

Curricular Connections Grade 3

Cultural Awareness

English Language Arts

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

Health Education Grade 3

Goal #1: Develop the understanding, skills, and confidences necessary to take action to improve health.

Perspective: Investigating Health Knowledge and Information

USC3.2 Examine the spiritual dimension of the “inner self” and determine the importance of nurturing it.

- a. Explore and discuss ideas and questions which are of particular importance/interest but cannot easily be understood (e.g., “Why do we dream?”, “What happens to pets after they die?”).
- b. Investigate common definitions of the “inner self” (e.g., quiet awareness of who one really is and one’s reason for being).
- c. Develop respectful language sometimes used to describe the “inner self” (e.g., soul, spirit).
- d. Determine the “inner self” as the centre of thoughts and feelings that guide/influence personal behaviour.
- e. Examine and respond to stories that include depictions of spirit/soul.
- f. Describe the “inner self” as that which is important but only visible to others if chosen to be (e.g., ideas such as “It matters more who you are on the inside than how you look on the outside”).
- g. Participate in experiences designed to increase one’s sense of connection to others and other life forms (e.g., carefully observing the natural world, class rituals focused on appreciating each class member, participating in cultural activities).
- h. Expand and deepen personal interests and appreciation for all that life has to offer (e.g., observing animals and insects, collecting leaves or stones, exploring ways clouds are unique, wondering and learning about the origins of rain).
- i. Distinguish between thoughts, feelings, and actions that nourish or damage one’s “inner self”.

USC3.3 Determine how the misuse of helpful and the use of harmful substances (including tobacco) affect the health of self and others.

- d. Identify and respond to, with guidance, information about helpful and harmful substances, including medicines, vitamins, drugs, tobacco, and foods.**
- e. Clarify the difference between ceremonial tobacco within First Nations and Métis cultures and the commercial/recreational use of tobacco.**

Social Studies Grade 3

<p>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)</p>

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**