

Explorations 2: Alberta Curriculum Correlations
Please use the “Find” function to search for specific expectations

| WORDS, NUMBERS, AND PICTURES | |
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| Engage | |
| What information can we find posted around us? (p. 42) | <p>English Language Arts: <i>General Outcome 2</i>—Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts—2.3 Understand Forms, Elements and Techniques—understand forms and genres; understand techniques and elements</p> <p>Fine Arts: <i>Art—Reflection—2. Assessment:</i> Students will assess the use or function of objects: B. Designed objects serve people; Expression—10 (i). 4. Students will express a feeling or a message: B. Specific messages, beliefs and interests can be interpreted visually, or symbolized</p> <p>Social Studies: <i>Skills and Processes—Communication—2.S.9</i> develop skills of media literacy—identify key words from gathered information on a topic or issue</p> |
| How do font and design add information? (p. 43) | <p>English Language Arts: <i>General Outcome 2</i>—Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts—2.3 Understand Forms, Elements and Techniques—understand techniques and elements; 2.4 Create Original Text – elaborate on the expression of ideas; <i>General Outcome 4</i>—Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication—4.1 Enhance and Improve – enhance artistry</p> <p>Fine Arts: <i>Art—Reflection—3. Appreciation:</i> Students will interpret artworks literally: A. Art takes different forms depending on the materials and techniques used; Expression—10 (iii). <i>Media and Techniques:</i> Students will use media and techniques, with an emphasis on exploration and direct methods in drawing, painting, print making, sculpture, fabric arts, photography and technographic arts: A. Drawing: Use drawing tools to make a variety of lines—curved, straight, thick, thin, broken, continuous; Use drawing tools to make a variety of shapes—open, closed forms; straight, curved forms; geometric and free form</p> |
| What information do numbers tell us? (p. 44) | <p>Mathematics: <i>Number—1.</i> Say the number sequence from 0 to 100 by 2s, 5s and 10s, forward and backward, using starting points that are multiples of 2, 5, and 10 respectively; 10s, using starting points from 1 to 9; 2s, starting from 1; 4. Represent and describe numbers to 100, concretely, pictorially and symbolically; <i>Shape and Space—Measurement—2.</i> Relate the size of a unit of measure to the number of units used to measure length and mass</p> <p>Social Studies: <i>Skills and Processes—Dimensions of Thinking—2.S.3</i> develop skills of geographic thinking—determine distance on a map</p> |

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| <p>What information do we get from logos? (p. 45)</p> | <p>English Language Arts: <i>General Outcome 1</i>—Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences—1.1 Discover and Explore—express ideas and develop understanding; <i>General Outcome 2</i>—Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts—2.1 Use Strategies and Cues—use comprehension strategies; 2.3 Understand Forms, Elements and Techniques—understand forms and genres; understand techniques and elements</p> <p>Fine Arts: <i>Art—Reflection</i>—2. Assessment: Students will assess the use or function of objects: B. Designed objects serve people; D. Designed objects must function well to be valuable; Expression—10 (i). 4. Students will express a feeling or a message: B. Specific messages, beliefs and interests can be interpreted visually, or symbolized; 3. Appreciation: Students will interpret artworks literally: A. Art takes different forms depending on the materials and techniques used; B. An art form dictates the way it is experienced; F. All aspects of an artwork contribute to the story it tells</p> |
| Invitations to Inquire: Cluster 1 | |
| <p>What information do we get from signs and symbols? (p. 51)</p> | <p>English Language Arts: <i>General Outcome 1</i>—Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences—1.1 Discover and Explore—express ideas and develop understanding; 1.2 Clarify and Extend—consider others’ ideas; extend understanding; <i>General Outcome 2</i>—Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts—2.1 Use Strategies and Cues—use prior knowledge; use comprehension strategies; 2.3 Understand Forms, Elements and Techniques—understand forms and genres; understand techniques and elements</p> <p>Mathematics: <i>Statistics and Probability—Data Analysis</i>—1. Gather and record data about self and others to answer questions; 2. Construct and interpret concrete graphs and pictographs to solve problems</p> <p>Social Studies: <i>2.1 Canada's Dynamic Communities—2.1.3</i>—What are the cultural characteristics of the communities?</p> |
| <p>How can we use numbers to give information about ourselves? (p. 53)</p> | <p>English Language Arts: <i>General Outcome 1</i>—Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences—1.1 Discover and Explore—express ideas and develop understanding; 1.2 Clarify and Extend—consider others’ ideas; extend understanding; <i>General Outcome 3</i>—Students will listen, speak, read, write, view and represent to manage ideas and information—3.1 Plan and Focus—focus attention; determine information needs; 3.3 Organize, Record, and Evaluate—record information</p> <p>Mathematics: <i>Statistics and Probability—Data Analysis</i>—1. Gather and record data about self and others to answer questions; <i>Shape and Space—Measurement</i>—3. Compare and order objects by length, height, distance around, and mass (weight), using non-standard units, and make statements of comparison</p> <p>Social Studies: <i>Skills and Processes—Dimensions of Thinking—2.S.3</i> develop skills of geographic thinking—determine distance on a map</p> |

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| <p>How can numbers help understand more about something we can't see? (p. 54)</p> | <p>Mathematics: <i>Number</i>—5. Compare and order numbers up to 100; <i>Shape and Space</i>—Measurement—2. Relate the size of a unit of measure to the number of units (limited to non-standard units) used to measure length and mass (weight); 3. Compare and order objects by length, height, distance around, and mass (weight), using non-standard units, and make statements of comparison</p> <p>Social Studies: <i>Skills and Processes</i>—Dimensions of Thinking—2.S.3 develop skills of geographic thinking—determine distance on a map</p> |
| <p>What logo will you create to tell about you? (p. 56)</p> | <p>English Language Arts: <i>General Outcome 1</i>—Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences—1.1 Discover and Explore—express ideas and develop understanding; 1.2 Clarify and Extend—consider others' ideas; extend understanding; <i>General Outcome 2</i>— Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts—2.1 Use Strategies and Cues—use prior knowledge; use comprehension strategies; 2.3 Understand Forms, Elements and Techniques—understand forms and genres; understand techniques and elements; 2.4 Create Original Text—elaborate on the expression of ideas; <i>General Outcome 4</i>—Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication—4.1 Enhance and Improve—enhance artistry</p> <p>Fine Arts: <i>Art</i>—Expression—10 (i). 4. Students will express a feeling or a message: B. Specific messages, beliefs and interests can be interpreted visually, or symbolized; 3. Appreciation: Students will interpret artworks literally: A. Art takes different forms depending on the materials and techniques used; B. An art form dictates the way it is experienced; C. An artwork tells something about its subject matter and the artist who made it; F. All aspects of an artwork contribute to the story it tells; 10 (iii). Media and Techniques: Students will use media and techniques, with an emphasis on exploration and direct methods in drawing, painting, print making, sculpture, fabric arts, photography and technographic arts: A. Drawing: Use drawing tools to make a variety of lines—curved, straight, thick, thin, broken, continuous; Use drawing tools to make a variety of shapes—open, closed forms; straight, curved forms; geometric and free form</p> <p>Social Studies: <i>Skills and Processes</i>—Communication—2.S.8 demonstrate skills of oral, written and visual literacy—create visual images for particular audiences and purposes</p> |

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| <p>What do images and symbols tell about where we live? (p. 57)</p> | <p>English Language Arts: <i>General Outcome 1</i>—Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences—1.1 Discover and Explore—express ideas and develop understanding; 1.2 Clarify and Extend—consider others’ ideas; extend understanding; <i>General Outcome 2</i>—Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts—2.1 Use Strategies and Cues—use prior knowledge; use comprehension strategies; <i>General Outcome 5</i>—Students will listen, speak, read, write, view and represent to respect, support and collaborate with others—5.2 Work Within a Group—cooperate with others; work in groups</p> <p>Fine Arts: <i>Art—Expression—10 (i).</i> 4. Students will express a feeling or a message: B. Specific messages, beliefs and interests can be interpreted visually, or symbolized; 10 (iii). <i>Media and Techniques:</i> Students will use media and techniques, with an emphasis on exploration and direct methods in drawing, painting, print making, sculpture, fabric arts, photography and technographic arts: A. Drawing: Use drawing tools to make a variety of lines—curved, straight, thick, thin, broken, continuous; Use drawing tools to make a variety of shapes—open, closed forms; straight, curved forms; geometric and free form</p> <p>Social Studies: <i>Skills and Processes—Communication—2.S.9</i> develop skills of media literacy—compare information on the same topic or issue from print media, television and photographs</p> |
| Invitations to Inquire: Cluster 2 | |
| <p>How do packages communicate information and ideas? (p. 59)</p> | <p>English Language Arts: <i>Arts: General Outcome 1</i>—Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences—1.1 Discover and Explore —express ideas and develop understanding; <i>General Outcome 2</i>—Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts—2.1 Use Strategies and Cues—use prior knowledge; use comprehension strategies; 2.3 Understand Forms, Elements and Techniques—understand forms and genres; understand techniques and elements; 2.4 Create Original Text—generate ideas; elaborate on the expression of ideas</p> <p>Fine Arts: <i>Art—Expression—10 (i).</i> 4. Students will express a feeling or a message: B. Specific messages, beliefs and interests can be interpreted visually, or symbolized; 3. <i>Appreciation:</i> Students will interpret artworks literally: A. Art takes different forms depending on the materials and techniques used; 10 (iii). <i>Media and Techniques:</i> Students will use media and techniques, with an emphasis on exploration and direct methods in drawing, painting, print making, sculpture, fabric arts, photography and technographic arts: A. Drawing: Use drawing tools to make a variety of lines—curved, straight, thick, thin, broken, continuous; Use drawing tools to make a variety of shapes—open, closed forms; straight, curved forms; geometric and free form</p> <p>Social Studies: <i>Skills and Processes—Communication—2.S.9</i> develop skills of media literacy—compare information on the same topic or issue from print media, television and photographs</p> |

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| <p>How do artists use image and design to convey ideas? (p. 60)</p> | <p>Fine Arts: <i>Music</i>—Skill: Listening—5. Be an attentive member of an audience; Skill: Moving—6. Respond to music through movement in an individual manner; <i>Art</i>—Expression—10 (i). 4. Students will express a feeling or a message: B. Specific messages, beliefs and interests can be interpreted visually, or symbolized; 3. Appreciation: Students will interpret artworks literally: A. Art takes different forms depending on the materials and techniques used; B. An art form dictates the way it is experienced; C. An artwork tells something about its subject matter and the artist who made it; F. All aspects of an artwork contribute to the story it tells; 10 (iii). Media and Techniques: Students will use media and techniques, with an emphasis on exploration and direct methods in drawing, painting, print making, sculpture, fabric arts, photography and technographic arts: A. Drawing: Use drawing tools to make a variety of lines—curved, straight, thick, thin, broken, continuous; Use drawing tools to make a variety of shapes—open, closed forms; straight, curved forms; geometric and free form; Use drawing to add details and textures, or to create pattern</p> <p>Social Studies: <i>Skills and Processes</i>—Communication—2.S.9 develop skills of media literacy—compare information on the same topic or issue from print media, television and photographs</p> |
| <p>How do artists and photographers create stories? (p. 62)</p> | <p>English Language Arts: <i>General Outcome 2</i>—Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts—2.4 Create Original Text—generate ideas; elaborate on the expression of ideas; structure texts; <i>General Outcome 4</i>—Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication—4.1 Enhance and Improve—appraise own and others’ work; 4.2 Attend to Conventions—attend to grammar and usage; attend to spelling; attend to capitalization and punctuation; 4.3 Present and Share—present information; enhance information; use effective oral and visual communication</p> <p>Fine Arts: <i>Art</i>—Expression—10 (i). 4. Students will express a feeling or a message: B. Specific messages, beliefs and interests can be interpreted visually, or symbolized; 3. Appreciation: Students will interpret artworks literally: A. Art takes different forms depending on the materials and techniques used; B. An art form dictates the way it is experienced; C. An artwork tells something about its subject matter and the artist who made it; F. All aspects of an artwork contribute to the story it tells; 10 (iii). Media and Techniques: Students will use media and techniques, with an emphasis on exploration and direct methods in drawing, painting, print making, sculpture, fabric arts, photography and technographic arts: A. Drawing: Use drawing tools to make a variety of shapes—open, closed forms; straight, curved forms; geometric and free form; <i>Drama</i>—Dramatic Movement—discover how to use the body as a vehicle for expressing and interpreting feelings and ideas; express simple characterization through movement</p> <p>Social Studies: <i>Skills and Processes</i>—Communication—2.S.9 develop skills of media literacy—identify key words from gathered information on a topic or issue</p> |

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| <p>What do images tell about life long ago? (p. 64)</p> | <p>Fine Arts: <i>Art—Expression—10 (i).</i> 4. Students will express a feeling or a message: B. Specific messages, beliefs and interests can be interpreted visually, or symbolized; 3. Appreciation: Students will interpret artworks literally: A. Art takes different forms depending on the materials and techniques used; B. An art form dictates the way it is experienced; C. An artwork tells something about its subject matter and the artist who made it; F. All aspects of an artwork contribute to the story it tells; 10 (iii). <i>Media and Techniques:</i> Students will use media and techniques, with an emphasis on exploration and direct methods in drawing, painting, print making, sculpture, fabric arts, photography and technographic arts: A. Drawing: Use drawing tools to make a variety of shapes—open, closed forms; straight, curved forms; geometric and free form; Use drawing to add details and textures, or to create pattern</p> <p>Social Studies: <i>Skills and Processes—Research for Deliberative Inquiry—2.S.7</i> apply the research process—process information from more than one source to retell what has been discovered</p> |
| <p>Wrapping Up an Inquiry (p. 66)</p> | <p>English Language Arts: <i>General Outcome 1—</i>Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences—1.1 Discover and Explore—express ideas and develop understanding; express preferences; 1.2 Clarify and Extend—consider others’ ideas; combine ideas; extend understanding; <i>General Outcome 2—</i>Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts—2.1 Use Strategies and Cues—use prior knowledge; use comprehension strategies; 2.3 Understand Forms, Elements and Techniques—understand forms and genres; understand techniques and elements 2.4 Create Original Text—generate ideas; elaborate on the expression of ideas; structure texts; <i>General Outcome 3—</i>Students will listen, speak, read, write, view and represent to manage ideas and information—3.1 Plan and Focus—focus attention; determine information needs; 3.2. Select and Process—use a variety of sources; evaluate sources; 3.4 Share and Review—share ideas and information; <i>General Outcome 4—</i>Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication—4.1 Enhance and Improve—appraise own and others’ work; revise and edit; enhance artistry; 4.2 Attend to Conventions—attend to grammar and usage; attend to spelling; attend to capitalization and punctuation; 4.3 Present and Share—present information; enhance information; use effective oral and visual communication; demonstrate attentive listening and viewing; <i>General Outcome 5—</i>Students will listen, speak, read, write, view and represent to respect, support and collaborate with others—5.1 Respect Others and Strengthen Community—celebrate accomplishments and events; 5.2 Work Within a Group—cooperate with others; work in groups</p> <p>Fine Arts: <i>Art—Expression—10 (i).</i> 4. Students will express a feeling or a message: B. Specific messages, beliefs and interests can be interpreted visually, or symbolized; 10 (iii). <i>Media and Techniques:</i> Students will use media and techniques, with an emphasis on exploration and direct methods in drawing, painting, print making, sculpture, fabric arts, photography and technographic arts: A. Drawing: Use drawing tools to make a variety of lines—curved, straight, thick, thin, broken, continuous; Use drawing tools to make a variety of shapes—open, closed forms; straight, curved forms; geometric and free form; Use drawing to add details and textures, or to create pattern</p> <p>Social Studies: <i>Skills and Processes—Communication—2.S.8</i> demonstrate skills of oral, written and visual literacy</p> |

MOVING THINGS

| Engage | |
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| How do things move? (p. 72) | <p>Mathematics: <i>Shape and Space</i>—Measurement—3. Compare and order objects by length, height, distance around, and mass (weight), using non-standard units, and make statements of comparison; 4. Measure length to the nearest non-standard unit by using multiple copies of a unit; using a single copy of a unit; 5. Demonstrate that changing the orientation of an object does not alter the measurements of its attributes</p> <p>Science: <i>Skills</i>—Science Inquiry—2–1 Investigate, with guidance, the nature of things, demonstrating an understanding of the procedures followed—manipulate materials and make observations that are relevant to questions asked; identify materials used and how they were used</p> |
| How can we put it in motion? (p. 73) | <p>English Language Arts: <i>General Outcome 1</i>—Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences—1.1 Discover and Explore—express ideas and develop understanding; 1.2 Clarify and Extend—extend understanding</p> <p>Mathematics: <i>Shape and Space</i>—Measurement—3. Compare and order objects by length, height, distance around, and mass (weight), using non-standard units, and make statements of comparison; 4. Measure length to the nearest non-standard unit by using multiple copies of a unit; using a single copy of a unit; 5. Demonstrate that changing the orientation of an object does not alter the measurements of its attributes</p> <p>Science: <i>Skills</i>—Science Inquiry—2–1 Investigate, with guidance, the nature of things, demonstrating an understanding of the procedures followed—manipulate materials and make observations that are relevant to questions asked; identify materials used and how they were used</p> |
| What do we see that moves? (p. 74) | <p>English Language Arts: <i>General Outcome 3</i>—Students will listen, speak, read, write, view and represent to manage ideas and information—3.1 Plan and Focus—determine information needs; plan to gather information; 3.3 Organize, Record and Evaluate—organize information; record information; 3.4 Share and Review—share ideas and information</p> <p>Fine Arts: <i>Art</i>—Expression—10 (i). 1. Students will record or document activities, people and discoveries: A. Everyday activities can be documented visually; D. Knowledge gained from study or experimentation can be recorded visually; 4. Students will express a feeling or a message: B. Specific messages, beliefs and interests can be interpreted visually, or symbolized; 10 (iii). Media and Techniques: Students will use media and techniques, with an emphasis on exploration and direct methods in drawing, painting, print making, sculpture, fabric arts, photography and technographic arts: A. Drawing: Use drawing tools to make a variety of shapes—open, closed forms; straight, curved forms; geometric and free form; Use drawing to add details and textures, or to create pattern</p> <p>Science: <i>Skills</i>—Science Inquiry—2–1 Investigate, with guidance, the nature of things, demonstrating an understanding of the procedures followed—manipulate materials and make observations that are relevant to questions asked; identify materials used and how they were used</p> |

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| <p>What different ways can we move in a pattern? (p. 75)</p> | <p>Mathematics: <i>Patterns and Relations</i>—Patterns—1. Demonstrate an understanding of repeating patterns (three to five elements) by describing, extending, comparing, creating patterns using manipulatives , diagrams, sounds, and actions; 2. Demonstrate an understanding of increasing patterns by describing, reproducing, extending, creating numerical (numbers to 100) and non-numerical patterns using manipulatives , diagrams, sounds, and actions</p> <p>Physical Education: <i>General Outcome A</i>—Students will acquire skills through a variety of developmentally appropriate movement activities; dance, games, types of gymnastics, individual activities and activities in an alternative environment—Basic Skills—Locomotor: A2-1 select and perform locomotor skills involved in a variety of activities; Application of Basic Skills in Dance—A2-9 perform simple movement sequences by using elements of body and space awareness and relationships, alone and with others</p> <p>Science: <i>Skills</i>—Science Inquiry—2-2 Recognize pattern and order in objects and events studied</p> |
| Invitations to Inquire: Cluster 1 | |
| <p>How do magnets affect movement? (p. 81)</p> | <p>English Language Arts: <i>General Outcome 1</i>—Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences—1.1 Discover and Explore—express ideas and develop understanding; 1.2 Clarify and Extend—consider others’ ideas; combine ideas; extend understanding</p> <p>Fine Arts: <i>Art</i>—Reflection—Assessment: Students will assess the use or function of objects: A. Designed objects serve specific purposes; D. Designed objects must function well to be valuable</p> <p>Mathematics: <i>Shape and Space</i>—Measurement—3. Compare and order objects by length, height, distance around, and mass (weight), using non-standard units, and make statements of comparison; 4. Measure length to the nearest non-standard unit by using multiple copies of a unit; using a single copy of a unit</p> <p>Science: <i>Topic C: Magnetism</i>—2-8 Describe the interaction of magnets with other magnets and with common materials</p> |
| <p>How do different ramps affect how things move? (p. 83)</p> | <p>Mathematics: <i>Shape and Space</i>—Measurement—3. Compare and order objects by length, height, distance around, and mass (weight), using non-standard units, and make statements of comparison; 4. Measure length to the nearest non-standard unit by using multiple copies of a unit; using a single copy of a unit</p> <p>Science: <i>Skills</i>—Science Inquiry—2-1 Investigate, with guidance, the nature of things, demonstrating an understanding of the procedures followed—manipulate materials and make observations that are relevant to questions asked; identify materials used and how they were used; 2.2 make predictions and generalizations, based on observations</p> |

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| <p>How does the wind affect the way things move? (p. 84)</p> | <p>English Language Arts: <i>General Outcome 1</i>—Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences—1.1 Discover and Explore—express ideas and develop understanding; 1.2 Clarify and Extend – extend understanding; <i>General Outcome 2</i> – Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts—2.1 Use Strategies and Cues—use prior knowledge; use comprehension strategies; 2.2 Respond to Texts—experience various texts</p> <p>Mathematics: <i>Shape and Space</i>—Measurement—3. Compare and order objects by length, height, distance around, and mass (weight), using non-standard units, and make statements of comparison; 4. Measure length to the nearest non-standard unit by using multiple copies of a unit; using a single copy of a unit; 5. Demonstrate that changing the orientation of an object does not alter the measurements of its attributes</p> <p>Science: <i>Skills</i>—Science Inquiry—2–1 Investigate, with guidance, the nature of things, demonstrating an understanding of the procedures followed—manipulate materials and make observations that are relevant to questions asked; identify materials used and how they were used; 2.2 make predictions and generalizations, based on observations</p> |
| <p>How will you build a toy with moving parts? (p. 86)</p> | <p>English Language Arts: <i>General Outcome 1</i>—Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences—1.1 Discover and Explore—express ideas and develop understanding; express preferences; 1.2 Clarify and Extend—consider others’ ideas; combine ideas; extend understanding</p> <p>Fine Arts: <i>Art</i>—Reflection—Assessment: Students will assess the use or function of objects: A. Designed objects serve specific purposes; D. Designed objects must function well to be valuable; Expression—10 (ii). Students will develop themes, with an emphasis on personal concerns, based on: C. Manufactured or human-made things; 10 (iii). Media and Techniques: Students will use media and techniques, with an emphasis on exploration and direct methods in drawing, painting, print making, sculpture, fabric arts, photography and technographic arts: D. Sculpture: Make two- and three-dimensional assemblages from found materials</p> <p>Science: <i>Skills</i>—Science Inquiry—2–1 Investigate, with guidance, the nature of things, demonstrating an understanding of the procedures followed—manipulate materials and make observations that are relevant to questions asked; 2.2 make predictions and generalizations, based on observations</p> |

| Invitations to Inquire: Cluster 2 | |
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| How will we create a kinetic sculpture? (p. 88) | <p>English Language Arts: <i>General Outcome 1</i>—Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences—1.1 Discover and Explore—express ideas and develop understanding</p> <p>Fine Arts: <i>Art—Reflection—2. Assessment:</i> Students will assess the use or function of objects: D. Designed objects must function well to be valuable; 3. Appreciation: Students will interpret artworks literally: A. Art takes different forms depending on the materials and techniques used; B. An art form dictates the way it is experienced; C. An artwork tells something about its subject matter and the artist who made it; F. All aspects of an artwork contribute to the story it tells; Expression—10 (ii). Students will develop themes, with an emphasis on personal concerns, based on: C. Manufactured or human-made things; 10 (iii). Media and Techniques: Students will use media and techniques, with an emphasis on exploration and direct methods in drawing, painting, print making, sculpture, fabric arts, photography and technographic arts: D. Sculpture: Make two- and three-dimensional assemblages from found materials</p> <p>Science: <i>Science Inquiry</i>—ask questions that lead to exploration and investigation identify one or more possible answers to questions asked by themselves and others. Ideas may take the form of predictions and hypotheses</p> |
| How can we show movement in our paintings? (p. 90) | <p>English Language Arts: <i>General Outcome 1</i>—Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences—1.1 Discover and Explore—express ideas and develop understanding; express preferences; 1.2 Clarify and Extend—extend understanding</p> <p>Fine Arts: <i>Art—Reflection—1. Analysis:</i> Students will notice commonalities within classes of natural objects or forms: D. Natural forms display patterns and make patterns; 3. Appreciation: Students will interpret artworks literally: A. Art takes different forms depending on the materials and techniques used; C. An artwork tells something about its subject matter and the artist who made it; F. All aspects of an artwork contribute to the story it tells; Depiction—5. Actions and Viewpoints: Students will increase the range of actions and viewpoints depicted: A. Movement of figures and objects can be shown in different ways; Expression—10 (iii). Media and Techniques: Students will use media and techniques, with an emphasis on exploration and direct methods in drawing, painting, print making, sculpture, fabric arts, photography and technographic arts: Use drawing tools to make a variety of lines—curved, straight, thick, thin, broken, continuous; Use drawing tools to make a variety of shapes—open, closed forms; straight, curved forms; geometric (rectangles, squares, circles and triangles) and free form; Use drawing to add details and textures, or to create pattern</p> |
| How can we use motion to create abstract paintings? (p. 91) | <p>English Language Arts: <i>General Outcome 1</i>—Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences—1.1 Discover and Explore—express ideas and develop understanding; express preferences; 1.2 Clarify and Extend—extend understanding</p> <p>Fine Arts: <i>Art—Reflection—3. Appreciation:</i> Students will interpret artworks literally: A. Art takes different forms depending on the materials and techniques used; C. An artwork tells something about its subject matter and the artist who made it; F. All aspects of an artwork contribute to the story it tells; Expression—10 (iii). Media and Techniques: Students will use media and techniques, with an emphasis on exploration and direct methods in drawing, painting, print making, sculpture, fabric arts, photography and technographic arts: B. Painting: Experiment with the medium to explore its possibilities; Paint using experimental methods, including without a brush</p> |

| Invitations to Inquire: Cluster 3 | |
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| How can we move from here to there? (p. 93) | <p>English Language Arts: <i>General Outcome 1</i>—Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences—1.1 Discover and Explore—express ideas and develop understanding; express preferences; 1.2 Clarify and Extend—consider others’ ideas; combine ideas; extend understanding; <i>General Outcome 4</i>—Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication—4.3 Present and Share—use effective oral and visual communication; demonstrate attentive listening and viewing</p> <p>Fine Arts: <i>Art</i>—Depiction—5. Actions and Viewpoints: Students will increase the range of actions and viewpoints depicted: A. Movement of figures and objects can be shown in different ways; Expression—10 (ii). Students will develop themes, with an emphasis on personal concerns, based on: C. Manufactured or human-made things; 10 (iii). Media and Techniques: Students will use media and techniques, with an emphasis on exploration and direct methods in drawing, painting, print making, sculpture, fabric arts, photography and technographic arts: Use drawing tools to make a variety of lines—curved, straight, thick, thin, broken, continuous; Use drawing tools to make a variety of shapes—open, closed forms; straight, curved forms; geometric (rectangles, squares, circles and triangles) and free form; Use drawing to add details and textures, or to create pattern</p> <p>Social Studies: <i>2.1 Canada's Dynamic Communities</i>—2.1.4 investigate the economic characteristics of communities in Canada by exploring and reflecting upon the following questions for inquiry—What kinds of goods and services are available in the communities?</p> |
| What do you recommend for 60 minutes of active movement? (p. 94) | <p>English Language Arts: <i>General Outcome 3</i>—Students will listen, speak, read, write, view and represent to manage ideas and information—3.1 Plan and Focus—focus attention; determine information needs; plan to gather information; 3.2. Select and Process—use a variety of sources; evaluate sources; 3.3 Organize, Record and Evaluate—organize information; record information; 3.4 Share and Review—share ideas and information</p> <p>Mathematics: <i>Number</i>—4. Represent and describe numbers to 100, concretely, pictorially, and symbolically; 7. Illustrate, concretely and pictorially, the meaning of place value for numerals to 100</p> <p>Physical Education: <i>General Outcome D</i>—Students will assume responsibility to lead an active way of life—Goal Setting/Personal Challenge: D2-6 practise setting a short-term goal related to positive effort to participate in a physical activity; Active Living in the Community: D2-8 identify types of physical activities people choose within the community</p> |

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| Wrapping Up an Inquiry (p. 96) | <p>English Language Arts: <i>General Outcome 1</i>—Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences—1.1 Discover and Explore—express ideas and develop understanding; express preferences; 1.2 Clarify and Extend—consider others’ ideas; combine ideas; extend understanding; <i>General Outcome 2</i>—Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts—2.1 Use Strategies and Cues—use prior knowledge; use comprehension strategies; 2.4 Create Original Text—generate ideas; elaborate on the expression of ideas; structure texts; <i>General Outcome 3</i>—Students will listen, speak, read, write, view and represent to manage ideas and information—3.1 Plan and Focus—focus attention; determine information needs; plan to gather information; 3.2. Select and Process—use a variety of sources; evaluate sources; 3.3 Organize, Record and Evaluate—organize information; record information; 3.4 Share and Review—share ideas and information; <i>General Outcome 4</i>—Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication—4.1 Enhance and Improve—appraise own and others’ work; revise and edit; 4.2 Attend to Conventions—attend to grammar and usage; attend to spelling; attend to capitalization and punctuation; 4.3 Present and Share—present information; enhance information; use effective oral and visual communication; demonstrate attentive listening and viewing; <i>General Outcome 5</i>—Students will listen, speak, read, write, view and represent to respect, support and collaborate with others—5.1 Respect Others and Strengthen Community—celebrate accomplishments and events; 5.2 Work Within a Group—cooperate with others; work in groups</p> <p>Fine Arts: <i>Art—Reflection</i>—2. Assessment: Students will assess the use or function of objects: D. Designed objects must function well to be valuable; <i>Expression</i>—10 (ii). Students will develop themes, with an emphasis on personal concerns, based on: C. Manufactured or human-made things; 10 (iii). <i>Media and Techniques</i>: Students will use media and techniques, with an emphasis on exploration and direct methods in drawing, painting, print making, sculpture, fabric arts, photography and technographic arts: D. <i>Sculpture</i>: Make two- and three-dimensional assemblages from found materials</p> <p>Science: <i>Attitudes</i>—2–4 Demonstrate positive attitudes for the study of science and for the application of science in responsible ways—respect for living things and environments, and commitment for their care</p> |
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DESIGN TIME

| Engage | |
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| What do we notice about the design of structures in our world? (p. 102) | <p>English Language Arts: <i>General Outcome 1</i>—Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences —1.1 Discover and Explore—express ideas and develop understanding; 1.2 Clarify and Extend—consider others’ ideas; combine ideas; extend understanding</p> <p>Fine Arts: <i>Art—Depiction—4. Main Forms and Proportions:</i> Students will learn the shapes of things as well as develop decorative styles: A. All shapes can be reduced to basic shapes; B. Shapes can be depicted as organic or geometric; <i>Expression—10 (i).</i> 1. Students will record or document activities, people and discoveries: D. Knowledge gained from study or experimentation can be recorded visually; 10 (iii). <i>Media and Techniques:</i> Students will use media and techniques, with an emphasis on exploration and direct methods in drawing, painting, print making, sculpture, fabric arts, photography and technographic arts: D. <i>Sculpture:</i> Make two- and three-dimensional assemblages from found materials</p> <p>Mathematics: <i>Shape and Space—3-D Objects and 2-D Shapes—7.</i> Describe, compare and construct 3-D objects, including cubes, spheres, cones, cylinders, pyramids; 9. Identify 2-D shapes as parts of 3-D objects in the environment</p> <p>Science: <i>Science Inquiry—Problem Solving through Technology—2–3 Construct,</i> with guidance, an object that achieves a given purpose, using materials that are provided</p> |
| What different shapes can we make? (p. 103) | <p>Mathematics: <i>Shape and Space—3-D Objects and 2-D Shapes—8.</i> Describe, compare and construct 2-D shapes, including triangles, squares, rectangles, circles</p> <p>Science: <i>Science Inquiry—Problem Solving through Technology—2–3 Construct,</i> with guidance, an object that achieves a given purpose, using materials that are provided</p> |
| How can we use natural objects to create a work of art? (p. 104) | <p>English Language Arts: <i>General Outcome 1</i>—Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences—1.1 Discover and Explore—express ideas and develop understanding</p> <p>Fine Arts: <i>Art—Reflection—1. Analysis:</i> Students will notice commonalities within classes of natural objects or forms: D. Natural forms display patterns and make patterns; 3. <i>Appreciation:</i> Students will interpret artworks literally: A. Art takes different forms depending on the materials and techniques used; C. An artwork tells something about its subject matter and the artist who made it; F. All aspects of an artwork contribute to the story it tells; <i>Expression—10 (iii).</i> <i>Media and Techniques:</i> Students will use media and techniques, with an emphasis on exploration and direct methods in drawing, painting, print making, sculpture, fabric arts, photography and technographic arts: D. <i>Sculpture:</i> Make two- and three-dimensional assemblages from found materials</p> |

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| <p>What if it had never been created? (p. 105)</p> | <p>English Language Arts: <i>General Outcome 1</i>—Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences—1.1 Discover and Explore – express ideas and develop understanding; 1.2 Clarify and Extend—consider others’ ideas; combine ideas; extend understanding</p> <p>Fine Arts: <i>Art—Reflection</i>—2. Assessment: Students will assess the use or function of objects: A. Designed objects serve specific purposes; B. Designed objects serve people; D. Designed objects must function well to be valuable; Expression—10 (i). 1. Students will record or document activities, people and discoveries: D. Knowledge gained from study or experimentation can be recorded visually</p> <p>Science: <i>Science Inquiry</i>—ask questions that lead to exploration and investigation identify one or more possible answers to questions asked by themselves and others. Ideas may take the form of predictions and hypotheses</p> |
| <p>Invitations to Inquire: Cluster 1</p> | |
| <p>How can we combine shapes to create an interesting design? (p. 111)</p> | <p>English Language Arts: <i>General Outcome 1</i>—Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences—1.1 Discover and Explore—express ideas and develop understanding; 1.2 Clarify and Extend—extend understanding</p> <p>Fine Arts: <i>Art—Reflection</i>—3. Appreciation: Students will interpret artworks literally: A. Art takes different forms depending on the materials and techniques used; C. An artwork tells something about its subject matter and the artist who made it; F. All aspects of an artwork contribute to the story it tells; Depiction—4. Main Forms and Proportions: Students will learn the shapes of things as well as develop decorative styles: A. All shapes can be reduced to basic shapes; Expression—10 (iii). Media and Techniques: Students will use media and techniques, with an emphasis on exploration and direct methods in drawing, painting, print making, sculpture, fabric arts, photography and technographic arts: D. Sculpture: Make two- and three-dimensional assemblages from found materials</p> <p>Mathematics: <i>Shape and Space</i>—3-D Objects and 2-D Shapes—7. Describe, compare and construct 3-D objects, including cubes, spheres, cones, cylinders, pyramids; 8. Describe, compare and construct 2-D shapes, including triangles, squares, rectangles, circles</p> <p>Science: <i>Science Inquiry</i>—Problem Solving through Technology—2-3 Construct, with guidance, an object that achieves a given purpose, using materials that are provided</p> |
| <p>How can we arrange recycled materials to create a work of art? (p. 112)</p> | <p>English Language Arts: <i>General Outcome 1</i>—Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences—1.1 Discover and Explore—express ideas and develop understanding; 1.2 Clarify and Extend—extend understanding</p> <p>Fine Arts: <i>Art—Reflection</i>—3. Appreciation: Students will interpret artworks literally: A. Art takes different forms depending on the materials and techniques used; B. An art form dictates the way it is experienced; C. An artwork tells something about its subject matter and the artist who made it; F. All aspects of an artwork contribute to the story it tells; Composition—9. Craftsmanship: Students will add finishing touches: A. Finishing touches can be added to make a work more powerful; Expression—10 (ii). Students will develop themes, with an emphasis on personal concerns, based on: C. Manufactured or human-made things; 10 (iii). Media and Techniques: Students will use media and techniques, with an emphasis on exploration and direct methods in drawing, painting, print making, sculpture, fabric arts, photography and technographic arts: D. Sculpture: Make two- and three-dimensional assemblages from found materials</p> |

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| How can we arrange line, shape, and colour to create abstract artwork? (p. 114) | <p>Fine Arts: <i>Art—Reflection—3. Appreciation:</i> Students will interpret artworks literally: A. Art takes different forms depending on the materials and techniques used; C. An artwork tells something about its subject matter and the artist who made it; F. All aspects of an artwork contribute to the story it tells; Composition—8. Unity: Students will create unity through density and rhythm: C. Repetition of qualities such as colour, texture and tone produce rhythm and balance; Expression—10 (iii). Media and Techniques: Students will use media and techniques, with an emphasis on exploration and direct methods in drawing, painting, print making, sculpture, fabric arts, photography and technographic arts: A. Drawing: Use drawing tools to make a variety of lines—curved, straight, thick, thin, broken, continuous; B. Painting: Experiment with the medium to explore its possibilities</p> |
| How can we design and create a co-operative structure? (p. 115) | <p>English Language Arts: <i>General Outcome 1—</i>Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences—1.1 Discover and Explore—express ideas and develop understanding; 1.2 Clarify and Extend—consider others’ ideas; combine ideas; extend understanding</p> <p>Fine Arts: <i>Art—Reflection—3. Appreciation:</i> Students will interpret artworks literally: A. Art takes different forms depending on the materials and techniques used; C. An artwork tells something about its subject matter and the artist who made it; F. All aspects of an artwork contribute to the story it tells; Expression—10 (ii). Students will develop themes, with an emphasis on personal concerns, based on: C. Manufactured or human-made things; 10 (iii). Media and Techniques: Students will use media and techniques, with an emphasis on exploration and direct methods in drawing, painting, print making, sculpture, fabric arts, photography and technographic arts: D. Sculpture: Make two- and three-dimensional assemblages from found materials</p> <p>Science: <i>Attitudes—2–4</i> Demonstrate positive attitudes for the study of science and for the application of science in responsible ways—willingness to work with others and to consider their ideas</p> |
| Invitations to Inquire: Cluster 2 | |
| What can this become? (p. 117) | <p>English Language Arts: <i>General Outcome 2—</i>Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts—2.1 Use Strategies and Cues—use prior knowledge; use comprehension strategies; 2.2 Respond to Texts—experience various texts; 2.4 Create Original Text—generate ideas; elaborate on the expression of ideas</p> <p>Fine Arts: <i>Art—Reflection—2 Assessment:</i> Students will assess the use or function of objects: A. Designed objects serve specific purposes: D. Designed objects must function well to be valuable; Expression—10 (ii). Students will develop themes, with an emphasis on personal concerns, based on: C. Manufactured or human-made things; 10 (iii). Media and Techniques: Students will use media and techniques, with an emphasis on exploration and direct methods in drawing, painting, print making, sculpture, fabric arts, photography and technographic arts: D. Sculpture: Make two- and three-dimensional assemblages from found materials</p> |
| How might design solve this problem? (p. 118) | <p>Fine Arts: <i>Art—Reflection—2. Assessment:</i> Students will assess the use or function of objects: A. Designed objects serve specific purposes: D. Designed objects must function well to be valuable; Expression—10 (ii). Students will develop themes, with an emphasis on personal concerns, based on: C. Manufactured or human-made things; 10 (iii). Media and Techniques: Students will use media and techniques, with an emphasis on exploration and direct methods in drawing, painting, print making, sculpture, fabric arts, photography and technographic arts: A. Drawing: Use drawing to add details and textures, or to create pattern</p> <p>Science: <i>Attitudes—2–4</i> Demonstrate positive attitudes for the study of science and for the application of science in responsible ways—curiosity, inventiveness, perseverance: staying with an investigation over a sustained period of time</p> |

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| <p>How can we improve a design to make it even better? (p. 120)</p> | <p>Fine Arts: <i>Art—Expression—10 (ii).</i> Students will develop themes, with an emphasis on personal concerns, based on: C. Manufactured or human-made things; 10 (iii). Media and Techniques: Students will use media and techniques, with an emphasis on exploration and direct methods in drawing, painting, print making, sculpture, fabric arts, photography and technographic arts: A. Drawing: Use drawing to add details and textures, or to create pattern</p> <p>Science: <i>Topic B: Buoyancy and Boats—2-7</i> Construct objects that will float on and move through water, and evaluate various designs for watercraft; <i>Attitudes—2-4</i> Demonstrate positive attitudes for the study of science and for the application of science in responsible ways—curiosity, inventiveness, perseverance: staying with an investigation over a sustained period of time</p> |
| <p>How can we build a boat that floats? (p. 122)</p> | <p>Fine Arts: <i>Art—Reflection—2.</i> Assessment: Students will assess the use or function of objects: A. Designed objects serve specific purposes: D. Designed objects must function well to be valuable; Expression—10 (iii). Media and Techniques: Students will use media and techniques, with an emphasis on exploration and direct methods in drawing, painting, print making, sculpture, fabric arts, photography and technographic arts: A. Drawing: Use drawing to add details and textures, or to create pattern; D. Sculpture: Make two- and three-dimensional assemblages from found materials</p> <p>Science: <i>Topic B: Buoyancy and Boats—2-7</i> Construct objects that will float on and move through water, and evaluate various designs for watercraft</p> |
| <p>How can we design a building to suit the environment? (p. 124)</p> | <p>English Language Arts: <i>General Outcome 1—</i>Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences—1.1 Discover and Explore—express ideas and develop understanding; express preferences; 1.2 Clarify and Extend—consider others’ ideas; combine ideas; extend understanding</p> <p>Fine Arts: <i>Art—Reflection—2.</i> Assessment: Students will assess the use or function of objects: A. Designed objects serve specific purposes: D. Designed objects must function well to be valuable; Expression—10 (ii). Students will develop themes, with an emphasis on personal concerns, based on: C. Manufactured or human-made things; 10 (iii). Media and Techniques: Students will use media and techniques, with an emphasis on exploration and direct methods in drawing, painting, print making, sculpture, fabric arts, photography and technographic arts: A. Drawing: Use drawing to add details and textures, or to create pattern</p> <p>Science: <i>Science Inquiry—Problem Solving through Technology—2-3</i> Construct, with guidance, an object that achieves a given purpose, using materials that are provided—Focus—identify the purpose of the object to be constructed: What structure do we need to make? What does it need to do?</p> |

Wrapping Up an Inquiry (p. 126)

English Language Arts: *General Outcome 1*—Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences—1.1 Discover and Explore—express ideas and develop understanding; express preferences; 1.2 Clarify and Extend—consider others’ ideas; combine ideas; extend understanding;

General Outcome 3—Students will listen, speak, read, write, view and represent to manage ideas and information—3.1 Plan and Focus—focus attention; determine information needs; plan to gather information; 3.2. Select and Process—use a variety of sources; evaluate sources; 3.3 Organize, Record and Evaluate—organize information; record information; 3.4 Share and Review—share ideas and information;

General Outcome 4—Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication—4.1 Enhance and Improve—appraise own and others’ work; revise and edit; 4.2 Attend to Conventions—attend to grammar and usage; attend to spelling; attend to capitalization and punctuation; 4.3 Present and Share—present information; enhance information; use effective oral and visual communication; demonstrate attentive listening and viewing;

General Outcome 5—Students will listen, speak, read, write, view and represent to respect, support and collaborate with others—5.1 Respect Others and Strengthen Community—celebrate accomplishments and events; 5.2 Work Within a Group—cooperate with others; work in groups

Fine Arts: *Art—Expression—10 (ii)*. Students will develop themes, with an emphasis on personal concerns, based on: C. Manufactured or human-made things; 10 (iii). *Media and Techniques*: Students will use media and techniques, with an emphasis on exploration and direct methods in drawing, painting, print making, sculpture, fabric arts, photography and technographic arts: A. Drawing: Use drawing to add details and textures, or to create pattern; D. Sculpture: Make two- and three-dimensional assemblages from found materials

Social Studies: *Skills and Processes—Communication—2.S.8* demonstrate skills of oral, written and visual literacy; *Social Participation as a Democratic Practice—2.S.6* develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community—participate in activities that enhance their sense of belonging within their school and community

| PEOPLE, PLACE, AND TIME | |
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| Engage | |
| What is community? (p. 132) | <p>English Language Arts: <i>General Outcome 1</i>—Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences—1.1 Discover and Explore—express ideas and develop understanding; 1.2 Clarify and Extend—consider others’ ideas; combine ideas; extend understanding; <i>General Outcome 3</i>—Students will listen, speak, read, write, view and represent to manage ideas and information—3.1 Plan and Focus—focus attention; 3.3 Organize, Record and Evaluate—organize information; record information</p> <p>Social Studies: <i>2.1 Canada’s Dynamic Communities</i>—2.1.1 appreciate the physical and human geography of the communities studied</p> |
| Where in the world are we? (p. 133) | <p>English Language Arts: <i>General Outcome 1</i>—Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences—1.1 Discover and Explore—express ideas and develop understanding; 1.2 Clarify and Extend—consider others’ ideas <i>General Outcome 4</i>—Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication—4.3 Present and Share—use effective oral and visual communication; demonstrate attentive listening and viewing</p> <p>Social Studies: <i>2.1 Canada’s Dynamic Communities</i>—2.1.1 appreciate the physical and human geography of the communities studied; <i>Skills and Processes</i>—Dimensions of Thinking—2.S.3 develop skills of geographic thinking—use a simple map to locate communities studied in Canada</p> |
| What is the story behind the name? (p. 134) | <p>English Language Arts: <i>General Outcome 1</i>—Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences—1.1 Discover and Explore—express ideas and develop understanding; 1.2 Clarify and Extend – consider others’ ideas; <i>General Outcome 4</i>—Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication—4.3 Present and Share—present information; use effective oral and visual communication; demonstrate attentive listening and viewing</p> <p>Social Studies: <i>2.1 Canada’s Dynamic Communities</i>—2.1.3 investigate cultural and linguistic characteristics—How do the cultural and linguistic characteristics of the communities studied contribute to Canada’s identity?</p> |
| What do stories and artifacts tell about us? (p. 135) | <p>English Language Arts: <i>General Outcome 1</i>—Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences—1.1 Discover and Explore—express ideas and develop understanding; 1.2 Clarify and Extend—consider others’ ideas; <i>General Outcome 4</i>—Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication—4.3 Present and Share—present information; enhance information; use effective oral and visual communication; demonstrate attentive listening and viewing</p> <p>Social Studies: <i>2.1 Canada’s Dynamic Communities</i>—2.1.3 investigate cultural and linguistic characteristics—How are the communities strengthened by their stories, traditions and events of the past?</p> |

| Invitations to Inquire: Cluster 1 | |
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| When would you rather be in Grade 2? (p. 141) | <p>English Language Arts: <i>General Outcome 1</i>—Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences—1.1 Discover and Explore—express ideas and develop understanding; express preferences; 1.2 Clarify and Extend—consider others’ ideas; combine ideas; extend understanding; <i>General Outcome 3</i>—Students will listen, speak, read, write, view and represent to manage ideas and information—3.1 Plan and Focus—focus attention; determine information needs; plan to gather information; 3.2. Select and Process—use a variety of sources; 3.3 Organize, Record and Evaluate—organize information; record information; 3.4 Share and Review—share ideas and information</p> <p>Mathematics: <i>Statistics and Probability</i>—Data Analysis—1. Gather and record data about self and others to answer questions; 2. Construct and interpret concrete graphs and pictographs to solve problems</p> |
| How do weather and climate affect our lives? (p. 143) | <p>English Language Arts: <i>General Outcome 3</i>—Students will listen, speak, read, write, view and represent to manage ideas and information—3.1 Plan and Focus—focus attention; determine information needs; plan to gather information; 3.2. Select and Process—use a variety of sources; 3.3 Organize, Record and Evaluate—record information</p> <p>Mathematics: <i>Statistics and Probability</i>—Data Analysis—1. Gather and record data about self and others to answer questions; 2. Construct and interpret concrete graphs and pictographs to solve problems</p> <p>Social Studies: <i>2.1 Canada’s Dynamic Communities</i>—2.1.2 investigate physical geography—What are the main differences in climate among these communities?</p> |
| How does the place we live affect our lives? (p. 144) | <p>English Language Arts: <i>General Outcome 3</i>—Students will listen, speak, read, write, view and represent to manage ideas and information—3.1 Plan and Focus—focus attention; determine information needs; plan to gather information; 3.2. Select and Process—use a variety of sources; 3.3 Organize, Record and Evaluate—organize information; record information; 3.4 Share and Review—share ideas and information</p> <p>Fine Arts: <i>Drama</i>—Structured Dramatic Play: Intellectual—develop and exercise imagination; Dramatic Movement—discover how to use the body as a vehicle for expressing and interpreting feelings and ideas; express simple characterization through movement</p> <p>Social Studies: <i>2.1 Canada’s Dynamic Communities</i>—General Outcome—Students will demonstrate an understanding and appreciation of how geography, culture, language, heritage, economics and resources shape and change Canada’s communities</p> |

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| <p>How does your day compare to that of a child living elsewhere? (p. 146)</p> | <p>English Language Arts: <i>General Outcome 1</i>—Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences—1.1 Discover and Explore—express ideas and develop understanding; 1.2 Clarify and Extend—consider others’ ideas; combine ideas; extend understanding <i>General Outcome 3</i>—Students will listen, speak, read, write, view and represent to manage ideas and information—3.1 Plan and Focus—focus attention; determine information needs; plan to gather information; 3.2. Select and Process—use a variety of sources; 3.3 Organize, Record and Evaluate—organize information; record information; 3.4 Share and Review—share ideas and information</p> <p>Mathematics: <i>Statistics and Probability</i>—Data Analysis—1. Gather and record data about self and others to answer questions; <i>Shape and Space</i>—Measurement—1. Relate the number of days to a week and the number of months to a year in a problem-solving context</p> <p>Social Studies: <i>2.1 Canada's Dynamic Communities</i>—Values and Attitudes—2.1.1 appreciate the physical and human geography of the communities studied—appreciate how a community’s physical geography shapes identity; appreciate the diversity and vastness of Canada’s land and peoples</p> |
| <p>What can art tell about who and where we are? (p. 147)</p> | <p>English Language Arts: <i>General Outcome 1</i>—Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences—1.1 Discover and Explore—express ideas and develop understanding; express preferences; 1.2 Clarify and Extend—consider others’ ideas; combine ideas; extend understanding</p> <p>Fine Arts: <i>Art</i>—Reflection—3. Appreciation: Students will interpret artworks literally: A. Art takes different forms depending on the materials and techniques used; C. An artwork tells something about its subject matter and the artist who made it; F. All aspects of an artwork contribute to the story it tells; Expression—10 (iii). Media and Techniques: Students will use media and techniques, with an emphasis on exploration and direct methods in drawing, painting, print making, sculpture, fabric arts, photography and technographic arts: A. Drawing: Use drawing to add details and textures, or to create pattern</p> |
| <p>What do toys tell about when and where children live? (p. 148)</p> | <p>English Language Arts: <i>General Outcome 1</i>—Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences—1.1 Discover and Explore—express ideas and develop understanding; express preferences; 1.2 Clarify and Extend—consider others’ ideas; combine ideas; extend understanding; <i>General Outcome 3</i>—Students will listen, speak, read, write, view and represent to manage ideas and information—3.2. Select and Process—use a variety of sources; 3.3 Organize, Record and Evaluate—organize information; record information; 3.4 Share and Review—share ideas and information</p> |

| Invitations to Inquire: Cluster 2 | |
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| What celebrations and traditions bring people together? (p. 150) | <p>English Language Arts: <i>General Outcome 1</i>—Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences—1.1 Discover and Explore—express ideas and develop understanding; 1.2 Clarify and Extend—consider others’ ideas; extend understanding;</p> <p><i>General Outcome 4</i>—Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication—4.2 Attend to Conventions—attend to grammar and usage; attend to spelling; attend to capitalization and punctuation; 4.3 Present and Share—present information; enhance information; use effective oral and visual communication; demonstrate attentive listening and viewing</p> <p>Mathematics: <i>Shape and Space</i>—Measurement—1. Relate the number of days to a week and the number of months to a year in a problem-solving context;</p> <p><i>Statistics and Probability</i>—Data Analysis—1. Gather and record data about self and others to answer questions</p> <p>Social Studies: <i>2.1 Canada’s Dynamic Communities</i>—2.1.3 investigate cultural and linguistic characteristics—What are the traditions and celebrations in the communities that connect the people to the past and to each other?</p> |
| What can music and dance teach us about cultures, celebrations, and traditions? (p. 152) | <p>English Language Arts: <i>General Outcome 1</i>—Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences—1.1 Discover and Explore—express ideas and develop understanding;</p> <p><i>General Outcome 4</i>—Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication—4.3 Present and Share – demonstrate attentive listening and viewing</p> <p>Fine Arts: <i>Music</i>—Concept: Expression—6. Music reflects our feelings about holidays, seasons, our country and cultural heritage; Skill: Listening—5. Be an attentive member of an audience; 7. Be aware of and enjoy seasonal, holiday and ethnic music; Skill: Moving—6. Respond to music through movement in an individual manner; 9. Through movement show awareness of changes in tempo, dynamics and mood</p> <p>Social Studies: <i>2.1 Canada’s Dynamic Communities</i>—2.1.3 investigate cultural and linguistic characteristics—What are the traditions and celebrations in the communities that connect the people to the past and to each other? How do these communities connect with one another?</p> |
| How might we improve our community? (p. 154) | <p>English Language Arts: <i>General Outcome 1</i>—Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences—1.1 Discover and Explore—express ideas and develop understanding; express preferences; 1.2 Clarify and Extend—consider others’ ideas; combine ideas; extend understanding</p> <p>Science: <i>Attitudes</i>—2–4 Demonstrate positive attitudes for the study of science and for the application of science in responsible ways—respect for living things and environments, and commitment for their care</p> <p>Social Studies: <i>Skills and Processes</i>—Social Participation as a Democratic Practice—2.S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community—participate in activities that enhance their sense of belonging within their school and community</p> |

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| Wrapping Up an Inquiry (p. 156) | <p>English Language Arts: <i>General Outcome 1</i>—Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences—1.1 Discover and Explore—express ideas and develop understanding; express preferences; 1.2 Clarify and Extend—consider others’ ideas; combine ideas; extend understanding; <i>General Outcome 3</i>—Students will listen, speak, read, write, view and represent to manage ideas and information—3.1 Plan and Focus—focus attention; determine information needs; plan to gather information; 3.2. Select and Process—use a variety of sources; evaluate sources; 3.3 Organize, Record and Evaluate—organize information; record information; 3.4 Share and Review—share ideas and information; <i>General Outcome 4</i>—Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication—4.1 Enhance and Improve—appraise own and others’ work; revise and edit; 4.2 Attend to Conventions—attend to grammar and usage; attend to spelling; attend to capitalization and punctuation; 4.3 Present and Share—present information; enhance information; use effective oral and visual communication; demonstrate attentive listening and viewing; <i>General Outcome 5</i>—Students will listen, speak, read, write, view and represent to respect, support and collaborate with others—5.1 Respect Others and Strengthen Community – appreciate diversity; celebrate accomplishments and events; 5.2 Work Within a Group—cooperate with others; work in groups</p> <p>Science: <i>Attitudes</i>—2–4 Demonstrate positive attitudes for the study of science and for the application of science in responsible ways—respect for living things and environments, and commitment for their care</p> <p>Social Studies: <i>Skills and Processes</i>—Social Participation as a Democratic Practice—2.S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community—participate in activities that enhance their sense of belonging within their school and community</p> |
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| ANIMALS IN OUR WORLD | |
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| Engage | |
| What do we know and wonder? (p. 162) | <p>English Language Arts: <i>General Outcome 1</i>—Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences—1.1 Discover and Explore—express ideas and develop understanding; 1.2 Clarify and Extend—consider others’ ideas; combine ideas; extend understanding;</p> <p><i>General Outcome 3</i>—Students will listen, speak, read, write, view and represent to manage ideas and information—3.1 Plan and Focus—focus attention; determine information needs; plan to gather information;</p> <p><i>General Outcome 4</i>—Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication—4.3 Present and Share—use effective oral and visual communication; demonstrate attentive listening and viewing</p> |
| What can we learn about animals from experts? (p. 163) | <p>English Language Arts: <i>General Outcome 3</i>—Students will listen, speak, read, write, view and represent to manage ideas and information—3.1 Plan and Focus—focus attention; determine information needs; plan to gather information; 3.2. Select and Process—use a variety of sources; evaluate sources; 3.3 Organize, Record and Evaluate—organize information; record information; 3.4 Share and Review—share ideas and information;</p> <p><i>General Outcome 4</i>—Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication—4.3 Present and Share—use effective oral and visual communication; demonstrate attentive listening and viewing</p> <p>Science: <i>Topic E: Small Crawling and Flying Animals</i>—2–10 Describe the general structure and life habits of small crawling and flying animals—1. Recognize that there are many different kinds of small crawling and flying animals, and identify a range of examples that are found locally</p> |
| What information is interesting to us? (p. 164) | <p>English Language Arts: <i>General Outcome 2</i>—Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts—2.1 Use Strategies and Cues – use prior knowledge; use comprehension strategies; use textual clues; 2.2 Respond to Texts—construct meaning from texts; 2.3 Understand Forms, Elements and Techniques—understand forms and genres; understand techniques and elements;</p> <p><i>General Outcome 4</i>—Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication—4.3 Present and Share—present information; use effective oral and visual communication</p> |
| What is your opinion? (p. 165) | <p>English Language Arts: <i>General Outcome 1</i>—Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences—1.1 Discover and Explore—express ideas and develop understanding; express preferences; 1.2 Clarify and Extend—consider others’ ideas; combine ideas;</p> <p><i>General Outcome 4</i>—Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication—4.3 Present and Share—use effective oral and visual communication; demonstrate attentive listening and viewing</p> <p>Mathematics: <i>Statistics and Probability</i>—Data Analysis—1. Gather and record data about self and others to answer questions; 2. Construct and interpret concrete graphs and pictographs to solve problems</p> |

| Invitations to Inquire: Cluster 1 | |
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| What can we learn about animals in a field study? (p. 171) | <p>Fine Arts: <i>Art—Expression—10 (i).</i> 1. Students will record or document activities, people and discoveries: A. Everyday activities can be documented visually; D. Knowledge gained from study or experimentation can be recorded visually; 10 (iii). Media and Techniques: Students will use media and techniques, with an emphasis on exploration and direct methods in drawing, painting, print making, sculpture, fabric arts, photography and technographic arts: A. Drawing: Use drawing tools to make a variety of shapes—open, closed forms; straight, curved forms; geometric and free form; Use drawing to add details and textures, or to create pattern</p> <p>Science: <i>Topic E: Small Crawling and Flying Animals—2–10</i> Describe the general structure and life habits of small crawling and flying animals—1. Recognize that there are many different kinds of small crawling and flying animals, and identify a range of examples that are found locally; 2. Compare and contrast small animals that are found in the local environment</p> |
| What can we learn about animals in a virtual field study? (p. 173) | <p>English Language Arts: <i>General Outcome 3—</i>Students will listen, speak, read, write, view and represent to manage ideas and information—3.1 Plan and Focus—focus attention; determine information needs; plan to gather information; 3.2. Select and Process—use a variety of sources; 3.3 Organize, Record and Evaluate – record information; <i>General Outcome 4—</i>Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication—4.3 Present and Share—demonstrate attentive listening and viewing</p> |
| How do animals change and grow over time? (p. 175) | <p>English Language Arts: <i>General Outcome 1—</i>Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences—1.1 Discover and Explore—express ideas and develop understanding; 1.2 Clarify and Extend—consider others’ ideas; combine ideas; extend understanding; <i>General Outcome 3—</i>Students will listen, speak, read, write, view and represent to manage ideas and information—3.1 Plan and Focus—determine information needs; plan to gather information; 3.2. Select and Process—use a variety of sources; 3.3 Organize, Record and Evaluate—organize information; record information; <i>General Outcome 5—</i>Students will listen, speak, read, write, view and represent to respect, support and collaborate with others—5.2 Work Within a Group—cooperate with others; work in groups</p> |
| What can we find out about what animals need? (p. 177) | <p>English Language Arts: <i>General Outcome 1—</i>Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences—1.1 Discover and Explore—express ideas and develop understanding; 1.2 Clarify and Extend—consider others’ ideas; combine ideas; extend understanding; <i>General Outcome 3—</i>Students will listen, speak, read, write, view and represent to manage ideas and information—3.1 Plan and Focus—determine information needs; plan to gather information; 3.2. Select and Process—use a variety of sources; 3.3 Organize, Record and Evaluate—organize information; record information</p> <p>Health and Life Skills: <i>Wellness Choices—</i>Students will make responsible and informed choices to maintain health and to promote safety for self and others—Personal Health: W–2.2 examine the need for positive health habits</p> <p>Science: <i>Topic E: Small Crawling and Flying Animals—2–10</i> Describe the general structure and life habits of small crawling and flying animals—3. Recognize that small animals, like humans, have homes where they meet their basic needs of air, food, water, shelter and space; and describe any special characteristics that help the animal survive in its home; 7. Describe conditions for the care of a small animal, and demonstrate responsible care in maintaining the animal for a few days or weeks</p> |

In what ways are animals alike? (p. 179)

English Language Arts: *General Outcome 2*—Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts—2.1 Use Strategies and Cues—use prior knowledge; use comprehension strategies; 2.2 Respond to Texts—construct meaning from texts;

General Outcome 3—Students will listen, speak, read, write, view and represent to manage ideas and information—3.1 Plan and Focus—determine information needs; plan to gather information; 3.2. Select and Process—use a variety of sources; 3.3 Organize, Record and Evaluate—organize information; record information; 3.4 Share and Review—share ideas and information

Fine Arts: *Art—Depiction—4. Main Forms and Proportions:* Students will learn the shapes of things as well as develop decorative styles: D. Animals and plants can be represented in terms of their proportions; *Expression—10 (ii).* Subject Matter: Students will develop themes, with an emphasis on personal concerns, based on: A. Plants and animals; D. Fantasy; 10 (iii). *Media and Techniques:* Students will use media and techniques, with an emphasis on exploration and direct methods in drawing, painting, print making, sculpture, fabric arts, photography and technographic arts: A. Drawing: Use drawing tools to make a variety of shapes—open, closed forms; straight, curved forms; geometric and free form; Use drawing to add details and textures, or to create pattern

Mathematics: *Statistics and Probability—Data Analysis—1.* Gather and record data about self and others to answer questions; 2. Construct and interpret concrete graphs and pictographs to solve problems; *Patterns and Relations—Patterns—3.* Sort a set of objects, using two attributes, and explain the sorting rule

Science: *Topic E: Small Crawling and Flying Animals—2–10* Describe the general structure and life habits of small crawling and flying animals—2. Compare and contrast small animals that are found in the local environment. These animals should include at least three invertebrates

| Invitations to Inquire: Cluster 2 | |
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| How do animals contribute to the world? (p. 181) | <p>English Language Arts: <i>General Outcome 2</i>—Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts—2.1 Use Strategies and Cues—use prior knowledge; use comprehension strategies; 2.2 Respond to Texts—construct meaning from texts; <i>General Outcome 3</i>—Students will listen, speak, read, write, view and represent to manage ideas and information—3.1 Plan and Focus—plan to gather information; 3.2. Select and Process—use a variety of sources; evaluate sources; 3.3 Organize, Record and Evaluate—organize information; record information; 3.4 Share and Review—share ideas and information; <i>General Outcome 4</i>—Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication—4.3 Present and Share—present information; enhance information; use effective oral and visual communication; demonstrate attentive listening and viewing</p> <p>Fine Arts: <i>Art—Depiction—4. Main Forms and Proportions:</i> Students will learn the shapes of things as well as develop decorative styles: D. Animals and plants can be represented in terms of their proportions; Expression—10 (i). 1. Students will record or document activities, people and discoveries: D. Knowledge gained from study or experimentation can be recorded visually; 10 (ii). Subject Matter: Students will develop themes, with an emphasis on personal concerns, based on: A. Plants and animals; 10 (iii). Media and Techniques: Students will use media and techniques, with an emphasis on exploration and direct methods in drawing, painting, print making, sculpture, fabric arts, photography and technographic arts: A. Drawing: Use drawing tools to make a variety of shapes—open, closed forms; straight, curved forms; geometric and free form; Use drawing to add details and textures, or to create pattern</p> <p>Science: <i>Topic E: Small Crawling and Flying Animals—2–10</i> Describe the general structure and life habits of small crawling and flying animals—5. Describe the relationships of these animals to other living and nonliving things in their habitat, and to people; 8. Identify ways in which animals are considered helpful or harmful to humans and to the environment</p> |
| How can we protect animals and the places where they live? (p. 183) | <p>English Language Arts: <i>General Outcome 3</i>—Students will listen, speak, read, write, view and represent to manage ideas and information—3.1 Plan and Focus—focus attention; determine information needs; plan to gather information; 3.2. Select and Process—use a variety of sources; 3.3 Organize, Record and Evaluate—organize information; record information; 3.4 Share and Review—share ideas and information; <i>General Outcome 4</i>—Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication—4.3 Present and Share—present information; enhance information; use effective oral and visual communication; demonstrate attentive listening and viewing</p> <p>Fine Arts: <i>Art—Depiction—4. Main Forms and Proportions:</i> Students will learn the shapes of things as well as develop decorative styles: D. Animals and plants can be represented in terms of their proportions; Expression—10 (i). 1. Students will record or document activities, people and discoveries: D. Knowledge gained from study or experimentation can be recorded visually; 10 (ii). Subject Matter: Students will develop themes, with an emphasis on personal concerns, based on: A. Plants and animals; 10 (iii). Media and Techniques: Students will use media and techniques, with an emphasis on exploration and direct methods in drawing, painting, print making, sculpture, fabric arts, photography and technographic arts: A. Drawing: Use drawing tools to make a variety of shapes—open, closed forms; straight, curved forms; geometric and free form; Use drawing to add details and textures, or to create pattern;</p> <p>Science: <i>Attitudes—2–4</i> Demonstrate positive attitudes for the study of science and for the application of science in responsible ways—respect for living things and environments, and commitment for their care</p> |

Wrapping Up an Inquiry (p. 186)

English Language Arts: *General Outcome 1*—Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences—1.1 Discover and Explore—express ideas and develop understanding; express preferences; 1.2 Clarify and Extend—consider others' ideas; combine ideas; extend understanding;

General Outcome 2—Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts—2.1 Use Strategies and Cues—use prior knowledge; use comprehension strategies; 2.2 Respond to Texts—construct meaning from texts; 2.4 Create Original Text—generate ideas; elaborate on the expression of ideas; structure texts;

General Outcome 3—Students will listen, speak, read, write, view and represent to manage ideas and information—3.1 Plan and Focus—focus attention; determine information needs; plan to gather information; 3.2. Select and Process—use a variety of sources; evaluate sources; 3.3 Organize, Record and Evaluate—organize information; record information; 3.4 Share and Review—share ideas and information;

General Outcome 4—Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication—4.1 Enhance and Improve—appraise own and others' work; revise and edit; 4.2 Attend to Conventions—attend to grammar and usage; attend to spelling; attend to capitalization and punctuation; 4.3 Present and Share—present information; enhance information; use effective oral and visual communication; demonstrate attentive listening and viewing;

General Outcome 5—Students will listen, speak, read, write, view and represent to respect, support and collaborate with others—5.1 Respect Others and Strengthen Community—celebrate accomplishments and event; 5.2 Work Within a Group – cooperate with others; work in groups

Fine Arts: *Art*—Depiction—4. Main Forms and Proportions: Students will learn the shapes of things as well as develop decorative styles: D. Animals and plants can be represented in terms of their proportions; Expression—10 (i). 1. Students will record or document activities, people and discoveries: D. Knowledge gained from study or experimentation can be recorded visually; 10 (ii). Subject Matter: Students will develop themes, with an emphasis on personal concerns, based on: A. Plants and animals; 10 (iii). Media and Techniques: Students will use media and techniques, with an emphasis on exploration and direct methods in drawing, painting, print making, sculpture, fabric arts, photography and technographic arts: A. Drawing: Use drawing tools to make a variety of shapes—open, closed forms; straight, curved forms; geometric and free form; Use drawing to add details and textures, or to create pattern

Science: *Attitudes*—2-4 Demonstrate positive attitudes for the study of science and for the application of science in responsible ways—respect for living things and environments, and commitment for their care

Social Studies: *Skills and Processes*—Communication—2.S.8 demonstrate skills of oral, written and visual literacy; Social Participation as a Democratic Practice—2.S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community—participate in activities that enhance their sense of belonging within their school and community