experiment that would compare the growth of plants under different conditions (e.g., amount of water, sunlight, heat).</p>	<p> <i>Living Things</i> - Factivity Series - Big Book</p> <p> <i>Good Soil</i> - Factivity Series - Little Book</p> <p> <i>Stella the Safety Skunk Program</i>, pp. 23-25 Workplace, Health, Safety and Compensation Commission</p>




Outcomes	Suggestions for Teaching and Learning
<p><i>1.2.3 Students will be expected to observe and describe how living things respond to changes in solar energy that occur on a daily and seasonal cycle.</i></p> <p>Elaborations</p> <ul style="list-style-type: none"> • describe changes in heat and light from the sun • describe ways to measure and record environmental changes related to the varying intensity of solar energy • investigate and describe changes that occur daily in behaviours and location of living things resulting from the solar cycle • investigate the changes that occur seasonally in the characteristics, behaviours and location of living things resulting from the solar cycle • describe how humans prepare for seasonal changes • identify the necessity for appropriate sun protection 	<p>Teachers can discuss with students the change in solar energy experienced during the day. A simple model, such as a flashlight on a globe, may be used to show these changes. Discuss how one measures and records changes in temperature, light intensity, and length of shadows.</p> <p>Ask students to identify stages of their day and how these are affected by the sun. Investigate how activities are related to the time of day. Teachers may wish to consider the length of day according to latitude and how this influences activities (e.g., compare New Brunswick to Northwest Territories).</p> <p>Create a large circle on mural paper. Divide the circle into quarters to represent each season; label each quarter. Ask the students to bring pictures or drawings to represent each season.</p> <p>Using the mural, discuss with students how our lives change with each season and how the energy of the sun changes in each season. Ask students to suggest activities in which they participate during the various seasons of the year.</p> <p>Brainstorm ways people (families) prepare for changes in the season. Connect this to the idea that there may be dangers for humans associated with the different seasons (e.g., protection from the sun, hypothermia and frostbite).</p> <p>Read aloud a book, such as <i>The Gift</i> by B. Reid engaging students to examine images from different climates. Work as a class to create a kit for Grandma to help her pack for a visit to one or more of the climates identified in the book or a visit to the local school community.</p> <p>Students with dogs or cats could describe the changes that occur in animals' coats over the year, (e.g., shedding in spring and thickening in fall). Using print or electronic media, students could research animals or plants that change colour over the year (e.g., snowshoe hares/rabbits).</p> <p>There are various ways living things cope with seasonal changes, such as migration and hibernation. Many species have seasonal hibernation stages. Students could explore how and why certain animals can sleep or go without food for long periods of time. Students might use interactive software, videos and print resources that illustrate the seasonal activities, behaviours and locations of animals.</p> <p>Students could investigate the changes that take place in plants. For example, they could observe and study leaves and seeds falling from trees in the fall, seeds germinating in the spring, and new leaves budding in the spring.</p>

Suggestions for Assessment	Resources
<p>Ask students to compare a full day in midsummer with one in midwinter using drawings and written language. Students should explain why there are changes in human and plant/animal activities.</p> <p>Ask students to explain, using pictures and written language, two ways animals cope with seasonal changes.</p> <p>Provide students with a collection of pictures and ask them to group the pictures to depict the various seasons. Ask students to describe the rationale they used for grouping the pictures.</p>	<p> <i>Changes in the Earth and Sky</i> - Factivity Series - Big Book</p> <p> <i>What is Wind?</i> - Factivity Series - Little Book</p> <p> <i>What is Rain?</i> - Factivity Series - Little Book</p> <p> <i>Wind and Rain</i> - Factivity Series - Little Book</p> <p><i>Living with Sunshine</i> (Slip, Slap, Slop): A Primary teaching resource on sun protection for grades 1-3</p> <p><i>Hot and Cold</i> - (Rookie Read-About Series) - Little Book (081630 BK)</p> <p><i>Sunny Days</i> - <i>Welcome Book</i> - Little Book (081660 SE)</p> <p><i>Cloudy Days</i> - <i>Welcome Book</i> - Little Book (081610 SE)</p> <p><i>Cold Days</i> - <i>Welcome Book</i> - Little Book (081620 SE)</p> <p><i>Windy Days</i> - <i>Welcome Book</i> - Little Book (081670 SE)</p> <p><i>Sunny Days</i> - <i>Welcome Book</i> - Little Book (081660 SE)</p> <p><i>The Gift</i> - Barbara Reid (ISBN 059024177X)</p>



Outcomes	Suggestions for Teaching and Learning
<p><i>1.2.4 Students will be expected to record observations and display data to explain seasonal changes.</i></p> <p>Elaborations</p> <ul style="list-style-type: none"> • make and record relevant observations and measurements, using written language, pictures and charts • understand and follow safety rules when performing investigations and activities • propose conclusions based on observations, using commonly understood language 	<p><i>The following learning experiences connect this skill outcome to the previous knowledge outcome.</i></p> <p>Ask students to observe and record weather conditions at a consistent time each day. Records may be done for a month, a season or the whole school year; the greater the length of time, the easier it is to see and make comparisons among seasons. Discuss the use of appropriate symbols to represent weather conditions. These learning experiences may be used to help students achieve some outcomes within the data management strand of the mathematics curriculum.</p> <p>As the school year progresses from late summer to fall, winter and spring, ask students to describe in words and pictures what they see and how they feel as a result of the seasonal changes. It is important to help students develop appropriate vocabulary to describe the sights and feelings.</p> <p>Ask students to pose questions about how living things cope with seasonal change. These questions should form the basis of investigations and influence the way observations are reported. Teachers may wish to refer to the <i>English Language Arts Curriculum (K-3)</i>, Research Process, pp. 221-227, for strategies to help students complete research projects.</p>

Suggestions for Assessment	Resources
<p>Monitor students' recordings of weather conditions giving attention to clarity and the consistency of the use of symbols.</p> <p>Provide students with data about weather conditions that have been collected over time. Ask students to make a statement about any patterns or generalizations they note.</p>	<p> <i>Changes in the Earth and Sky</i> - Factivity Series - Big Book, p. 18</p> <p> <i>What is Rain?</i> - Factivity Series - Little Book, p. 10</p> <p> <i>What is Wind?</i> - Factivity Series - Little Book, p. 10</p> <p> <i>Stella the Safety Skunk Program</i> - pp. 23-25, Workplace, Health, Safety and Compensation Commission</p> <p><i>The Giving Tree</i> - Shel Silverstein (ISBN 0060256656)</p>



Outcomes	Suggestions for Teaching and Learning										
<p><i>1.2.5 Students will be expected to describe how people depend upon and interact with different natural environments.</i></p> <p>Elaborations</p> <ul style="list-style-type: none"> recognize that our way of life and our environment are affected by the presence and use of natural resources give examples of how natural environments influence human activities (local, national, global) 	<p><i>The central theme for this outcome is the relationship and interaction between people and different physical/natural environments. Building upon students' knowledge of natural and constructed features, this outcome provides the opportunity to expand their understanding from specific natural features to the larger natural environment. (The terms natural environment and physical environment are both geographic terms and are interchangeable. Natural environment is used in this document for consistency.)</i></p> <p>As a review, ask students to look in picture books and age-appropriate magazines to identify pictures of natural and constructed features. Using colour-coded sticky notes, ask students to distinguish between the two types of features. Alternatively, give each student a specific number of sticky notes of each colour and ask students to find examples in the books and magazines. As a class, share findings and create a chart to show specific examples of these features.</p> <table border="0" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;"><u>Natural Features</u></th> <th style="text-align: center;"><u>Constructed Features</u></th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">mountains</td> <td style="text-align: center;">roads</td> </tr> <tr> <td style="text-align: center;">deserts</td> <td style="text-align: center;">bridges</td> </tr> <tr> <td style="text-align: center;">oceans</td> <td style="text-align: center;">dams</td> </tr> <tr> <td style="text-align: center;">islands</td> <td style="text-align: center;">buildings</td> </tr> </tbody> </table> <p>Extend students' understanding of the aforementioned concepts by exploring interesting or famous natural and constructed features, such as landmarks from the students' province, Canada or around the world.</p> <p>Using a book such as <i>Alphabet City</i> by Stephen T. Johnson, take students on a visual tour of the alphabet as represented by constructed features in New York City. Discuss the various examples; some will be familiar to students, while others will be new. Locate New York City on a map and discuss its location relative to the local community.</p> <p>Develop with the students webs of different natural environments. Choose environments such as the following: forest, ocean, fertile river valley, plains, or desert. Ask students to identify natural features of the environment on the web.</p> <div style="text-align: center;">  <pre> graph TD Forest((Forest)) --- Other[Other] Forest --- Wildlife[Wildlife] Forest --- Trees[Trees] Forest --- Rivers[Rivers] </pre> </div> <p>Teachers can discuss with students how natural features may vary between different environments. Use visuals, stories and information texts to introduce students to a variety of relationships between people and their natural environments. These could include differences in work, play, homes, food, clothing, and recreation.</p> <p>Teachers can create a collage or visual that shows interactions of people with various natural environments.</p>	<u>Natural Features</u>	<u>Constructed Features</u>	mountains	roads	deserts	bridges	oceans	dams	islands	buildings
<u>Natural Features</u>	<u>Constructed Features</u>										
mountains	roads										
deserts	bridges										
oceans	dams										
islands	buildings										

Suggestions for Assessment	Resources
<p>Observe and note students' participation in and contribution to the KWL activity and related discussions.</p> <p>Observe and note students' contributions to the discussion on similarities and differences between natural and constructed features.</p> <p>Assess students' playground/park sketches and models.</p> <p>Assess students' models of landmarks or postcards describing landmarks.</p> <p>Observe students' abilities to interpret simple maps for direction, clarity, and understanding of the use of symbols and legends.</p> <p>Give students a sticker to hide in the classroom. Ask each student to draw a map that would help someone to find his/her sticker. Invite students to exchange their maps with other students to see if they can follow the map and locate the sticker. Ask students to incorporate a legend on their maps. Teachers may wish to allow students to create their own symbols or have everyone use the same symbol (which could be put on the black board). Observe how students read the maps to locate stickers.</p> <p>Reread the book "We Work and Play". Ask students to create a four-page book (a sentence and illustration on each page) that answers the question, "What do you do where you live?"</p>	<p> <i>Discovery Links Social Studies Teacher's Guide</i> - Grade 1- pp. 31-47, 56-57 <i>The World Outside Your Window</i> - Big Book <i>The Things We Build</i> - Big Book <i>Postcards from Barnaby</i> - Little Book <i>We Work and Play</i> - Little Book <i>Working Outdoors</i> - Photo Card <i>Playing Outdoors</i> - Photo Card <i>Dressing for Outdoors</i> - Photo Card</p> <p> <i>Planet Earth</i> - Factivity Series - Big Book</p> <p> <i>Big Rocks, Small Rocks</i> - Factivity Series - Little Book</p> <p><i>Rosie's Walk</i> - Pat Hutchins (044190 BK)</p> <p><i>Mapping with Children</i> - David Sobel (ISBN 0325000425)</p>

Outcomes	Suggestions for Teaching and Learning
<p><i>1.2.6 Students will be expected to take age-appropriate action to practise responsible behaviour in caring for the environment.</i></p> <p>Elaborations</p> <ul style="list-style-type: none"> • identify examples of conservation and sustainability • promote sustainable practices on a local, national, and global level • identify materials that can be recycled locally and composted at home and/or school • explain the role of the 5 R's: reduce, reuse, recycle, refuse, rethink • identify ways to keep home and school clean and safe 	<p><i>Conservation and sustainability are concepts that need to be explained with age-appropriate language and demonstrated through age-appropriate learning experiences. Conservation is both the protection from loss and the efficient use of natural resources. Sustainability is the practice of using a resource so that it will always be there. This outcome is intended to focus on the responsible actions students can take in caring for the environment. Through the learning activities students will realize and appreciate their role in the protection and renewal of the environment, and realize that taking care of the environment will benefit people, animals and plants all over the world.</i></p> <p>Introduce the concepts of conservation and sustainability. Create a KWL chart about caring for the environment. Discuss how and why we keep the environment safe. Ask students to identify things that take away from the safety and beauty of the environment (e.g. garbage, noise, mess, sharp objects, needles). Emphasize that everyone has a part to play in conservation and sustainability.</p> <p>Clean water is a resource on which all living things depend; human beings require at least eight glasses a day. Bring a globe into the classroom and have the children observe the large portion of the earth that is covered by water. Using an inflatable plastic globe, play globe toss and have each student say whether his/her right thumb, for example, is on land or water when he/she catches the globe. Teachers can tally results to show the ratio between water and land. Point out that 80% of the earth's water is salt water. (Visual Demonstration)</p> <p>Ask students to work in groups to show ways that they use water on a daily basis. Give students the opportunity to share their work with the class. Ask students to brainstorm ways they can conserve the use of water at home or in school (e.g., turning off the water when brushing their teeth, not wasting water at the fountain). Relate the issue to the global level by discussing the fact that some children in the world do not have clean water for drinking.</p> <p>Display a bottle of clean water and invite discussion about what they see. Can we tell if it is really clean? Ask questions as to the origin of the water. Lead or direct discussions to focus on the idea that this water has been around since prehistoric time.</p>

Suggestions for Assessment	Resources
<p>Ask students to create a poster that shows different ways they (as children) can care for the environment.</p> <p>Ask students to list the 5R's and to give one example of each.</p>	<p> <i>Discovery Links Social Studies Teacher's Guide</i> - Grade 1 - pp. 48-54 and 57-58 <i>Caring For My Community</i> - Big Book <i>We Look After Our World</i> - Little Book <i>Caring For Our World</i> - Poster</p> <p> <i>Planet Earth</i> - Factivity Series - Big Book</p> <p><i>Give a Hoot Don't Pollute</i>, video from the Tree House, 124 St. John Street, Fredericton, NB Telephone: 506 452-1339; fax: 506 452-7450 e-mail: treehouse@fundy.net</p> <p><i>Primarily Health – Our Friend, The Earth</i> Thematic Kit (021050) Pupil Books, 6-pack (021060) Big Book (021070) Story Cassette (021080)</p> <p><i>The Giving Tree</i> - Shel Silverstein (ISBN 0060256656)</p> <p><i>Hurt No Living Thing</i> - John Pinderhughes (ISBN 0768101042)</p>

Outcomes	Suggestions for Teaching and Learning
<p><i>1.2.6 Students will be expected to take age-appropriate action to practise responsible behaviour in caring for the environment. (continued)</i></p> <p>Elaborations</p> <ul style="list-style-type: none"> • identify examples of conservation and sustainability • promote sustainable practices on a local, national, and global level • identify materials that can be recycled locally and composted at home and/or school • explain the role of the 5 R's: reduce, reuse, recycle, refuse, rethink • identify ways to keep home and school clean and safe 	<p>Read aloud a book about recycling. Discuss why recycling is important and what happens after recyclables are taken to the recycling plant. Discuss the five R's and create age-appropriate definitions using written language and pictures.</p> <p>Sample definitions:</p> <p><u>Recycle</u> - save used materials, such as newspapers, boxes, tins and plastic bottles, and send them to recycling plants where they can be made into useful goods.</p> <p><u>Reduce</u> - buy less and throw away less; pay particular attention to packaging as it can add up to a lot of garbage.</p> <p><u>Reuse</u> - fix or change things so they can be used again (e.g., pass on clothes to a younger sibling or friend; reuse gift wrap or gift bags; use an empty milk carton to make a bird feeder).</p> <p><u>Refuse</u> - if when purchasing you have a choice of items, chose ones with the least waste (e.g., buy things "loose" or in bulk instead of in packages; rent or share things you seldom use).</p> <p><u>Rethink</u> - reflect on current lifestyle practices and make environmentally responsible choices (e.g., take one car instead of two whenever possible; purchase compact fluorescent light bulbs instead of incandescent bulbs; try to avoid buying products that cannot be recycled).</p> <p>Place containers in the classroom so students can take part in recycling. Other activities that could occur at school include picking up garbage (provided gloves are available) and planting trees or flowers. Explore how other parts of the world care for their environment.</p> <p>Discuss the value of composting. To compare decaying times of materials, select five different items and place each item in a separate, empty milk carton. Predict which of the items will decay most quickly over time. Dig a hole on the school ground or in a home garden and bury each of the cartons. After several weeks, unearth the cartons to compare students' predictions with observations.</p> <p>Discuss examples in your community where action is being taken to protect and sustain the environment. What actions are people taking? Ask students to identify personal actions they can take to protect the environment. Invite a guest speaker, such as a forestry representative or someone from a fish hatchery, to discuss sustainable practices.</p> <p>Read to the class a book such as <i>Where Once There Was a Wood</i> by Denise Fleming. This book illustrates how natural habitats that once provided shelter for wildlife have given way to cities. Discuss the positive and negative results of such actions.</p>

Suggestions for Assessment	Resources
<p>Ask students to create a poster that shows different ways they (as children) care for the environment.</p> <p>Ask students to list the 5R's and to give one example of each.</p>	<p> <i>Discovery Links Social Studies Teacher's Guide</i> - Grade 1 - pp. 48-54 and 57-58 <i>Caring For My Community</i> - Big Book <i>We Look After Our World</i> - Little Book <i>Caring For Our World</i> - Poster</p> <p> <i>Planet Earth</i> - Factivity Series - Big Book</p> <p><i>Give a Hoot Don't Pollute</i>, video from the Tree House, 124 St. John Street, Fredericton, NB Telephone: 506 452-1339; fax: 506 452-7450 e-mail: treehouse@fundy.net</p> <p><i>Primarily Health – Our Friend, The Earth</i>, Thematic Kit (021050) Pupil Books, 6-pack (021060) Big book (021070) Story Cassette (021080)</p> <p><i>The Giving Tree</i> - Shel Silverstein (ISBN 0060256656)</p> <p><i>Hurt No Living Thing</i> (ISBN 0768101042)</p>

UNIT OVERVIEW

Grade 1 - Interactions

Unit 3 - Healthy Lifestyles

This unit focuses on positive actions that promote a healthy lifestyle and identifies habits and products that are harmful to our health. Students will investigate behaviours that minimize health risks posed by particular habits and products. Further attention is also given to personal safety.

Students will be expected to

- 1.3.1 understand, develop and maintain a healthy lifestyle;*
- 1.3.2 explain how good eating habits contribute to health and well-being;*
- 1.3.3 identify habits and products that are harmful to our health; and*
- 1.3.4 understand and practise safety skills.*

Outcomes	Suggestions for Teaching and Learning
<p><i>1.3.1 Students will be expected to understand, develop and maintain a healthy lifestyle.</i></p> <p>Elaborations</p> <ul style="list-style-type: none"> • understand that physical activity promotes fitness and enjoyment • describe healthy ways for students to have fun in their free time • understand the need for disease prevention, cleanliness of teeth and hands and other aspects of personal hygiene 	<p>Identify physical activities that students have participated in during the past 24 hours. Discuss the relationship between physical activity and personal well-being. This is a good opportunity to review work completed in kindergarten on the value of an active versus sedentary lifestyle. Encourage students to commit to increasing their physical activity. Create a class wall chart to record successes. Page 4 of <i>Teacher's Guide to Physical Activity for Children</i> (6-9 years of age) provides relevant information.</p> <p>Ask students to draw/collect pictures that demonstrate healthy ways to have fun.</p> <p>Ask students to brainstorm reasons for keeping clean. Discuss how personal hygiene affects our health, relationships and how we feel overall. Review/identify appropriate means to prevent disease and keep teeth and hands clean. It is important to remind children to avoid sharing personal items, such as cups, juice containers, combs and brushes.</p>

Suggestions for Assessment**Resources**

Construct a chart, such as the one below, representing the what, the when, and the how we keep clean. Ask students to complete the chart.

What	When	How We Keep Clean
Hands		
Teeth		
Hair		
Face		

Ask students, over a period of a week, to record daily all their physical activity. Records could be represented through drawings, words, and sentences. Teachers may wish to provide a chart such as the one below.


Daily Physical Activity Recording Chart

Date	Type of Activity	Time of Day (morning, afternoon, evening)


Teachers Guide to Physical Activity for Children (6-9 years of age) Health Canada, www.hc-sc.gc.ca/

Healthy Bodies: Grade 1 (Teacher Resource), Lions-Quest, "Lesson 4, Staying Healthy", pp. 28-36 (021130)


Outcomes	Suggestions for Teaching and Learning
<p><i>1.3.2 Students will be expected to explain how good eating habits contribute to health and well-being.</i></p> <p>Elaborations</p> <ul style="list-style-type: none"> • identify food groups and give examples of foods in each group • explain the importance of eating meals regularly, particularly breakfast • identify safety practices associated with food (e.g., handling, packaging and storage) 	<p>Discuss reasons for eating healthy foods and how eating affects one's activity level throughout the day. Discuss <i>Canada's Food Guide to Healthy Eating: Focus on Children 6-12 Years of Age</i>, Health Canada.</p> <p>To illustrate the importance of healthy eating, create a large outline of a clock on poster board. Divide the clock into five time periods: breakfast, snack, lunch, dinner/supper, bedtime. Discuss examples of healthy foods for each time period. Divide the class into groups, with each group being responsible for one time period. The group can find/draw and label pictures of foods to eat at the specified time to complete the designated section of the clock. The clock represents regular times for eating, and should show the need to eat from a variety of food groups. Ask students to keep a journal of their eating habits for several days by completing a personal clock, or a section of the clock (e.g., snacks). After completing this activity, ask students to share results.</p> <p>Examine the numbers of hours between bedtime snack and breakfast as well as between bedtime snack and morning snack (without breakfast). Explain the brain's constant demand for energy and preference for having it supplied on a regular basis. Emphasize the importance of eating breakfast and point out that the body requires less energy when sleeping.</p> <p>Visit a grocery store to discuss the safe handling and proper storage of different foods and the importance of expiration dates. Alternatively, teachers might invite a guest speaker to speak to the class to discuss these concepts.</p> <p>♥ Teachers need to be sensitive to the needs of children who are diabetic or who have food allergies. It is equally important to consider that children's food choices are influenced by what they have access to at home.</p>

Suggestions for Assessment	Resources
<p>Place a variety of pictures of food on the chalkboard, including both good and bad choices. Ask students to choose items to create one or several meals.</p> <p>Ask students to draw and/or label healthy mid-morning snacks for one week.</p> <p>Ask students to respond to the question - Why is healthy eating important?</p>	<p><i>Canada's Food Guide To Healthy Eating: Focus on Children 6-12 Years of Age</i>, Health Canada</p> <p> <i>Healthy Bodies: Grade 1</i> (Teacher Resource), Lions-Quest, "Fueling My Body", pp. 23-27 (021130)</p>

Outcomes	Suggestions for Teaching and Learning
<p><i>1.3.3 Students will be expected to identify habits and products that are harmful to our health.</i></p> <p>Elaborations</p> <ul style="list-style-type: none"> • understand the dangers of second-hand smoke; alcohol and tobacco products; toxic household products; and vapour from markers, liquid paper and gasoline • understand the danger of misusing medication 	<p>Ask students to brainstorm habits and products that can be harmful to our health. Discuss the various dangers associated with these habits and products. <i>At this stage only a general overview is suggested to raise an awareness of potential harmful effects. It is not appropriate to examine in detail the physiological effects of nicotine, alcohol, and a variety of household chemicals.</i></p> <p>Show and discuss with students examples of warning signs and symbols often displayed on cigarettes and household products.</p> <p>Ask students what they believe to be the purpose of medicines. Using student feedback, document the value of medicine when taken properly. Create a list of rules regarding the proper uses of medicines. Discuss the harmful impact of taking medicine improperly. Students can share these rules with friends, parents/guardians and/or younger siblings.</p>

Suggestions for Assessment	Resources
<p>Show students various warning signs or symbols. Through an interview or conference with students ask them to explain the signs or symbols.</p> <p>Ask students to draw and label a picture that gives advice about taking medicine properly or avoiding harmful products.</p>	<p> <i>Choices for Life, Health and Safety</i> (Workplace Health and Safety Compensation Commission WHSCC, available to all schools free of charge, 1-800 442-9776), - Section E14 has information on standard symbols.</p>

Outcomes	Suggestions for Teaching and Learning
<p><i>1.3.4 Students will understand and practise safety skills ♥</i></p> <p>Elaborations</p> <ul style="list-style-type: none"> • understand and practise personal safety skills • identify types of touches, particularly those which are positive • understand the concept of <i>inner voice</i> and appreciate the importance of trusting it • demonstrate an understanding that children should not keep secrets about touching that gives them bad or confused feelings♥ • understand and follow safety procedures during various activities 	<p><i>An important aspect of this outcome is to dispel the stereotypical image that perpetrators are strangers; statistically, <u>the abuser is often known to the child</u>. The inner voice interprets the feelings of what a person likes or dislikes. These feelings can also be called emotions. The inner voice can help a person assess the degree of safety.</i></p> <ul style="list-style-type: none"> ♥The <i>c.a.r.e. Kit</i> includes lesson plans with respect to students taking responsibility for their bodies, identifying inappropriate touches and having the right to say “NO.” ♥Use the video, “The Sixth Sense,” to illustrate the difference between good touches and bad touches. Co-operative games, dances and/or songs may be used to show further examples of good touches. Stress situations in which touching may cause unpleasant or confused feelings and may be wrong (e.g., touching of a child’s private parts by an older person, or a child being forced to look at or touch an older person’s private parts.) Review the need for privacy, emphasizing that it should be respected in such instances as individuals using the washroom, dressing in changing rooms and bathing. <p><i>Another aspect of safety included with this curriculum outcome relates to activities in which children participate.</i></p> <p>Develop a safety chart that identifies the potential dangers of situations such as exposure to sunlight, insects stings, slippery surfaces/steps, exposure to frostbite, thin ice surfaces, rabies, walking alone, and playing in dangerous places. Discuss preventative measures for each.</p> <p>Refer to <i>Dinobus, Beginning to Understand Bus Safety</i> to discuss the issue of bus safety.</p> <p>Reinforce safety precautions at appropriate or relevant times throughout the year (e.g., bus safety—beginning of the year, bicycle safety—fall and spring, Hallowe’<i>n</i> safety—October). Encourage students to consider safety precautions as they plan science activities (e.g., smelling or tasting an unknown liquid, using safety goggles when working with powders or glassware).</p> <p>Ask students to interview parents/guardians regarding workplace safety. Discuss the results with the class.</p>

Suggestions for Teaching and Learning	Resources
<p>Role-play safe responses to situations involving bad touches.</p> <p>Ask students to draw or find pictures that illustrate safe practices and safe use of equipment. Invite students to explain orally or through writing why these practices are important.</p>	<p><i>The Sixth Sense</i>, Kenetic Video, 15 minutes, 1985.</p> <p> c.a.r.e. Kit</p> <p> <i>Dinobus, Beginning to Understand Bus Safety, Facilitator's Guide K-5.</i> Department of Education Website: www.gnb.ca/0000/progs/transport/dinobus-e.asp</p> <p><i>Healthy Bodies: Grade 1</i> (Teacher Resource), Lions-Quest, "Safety First!", pp. 38-43 (021130)</p>

UNIT OVERVIEW

Grade 1 - Interactions


Unit 4 - Community

This unit explores historical, geographic and economic interactions within and among communities. Students will have the opportunity to examine these interactions in their community and Aboriginal communities of the Atlantic region.


Students will be expected to

- 1.4.1 demonstrate an understanding that the way people live in their community evolves over time;*
- 1.4.2 demonstrate an understanding that signs, symbols, direction and scale are used to represent landmarks and locations;*
- 1.4.3 recognize that Aboriginal peoples' relationship with place has changed over time;*
- 1.4.4 explain how interactions between communities (local, national, and global) have changed over time;*
- 1.4.5 demonstrate an understanding of the factors that influence how needs and wants are met; and*
- 1.4.6 demonstrate an understanding of how communities depend on each other for the exchange of goods and services.*

Outcomes	Suggestions for Teaching and Learning
<p><i>1.4.1 Students will be expected to demonstrate an understanding that the way people live in their community evolves over time.</i></p> <p>Elaborations</p> <ul style="list-style-type: none"> • develop an understanding of time concepts • identify reasons for settlement and development of the local community • identify and describe changes in their local community over time • create a simple timeline to record events in their community's history • recognize that their community consists of people and places with interesting stories to tell 	<p><i>Time can be a difficult concept for some children to comprehend so discussions need to incorporate examples to which children can relate. Teachers may wish to explore with children the meaning of such terms as: “past”, “present”, “future”, as well as “long ago”, “before”, and “after”.</i></p> <p>Read aloud a piece of literature, such as the Grouchy Ladybug by Eric Carle, to teach the theme of “then” and “now” and the concept of time, hour by hour. Use this or another piece of literature that deals with “then” and “now” concepts (historical) to serve as a springboard for examining how the local community started and how it has changed over time. Teachers will need to include the broader concept of community in schools that draw students from several smaller communities/villages. Teachers might discuss the influence that location, climate, natural resources, and opportunities for work and recreation have had on the settlement and the development of the community.</p> <p>Draw three webs with the name of the local community in the centre. Label the three webs “long ago, in the more recent past”, and “in the present”. Brainstorm with the students things that the community had and has to offer. Lead questions will help students identify reasons the local community grew where it did and why it continues. Point out to students that some communities have become more prosperous over time while others have declined. Ask students to suggest reasons why this may have occurred.</p> <p>Local historians of the local community may be a source of pictures or simple anecdotes/stories about how the community has evolved over time. Invite a guest to visit the class to tell about what the community was like when he/she was a child. Ask if the visitor might bring photographs or artifacts to display. Prior to the visit, brainstorm possible questions students can ask during the presentation. (e.g., What types of things did you do in your spare time?, What was school like when you were a child?).</p> <p>Teachers may wish to visit a local museum or an historic site in the community to explore some of the history of the community.</p> <p>Using information collected from various sources (e.g., speakers, pictures), develop a pictorial timeline that records the events of the local community's history. Invite students to add illustrations to enhance the information provided by the timeline.</p> <p>Create a class book of community stories from the past.</p>

Suggestions for Assessment	Resources
<p>Provide children with a collection of pictures/photographs of such things as technologies, clothing styles and transportation that represent “then” and “now”. Ask children to label each picture as “old” or “new”.</p> <p>Read aloud a story, such as <i>I Love You Forever</i> by Robert Munsch and ask students to create a timeline of the events.</p> <p>Ask students to create a timeline of their daily routines.</p> <p>Provide each student with a sheet of paper that is folded in two sections to represent the “past” and the “present”. Ask students to choose a theme (e.g., transportation, buildings, industries) and illustrate it using drawings/pictures and labels.</p> <p>Ask students to create and role-play a situation that shows how technology has changed their everyday lives.</p>	<p> <i>Discovery Links Social Studies Teacher's Guide - Grade 1 - pp. 68-75, 95-96</i> <i>Hook, Line and Sinker - Big Book</i> <i>Great Grandma and I - Little Book</i> <i>Looking Back - Little Book</i></p> <p><i>Great Maritime Inventions - Mario Theriault (ISBN 0864923244)</i></p>


Outcomes	Suggestions for Teaching and Learning
<p><i>1.4.2 Students will be expected to demonstrate an understanding that signs, symbols, direction and scale are used to represent landmarks and locations.</i></p> <p>Elaborations</p> <ul style="list-style-type: none"> • identify and develop signs and symbols used in legends on maps and globes • give verbal directions using relative terms for different locations • recognize that maps and globes are used to represent the world • use signs and symbols on simple maps to identify and locate features within the school, community, and province • create and use simple maps and/or models • create and use pictures of develop symbols to represent features on a map 	<p><i>Teachers should not assume all children are familiar with the vocabulary associated with direction. Terms such as “up-down,” “over-under,” “east-west,” “north-south” may need to be modelled so students share a common understanding. Each time teachers ask students to stand “beside” their seat, on the “left-hand” side of their seat, “behind” their seat or to point “above” the table, or “below” the table, they are helping students learn vocabulary used to describe location and to indicate direction.</i></p> <p>Teachers may begin this section by exploring the concepts of location and direction using an appropriate book as a read aloud. As the story is read, teachers should draw attention to words used to describe the place, location, and direction.</p> <p>Teachers may choose to take students on a walk through the school or in the community. On a walk through the school, teachers should draw attention to signs, particular rooms or buildings and the route followed. During a community walk it important to point out street names, buildings, and landmarks. As a class, draw a large map of the general route followed on the community walk and place it on the floor. Discuss with students what kind of symbols or objects they could use to represent signs, buildings, streets, and landmarks they saw on the walk. Ask students to put symbols/objects on the map.</p> <p>Students can examine a simple wall map and/or globe to locate their community, province, and places with which they are familiar.</p> <p>Involve students in creating a bulletin board or a map of the school or playground. Ask students to create a key using symbols to represent items such as doors, play equipment, trees, and parking areas.</p> <p>Students can create 3-D models of places familiar to them, such as their classroom, bedroom, school playground, or community using a variety of materials (e.g., plasticine, milk cartons, popsicle sticks, pipe cleaners). Students could also create a simple map of their classroom, bedroom, or community using pictures/drawings to represent windows, doors, furniture, playground equipment, or landmarks. An extension of this activity could be to ask students to create a fire escape map for their homes.</p>

Suggestions for Assessment	Resources
<p>Ask students to locate familiar places on a simple wall map or globe.</p> <p>After reading aloud the story <i>Go, Ducks, Go</i>, ask students either to give a verbal account of the ducks' journey or to draw and label a map of the journey taken by the ducks. (The teacher could put "start" and "end" on the map to assist students.)</p> <p>Create a simple grid of the classroom and ask students to locate objects or classmates on the grid.</p> <p>During a conference, ask students to interpret simple maps for direction and to explain the use of symbols and legends.</p> <p>Ask students to create simple maps to show their level of understanding of maps, symbols, and legends.</p> <p>Ask students to locate objects in the classroom using verbal descriptions or a simple map.</p> <p>Ask students to give directions for the route they would take to go to the bathroom, cafeteria, or gym. Note words used by students associated with location and direction to determine if they have an understanding of positional language.</p> <p>Give groups of two or three students a treasure map and ask them to find the treasure. Arrange with teachers, the librarian, the secretary or the custodian to have the "treasure" situated near one of them. When students find the treasure, ask them to answer questions such as the following: "What was difficult about finding the treasure?" "How did you solve the problem of finding the treasure?" These discussions will give the teacher insight into students' abilities to read and understand simple maps.</p> <p>Give each student a sticker to hide in the classroom. Ask the student to draw a map to help someone find his/her sticker. Invite students to exchange their maps with classmates to determine if they can locate the sticker. Observe what students do to locate the stickers. Ask students to explain what was helpful about the maps.</p>	 <p><i>Discovery Links Social Studies Teacher's Guide</i> - Grade 1 - pp. 59-67 and 95-95</p> <p><i>Once Upon a Place</i> - Big Book</p> <p><i>Community Map</i> - Poster</p> <p><i>Take Another Look</i> - Little Book</p> <p><i>Classroom Map and School Map</i> - Photo Cards</p> <p><i>Where is it?</i> - Karen Bryant-Mole (ISBN 083681729X)</p> <p><i>Round Trip</i> - Ann Jonas (ISBN 0688099866)</p> <p><i>Rosie's Walk</i> - Pat Hutchins (044190)</p> <p><i>Mapping with Children</i> - David Sobel (ISBN 0325000425)</p>

Outcomes	Suggestions for Teaching and Learning
<p><i>1.4.3 Students will be expected to recognize that Aboriginal peoples' relationship with place has changed over time.</i></p> <p>Elaborations</p> <ul style="list-style-type: none"> recognize that there are Aboriginal peoples compare where Aboriginal peoples live today with where they lived in the past give examples of past and present interactions between Aboriginal peoples and place 	<p><i>Aboriginal peoples have inhabited Atlantic Canada since time immemorial. The four traditional Aboriginal groups include the Mi'kmaq, Maliseet, Inuit, and Innu peoples. Each developed a distinct relationship with place including the land, water, resources, and climate. Help children develop an awareness of and an appreciation for Aboriginal communities in the Atlantic region. Students will learn that the relationship Aboriginal peoples have with place has changed over time.</i></p> <p><i>It is important that the learning experiences avoid becoming a stereotypical study of early Aboriginal peoples. The goal is for students to realize that Aboriginal communities, like all communities, have evolved over time.</i></p> <p>Discuss with students that the first people to live in our province were the Maliseet and Mi'kmaq. Point out on a map of the province original locations of the Maliseet and Mi'kmaq. Compare original locations with where Aboriginal peoples live today.</p> <p>Discuss and demonstrate traditions, customs, beliefs, sports, games, art and music of early Mi'kmaq and Maliseet peoples. Invite a guest speaker from a local Aboriginal community to share stories about his/her culture. During Storyfest, feature stories from the Maliseet and Mi'kmaq cultures.</p>

Suggestions for Assessment	Resources
<p>Involvement students in a “talking circle” in which they retell stories to reflect the importance of oral tradition to the Mi’kmaq and Maliseet.</p> <p>Ask students to demonstrate their understanding of early Mi’kmaq and Maliseet games, sports, and traditions by modelling examples of each, by completing drawings or by using written language.</p>	<p> <i>Discovery Links Social Studies Teacher’s Guide - Grade 1 - pp. 76-84, 96-97</i> <i>Welcome to Connie River - Little Book</i> <i>A Summer Song: An Inuit Poem - Big Book</i> <i>Mi’kmaq Calendar - Big Book</i> <i>Inuit Carving, Maliseet Beadwork - Photo Cards</i></p> <p>Teacher Resources <i>Teacher’s Handbook: An Introduction to Mi’kmaq and Maliseet Communities</i>, NB Department of Education, 2002.</p> <p><i>The Wabanakis of Maine and the Maritimes - Resource Book</i>, NB Department of Education (092500)</p> <p><i>The Micmacs - Robert Leavitt</i> (090110)</p> <p><i>The Mi’kmaq Anthology</i> (091740 BK)</p> <p><i>Welcome to Our Talking Circles: Voices of the Wabanakis</i>, NB Department of Education (000040)</p> <p><i>Mi’kmaq/Maliseet Resource Handbook</i>, Neil Benedict, NB Department of Education</p> <p><i>The Learning Circle: Classroom Activities on First Nations in Canada, Ages 4 to 7</i>, available from Indian and Northern Affairs, Canada</p> <p>Student Resources</p> <p><i>Wolastokewi: Latuwewakon: Maliseet Alphabet Book</i>, NB Department of Education</p> <p><i>Miigemeoeg Gengoatigng: Mi’kmaq Alphabet Book</i> (090290), NB Department of Education</p>


Outcomes	Suggestions for Teaching and Learning
<p><i>1.4.4 Students will be expected to explain how interactions between communities (local, national, and global) have changed over time.</i></p> <p>Elaborations</p> <ul style="list-style-type: none"> recognize that various kinds of communities exist in their province, country and the world identify and describe how changes in transportation and communication have allowed communities to interact more easily 	<p><i>This outcome focuses on the many different communities around the world and how interaction among these communities has changed over time.</i></p> <p>Discuss and locate on a map examples of different kinds of communities: fishing, farming, mining, rural/urban, desert/polar communities, and ethnic communities.</p> <p>Ask students to identify a number of familiar places within the province, including local and neighbouring communities. Explore types of interactions that take place among these communities related to such activities as sports, cultural/recreational events and shopping. Discuss how difficult it might have been to travel to some of these communities in the past. How would communities have communicated with each other in the past? Develop a class “then” and “now” T-chart to compare and contrast the various forms of transportation and communication used over time. Compare the time involved for the different means identified.</p> <p>As students view books, photographs, and pictures that depict <i>present</i> and <i>past</i> community activities, note similarities and changes in transportation and communication. Discuss how changes in technology have made transportation and communication faster. As a class activity, ask students to draw simple pictures or find pictures in magazines to create a large collage that shows changes in communication and transportation over time.</p> <p>Using provincial, Canadian and world maps, identify different places to which students have travelled. Also, identify places where family and friends live around the world and discuss how students or their family members communicate with these individuals. Use simple drawings or symbols for transportation and communication to label the maps (e.g., airplanes for travel and computers for internet communication).</p> <p>Create learning centres that focus on transportation and communication. Train transportation might be of particular interest as it illustrates a major change over time.</p> <p>Invite a guest speaker, such as a postal worker, telephone operator or truck driver, to explain the changes that have taken place in his/her field of communication/transportation.</p>

Suggestions for Assessment	Resources
<p>Assess students' contributions to the "then and now" T-chart and the class.</p> <p>Create a class book about the impact an invention has had on society. An example could be the telephone, electricity, the computer or TV. Ask each student to complete statements such as the following: "With a telephone I can..., without a telephone I cannot..."</p> <p>Ask students to explain orally or through drawings and written language how crossing the Northumberland Strait via the Confederation Bridge compares with earlier forms of travel.</p>	<p> <i>Discovery Links Social Studies Teacher's Guide</i> - Grade 1 - pp. 85-93, 97-99</p> <p><i>Transportation</i> - Big Book</p> <p><i>Communication</i> - Big Book</p> <p><i>Keeping in Touch</i> - Little Book</p> <p><i>Where Does Your Letter Go?</i> - Poster</p> <p>Maps of the province, Canada and the world</p> <p><i>Cross a Bridge</i> - Ryan A. Hunter (ISBN 0823413403)</p>

Outcomes	Suggestions for Teaching and Learning
<p>1.4.5 <i>Students will be expected to demonstrate an understanding of the factors that influence how needs and wants are met.</i></p> <p>Elaborations</p> <ul style="list-style-type: none"> • identify different ways peoples' needs are met • understand that media messages may influence attitudes • explore work, including volunteer work, in various settings, and how to be an effective worker 	<p><i>A need is something that is necessary for survival, such as food, clothing, shelter, love and the need to belong. A want is something that a person desires/wishes, such as a trip to Disneyland or a new toy, but is not necessary for survival.</i></p> <p>Review the concepts of needs and wants that were introduced in kindergarten.</p> <p>Ask students to imagine they are stranded on a deserted island and have only 10 wishes. As a class, separate the wishes into needs and wants. Discuss how needs may vary, depending on the climate of the island and available vegetation, and that wants may vary from person to person, depending on one's age, interests, and hobbies.</p> <p>As a class activity, create a Big Book that shows differences between needs and wants. Divide the book into five sections (e.g., babies, 6 year-olds, teenagers, adults, and senior citizens). Ask students to draw or locate pictures of people of different ages for each section that show various things a person needs and may want for each age level.</p> <p>♥ <i>Children are aware of some of the influences that affect their choices as consumers (e.g., brand names, peer pressure, what friends have, and advertisements). Focus on the child as a consumer and help students explore good decision-making practices. Teachers should be careful not to promote any fad, product or brand name.</i></p> <p>Use a story, such as <i>Alexander Who Used to be Rich Last Sunday</i> by Judith Viorst, to introduce children to some of the factors that may influence their choices as consumers.</p> <p>Involve students in examining examples of ads and commercials from magazines, flyers and TV. Discuss as a class the purpose of each of the ads, the target audience and the feelings the ads may generate with respect to perceived needs and wants.</p> <p>Read aloud a story, such as <i>Clifford Gets a Job</i> by Norman Bridwell, in which Clifford the Big Red Dog looks for employment because he fears his family will give him away because of the dog food bills. Discuss with students that working is one way people meet their needs and wants.</p> <p>Point out that most people work for money to buy what they need and want and to have a sense of fulfillment. Explain that there are two types of work - paid work and unpaid work. Volunteers are usually unpaid workers. Brainstorm examples of paid work and unpaid work. Ask students to find pictures to illustrate the different examples. Teachers may ask students to role-play various types of work. Discuss qualities employers probably look for in an effective worker.</p>

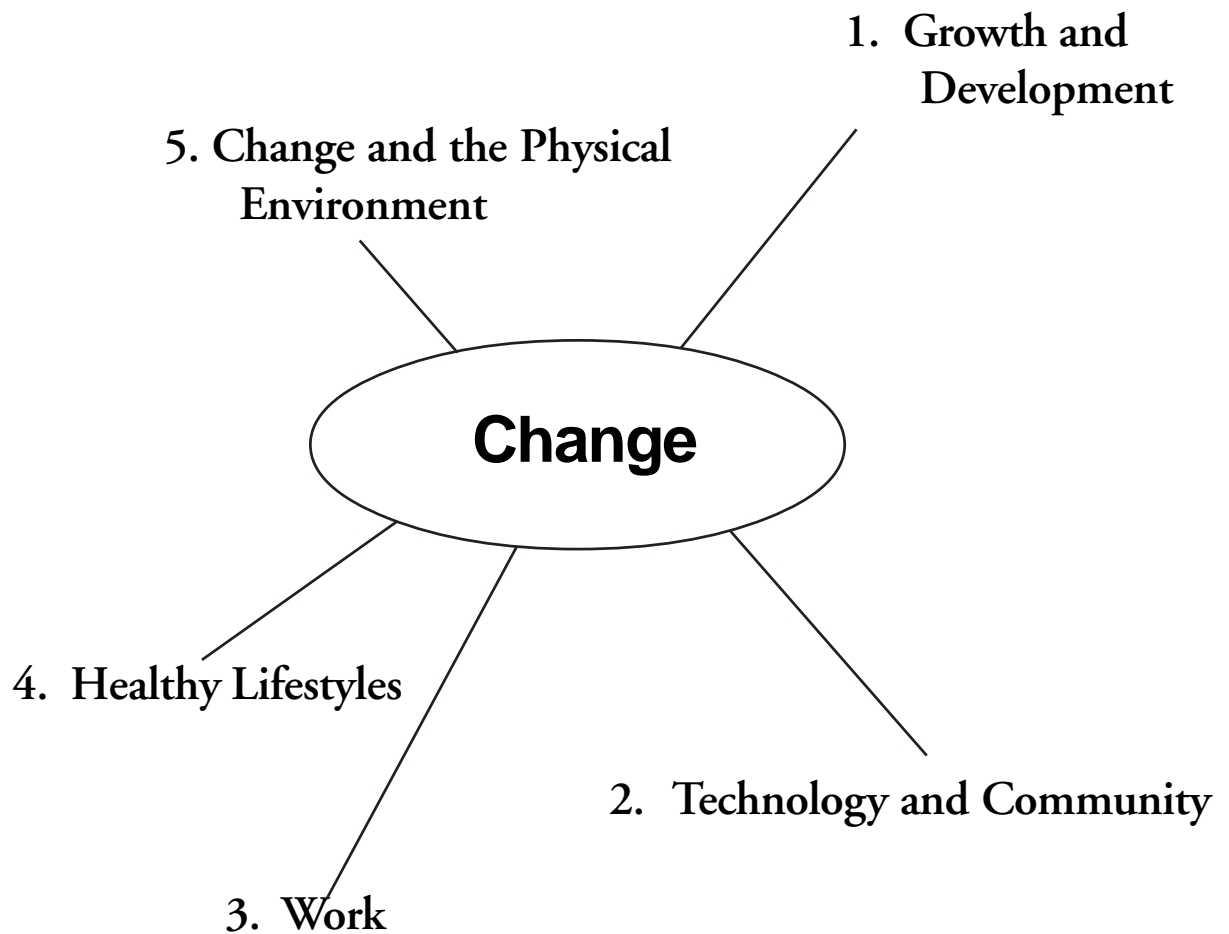
Suggestions for Assessment	Resources
<p>Note responses students give during instructional activities that demonstrate their understanding of needs and wants, and respect for others' wants.</p> <p>Note the ten wishes students identify during the island activity and how well they distinguish needs from wants.</p> <p>Note and assess students' contributions to the creation of the class big book on needs and wants.</p> <p>Invite students to identify advertisements they have seen that encourage children to buy products. As a follow-up ask students to explain what is it that makes someone want to buy a product?</p> <p>Ask students to draw or find pictures to illustrate a factor that influences or affects a choice made by a consumer.</p> <p>Ask students to explain through writing or drawings a response to a personal need and a want. Teachers may wish to give students a prompt sentence such as, I get my clothes from... . Ask students to do a drawing to support the written response.</p> <p>As a class, chart six ways needs and wants are met in society and give an example for each. Note responses students give to determine their understanding of differences between needs and wants. Discuss the contributions each student provides.</p> <p>Ask students to make a drawing that shows examples of paid and unpaid work. Encourage students to label the drawings.</p>	<p> <i>Discovery Links Social Studies Teacher's Guide</i> - Grade 1, pp. 99-106 <i>Who Works Here?</i> - Big Book <i>How Paper is Made</i> - Little Book <i>Come On In</i> - Big Book <i>Volunteers</i> - Little Book <i>The Community of North Banks</i> - Poster</p> <p> Employability Skills Posters</p> <p><i>Byron Through the Seasons</i> - La Rouche Children (ISBN 1895618339)</p> <p><i>The Tiny Seed</i> - Eric Carle (ISBN 068987149X)</p> <p><i>Very Hungry Caterpillar</i> - Eric Carle (043800 BK)</p> <p><i>A House for Hermit Crab</i> - Eric Carle (ISBN 1416903097)</p> <p><i>The Grouchy Ladybug</i> - Eric Carle (ISBN 0060270888)</p> <p><i>I Want to Be an Astronaut</i> - Byron Barton (ISBN 0694011061)</p> <p><i>Tony's Bread</i> - Tomie De Paola (ISBN 0399216936)</p> <p><i>The Paperboy</i> - Dave Pilkey (ISBN 0531095061)</p> <p><i>Clifford's Good Deeds</i> - Norman Bridwell (ISBN 0590335898)</p> <p><i>Clifford Gets a Job</i> - Norman Bridwell (ISBN 0590442961)</p> <p><i>Alexander Who Used to Be Rich Last Sunday</i> - Judith Viorst (ISBN 0207153183)</p> <p><i>The Clean-Up Surprise</i> - Christine Loomis (ISBN 0590492926)</p> <p><i>Communities</i> - Gail Saunders-Smith (ISBN 1560654945)</p> <p><i>Daddies at Work</i> - Eve Merriam (ISBN 0689809980)</p> <p><i>Mommies at Work</i> - Eve Merriam (ISBN 0689809999)</p> <p><i>The Berenstain Bears' Trouble with Money</i> - Stan Berenstain (ISBN 0394859170)</p> <p><i>Clifford the Firehouse Dog</i> - Norman Bridwell (ISBN 0590484192)</p>

Outcomes	Suggestions for Teaching and Learning
<p><i>1.4.6 Students will be expected to demonstrate an understanding of how communities depend on each other for the exchange of goods and services.</i></p> <p>Elaborations</p> <ul style="list-style-type: none"> recognize the difference between goods and services give examples to show that communities produce different goods recognize that services available in one community may be different from those available in other communities 	<p><i>Students should understand that needs and wants are addressed by goods and services. “Goods” are tangible things such as food, clothing, cars, bikes, and toys that are manufactured or made; “services” are intangibles such as benefits, work, health care, bussing, schools and recreation.</i></p> <p>Begin by reading aloud to the class a story, such as <i>Milk Makers</i> by Gail Gibbons, which tells the story of the entire milk-making process from goats, sheep and cows through to the dairy. Explain to students that milk is the “goods” and delivery of the milk is a “service”. Discuss other goods or products that are made from milk.</p> <p>Ask students to create a poster or collage using pictures to represent a variety of “goods” and “services” found in the local community. Emphasize that not all goods and services may be available in all communities. Discuss factors that determine whether or not a community has certain goods and services. Point out that the availability of many goods/services is influenced by geographic factors such as location (where people live), climate, transportation and available resources. Discuss the role that economics plays in the availability of goods and services (e.g., some services are too expensive for small communities). Involve students in a discussion about which services students feel should be the right of all citizens. Compare services today with services available in the past.</p> <p>Discuss services that are available to students in the local community, such as recreational centres, Block Parents, Kids Helpline, and youth groups. Acknowledge the contribution that volunteers for these services make to the community.</p> <p>♥ Read a story such as <i>Uncle Willie and the Soup Kitchen</i> by DyAnne DiSalvo-Ryan. Ask students if the local community has a similar facility. Discuss how these services are maintained and how young people can contribute to services in the communities.</p> <p>Read aloud a book, such as <i>Supermarket</i> by Gail Saunders-Smith, that depicts a trip to a supermarket, or take students on a field trip to a supermarket. Discuss questions, such as the following: “What goods/services does a supermarket provide?”, “What goods are produced locally and which ones are imported?”, “How are goods transported to the supermarket?”, “What types of work are available?”</p> <p>Ask students to bring to class labels from food, clothing, toys and other items. Place the label on an outline of a map and using string locate the origin of the item. Consider questions, such as “From where do the items come?” and “How do they arrive here?”</p>

Suggestions for Assessment	Resources
<p>Ask students through drawings and written language to explain an example of “goods” and an example of “services”.</p> <p>Invite students to bring examples of labels found on products and to explain the origin of the products.</p> <p>Observe and record students’ contributions to and understanding of the poster or collage they made of the “goods” and “services” found in the local community.</p> <p>Involve students in making a class book that identifies various needs of children and how those needs are met. Ask each student to contribute a two-page spread. For example, a left page might say “We need milk to make our bones strong,” and the adjacent page could say, “Milk comes from the dairy farmer. It comes in big trucks.”</p> <p>As a class, create a “paper quilt.” Ask each student to draw an example of a service or a facility in their community. Display the quilt within the school.</p> <p>As a class, ask students to make a “tree and leaf” representation that demonstrates how their local community cares for children, the sick, seniors, and others.</p> <p>As a class learning experience, ask students to plan and participate in a project to help someone in the community.</p> <p>Ask students to make a picture book, a collage, a poster to illustrate kinds of transportation used to bring goods to market.</p>	 <p><i>Discovery Links Social Studies Teacher’s Guide</i> - Grade 1, pp. 116-126 <i>Eggs: From the Farm to Me</i> - Big Book <i>Where Would You Like to Live?</i> - Little Book <i>Goods and Services</i> - Photo Cards</p> <p><i>Uncle Willie and the Soup Kitchen</i> - DyAnne DiSalvo-Ryan (ISBN 0688152856)</p> <p><i>The Clean-Up Surprise</i> - Christine Loomis (ISBN 0590492926)</p> <p><i>The Milk Makers</i> - Gail Gibbons (ISBN 0689711166)</p> <p><i>Garbage Collectors</i> - Paulette Bourgeois (ISBN 1550744402)</p> <p><i>Firefighters</i> - Paulette Bourgeois (ISBN 1553377516)</p> <p><i>Police Officers</i> - Paulette Bourgeois (ISBN 1553377427)</p> <p><i>Postal Workers</i> - Paulette Bourgeois (ISBN 155337746X)</p> <p><i>The Supermarket</i> - Gail Smith-Saunders (ISBN 1560657766)</p>

You and Your World

Grade 2



YEAR OVERVIEW

Grade 2 - Change

Change is an important concept as grade 2 students have already experienced many changes in their lives. Students will begin to appreciate the impact that change can have on aspects of their world. The curriculum challenges students to explore the dynamics of change with respect to themselves and the world around them. Learning experiences illustrate how people contribute to change and the decision-making skills involved in the change process. The curriculum outcomes are organized around five units focusing on change in the contexts of growth and development, technology and community, work, healthy lifestyles and change and the physical environment.

Unit 1 Growth and Development

Students will be expected to

- 2.1.1 *describe growth and development of familiar animals during their life cycle;*
- 2.1.2 *identify a variety of sources and ideas to investigate and illustrate key concepts in animal development; and*
- 2.1.3 *describe changes in humans as they grow, and contrast human growth with that of other organisms.*

Unit 2 Technology and Community

Students will be expected to

- 2.2.1 *describe how people contribute to making change in communities;*
- 2.2.2 *demonstrate an understanding that technology has changed over time to meet their needs, wants, and interests; and*
- 2.2.3 *predict ways their community might change in the future and how they might contribute to that future.*

Unit 3 Work

Students will be expected to

- 2.3.1 *appreciate the changing nature of work; and*
- 2.3.2 *give examples of how children and their families use economic decision making as consumers.*

Unit 4 Healthy Lifestyles


Students will be expected to

- 2.4.1 *understand, develop and maintain a healthy lifestyle; and*
- 2.4.2 *appreciate the need for safety and self-protection in the home, school and in the community.*

Unit 5 Change and the Physical Environment

Students will be expected to

- 2.5.1 *describe how air and water interact in the environment and how these elements impact people and places;*
- 2.5.2 *compare properties of familiar liquids and solids and investigate how they interact;*
- 2.5.3 *describe how people's interactions with the environment have changed over time; and*
- 2.5.4 *demonstrate an understanding of sustainable development and its importance to the future.*

Note: The school house symbol  indicates resources that can be found within every school. The heart symbol ♥ denotes a sensitive topic.

SETTING THE STAGE

Grade 2 - Change

This introductory lesson is intended to set the stage for the grade 2 component of *You and Your World*.

The overall focus of the grade 2 curriculum is change, particularly as it relates to animal development, the impact of technology over time, the nature of work and lifestyles, and changes in environment.

As an introductory learning experience, teachers may choose to ask students to work in groups to identify their “Top 10 Changes”. Changes may be identified through words, drawings and/or pictures. Students may wish to consider changes such as the following:

- changes in their lives between summer and winter
- changes in toys over the past few years
- changes in development from pre-school years to being in school

Invite students to display their lists and discuss the changes as a class. Examine lists for commonly identified changes.

An alternative activity to introduce change is to provide students with flower seeds to plant. Students should record and discuss how these seeds change as they grow into flowers.

UNIT OVERVIEW

Grade 2 - Change

Unit 1 - Growth and Development

The study of change for grade 2 begins with a comparative look at the growth and development of animals and humans. Teachers are encouraged to use an investigative approach in this unit.


Students will be expected to

2.1.1 describe growth and development of familiar animals during the life cycle;


2.1.2 identify a variety of sources and ideas to investigate and illustrate key concepts in animal development; and

2.1.3 describe changes in humans as they grow, and contrast human growth with that of other organisms.



Outcomes	Suggestions for Teaching and Learning
<p><i>2.1.1 Students will be expected to describe the growth and development of familiar animals during their life cycle.</i></p> <p>Elaborations</p> <ul style="list-style-type: none"> • compare the life cycles of familiar animals and classify them according to their similarities and differences • observe and describe the changes in appearance of an organism during its life cycle • identify things that remain constant and those that change as organisms grow and develop 	<p>Engage students in examining first-hand the life cycle of at least one organism. The choice of organisms will be determined by local availability and conditions. Discuss how to care for the organism while it is under examination and how to release it safely. Ask students to describe and/or illustrate the changes that take place as the organism develops. Invite students to present and compare their reports.</p> <p>Teachers may ask students to create a chart of the changes which occur during the life cycle of selected organisms. The chart might also show things which remain constant.</p> <p>Ask students to describe changes they observe in their pets (or a friend's pet), and to note how the pet's needs change over time.</p> <p>Encourage students to pose a variety of questions about the development of animals (e.g., "I wonder how long it takes the egg of a chicken to hatch?", "Do butterflies really come from caterpillars?", "Is a baby frog just like a grown up frog?"). These questions can be the impetus for more extensive student research projects.</p> <p>Invite students to make a cocoon by dipping string or thread in a starch solution, and wrapping the string or thread around and around an empty film container. Ask students to choose other materials to make a caterpillar and a butterfly. Once students have completed making the caterpillar and the butterfly, encourage them to create a display that shows the lifecycle of the butterfly.</p>

Suggestions for Assessment	Resources
<p>Ask students to write in their journals about their observations of an organism. For some students it may be useful to provide prompts such as the following: We are taking care of a _____ so we can watch it grow. We have noticed ... about this organism.</p> <p>Evaluate students' understanding of life cycles of animals as demonstrated in their reports. Reports may take the form of diagrams, posters, oral presentations as well as written reports.</p>	<p> <i>Animals Grow</i> - Pan Canadian Science Place Teacher's Guide (083200 TG) Student Book (083190 SE)</p> <p><i>Insects Change</i> - Lisa Trumbauer</p> <p><i>From Seed to Dandelion</i> - Jan Kottke, Welcome Books (083230)</p> <p><i>From Seed to Pumpkin</i> - Jan Kottke, Welcome Books (083240)</p> <p><i>From Caterpillar to Moth</i> - Jan Kottke, Welcome Books (083210)</p> <p><i>From Tadpole to Frog</i> - Jan Kottke, Welcome Books (083250)</p> <p><i>From Egg to Robin</i> - Jan Kottke, Welcome Books (083220)</p>

Outcomes	Suggestions for Teaching and Learning
<p data-bbox="142 233 651 369"><i>2.1.2 Students will be expected to identify a variety of sources and ideas related to the life cycle of animals and to illustrate key concepts in animal development.</i></p> <p data-bbox="142 411 293 436">Elaborations</p> <ul data-bbox="142 447 646 894" style="list-style-type: none"> <li data-bbox="142 447 646 510">• select and use appropriate materials to carry out investigations <li data-bbox="142 552 646 615">• identify and use various sources of information and ideas <li data-bbox="142 657 646 762">• use terminology and language about animal development that others understand <li data-bbox="142 804 646 894">• communicate procedures and results, using drawings, demonstrations, as well as written and oral descriptions 	<p data-bbox="695 233 1422 653">When students observe a developing organism, they should focus on recording their observations carefully, by drawing pictures, and writing descriptions of changes as they occur throughout the given life cycle. Students should include information about the organism’s feeding behaviour and activity level. The environment that best suits the organism’s needs at different stages of the life cycle also should be noted. Insects such as butterflies, moths and mealworms are relatively easy to study in the classroom. Many of these go through full metamorphosis (e.g., egg, larva, pupa, adult). Encourage students to use correct terminology when describing their observations.</p> <p data-bbox="695 688 1382 793">Ask students to research the best living conditions for a selected organism and to build a “home” for it during the observation period.</p> <p data-bbox="695 829 1437 1209">In making observations, students may use various equipment, such as magnifying lenses, microscope viewers, rulers, and digital cameras. Research may be from print sources, web sites and/or interviews. Teachers are encouraged to model various ways of making observations and recording data. Teachers may also wish to consult the <i>English Language Arts Curriculum (K-3)</i>, Research Process, pages 221-227, for instructional strategies to help students work through the various stages of the research process (e.g., planning, gathering information, interacting with information, organizing information, sharing and presenting information).</p>

Suggestions for Assessment	Resources
<p>Assess the response given by a student to the following question: “Over the time you have observed the butterfly (mealworm, chick), what things have stayed the same and what things have changed?”</p> <p>Ask students to present the results of their investigation about the life cycle of a _____ to the class, at an open house, or during a parent visitation.</p>	<p> <i>Animals Grow</i> - Pan Canadian Science Place Teacher’s Guide (083200 TG) Student Book (083190 SE)</p>

Outcomes	Suggestions for Teaching and Learning
<p><i>2.1.3 Students will be expected to describe changes that occur in humans as they grow, and contrast human growth with that of other organisms.</i></p> <p>Elaborations</p> <ul style="list-style-type: none"> • demonstrate an understanding of the physical changes that occur during different stages in their lives (e.g., baby, preschooler, elementary student, teenager, adult, elderly person) • identify the private parts of the body • appreciate unique patterns of growth • create a body positive environment • contrast human growth with that of other organisms • predict and explain needs and wants at different stages of their lives • describe feelings when confronted with change 	<p><i>In this unit children will explore the concept of change in their lives, including physical change, feelings about and reactions to change, the continuous nature of change, and how change connects the past, the present and the future.</i></p> <p>♥ <i>The correct terminology for all parts of the body should be used. If students use alternative terms, teachers are advised to clarify the discussion by using the correct term.</i></p> <p><i>Time is an important concept for this unit as it relates to people in many ways. Children can develop an awareness that there is more to time than hours, minutes and seconds. The teacher highlight broader terms of time such as years, decades and centuries. The terms the past (yesterday, long ago), the present (today), and the future (tomorrow, next week) are also important aspects of time. Through an exploration of time, students should come to realize that time brings about change.</i></p> <p>Teachers might begin the study of this curriculum outcome by inviting the class to make a list of the changes that take place around them every day, such as getting out of bed, eating breakfast, or going to school. Divide the class into groups and ask each group to explore how daily actions and decisions influence the world around them. Ask students to consider what would happen if some of their actions were left out of their daily routine.</p> <p>Read and discuss a book which illustrates the growth of a child from a baby to a young person. Identify physical changes and describe the growth in the different stages of a person's life. This is an opportunity to discuss with students the private parts of the body.</p> <p>Ask students to draw pictures of themselves as a baby, a grade two student, a teenager, an adult, or a senior citizen. Create a needs and wants chart by dividing a page into five sections. Place drawings or pictures in each section to illustrate the different needs and wants during the various stages.</p> <p>Discuss words that express emotions associated with change, such as confidence, bravery, anger, worry, or joy. Invite students to identify times when they feel these emotions. Ask students to illustrate various emotions using different facial expressions and body language. Some illustrations of emotion might include the use of a collage, drawings, or a paper bag puppet.</p> <p>Create a typical timeline for a human. Ask students to select another organism (e.g. annual plant, butterfly, bird, dog, horse, elephant, tree) and research its life cycle. Compare the life timeline of each organism with that of a human.</p>

Suggestions for Assessment	Resources
<p>Observe and note students' overall understanding of growth changes in humans and other organisms.</p> <p>Ask students to create a list of physical changes that have taken place in their bodies from birth until the present.</p> <p>Invite students to make an "accordion" book to illustrate changes in their lives.</p> <p>Ask students to create a poster that illustrate their understanding of feelings and emotions about change.</p> <p>Ask students to make drawings of facial expressions to illustrate specific emotions. Students should label their drawings.</p> <p>Use observation and anecdotal records to note the confidence and ease with which children talk about personal change, experiences, and expression of thoughts or feelings.</p> <p>Use observation and anecdotal records to note the confidence and ease with which children ask and respond to questions, and communicate opinions.</p> <p>Ask students to identify factors that impact growth in humans, animals and/or plants.</p> <p>Ask students to create a Venn Diagram that illustrates differences and similarities in the growth of humans, animals and plants.</p>	<p> <i>Discovery Links Social Studies Teacher's Guide</i>, Grade 2, pp. 1-8, p. 32 <i>Look at How I've Grown</i> - Poster <i>Why People Move</i> - Little Book <i>You and Me</i> - Big Book</p> <p> <i>Animals Grow</i> - Pan Canadian Science Place Teacher's Guide (083200 TG) Student Book (083190 SE)</p> <p><i>Healthy Bodies: Grade 1</i> (Teacher Resource), Lions-Quest, "Introduction to Healthy Bodies", pp. 5-7 (021130)</p>

UNIT OVERVIEW

Grade 2 - Change

Unit 2 - Technology and Community

In this unit, students will explore changes that have occurred in their community. Emphasis will also be given to changes in technology and how these have affected lifestyles.


Students will be expected to

2.2.1 describe how people contribute to making change in communities;


2.2.2 demonstrate an understanding that technology has changed over time to meet their needs, wants, and interests; and

2.2.3 predict ways their community might change in the future and how they might contribute to that future.


Outcomes	Suggestions for Teaching and Learning
<p><i>2.2.1 Students will be expected to describe how people contribute to making change in communities.</i></p> <p>Elaborations</p> <ul style="list-style-type: none"> • identify and represent through mapping or modelling various changes that have taken place within their community • identify ways individuals and groups have contributed to change • explain how decisions made by individuals and groups result in change • recognize that decisions are made in different ways and serve various purposes 	<p><i>Every community has examples of individuals and groups who contribute to change (e.g., builders, inventors, entrepreneurs, leaders/politicians, service club volunteers, and sports/entertainment personalities). Focus on examples that are familiar to children.</i></p> <p>Teachers might begin study of this curriculum outcome by discussing with children changes that have taken place in their community during the past year (e.g., a new office building, store, or rink; the holding of a cultural event). If possible, provide news items related to or photographs of these changes. As students identify other changes, discuss the rationale underlying them and the individuals and/or groups responsible for initiating them. On a community map, locate where the changes have occurred. Be certain to include changes such as the construction of roads, dams, highways, and buildings. Create a chart, using the following headings: What change? (new ball field); Who? (recreation committee); Why? (too many people want to play ball); Where? (beside the school); Result? (creates community spirit).</p> <p>If possible, take a field trip to a local museum to learn about individuals who have brought about key changes in the history of the community. Invite a guest speaker to talk on this topic.</p> <p>Use a Canadian hero (e.g. Terry Fox, Celine Dion, Wayne Gretzky) to discuss how someone’s dream for change can come true with a lot of hard work by individuals working as a team. Extend the discussion by asking the students to identify ways they can contribute to change today and in the future. Ask students to brainstorm responses to the following statement: When I grow up I will(change)... . As a class, create a collage of pictures/drawings representing students’ responses.</p> <p><i>Children participate in decision making every day, even though many decisions are made for them by adults. Explain to children that learning to making good decisions is an important skill in life and that to bring about change a process of decision making is involved.</i></p> <p>Introduce students to the relationship between decision making and change by asking questions such as the following: What school rule would you like to see changed? What do you predict would be the resulting consequences? Conduct a simple survey of the class and make a list of the most requested changes. Explain to children that change often requires developing new rules or changing existing ones.</p>

Suggestions for Assessment	Resources
<p>Observe student participation in classroom learning experiences and assess student understanding of change.</p> <p>Ask students to develop a plan of action for bringing about change in their school. Ask them to create a poster or a collage depicting the proposed change and to present the poster or collage to the principal.</p> <p>Provide students with a bullying scenario. Ask students to use mediation and decision-making skills to address the situation.</p> <p>As a class, create a <i>before</i> and <i>after</i> visual of a change in the community and identify the decision makers involved.</p> <p>Give students a prompt such as the following: If I were the teacher for a day, I would improve our school by Ask students to write a response and share it with classmates.</p>	<p> <i>Discovery Links Social Studies Teacher's Guide</i>, Grade 2, pp. 9-16, p. 33</p> <p><i>Schools of the Past</i> - Big Book</p> <p><i>School Rules</i> - Big Book</p> <p><i>They Made a Change</i> - Little Book</p> <p><i>The Blueberry Way</i> - Little Book</p>

Outcomes	Suggestions for Teaching and Learning
<p><i>2.2.2 Students will be expected to demonstrate an understanding that technology has changed over time to meet their needs, wants, and interests.</i></p> <p>Elaborations</p> <ul style="list-style-type: none"> • identify examples of different types of technology • describe technologies that affect their everyday lives • assess the effect of technology on their lives • identify examples of positive and negative impact of technology • identify examples of technological milestones • describe how lifestyles of the past were different from today due to technological changes 	<p><i>The focus of this outcome is to explore with students the impact technology has on their daily lives and their community. Clarify that technology is any tool that makes a job easier.</i></p> <p>Ask students to brainstorm various types of technology that are used in homes, schools, work environments and to support travel and play/leisure. Create a chart that illustrates the different types of technology. Discuss potential effects on lifestyles if these technologies were not available.</p> <p>Through the provision of examples and the asking of questions help students understand how technologies and inventions are developed to meet the needs of people. The example of the Confederation Bridge to Prince Edward Island might be used to show how travel over water was made faster, safer and more efficient.</p> <p>Invite students (with the prior permission of parents/guardians) to agree to forgo watching television and playing video games for a specific period of time. During this time, ask students to record how this change affects their lifestyles.</p> <p>Create a graph or chart that includes headings such as Recreation, Entertainment, Play, School, Clothes, and Travel. Ask students to identify technologies that have influenced their lives in these areas. Discuss the results.</p> <p>Through the use of picture books, posters, and videos, help students to identify major technological milestones (e.g., plow, printing press, telephone, automobile, airplane, television, computer). Discuss with students how things were done before technological advancements were discovered. Consider the positive and negative impacts at a local, national, and global level.</p> <p>Use picture books, magazine pictures, literature and videos to help students recognize that technological developments vary from one part of the world to another. It is important that students understand the same milestones have not occurred for all people at the same time (e.g., there are still parts of the world that do not rely on electricity).</p> <p>Divide the class into groups and ask each group to develop a <i>then</i> and <i>now</i> page for a “Changes in Lifestyle” booklet. Assign each group a specific category, such as food, clothing, homes, transportation, or recreation. Ask each group to present its page to the class. Discuss the impact of these changes.</p>

Suggestions for Assessment	Resources
<p>Ask students to make a chart that shows positive and negative results of technological changes.</p> <p>Ask students to write a response in their journals explaining what it would be like to spend a day without modern technology (e.g., television, phone, computer).</p> <p>Observe and note responses of students as they identify, describe, and evaluate the positive and negative aspects of technological changes in their lives.</p> <p>Invite the class to identify and chart technologies that have changed the lives of children.</p> <p>Ask students to create a piece of writing that attempts to persuade the reader that it is better to live now with the various technological changes OR that it was better to have lived in the past with fewer technological advancements. Invite students to share their writing with the class.</p>	<p> <i>Discovery Links Social Studies Teacher's Guide</i>, Grade 2, pp. 45-55 <i>Things Have Changed</i> - Little Book <i>Milestones of Technology</i> - Photo Cards <i>Technology in the Past</i> - Poster <i>Making Decisions</i> - Big Book <i>How Will We Go</i> - Big Book</p> <p><i>Berenstein Bears: Too Much TV</i> - Stan and Jan Berenstein (ISBN 0394865707)</p>

Outcomes	Suggestions for Teaching and Learning
<p><i>2.2.3 Students will be expected to predict ways their community might change in the future and how they might contribute to that future.</i></p> <p>Elaborations</p> <ul style="list-style-type: none"> • identify and explain examples of changes that may take place in their community in the future • predict how changes in technology might affect individuals and communities in the future • identify ways individuals and groups can contribute to future change 	<p>Ask students what kinds of change they would like to see take place in the local community. Extend the learning experience by inviting students to brainstorm ideas for change that might fulfil future needs. If students find it challenging to identify changes at the community level, ask them to consider changes that would address future needs in their home or school. For example, prompt children by asking, “How would you change your bedroom or your classroom?”</p> <p>Divide the class into small working groups and ask each group to discuss and to map two or three physical changes they would like to see take place in their community (e.g., a new playground, a restaurant, a movie theatre, a new housing development and new roads). Encourage groups to share ideas. Students could also create a poster to explain the reasons for the changes they are proposing and the benefits the changes would bring to the community.</p> <p><i>As students make predictions about changes in technology that might affect the future, stress the fact that they have a responsibility to make wise decisions about the use of new technologies and inventions.</i></p> <p>Ask students to imagine what their lifestyle would be like if their family moved to a futuristic community in space, or under the ocean. Focus on how they would meet their needs and wants. Ask students to identify what technologies or inventions they might need to survive and to predict any negative results. Chart student responses.</p>

Suggestions for Assessment	Resources
<p>Ask students to create a plan, poster, drawing and/or model of their proposed community of the future.</p> <p>Ask students to write a response to the prompt - If I could change one thing in my community I would</p> <p>As a class, prepare a letter for the community council outlining suggestions for change.</p> <p>In their journals, ask students to predict and describe a future change for their community. Additionally, ask students to list the positive and negative aspects of the change.</p> <p>Invite students to create a “needs” and “wants” list for a move to a futuristic community in space or under the ocean.</p> <p>Ask students to do an oral presentation on ideas for future inventions (e.g., cars).</p>	<p> <i>Discovery Links Social Studies</i> <i>Teacher's Guide</i>, Grade 2, pp. 24-31, p. 35 <i>Predict the Future</i> - Poster <i>Making a Change</i> - Little Book <i>A Community Changes</i> - Big Book</p>

UNIT OVERVIEW

Grade 2 - Change

Unit 3 - Work


In this unit, students will examine the changing nature of work, including how occupations have changed and continue to change over time. Students also will explore how they and their families make economic decisions.

Students will be expected to


2.3.1 appreciate the changing nature of work; and

2.3.2 give examples of how children and their families use economic decision making as consumers.

Outcomes	Suggestions for Teaching and Learning
<p><i>2.3.1 Students will be expected to appreciate the changing nature of work.</i></p> <p>Elaborations</p> <ul style="list-style-type: none"> • explain how work, including children’s work, has changed from the past to the present • give examples of paid and unpaid work and volunteerism • explain why occupations have changed over time • predict how work might change in the future 	<p>Ask students to brainstorm different ways people worked in the community in the past and to compare these types of work with current forms of work. Be certain to include examples of women and men working in under represented occupations (e.g., male nurses or administrative assistants; female firefighters or astronauts).</p> <p>Use a learning station or learning centre to investigate occupations and to discover how occupations have changed over time. Teachers may include a dress-up corner with clothing that depicts different occupations. Some occupations that students might explore include farmer, fisher, mill worker, waitress and teacher. Provide questions such as the following to guide students’ inquiry: How is the job done today compared to how it was done in the past? How might people in the occupation work in the future? What parts of the job remains the same? What has changed? It is valuable to model different ways that the information collected may be presented to the class (e.g., charts, pictures, collage, timelines, booklet).</p> <p>Read aloud various books that illustrate characters working in different occupations. If available, include such books in browsing boxes.</p> <p>Ask students to make a list of new occupations that have developed or ones they believe may develop in the future. For example, if society colonizes under the ocean, what kind of work would people do under the sea?</p> <p>Invite students to create a collage of images that portrays various work roles and work environments.</p> <p>Read aloud and discuss with the class a book such as <i>My Dad Takes Care of Me</i> by Patricia Quinlan. This is a story of a young boy who movingly describes his home life and how much he enjoys having his father at home. Explain to students that there is paid and unpaid work as well as volunteerism. Parenting and homemaking are examples of unpaid work that are both necessary and rewarding. Ask students to brainstorm examples of volunteerism.</p> <p>Discuss chores that children would have done in the past and responsibilities they would have had in the home or at school. Note that what may be considered a “chore” for one child may not be “work” for another. Read aloud and discuss a book, such as <i>Sofie’s Role</i> by Amy Heath, a story about a family bakery. Before dawn, Sofie goes with her parents to the bakery to help out. She fills pastry cases, bags orders, answers the phone, and does other chores.</p>

Suggestions for Assessment	Resources
<p>Observe and note questions, responses, and opinions that students express as they talk about the changing nature of work.</p> <p>Ask students to create a collage of occupations, depicting both past and present occupations.</p> <p>Ask students to create a poster of children's chores, illustrating both past and present jobs.</p> <p>Ask students to write a response to a prompt such as the following: In the past I would have liked to work as a _____ because _____.</p> <p>Ask students to role-play characters in work scenarios described in a piece of literature.</p> <p>Ask students through labeled drawings and written language to identify 2 examples of each of the following: paid work, unpaid work, volunteerism.</p>	 <p><i>Discovery Links Social Studies Teacher's Guide</i>, Grade 2, pp. 72-79, pg. 81</p> <p><i>Work Has Changed</i> - Little Book</p> <p><i>Work Over Time</i> - Big Book</p> <p><i>The Work We Do</i> - Big Book</p> <p><i>Working In the Past</i> - Photo Cards</p> <p><i>Employability Skills Handbook for Teachers</i>. Available on Department of Education Web site www.gnb.ca/0000/publications/curric/employskill.pdf</p> <p><i>My Dad Takes Care of Me</i> - Patricia Quinlan (ISBN 0920303765)</p> <p><i>Sofie's Role</i> - Amy Heath (ISBN 0027435059)</p>

Outcomes	Suggestions for Teaching and Learning
<p><i>2.3.2 Students will be expected to give examples of how children and their families use economic decision making as consumers.</i></p> <p>Elaborations</p> <ul style="list-style-type: none"> • demonstrate an understanding of the concept of consumer • identify different strategies used by consumers to make good economic decisions • develop an understanding of the concept of supply and demand • recognize that money is the major form of transaction for consumers • identify factors that affect supply and demand • explain why prices change and how this affects consumers' decision making 	<p><i>Teachers can use the students' awareness of themselves and their family as consumers as an introduction to the exploration of this outcome. A consumer is a person who obtains goods and services to fulfil his/her needs and wants.</i></p> <p>♥ Invite students to brainstorm examples that illustrate how they and their families are consumers. Ask students to list family purchases during the last week.</p> <p>Discuss how consumers are influenced to buy certain products. Ask students to identify a TV commercial and to explain why they remember the commercial, and if they want to purchase the product that was advertised. Discuss questions such as the following: Is the product something they need to have or something they want to own? Why do they want the product? How do they plan to pay for the product? Is there something else they will have to give up?</p> <p><i>As consumers, people influence supply and demand. These concepts extend what students will have learned about needs and wants in grade one. Supply is the quantity of a product that is available for purchase at a particular price, and demand is the quantity of any products or services that people will buy.</i></p> <p>Create a store/business centre in which students can explore the economic concepts of consumer and supply and demand. Teachers may choose to manipulate the cost and availability of particular items to demonstrate the concepts.</p> <p>Show the class a picture of a child behind a lemonade stand (or any business) with no customers. Ask students, "Where do you think he should move his lemonade stand to find customers?" "What are some other things she might do to sell more lemonade?" Following this discussion, divide the class into groups and ask each group to develop a business that will supply a product. Remind students that they need to consider where the greatest demand for the product might be. Ask students to explain why they believe there is or will be a demand for their product.</p> <p>Invite a member of the business community, an entrepreneur, a grocery store manager, a travel agent, a local farmer or fisher as a guest speaker to discuss how prices change because of supply and demand. Help students develop a list of questions in advance to explore with the speaker.</p> <p><i>Students may already be aware that money is the major form of transaction used by consumers. The discussion of money can be connected to the previous outcome on work. Students may want to know how money relates to debit and credit cards.</i></p>

Suggestions for Assessment	Resources
<p>Observe and record the questions, responses, and opinions students express as they talk about supply and demand and their role as consumers.</p> <p>Ask students, as a class or in groups, to develop a sales plan for a product.</p> <p>Ask students to conduct a survey of businesses in their community to determine how owners decided which products to put on sale. This project may be added to a portfolio for assessment and evaluation.</p> <p>Ask students to explain a TV commercial and to state reasons why the commercial appealed to them.</p> <p>Observe and record students' use of vocabulary related to economic concepts to determine their understanding of the terms.</p>	 <p><i>Discovery Links Social Studies Teacher's Guide, Grade 2, pp. 57-81</i></p> <p><i>Kate's Money</i> - Little Book</p> <p><i>At the Grocery Store</i> - Poster</p> <p><i>Let's Go Shopping</i> - Little Book</p> <p><i>What Do You Want?</i> - Big Book</p> <p><i>How Do You Get It?</i> - Big Book</p> <p><i>Lemonade for Sale</i> - Little Book</p> <p><i>Extra Cheese, Please! Mozzarella's Journey from Cow to Pizza</i> - Cris Peterson (ISBN 1590782461)</p>

UNIT OVERVIEW

Grade 2 - Change

Unit 4 - Healthy Lifestyles

This unit further develops students' understanding of healthy lifestyles and promotes the need for safety and self-protection.

Students will be expected to





2.4.1 understand, develop and maintain a healthy lifestyle; and

2.4.2 appreciate the need for safety and self-protection in the home, school and in the community.

Outcomes	Suggestions for Teaching and Learning
<p><i>2.4.1 Students will be expected to understand, develop and maintain a healthy lifestyle.</i></p> <p>Elaborations</p> <ul style="list-style-type: none"> demonstrate an understanding of the relationship between basic needs and a healthy lifestyle explain that types of food eaten, level of physical activity and amount of rest and relaxation affect one's health explain the effect of poor nutrition on teeth and the importance of regular brushing and visits to the dentist explain the importance of eating a complete breakfast 	<p><i>Children often classify foods as good or bad. More positive alternatives to these terms are always and sometimes foods. When discussing healthy eating, keep in mind that all foods can be part of healthy eating. One's overall pattern of eating is what is important to health.</i></p> <p>Create a chart that depicts how the following 5 basic needs are met within the classroom:</p> <ul style="list-style-type: none"> survival (e.g., water or snacks) freedom (e.g., learning centres) achievement (e.g., posting quality work) belonging (e.g., working in groups) fun (e.g., learning games) <p>Discuss how basic needs described above support a healthy lifestyle. Relate the need for exercise, rest and fun to basic needs.</p> <p>Brainstorm various free-time activities and identify healthy aspects of each. Discuss how bodies need physical activity in order to be healthy. Emphasize that physical activity is fun and can be practised at school in the classroom, in the gym and on the playground.</p> <p>Discuss how many hours of sleep most grade-two students require each night. Relate proper nutrition and adequate rest to resulting energy.</p> <p>Teeth are made to last a lifetime. Emphasize that daily dental care is necessary to maintain healthy teeth and gums. Ask students to keep a daily record for a week of the number of times they brush their teeth and the types of snacks they eat. Students should rate their snacks as <i>always</i> or <i>sometimes food</i>. Differentiate between less decay-producing and more decay-producing foods.</p> <p>Discuss with students foods from each of the four food groups that they could eat for breakfast, be certain to consider non-traditional breakfast foods. Ask students to create a complete breakfast (including foods from three of the four groups) and to explain their choices through writing (e.g., explanation or mini report).</p> <p>Co-ordinate a shared writing activity that focuses on describing favourite foods. Take the opportunity to introduce foods from different cultures. Relate students' favourite foods to the four food groups.</p>

Suggestions for Assessment	Resources
<p>Observe and note the vocabulary, questions, responses and opinions that students express during learning experiences related to healthy lifestyles.</p> <p>Create a wall chart to record examples of students' physical activity over a period of time.</p> <p>Ask students to bring in pictures to create collages that demonstrate healthy lifestyles (e.g., appropriate dental care, regular physical activity, healthy snacks).</p> <p>Ask students to explain the five basic needs and to give examples of each. This assessment activity might be completed orally or through a poster/writing.</p> <p>Invite students to describe a complete and healthy breakfast using written or oral language and illustrations (if necessary) to enhance meaning.</p> <p>Collect students' records of their dental care for one week and assess brushing and nutrition habits. Provide feedback to students. ♥</p>	<p><i>Healthy Bodies: Grade 2</i> (Teacher Resource), Lions-Quest, "Lesson Two: Feeling Fit", pp. 15-21; and "Lesson Three: Fill'er Up!", pp. 22-26 (021140)</p> <p><i>You Are What You Eat</i> - Sharon Gordon</p> <p><i>Keeping Clean</i> - Sharon Gordon (083260 BK)</p> <p><i>Canada's Food Guide to Healthy Eating</i> – Health Canada. Information is also provided in <i>Animals Grow</i> (Pan Canadian Science Place, p. 24)</p> <p>Nutrition Resources – local Public Health</p> <p><i>Canada's Food Guide to Healthy Eating – Focus on Children Six to Twelve Years</i>. Health Canada Web site www.hc-sc.ca/hbfb-dgsa/onpp-bppn/food_guide_rainbow_e.html</p> <p>"Smile New Brunswick", a dental education manual produced by Department of Health and Wellness.</p>

Outcomes	Suggestions for Teaching and Learning
<p><i>2.4.2 Students will be expected to appreciate the need for safety and self-protection in the home, school and in the community. ♥</i></p> <p>Elaborations</p> <ul style="list-style-type: none"> • understand and practise personal safety skills • identify community resources that offer help to children 	<p>Through viewing videos, storytelling and role-playing, give students opportunities to recognize situations that cause their “inner voice” to signal a need for caution. Discuss situations that may be confusing. Practise/role-play appropriate responses to potentially unsafe situations to instill confidence.</p> <p><i>Students at this age can be quite modest and often show strong interest in male/female roles that are stereotypes.</i></p> <p>♥ Scenarios to role-play might include the following:</p> <p>What would you do if you were walking home and a person came up and asked you to help her/him find a lost dog?</p> <p>What would you do if you were walking home and a person stopped and asked if he or she could take your picture?</p> <p>What would you do if you get off the school bus at the wrong location and become lost?</p> <p>What would you do if you were with family/friends visiting a different city/town and you became separated from the group?</p> <p>What would you do if your mother’s/father’s co-worker met you for the first time and gave you a pat on the back?</p> <p>What would you do if a friend of your parents/neighbour keeps touching you?</p> <p>What would you do if your babysitter asked you to keep a secret about something he or she did to you?</p> <p>What would you do if you are on a bus and the person sitting next to you puts his/her hand on your lap?</p> <p>What would you do if you told your mom/dad that a family member touched you and made you feel uncomfortable but he/she did not believe you?</p> <p>What would you do if a family member touched you in a way that made you feel uncomfortable?</p> <p>♥ <i>Statistically, the offender is often known to the child.</i></p> <p>Brainstorm ideas about what makes a school safe.</p> <p>Refer to the resource <i>Dinobus, Beginning to Understand Bus Safety</i> to discuss the issue of bus safety.</p> <p><i>Attention should be paid to the role of the bystander.</i> Discuss the school’s anti-bullying policy. Additional activities may be found in <i>Focus on Bullying: A Prevention Program for Elementary School Communities</i>, “Ignore and Think Positive Thoughts”, p. 231; “School Plan to Deal with Bullying”, p. 241.</p> <p>Identify people and/or places students may go for help in their school, home, community. Develop a reporting format for the classroom to report inappropriate actions.</p>

Suggestions for Assessment	Resources
<p>Assess students role-playing contributions and responses.</p> <p>Interview students and ask them to describe appropriate responses to various personal-safety scenarios.</p> <p>Ask students to identify through writing, oral communication or a visual format, where to go to access help at school, at home or in the community.</p>	<p> <i>Focus on Bullying: A Prevention Program for Elementary School Communities</i> (Copies were made available to all schools.)</p> <p> <i>Dinobus, Beginning to Understand Bus Safety, Facilitators Guide, K-5.</i> Department of Education Web site: www.gnb.ca/0000/progs/transport/dinobus-e.asp</p> <p> <i>Stella the Safety Skunk Program</i>, pp. 23-25 Workplace, Health, Safety and Compensation Commission</p> <p> c.a.r.e. Kit</p> <p><i>Healthy Bodies: Grade 1</i> (Teacher Resource), Lions-Quest, “Lesson Five: Safety First!”, pp. 39-45 (021130)</p> <p><i>Food Safety</i> - Sharon Gordon (083270 BK)</p>

UNIT OVERVIEW

Grade 2 - Change


Unit 5 - Change and the Physical Environment

The unit begins with an investigation of the interaction of air and water in the environment. Students also explore how liquids and solids interact in their environment. A second major focus of the unit is the importance of conserving, protecting and sustaining healthy environments. The unit includes an examination of the historical relationship between people and the environment of the region.

Students will be expected to

- 2.5.1 describe how air and water interact in the environment and how these elements impact on people and places;*
- 2.5.2 compare properties of familiar liquids and solids and investigate how they interact;*
- 2.5.3 describe how people's interactions with the environment have changed over time; and*
- 2.5.4 demonstrate an understanding of sustainable development and its importance to the future.*


Outcomes	Suggestions for Teaching and Learning
<p><i>2.5.1 Students will be expected to describe how air and water interact in the environment and how these elements impact on people and places.</i></p> <p>Elaborations</p> <ul style="list-style-type: none"> describe and explain changes in air conditions both indoors and outdoors describe how water/moisture may change form and location demonstrate that air takes up space and changes location describe the effects of weather conditions, and how objects can be protected from different moisture conditions understand the importance of conserving water and having clean water for our use 	<p>Extend the use of measuring devices at the primary level by asking students to use thermometers to measure air temperature. This may remain qualitative for many students. Require students to estimate and then measure the air temperature in various parts of the room, noting how and why it changes with location (e.g., by a window, in the sun, by a heater, by an open door). Ask students to observe air movement between places of different temperature. This movement becomes more obvious if a fan is operating or a breeze is flowing through an open window/door.</p> <p>Take the class outside the building and ask students to observe and describe the effect of direct sunlight/shadows on air temperature. Discuss how results differ if the wind is blowing or a location is sheltered. Students may wish to describe external air temperature in terms of the clothing that they wear to be comfortable.</p> <p>Ask students to observe the clouds each day and, on a weather chart to use drawings or symbols to represent the clouds, direction and strength of wind, and occurrence of rain or snow showers.</p> <p>The idea that air occupies space may be illustrated by inverting an open pop bottle and plunging it into water; the trapped air will prevent water from entering the bottle.</p> <p>Ask students to predict how they might show that air holds moisture. This can be illustrated by placing coloured liquid in a clear plastic bottle, cooling it in a freezer and then placing it on a plate in the classroom. Clear condensation forms on the surface of the bottle. Challenge students to explain their observations.</p> <p>Use the condensation experiment to show how rain is formed within clouds. If the bottle is elevated, the condensation will drip (rain) from its surface. Directing a flow of warm air from a hair dryer onto the bottle will show evaporation of water from the surface. Relate these changes to the water cycle that occurs in our atmosphere, the cycle of water-evaporation-clouds-condensation-rain-water... Another activity is described on pages 16 and 17 of <i>Air and Water</i> - Pan Canadian Science Place.</p> <p>Lead a discussion about how changing atmospheric conditions (high/low temperatures, high/low humidity) influence us physically and emotionally (e.g., How do you feel on hot/cold days ..., in humid (sticky) weather ..., when it rains for a week?).</p> <p>Ask about sources of drinking water and link these to rainfall. Discuss why it is important to protect the purity of our drinking water and what happens when this is compromised by pollution.</p>

Suggestions for Assessment	Resources
<p>Ask students to construct a wind-speed indicator and to use it to show the wind speed and direction at various locations.</p> <p>Ask students to draw pictures to show that (a) air takes up space and that (b) air can move things.</p> <p>Assess students' responses to the question "How can you show me that air is real when you cannot see it?"</p> <p>Ask students to complete the statement - "Some of the places where I've learned water exists are"</p> <p>Assess how well each student responds to the following questions: "Explain how rain is formed." or "Why does it not rain on a sunny day?"</p>	<p> <i>Air and Water</i> - Pan Canadian Science Place Student Book (083170 SE) Teacher's Guide (083180 TG)</p>


Outcomes	Suggestions for Teaching and Learning
<p><i>2.5.2 Students will be expected to compare properties of familiar liquids and solids and investigate how they interact.</i></p> <p>Elaborations</p> <ul style="list-style-type: none"> observe and identify properties of familiar liquids and solids investigate how liquids and solids interact investigate changes that result from the interaction of materials demonstrate an understanding of floating and sinking by solving practical problems 	<p><i>Explorations involving water can serve as good introductions to a wide variety of less common liquids and solids. It is important for students to experience the appearance, shape and texture of solids and liquids.</i></p> <p>Introduce students to water in its solid form by using ice, snow, and/or hail. Allow students to touch and shape these forms of water and to let them melt in their hands. By freezing water or observing frost form on windows or glasses, students will appreciate that water has shape and crystalline form.</p> <p>Ask students to work with solids in block (metal, wood, plastic), granular (sand, rice, beads), and malleable (modelling clay, cotton balls, aluminum foil) forms. Ask them to describe the feel, shape and compressibility of these solids.</p> <p>Students should observe ice floating and melting on water. If ice cubes contain food colouring, close observation will show the flow of the cold (coloured) melted water in the warmer water. The interaction of water and ice, and their exchange of heat energy, are important concepts to introduce. <i>Heat energy is transferred from water to ice in order to melt the ice.</i></p> <p>Students can compare water with other liquids at similar temperatures. In clear, sealed containers place samples of orange juice, molasses, and cooking oil. Ask students to observe these liquids at room temperature and again at just above zero Celsius. Ask how these liquids compare to water.</p> <p>Ask students to investigate which materials float/sink in water. Does the size and shape of the material make a difference? Engage students in a discussion about the results of the investigations. Determine a practical challenge that uses the principle of flotation (e.g., floating several coins on water using an aluminum foil boat) and invite students to attempt the activity.</p>

Suggestions for Assessment	Resources
<p>Put the same amount of water in two identical glasses; place one glass by a heater and the other in a refrigerator. Ask students to predict in writing how the glasses of water will compare after a day.</p> <p>If a paper cup full of ice is placed in direct sunlight in a window, ask students to predict what will happen over time. Invite students to perform this experiment and determine if their predictions are correct.</p> <p>Ask students, in their journal, to draw what happens when each of the following are placed in a glass of water: (a) a small block of wood, (b) a spoonful of sand, (c) a spoonful of sugar and (d) a cube of ice.</p> <p>Invite students to describe what happens when a tissue is placed on the surface of water. Ask students what uses we make of this property of paper.</p>	<p><i>Solid, Liquid or Gas?</i> - Fay Robinson (083280 BK)</p> <p><i>Let's Explore Water</i>, Magic Lantern Films</p> <p><i>Solids, Liquids and Gases</i>, Marlin Video</p>

Outcomes	Suggestions for Teaching and Learning
<p data-bbox="142 233 651 331">2.5.3 <i>Students will be expected to describe how people’s interactions with the environment have changed over time;</i></p> <p data-bbox="142 373 293 401"><u>Elaborations</u></p> <ul data-bbox="142 411 634 892" style="list-style-type: none"> • explain how and why physical environments change over time • give examples of how Aboriginal peoples interacted with the environment • describe how people depended on their environment to survive and to build communities • describe how their local environment has changed over time as people’s needs and wants have changed 	<p data-bbox="695 233 1432 533"><i>Changes to the physical environment are brought about in two ways: the first is through natural agents such as erosion, vegetation growth, wind storms and floods; and the second is by what people have done to their environment through construction such as the building of roads, and highways. Students will have gained an awareness of the physical environment around them in kindergarten and grade 1 when they learned to recognize and describe some of the natural and constructed features of their community.</i></p> <p data-bbox="695 554 1432 751">Review the concepts of natural and constructed features. Ask each student to draw his/her favorite natural or constructed feature in the community or a place he/she has visited. Arrange for students to share their examples. Investigate with students what factors might result in changes to these features.</p> <p data-bbox="695 772 1432 1075">Discuss with students examples of environmental changes that they see occurring around them, giving prompts such as wind and water erosion. For example, teachers might ask, “Have you ever built a sand castle at the beach and rushed to complete it before the incoming tide washed it away? Describe what you saw.” Teachers might also demonstrate soil erosion by using a bucket of sand and a spray water bottle. Students can observe and describe what they see happening with the sand as the water is sprayed on it.</p> <p data-bbox="695 1096 1432 1331">As a class, using photos of <i>before</i> and <i>after</i>, explore environmental changes that have taken place over time either locally or in other communities. Some examples to consider include: a river valley before and after a dam was constructed; a wetland before and after it was drained; a forest before and after it was clear-cut; and a block of land before it was divided into a housing subdivision.</p> <p data-bbox="695 1352 1432 1688">People’s dependence on and relationship with the natural environment has changed over time. In grade one, students explored the close relationship that the Mi’Kmaq and Maliseet had with their physical environment. Teachers may wish to invite an elder from the Mi’Kmaq/Maliseet community to speak to the class. Ask the guest to focus on how his/her ancestors interacted with physical environments, such as woodlands and water, and how this interaction has changed over time. The guest may be able to tell a story, myth or legend to illustrate this point.</p> <p data-bbox="695 1709 1432 1904">Discuss with students how the local environment has changed with regard to land use, farming, fishing, forestry and the development of communities. Use photos and pictures to create a pictorial timeline showing changes that have been made to the physical environment. The book, <i>Our Schoolyard Changes</i>, may be helpful.</p>

Suggestions for Assessment	Resources
<p>Observe and note the vocabulary used, questions asked, and responses/opinions given as students discuss physical changes and relationship with the environment.</p> <p>Ask students to create a poster, picture book, booklet or shoebox diorama that illustrates features of their local physical environment.</p> <p>Ask students to create a “before” and “after” map to illustrate a physical change that has taken place in the community.</p> <p>Observe student participation in class discussions and note if students have an understanding of how people’s interactions with the physical environment have changed over time.</p> <p>Ask the class to create a timeline of changes in the local physical environment brought about by industry or changes in occupations.</p> <p>Invite students to write a thank-you letter to the guest speaker indicating what they learned from the presentation. Alternatively, students may draw a picture to represent what they learned from the talk.</p>	 <p><i>Discovery Links Social Studies Teacher’s Guide</i>, Grade 2, pp. 83-90, p. 109, pp. 91-99, p. 110</p> <p><i>Changes Made By Nature</i> - Big Book</p> <p><i>Changes Made By People</i> - Big Book</p> <p><i>Our Schoolyard Changes</i> - Little Book</p> <p><i>Nature Takes Over</i> - Photo Card</p> <p><i>The Talking Stick</i> - Little Book</p> <p><i>Meeting Needs</i> - Poster/Photo Card</p> <p><i>A Trip to King’s Landing</i> - Big Book</p> <p><i>A Visit to Ross Farm</i> - Little Book</p>

Outcomes	Suggestions for Teaching and Learning
<p><i>2.5.4 Students will be expected to demonstrate an understanding of sustainable development and its importance to our future.</i></p> <p>Elaborations</p> <ul style="list-style-type: none"> • identify various physical environments and natural resources (local, national and global) • discuss sustainability issues • describe how knowledge of solid-liquid interactions can help the environment • describe the impact that humans have on the environment • discuss the effects of waste disposal on the quality of our environment (e.g., air, soil, water) • plan, carry out and evaluate a conservation activity 	<p><i>Sustainability is the practice of using a resource so that it will always exist. Through learning experiences students should realize and appreciate their role in the protection and renewal of the environment. Equally they should understand that taking care of the environment will benefit people, animals and plants all over the world.</i></p> <p>Teachers should stress with students the need to clean up any residue material at the end of an investigation. Discuss the best methods to dispose properly of residue materials. Encourage students when disposing of materials to apply their knowledge gained about which types of materials will absorb liquids and how particular solids dissolve in water. Ask students to list materials they think will cause harm to the environment. Explain that chemicals found in batteries, paint, paint thinner, household cleansers and many oils should not be placed in drains or directly into the garbage due to their effect on ground water and their danger to plants, animals and humans.</p> <p>Involve the class in the exploration of a current environmental issue in their local area, such as access to community landfill sites, disposal of garbage, availability of clean water, clear cutting of forests or declining fish stocks. As a class, collect news items about the issue over a period of time and make a bulletin board display. <i>Composting may be discussed here.</i></p> <p>Ask a representative of the local solid waste commission to visit the school and speak with the class. The students in grade two may lead the school in protecting the environment by applying the 5 R's (rethink, reuse, recycle, refuse, reduce) more consistently. <i>Composting may be discussed here.</i></p> <p>Teachers could read aloud to the class a book, such as <i>Come Back, Salmon</i> by Molly Cone, which shows the importance of contributions children can make in sustaining the natural environment and its resources. The book tells the true story of salmon eggs being raised in the classroom and released into Pigeon Creek, with the mature salmon returning two years later.</p> <p>Environmental posters can be designed and placed in the room as a reminder that society (adults and children) must protect the environment and consequently people's health.</p>

Suggestions for Assessment	Resources
<p>Ask students to describe several items commonly recycled at school and at home.</p> <p>Ask students to explain the process of composting and what materials can be placed in a garden composter.</p> <p>Ask students to create a poster that indicates what materials can or cannot be placed in a composter.</p> <p>Ask students why it is important to protect lakes, rivers and streams from garbage.</p> <p>Ask students to list ways to practise conservation in the home, school and community.</p> <p>Ask students to create a poster or picture book, or to compose a song to illustrate their understanding of positive conservation practices.</p> <p>Ask students to write a letter on a conservation or sustainability issue. Consider sending the letter to the appropriate agency.</p> <p>Ask students to set personal goals to practise conservation. For example, each student might choose a conservation objective and write it on a chart. Each Friday, ask the child to assess his/her progress in meeting the objective with the use of a happy face, neutral face, or sad face.</p>	<p> <i>Discovery Links Social Studies Teacher's Guide, Grade 2</i>, pp. 100-108, p. 111</p> <p><i>Our Environment</i> - Big Book</p> <p><i>Protect Our World</i> - Big Book</p> <p><i>Caring for Our Future</i> - Poster</p> <p><i>A Letter To All People</i> - Big Book</p> <p><i>In the News</i> - Big Book</p> <p><i>What Can I Do for the World Today?</i> - Big Book</p> <p><i>Come Back, Salmon</i> - Molly Cone, (ISBN 0871565722)</p>

SAMPLE LETTER

INFORMATION LETTER FOR PARENTS/GUARDIANS

Printed on School Letterhead

Dear Parents/Guardians:

The Department of Education has introduced a new curriculum, *You and Your World*, for students in kindergarten through grade two. The curriculum incorporates learning outcomes from the subject areas of health, personal development and career planning, science and social studies and represents an integrated approach to teaching and learning.

In the curriculum, *You and Your World*, students explore and discuss health-related topics that promote personal safety. Some of the topics addressed at K-2 include: body parts and systems; the five senses; personal safety in the home, school and community; prevention of disease, illness and injury; healthy lifestyles; effects of substance use and misuse (introductory level); and protection of the environment. Students will learn and review the proper names and functions of external body parts. Knowing the proper names of body parts allows children to more effectively communicate questions and concerns about their bodies. Children will also learn about appropriate and inappropriate touches to one's body. This knowledge will reinforce the importance of respecting personal space and the private parts of one's body. Understanding personal safety rules will help keep children safe.

Children will develop skills to make healthy choices by building and expanding on the cross-curricular skills of communication, inquiry, life-long learning, decision making, teamwork and personal management. Learning experiences are developmentally appropriate for children and build on what they have learned in previous grades.

Keeping children safe and healthy is of great importance to both parents and educators. Healthy students are more productive students and are more likely to grow up to be well-balanced adults. We encourage you to talk to your children about what they are learning and to take the opportunity to teach and reinforce skills to help them make informed choices about personal safety.

Sincerely,

