

## Curricular Connections Grade 3

### Paskwa Mostos(Bison)

#### *English Language Arts Grade 3*

**Comprehend and Respond (CR). Students will develop their abilities to view, listen to, read, comprehend, and respond to a variety of contemporary and traditional grade-level-appropriate texts in a variety of forms (oral, print, and other media) from First Nations, Métis, and other cultures for a variety of purposes including for learning, interest, and enjoyment.**

**CR3.3 Listen to and understand information, identify main ideas and supporting details, compare different ideas and points of view, and explain connections made between texts heard.**

- a. Listen to a short presentation and make some notes.
- b. Select and use appropriate strategies (before, during, and after) to construct and confirm meaning when listening.
- c. Understand and apply the suitable pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and other cues and conventions to construct and confirm meaning when listening.
- d. Follow multi-step directions independently.
- e. Distinguish between speaker's opinions and verifiable fact.
- f. Identify and explain what peers said about a particular text or subject.
- g. Retell, paraphrase, and explain what a speaker said (including Elders, Knowledge Keepers, and community members).
- h. Identify simple poetic effects in oral language (e.g., rhymes, repeated sounds, instances of onomatopoeia and alliteration).
- i. Listen attentively and courteously to each other in discussions and to guest speakers; show respect for the ideas, language, and communication styles of others; and give sensitive and thoughtful responses.

### *Health Education Grade 3*

**Develop the understanding, skills, and confidences necessary to take action to improve health.**

**Perspective: Investigating Health Knowledge and Information**

**USC3.1 Determine the role of a variety of healthy foods and physical activity on the health and development of the mind, body, and immune system.**

- e. Begin to distinguish between fact, opinions, misconceptions, and preferences regarding healthy foods and physical activity.
- f. Examine the roles of diet and physical activity on a healthy mind, body, and immune system.
- g. Determine that foods provide essential nutrients for health (see introduction to Canada's Food Guide).
- h. Predict and recognize how food choices have a direct impact on the types and amounts of nutrients absorbed by the body.

### *Social Studies*

**To examine the local, indigenous, and global interactions and interdependence of individuals, societies, cultures, and nations. (IN)**

**IN3.1 Analyze daily life in a diversity of communities.**

- a. Describe characteristics of daily life in communities studied, and compare the ways in which the needs are met by individuals in diverse communities (e.g., housing, tools, work, use of the land, games, education).
- b. Give examples of how culture is reflected in daily life in various communities, and examine why these cultural elements are important (e.g., language, stories, cultural traditions, religious traditions, recreation, art, architecture, clothing).
- c. Compare life of a child in the local community to life of a child in one of the communities studied (e.g., family, housing, education, recreation).

**IN 3.2 Analyze the cultures and traditions in communities studied.**

- b. Give examples of traditions and practices that have endured over time in communities studied, and discuss why these are important.

**To analyze the dynamic relationships of people with the land, environments, events, and ideas as they have affected the past, shape the present, and influence the future. (DR)**

**DR 3.3 Compare the beliefs of various communities around the world regarding living on and with the land.**

- a. Research the view of land as held by indigenous peoples in communities studied.**
- b. Identify ways in which people in communities studied interact with the land (e.g., meeting needs and wants, how land is protected or neglected).**
- c. Identify local environmental issues that affect life in communities studied.**