

Explorations 2: Atlantic Canada Curriculum Correlations
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WORDS, NUMBERS, AND PICTURES	
Engage	
<p>What information can we find posted around us? (p. 42)</p>	<p>English Language Arts: <i>Reading and Viewing</i>—Students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre—Early—use their experience with a range of texts to identify some different types of print and media texts, recognizing some of their language conventions and text characteristics</p> <p>The Arts: <i>Reflecting, Responding, and Analysing</i>—Apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences—RRA2.3—demonstrate an awareness of the meaning of signs and symbols encountered in their daily lives and in works of art</p> <p>Social Studies: <i>Geographic and Mapping Skills</i>—Awareness of Place—awareness that maps/globes represent places on Earth; Map Components—awareness of title, symbols</p>
<p>How do font and design add information? (p. 43)</p>	<p>English Language Arts: <i>Reading and Viewing</i>—Students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre—Early—use their experience with a range of texts to identify some different types of print and media texts, recognizing some of their language conventions and text characteristics</p> <p>The Arts: <i>Fundamental Concepts</i>—Develop understanding of the following concepts through participation in a variety of hands-on, open-ended visual arts experiences—FC2.1—develop an understanding of the elements and principles of art and design; <i>Creating and Presenting</i>—Apply the creative process to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understanding—CP2.3—use the elements of art and design in artworks to communicate ideas, messages, and understandings; <i>Reflecting, Responding, and Analysing</i>—Apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences—RRA2.2—explain how elements and principles of art and design are used to communicate meaning or understanding in their own and others’ art work</p>
<p>What information do numbers tell us? (p. 44)</p>	<p>Mathematics: <i>Number</i>—N1 Say the number sequence, 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; N4 Represent and describe numbers to 100, concretely, pictorially and symbolically; <i>Shape and Space</i>—SS2 Relate the size of a unit of measure to the number of units used to measure length and mass</p>
<p>What information do we get from logos? (p. 45)</p>	<p>English Language Arts: <i>Reading and Viewing</i>—Students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre—Early—use their experience with a range of texts to identify some different types of print and media texts, recognizing some of their language conventions and text characteristics; respond critically to texts, formulating questions as well as understandings, develop an understanding and respect for diversity</p> <p>The Arts: <i>Reflecting, Responding, and Analysing</i>—Apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences—RRA2.1—express personal feelings and ideas about art experiences and images; RRA2.3—demonstrate an awareness of the meaning of signs and symbols encountered in their daily lives and in works of art; <i>Exploring Forms and Cultural Context</i>—Demonstrate an understanding of a variety of art forms, styles, and techniques from the past and present, and their social and/or community contexts—EC2.1—identify and describe a variety of visual art forms they see in their home, at school, in the community, and in visual arts experiences</p>

Invitations to Inquire: Cluster 1	
What information do we get from signs and symbols? (p. 51)	<p>English Language Arts: <i>Reading and Viewing</i>—Students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre—Early—use their experience with a range of texts to identify some different types of print and media texts, recognizing some of their language conventions and text characteristics; respond critically to texts, formulating questions as well as understandings, develop an understanding and respect for diversity</p> <p>The Arts: <i>Reflecting, Responding, and Analysing</i>—Apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences—RRA2.3—demonstrate an awareness of the meaning of signs and symbols encountered in their daily lives and in works of art</p> <p>Mathematics: <i>Statistics and Probability</i>—SP1 Gather and record data about self and others to answer questions; SP2 Construct and interpret concrete graphs and pictographs to solve problems</p> <p>Social Studies: <i>Geographic and Mapping Skills</i>—awareness that maps/globes represent places on Earth; awareness of title, symbols</p>
How can we use numbers to give information about ourselves? (p. 53)	<p>English Language Arts: <i>Speaking and Listening</i>—Students will speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences—Early—express thoughts and feelings and describe experiences; ask and respond to questions to clarify information or gather further information; listen to others' ideas and opinions</p> <p>Mathematics: <i>Statistics and Probability</i>—SP1 Gather and record data about self and others to answer questions; <i>Shape and Space</i>—SS3 Compare and order objects by length, height, distance around, and mass using non-standard units, and make statements of comparison</p>
How can numbers help understand more about something we can't see? (p. 54)	<p>Mathematics: <i>Number</i>—N5 Compare and order numbers up to 100; <i>Shape and Space</i>—SS2 Relate the size of a unit of measure to the number of units used to measure length and mass; SS3 Compare and order objects by length, height, distance around, and mass using non-standard units, and make statements of comparison</p>
What logo will you create to tell about you? (p. 56)	<p>English Language Arts: <i>Reading and Viewing</i>—Students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre—Early—use their experience with a range of texts to identify some different types of print and media texts, recognizing some of their language conventions and text characteristics; <i>Writing and Other Ways of Representing</i>—Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes—Early—use a variety of familiar text forms and other media; demonstrate some awareness of audience and purpose, choosing particular forms for specific audiences and purposes, realizing that work to be shared with an audience needs editing</p> <p>The Arts: <i>Creating and Presenting</i>—Apply the creative process to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understanding—CP2.2—demonstrate an understanding of composition, using principles of art and design to create narrative art works or art works on a theme or topic; CP2.3—use the elements of art and design in artworks to communicate ideas, messages, and understandings; <i>Reflecting, Responding, and Analysing</i>—Apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences—RRA2.4—identify and document their strengths, their interests, and areas for improvement as creators of art</p>

<p>What do images and symbols tell about where we live? (p. 57)</p>	<p>English Language Arts: <i>Speaking and Listening</i>—Students will speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences—Early—express thoughts and feelings and describe experiences; ask and respond to questions to clarify information or gather further information; express opinions and give simple explanations for some of their opinions; listen to others’ ideas and opinions</p> <p>The Arts: <i>Creating and Presenting</i>—Apply the creative process to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understanding—CP2.1—create two- and three-dimensional works of art that express feelings and ideas inspired by activities in their community or observations of nature; CP2.2—demonstrate an understanding of composition, using principles of art and design to create narrative art works or art works on a theme or topic; CP2.4—use a variety of materials, tools, and techniques to respond to design challenges</p> <p>Social Studies: <i>Geographic and Mapping Skills</i>—awareness that maps/globes represent places on Earth; how to locate places on maps/globes; awareness of title, symbols, direction</p>
<p>Invitations to Inquire: Cluster 2</p>	
<p>How do packages communicate information and ideas? (p. 59)</p>	<p>English Language Arts: <i>Reading and Viewing</i>—Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts—Early—regard reading/viewing as sources of interest, enjoyment, and information; expand their understanding of concepts of print; use some features of written text to determine content, locate topics, and obtain information</p> <p>The Arts: <i>Fundamental Concepts</i>—Develop understanding of the following concepts through participation in a variety of hands-on, open-ended visual arts experiences—FC2.1—develop an understanding of the elements and principles of art and design;</p> <p><i>Creating and Presenting</i>—Apply the creative process to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understanding—CP2.2—demonstrate an understanding of composition, using principles of art and design to create narrative art works or art works on a theme or topic;</p> <p><i>Reflecting, Responding, and Analysing</i>—Apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences—RRA2.2—explain how elements and principles of art and design are used to communicate meaning or understanding in their own and others’ art work;</p> <p><i>Exploring Forms and Cultural Context</i>—Demonstrate an understanding of a variety of art forms, styles, and techniques from the past and present, and their social and/or community contexts—EC2.1—identify and describe a variety of visual art forms they see in their home, at school, in the community, and in visual arts experiences</p>
<p>How do artists use image and design to convey ideas? (p. 60)</p>	<p>The Arts: <i>Fundamental Concepts</i>—Develop understanding of the following concepts through participation in a variety of hands-on, open-ended visual arts experiences—FC2.1—develop an understanding of the elements and principles of art and design;</p> <p><i>Creating and Presenting</i>—Apply the creative process to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understanding—CP2.3—use the elements of art and design in artworks to communicate ideas, messages, and understandings;</p> <p><i>Reflecting, Responding, and Analysing</i>—Apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences—RRA2.1—express personal feelings and ideas about art experiences and images; RRA2.2—explain how elements and principles of art and design are used to communicate meaning or understanding in their own and others’ art work;</p> <p><i>Exploring Forms and Cultural Context</i>—Demonstrate an understanding of a variety of art forms, styles, and techniques from the past and present, and their social and/or community contexts—EC2.2—demonstrate an awareness of a variety of works of art and artistic traditions from diverse communities, times, and places</p>

<p>How do artists and photographers create stories? (p. 62)</p>	<p>English Language Arts: <i>Writing and Other Ways of Representing</i>—Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes—Early—use a variety of familiar text forms and other media; demonstrate some awareness of audience and purpose, choosing particular forms for specific audiences and purposes, realizing that work to be shared with an audience needs editing; consider their readers’/viewers’/ listeners’ questions/comments and begin to use such responses to assess and extend their learning; Students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness—Early—develop strategies for prewriting, drafting, revising, editing/proof-reading, and presenting/publishing, use prewriting strategies, such as drawing, talking, and reflecting, use appropriate drafting strategies for getting ideas on paper, use simple revision strategies to create a meaningful message, use simple editing strategies, use a variety of techniques for publishing/presenting</p> <p>The Arts: <i>Creating and Presenting</i>—Apply the creative process to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understanding—CP2.2—demonstrate an understanding of composition, using principles of art and design to create narrative art works or art works on a theme or topic; <i>Reflecting, Responding, and Analysing</i>—Apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences—RRA2.1—express personal feelings and ideas about art experiences and images; <i>Exploring Forms and Cultural Context</i>—Demonstrate an understanding of a variety of art forms, styles, and techniques from the past and present, and their social and/or community contexts—EC2.2—demonstrate an awareness of a variety of works of art and artistic traditions from diverse communities, times, and places</p>
<p>What do images tell about life long ago? (p. 64)</p>	<p>The Arts: <i>Reflecting, Responding, and Analysing</i>—Apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences—RRA2.2—explain how elements and principles of art and design are used to communicate meaning or understanding in their own and others’ art work; <i>Exploring Forms and Cultural Context</i>—Demonstrate an understanding of a variety of art forms, styles, and techniques from the past and present, and their social and/or community contexts—EC2.2—demonstrate an awareness of a variety of works of art and artistic traditions from diverse communities, times, and places</p> <p>Social Studies: <i>Unit One: People</i>—2.1.1 describe changes in their lives, and their reactions to these changes</p>

Wrapping Up an Inquiry (p. 66)	<p>English Language Arts: <i>Speaking and Listening</i>—Students will speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences—Early—express thoughts and feelings and describe experiences; ask and respond to questions to clarify information or gather further information; express opinions and give simple explanations for some of their opinions; listen to others’ ideas and opinions; Students will be expected to communicate information and ideas effectively and clearly, and respond personally and critically—Early—sustain one-to-one conversations and contribute to small- and large-group interactions; engage in informal oral presentations and respond to a variety of oral presentations and other texts;</p> <p><i>Reading and Viewing</i>—Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts—Early expand their understanding of concepts of print; use some features of written text to determine content, locate topics, and obtain information; Students will be expected to respond personally to a range of texts—Early—make personal connections to text and share their responses in a variety of ways; Students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre—Early—use their experience with a range of texts to identify some different types of print and media texts, recognizing some of their language conventions and text characteristics; respond critically to texts, formulating questions as well as understandings, develop an understanding and respect for diversity;</p> <p><i>Writing and Other Ways of Representing</i>—Students will be expected to use writing and other forms of representation to explore, clarify and reflect on their thoughts, feelings, and experiences, and learning; and to use their imaginations—Early—use writing and other forms of representing for a variety of functions, to ask questions, to generate and organize ideas, to express feelings, opinions, and imaginative ideas, to inform/communicate information, to record experiences, to explore learning; Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes—Early—use a variety of familiar text forms and other media; demonstrate some awareness of audience and purpose, choosing particular forms for specific audiences and purposes, realizing that work to be shared with an audience needs editing; consider their readers’/viewers’/ listeners’ questions/comments and begin to use such responses to assess and extend their learning; Students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness—Early—develop strategies for prewriting, drafting, revising, editing/proof-reading, and presenting/publishing, use prewriting strategies, such as drawing, talking, and reflecting, use appropriate drafting strategies for getting ideas on paper, use simple revision strategies to create a meaningful message, use simple editing strategies, use a variety of techniques for publishing/presenting; select, organize, and combine, with assistance, relevant information to construct and communicate meaning, interact with resources to answer their own questions or learning needs, create a new product, share their information in a variety of simple ways</p> <p>The Arts: <i>Reflecting, Responding, and Analysing</i>—Apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences—RRA2.4—identify and document their strengths, their interests, and areas for improvement as creators of art</p>
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MOVING THINGS	
Engage	
How do things move? (p. 72)	<p>Mathematics: <i>Shape and Space</i>—SS3 Compare and order objects by length, height, distance around, and mass using non-standard units, and make statements of comparison; SS4 Measure length to the nearest non-standard unit by using multiple copies of a unit; using a single copy of a unit; SS5 Demonstrate that changing the orientation of an object does not alter the measurements of its attributes</p> <p>Science: <i>Physical Science: Relative Position and Motion</i>—100-25a investigate and describe different patterns of movement, such as spinning, swinging, bouncing, rolling, sliding, vibrating, or moving in a straight line; 100-22 describe the motion of an object in terms of a change in position and orientation relative to other objects; 100-25b Identify factors that affect movement</p>
How can we put it in motion? (p. 73)	<p>English Language Arts: <i>Speaking and Listening</i>—Students will speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences—Early—express thoughts and feelings and describe experiences; ask and respond to questions to clarify information or gather further information; express opinions and give simple explanations for some of their opinions; listen to others’ ideas and opinions</p> <p>Mathematics: <i>Shape and Space</i>—SS3 Compare and order objects by length, height, distance around, and mass using non-standard units, and make statements of comparison; SS4 Measure length to the nearest non-standard unit by using multiple copies of a unit; using a single copy of a unit; SS5 Demonstrate that changing the orientation of an object does not alter the measurements of its attributes</p> <p>Science: <i>Physical Science: Relative Position and Motion</i>—100-22 describe the motion of an object in terms of a change in position and orientation relative to other objects; 100-25b Identify factors that affect movement</p>
What do we see that moves? (p. 74)	<p>English Language Arts: <i>Speaking and Listening</i>—Students will speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences—Early—express thoughts and feelings and describe experiences; ask and respond to questions to clarify information or gather further information; express opinions and give simple explanations for some of their opinions; listen to others’ ideas and opinions</p> <p>The Arts: <i>Creating and Presenting</i>—Apply the creative process to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understanding—CP2.1—create two- and three-dimensional works of art that express feelings and ideas inspired by activities in their community or observations of nature</p> <p>Science: <i>Physical Science: Relative Position and Motion</i>—100-24 describe the position of objects from different perspectives; 100-25a investigate and describe different patterns of movement, such as spinning, swinging, bouncing, rolling, sliding, vibrating, or moving in a straight line</p>

<p>What different ways can we move in a pattern? (p. 75)</p>	<p>Physical Education: <i>2.3 Locomotor Skills</i>—Explore, express, and apply a variety of ways to skilfully move the body through space while participating in movement activities—(a.) Use performance words to demonstrate understanding of performance cues language connected to skilful locomotor movement; (b.) Say performance cues while jumping backward, rolling forward and sideways, hopping, skipping, galloping, leaping, sliding, and rolling backwards; <i>2.4 Non-locomotor Skills</i>—Explore, express, and apply, with guidance, a variety of ways to skilfully move the body on the spot while participating in movement activities—(a.) Use performance words to demonstrate understanding of performance cues language connected to skilful non-locomotor movement; <i>2.6 Movement Variables</i>—Vary the performance of the body while performing locomotor, non-locomotor, and manipulative skills by applying the basic movement variables of space, effort, relationships—(a.) Respond physically and correctly to movement vocabulary verbalized by the teacher; (d.) Create, represent, and perform, alone or with a partner, a sequence of locomotor and non-locomotor movements that fit teacher-given criteria; <i>2.7 Rhythmical Movement</i>—Explore and demonstrate rhythmical movement with smooth transitions between movements in self-created patterns, responsive patterns, established dances—(a.) Travel in time to a variety of rhythms</p> <p>Mathematics: <i>Patterns and Relations</i>—PR1 Demonstrate an understanding of repeating patterns by describing, extending, comparing, creating patterns using manipulatives, diagrams, sounds, and actions; PR2 Demonstrate an understanding of increasing patterns by describing, extending, comparing, creating patterns using manipulatives, diagrams, sounds, and actions</p> <p>Science: <i>Physical Science: Relative Position and Motion</i>—100-25a investigate and describe different patterns of movement, such as spinning, swinging, bouncing, rolling, sliding, vibrating, or moving in a straight line</p>
<p>Invitations to Inquire: Cluster 1</p>	
<p>How do magnets affect movement? (p. 81)</p>	<p>English Language Arts: <i>Speaking and Listening</i>—Students will speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences—Early—express thoughts and feelings and describe experiences; ask and respond to questions to clarify information or gather further information; express opinions and give simple explanations for some of their opinions; listen to others’ ideas and opinions</p> <p>Mathematics: <i>Shape and Space</i>—SS3 Compare and order objects by length, height, distance around, and mass using non-standard units, and make statements of comparison; SS4 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>Physical Science: Relative Position and Motion</i>—Skills: Performing and Recording—201-3 use appropriate tools for manipulating and observing materials and in building simple models</p>
<p>How do different ramps affect how things move? (p. 83)</p>	<p>Mathematics: <i>Shape and Space</i>—SS3 Compare and order objects by length, height, distance around, and mass using non-standard units, and make statements of comparison; SS4 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>Physical Science: Relative Position and Motion</i>—100-25a investigate and describe different patterns of movement, such as spinning, swinging, bouncing, rolling, sliding, vibrating, or moving in a straight line; 100-25b Identify factors that affect movement; Skills: Initiating and Planning—200-1 ask questions that lead to exploration and investigation; 200-2 identify problems to be solved; 200-3 make predictions, based on an observed pattern</p>

<p>How does the wind affect the way things move? (p. 84)</p>	<p>English Language Arts: <i>Reading and Viewing</i>—Students will be expected to respond personally to a range of texts—Early—make personal connections to text and share their responses in a variety of ways</p> <p>Mathematics: <i>Shape and Space</i>—SS3 Compare and order objects by length, height, distance around, and mass using non-standard units, and make statements of comparison; SS4 Measure length to the nearest non-standard unit by using multiple copies of a unit; using a single copy of a unit; SS5 Demonstrate that changing the orientation of an object does not alter the measurements of its attributes</p> <p>Science: <i>Physical Science: Relative Position and Motion</i>—100-25b Identify factors that affect movement; Skills: Analyzing and Interpreting—202-7 propose an answer to an initial question or problem and draw simple conclusions based on observations or research</p>
<p>How will you build a toy with moving parts? (p. 86)</p>	<p>English Language Arts: <i>Speaking and Listening</i>—Students will speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences—Early—express thoughts and feelings and describe experiences; ask and respond to questions to clarify information or gather further information; express opinions and give simple explanations for some of their opinions; listen to others’ ideas and opinions</p> <p>The Arts: <i>Creating and Presenting</i>—Apply the creative process to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understanding—CP2.1—create two- and three-dimensional works of art that express feelings and ideas inspired by activities in their community or observations of nature; CP2.4—use a variety of materials, tools, and techniques to respond to design challenges;</p> <p>Reflecting, Responding, and Analysing—Apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences—RRA2.4—identify and document their strengths, their interests, and areas for improvement as creators of art</p> <p>Science: <i>Physical Science: Relative Position and Motion</i>—Performing and Recording—201-3 use appropriate tools for manipulating and observing materials and in building simple models; Analyzing and Interpreting—202-7 propose an answer to an initial question or problem and draw simple conclusions based on observations or research; 202-8 compare and evaluate personally constructed objects with respect to their form and function</p>
<p>Invitations to Inquire: Cluster 2</p>	
<p>How will we create a kinetic sculpture? (p. 88)</p>	<p>The Arts: <i>Fundamental Concepts</i>—Develop understanding of the following concepts through participation in a variety of hands-on, open-ended visual arts experiences—FC2.1—develop an understanding of the elements and principles of art and design;</p> <p>Creating and Presenting—Apply the creative process to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understanding—CP2.1—create two- and three-dimensional works of art that express feelings and ideas inspired by activities in their community or observations of nature; CP2.4—use a variety of materials, tools, and techniques to respond to design challenges;</p> <p>Reflecting, Responding, and Analysing—Apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences—RRA2.4—identify and document their strengths, their interests, and areas for improvement as creators of art</p> <p>Science: <i>Physical Science: Relative Position and Motion</i>—Performing and Recording—201-3 use appropriate tools for manipulating and observing materials and in building simple models; Analyzing and Interpreting—202-7 propose an answer to an initial question or problem and draw simple conclusions based on observations or research</p>

<p>How can we show movement in our paintings? (p. 90)</p>	<p>English Language Arts: <i>Speaking and Listening</i>—Students will speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences—Early—express thoughts and feelings and describe experiences; ask and respond to questions to clarify information or gather further information; express opinions and give simple explanations for some of their opinions; listen to others’ ideas and opinions</p> <p>The Arts: <i>Fundamental Concepts</i>—Develop understanding of the following concepts through participation in a variety of hands-on, open-ended visual arts experiences—FC2.1—develop an understanding of the elements and principles of art and design; <i>Creating and Presenting</i>—Apply the creative process to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understanding—CP2.1—create two- and three-dimensional works of art that express feelings and ideas inspired by activities in their community or observations of nature; CP2.2—demonstrate an understanding of composition, using principles of art and design to create narrative art works or art works on a theme or topic; CP2.3—use the elements of art and design in artworks to communicate ideas, messages, and understandings; <i>Reflecting, Responding, and Analysing</i>—Apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences—RRA2.2—explain how elements and principles of art and design are used to communicate meaning or understanding in their own and others’ art work</p>
<p>How can we use motion to create abstract paintings? (p. 91)</p>	<p>The Arts: <i>Fundamental Concepts</i>—Develop understanding of the following concepts through participation in a variety of hands-on, open-ended visual arts experiences—FC2.1—develop an understanding of the elements and principles of art and design; <i>Creating and Presenting</i>—Apply the creative process to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understanding—CP2.4—use a variety of materials, tools, and techniques to respond to design challenges; <i>Reflecting, Responding, and Analysing</i>—Apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences—RRA2.1—express personal feelings and ideas about art experiences and images; RRA2.2—explain how elements and principles of art and design are used to communicate meaning or understanding in their own and others’ art work</p>
<p>Invitations to Inquire: Cluster 3</p>	
<p>How can we move from here to there? (p. 93)</p>	<p>English Language Arts: <i>Speaking and Listening</i>—Students will speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences—Early—express thoughts and feelings and describe experiences; ask and respond to questions to clarify information or gather further information; express opinions and give simple explanations for some of their opinions; listen to others’ ideas and opinions; Students will be expected to communicate information and ideas effectively and clearly, and respond personally and critically—Early—sustain one-to-one conversations and contribute to small- and large-group interactions; respond to and give instructions or directions that include two or three components; engage in informal oral presentations and respond to a variety of oral presentations and other texts</p> <p>The Arts: <i>Creating and Presenting</i>—Apply the creative process to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understanding—CP2.1—create two- and three-dimensional works of art that express feelings and ideas inspired by activities in their community or observations of nature; CP2.2—demonstrate an understanding of composition, using principles of art and design to create narrative art works or art works on a theme or topic</p> <p>Science: <i>Physical Science: Relative Position and Motion</i>—Skills: Initiating and Planning—200-1 ask questions that lead to exploration and investigation; 200-2 identify problems to be solved; Analyzing and Interpreting—202-8 compare and evaluate personally constructed objects with respect to their form and function</p>

<p>What do you recommend for 60 minutes of active movement? (p. 94)</p>	<p>English Language Arts: <i>Writing and Other Ways of Representing</i>—Students will be expected to use writing and other forms of representation to explore, clarify and reflect on their thoughts, feelings, and experiences, and learning; and to use their imaginations—Early—use writing and other forms of representing for a variety of functions, to ask questions, to generate and organize ideas, to express feelings, opinions, and imaginative ideas, to inform/communicate information, to record experiences, to explore learning</p> <p>Mathematics: <i>Number</i>—N4 Represent and describe numbers to 100, concretely, pictorially, and symbolically; N7 Illustrate, concretely and pictorially, the meaning of place value for numerals to 100</p> <p>Physical Education: <i>2.2 Active Living</i>—Analyse daily habits and actions that demonstrate personal engagement in and taking personal responsibility for leading a physically active life—(a.) Explain what it means, and why it is important, to be responsible for own level of participation in movement activity; (d.) Record on a weekly calendar a daily record of personal participation in movement activities, both in and out of school; (g.) Identify opportunities for participation in movement activities that are self-initiated; <i>2.1 Health-Related Fitness</i>—Apply a repertoire of strategies, with guidance, for developing components of health-related fitness—(i.) Engage on a daily basis in a variety of movement activities that benefit health-related fitness</p>
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Wrapping Up an Inquiry (p. 96)

English Language Arts: *Speaking and Listening*—Students will speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences—Early—express thoughts and feelings and describe experiences; ask and respond to questions to clarify information or gather further information; express opinions and give simple explanations for some of their opinions; listen to others' ideas and opinions; Students will be expected to communicate information and ideas effectively and clearly, and respond personally and critically—Early—sustain one-to-one conversations and contribute to small- and large-group interactions; engage in informal oral presentations and respond to a variety of oral presentations and other texts;

Reading and Viewing—Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts—Early expand their understanding of concepts of print; use some features of written text to determine content, locate topics, and obtain information; Students will be expected to respond personally to a range of texts—Early—make personal connections to text and share their responses in a variety of ways; Students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre—Early—use their experience with a range of texts to identify some different types of print and media texts, recognizing some of their language conventions and text characteristics; respond critically to texts, formulating questions as well as understandings, develop an understanding and respect for diversity;

Writing and Other Ways of Representing—Students will be expected to use writing and other forms of representation to explore, clarify and reflect on their thoughts, feelings, and experiences, and learning; and to use their imaginations—Early—use writing and other forms of representing for a variety of functions, to ask questions, to generate and organize ideas, to express feelings, opinions, and imaginative ideas, to inform/communicate information, to record experiences, to explore learning; Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes—Early—use a variety of familiar text forms and other media; demonstrate some awareness of audience and purpose, choosing particular forms for specific audiences and purposes, realizing that work to be shared with an audience needs editing; consider their readers'/viewers'/ listeners' questions/comments and begin to use such responses to assess and extend their learning; Students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness—Early—develop strategies for prewriting, drafting, revising, editing/proof-reading, and presenting/publishing, use prewriting strategies, such as drawing, talking, and reflecting, use appropriate drafting strategies for getting ideas on paper, use simple revision strategies to create a meaningful message, use simple editing strategies, use a variety of techniques for publishing/presenting; select, organize, and combine, with assistance, relevant information to construct and communicate meaning, interact with resources to answer their own questions or learning needs, create a new product, share their information in a variety of simple ways

The Arts: *Reflecting, Responding, and Analysing*—Apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences—RRA2.4—identify and document their strengths, their interests, and areas for improvement as creators of art

Science: *Physical Science: Relative Position and Motion*—Skills: Initiating and Planning—200-1 ask questions that lead to exploration and investigation; 200-2 identify problems to be solved; Communication and Teamwork—203-2 identify common objects and events, using terminology and language that others understand

DESIGN TIME	
Engage	
What do we notice about the design of structures in our world? (p. 102)	<p>English Language Arts: <i>Speaking and Listening</i>—Students will speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences—Early—express thoughts and feelings and describe experiences; ask and respond to questions to clarify information or gather further information; express opinions and give simple explanations for some of their opinions; listen to others’ ideas and opinions</p> <p>The Arts: <i>Fundamental Concepts</i>—Develop understanding of the following concepts through participation in a variety of hands-on, open-ended visual arts experiences—FC2.1—develop an understanding of the elements and principles of art and design; <i>Creating and Presenting</i>—Apply the creative process to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understanding—CP2.1—create two- and three-dimensional works of art that express feelings and ideas inspired by activities in their community or observations of nature; CP2.2—demonstrate an understanding of composition, using principles of art and design to create narrative art works or art works on a theme or topic</p> <p>Mathematics: <i>Shape and Space</i>—SS7 Describe, compare and construct 3-D objects, including cubes, spheres, cones, cylinders, pyramids; SS9 Identify 2-D shapes as parts of 3-D objects in the environment</p> <p>Science: <i>Physical Science: Liquids and Solids</i>—100-17 investigate and compare properties of familiar liquids and solids</p>
What different shapes can we make? (p. 103)	<p>Mathematics: <i>Shape and Space</i>—SS8 Describe, compare and construct 2-D shapes, including triangles, squares, rectangles, circles</p> <p>Science: <i>Physical Science: Liquids and Solids</i>—100-17 investigate and compare properties of familiar liquids and solids; Skills: Initiating and Planning—200-1 ask questions that lead to exploration and investigation; Communication and Teamwork—203-3 communicate procedures and results, using drawings, demonstrations, and written and oral descriptions</p>
How can we use natural objects to create a work of art? (p. 104)	<p>English Language Arts: <i>Speaking and Listening</i>—Students will speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences—Early—express thoughts and feelings and describe experiences; ask and respond to questions to clarify information or gather further information; express opinions and give simple explanations for some of their opinions; listen to others’ ideas and opinions</p> <p>The Arts: <i>Creating and Presenting</i>—Apply the creative process to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understanding—CP2.1—create two- and three-dimensional works of art that express feelings and ideas inspired by activities in their community or observations of nature; CP2.4—use a variety of materials, tools, and techniques to respond to design challenges; <i>Reflecting, Responding, and Analysing</i>—Apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences—RRA2.2—explain how elements and principles of art and design are used to communicate meaning or understanding in their own and others’ art work</p> <p>Science: <i>Physical Science: Liquids and Solids</i>—Skills: Initiating and Planning—200-1 ask questions that lead to exploration and investigation; Communication and Teamwork—203-3 communicate procedures and results, using drawings, demonstrations, and written and oral descriptions</p>

<p>What if it had never been created? (p. 105)</p>	<p>English Language Arts: <i>Speaking and Listening</i>—Students will speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences—Early—express thoughts and feelings and describe experiences; ask and respond to questions to clarify information or gather further information; express opinions and give simple explanations for some of their opinions; listen to others’ ideas and opinions</p> <p>The Arts: <i>Exploring Forms and Cultural Context</i>—Demonstrate an understanding of a variety of art forms, styles, and techniques from the past and present, and their social and/or community contexts—EC2.1—identify and describe a variety of visual art forms they see in their home, at school, in the community, and in visual arts experiences</p> <p>Science: <i>Physical Science: Liquids and Solids</i>—Skills: Initiating and Planning—200-1 ask questions that lead to exploration and investigation</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>Writing and Other Ways of Representing</i>—Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes—Early—use a variety of familiar text forms and other media; demonstrate some awareness of audience and purpose, choosing particular forms for specific audiences and purposes, realizing that work to be shared with an audience needs editing</p> <p>The Arts: <i>Fundamental Concepts</i>—Develop understanding of the following concepts through participation in a variety of hands-on, open-ended visual arts experiences—FC2.1—develop an understanding of the elements and principles of art and design; <i>Creating and Presenting</i>—Apply the creative process to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understanding—CP2.3—use the elements of art and design in artworks to communicate ideas, messages, and understandings; <i>Reflecting, Responding, and Analysing</i>—Apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences—RRA2.4—identify and document their strengths, their interests, and areas for improvement as creators of art</p> <p>Mathematics: <i>Shape and Space</i>—SS7 Describe, compare and construct 3-D objects, including cubes, spheres, cones, cylinders, pyramids; SS8 Describe, compare and construct 2-D shapes, including triangles, squares, rectangles, circles</p>
<p>How can we arrange recycled materials to create a work of art? (p. 112)</p>	<p>The Arts: <i>Creating and Presenting</i>—Apply the creative process to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understanding—CP2.1—create two- and three-dimensional works of art that express feelings and ideas inspired by activities in their community or observations of nature; CP2.3—use the elements of art and design in artworks to communicate ideas, messages, and understandings; CP2.4—use a variety of materials, tools, and techniques to respond to design challenges; <i>Reflecting, Responding, and Analysing</i>—Apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences—RRA2.2—explain how elements and principles of art and design are used to communicate meaning or understanding in their own and others’ art work; RRA2.4—identify and document their strengths, their interests, and areas for improvement as creators of art</p> <p>Science: <i>Physical Science: Liquids and Solids</i>—100-17 investigate and compare properties of familiar liquids and solids</p>

<p>How can we arrange line, shape, and colour to create abstract artwork? (p. 114)</p>	<p>The Arts: <i>Creating and Presenting</i>—Apply the creative process to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understanding—CP2.2—demonstrate an understanding of composition, using principles of art and design to create narrative art works or art works on a theme or topic; CP2.3—use the elements of art and design in artworks to communicate ideas, messages, and understandings; <i>Reflecting, Responding, and Analysing</i>—Apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences—RRA2.2—explain how elements and principles of art and design are used to communicate meaning or understanding in their own and others’ art work; RRA2.4—identify and document their strengths, their interests, and areas for improvement as creators of art</p>
<p>How can we design and create a co-operative structure? (p. 115)</p>	<p>English Language Arts: <i>Speaking and Listening</i>—Students will speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences—Early—express thoughts and feelings and describe experiences; ask and respond to questions to clarify information or gather further information; express opinions and give simple explanations for some of their opinions; listen to others’ ideas and opinions</p> <p>The Arts: <i>Creating and Presenting</i>—Apply the creative process to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understanding—CP2.1—create two- and three-dimensional works of art that express feelings and ideas inspired by activities in their community or observations of nature; CP2.4—use a variety of materials, tools, and techniques to respond to design challenges; <i>Reflecting, Responding, and Analysing</i>—Apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences—RRA2.2—explain how elements and principles of art and design are used to communicate meaning or understanding in their own and others’ art work; <i>Exploring Forms and Cultural Context</i>—Demonstrate an understanding of a variety of art forms, styles, and techniques from the past and present, and their social and/or community contexts—EC2.1—identify and describe a variety of visual art forms they see in their home, at school, in the community, and in visual arts experiences; EC2.2—demonstrate an awareness of a variety of works of art and artistic traditions from diverse communities, times, and places</p> <p>Science: <i>Physical Science: Liquids and Solids</i>—Skills: Communication and Teamwork—203-1 communicate questions, ideas, and intentions while conducting their explorations; 203-3 communicate procedures and results, using drawings, demonstrations, and written and oral descriptions; 203-5 respond to the ideas and actions of others and acknowledge their ideas and contributions</p>

Invitations to Inquire: Cluster 2	
What can this become? (p. 117)	<p>English Language Arts: <i>Speaking and Listening</i>—Students will speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences—Early—express thoughts and feelings and describe experiences; ask and respond to questions to clarify information or gather further information; express opinions and give simple explanations for some of their opinions; listen to others’ ideas and opinions;</p> <p><i>Reading and Viewing</i>—Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts—Early—use a variety of strategies to create meaning, identify main idea, predict content using text information along with personal knowledge and experience, make inferences by drawing on their own experiences and clues in the text, make connections between texts, noticing similarities in characters, events, illustrations, and language</p> <p>The Arts: <i>Creating and Presenting</i>—Apply the creative process to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understanding—CP2.4—use a variety of materials, tools, and techniques to respond to design challenges;</p> <p><i>Reflecting, Responding, and Analysing</i>—Apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences—RRA2.4—identify and document their strengths, their interests, and areas for improvement as creators of art</p> <p>Science: <i>Physical Science: Liquids and Solids</i>—Skills: Initiating and Planning—200-1 ask questions that lead to exploration and investigation; 200-3 make predictions, based on an observed pattern</p>
How might design solve this problem? (p. 118)	<p>Science: <i>Physical Science: Liquids and Solids</i>—Skills: Initiating and Planning—200-1 ask questions that lead to exploration and investigation; 200-2 identify problems to be solved</p>
How can we improve a design to make it even better? (p. 120)	<p>English Language Arts: <i>Speaking and Listening</i>—Students will speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences—Early—express thoughts and feelings and describe experiences; ask and respond to questions to clarify information or gather further information; express opinions and give simple explanations for some of their opinions; listen to others’ ideas and opinions</p> <p>The Arts: <i>Reflecting, Responding, and Analysing</i>—Apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences—RRA2.4—identify and document their strengths, their interests, and areas for improvement as creators of art;</p> <p><i>Exploring Forms and Cultural Context</i>—Demonstrate an understanding of a variety of art forms, styles, and techniques from the past and present, and their social and/or community contexts—EC2.1—identify and describe a variety of visual art forms they see in their home, at school, in the community, and in visual arts experiences; EC2.2—demonstrate an awareness of a variety of works of art and artistic traditions from diverse communities, times, and places</p> <p>Science: <i>Physical Science: Liquids and Solids</i>—Skills: Initiating and Planning—200-1 ask questions that lead to exploration and investigation; 200-2 identify problems to be solved</p>

<p>How can we build a boat that floats? (p. 122)</p>	<p>The Arts: <i>Creating and Presenting</i>—Apply the creative process to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understanding—CP2.4—use a variety of materials, tools, and techniques to respond to design challenges; <i>Reflecting, Responding, and Analysing</i>—Apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences—RRA2.4—identify and document their strengths, their interests, and areas for improvement as creators of art</p> <p>Science: <i>Physical Science: Liquids and Solids</i>—100-21 demonstrate an understanding of sinking and floating objects by solving a related practical problem</p>
<p>How can we design a building to suit the environment? (p. 124)</p>	<p>English Language Arts: <i>Speaking and Listening</i>—Students will speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences—Early—express thoughts and feelings and describe experiences; ask and respond to questions to clarify information or gather further information; express opinions and give simple explanations for some of their opinions; listen to others’ ideas and opinions</p> <p>The Arts: <i>Creating and Presenting</i>—Apply the creative process to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understanding—CP2.1—create two- and three-dimensional works of art that express feelings and ideas inspired by activities in their community or observations of nature; CP2.4—use a variety of materials, tools, and techniques to respond to design challenges; <i>Reflecting, Responding, and Analysing</i>—Apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences—RRA2.4—identify and document their strengths, their interests, and areas for improvement as creators of art</p> <p>Science: <i>Physical Science: Liquids and Solids</i>—102-8 describe and demonstrate ways we use our knowledge of solids and liquids to maintain a clean and healthy environment; Skills: Initiating and Planning—200-1 ask questions that lead to exploration and investigation; 200-2 identify problems to be solved</p>

Wrapping Up an Inquiry (p. 126)

English Language Arts: *Speaking and Listening*—Students will speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences—Early—express thoughts and feelings and describe experiences; ask and respond to questions to clarify information or gather further information; express opinions and give simple explanations for some of their opinions; listen to others' ideas and opinions; Students will be expected to communicate information and ideas effectively and clearly, and respond personally and critically—Early—sustain one-to-one conversations and contribute to small- and large-group interactions; engage in informal oral presentations and respond to a variety of oral presentations and other texts;

Reading and Viewing—Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts—Early—expand their understanding of concepts of print; use some features of written text to determine content, locate topics, and obtain information; Students will be expected to respond personally to a range of texts—Early—make personal connections to text and share their responses in a variety of ways; Students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre—Early—use their experience with a range of texts to identify some different types of print and media texts, recognizing some of their language convention and text characteristics; respond critically to texts, formulating questions as well as understandings, develop an understanding and respect for diversity;

Writing and Other Ways of Representing—Students will be expected to use writing and other forms of representation to explore, clarify and reflect on their thoughts, feelings, and experiences, and learning; and to use their imaginations—Early—use writing and other forms of representing for a variety of functions, to ask questions, to generate and organize ideas, to express feelings, opinions, and imaginative ideas, to inform/communicate information, to record experiences, to explore learning; Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes—Early—use a variety of familiar text forms and other media; demonstrate some awareness of audience and purpose, choosing particular forms for specific audiences and purposes, realizing that work to be shared with an audience needs editing; consider their readers'/viewers'/ listeners' questions/comments and begin to use such responses to assess and extend their learning; Students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness—Early—develop strategies for prewriting, drafting, revising, editing/proof-reading, and presenting/publishing, use prewriting strategies, such as drawing, talking, and reflecting, use appropriate drafting strategies for getting ideas on paper, use simple revision strategies to create a meaningful message, use simple editing strategies, use a variety of techniques for publishing/presenting; select, organize, and combine, with assistance, relevant information to construct and communicate meaning, interact with resources to answer their own questions or learning needs, share their information in a variety of simple ways

The Arts: *Reflecting, Responding, and Analysing*—Apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences—RRA2.4—identify and document their strengths, their interests, and areas for improvement as creators of art

Science: *Physical Science: Liquids and Solids*—Skills: Initiating and Planning—200-1 ask questions that lead to exploration and investigation; 200-2 identify problems to be solved; Communication and Teamwork—203-1 communicate questions, ideas, and intentions while conducting their explorations; 203-3 communicate procedures and results, using drawings, demonstrations, and written and oral descriptions

PEOPLE, PLACE, AND TIME

Engage	
What is community? (p. 132)	<p>English Language Arts: <i>Writing and Other Ways of Representing</i>—Students will be expected to use writing and other forms of representation to explore, clarify and reflect on their thoughts, feelings, and experiences, and learning; and to use their imaginations— Early—use writing and other forms of representing for a variety of functions, to ask questions, to generate and organize ideas, to express feelings, opinions, and imaginative ideas, to inform/communicate information, to record experiences, to explore learning</p> <p>Social Studies: <i>Unit 1: People</i>—2.1.2 demonstrate an understanding of how individuals and groups have contributed to change; 2.1.3 explain how decisions made by individuals and diverse groups result in change; 2.1.4 predict ways their community might change in the future, and how they can contribute to that future</p>
Where in the world are we? (p. 133)	<p>English Language Arts: <i>Speaking and Listening</i>—Students will speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences— Early—express thoughts and feelings and describe experiences; ask and respond to questions to clarify information or gather further information; express opinions and give simple explanations for some of their opinions; listen to others’ ideas and opinions</p> <p>Social Studies: <i>Grade 2 Geographic and Mapping Skills</i>—Awareness of Place—awareness that maps/globes represent places on Earth; how to locate places on maps/globes</p>
What is the story behind the name? (p. 134)	<p>English Language Arts: <i>Speaking and Listening</i>—Students will speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences— Early—express thoughts and feelings and describe experiences; ask and respond to questions to clarify information or gather further information; express opinions and give simple explanations for some of their opinions; listen to others’ ideas and opinions; Students will be expected to communicate information and ideas effectively and clearly, and respond personally and critically— Early—sustain one-to-one conversations and contribute to small- and large-group interactions; use intonation, facial expressions, and gestures to communicate ideas and feelings; engage in informal oral presentations and respond to a variety of oral presentations and other texts</p>
What do stories and artifacts tell about us? (p. 135)	<p>English Language Arts: <i>Speaking and Listening</i>—Students will speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences— Early—express thoughts and feelings and describe experiences; ask and respond to questions to clarify information or gather further information; express opinions and give simple explanations for some of their opinions; listen to others’ ideas and opinions; Students will be expected to communicate information and ideas effectively and clearly, and respond personally and critically— Early—sustain one-to-one conversations and contribute to small- and large-group interactions; use intonation, facial expressions, and gestures to communicate ideas and feelings; engage in informal oral presentations and respond to a variety of oral presentations and other texts</p> <p>Social Studies: <i>Unit 1: People</i>—2.1.2 demonstrate an understanding of how individuals and groups have contributed to change</p>

Invitations to Inquire: Cluster 1	
When would you rather be in Grade 2? (p. 141)	<p>English Language Arts: <i>Speaking and Listening</i>—Students will speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences—Early—express thoughts and feelings and describe experiences; ask and respond to questions to clarify information or gather further information; express opinions and give simple explanations for some of their opinions; listen to others’ ideas and opinions; Students will be expected to communicate information and ideas effectively and clearly, and respond personally and critically—Early—sustain one-to-one conversations and contribute to small- and large-group interactions; use intonation, facial expressions, and gestures to communicate ideas and feelings; engage in informal oral presentations and respond to a variety of oral presentations and other texts</p> <p>Mathematics: <i>Statistics and Probability</i>—SP1 Gather and record data about self and others to answer questions; SP2 Construct and interpret concrete graphs and pictographs to solve problems</p> <p>Social Studies: <i>Unit 1: People</i>—2.1.2 demonstrate an understanding of how individuals and groups have contributed to change</p>
How do weather and climate affect our lives? (p. 143)	<p>Mathematics: <i>Statistics and Probability</i>—SP1 Gather and record data about self and others to answer questions; SP2 Construct and interpret concrete graphs and pictographs to solve problems</p> <p>Science: <i>Earth and Space Science: Air and Water in the Environment</i>—100-26 observe changes in air conditions in indoor and outdoor environments, and describe and interpret these changes; 103-7 describe the effects of weather and ways to protect things under different conditions</p>
How does the place we live affect our lives? (p. 145)	<p>English Language Arts: <i>Reading and Viewing</i>—Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies—Early—engage in the research process with assistance; generate questions to guide research; locate appropriate information with assistance; interact with the information</p> <p>Social Studies: <i>Unit 4: Environment</i>—2.4.1 explain how and why physical environments change over time</p>
How does your day compare to that of a child living elsewhere? (p. 146)	<p>English Language Arts: <i>Reading and Viewing</i>—Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies—Early—engage in the research process with assistance; generate questions to guide research; locate appropriate information with assistance; interact with the information;</p> <p><i>Writing and Other Ways of Representing</i>—Students will be expected to use writing and other forms of representation to explore, clarify and reflect on their thoughts, feelings, and experiences, and learning; and to use their imaginations—Early—use writing and other forms of representing for a variety of functions, to ask questions, to generate and organize ideas, to express feelings, opinions, and imaginative ideas, to inform/communicate information, to record experiences, to explore learning</p> <p>Mathematics: <i>Statistics and Probability</i>—SP1 Gather and record data about self and others to answer questions;</p> <p><i>Shape and Space</i>—SS1 Relate the number of days to a week and the number of months to a year in a problem-solving context</p>

<p>What can art tell about who and where we are? (p. 147)</p>	<p>The Arts: <i>Reflecting, Responding, and Analysing</i>—Apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences—RRA2.2—explain how elements and principles of art and design are used to communicate meaning or understanding in their own and others’ art work; <i>Exploring Forms and Cultural Context</i>—Demonstrate an understanding of a variety of art forms, styles, and techniques from the past and present, and their social and/or community contexts—EC2.1—identify and describe a variety of visual art forms they see in their home, at school, in the community, and in visual arts experiences; EC2.2—demonstrate an awareness of a variety of works of art and artistic traditions from diverse communities, times, and places</p>
<p>What do toys tell about when and where children live? (p. 148)</p>	<p>English Language Arts: <i>Reading and Viewing</i>—Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies—Early—engage in the research process with assistance; generate questions to guide research; locate appropriate information with assistance; interact with the information</p> <p>Social Studies: <i>Unit 2: Technology</i>—2.2.1 describe and evaluate the role of technology in their lives</p>
<p>Invitations to Inquire: Cluster 2</p>	
<p>What celebrations and traditions bring people together? (p. 150)</p>	<p>English Language Arts: <i>Speaking and Listening</i>—Students will speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences—Early—express thoughts and feelings and describe experiences; ask and respond to questions to clarify information or gather further information; express opinions and give simple explanations for some of their opinions; listen to others’ ideas and opinions; Students will be expected to communicate information and ideas effectively and clearly, and respond personally and critically—Early—sustain one-to-one conversations and contribute to small- and large-group interactions; use intonation, facial expressions, and gestures to communicate ideas and feelings; engage in informal oral presentations and respond to a variety of oral presentations and other texts; <i>Writing and Other Ways of Representing</i>—Students will be expected to use writing and other forms of representation to explore, clarify and reflect on their thoughts, feelings, and experiences, and learning; and to use their imaginations—Early—use writing and other forms of representing for a variety of functions, to ask questions, to generate and organize ideas, to express feelings, opinions, and imaginative ideas, to inform/communicate information, to record experiences, to explore learning</p> <p>Mathematics: <i>Shape and Space</i>—SS1 Relate the number of days to a week and the number of months to a year in a problem-solving context; <i>Statistics and Probability</i>—SP1 Gather and record data about self and others to answer questions</p>
<p>What can music and dance teach us about cultures, celebrations, and traditions? (p. 152)</p>	<p>English Language Arts: <i>Speaking and Listening</i>—Students will speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences—Early—express thoughts and feelings and describe experiences; ask and respond to questions to clarify information or gather further information; express opinions and give simple explanations for some of their opinions; listen to others’ ideas and opinions</p> <p>The Arts: <i>Musical Awareness and Appreciation</i>—Students will be expected to develop an awareness of the importance of music in daily life, and to respect the role music plays in their heritage and other culture—(D.) demonstrate an awareness and understanding of cultural contexts of music, including the music of Atlantic Canada; (E.) examine different and diverse musical cultures, past and present; <i>Musical Understanding</i>—Students will be expected to identify basic musical elements and concepts and to respond personally and critically in a variety of ways to a range of musical texts—(B.) demonstrate an awareness of the various purposes of music; (C.) demonstrate an awareness of the ideas, images and feelings expressed in music and respond to music in a variety of ways</p>

<p>How might we improve our community? (p. 154)</p>	<p>English Language Arts: <i>Speaking and Listening</i>—Students will speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, experiences—Early—express thoughts/feelings and describe experiences; ask and respond to questions to clarify information or gather further information; express opinions and give simple explanations for some of their opinions; listen to others’ ideas and opinions</p> <p>Science: <i>Earth and Space Science: Air and Water in the Environment</i>—102-11 identify examples of water in the environment; describe ways that water is obtained, distributed, used; 103-8 identify importance of clean water for humans, and suggest ways they could conserve water</p> <p>Social Studies: <i>Unit 1: People</i>—2.1.4 predict ways their community might change in the future, and how they can contribute to that future; <i>Unit 4: Environment</i>—2.4.3 demonstrate an understanding of sustainable development and its importance to our future</p>
<p>Wrapping Up an Inquiry (p. 156)</p>	<p>English Language Arts: <i>Speaking and Listening</i>—Students will speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences—Early—express thoughts and feelings and describe experiences; ask and respond to questions to clarify information or gather further information; express opinions and give simple explanations for some of their opinions; listen to others’ ideas and opinions; Students will be expected to communicate information and ideas effectively and clearly, and respond personally and critically—Early—sustain one-to-one conversations and contribute to small- and large-group interactions; engage in informal oral presentations and respond to a variety of oral presentations and other texts;</p> <p><i>Reading and Viewing</i>—Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts—Early—expand their understanding of concepts of print; use some features of written text to determine content, locate topics, and obtain information; Students will be expected to respond personally to a range of texts—Early—make personal connections to text and share their responses in a variety of ways; Students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre—Early—use their experience with a range of texts to identify some different types of print and media texts, recognizing some of their language conventions and text characteristics; respond critically to texts, formulating questions as well as understandings, develop an understanding and respect for diversity;</p> <p><i>Writing and Other Ways of Representing</i>—Students will be expected to use writing and other forms of representation to explore, clarify and reflect on their thoughts, feelings, and experiences, and learning; and to use their imaginations—Early—use writing and other forms of representing for a variety of functions, to ask questions, to generate and organize ideas, to express feelings, opinions, and imaginative ideas, to inform/communicate information, to record experiences, to explore learning; Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes—Early—use a variety of familiar text forms and other media; demonstrate some awareness of audience and purpose, choosing particular forms for specific audiences and purposes, realizing that work to be shared with an audience needs editing; consider their readers’/viewers’/ listeners’ questions/comments and begin to use such responses to assess and extend their learning; Students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness—Early—develop strategies for prewriting, drafting, revising, editing/proof-reading, and presenting/publishing, use prewriting strategies, such as drawing, talking, and reflecting, use appropriate drafting strategies for getting ideas on paper, use simple revision strategies to create a meaningful message, use simple editing strategies, use a variety of techniques for publishing/presenting; select, organize, and combine, with assistance, relevant information to construct and communicate meaning, interact with resources to answer their own questions or learning needs, create a new product, share their information in a variety of simple ways</p> <p>Social Studies: <i>Unit 1: People</i>—2.1.4 predict ways their community might change in the future, and how they can contribute to that future; <i>Unit 4: Environment</i>—2.4.3 demonstrate an understanding of sustainable development and its importance to our future</p> <p>Science: <i>Earth and Space Science: Air and Water in the Environment</i>—Communication and Teamwork—203-1 communicate questions, ideas, and intentions while conducting their explorations; 203-3 communicate procedures and results, using drawings, demonstrations, and written and oral descriptions</p>

ANIMALS IN OUR WORLD	
Engage	
What do we know and wonder? (p. 162)	<p>English Language Arts: <i>Speaking and Listening</i>—Students will speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences—Early—express thoughts and feelings and describe experiences; ask and respond to questions to clarify information or gather further information; express opinions and give simple explanations for some of their opinions; listen to others’ ideas and opinions</p> <p>Science: <i>Life Science: Animal Growth and Changes</i>—Skills: Initiating and Planning—200-1 ask questions that lead to exploration and investigation</p>
What can we learn about animals from experts? (p. 163)	<p>English Language Arts: <i>Writing and Other Ways of Representing</i>—Students will be expected to use writing and other forms of representation to explore, clarify and reflect on their thoughts, feelings, and experiences, and learning; and to use their imaginations—Early—use writing and other forms of representing for a variety of functions, to ask questions, to generate and organize ideas, to express feelings, opinions, and imaginative ideas, to inform/communicate information, to record experiences, to explore learning; Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes—Early—use a variety of familiar text forms and other media; demonstrate some awareness of audience and purpose, choosing particular forms for specific audiences and purposes</p> <p>Science: <i>Life Science: Animal Growth and Changes</i>—Skills: Initiating and Planning—200-4 select and use materials to carry out their own explorations; Performing and Recording—201-7 identify and use a variety of sources of science information and ideas</p>
What information is interesting to us? (p. 164)	<p>English Language Arts: <i>Reading and Viewing</i>—Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies—Early—engage in the research process with assistance, generate questions to guide research, locate appropriate information with assistance, interact with the information</p> <p>Science: <i>Life Science: Animal Growth and Changes</i>—Skills: Analyzing and Interpreting—202-9 identify new questions that arise from what was learned; Communication and Teamwork—203-5 respond to the ideas and actions of others and acknowledge their ideas and contributions</p>
What is your opinion? (p. 165)	<p>English Language Arts: <i>Speaking and Listening</i>—Students will speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences—Early—express thoughts and feelings and describe experiences; ask and respond to questions to clarify information or gather further information; express opinions and give simple explanations for some of their opinions; listen to others’ ideas and opinions; Students will be expected to communicate information and ideas effectively and clearly, and respond personally and critically—Early—sustain one-to-one conversations and contribute to small- and large-group interactions; use intonation, facial expressions, and gestures to communicate ideas and feelings; engage in informal oral presentations and respond to a variety of oral presentations and other texts</p> <p>Mathematics: <i>Statistics and Probability</i>—SP1 Gather and record data about self and others to answer questions; SP2 Construct and interpret concrete graphs and pictographs to solve problems</p> <p>Science: <i>Life Science: Animal Growth and Changes</i>—102-7 describe features of natural and human-made environments that support the health and growth of some familiar animals; Skills: Initiating and Planning—200-1 ask questions that lead to exploration and investigation</p>

Invitations to Inquire: Cluster 1	
What can we learn about animals in a field study? (p. 171)	<p>Science: <i>Life Science: Animal Growth and Changes</i>—100-15 compare the life cycles of familiar animals and classify them according to the similarities and differences of their life cycles; Skills: Performing and Recording—201-7 identify and use a variety of sources of science information and ideas</p>
What can we learn about animals in a virtual field study? (p. 173)	<p>English Language Arts: <i>Reading and Viewing</i>—Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies—Early—engage in the research process with assistance, generate questions to guide research, locate appropriate information with assistance, interact with the information; <i>Writing and Other Ways of Representing</i>—Students will be expected to use writing and other forms of representation to explore, clarify and reflect on their thoughts, feelings, and experiences, and learning; and to use their imaginations—Early—use writing and other forms of representing for a variety of functions, to ask questions, to generate and organize ideas, to express feelings, opinions, and imaginative ideas, to inform/communicate information, to record experiences, to explore learning; begin to develop, with assistance, some ways to make their own notes</p> <p>Science: <i>Life Science: Animal Growth and Changes</i>—100-15 compare the life cycles of familiar animals and classify them according to the similarities and differences of their life cycles; Skills: Performing and Recording—201-7 identify and use a variety of sources of science information and ideas</p>
How do animals change and grow over time? (p. 175)	<p>English Language Arts: <i>Speaking and Listening</i>—Students will speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences—Early—express thoughts and feelings and describe experiences; ask and respond to questions to clarify information or gather further information; express opinions and give simple explanations for some of their opinions; listen to others’ ideas and opinions; <i>Writing and Other Ways of Representing</i>—Students will be expected to use writing and other forms of representation to explore, clarify and reflect on their thoughts, feelings, and experiences, and learning; and to use their imaginations—Early—use writing and other forms of representing for a variety of functions, to ask questions, to generate and organize ideas, to express feelings, opinions, and imaginative ideas, to inform/communicate information, to record experiences, to explore learning; begin to develop, with assistance, some ways to make their own notes</p> <p>Science: <i>Life Science: Animal Growth and Changes</i>—101-7 observe and describe changes in the appearance and activity of an organism as it goes through its life cycle; 102-6 identify constant and changing traits in organisms as they grow and develop; 100-15 compare the life cycles of familiar animals and classify them according to the similarities and differences of their life cycles</p>
What can we find out about what animals need? (p. 177)	<p>English Language Arts: <i>Speaking and Listening</i>—Students will speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences—Early—express thoughts and feelings and describe experiences; ask and respond to questions to clarify information or gather further information; express opinions and give simple explanations for some of their opinions; listen to others’ ideas and opinions</p> <p>Health: <i>Wellness Choices</i>—Students will make responsible and informed choices to maintain health and to promote safety for self and others—W-2.2—examine the need for positive health habits</p> <p>Science: <i>Life Science: Animal Growth and Changes</i>—102-7 describe features of natural and human-made environments that support the health and growth of some familiar animals; Skills: Performing and Recording—201-7 identify and use a variety of sources of science information and ideas</p>

<p>In what ways are animals alike? (p. 179)</p>	<p>English Language Arts: <i>Speaking and Listening</i>—Students will speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences—Early—express thoughts and feelings and describe experiences; ask and respond to questions to clarify information or gather further information; express opinions and give simple explanations for some of their opinions; listen to others’ ideas and opinions;</p> <p><i>Reading and Viewing</i>—Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies—Early—engage in the research process with assistance, generate questions to guide research, locate appropriate information with assistance, interact with the information</p> <p>The Arts: <i>Creating and Presenting</i>—Apply the creative process to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understanding—CP2.1—create two- and three-dimensional works of art that express feelings and ideas inspired by activities in their community or observations of nature</p> <p>Mathematics: <i>Statistics and Probability</i>—SP1 Gather and record data about self and others to answer questions; SP2 Construct and interpret concrete graphs and pictographs to solve problems</p> <p>Science: <i>Life Science: Animal Growth and Changes</i>—102-6 identify constant and changing traits in organisms as they grow and develop; 100-15 compare the life cycles of familiar animals and classify them according to the similarities and differences of their life cycles</p>
<p>Invitations to Inquire: Cluster 2</p>	
<p>How do animals contribute to the world? (p. 181)</p>	<p>English Language Arts: <i>Speaking and Listening</i>—Students will speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences—Early—express thoughts and feelings and describe experiences; ask and respond to questions to clarify information or gather further information; express opinions and give simple explanations for some of their opinions; listen to others’ ideas and opinions; Students will be expected to communicate information and ideas effectively and clearly, and respond personally and critically—Early—sustain one-to-one conversations and contribute to small- and large-group interactions; use intonation, facial expressions, and gestures to communicate ideas and feelings; engage in informal oral presentations and respond to a variety of oral presentations and other texts;</p> <p><i>Writing and Other Ways of Representing</i>—Students will be expected to use writing and other forms of representation to explore, clarify and reflect on their thoughts, feelings, and experiences, and learning; and to use their imaginations—Early—use writing and other forms of representing for a variety of functions, to ask questions, to generate and organize ideas, to express feelings, opinions, and imaginative ideas, to inform/communicate information, to record experiences, to explore learning; begin to develop, with assistance, some ways to make their own notes</p> <p>The Arts: <i>Creating and Presenting</i>—Apply the creative process to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understanding—CP2.1—create two- and three-dimensional works of art that express feelings and ideas inspired by activities in their community or observations of nature</p> <p>Science: <i>Life Science: Animal Growth and Changes</i>—102-6 identify constant and changing traits in organisms as they grow and develop</p>

How can we protect animals and the places where they live? (p. 183)

English Language Arts: *Reading and Viewing*—Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies—Early—engage in the research process with assistance, generate questions to guide research, locate appropriate information with assistance, interact with the information;

Writing and Other Ways of Representing—Students will be expected to use writing and other forms of representation to explore, clarify and reflect on their thoughts, feelings, and experiences, and learning; and to use their imaginations—Early—use writing and other forms of representing for a variety of functions, to ask questions, to generate and organize ideas, to express feelings, opinions, and imaginative ideas, to inform/communicate information, to record experiences, to explore learning; begin to develop, with assistance, some ways to make their own notes; Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes—Early—use a variety of familiar text forms and other media; demonstrate some awareness of audience and purpose, choosing particular forms for specific audiences and purposes, realizing that work to be shared with an audience needs editing; consider their readers'/viewers'/ listeners' questions/comments and begin to use such responses to assess and extend their learning

The Arts: *Creating and Presenting*—Apply the creative process to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understanding—CP2.1—create two- and three-dimensional works of art that express feelings and ideas inspired by activities in their community or observations of nature

Science: *Life Science: Animal Growth and Changes*—102-7 describe features of natural and human-made environments that support the health and growth of some familiar animals

Wrapping Up an Inquiry (p. 186)

English Language Arts: *Speaking and Listening*—Students will speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences—Early—express thoughts and feelings and describe experiences; ask and respond to questions to clarify information or gather further information; express opinions and give simple explanations for some of their opinions; listen to others’ ideas and opinions; Students will be expected to communicate information and ideas effectively and clearly, and respond personally and critically—Early—sustain one-to-one conversations and contribute to small- and large-group interactions; engage in informal oral presentations and respond to a variety of oral presentations and other texts;

Reading and Viewing—Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts—Early—expand their understanding of concepts of print; use some features of written text to determine content, locate topics, and obtain information; Students will be expected to respond personally to a range of texts—Early—make personal connections to text and share their responses in a variety of ways; Students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre—Early—use their experience with a range of texts to identify some different types of print and media texts, recognizing some of their language conventions and text characteristics; respond critically to texts, formulating questions as well as understandings, develop an understanding and respect for diversity;

Writing and Other Ways of Representing—Students will be expected to use writing and other forms of representation to explore, clarify and reflect on their thoughts, feelings, and experiences, and learning; and to use their imaginations—Early—use writing and other forms of representing for a variety of functions, to ask questions, to generate and organize ideas, to express feelings, opinions, and imaginative ideas, to inform/communicate information, to record experiences, to explore learning; Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes—Early—use a variety of familiar text forms and other media; demonstrate some awareness of audience and purpose, choosing particular forms for specific audiences and purposes, realizing that work to be shared with an audience needs editing; consider their readers’/viewers’/ listeners’ questions/comments and begin to use such responses to assess and extend their learning; Students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness—Early—develop strategies for prewriting, drafting, revising, editing/proof-reading, and presenting/publishing, use prewriting strategies, such as drawing, talking, and reflecting, use appropriate drafting strategies for getting ideas on paper, use simple revision strategies to create a meaningful message, use simple editing strategies, use a variety of techniques for publishing/presenting; select, organize, and combine, with assistance, relevant information to construct and communicate meaning, interact with resources to answer their own questions or learning needs, share their information in a variety of simple ways

Science: *Life Science: Animal Growth and Changes*—102-7 describe features of natural and human-made environments that support the health and growth of some familiar animals; Skills: Analyzing and Interpreting—202-7 propose an answer to an initial question or problem and draw simple conclusions based on observations or research; Communication and Teamwork—203-3 communicate procedures and results, using drawings, demonstrations, and written and oral descriptions

Social Studies: *Unit 4: Environment*—2.4.3 demonstrate an understanding of sustainable development and its importance to our future