

## Curricular Connections Grade 3

### Bison Hunt

#### Social Studies

**K-12 Goal: 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.
- c. Make inferences about how the culture of the local community is reflected by its customs and celebration

**K-12 Goal: 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)

**K-12 Goal: To examine various worldviews about the use and distribution of resources and wealth in relation to the needs of individuals, communities, nations, and the natural environment and contribute to sustainable development. (RW)**

**RW 3.1 Appraise the ways communities meet their members' needs and wants.**

- a. Speculate upon various challenges faced by communities in meeting needs and wants, with evidence gathered from examining pictures, viewing media, and interpreting stories using a variety of fiction and non-fiction texts.**
- b. Identify how individuals and communities meet needs and wants.**
- c. Describe ways in which communities help ensure basic human needs are met (e.g., food and water, shelter, clothing, education, safety).**
- d. Describe how and why communities exchange goods with other communities**

**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 styles of others; and give sensitive and thoughtful responses

### Health 3

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

**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.
- h. Predict and recognize how food choices have a direct impact on the types and amounts of nutrients absorbed by the body.

**USC3.2 Examine the spiritual dimension of the "inner self" and determine the importance of nurturing it.**

- 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).

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

## Science

**ES3.2 Analyze the interdependence between soil and living things, including the importance of soil for individuals, society, and all components of the environment**

- a. Suggest ways in which individuals and communities value and use soil, including the importance of Mother Earth for First Nations and Métis peoples.
- b. Examine the interdependence between animals and soils (e.g., insects and grubs live in soil, soil provides shelter for some animals, and earthworms aerate soil).