



## Student Activity Guide (Fall 2014)

### Alberta Elementary Curriculum Connections- Grade K- 6

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#### **KINDERGARTEN**

#### **SOCIAL STUDIES**

#### **Being Together**

##### **Values and Attitudes**

*Students will:*

##### **K.1.2 appreciate the unique characteristics, interests, gifts and talents of others:**

- appreciate feelings, ideas, stories and experiences shared by others (C, I)

##### **K.2.3 appreciate how their participation in their communities affects their sense of belonging (CC, I)**

- develop an awareness of the importance of sharing the responsibility for caring for the environment (C, LPP)
- appreciate the impact that group members have on each other (C, CC)
- demonstrate respect for the diverse ways individuals cooperate, work and play together (C, PADM)
- assume responsibility for personal actions, words and choices (C)

##### **Knowledge and Understanding**

*Students will:*

##### **K.1.4 explore how we demonstrate respect for ourselves and others by exploring and reflecting upon the following questions for inquiry:**

- How can we show interest and sensitivity toward social, physical, cultural and linguistic diversity in the school, groups and communities? (CC, I)
- How can we show respect and acceptance of people as they are? (C, I)

##### **K.2.5 examine ways in which people create a climate of cooperation by exploring and reflecting upon the following questions for inquiry:**

- What are the rules at home, at school and in the community? (PADM)
- Are there similar rules at home, at school and in the community? (PADM)
- What are the benefits of working cooperatively with others? (CC)
- What are challenges that groups face in creating a peaceful atmosphere? (C, CC)
- In what ways can people contribute to a group or community? (CC)

## **SOCIAL PARTICIPATION AS A DEMOCRATIC PRACTICE**

*Students will:*

**K.S.5 demonstrate the skills of cooperation, conflict resolution and consensus building:**

- consider the needs of others
- work and play in harmony with others to create a safe and caring environment
- demonstrate a willingness to share space and resources

## **HEALTH**

**STRAND: WELLNESS CHOICES**

**PERSONAL HEALTH**

W–K.5 recognize that nutritious foods are needed for growth and to feel good/have energy; e.g., nutritious snacks

**STRAND: RELATIONSHIP CHOICES**

**INTERACTIONS**

R–K.6 demonstrate a positive, caring attitude toward others; e.g., express and accept encouragement, demonstrate fair play

# GRADE ONE

## RELIGIOUS EDUCATION

### WE BELONG TO GOD

Unit 5 – *I'll always be with you* – Theme 15 - *God takes care of the world*

Aim - To explore all of creation as a gift from God

Experience – Using an art collage to reflect on how each of us can care for the earth

Doctrine – Creation, human must care for the earth

Prayer and Celebration – Celebrating the elements of the earth

Unit 7 – *Your will be done* – Theme 19 *Jesus invites his friends to a meal*

Experience – Using scripture stories to find out how Jesus gave food to everyone just as God wanted

Unit 7 - *Your will be done* – Theme 20 *Jesus invites us to love others as he loves us*

Doctrine - Taking care of other people is holy work, the task of taking care of others

## SCIENCE

### Topic E: Needs of Animals and Plants

#### General Learner Expectations

*Students will:*

**1–11 Describe some common living things, and identify needs of those living things.**

#### Specific Learner Expectations

*Students will:*

3. Identify ways in which living things are valued; e.g., as part of a community of living things; as sources of food, clothing or shelter.
5. Identify examples of plants and animals that are normally under human care (domesticated) and those that are normally independent of human care (wild).
7. Identify the requirements of plants to maintain life; i.e., air, light, suitable temperature, water, growing medium, space; and recognize that we must provide these for plants in our care.
8. Identify ways that land plants depend on soil.

## SOCIAL STUDIES

### Citizenship: Belonging and Connecting

#### Values and Attitudes

*Students will:*

**1.1.1 value self and others as unique individuals in relation to their world:**

- demonstrate respect for their individual rights and the rights of others (C, I)
- recognize and respect how the needs of others may be different from their own (C)

**1.1.2 value the groups and communities to which they belong:**

- demonstrate a willingness to share and cooperate with others (C, PADM)

- appreciate how their actions might affect other people and how the actions of others might affect them (C)
- assume responsibility for their individual choices and actions (CC, I)

### **Knowledge and Understanding**

*Students will:*

#### **1.1.4 determine what makes their communities thrive by exploring and reflecting upon the following questions for inquiry:**

- In what ways do people cooperate in order to live together peacefully? (C, I)
- How do groups make decisions? (PADM)
- In what ways do people help one another at home, at school and in groups to ensure the vitality of their community? (C)
- How do our actions and decisions contribute to the well-being of groups and communities? (C, I, PADM)
- How does caring for the natural environment contribute to the well-being of our community? (C, LPP)

### **SOCIAL PARTICIPATION AS A DEMOCRATIC PRACTICE**

*Students will:*

#### **1.S.5 demonstrate skills of cooperation, conflict resolution and consensus building:**

- consider the ideas and suggestions of others
- work and play in harmony with others to create a safe and caring environment
- demonstrate a willingness to share space and resources

## **HEALTH**

### **STRAND: WELLNESS CHOICES**

#### **PERSONAL HEALTH**

W-1.5 recognize the importance of basic, healthy, nutritional choices to well-being of self; e.g., variety of food, drinking water, eating a nutritious breakfast

## GRADE TWO

### RELIGIOUS EDUCATION

#### WE BELONG TO THE LORD JESUS

Unit 5 – *Let's treasure God's gift* - Theme 15 - *With Jesus, we pray together*

Doctrine - Prayers of Christians: intercedes with Christ before God: expresses our care for one another, celebrates our faith

Unit 6 - *Let's Take* – Theme 16 - *We savour the gifts from the earth*

Aim - To appreciate the gifts of the earth, to recognize the earth as God's gift to all

Experience – Appreciating the gifts of the earth by tasting, seeing, hearing, smelling and touching

Unit 6 – *Let's Take* - Theme 17 – *We celebrate the work of human hands*

Aim - To nurture an attitude of wonder and awe for the fruits of God's creation, to celebrate the work of human hands

Unit 7 – *Let's bless* – Theme 21 – *May the Holy Spirit come upon these gifts*

Experience – Enjoying food and drink and exploring how they nourish us

Unit 7 – *Let's bless* - Theme 22 – *Give us this day our daily bread*

Aim - To explore the Our Father as our request for daily bread and reconciliation

Unit 9 - *Let's eat and drink* – Theme 27 – *Jesus is our food and drink*

Experience - Showing out love and care for others by participating in an outreach activity.

### MATHEMATICS

#### STRAND: STATISTICS AND PROBABILITY (Data Analysis)

##### General Outcome

Collect, display and analyze data to solve problems.

##### Specific Outcomes

1. Gather and record data about self and others to answer questions. [C, CN, PS, V] [ICT: C4–1.3, C7–1.1]
2. Construct and interpret concrete graphs and pictographs to solve problems. [C, CN, PS, R, V] [ICT: C7–1.3]

### SOCIAL STUDIES

#### Communities in Canada

##### Values and Attitudes

*Students will:*

##### **2.1.1 appreciate the physical and human geography of the communities studied:**

- appreciate how a community's physical geography shapes identity (I, LPP)
- demonstrate care and concern for the environment (C, ER, LPP)

## **SOCIAL PARTICIPATION AS A DEMOCRATIC PRACTICE**

*Students will:*

### **2.S.5 demonstrate skills of cooperation, conflict resolution and consensus building:**

- demonstrate the ability to deal constructively with diversity and disagreement
- work and play in harmony with others to create a safe and caring environment
- consider the needs and ideas of others

### **2.S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community, such as:**

- participate in activities that enhance their sense of belonging within their school and community

## **HEALTH**

### **STRAND: RELATIONSHIP CHOICES**

#### **INTERACTIONS**

R-2.6 develop strategies to show respect for others; e.g., show interest when others express feelings, offer support

## GRADE THREE

### RELIGIOUS EDUCATION

#### In the Spirit We Belong

Unit 1 - *We welcome and gather in the Spirit* - Theme 2 – *Dreaming with God*

Aim - To explore our hopes and dreams for our world, to learn about God's dream of gathering all people into one family

Experience - Sharing hopes and dreams for our world

Unit 2 *The Holy Spirit gathers and feeds us at the Eucharist* – Theme 6: *We celebrate Eucharist*

Experience - Being sent forth to love and serve

Unit 3 *The Holy Spirit calls and anoints us in Baptism and Confirmation* – Theme 8 – *We come together signed with God's Spirit*

Aims - To explore the activity to God's spirit in community service

Experience - Listening to adults and older students in our community share stories about their service, appreciate how we serve.

Unit 7 - *The Holy Spirit fills the whole earth* – Theme 19 – *You stretch out the heavens like a tent*

Aims - To acknowledge God's Spirit in all creation, to treasure the gifts of God

Unit 7 – *The Holy Spirit fills the whole earth* - Theme 20 *Crowned with God's glory*

Aims - To recognize our mission to have dominion over the earth, to acknowledge the fragility of the ecosystem

Experience - Exploring and appreciating the place and role of people in creation,

Doctrine - The glory and honour of human beings, the responsibility for the earth

Unit 7 – *The Holy Spirit fills the whole earth* - Theme 21 – *The earth shall yield its fruits*

Aims - To identify areas where we can make a difference, to celebrate the earth

Experience - Discovering our responsibility to care for the earth and for one another

Doctrine - Responsibility for creation, participation in creation, the role of praise in the maintenance of creation

Unit 8 – *The Holy Spirit reconciles people* - Theme 23 – *In the power of the Spirit we forgive*

Experience - Exploring our everyday choices and their consequences

Unit 9 – *The Holy Spirit gives new life* - Theme 25 – *Alleluia! He is risen*

Experience - Exploring the new life of spring through a nature walk

Unit 10 - *The Holy Spirit is alive* - Theme 29 – *Spirit-filled, we reach out to serve*

Aims - To understand that the Holy Spirit inspires us to share in the mission of Jesus

Experience - Remembering how the Holy Spirit was present in the life of St. Vincent de Paul, exploring the missionary work of the Church, appreciating how we are able to reach out and care for others.

Doctrine - Christian service

## **MATHEMATICS**

### **STRAND: STATISTICS AND PROBABILITY (Data Analysis)**

#### **General Outcome**

Collect, display and analyze data to solve problems.

#### **Specific Outcomes**

1. Collect first-hand data and organize it using:

- tally marks
- line plots
- charts
- lists

to answer questions. [C, CN, PS, V] [ICT: C4–1.3]

2. Construct, label and interpret bar graphs to solve problems. [C, PS, R, V] [ICT: C4–1.3, C7–1.3, C7–1.4]

## **SOCIAL STUDIES**

### **Connecting with the World**

#### **Values and Attitudes**

*Students will:*

##### **3.1.1 appreciate similarities and differences among people and communities:**

- demonstrate an awareness of and interest in the beliefs, traditions and customs of groups and communities other than their own (CC)

##### **3.2.1 appreciate elements of global citizenship:**

- recognize how their actions might affect people elsewhere in the world and how the actions of others might affect them (C, GC)
- respect the equality of all human beings (C, GC, I)

#### **Knowledge and Understanding**

*Students will:*

##### **3.1.2 examine the social, cultural and linguistic characteristics that affect quality of life in communities in other parts of the world by exploring and reflecting upon the following questions for inquiry:**

- What determines quality of life? (CC)
- How does daily life reflect quality of life in the communities (e.g., employment, transportation, roles of family members)? (CC, ER, GC)
- How does access to public services affect the communities? (e.g., schools, hospitals, libraries, transportation systems)? (ER, GC, PADM)
- How are decisions made in the communities? Who is responsible for making the decisions? (CC, PADM)
- How do the individuals and groups in the communities maintain peace? (GC, PADM)
  
- How do the individuals and groups in the communities cooperate and share with other group members? (C, CC)

##### **3.1.3 examine the geographic characteristics that shape communities in other parts of the world by exploring and reflecting upon the following questions for inquiry:**

- Where, on a globe and/or map, are the communities in relation to Canada? (LPP)
- In what ways do the people in the communities depend on, adapt to and change the environment in



which they live and work? (ER, LPP)

- In what ways do the communities show concern for their natural environment? (GC, LPP)
- How does the physical geography influence the human activities in the communities (e.g., availability of water, climate)? (CC, LPP)

**3.1.4 examine economic factors that shape communities in other parts of the world by exploring and reflecting upon the following questions for inquiry:**

- What are the main goods and services produced by the communities studied (i.e., agricultural activities, manufacturing activities)? (ER, GC)
- What goods and services do the communities import from and export to other parts of the world? (ER, GC)
- What are the main forms of technologies, transportation and communication in the communities? (ER, GC)

**3.2.2 explore the concept of global citizenship by reflecting upon the following questions for inquiry:**

- How are the rights, responsibilities and roles of citizens in communities around the world the same or different than those of Canadian citizens? (C, GC)
- What are some environmental concerns that Canada and communities around the world share? (ER, GC)
- In what ways can individuals and groups contribute to positive change in the world? (C, GC, PADM)
- How do international organizations support communities in need throughout the world (e.g., UNICEF, Red Cross, Development and Peace)? (C, GC)
- What are examples of international organizations formed by individuals (e.g., Free the Children, Médecins sans frontières (Doctors Without Borders))? (C, GC)
- What are examples of international organizations formed by nations (e.g., UN)? (C, GC, PADM)

**SKILLS AND PROCESSES FOR GRADE 3**

**DIMENSIONS OF THINKING**

**3.S.4 demonstrate skills of decision making and problem solving:**

- apply new ideas and strategies to contribute to decision making and problem solving
- support proposed ideas, strategies and options with facts and reasons
- collaborate with others to devise strategies for dealing with problems and issues

**SOCIAL PARTICIPATION AS A DEMOCRATIC PRACTICE**

*Students will:*

**3.S.5 demonstrate skills of cooperation, conflict resolution and consensus building:**

- demonstrate cooperative behaviour to ensure that all members of the group have an opportunity to participate
- demonstrate willingness to seek consensus among members of a work group
- consider the needs and points of view of others
- work and play in harmony with others to create a safe and caring environment

**3.S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community, such as:**

- participate in projects that improve or meet the particular needs of their school or community

**COMMUNICATION**

*Students will:*

**3.S.8 demonstrate skills of oral, written and visual literacy:**

- listen to others in order to understand their points of view

## GRADE FOUR

### RELIGIOUS EDUCATION

#### COME AND SEE

Unit 2 – *The good news about Jesus Christ* - Theme 5: - *First memories of Jesus: the call to “Come and see”*

Experience – Responding to Jesus’ call

Doctrine – Discipleship of Jesus

Unit 4 - *A light shines in the darkness* – Theme 10 – *A light shines in the darkness*

Aims - To explore the experience of darkness and light in our lives

Unit 4 – *A light shines in the darkness* - Theme 11 – *John the Baptist bears witness to the light*

Aims - To recognise how people bear witness to Jesus

Experience: bringing light into others’ lives

Unit 6 – *Jesus reveals the compassion of God* - Theme 17 – *Jesus goes about doing good*

Aims - To recognise our call to share in Jesus’ work for the kingdom

Experience - Appreciating various kinds of work people do

Unit 7 – *Jesus says “I am the Way”* - Theme 20 – *Jesus is the living water*

Experience exploring the symbol of water – its life-giving qualities, savouring the gift of living water

Unit 8 – *Jesus gives his life for us* - Theme 22 – *Jesus Goes to Jerusalem*

Experience - Experience of rejection and hurt when we try to do good

Unit 8 – *Jesus gives his life for us* Theme 23 – *Jesus gives himself*

Experience - Giving or sharing oneself with others

Unit 9 – *“My Lord and My God”* - Theme 25 – *He who was crucified is risen!*

Experience - Sharing meals and friendship together

Unit 10 – *Jesus’s Spirit is with us* - Theme 28 – *The Holy Spirit will bring us to Jesus Christ*

Experience - Our experience of promises broken and kept

### SCIENCE

#### Topic A: Waste and Our World

##### Specific Learner Expectations

*Students will:*

1. Identify plant and animal wastes, and describe how they are recycled in nature. For example, plant leaves serve as a source of food for soil insects, worms and other creatures. The wastes of these animals may then be further broken down by molds, fungi and bacteria.
2. Identify and classify wastes that result from human activity.
3. Describe alternative methods of disposal, and identify possible advantages and disadvantages of each.
4. Distinguish between wastes that are readily biodegradable and those that are not.
5. Compare different kinds of packaging, and infer the relative advantages and disadvantages of that packaging. In evaluating different forms of packaging, students should demonstrate the ability to consider a consumer perspective as well as an environmental perspective.
7. Identify kinds of wastes that may be toxic to people and to the environment.
8. Identify alternative materials and processes that may decrease the amount of waste produced; e.g., reducing wastage of food, using both sides of a sheet of paper.

9. Identify ways in which materials can be reused or recycled, including examples of things that the student has done.

11. Identify actions that individuals and groups can take to minimize the production of wastes, to recycle or reuse wastes and to ensure the safe handling and disposal of wastes.

### **Topic E: Plant Growth and Changes**

1. Describe the importance of plants to humans and their importance to the natural environment. Students who meet this expectation should be able to give examples of plants being used as a source of food or shelter, and be aware of the role plants play in the environment; e.g., preventing erosion, maintaining oxygen.

## **SOCIAL STUDIES**

### **Alberta: The Land, Histories and Stories**

#### **Values and Attitudes**

*Students will:*

##### **4.1.1 value Alberta's physical geography and natural environment:**

- appreciate how land sustains communities and quality of life (ER, LPP)
- demonstrate care and concern for the environment through their choices and actions (LPP)

##### **4.3.1 appreciate the factors contributing to quality of life in Alberta:**

- value and respect their own and other cultural identities (C, I)
- demonstrate respect for the rights, opinions and perspectives of others (C, I)
- value and respect their relationships with the environment (C, ER, LPP)

#### **Knowledge and Understanding**

*Students will:*

##### **4.1.4 analyze how Albertans interact with their environment by exploring and reflecting upon the following questions and issues:**

- In what ways do the physical geography and natural resources of a region determine the establishment of communities? (LPP)

### **SKILLS AND PROCESSES FOR GRADE 4**

#### **DIMENSIONS OF THINKING**

*Students will:*

##### **4.S.1 develop skills of critical thinking and creative thinking:**

- evaluate significant local and current affairs, distinguishing between fact and opinion
- evaluate, critically, ideas, information and positions from multiple perspectives
- re-evaluate opinions to broaden understanding of a topic or an issue

##### **4.S.4 demonstrate skills of decision making and problem solving:**

- contribute and apply new ideas and strategies, supported with facts and reasons, to decision making and problem solving
- identify situations where a decision needs to be made and a problem requires attention

## **SOCIAL PARTICIPATION AS A DEMOCRATIC PRACTICE**

*Students will:*

### **4.S.5 demonstrate skills of cooperation, conflict resolution and consensus building:**

- demonstrate an awareness of the skills required for compromise and consensus building
- demonstrate the ability to deal constructively with diversity and disagreement
- consider the needs and points of view of others
- work collaboratively with others to complete a group task

### **4.S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community:**

- initiate projects that meet the particular needs or expectations of their school or community

## **COMMUNICATION**

*Students will:*

### **4.S.8 demonstrate skills of oral, written and visual literacy:**

- listen to others in order to understand their perspectives

## **HEALTH**

### **STRAND: RELATIONSHIP CHOICES**

#### **UNDERSTANDING AND EXPRESSING FEELINGS**

R-4.1 recognize that individuals can have a positive and negative influence on the feelings of others

#### **INTERACTIONS**

R-4.6 identify and describe ways to provide support to others; e.g., help a friend deal with loss

### **STRAND: LIFE LEARNING CHOICES**

### **LEARNING STRATEGIES**

L-4.3 demonstrate effective decision making, focusing on careful information gathering; e.g., evaluating information, taking action and evaluating results

## GRADE FIVE

### RELIGIOUS EDUCATION

#### MAY WE BE ONE

Unit 1 *The Church proclaims the good news* - Theme 1 - *We are God's work of art*

Aims - To affirm the uniqueness of each person, to see community as formed by the rich diversity of persons within it

Unit 1 – *The Church proclaims the good news* Theme 2 – *God has no favourites*

Aims - To recognise that God has no favourites, to see that the Holy Spirit calls us to unity with people who are different from us

Unit 1 - *The Church proclaims the good news* Theme 3 – *May they all be one*

Aims - To reflect on God's dream to gather all people as one

Unit 2 – *The Church believes in the Lord Jesus* - Theme 5 – *Baptized in the name of Jesus Christ*

Aims - To recognize that God continues to call people

Unit 5 – *The Church welcomes all nations* - Theme 15 – *The Lord welcomes all the nations*

Aims - To see God's continuing faithfulness in the Church's missionary activity, to celebrate God's faithfulness to all nations

Unit 6 – *The Church acts justly* - Theme 16: *Any who welcomes you, welcomes me*

Aims - To deepen our awareness that the Church is called to reach out with the kindness of God, to see justice as essential to being Church

Life Experience - Experiencing people in need

Doctrine - The Church lives in Christ: in its struggle for justice, in its compassion for others

Unit 6 - *The Church acts justly* - Theme 17 – *I was a stranger and you welcomes me*

Aims - To hear the call to open our doors to others,

Life Experience - Experiencing the demands of justice

Doctrine: The Church lives in Christ: in its concern for social justice, in welcoming stranger and refugee

Unit 6 - *The Church acts justly* - Theme 18 – *Let justice flow like water*

Aims - To uncover the place of justice in ecological relationships, to celebrate our oneness with all creation

Life experience - Experiencing the demands of the ecological environment

Doctrine - The Church lives in Christ: in overcoming broken relationships, in respecting ecology

Unit 7 - *The Church reconciles* - Theme 19 – *God saw that it was good*

Aims - To see creation as God's covenant, to understand disorder in the world as a breach of the covenant.

Life experience - Experiencing the beauty of creation

Doctrine - God created all things good, human stewardship of the earth

Unit 10 – *The Church witnesses* - Theme 28 – *What am I to do, Lord?*

Aims - To see missionary activity as the result of the experience of the risen Lord

Life experience - Experiencing a story of witness

Unit 10 – *The Church witnesses* - Theme 29 – *What are we to do, Lord?*

Aims – To see that witnessing is essential to being Church

## **SCIENCE**

### **Topic D: Weather Watch**

12. Recognize that human actions can affect climate, and identify human actions that have been linked to the greenhouse effect.

### **Topic E: Wetland Ecosystems**

9. Identify human actions that can threaten the abundance or survival of living things in wetland ecosystems; e.g., adding pollutants, changing the flow of water, trapping or hunting pond wildlife.

10. Identify individual and group actions that can be taken to preserve

11. Recognize that changes in part of an environment have effects on the whole environment.

## **SOCIAL STUDIES**

### **Canada: The Land, Histories and Stories**

#### **Values and Attitudes**

*Students will:*

##### **5.1.1 value Canada's physical geography and natural environment:**

- appreciate the variety and abundance of natural resources in Canada (ER, LPP)
- appreciate how the land sustains communities and the diverse ways that people have of living with the land (GC, LPP)
- demonstrate care and concern for the environment through their choices and actions (GC, LPP)

##### **5.3.1 appreciate how changes impact citizenship and identity:**

- recognize how economic and political changes impact ways of life of citizens (C, ER, I, PADM)

#### **Knowledge and Understanding**

*Students will:*

##### **5.1.3 analyze how people in Canada interact with the environment by exploring and reflecting upon the following questions and issues:**

- In what ways do natural resources and the physical geography of a region determine the establishment of communities? (ER, LPP)

### **SKILLS AND PROCESSES FOR GRADE 5**

#### **DIMENSIONS OF THINKING**

*Students will:*

##### **5.S.1 develop skills of critical thinking and creative thinking:**

- analyze significant local and current affairs from a variety of sources, distinguishing between fact and opinion
- evaluate ideas, information and positions from multiple perspectives
- re-evaluate personal opinions to broaden understanding of a topic or an issue

##### **5.S.4 demonstrate skills of decision making and problem solving:**

- determine when a decision needs to be made in dealing with problems and issues
- collaborate with others to apply strategies for decision making and problem solving

## **SOCIAL PARTICIPATION AS A DEMOCRATIC PRACTICE**

*Students will:*

### **5.S.5 demonstrate skills of cooperation, conflict resolution and consensus building:**

- consider multiple points of view while attempting to reach group consensus
- demonstrate the ability to deal constructively with diversity and disagreement
- work collaboratively with others to achieve a common goal

## **COMMUNICATION**

*Students will:*

### **5.S.8 demonstrate skills of oral, written and visual literacy:**

- listen to others to understand their perspectives

## **HEALTH**

### **STRAND: LIFE LEARNING CHOICES**

#### **LEARNING STRATEGIES**

L-5.3 investigate the effectiveness of various decision-making strategies; e.g., decision by default, impulsive decision making, delayed decision making

## GRADE SIX

### RELIGIOUS EDUCATION

#### YOU SHALL BE MY WITNESSES

Unit 1 – *You are my friends* Theme 2 – *You are the light of the world*

Doctrine - By our good deeds we create a moral world

Unit 2 - *I love you with an everlasting love* - Theme 4 – Created in the image of God

Life experience: recognizing how others affect us by their actions, getting in touch with our moral feelings or our conscience

Unit 2 – *I love you with an everlasting love* - Theme 5 - *Set my people free*

Life experience - Recognising the oppressed in our world and those who struggle for liberation

Unit 3 - *I shall be your God: you shall be my people*- Theme 7: *I will make an everlasting covenant with you*

Life Experience - Reflecting on covenant experiences in my own life, confronting my own actions: “What does a covenant relationship ask of me?”

Unit 3 – *I shall be your God: you shall be my people* - Theme 9 – *Love your neighbour*

Aims - To see love of neighbour as love of God

Doctrine - Love your neighbour as yourself

Unit 4 – *God so loved the world* - Theme 10 – *I will make a new covenant with you*

Life experience – Reaching out to others

Unit 5 – *I am the way, the truth and the life* - Theme 14 – *Let justice flow like water*

Aims - To stir up a sense of justice

Life experience - Experiencing the demands of social justice, spreading the good news about social justice, participating in social justice

Doctrine - Justice as worship of God

Unit 5 - *I am the way, the truth and the life* - Theme 15 – *Give to each other*

Aims - To examine the issues of justice, to accept the challenge of justice

Life experience - Experiencing the demands of social justice, spreading the good news about social justice, participating in social justice

Doctrine - The virtue of justice, the value of activity and associations on behalf of social justice

Unit 6 – *Love your enemies* - Unit 16 – *But I say to you ...*

Life experience - Exploring issues of justice in the light of Jesus, treasuring moments of generosity and examples of acting like kingdom people in our own lives

Unit 6 – *Love your enemies* - Theme 17 – *Blessed are you*

Life experience - Exploring ways that exemplify beatitude people, treasuring the spirit of the beatitudes in our own lives

Doctrine - The link of the beatitudes with the kingdom of God

Unit 7 – *What you do to the least of my brothers and sisters* - Theme 20 - *When you fast*

Life experience - Appreciating all food as a gift from God, remembering God’s call to share our abundance with others

Unit 7 - *What you do to the least of my brothers and sisters* - Theme 21 – *when you give alms*

Life experience - Remembering to reach out to the needy

Doctrine: to share one’s goods is a work of justice

Unit 9 – *Do not be afraid* - Theme 26 – *Simon son of John, do you love me?*

Life experience - Discovering servants of reconciliation in our society and in our world



## **MATHEMATICS**

### **STATISTICS AND PROBABILITY (Data Analysis)**

3. Graph collected data, and analyze the graph to solve problems. [C, CN, PS, R, T] [ICT: C6–2.5, C7–2.1, P2–2.1, P2–2.2]

## **SCIENCE**

### **GRADE 6**

#### **Topic E: Trees and Forests**

1. Identify reasons why trees and forests are valued. Students meeting this expectation should be aware that forests serve as habitat for a variety of living things and are important to human needs for recreation, for raw materials and for a life-supporting environment.
3. Describe the role of trees in nutrient cycles and in the production of oxygen and new growth.
8. Identify human uses of forests, and compare modern and historical patterns of use.
9. Identify human actions that enhance or threaten the existence of forests.
10. Identify an issue regarding forest use, identify different perspectives on that issue, and identify actions that might be taken.

## **SOCIAL STUDIES**

### **Democracy: Action and Participation**

#### **Values and Attitudes**

*Students will:*

#### **6.1.1 recognize how individuals and governments interact and bring about change within their local and national communities:**

- value citizens' participation in a democratic society (C)
- value the contributions of elected representatives in the democratic process (PADM)

#### **6.2.1 appreciate the relationship between the values of a society and the model of government adopted within a society (PADM)**

#### **Knowledge and Understanding**

*Students will:*

#### **6.1.2 demonstrate an understanding of the fundamental principles of democracy by exploring and reflecting upon the following questions and issues:**

- What is democracy (i.e., justice, equity, freedoms, representation)? (C, PADM)
- What are the rights and responsibilities of citizens living in a representative democracy? (C, PADM)

#### **6.1.6 analyze how individuals, groups and associations within a community impact decision making of local and provincial governments by exploring and reflecting upon the following questions and issues:**

- How can individuals, groups and associations within a community participate in the decision-making process regarding current events or issues (i.e., lobbying, petitioning, organizing and attending local meetings and rallies, contacting elected representatives)? (C,PADM)

## SKILLS AND PROCESSES FOR GRADE 6

### DIMENSIONS OF THINKING

*Students will:*

#### **6.S.1 develop skills of critical thinking and creative thinking:**

- assess significant local and current affairs from a variety of sources, with a focus on examining bias and distinguishing fact from opinion
- critically evaluate ideas, information and positions
- re-evaluate personal opinions to broaden understanding of a topic or an issue

#### **6.S.2 develop skills of historical thinking:**

- use examples of events to describe cause and effect and change over time

#### **6.S.4. demonstrate skills of decision making and problem solving:**

- propose and apply new ideas, strategies and options, supported with facts and reasons, to contribute to decision making and problem solving
- consider multiple perspectives when dealing with issues, decision making and problem solving
- collaborate with others to devise strategies for dealing with problems and issues

## SOCIAL PARTICIPATION AS A DEMOCRATIC PRACTICE

*Students will:*

#### **6.S.5 demonstrate skills of cooperation, conflict resolution and consensus building:**

- demonstrate the skills of compromise to reach group consensus
- work collaboratively with others to achieve a common goal

#### **6.S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community, such as:**

- demonstrate commitment to the well-being of their community by drawing attention to situations of injustice where action is needed

## COMMUNICATION

*Students will:*

#### **6.S.8 demonstrate skills of oral, written and visual literacy:**

- express opinions and present perspectives and information in a variety of forms such as oral or written presentations, speeches or debates
- express reasons for their ideas and opinions, in oral or written form
- use skills of informal debate to persuasively express differing viewpoints regarding an issue
- listen to others to understand their perspectives

#### **6.S.9 develop skills of media literacy:**

- detect bias present in the media
- examine and assess diverse perspectives regarding an issue presented in the media
- analyze significant current affairs

## HEALTH

### STRAND: LIFE LEARNING CHOICES

#### LEARNING STRATEGIES

L-6.3 analyze influences on decision making; e.g., family, peers, values, cultural beliefs, quality of information gathered

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Thank you to the member-volunteers who prepared these curriculum connections

If you use this activity for curriculum not listed here please send your curriculum connections to [schools@devp.org](mailto:schools@devp.org) to be shared with fellow teachers

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