

Sanctuary Song Curriculum Notes for Social Studies Grades 1, 2, 3

Grade	1	2	3
Expectations	*There are limited connections to the play	There are limited connections to the play	There are limited connections to the play
	<p><b>Heritage and Citizenship:</b></p> <ul style="list-style-type: none"> <li>• explain how the various cultures of individuals and groups contribute to the local community</li> </ul>	<p><b>Heritage and Citizenship:</b></p> <ul style="list-style-type: none"> <li>• explain how the various acultures of individuals and groups contribute to the local community</li> </ul>	<p><b>Heritage and Citizenship</b>– ask questions to gain information and explore alternatives (e.g., concerning relationships between community and environment);</p>
	<p>– ask simple questions to gain information and seek clarification (e.g.,What are the similarities and differences in celebrations among cultures? How are they the same? How are they different?);</p>	<p>– ask simple questions to gain information and seek clarification (e.g.,What are the similarities and differences in celebrations among cultures? How are they the same? How are they different?);</p>	
	<p><i>Map, Globe, and Graphic Skills*</i> By the end of Grade 1, students will:</p> <ul style="list-style-type: none"> <li>– make models and read maps of familiar areas in their local community;</li> <li>• <b>Can be modified to reflect the play</b></li> </ul>	<p><b>Canada and World Connections:</b></p> <ul style="list-style-type: none"> <li>- explain how the environment affects people’s lives and the ways in which their needs are met</li> <li>– identify similarities and differences (e.g., in food, clothing, homes, recreation, land use, transportation, language) between theircommunity and a community in another part of the world</li> </ul>	<p><b>Canada and World Connections:</b></p> <ul style="list-style-type: none"> <li>• explain how communities interact with each other and the environment to meet human needs</li> <li>– compare land use (e.g., housing, recreation, stores, industry) and access to natural resources (e.g.,water, trees) in urban and rural communities;</li> <li>– compare tansportation</li> </ul>

Sanctuary Song Curriculum Notes for Social Studies Grades 4, 5, 6

Grade	4	5	6
Expectations	<b>Canada and World Connections:</b> there are limited connections for the play	<b>Canada and World Connections:</b> there are limited connections for the play	<b>Canada and World Connections</b> • identify and describe Canada’s economic, political, social, and physical links with the United States and other regions of the world;
	The following expectation could be modified to reflect the geography of the play’s setting: – describe how technology (e.g., in communications, transportation) affects the lives of people in an isolated community in Canada (e.g., the impact of snowmobiles on hunting in the Arctic; the effects of satellite television and the Internet on school children; the effect of air transport on the availability of products).		– identify some important international organizations/agreements in which Canada participates and describe their purpose (e.g., the United Nations, the World Trade Organization, the North American Free Trade Agreement, the World Health Organization, the North Atlantic Treaty Organization, the Commonwealth of Nations, la Francophonie, the Asia-Pacific Economic Cooperation [APEC] association);

Sanctuary Song Curriculum Notes Science- Grades 1,2,3

Grade	1	2	3
Unit: Life Systems  <b>Overall Expectations:</b>	demonstrate an understanding of the basic needs and characteristics of plants and animals, including humans	<b>1.</b> assess ways in which animals have an impact on society and the environment, and ways in which humans have an impact upon animals and the places where they live;	<b>1.</b> assess ways in which plants have an impact on society and the environment, and ways in which human activity has an impact on plants and plant habitats;

<p><b>Specific Expectations:</b></p>	<p><b>2.2</b> investigate and compare the basic needs of humans and other living things, including the need for air, water, food, warmth, and space, using a variety of methods and resources(<i>e.g., prior knowledge, personal experience, discussion, books, videos/DVDs, CD-ROMs</i>)</p>	<p><b>1.2</b> identify positive and negative impacts that different kinds of human activity have on animals and where they live form an opinion about one of them, and suggest ways in which the impact can be minimized or enhanced</p>	<p><b>1.1</b> assess ways in which plants are important to humans and other living things, taking different points of view into consideration (<i>e.g., the point of view of home builders, gardeners, nursery owners, vegetarians</i>), and suggest ways in which humans can protect plants</p>
	<p><b>3.6</b> identify what living things provide for other living things (<i>e.g., trees produce the oxygen that other living things breathe; plants such as tomatoes and apple trees and animals such as cows and fish provide food for humans and for other animals; a tree stump provides a home for a chipmunk; porcupines chew off the tips of hemlock limbs, providing food for deer in winter</i>)</p>	<p><b>2.8</b> use a variety of forms (<i>e.g., oral, written, graphic, multimedia</i>) to communicate with different audiences and for a variety of purposes (<i>e.g., use a model constructed of modelling clay and a tree branch to explain how a caterpillar feeds</i>)</p>	<p><b>1.2</b> assess the impact of different human activities on plants, and list personal actions they can engage in to minimize harmful effects and enhance good effects</p>
	<p><b>1.1</b> identify personal action that they themselves can take to help maintain a healthy environment for living things, including humans (<i>e.g., walk to school instead of being driven in the car; show care and concern for all living things</i>) <b>Sample guiding questions:</b> What happens to humans when part of their environment is not healthy? What happens to other animals and plants when part of their environment is not healthy? What are some ways that humans help and hurt other living things?</p>	<p><b>3.3</b> identify ways in which animals are helpful to, and ways in which they meet the needs of, living things, including humans, to explain why humans should protect animals and the places where they live (<i>e.g., bats control mosquito populations; birds and wildlife provide pleasurable viewing experiences; the buffalo provided some Aboriginal people with everything they</i></p>	

Sanctuary Song Curriculum Notes Science- Grades 4, 5, 6

Grade	4 Life Systems	5	6
Overall Expectations	<b>1.</b> analyse the effects of human activities on habitats and communities;	(few direct connections with the play)	<b>1.</b> assess human impacts on biodiversity, and identify ways of preserving biodiversity;
Specific Expectations	<b>1.1</b> analyse the positive and negative impacts of human interactions with natural habitats and communities ( <i>e.g., human dependence on natural materials</i> ), taking different perspectives into account ( <i>e.g., the perspectives of a housing developer, a family in need of housing, an ecologist</i> ), and evaluate ways of minimizing the negative impacts	<b>2.5</b> use a variety of forms ( <i>e.g., oral, written, graphic, multimedia</i> ) to communicate with different audiences and for a variety of purposes	<b>1.1</b> analyse a local issue related to biodiversity ( <i>e.g., the effects of human activities on urban biodiversity, flooding of traditional Aboriginal hunting and gathering areas as a result of dam construction</i> ), taking different points of view into consideration ( <i>e.g., the points of view of members of the local community, business owners, people concerned about the environment, mine owners, local First Nations, Métis, Inuit</i> ), propose action that can be taken to preserve biodiversity, and act on the proposal
	<b>1.2</b> identify reasons for the depletion or extinction of a plant or animal species ( <i>e.g., hunting, disease, invasive species, changes in or destruction of its habitat</i> ), evaluate the impacts on the rest of the natural community, and propose possible actions for preventing such depletions or extinctions from happening	<b>1.1</b> analyse the long-term impacts on society and <b>the environment</b> of human uses of energy and natural resources, and suggest ways to reduce these impacts	<b>3.2</b> demonstrate an understanding of biodiversity as the variety of life on earth, including variety within each species of plant and animal, among species of plants and animals in communities, and among communities and the physical landscapes that support them
	<b>3.8</b> explain why changes in the environment have a greater impact on specialized species than on generalized species ( <i>e.g., diminishing ice cover hampers the ability of polar bears to hunt seals, their main food source, and so the polar bear population in some areas is becoming less healthy and may begin to decrease; black bear habitat has been heavily disrupted by human encroachment, but because black bears are highly adaptable omnivores that eat</i>		

	<i>everything from insects to garbage generated by humans, their numbers have been increasing)</i>		
--	--	--	--

Sanctuary Song Curriculum Notes LANGUAGE Grades 1,2,3

Grade	1	2	3
Oral communication <b>Overall Expectations:</b>	<b>1.</b> listen in order to understand and respond appropriately in a variety of situations for a variety of purposes	<b>1.</b> listen in order to understand and respond appropriately in a variety of situations for a variety of purposes	<b>1.</b> listen in order to understand and respond appropriately in a variety of situations for a variety of purposes
Specific Expectations:	<b>1.4</b> demonstrate an understanding of the information and ideas in oral texts by retelling the story or restating the information, including the main idea ( <i>e.g., use time-order words, such as first, then, next, finally, to retell a story they have heard; restate information from [the play] including atopic statement and several supporting details</i> )	<b>1.4</b> demonstrate an understanding of the information and ideas in oral texts by retelling the story or restating the information, including the main idea and several interesting details ( <i>e.g., restate a partner's reflections after a think-pair share activity; identify the important ideas in a group presentation; carry on a sustained conversation on a topic</i> )	<b>1.4</b> demonstrate an understanding of the information and ideas in a variety of oral texts by identifying important information or ideas and some supporting details ( <i>e.g., paraphrase a partner's reflections after a think-pair-share activity; paraphrase the important ideas in a play; engage in relevant dialogue after an oral presentation</i> )
Reading Overall Exp.	<b>2.</b> recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning	<b>2.</b> recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;	<b>2.</b> recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning
Specific Exp.	<b>1.4</b> demonstrate understanding of a text by retelling the story or restating information from the text, including the main idea ( <i>e.g., retell a story or restate facts, including the main idea and important events, in accurate time order; role-play or dramatize a story or informational text using puppets or props</i> )	<b>1.4</b> demonstrate understanding of a text by retelling the story or restating information from the text, with the inclusion of a few interesting details ( <i>e.g., retell a story or restate facts in proper sequence or correct time order, with a few supporting details;</i> )	<b>1.7</b> identify specific elements of texts and explain how they contribute to the meaning of the texts ( <i>e.g., narrative: setting, characters, plot, theme</i> )
Writing Overall Exp.	<b>1.</b> generate, gather, and organize ideas and information to write for an intended purpose and audience	<b>1.</b> generate, gather, and organize ideas and information to write for an intended purpose and audience;	<b>1.</b> generate, gather, and organize ideas and information to write for an intended purpose and audience;
Specific Exp.	<b>1.5</b> identify and order main ideas and supporting details, initially with support and direction, using simple graphic organizers ( <i>e.g., a story ladder, sequence chart</i> ) and	<b>1.5</b> identify and order main ideas and supporting details, using graphic organizers ( <i>e.g., a story grammar: characters, setting, problem, solution; a sequential chart: first, then, next, finally</i> ) and	<b>1.5</b> identify and order main ideas and supporting details into units that could be used to develop a short, simple paragraph, using graphic organizers ( <i>e.g., a story grammar, a T-chart, a paragraph frame</i> ) and organizational patterns

	simple organizational patterns ( <i>e.g., time order</i> : first, then, next, finally; <i>order of importance; beginning, middle, and end</i> )	organizational patterns ( <i>e.g., problem solution, chronological order</i> )	( <i>e.g., comparison, chronological order</i> )
--	---	---	--