
EARLY YEARS

*Educational Component
Self and Learning*

EDUCATIONAL COMPONENT

Early Years CURRICULAR CONNECTIONS – Kindergarten

<p>Self and Learning</p> <ul style="list-style-type: none"> • metacognition: thinking about thinking • learning styles • habits of mind • problem-solving strategies 	<p>Physical Education/Health Education</p> <p>K.1.K.B.1 Discuss movement skill development as requiring good practice and patience in learning.</p> <p>S.4.1.A.1 Set simple short-term goals and participate in strategies for goal attainment.</p> <p>S.4.K.A.2 Sort decisions and/or choices that are made daily, based on their positive or negative consequences.</p> <p>Social Studies</p> <p>0-VI-002 Value their own and others’ interests and abilities.</p> <p>0-VI-002A Value the special talents or strengths that are given to them.</p> <p>0-KI-010 Identify different ways people communicate.</p> <p>English Language Arts</p> <p>1.1.1 Talk about personal experiences.</p> <p>1.2.1 Recognize connections between new experiences and prior knowledge.</p> <p>1.2.2 Explore new experiences and ideas.</p> <p>1.2.3 Group ideas and information to make sense.</p> <p>1.2.4 Wonder about and question new ideas and observations.</p> <p>2.1.1 Make connections between oral language, texts, and personal experiences.</p>
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EDUCATIONAL COMPONENT

Early Years

CURRICULAR CONNECTIONS – Grade 1

Self and Learning

- metacognition: thinking about thinking
- learning styles
- habits of mind
- problem-solving strategies

Physical Education/Health Education

- K.1.1.B.1 Discuss movement skill development as requiring good practice and patience in learning.
- K.4.1.A.2a Recognize that it takes time, effort, and cooperation to achieve simple individual tasks/goals and group tasks/goals.
- S.4.1.A.1 Set simple short-term goals and participate in strategies for goal attainment.
- S.4.1.A.2 Demonstrate ways to expand knowledge and explore different options for making informed and health-enhancing decisions.

Social Studies

- 1-S-200 Gather information from oral, visual, material, print, or electronic sources.
- 1-S-301 Identify consequences of their decisions and actions.
- 1-S-303 Revise ideas and opinions based on new information.
- 1-KP-022 Give examples of decision making in their daily lives.
- 1-VI-006 Value diversity among their peers and community members.

English Language Arts

- 1.1.1 Talk about personal experiences and familiar events.
- 1.2.1 Connect new experiences and information with prior knowledge.
- 1.2.4 Ask questions to make sense of experiences.
- 3.2.5 Make and check predictions using prior knowledge and oral, visual, and written text features to understand information.
- 3.3.4 Recall, talk about, and record information-gathering experiences.

EDUCATIONAL COMPONENT

Early Years

CURRICULAR CONNECTIONS – Grade 2

Self and Learning

- metacognition: thinking about thinking
- learning styles
- habits of mind
- problem-solving strategies

Physical Education/Health Education

- K.1.2.B.1 Show an understanding that personal attitudes affect skill development and success.
- K.2.3.C.4 Identify personal factors that influence physical activity participation and build self-confidence.
- K.4.2.A.1 Recognize that everyone is special, unique, and able to succeed.
- K.4.2.A.3 Discuss the concept of consequences of behaviours as part of the decision-making/problem-solving process for health and well-being.
- S.4.2.A.1 Set simple short-term goals and participate in strategies for goal attainment.
- S.4.2.A.5 Explore ways to relax the mind and body.
- K.5.2.E.1c Determine the differences and similarities between self and others.
- S.5.2.A.1 Use a decision-making/problem-solving process, with guidance, to determine consequences of good and poor daily health habits.

Social Studies

- 2-S-300 Formulate questions for research.
- 2-S-301 Consider advantages and disadvantages of solutions to a problem.
- 2-S-302 Use information or observation to form opinions.
- 2-S-303 Revise ideas and opinions based on new information.
- 2-VI-004 Be willing to consider diverse points of view.

English Language Arts

- 1.1.1 Make and talk about personal observations and predictions.
- 1.1.2 Ask for others' ideas and observations to help discover and explore personal understanding.
- 1.2.1 Connect new information, ideas, and experiences with prior knowledge and experiences.
- 1.2.3 Arrange ideas and information to make sense.
- 1.2.4 Demonstrate curiosity about and question ideas and observations to make sense of experiences.
- 3.3.4 Ask questions to reflect on inquiry or research experiences.

EDUCATIONAL COMPONENT

Early Years

CURRICULAR CONNECTIONS – Grade 3

Self and Learning

- metacognition: thinking about thinking
- learning styles
- habits of mind
- problem-solving strategies

Physical Education/Health Education

- K.1.3.B.1 Show an understanding that personal attitudes affect skill development and success.
- K.1.3.C.4 Demonstrate an understanding of how positive and negative social behaviours may affect the outcomes of an activity.
- K.4.3.A.2b Discuss how attributes and desires affect personal progress and achievement.
- S.4.3.A.1 Set simple short-term goals and participate in strategies for goal attainment.
- S.4.3.A.2 Use the steps in the decision-making/problem-solving process, with emphasis on seeking relevant knowledge related to simple and everyday-living topics or issues.

Social Studies

- 3-S-301 Consider advantages and disadvantages of solutions to a problem.

English Language Arts

- 1.1.1 Describe personal observations, experiences, predictions, and feelings.
- 1.2.1 Examine how new experiences, ideas, and information connect to prior knowledge and experiences; record connections.
- 1.2.4 Ask questions to clarify information and develop new understanding.
- 3.1.1 Use self-questioning to determine personal knowledge of a topic and identify information needs.

EDUCATIONAL COMPONENT

Early Years CURRICULAR CONNECTIONS – Grade 4

<p>Self and Learning</p> <ul style="list-style-type: none"> • metacognition: thinking about thinking • learning styles • habits of mind • problem-solving strategies 	<p>Physical Education/Health Education</p> <p>K.2.4.C.4 Discuss how setting realistic goals and developing strategies can contribute to personal achievement.</p> <p>K.4.4.A.2a Identify a goal-setting process for establishing personal goals.</p> <p>K.4.4.A.2b Describe the factors that affect personal motivation and achievement of goals.</p> <p>K.4.4.A.3 Identify steps of the decision-making/problem-solving process with an emphasis on the final steps.</p> <p>S.4.4.A.1 Set goals to enhance health and physical well-being.</p> <p>S.4.4.A.2 Design, implement, evaluate, and revise an action plan for making a group decision.</p> <p>Social Studies</p> <p>4-S-301 Consider advantages and disadvantages of solutions to a problem.</p> <p>4-S-303 Evaluate personal assumptions based on new information and ideas.</p> <p>4-KG-040 Recognize that personal decisions and actions can affect people elsewhere in the world.</p> <p>English Language Arts</p> <p>1.1.1 Describe and reflect upon personal observations and experiences to make predictions and reach tentative conclusions.</p> <p>1.2.1 Connect new information and experiences with prior knowledge to construct meaning in different contexts.</p> <p>1.2.4 Reflect on ideas and experiences and ask questions to clarify and extend understanding.</p>
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EARLY YEARS

Educational Component
Social Skills for Learning

EDUCATIONAL COMPONENT

Early Years

CURRICULAR CONNECTIONS – Kindergarten

Social Skills for Learning

- group work/sharing
- activity centres
- positive behaviours for learning
- brainstorming
- strategies for asking for help

Physical Education/Health Education

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|------------|---|
| K.1.K.C.1 | Follow the fundamental rules used in simple games and activities. |
| K.1.K.C.4 | Discuss ways to play cooperatively and safely. |
| K.3.K.A.2 | Show an understanding that physical or medical conditions may affect degree and type of participation. |
| K.4.1.A.2a | Recognize that it takes time, effort, and cooperation to achieve simple individual tasks/goals and group tasks/goals. |
| K.4.1.A.2b | Discuss behaviours that demonstrate personal responsibility and irresponsibility in a classroom. |
| K.4.K.B.1a | Identify examples of responsible social behaviours for getting along with others in school and schoolyard. |
| K.4.K.B.2a | Identify ways to show a person is listening attentively when communicating. |
| K.4.K.C.4a | Identify the people who can provide support in stressful situations. |
| S.4.K.A.2 | Sort decisions and/or choices that are made daily, based on their positive or negative consequences. |
| S.4.K.A.3 | Demonstrate behaviours that show social responsibility in class activities. |
| K.5.K.E.3a | Show the understanding that people have a right to privacy. |

Social Studies

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|----------|---|
| 0-KC-001 | Describe their responsibilities at home and in school. |
| 0-KC-002 | Recognize that their actions affect others. |
| 0-KI-008 | Recognize that everyone has particular interests and abilities. |
| 0-KP-022 | Give examples of rules and identify their purposes. |
| 0-VI-002 | Value their own and others' interests and abilities. |
| 0-VP-006 | Respect the rules of the classroom, playground, and school. |
| 0-VE-007 | Respect their own and others' property. |
| 0-KC-004 | Give examples of ways in which people cooperate in order to live together peacefully. |
| 0-KI-009 | Identify groups in which people live, work, and play together. |
| 0-KP-023 | Identify people who make decisions that influence their lives. |
| 0-KP-024 | Recognize that disagreement or conflict may be part of living and working together. |
| 0-VC-001 | Be willing to contribute to their groups and communities. |
| 0-VE-008 | Value the sharing of work and resources. |

EDUCATIONAL COMPONENT

Early Years

CURRICULAR CONNECTIONS – Kindergarten *(continued)*

Social Skills for Learning

- group work/sharing
- activity centres
- positive behaviours for learning
- brainstorming
- strategies for asking for help

English Language Arts

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|-------|---|
| 1.1.1 | Talk about personal experiences. |
| 1.1.2 | Listen to experiences and feelings shared by others. |
| 3.1.1 | Discuss personal knowledge of a topic. |
| 3.1.2 | Ask questions to satisfy personal curiosity and information needs. |
| 3.1.3 | Ask and answer questions to help satisfy group curiosity and information needs. |
| 3.1.4 | Choose different ways to gather information and ideas; recall directions. |
| 3.2.1 | Identify self and others as sources of information. |
| 3.2.2 | Seek information from others; use multimedia and computers when appropriate. |
| 3.2.3 | Compare gathered ideas and information to personal knowledge. |
| 3.2.4 | Use illustrations, photographs, video programs, objects, and auditory cues to understand ideas and information. |
| 3.2.5 | Ask questions and use prior knowledge to make sense of information. |
| 3.3.4 | Share learning and information-gathering experiences. |
| 5.2.1 | Participate in cooperative group activities. |
| 5.2.2 | Demonstrate attentiveness in group activities. |
| 5.2.4 | Find ways to be helpful to others and use group process. |

EDUCATIONAL COMPONENT

Early Years

CURRICULAR CONNECTIONS – Grade 1

Social Skills for Learning

- group work/sharing
- activity centres
- positive behaviours for learning
- brainstorming
- strategies for asking for help

Physical Education/Health Education

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|------------|--|
| K.4.1.A.1 | Recognize positive attributes of self, family, and classmates. |
| K.4.1.A.2b | Discuss behaviours that demonstrate personal responsibility and irresponsibility in a classroom. |
| K.4.K.B.1a | Identify examples of responsible social behaviours for getting along with others in school and schoolyard. |
| K.4.1.B.2a | Identify different ways of expressing feelings and emotions that contribute to getting along with others. |
| K.4.1.B.2b | Identify ways to get along with others for developing healthy relationships. |
| S.4.1.A.3 | Demonstrate behaviours that show social responsibility in daily routines. |
| S.4.1.A.4 | Demonstrate ways to resolve conflict in a peaceful manner with limited teacher input. |

Social Studies

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|----------|---|
| 1-S-100 | Cooperate and collaborate with others. |
| 1-S-101 | Consider others' needs when working and playing together. |
| 1-S-102 | Interact fairly and respectfully with others. |
| 1-S-301 | Identify consequences of their decisions and actions. |
| 1-S-400 | Listen actively to others. |
| 1-S-401 | Use language that is respectful of others. |
| 1-VE-013 | Respect differences between their own and others' needs and wants. |
| 1-KC-005 | Describe their responsibilities and rights in the school and community. |
| 1-KC-006 | Describe various ways in which people depend upon and help one another. |
| 1-KP-023 | Describe how other people may influence their lives and how they may influence the lives of others. |
| 1-KP-024 | Explain purposes of rules and laws in the school and community. |
| 1-KE-029 | Describe ways in which work may be shared in families, schools, and communities. |
| 1-KE-030 | Recognize the need to care for personal property. |
| 1-VC-001 | Respect the needs and rights of others. |
| 1-VC-002 | Be willing to contribute to their groups and communities. |
| 1-VI-004 | Appreciate the importance of relationships and connections to others. |
| 1-VI-006 | Value diversity among their peers and community members. |
| 1-VP-011 | Respect rules and laws in their school and community. |
| 1-VP-012 | Be willing to help resolve interpersonal conflicts peacefully. |
| 1-VE-014 | Respect their own and others' property. |

EDUCATIONAL COMPONENT

Early Years CURRICULAR CONNECTIONS – Grade 1 (continued)

Social Skills for Learning	English Language Arts
• group work/sharing	1.1.2 Listen to and acknowledge experiences and feelings shared by others.
• activity centres	1.1.5 Choose to read and write with and for others.
• positive behaviours for learning	4.2.1 Demonstrate interest in and suggest enhancements for own and others' work and presentations.
• brainstorming	4.4.3 Demonstrate active listening and viewing skills and strategies [such as giving non-verbal encouragement, asking questions . . .]
• strategies for asking for help	5.1.4 Share ideas and experiences through conversation, puppet plays, dramatic scenes, and songs.
	5.2.1 Work in cooperative and collaborative partnerships and groups.
	5.2.2 Take turns sharing information and ideas.
	5.2.4 Help others and ask others for help; identify and assume roles necessary for maintenance of group process.

EDUCATIONAL COMPONENT

Early Years

CURRICULAR CONNECTIONS – Grade 2

Social Skills for Learning

- group work/sharing
- activity centres
- positive behaviours for learning
- brainstorming
- strategies for asking for help

Physical Education/Health Education

- K.1.2.B.1 Show an understanding that personal attitudes affect skill development and success.
- K.1.2.C.4 Identify activity situations that require sharing, respect, honesty, and other positive social behaviours.
- K.3.2.B.4 Recognize community helpers and how to seek help.
- K.4.2.A.1 Recognize that everyone is special, unique, and able to succeed.
- K.4.2.A.2b List ways to show personal responsibility at home and school.
- K.4.2.A.3 Discuss the concept of consequences of behaviours as part of the decision-making/problem-solving process for health and well-being.
- K.4.2.B.1a Identify responsible and respectful behaviours for developing positive relationships.
- K.4.2.B.1b Talk about similarities and differences of responses of self and responses of others related to situations involving sports/physical activities and/or social events.
- K.4.2.B.2a Identify positive communication skills for listening with attention in small-group settings.
- K.4.2.C.1a Identify appropriate ways for sharing and expressing feelings and emotions related to different situations.
- K.4.2.C.1b Discuss ways to communicate with someone who is feeling different emotions.
- S.4.2.A.3 Demonstrate appropriate behaviours for getting along with others in partner activities.
- K.5.2.E.1c Determine the differences and similarities between self and others.
- S.5.2.A.5 Use appropriate language regarding private and sensitive issues.

EDUCATIONAL COMPONENT

Early Years

CURRICULAR CONNECTIONS – Grade 2 *(continued)*

Social Skills for Learning

- group work/sharing
- activity centres
- positive behaviours for learning
- brainstorming
- strategies for asking for help

Social Studies

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|----------|---|
| 2-S-100 | Cooperate and collaborate with others. |
| 2-S-101 | Resolve conflicts peacefully and fairly. |
| 2-S-102 | Interact fairly and respectfully with others. |
| 2-S-104 | Consider the rights and opinions of others during interactions. |
| 2-S-301 | Consider advantages and disadvantages of solutions to a problem. |
| 2-S-302 | Use information or observation to form opinions. |
| 2-S-303 | Revise ideas and opinions based on new information. |
| 2-S-400 | Listen actively to others. |
| 2-S-401 | Use language that is respectful of others. |
| 2-KC-001 | Recognize that all members of communities have responsibilities and rights. |
| 2-KP-035 | Identify possible sources of conflict in groups and communities. |
| 2-VC-001 | Value the contributions of individuals to their communities. |
| 2-VC-002 | Be willing to contribute to their groups and communities. |
| 2-VI-005 | Value their groups and communities. |
| 2-VP-011 | Be sensitive to others when taking on leadership roles. |
| 2-VP-012 | Value peaceful, non-violent ways of resolving conflicts. |
| 2-VI-006 | Appreciate the diversity of ways of life in Canadian communities. |
| 2-KI-011 | Recognize the diversity that characterizes Canada. |
| 2-VI-004 | Be willing to consider diverse points of view. |

EDUCATIONAL COMPONENT

Early Years

CURRICULAR CONNECTIONS – Grade 2 *(continued)*

Social Skills for Learning

- group work/sharing
- activity centres
- positive behaviours for learning
- brainstorming
- strategies for asking for help

English Language Arts

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|-------|--|
| 1.1.1 | Make and talk about personal observations and predictions. |
| 1.1.2 | Ask for others' ideas and observations to help discover and explore personal understanding. |
| 1.2.1 | Connect new information, ideas, and experiences with prior knowledge and experiences. |
| 3.1.2 | Ask questions to understand a topic and identify information needs. |
| 3.1.3 | Contribute relevant information and questions to assist in group understanding of a topic or task. |
| 3.1.4 | Recall and follow directions for accessing and gathering information. |
| 3.2.1 | Participate in group talk to generate information on a topic and to identify sources of additional information. |
| 4.1.1 | Generate and contribute ideas on particular topics for oral, written, and visual texts. |
| 4.2.1 | Share own stories and creations with peers and respond to questions or comments; respond to own and others' work and presentations using pre-established criteria. |
| 4.4.1 | Share information and ideas on a topic with a familiar audience; clarify information by responding to questions. |
| 4.4.2 | Report briefly to the class using a clear voice and appropriate phrasing and intonation. |
| 4.4.3 | Demonstrate attentive audience behaviours. |
| 5.1.4 | Participate in shared language experiences to celebrate individual and class achievements. |
| 5.2.1 | Work in a variety of cooperative and collaborative partnership and group structures. |
| 5.2.2 | Contribute related ideas and information in whole-class and small-group activities. |
| 5.2.3 | Adjust own language use for different situations. |
| 5.2.4 | Acknowledge achievements of others; rehearse roles and responsibilities in group process by helping others and asking others for help. |

EDUCATIONAL COMPONENT

Early Years

CURRICULAR CONNECTIONS – Grade 3

Social Skills for Learning

- group work/sharing
- activity centres
- positive behaviours for learning
- brainstorming
- strategies for asking for help

Physical Education/Health Education

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|------------|--|
| K.1.3.B.1 | Show an understanding that personal attitudes affect skill development and success. |
| K.1.3.C.4 | Demonstrate an understanding of how positive and negative social behaviours may affect the outcome of an activity. |
| K.4.3.A.1 | Identify the importance of showing consideration for self and others, and for individual differences. |
| K.4.3.A.2b | Discuss how attributes and desires affect personal progress and achievement. |
| K.4.3.A.3 | Explore the steps in decision-making/problem-solving process. |
| K.4.3.B.1a | Describe the behaviours that show respect for the abilities and feelings of others. |
| K.4.3.B.1b | Talk about personal participation and responsibility in cooperative play and teamwork for appreciation of diversity. |
| S.4.3.A.3 | Demonstrate behaviours that show respect for the abilities and feelings of others in small-group class activities. |
| S.4.3.A.4 | Demonstrate the use of mediation strategies as part of a conflict-resolution process in different case scenarios. |

EDUCATIONAL COMPONENT

Early Years

CURRICULAR CONNECTIONS – Grade 3 *(continued)*

Social Skills for Learning

- group work/sharing
- activity centres
- positive behaviours for learning
- brainstorming
- strategies for asking for help

Social Studies

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|----------|--|
| 3-S-100 | Collaborate with others to share ideas, decisions, and responsibilities in groups. |
| 3-S-101 | Resolve conflicts peacefully and fairly. |
| 3-S-102 | Interact fairly and respectfully with others. |
| 3-S-104 | Consider the rights and opinions of others during interactions. |
| 3-S-400 | Listen actively to others to understand their perspectives. |
| 3-S-401 | Use language that is respectful of human diversity. |
| 3-KP-033 | Identify ways of resolving conflict in groups and communities. |
| 3-VC-002 | Be willing to contribute to their groups and communities. |
| 3-VP-011 | Respect positive leadership in their groups and communities and in Canada. |
| 3-KC-006 | Explain the importance of fairness and sharing in groups and communities. |
| 3-KG-031 | Give examples of personal decisions and actions that may positively affect people locally or globally. |
| 3-VC-001 | Support fairness in social interactions. |
| 3-VC-003 | Respect the equality of all human beings. |
| 3-VG-009 | Be willing to accept differences among people, communities, and ways of life. |
| 3-VG-010 | Appreciate their connections to people and communities elsewhere in the world. |
| 3-VI-004 | Express interest in the ways of life and diverse cultures and communities. |
| 3-VE-012 | Value the contributions individuals make to their communities. |

EDUCATIONAL COMPONENT

Early Years

CURRICULAR CONNECTIONS – Grade 3 *(continued)*

Social Skills for Learning

- group work/sharing
- activity centres
- positive behaviours for learning
- brainstorming
- strategies for asking for help

English Language Arts

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|-------|---|
| 1.1.2 | Consider others' ideas and observations to discover and explore personal understanding. |
| 1.2.3 | Arrange and label ideas and information in more than one way to make sense for self and others. |
| 1.2.4 | Ask questions to clarify information and develop new understanding. |
| 3.1.2 | Ask topic-appropriate questions to identify information needs. |
| 3.1.3 | Contribute knowledge of a topic in group discussion to help determine information needs. |
| 4.1.1 | Generate and contribute ideas on particular topics for oral, written, and visual texts using a variety of strategies. |
| 4.2.1 | Share own and others' writing and creations in various ways; identify strengths and areas for enhancement of own and others' work and presentations using pre-established criteria. |
| 4.4.3 | Demonstrate appropriate audience behaviours [such as showing enjoyment and appreciation . . .]. |
| 5.1.1 | Record ideas and experiences and share them with others. |
| 5.1.4 | Acknowledge and celebrate individual and class achievements. |
| 5.2.1 | Cooperate and collaborate in small groups. |
| 5.2.2 | Ask others for their ideas and express interest in their contributions. |
| 5.2.3 | Show consideration for those whose ideas, abilities, and language use differ from own. |
| 5.2.4 | Understand how class members help each other to maintain group process. |

EDUCATIONAL COMPONENT

Early Years

CURRICULAR CONNECTIONS – Grade 4

Social Skills for Learning

- group work/sharing
- activity centres
- positive behaviours for learning
- brainstorming
- strategies for asking for help

Physical Education/Health Education

- K.4.4.B.1a Identify appropriate social behaviours toward others in small-group situations.
- K.4.4.B.2a Identify positive communication skills and behaviours for getting along with others in competitive situations.
- K.4.4.B.2b Identify ways to get along with others in cooperative/ collaborative situations.
- S.4.4.A.2 Design, implement, evaluate, and revise an action plan for making a group decision.
- S.4.4.A.3 Demonstrate interpersonal skills for getting along with others in class activities.

Social Studies

- 4-S-100 Collaborate with others to share ideas, decisions, and responsibilities in groups.
- 4-S-101 Resolve conflicts peacefully and fairly.
- 4-S-102 Interact fairly and respectfully with others.
- 4-S-104 Negotiate constructively with others to build consensus.
- 4-S-303 Evaluate personal assumptions based on new information and ideas.
- 4-S-400 Listen actively to others to understand their perspectives.
- 4-S-401 Use language that is respectful of human diversity.
- 4-VC-001 Be willing to contribute to their groups and communities.
- 4-VP-011 Respect the rights of others when using personal power or authority.

EDUCATIONAL COMPONENT

Early Years

CURRICULAR CONNECTIONS – Grade 4 *(continued)*

Social Skills for Learning

- group work/sharing
- activity centres
- positive behaviours for learning
- brainstorming
- strategies for asking for help

English Language Arts

- | | |
|-------|---|
| 1.1.2 | Explore connections between a variety of insights, ideas, and responses. |
| 1.2.4 | Reflect on ideas and experiences and ask questions to clarify and extend understanding. |
| 3.1.2 | Ask general and specific questions on topics using predetermined categories. |
| 3.1.3 | Identify relevant personal knowledge of a topic and possible categories of questions and purposes for group inquiry or research. |
| 3.2.1 | Record, select, and share personal knowledge of a topic to focus inquiry or research. |
| 4.2.1 | Share own stories and creations in various ways with peers; give support and offer feedback to peers using pre-established criteria when responding to own and others' creations. |
| 4.4.3 | Demonstrate appropriate audience behaviours [such as listening to opposing opinions, disagreeing respectfully, expressing opinions . . .]. |
| 5.1.1 | Describe relationships between own and others' ideas and experiences. |
| 5.2.1 | Appreciate that everyone in a group has to work together to achieve cooperative and collaborative group tasks, and act accordingly. |
| 5.2.2 | Take roles and share responsibilities as a group member. |
| 5.2.3 | Appreciate variations in language use in a variety of contexts in immediate communities. |
| 5.2.4 | Show appreciation and offer constructive feedback to peers and seek support from group members; evaluate own group participation and adjust behaviour accordingly. |

EARLY YEARS

*Educational Component
Community Learning*

EDUCATIONAL COMPONENT

Early Years

CURRICULAR CONNECTIONS – Kindergarten

Community Learning

- listening skills
- thinking aloud
- homework strategies

Physical Education/Health Education

- K.1.K.C.4 Discuss ways to play cooperatively and safely.
- K.4.1.A.2b Discuss behaviours that demonstrate personal responsibility and irresponsibility in a classroom.
- K.4.K.B.1a Identify examples of responsible social behaviours for getting along with others in school and schoolyard.
- K.4.K.B.2a Identify ways to show a person is listening attentively when communicating.

Social Studies

- 0-KC-001 Describe their responsibilities at home and in school.
- 0-VE-008 Value the sharing of work and resources.

English Language Arts

- 1.1.2 Listen to experiences and feelings shared by others.
- 3.1.3 Ask and answer questions to help satisfy group curiosity and information needs.
- 3.1.4 Choose different ways to gather information and ideas; recall directions.
- 3.2.3 Compare gathered ideas and information to personal knowledge.

EDUCATIONAL COMPONENT

Early Years

CURRICULAR CONNECTIONS – Grade 1

Community Learning

- listening skills
- thinking aloud
- homework strategies

Physical Education/Health Education

- K.4.1.A.2b Discuss behaviours that demonstrate personal responsibility and irresponsibility in a classroom.
- S.4.1.A.3 Demonstrate behaviours that show social responsibility in daily routines.

English Language Arts

- 1.1.2 Listen to and acknowledge experiences and feelings shared by others.
- 3.1.4 Listen actively and recall and follow directions for gathering information.
- 3.2.3 Recognize when information answers the questions asked.

EDUCATIONAL COMPONENT

Early Years

CURRICULAR CONNECTIONS – Grade 2

Community Learning

- listening skills
- thinking aloud
- homework strategies

Physical Education/Health Education

- K.4.2.A.2b List ways to show personal responsibility at home and school.
- K.4.2.B.1a Identify responsible and respectful behaviours for developing positive relationships.
- K.4.2.B.2a Identify positive communication skills for listening with attention in small-group situations.
- S.4.1.A.1 Set simple short-term goals and participate in strategies for goal attainment.

Social Studies

- 2-S-400 Listen actively to others.

English Language Arts

- 3.1.4 Recall and follow directions for accessing and gathering information.
- 3.3.4 Ask questions to reflect on inquiry or research experiences.
- 4.4.3 Demonstrate attentive audience behaviours.

EDUCATIONAL COMPONENT

Early Years

CURRICULAR CONNECTIONS – Grade 3

Community Learning

- listening skills
- thinking aloud
- homework strategies

Physical Education/Health Education

- K.4.3.A.2a Differentiate between long-term goals and short-term goals.
- S.4.3.A.1 Set simple short-term goals and participate in strategies for goal attainment.

Social Studies

- 3-S-400 Listen actively to others to understand their perspectives.

English Language Arts

- 3.1.1 Use self-questioning to determine personal knowledge of a topic and identify information needs.
- 3.1.4 Recall and follow a sequential plan for accessing and gathering information.

EDUCATIONAL COMPONENT

Early Years

CURRICULAR CONNECTIONS – Grade 4

Community Learning

- listening skills
- thinking aloud
- homework strategies

Physical Education/Health Education

- K.2.4.C.4 Discuss how setting realistic goals and developing strategies can contribute to personal achievement.
- K.4.4.A.2a Identify a goal-setting process for establishing personal goals.

Social Studies

- 4-S-400 Listen actively to others to understand their perspectives.

English Language Arts

- 3.1.4 Select and use a plan for gathering information.
- 3.3.4 Use gathered information and questions to review and add to knowledge; consider new questions regarding the inquiry or research process and content.
- 4.4.3 Demonstrate appropriate audience behaviours [such as listening to opposing opinions, disagreeing respectfully, expressing opinions . . .].

