
EARLY YEARS

*Personal/Social Component
Self and Family*

PERSONAL/SOCIAL COMPONENT

Early Years

CURRICULAR CONNECTIONS – Kindergarten

Self and Family

- feelings/anger management/behaviour management
- self-awareness/awareness of others (Who am I?)
- connections (family/supportive adults)
- personal responsibility

Physical Education/Health Education

- K.3.K.B.4 Recognize safety helpers in the community.
- K.4.K.A.1 Identify characteristics that describe self as special and unique.
- K.4.1.A.2b Discuss behaviours that demonstrate personal responsibility and irresponsibility in a classroom.
- K.4.1.B.3a Identify what can happen when someone becomes angry and healthy ways to deal with anger.
- K.4.1.B.3b Identify several causes of conflicts that may occur in class or play situations.
- K.4.1.B.3c Identify ways to avoid or reduce potential conflict situations.
- K.4.K.C.1a Identify a range of feelings and emotions in a range of contexts.
- K.4.K.C.1b Recognize ways emotions are expressed by others.
- K.4.K.C.2 Identify situations that cause feelings of anxiety or stress.
- 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.
- K.5.3.D.2 Identify helpful and/or harmful substances and their effects on a healthy body.
- S.5.K.A.4 Demonstrate appropriate healthy choices in case scenarios related to substance use.

Social Studies

- 0-KC-001 Describe their responsibilities at home and in school.
- 0-KC-002 Recognize that their actions affect others.
- 0-KP-023 Identify people who make decisions that influence their lives.

English Language Arts

- 1.1.1 Talk about personal experiences.
- 1.1.2 Listen to experiences and feelings shared by others.
- 1.2.4 Wonder about and question new ideas and observations.
- 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.
- 3.2.1 Identify self and others as sources of information.
- 3.2.5 Ask questions and use prior knowledge to make sense of information.

PERSONAL/SOCIAL COMPONENT

Early Years

CURRICULAR CONNECTIONS – Grade 1

Self and Family

- feelings/anger management/behaviour management
- self-awareness/awareness of others (Who am I?)
- connections (family/supportive adults)
- personal responsibility

Physical Education/Health Education

- K.3.1.B.4 Recognize community helpers and how to seek help.
- 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.4.1.A.3 Identify initial steps for making simple personal and/or guided decisions regarding home and classroom situations.
- K.4.K.B.1a Identify examples of responsible social behaviours for getting along with others in school and schoolyard.
- K.4.1.B.3a Identify what can happen when someone becomes angry and healthy ways to deal with anger.
- K.4.1.B.3b Identify several causes of conflicts that may occur in class or play situations.
- K.4.1.B.3c Identify ways to avoid or reduce potential conflict situations.
- K.4.1.B.4 Identify ways to exercise caution, avoidance, and/or refusal in potentially dangerous situations.
- S.4.1.A.2 Demonstrate ways to expand knowledge and explore different options for making informed and health-enhancing decisions.
- S.4.1.A.4 Demonstrate ways to resolve conflict in a peaceful manner with limited teacher input.
- K.5.3.D.2 Identify helpful and/or harmful substances and their effects on a healthy body.

Social Studies

- 1-KI-007 Give examples of groups with which they identify.
- 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-KP-022 Give examples of decision making in their daily lives.
- 1-KP-023 Describe how other people may influence their lives and how they may influence the lives of others.
- 1-KE-029 Describe ways in which work may be shared in families, schools, and communities.
- 1-VI-004 Appreciate the importance of relationships and connections to others.

PERSONAL/SOCIAL COMPONENT

Early Years

CURRICULAR CONNECTIONS – Grade 1 *(continued)*

Self and Family

- feelings/anger management/
behaviour management
- self-awareness/awareness of
others (Who am I?)
- connections (family/
supportive adults)
- personal responsibility

English Language Arts

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|-------|---|
| 1.1.1 | Talk about personal experiences and familiar events. |
| 1.1.2 | Listen to and acknowledge experience and feelings shared by others. |
| 1.2.1 | Connect new experiences and information with prior knowledge. |
| 1.2.2 | Describe new experiences and ideas. |
| 1.2.4 | Ask questions to make sense of experiences. |
| 3.1.1 | Discuss personal knowledge of a topic to discover information needs. |
| 3.1.2 | Ask questions to satisfy personal curiosity on a topic and discuss information needs. |
| 3.1.3 | Ask and answer questions to help satisfy group curiosity and information needs on a specific topic. |
| 3.2.1 | Identify and share personal knowledge related to experiences. |
| 4.4.3 | Demonstrate active listening and viewing skills and strategies [such as giving non-verbal encouragement, asking questions . . .]. |
| 5.1.1 | Tell, draw, and write about self and family. |
| 5.1.3 | Relate aspects of stories and characters to personal feelings and experiences. |

PERSONAL/SOCIAL COMPONENT

Early Years

CURRICULAR CONNECTIONS – Grade 2

Self and Family

- feelings/anger management/behaviour management
- self-awareness/awareness of others (Who am I?)
- connections (family/supportive adults)
- personal responsibility

Physical Education/Health Education

- K.3.2.B.4 Recognize community helpers and how to seek help.
- 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.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.
- K.4.2.C.2 Identify and sort causes of anxiety or stress for self and others as they relate to school, home, and community.
- K.4.2.C.3 Identify feelings and emotions associated with anxiety.
- K.4.2.C.4a Discuss ways and activities to reduce personal stress.
- 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.
- K.5.2.E.2a Describe how human beings express their emotions for people about whom they care.
- K.5.2.E.3a Identify ways family or caregivers provide support and nurturing for personal growth and development.
- K.5.2.E.3c Discuss the responsibilities associated with gender differences.
- S.5.2.A.5 Use appropriate language regarding private and sensitive issues.

Social Studies

- 2-S-102 Interact fairly and respectfully with others.
- 2-S-104 Consider the rights and opinions of others during interactions.
- 2-KC-001 Recognize that all members of communities have responsibilities and rights.
- 2-KI-008 Recognize that stories of their elders, groups, and communities help shape who they are.
- 2-VI-005 Value their groups and communities.

PERSONAL/SOCIAL COMPONENT

Early Years CURRICULAR CONNECTIONS – Grade 2 (continued)

Self and Family	English Language Arts
<ul style="list-style-type: none"> • feelings/anger management/behaviour management 	1.1.1 Make and talk about personal observations and predictions.
<ul style="list-style-type: none"> • self-awareness/awareness of others (Who am I?) 	1.1.2 Ask for others' ideas and observations to help discover and explore personal understanding.
<ul style="list-style-type: none"> • connections (family/supportive adults) 	1.2.1 Connect new information, ideas, and experiences with prior knowledge and experiences.
<ul style="list-style-type: none"> • personal responsibility 	1.2.4 Demonstrate curiosity about and question ideas and observations to make sense of experiences.
	3.2.1 Participate in group talk to generate information on a topic and identify sources of additional information.
	5.1.1 Tell, draw, and write about self, family, and community.

PERSONAL/SOCIAL COMPONENT

Early Years

CURRICULAR CONNECTIONS – Grade 3

Self and Family

- feelings/anger management/behaviour management
- self-awareness/awareness of others (Who am I?)
- connections (family/supportive adults)
- personal responsibility

Physical Education/Health Education

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| K.4.3.A.2b | Discuss how attributes and desires affect personal progress and achievement. |
| K.4.3.A.3 | Explore the steps in the decision-making/problem-solving process. |
| K.4.3.B.2a | Identify appropriate and inappropriate ways of communicating emotions. |
| K.4.3.B.2b | Recognize the importance of friends and groups that are safe and dependable. |
| K.4.3.B.3a | Recognize anger triggers for self and others, and strategies to reduce, control, or avoid anger in emotional situations. |
| K.4.3.B.3b | Show an understanding of the steps in a conflict-resolution process. |
| K.4.3.B.3c | Identify mediation skills that can be used as part of the conflict-resolution process. |
| K.4.3.B.4 | Recognize verbal and non-verbal behaviours associated with assertiveness. |
| 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. |
| S.4.3.A.4 | Demonstrate the use of mediation strategies as part of a conflict-resolution process in different case scenarios. |
| K.5.3.D.2 | Identify helpful and/or harmful substances and their effects on a healthy body. |
| K.5.3.D.3 | Recognize the factors that can influence making decisions regarding substance use. |
| S.5.3.A.4 | Use avoidance and assertiveness skills in scenarios related to potentially dangerous situations. |

Social Studies

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| 3-KI-007 | Identify factors that may influence their identities. |
| 3-KP-033 | Identify ways of resolving conflict in groups and communities. |
| 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. |

PERSONAL/SOCIAL COMPONENT

Early Years CURRICULAR CONNECTIONS – Grade 3 (continued)

Self and Family	English Language Arts
<ul style="list-style-type: none"> • feelings/anger management/behaviour management 	1.1.1 Describe personal observations, experiences, predictions, and feelings.
<ul style="list-style-type: none"> • self-awareness/awareness of others (Who am I?) 	1.1.2 Consider others' ideas and observations to discover and explore personal understanding.
<ul style="list-style-type: none"> • connections (family/supportive adults) 	1.2.1 Examine how new experiences, ideas, and information connect to prior knowledge and experiences; record connections.
<ul style="list-style-type: none"> • personal responsibility 	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.
	3.2.1 Record and share personal knowledge of a topic.
	5.1.1 Record ideas and experiences and share them with others.

PERSONAL/SOCIAL COMPONENT

Early Years

CURRICULAR CONNECTIONS – Grade 4

Self and Family

- feelings/anger management/behaviour management
- self-awareness/awareness of others (Who am I?)
- connections (family/supportive adults)
- personal responsibility

Physical Education/Health Education

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|------------|---|
| K.4.4.A.1 | Demonstrate an awareness of factors that influence self-esteem and self-confidence. |
| K.4.4.A.2a | Identify a goal-setting process for establishing personal goals. |
| K.4.4.A.2b | Describe the factors that affect personal motivation and achievement of goals. |
| K.4.4.C.1a | Identify characteristics of and/or behaviours associated with different emotions in self and/or others. |
| K.4.4.C.1b | Identify different strategies for coping with loss and grief. |
| K.4.4.C.2 | Recognize that people have different reactions to stressors. |
| K.4.4.C.4a | Identify the stress management skills that may be useful in coping with stress. |
| S.4.4.A.5 | Demonstrate use of stress-management strategies by oneself and/or with others in a variety of contexts. |

Social Studies

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|----------|---|
| 4-S-400 | Listen actively to others to understand their perspectives. |
| 4-S-401 | Use language that is respectful of human diversity. |
| 4-KP-046 | Identify positive ways of dealing with conflict or the misuse of power and authority. |

English Language Arts

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| 1.1.2 | Explore connections between a variety of insights, ideas, and responses. |
| 1.2.1 | Connect new information and experiences with prior knowledge to construct meaning in different contexts. |
| 1.2.4 | Reflect on ideas and experiences and ask questions to clarify and extend understanding. |
| 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. |

EARLY YEARS

Personal/Social Component
Social Skills

PERSONAL/SOCIAL COMPONENT

Early Years

CURRICULAR CONNECTIONS – Kindergarten

Social Skills

- conflict resolution
- friendships
- diversity (exceptional learning needs, learning styles, individuality, culture)

Physical Education/Health Education

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|------------|---|
| K.4.K.A.1 | Identify characteristics that describe self as special and unique. |
| 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.B.2b | Identify activities that friends do together. |
| K.4.1.B.3a | Identify what can happen when someone becomes angry and healthy ways to deal with anger. |
| K.4.K.B.3b | Identify several causes of conflicts that may occur in class or play situations. |
| K.4.1.B.3c | Identify ways to avoid or reduce potential conflict situations. |
| K.4.K.C.1a | Identify a range of feelings and emotions in a range of contexts. |
| K.4.K.C.1b | Recognize ways emotions are expressed by others. |
| K.4.K.C.2 | Identify situations that cause feelings of anxiety or stress. |
| K.4.K.C.4a | Identify the people who can provide support in stressful situations. |
| 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-007 | Identify groups that are important to them. |
| 0-KI-008 | Recognize that everyone has particular interests and abilities. |
| 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 other's 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-KI-010 | Identify different ways people communicate. |
| 0-VC-001 | Be willing to contribute to their groups and communities. |
| 0-VE-008 | Value the sharing of work and resources. |

PERSONAL/SOCIAL COMPONENT

Early Years

CURRICULAR CONNECTIONS – Kindergarten *(continued)*

Social Skills

- conflict resolution
- friendships
- diversity (exceptional learning needs, learning styles, individuality, culture)

English Language Arts

- | | |
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| 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. |
| 3.2.2 | Seek information from others; use multimedia and computers when appropriate. |
| 3.2.5 | Ask questions and use prior knowledge to make sense of information. |
| 3.3.3 | Indicate whether or not information is useful for answering questions. |
| 3.3.4 | Share learning and information-gathering experiences. |
| 5.1.1 | Tell and draw stories about self and family. |
| 5.1.2 | Listen actively to stories and demonstrate curiosity. |
| 5.1.3 | Relate aspects of stories to personal feelings and experiences. |
| 5.2.1 | Participate in cooperative group activities. |
| 5.2.2 | Demonstrate attentiveness in group activities. |
| 5.2.3 | Recognize variations in language use at home, on the playground, and in the classroom. |
| 5.2.4 | Find ways to be helpful to others and use group process. |

PERSONAL/SOCIAL COMPONENT

Early Years

CURRICULAR CONNECTIONS – Grade 1

Social Skills

- conflict resolution
- friendships
- diversity (exceptional learning needs, learning styles, individuality, culture)

Physical Education/Health Education

- | | |
|------------|---|
| K.4.1.A.1 | Recognize positive attributes of self, family, and classmates. |
| 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.4.1.A.3 | Identify initial steps for making simple personal and/or guided decisions regarding home and classroom situations. |
| 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. |
| K.4.1.B.3a | Identify what can happen when someone becomes angry and healthy ways to deal with anger. |
| K.4.1.B.3b | Identify several causes of conflicts that may occur in class or play situations. |
| K.4.1.B.3c | Identify ways to avoid or reduce potential conflict situations. |
| K.4.1.B.4 | Identify ways to exercise caution, avoidance, and/or refusal in potentially dangerous situations. |
| 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. |

PERSONAL/SOCIAL COMPONENT

Early Years

CURRICULAR CONNECTIONS – Grade 1 *(continued)*

Social Skills

- conflict resolution
- friendships
- diversity (exceptional learning needs, learning styles, individuality, culture)

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-400 | Listen actively to others. |
| 1-S-401 | Use language that is respectful of others. |
| 1-KI-007 | Give examples of groups with which they identify. |
| 1-KI-009 | Describe ways in which their family expresses its culture and identity. |
| 1-VI-003 | Respect the stories, traditions, and celebrations of others. |
| 1-VI-005 | Value the stories, languages, traditions, and celebrations of their families and communities. |
| 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-025 | Give examples of causes of interpersonal conflict and solutions to interpersonal conflict in the school and community. |
| 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. |

PERSONAL/SOCIAL COMPONENT

Early Years CURRICULAR CONNECTIONS – Grade 1 (continued)

Social Skills	English Language Arts
• conflict resolution	1.1.2 Listen to and acknowledge experiences and feelings shared by others.
• friendships	3.1.3 Ask and answer questions to help satisfy group curiosity and information needs on a specific topic.
• diversity (exceptional learning needs, learning styles, individuality, culture)	3.1.4 Listen actively and recall and follow directions for gathering information.
	3.2.1 Identify and share personal knowledge related to experiences.
	4.4.3 Demonstrate active listening and viewing skills and strategies [such as giving non-verbal encouragement, asking questions . . .].
	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.
	5.2.3 Recognize that individuals adjust language use according to the situation.
	5.2.4 Help others and ask for help; identify and assume roles necessary for maintenance of group process.

PERSONAL/SOCIAL COMPONENT

Early Years

CURRICULAR CONNECTIONS – Grade 2

Social Skills

- conflict resolution
- friendships
- diversity (exceptional learning needs, learning styles, individuality, culture)

Physical Education/Health Education

- 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.B.2b Identify situations in which friends may be helpful and ways to show appreciation.
- 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.
- K.4.2.C.2 Identify and sort causes of anxiety or stress for self and others as they relate to school, home, and community.
- K.4.2.C.3 Identify feelings and emotions associated with anxiety.
- 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.
- K.5.2.E.2a Describe how human beings express their emotions for people about whom they care.
- K.5.2.E.3a Identify ways family or caregivers provide support and nurturing for personal growth and development.
- K.5.2.E.3c Discuss the responsibilities associated with gender differences.
- S.5.2.A.5 Use appropriate language regarding private and sensitive issues.

PERSONAL/SOCIAL COMPONENT

Early Years

CURRICULAR CONNECTIONS – Grade 2 *(continued)*

Social Skills

- conflict resolution
- friendships
- diversity (exceptional learning needs, learning styles, individuality, culture)

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-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-KI-008 | Recognize that stories of their elders, groups, and communities help shape who they are. |
| 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. |

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. |
| 3.2.1 | Participate in group talk to generate information on a topic and to identify sources of additional information. |
| 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. |

PERSONAL/SOCIAL COMPONENT

Early Years

CURRICULAR CONNECTIONS – Grade 3

Social Skills

- conflict resolution
- friendships
- diversity (exceptional learning needs, learning styles, individuality, culture)

Physical Education/Health Education

- | | |
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| 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 the 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. |
| K.4.3.B.2a | Identify appropriate and inappropriate ways of communicating emotions. |
| K.4.3.B.2b | Recognize the importance of friends and groups that are safe and dependable. |
| K.4.3.B.3a | Recognize anger triggers for self and others, and strategies to reduce, control, or avoid anger in emotional situations. |
| K.4.3.B.3b | Show an understanding of the steps in a conflict-resolution process. |
| K.4.3.B.3c | Identify mediation skills that can be used as part of the conflict-resolution process. |
| K.4.3.B.4 | Recognize verbal and non-verbal behaviours associated with assertiveness. |
| 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. |
| S.5.3.A.4 | Use avoidance and assertiveness skills in scenarios related to potentially dangerous situations. |

PERSONAL/SOCIAL COMPONENT

Early Years

CURRICULAR CONNECTIONS – Grade 3 *(continued)*

Social Skills

- conflict resolution
- friendships
- diversity (exceptional learning needs, learning styles, individuality, culture)

Social Studies

- | | |
|-----------|--|
| 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-KI-007 | Identify factors that may influence their identities. |
| 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-VP-011A | Respect the teachings of Elders, leaders, parents, and community members. |
| 3-KC-006 | Explain the importance of fairness and sharing in groups and communities. |
| 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 of diverse cultures and communities. |
| 3-VE-012 | Value the contributions individuals make to their communities. |

English Language Arts

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| 1.1.2 | Consider others' ideas and observations to discover and explore personal understanding. |
| 3.1.3 | Contribute knowledge of a topic in group discussion to help determine information needs. |
| 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. |

PERSONAL/SOCIAL COMPONENT

Early Years

CURRICULAR CONNECTIONS – Grade 4

Social Skills

- conflict resolution
- friendships
- diversity (exceptional learning needs, learning styles, individuality, culture)

Physical Education/Health Education

- K.4.4.A.1 Demonstrate an awareness of factors that influence self-esteem and self-confidence.
- 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.
- K.4.4.C.1a Identify characteristics of and/or behaviours associated with different emotions in self and/or others.
- K.4.4.C.2 Recognize that people have different reactions to stressors.
- S.4.4.A.3 Demonstrate interpersonal skills for getting along with others in class activities.

Social Studies

- 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-400 Listen actively to others to understand their perspectives.
- 4-S-401 Use language that is respectful of human diversity.
- 4-KP-045 Give examples of formal and informal power and authority in their lives.
- 4-KP-046 Identify positive ways of dealing with conflict or the misuse of power and authority.
- 4-VP-011 Respect the rights of others when using personal power or authority.
- 4-VE-012 Respect public and private property.

PERSONAL/SOCIAL COMPONENT

Early Years

CURRICULAR CONNECTIONS – Grade 4 *(continued)*

Social Skills

- conflict resolution
- friendships
- diversity (exceptional learning needs, learning styles, individuality, culture)

English Language Arts

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| 1.1.3 | Consider others' ideas and observations to discover and explore personal understanding. |
| 3.1.4 | Contribute knowledge of a topic in group discussion to help determine information needs. |
| 5.1.4 | Use appropriate language and forms to acknowledge special events and honour accomplishments in and beyond the classroom. |
| 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

*Personal/Social Component
Safe Communities*

PERSONAL/SOCIAL COMPONENT

Early Years CURRICULAR CONNECTIONS – Kindergarten

<p>Safe Communities</p> <ul style="list-style-type: none"> • violence prevention • personal safety • harassment/intimidation • bullying 	<p>Physical Education/Health Education</p> <p>K.3.1.B.6a Identify unsafe situations and safety rules for child protection.</p> <p>K.3.K.B.4 Recognize safety helpers in the community.</p> <p>K.4.1.A.2b Discuss behaviours that demonstrate personal responsibility and irresponsibility in the classroom.</p> <p>K.4.K.B.1a Identify examples of responsible social behaviours for getting along with others in school and schoolyard.</p> <p>K.4.1.B.3b Identify several causes of conflicts that may occur in class or play situations.</p> <p>K.4.1.B.3c Identify ways to avoid or reduce potential conflict situations.</p> <p>K.4.K.B.4 Recognize appropriate response in potentially dangerous situations.</p> <p>K.4.K.C.4a Identify the people who can provide support in stressful situations.</p> <p>Social Studies</p> <p>0-KP-022 Give examples of rules and identify their purposes.</p> <p>0-VP-006 Respect the rules of the classroom, playground, and school.</p> <p>0-VE-007 Respect their own and others' property.</p> <p>0-KC-003 Identify people who are responsible for helping and caring for them at home, at school, and in the community.</p> <p>0-KP-024 Recognize that disagreement or conflict may be part of living and working together.</p>
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PERSONAL/SOCIAL COMPONENT

Early Years

CURRICULAR CONNECTIONS – Grade 1

Safe Communities

- violence prevention
- personal safety
- harassment/intimidation
- bullying

Physical Education/Health Education

- K.3.1.B.4 Recognize community helpers and how to seek help.
- K.3.1.B.5a Identify types of physical and verbal violence.
- K.3.1.B.5b Discuss ways to be safe away from home.
- K.3.1.B.6a Identify unsafe situations and safety rules for child protection.
- K.4.1.A.2b Discuss behaviours that demonstrate personal responsibility and irresponsibility in a classroom.
- K.4.1.B.1a Identify examples of responsible social behaviours for getting along with others in school and schoolyard.
- K.4.1.B.3b Identify several causes of conflicts that may occur in class or play situations.
- K.4.1.B.3c Identify ways to avoid or reduce potential conflict situations.
- K.4.1.B.4 Identify ways to exercise caution, avoidance, and/or refusal in potentially dangerous situations.
- S.4.1.A.4 Demonstrate ways to resolve conflict in a peaceful manner with limited teacher input.

Social Studies

- 1-KC-005 Describe their responsibilities and rights in the school and community.
- 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-KP-025 Give examples of causes of interpersonal conflict and solutions to interpersonal conflict in the school and community.
- 1-KP-026 Identify ways to deal with bullying.
- 1-KE-030 Recognize the need to care for personal property.
- 1-VC-001 Respect the needs and rights of others.
- 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.

PERSONAL/SOCIAL COMPONENT

Early Years

CURRICULAR CONNECTIONS – Grade 2

Safe Communities

- violence prevention
- personal safety
- harassment/intimidation
- bullying

Physical Education/Health Education

- K.3.2.B.4 Recognize community helpers and how to seek help.
- K.4.2.B.1a Identify responsible and respectful behaviours for developing positive relationships.

Social Studies

- 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-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-VP-012 Value peaceful, non-violent ways of resolving conflicts.

PERSONAL/SOCIAL COMPONENT

Early Years CURRICULAR CONNECTIONS – Grade 3

<p>Safe Communities</p> <ul style="list-style-type: none"> • violence prevention • personal safety • harassment/intimidation • bullying 	<p>Physical Education/Health Education</p> <p>K.3.3.B.5a Identify examples of real violence and fictional violence, and their influence on well-being.</p> <p>K.3.3.B.5b Identify strategies to avoid being bullied in different case scenarios.</p> <p>K.3.3.B.6a Identify ways to avoid dangerous and/or inappropriate situations for self and/or others in a variety of contexts.</p> <p>Social Studies</p> <p>3-S-101 Resolve conflicts peacefully and fairly.</p> <p>3-S-102 Interact fairly and respectfully with others.</p> <p>3-KP-033 Identify ways of resolving conflict in groups and communities.</p> <p>3-KP-034 Identify ways to deal with bullying.</p>
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PERSONAL/SOCIAL COMPONENT

Early Years

CURRICULAR CONNECTIONS – Grade 4

Safe Communities

- violence prevention
- personal safety
- harassment/intimidation
- bullying

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.3 Demonstrate interpersonal skills for getting along with others in class activities.

Social Studies

- 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-400 Listen actively to others to understand their perspectives.
- 4-S-401 Use language that is respectful of human diversity.
- 4-KP-045 Give examples of formal and informal power and authority in their lives.
- 4-KP-046 Identify positive ways of dealing with conflict or the misuse of power and authority.
- 4-VP-011 Respect the rights of others when using personal power or authority.
- 4-VE-012 Respect public and private property.

English Language Arts

- 4.4.3 Demonstrate appropriate audience behaviours [such as listening to opposing opinions, disagreeing respectfully, expressing opinions...].
- 5.2.1 Appreciate that everyone in a group has to work together to achieve cooperative and collaborative group tasks, and act accordingly.
- 5.2.3 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.

