

Appendix C Curriculum Correlation Chart

Specific Outcomes for Grade 2

2.1 Canada's Dynamic Communities									
Specific Outcome <i>Students will:</i>	Unit	Teacher Resource/Teaching Plan	Mini Textbooks	Big Book	Discovery Books	Posters	Photo Cards	Audio Pack Reading/Music*	Internet Research CD-ROM
VALUES AND ATTITUDES									
2.1.1 appreciate the physical and human geography of the communities studied: <ul style="list-style-type: none"> appreciate how a community's physical geography shapes identity (I, LPP) 	1	Ready-Set-Go! page 8; Bays, Rivers, and Lakes, page 10; Early Days: Iqaluit, page 20; Early Days: Meteghan, page 22; Early Days: Saskatoon, page 24	<i>Looking at Places:</i> Intro (page 4)/Looking Ahead (page 6)/Chapter 1: Come and See! (In My Own Words, pages 10, 13, 15)/Chapter 2: Communities and the Land (Interviews, pages 22-23, 26-27, 30-31)			My Community, My Identity		<i>See Audio Pack for appropriate music selections</i>	Communities in Canada/Explore; Inuit Ways; Nova Scotia Trees: A Valuable Natural Resource; Maps of Canada
	2	Artists and Performers, page 72							
<ul style="list-style-type: none"> appreciate the diversity and vastness of Canada's land and peoples (CC, LPP) 	1	Set Up Learning Experiences, page 4; Bays, Rivers, and Lakes, page 10; Letter from ..., page 32; Off to School/ Having Fun, page 34	<i>Looking at Places:</i> Chapter 1: Come and See! (pages 9, 10, 11, 12, 13)/Look What You Have Learned! (page 46)		A Song of Canada		Landforms and Bodies of Water (all)	A Song of Canada	Communities in Canada/Explore; Inuit Ways; Maps of Canada
	2	The Inuit/The Acadians/The Ukrainians, page 48; Profiles, page 50; Other Cultures, page 62; Celebrations and Festivals, page 70; Artists and Performers, page 72	<i>Looking at People:</i> Chapter 1: Inuit, Acadians, and Ukrainians (pages 8-9, 10-11, 12-13)/Chapter 2: Remembering Traditions (page 26)/Look What You Have Learned! (page 46)						

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	3	Natural Resources in Iqaluit/Meteghan/Saskatoon, page 84; Goods in Iqaluit/Meteghan/Saskatoon, page 90; Helping People in Iqaluit/Meteghan/Saskatoon, page 98; Tourism, page 100	<i>Looking at Work:</i> Chapter 1: Working with Natural Resources (pages 8, 10, 12, 14)						
<ul style="list-style-type: none"> value oral history and stories as ways to learn about the land (LPP, TCC) 	1	Early Days: Iqaluit, page 20; Early Days: Meteghan, page 22; Early Days: Saskatoon, page 24	<i>Looking at Places:</i> Chapter 2: Communities and the Land (Interviews, pages 22–23, 26–27, 30–31)						
	2	Traditions, page 60; Other Cultures, page 62	<i>Looking at People:</i> Chapter 2: Remembering Traditions (pages 21, 23, 25)		Tell Me a Story			Tell Me a Story	
<ul style="list-style-type: none"> acknowledge, explore, and respect historic sites and monuments (CC, LPP, TCC) 	1						Special Places (all)		
	2	Profiles, page 50; Traditions, page 60	<i>Looking at People:</i> Chapter 1: Inuit, Acadians, and Ukrainians (pages 13, 14, 15)/ Chapter 2: Remembering Traditions (page 23)				Special Places (all)		
	3		<i>Looking at Work:</i> Chapter 2: Making Goods (page 21)/Chapter 3: Jobs Helping People (page 43)						
<ul style="list-style-type: none"> demonstrate care and concern for the environment (C, ER, LPP) 	1	Bays, Rivers, and Lakes, page 10	<i>Looking at Places:</i> Chapter 1: The North, East Coast, and Prairies (In My Own Words, page 13)		A Song of Canada	Growing to Be Good Citizens	Landforms and Bodies of Water (3 of 3)	A Song of Canada	

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	2		<i>Looking at People:</i> Chapter 2: Remembering Traditions (An Inuit Teaching, page 21)			Growing to Be Good Citizens			
	3	Natural Resources in Iqaluit/Meteghan/Saskatoon, page 84; Goods in Iqaluit/Meteghan/Saskatoon, page 90; Taking Care of Our Environment, page 92; Share and Celebrate Learning, page 103	<i>Looking at Work:</i> Chapter 2: Making Goods (pages 24 to 30)			Growing to Be Good Citizens			
	4					Growing to Be Good Citizens	Responsible Citizens (3 of 3)		
KNOWLEDGE AND UNDERSTANDING									
2.1.2 investigate the physical geography of an Inuit, an Acadian, and a Prairie community in Canada by exploring and reflecting upon the following questions for inquiry: <ul style="list-style-type: none"> • Where are the Inuit, Acadian, and Prairie communities located in Canada? (LPP) 	1	Starting Up, page 2	<i>Looking at Places:</i> Intro (pages 4, 5)/Chapter 1: Come and See! (page 9); The North, East Coast, and Prairies (pages 10, 11)	Maps and More	We Are All Connected (page 16)			We Are All Connected/ <i>See Audio Pack for appropriate music selections</i>	Communities in Canada/Explore; Inuit Ways; Maps of Canada
	2				Sharing Songs and Stories			Sharing Songs and Stories	
<ul style="list-style-type: none"> • How are the geographic regions different from where we live? (LPP) 	1	Ready-Set-Go! page 8; Bays, Rivers, and Lakes, page 10	<i>Looking at Places:</i> Chapter 1: Come and See! (Think About It, page 11)				Landforms and Bodies of Water (2 of 3)		Communities in Canada/Explore; Inuit Ways; Maps of Canada

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<ul style="list-style-type: none"> What are the major geographical regions, landforms, and bodies of water in each community? (LPP) 	1	Ready–Set–Go! page 8; Bays, Rivers, and Lakes, page 10	<i>Looking at Places:</i> Chapter 1: Come and See! (pages 10 to 13)	Maps and More			Landforms and Bodies of Water (all)		Communities in Canada/Explore; Inuit Ways; Maps of Canada
<ul style="list-style-type: none"> What are the main differences in climate among these communities? (LPP) 	1	Bays, Rivers, and Lakes, page 10; Off to School/Having Fun, page 34	<i>Looking at Places:</i> Chapter 1: Come and See! (pages 8, 14 to 17)						Communities in Canada/Explore
<ul style="list-style-type: none"> What geographic factors determined the establishment of each community (e.g., soil, water, and climate)? (LPP, TCC) 	1	Early Days: Iqaluit, page 20; Early Days: Meteghan, page 22; Early Days: Saskatoon, page 24	<i>Looking at Places:</i> Chapter 2: Communities and the Land (pages 20, 25, 29)						Communities in Canada/Explore; Early Saskatchewan History
<ul style="list-style-type: none"> How does the physical geography of each community shape its identity? (CC, I) 	1	Early Days: Iqaluit, page 20; Early Days: Meteghan, page 22; Early Days: Saskatoon, page 24	<i>Looking at Places:</i> Intro (page 4)/Looking Ahead (page 6)/Chapter 1: Come and See! (In My Own Words, pages 10, 13, 15)/Chapter 2: Communities and the Land (Interviews, pages 22–23, 26–27, 30–31)/Look What You Have Learned! (page 46)		A Song of Canada			A Song of Canada	Communities in Canada/Explore
<ul style="list-style-type: none"> What is daily life like for children in Inuit, Acadian, and Prairie communities (e.g., recreation, school)? (CC, I, LPP) 	1	Letter from ..., page 32; Off to School/Having Fun, page 34	<i>Looking at Places:</i> Chapter 3: Daily Life (pages 36–43)						
<ul style="list-style-type: none"> How does the vastness of Canada affect how we connect to other Canadian communities? (C, I, LPP) 	1	Ready–Set–Go! page 8	<i>Looking at Places:</i> Chapter 1: Come and See! (page 9)		We Are All Connected/A Song of Canada			We Are All Connected/A Song of Canada	

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2.1.3 investigate the cultural and linguistic characteristics of an Inuit, an Acadian, and a Prairie community in Canada by exploring and reflecting upon the following questions for inquiry: <ul style="list-style-type: none"> What are the cultural characteristics of the communities (e.g., special symbols, landmarks, languages spoken, shared stories or traditions, monuments, schools, churches)? (CC, LPP, TCC) 	1	Early Days: Iqaluit, page 20							
	2	The Inuit/The Acadians/The Ukrainians, page 48; Other Cultures, page 62; Traditions, page 60	<i>Looking at People:</i> Intro, (page 4, Word Watch, page 5)/Chapter 1: Inuit, Acadians, and Ukrainians (pages 8, 9, 10, 11, 12, 13, 14, 15)/Chapter 2: Remembering Traditions (pages 20, 21, 22, 23, 24, 25)		Tell Me a Story		Special Places (all)/Let's Connect (2 of 6; 4 of 6; 5 of 6)	Tell Me a Story/Greetings and Counting in Inuktitut, Ukrainian, and French/ <i>See Audio Pack for appropriate music selections</i>	Population; Meteghan My Home Town; Early Saskatchewan History; Languages We Speak; Saskatoon Today
<ul style="list-style-type: none"> What are the traditions and celebrations in the communities that connect the people to the past and to each other? (CC, LPP, TCC) 	2	Traditions, page 60; Celebrations and Festivals, page 70	<i>Looking at People:</i> Chapter 3: Sharing Traditions (pages 32, 33, 34, 35, 36, 37)		Sharing Songs and Stories			Sharing Songs and Stories	Inuit Ways; Meteghan My Home Town
<ul style="list-style-type: none"> How are the communities strengthened by their stories, traditions, and events of the past? (CC, TCC) 	2	Profiles, page 50; Traditions, page 60; Celebrations and Festivals, page 70	<i>Looking at People:</i> Chapter 2: Remembering Traditions (Think About It, page 23)		Sharing Songs and Stories/Tell Me a Story			Sharing Songs and Stories/Tell Me a Story	
<ul style="list-style-type: none"> What are the linguistic roots and practises in the communities? (CC) 	2	The Inuit/The Acadians/The Ukrainians, page 48; Other Cultures, page 62	<i>Looking at People:</i> Chapter 1: Inuit, Acadians, and Ukrainians (pages 8, 9, 10, 13, 14)					Greetings and Counting in Inuktitut, Ukrainian, and French	Meteghan My Home Town; Languages We Speak

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<ul style="list-style-type: none"> What individuals and groups contributed to the development of the communities? (CC) 	1	Early Days: Meteghan, page 22; Early Days: Saskatoon, page 24							
	2	Profiles, page 50	<i>Looking at People:</i> Chapter 1: Inuit, Acadians, and Ukrainians (pages 8, 10, 12, 14, 15, 16)		Making a Difference			Making a Difference	
<ul style="list-style-type: none"> How do these communities connect with one another (e.g., cultural exchanges, languages, traditions, music)? (CC) 	2	Celebrations and Festivals, page 70; Artists and Performers, page 72	<i>Looking at People:</i> Chapter 1: Inuit, Acadians, and Ukrainians (page 16)/Chapter 3: Sharing Traditions (pages 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43)		Sharing Songs and Stories		Special Places (3 of 3)/Let's Connect (1 of 6; 3 of 6; 6 of 6)	Sharing Songs and Stories	
<ul style="list-style-type: none"> How do the cultural and linguistic characteristics of the communities studied contribute to Canada's identity? (CC, I) 	2	Other Cultures, page 62; Artists and Performers, page 72	<i>Looking at People:</i> Intro (page 3)/Chapter 2: Remembering Traditions (pages 26, 27)/Look What You Have Learned! (page 46)		Sharing Songs and Stories			Sharing Songs and Stories	Meteghan My Home Town; Languages We Speak
<p>2.1.4 investigate the economic characteristics of communities in Canada by exploring and reflecting upon the following questions for inquiry:</p> <ul style="list-style-type: none"> What kinds of natural resources exist in the communities (e.g., fishing, agriculture, mining)? (ER, LPP) 	3	Natural Resources in Iqaluit/Meteghan/Saskatoon, page 84; Goods in Iqaluit/Meteghan/Saskatoon, page 90	<i>Looking at Work:</i> Chapter 1: Working with Natural Resources (pages 8 to 13, 15)		Land and Sea			Land and Sea/See <i>Audio Pack for appropriate music selections</i>	Inuit Ways; Nova Scotia Trees: A Valuable Natural Resource

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<ul style="list-style-type: none"> What are the occupations in each of the communities? (ER) 	3	Goods in Iqaluit/Meteghan/Saskatoon, page 90; Helping People in Iqaluit/Meteghan/Saskatoon, page 98; Tourism, page 100	<i>Looking at Work:</i> Chapter 1: Working with Natural Resources (pages 8, 10, 12, 14)/Chapter 2: Making Goods (pages 18 to 22)/Chapter 3: Jobs Helping People (pages 32 to 34, 36, 38 to 43)		Land and Sea			Land and Sea	Inuit Ways; Nova Scotia Trees: A Valuable Natural Resource
<ul style="list-style-type: none"> What kinds of goods and services are available in the communities? (ER) 	3	Goods in Iqaluit/Meteghan/Saskatoon, page 90; Helping People in Iqaluit/Meteghan/Saskatoon, page 98; Tourism, page 100	<i>Looking at Work:</i> Chapter 2: Making Goods (pages 18, 20 to 23)/Chapter 3: Jobs Helping People (pages 32 to 33, 35 to 43)						Nova Scotia Trees: A Valuable Natural Resource
<ul style="list-style-type: none"> What impact does industry have on the communities (e.g., agriculture, manufacturing)? (ER, LPP) 	3	Taking Care of Our Environment, page 92; Tourism, page 100	<i>Looking at Work:</i> Chapter 2: Making Goods (pages 19 to 20, 22, 24 to 27)						Nova Scotia Trees: A Valuable Natural Resource
2.2 A Community in the Past									
VALUES AND ATTITUDES									
2.2.1 appreciate how stories of the past connect individuals and communities to the present (C, I, TCC)	4	Long Ago, page 122; Changes! Changes! page 126	<i>Looking at You:</i> Chapter 1: Long Ago (page 10)/Chapter 2: Changes! Changes! (pages 17 to 19, 21)/Chapter 3: Remember the Past (page 27)						Saskatoon Today

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2.2.2 appreciate how Aboriginal and Francophone peoples have influenced the development of the student's community (C, CC, I)	4	Long Ago, page 122; Changes! Changes! page 126	<i>Looking at You:</i> Chapter 1: Long Ago (page 10)/Chapter 2: Changes! Changes! (Try This, page 18)/Chapter 3: Remember the Past (pages 26, 27)						Saskatoon Today
2.2.3 appreciate the importance of collaboration and living in harmony (C, PADM)	1	Early Days: Saskatoon, page 24							
	4	Community Connections/ Responsible Citizens, page 120; Long Ago, page 122; Changes! Changes! page 126	<i>Looking at You:</i> Chapter 1: Long Ago (pages 11, 13)/Chapter 2: Changes! Changes! (pages 16, 18, 20, In My Own Words and Think About It, page 21)/Chapter 3: Remember the Past (page 28)			Growing to Be Good Citizens	Responsible Citizens (all)		Saskatoon Today
2.2.4 appreciate how connections to a community contribute to one's identity (I)	2	Traditions, page 60							
	4	Community Connections/ Responsible Citizens, page 120; Remember the Past, page 130	<i>Looking at You:</i> Chapter 1: Long Ago (In My Own Words, pages 11, 14)/ Chapter 2: Changes! Changes! (In My Own Words, page 21)/Chapter 3: Remember the Past (In My Own Words, page 29)						Saskatoon Today
2.2.5 appreciate how cultural and linguistic exchanges connect one community to another (CC)	2	Artists and Performers, page 72							
	4	Community Connections/ Responsible Citizens, page 120; Remember the Past, page 130	<i>Looking at You:</i> Chapter 3: Remember the Past (Think About It; In My Own Words, page 29)				Community Connections (all)		Saskatoon Today

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KNOWLEDGE AND UNDERSTANDING									
2.2.6 analyze how their community emerged, by exploring and reflecting upon the following questions for inquiry: • What characteristics define their community? (CC, I)	1	Bays, Rivers, and Lakes, page 10						<i>See Audio Pack for appropriate music selections</i>	
	4	Community Connections/ Responsible Citizens, page 120				My Community, My Identity			
• What is unique about their community? (CC, I)	1	Off to School/Having Fun, page 34							
	4	Community Connections/ Responsible Citizens, page 120	<i>Looking at You:</i> Chapter 3: Remember the Past (Try This, page 31)			My Community, My Identity			
• What are the origins of their community? (TCC)	4	Set Up Learning Experiences, page 110; Long Ago, page 122	<i>Looking at You:</i> Intro (page 4, Research Tip, pages 5, 6)/Chapter 1: Long Ago (pages 8, 10, Try This, page 15)/Chapter 2: Changes! Changes! (Try This, pages 17,18)/Chapter 3: Remember the Past (pages 24, 26, Try This, pages 27, 30)						
• What were the reasons for the establishment of their community (e.g., original fur trade fort, original inhabitants)? (CC, TCC)	4	Long Ago, page 122; Changes! Changes! page 126	<i>Looking at You:</i> Chapter 1: Long Ago (pages 8, 10)/Chapter 2: Changes! Changes! (page 18)/Chapter 3: Remember the Past (page 26)						

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<ul style="list-style-type: none"> What individuals or groups contributed to the development of their community? (CC, TCC) 	4	Community Connections/ Responsible Citizens, page 120; Long Ago, page 122; Changes! Changes! page 126; Remember the Past, page 130	<i>Looking at You:</i> Intro (pages 4, 6)/Chapter 1: Long Ago (page 12)/Chapter 2: Changes! Changes! (Try This, page 18)/Chapter 3: Remember the Past (page 28)						
<p>2.2.7 examine how their community has changed, by exploring and reflecting upon the following questions for inquiry:</p> <ul style="list-style-type: none"> In what ways has their community changed over time (e.g., changes in transportation, land use)? (CC, TCC) 	4	Changes! Changes! page 126	<i>Looking at You:</i> Intro (pages 4, 6)/Chapter 2: Changes! Changes! (pages 16, 22, Try This, page 23)					<i>See Audio Pack for appropriate music selections</i>	Inuit Ways; Nunavut Today; Early Saskatchewan History
<ul style="list-style-type: none"> What has caused changes in their community? (CC, TCC) 	4	Changes! Changes! page 126	<i>Looking at You:</i> Chapter 2: Changes! Changes! (pages 16, 19, 20)						Inuit Ways; Nunavut Today; Early Saskatchewan History
<ul style="list-style-type: none"> How has the population of their community changed over time (e.g., ethnic mix, age, occupations)? (CC, LPP, TCC) 	4	Remember the Past, page 130	<i>Looking at You:</i> Chapter 1: Long Ago (page 12)/Chapter 3: Remember the Past (pages 24, Try This, page 25)						Population; Early Saskatchewan History
<ul style="list-style-type: none"> How have the people who live in the community contributed to change in the community? (CC, LPP, TCC) 	4	Remember the Past, page 130	<i>Looking at You:</i> Chapter 1: Long Ago (Think About It, page 12)/Chapter 3: Remember the Past (pages 24, 27)						Nunavut Today; Early Saskatchewan History


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<ul style="list-style-type: none"> How is the presence of Aboriginal and/or Francophone origins reflected in the community today? (CC) 	4	Remember the Past, page 130	<i>Looking at You:</i> Chapter 1: Long Ago (pages 12, 14) Chapter 3: Remember the Past (pages 26, 27, 30)						Population; Nunavut Today; Early Saskatchewan History
Skills and Processes for Grade 2									
Skill/Process <i>Students will:</i>									
DIMENSIONS OF THINKING									
2.S.1 develop skills of critical thinking and creative thinking: <ul style="list-style-type: none"> distinguish between a fictional and a factual account about Canadian communities 	1	Early Days: Meteghan, page 22							
	2	Other Cultures, page 62	<i>Looking at People:</i> Skill Power Is It Fact or Fiction? (pages 28–29)/Show What You Know! Fact or Fiction? (page 30)						Population
	4		<i>Looking at You:</i> Try This (page 19)						
<ul style="list-style-type: none"> choose and justify a course of action 	1		<i>Looking at Places:</i> Think About It (page 9)/Think About It (page 42)/Think About It (page 43)		We Are All Connected		Landforms and Bodies of Water (2 of 3)/Special Places (2 of 3)	We Are All Connected	Population
	2		<i>Looking at People:</i> Think About It (page 27)		Sharing Songs and Stories			Sharing Songs and Stories	
	3	Tourism, page 100	<i>Looking at Work:</i> Try This (page 29)						
	4		<i>Looking at You:</i> Think About It (page 21)/Think About It (page 29)						

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Skill/Process <i>Students will:</i>	Unit	Teacher Resource/Teaching Plan	Mini Textbooks	Big Book	Discovery Books	Posters	Photo Cards	Audio Pack Reading/Music*	Internet Research CD-ROM
 compare and contrast information from similar types of electronic sources, such as information collected on the Internet	4	Community Connections/ Responsible Citizens, page 120	<i>Looking at You: Research Tip</i> (page 12)						Population
2.S.2 develop skills of historical thinking: <ul style="list-style-type: none"> correctly apply terms related to time (i.e., long ago, before, after) 	1	Early Days: Iqaluit, page 20; Early Days: Meteghan, page 22; Early Days: Saskatoon, page 24; Share and Celebrate Learning, page 37							
	4	Starting Up; Long Ago, page 122; Changes! Changes! page 126; Remember the Past, page 130	<i>Looking at You: Research Tip</i> (page 5)/ <i>Skill Power Use a Timeline</i> (page 15)/ <i>Try This</i> (page 15)						Communities in Canada/Explore; Inuit Ways; Nunavut Today
<ul style="list-style-type: none"> arrange events, facts, and/or ideas in sequence 	1	Early Days: Meteghan, page 22	<i>Looking at Places: Try This</i> (page 39)/ <i>Look What You Have Learned! Share the Learning</i> (page 46)						Communities in Canada/Explore; Inuit Ways; Nunavut Today; Nova Scotia Trees: A Valuable Natural Resource
	3	Goods in Iqaluit/Meteghan/Saskatoon, page 90	<i>Looking at Work: Try This</i> (page 29)/ <i>Show What You Know! Make a Flow Chart</i> (page 30)						
	4	Long Ago, page 122; Changes! Changes! page 126; Remember the Past, page 130	<i>Looking at You: Try This</i> (page 15)/ <i>Putting It Together</i> (page 22)/ <i>Skill Power Organizing Information</i> (page 23)/ <i>Try This</i> (page 23)/ <i>Putting It Together</i> (page 30)				Let's Connect (3 of 6)		

 **Note:** This bullet indicates an ICT (Information and Communication Technology) outcome.

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2.S.3 develop skills of geographic thinking: • use a simple map to locate communities studied in Canada	1	Starting Up, page 2	<i>Looking at Places:</i> Map (page 5)/Think About It (page 5)	Maps and More	We Are All Connected (page 16)			We Are All Connected	Communities in Canada/Explore; Maps of Canada
	2		<i>Looking at People:</i> Map (page 5)						
	3		<i>Looking at Work:</i> Map (page 5)						
	4	Starting Up, page 108	<i>Looking at You:</i> Map (page 5)						
• determine distance on a map, using relative terms such as near/far, here/there	1	Starting Up, page 2		Maps and More					Communities in Canada/Explore; Maps of Canada
	4	Starting Up, page 108							
• apply the concept of relative location to determine locations of people and places	1	Starting Up, page 2		Maps and More	We Are All Connected (page 16)			We Are All Connected	Communities in Canada/Explore; Maps of Canada
	4	Starting Up, page 108							
• use cardinal directions to locate communities studied in relation to one's own community	1	Starting Up		Maps and More					Communities in Canada/Explore; Maps of Canada
	4			Maps and More					
2.S.4 demonstrate skills of decision making and problem solving: • apply ideas and strategies to decision making and problem solving	2					How Can I Find Out?	Special Places (2 of 3)		
	3	Taking Care of Our Environment, page 92	<i>Looking at Work:</i> Skill Power <i>Organizing Information</i> (pages 28–29)						
	4	Changes! Changes! page 126							


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
Appendix C Curriculum Correlation Chart

Skill/Process <i>Students will:</i>	Unit	Teacher Resource/Teaching Plan	Mini Textbooks	Big Book	Discovery Books	Posters	Photo Cards	Audio Pack Reading/Music*	Internet Research CD-ROM
<ul style="list-style-type: none"> propose new ideas and strategies to contribute to decision making and problem solving 	3	Taking Care of Our Environment, page 92	<i>Looking at Work: Skill Power Organizing Information</i> (pages 28–29)						
	4	Changes! Changes! page 126	<i>Looking at You: Try This</i> (page 9)				Responsible Citizens (3 of 3)		
SOCIAL PARTICIPATION AS A DEMOCRATIC PRACTICE									
2.S.5 demonstrate skills of cooperation, conflict resolution, and consensus building: <ul style="list-style-type: none"> demonstrate the ability to deal constructively with diversity and disagreement 	3		<i>Looking at Work: Skill Power Organizing Information</i> (pages 28–29)						
	4	Community Connections/ Responsible Citizens, page 120							
<ul style="list-style-type: none"> work and play in harmony with others to create a safe and caring environment 	1	Early Days: Meteghan, page 22				Growing to Be Good Citizens (all 4 units)			
	4					Growing to Be Good Citizens	Responsible Citizens (all)		

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Appendix C Curriculum Correlation Chart

Skill/Process <i>Students will:</i>	Unit	Teacher Resource/Teaching Plan	Mini Textbooks	Big Book	Discovery Books	Posters	Photo Cards	Audio Pack Reading/Music*	Internet Research CD-ROM
<ul style="list-style-type: none"> consider the needs and ideas of others 	1	Early Days: Meteghan, page 22	<i>Looking at Places:</i> Show What You Know! <i>Make a Mural</i> (page 34)			Growing to Be Good Citizens	Landforms and Bodies of Water (2 of 3)		
	2		<i>Looking at People:</i> Show What You Know! <i>Draw a Flag</i> (page 18)/Show What You Know! <i>Talk About Helpers</i> (page 18)/Share the Learning (page 46)			Growing to Be Good Citizens	Let's Connect (5 of 6)		
	3	Taking Care of Our Environment, page 92	<i>Looking at Work:</i> Show What You Know! <i>Talk About Natural Resources</i> (page 16)/Think About It (page 23)/Try This (page 23)/Try This (page 29)/Think About It (page 41)/Try This (page 42)/Show What You Know! <i>Make a Mural</i> (page 45)			Growing to Be Good Citizens			
	4		<i>Looking at You:</i> Think About It (page 6)/Try This (page 27)/Think About It (page 29)			Growing to Be Good Citizens	Community Connections (1 of 3)/Responsible Citizens (1 of 3; 2 of 3)		
 share information collected from electronic sources to add to a group task	1						Special Places (3 of 3)		
	2	Other Cultures, page 62							

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Skill/Process <i>Students will:</i>	Unit	Teacher Resource/Teaching Plan	Mini Textbooks	Big Book	Discovery Books	Posters	Photo Cards	Audio Pack Reading/Music*	Internet Research CD-ROM
	4	Community Connections/ Responsible Citizens, page 120							
2.S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community, such as: <ul style="list-style-type: none"> participate in activities that enhance their sense of belonging within their school and community 	1	Early Days: Meteghan, page 22	<i>Looking at Places:</i> Think About It (page 11)/Think About It (page 22)/Think About It (page 27)		A Song of Canada	My Community, My Identity	Landforms and Bodies of Water (2 of 3)/Special Places (1 of 3)	A Song of Canada	
	2	Other Cultures, page 62	<i>Looking at People:</i> Show What You Know! <i>Draw a Flag</i> (page 18)/Think About It (page 22)/Think About It (page 23)/Think About It (page 25)/Think About It (page 27)		Sharing Songs and Stories/ Making a Difference	My Community, My Identity	Let's Connect (6 of 6)	Sharing Songs and Stories/ Making a Difference	
	3	Taking Care of Our Environment, page 92; Helping People in Iqaluit/Meteghan/ Saskatoon, page 98	<i>Looking at Work:</i> Try This (page 29)/Try This (page 35)/Try This (page 42)			My Community, My Identity			
	4	Community Connections/ Responsible Citizens, page 120	<i>Looking at You:</i> Try This (page 6)/Try This (page 9)/Think About It (page 12)/Try This (page 15)/Putting It Together (page 30)/Try This (page 31)			My Community, My Identity	Community Connections (2 of 3; 3 of 3)/ Responsible Citizens (1 of 3; 2 of 3)		

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Appendix C Curriculum Correlation Chart


<u>Skill/Process</u> <i>Students will:</i>	Unit	Teacher Resource/Teaching Plan	Mini Textbooks	Big Book	Discovery Books	Posters	Photo Cards	Audio Pack Reading/Music*	Internet Research CD-ROM
RESEARCH FOR DELIBERATIVE INQUIRY									
2.S.7 apply the research process: <ul style="list-style-type: none"> participate in formulating research questions 	1	Early Days: Meteghan, page 22; Early Days: Saskatoon, page 24; Ready–Set–Go! page 8; Letter from ..., page 32; Share and Celebrate Learning, page 37					How Can I Find Out?		
	2	Artists and Performers, page 72; Profiles, page 50					How Can I Find Out?		
	3	Helping People in Iqaluit/Meteghan/Saskatoon, page 98					How Can I Find Out?		
	4	Long Ago, page 122; Changes! Changes! page 126; Remember the Past, page 130	<i>Looking at You:</i> Research Tip (page 5) Try This (page 6)/Asking Questions (page 20)/Try This (page 27)				How Can I Find Out?		
 develop questions that reflect a personal information need	1	Early Days: Iqaluit, page 20; Early Days: Meteghan, page 22					How Can I Find Out?		
	2		<i>Looking at People:</i> Think About It (page 5)				How Can I Find Out?		
	3						How Can I Find Out?		
	4	Community Connections/ Responsible Citizens, page 120	<i>Looking at You:</i> Try This (page 6)/Try This (page 27)				How Can I Find Out?		




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Appendix C Curriculum Correlation Chart

Skill/Process <i>Students will:</i>	Unit	Teacher Resource/Teaching Plan	Mini Textbooks	Big Book	Discovery Books	Posters	Photo Cards	Audio Pack Reading/Music*	Internet Research CD-ROM
 follow a plan to complete an inquiry	1	Early Days: Iqaluit, page 20; Early Days: Meteghan, page 22; Letter from ..., page 32				How Can I Find Out?			
	2	The Inuit/The Acadians/The Ukrainians, page 48; Traditions, page 60; Artists and Performers, page 72	<i>Looking at People:</i> Try This (page 17)			How Can I Find Out?	Let's Connect (4 of 6)		
	3		<i>Looking at Work:</i> Try This (page 9)/Try This (page 11)/Try This (page 13)/Show What You Know! <i>Research Natural Resources</i> (page 16)/Try This (page 29)			How Can I Find Out?			
	4	Set Up Learning Experiences, page 110	<i>Looking at You:</i> Chapter 1 Intro (page 8)/Chapter 2 Intro (page 16)/Chapter 3 Intro (page 24)			How Can I Find Out?	Community Connections (1 of 3)/Responsible Citizens (3 of 3)		

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Skill/Process <i>Students will:</i>	Unit	Teacher Resource/Teaching Plan	Mini Textbooks	Big Book	Discovery Books	Posters	Photo Cards	Audio Pack Reading/Music*	Internet Research CD-ROM
 access and retrieve appropriate information from electronic sources for a specific inquiry	1	Early Days: Iqaluit, page 20; Early Days: Meteghan, page 24					Landforms and Bodies of Water (1 of 3)		Population; Nova Scotia Trees: A Valuable Natural Resource
	2		<i>Looking at People: Show What You Know! Take a Look</i> (page 30)						Meteghan My Home Town; Languages We Speak
	3	Goods in Iqaluit/Meteghan/Saskatoon, page 90; Taking Care of Our Environment, page 92; Helping People in Iqaluit/Meteghan/Saskatoon, page 98; Tourism, page 100							
	4	Community Connections/ Responsible Citizens, page 120	<i>Looking at You: On the Computer</i> (page 12)/ <i>Research Tip</i> (page 12)			How Can I Find Out?	Responsible Citizens (2 of 3)		
 navigate within a document, compact disc, or other software program that contains links	1	Early Days: Saskatoon, page 24							Applicable throughout all 4 units

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Appendix C Curriculum Correlation Chart

Skill/Process <i>Students will:</i>	Unit	Teacher Resource/Teaching Plan	Mini Textbooks	Big Book	Discovery Books	Posters	Photo Cards	Audio Pack Reading/Music*	Internet Research CD-ROM
 organize information from more than one source	1	Bays, Rivers, and Lakes, page 10				How Can I Find Out?	Landforms and Bodies of Water (1 of 3)		Languages We Speak
	2	The Inuit/The Acadians/The Ukrainians, page 48				How Can I Find Out?			
	3		<i>Looking at Work: Show What You Know! Make a List (page 30)/Show What You Know! Make a Mural (page 45)</i>			How Can I Find Out?			
	4	Community Connections/ Responsible Citizens, page 120; Remember the Past, page 130				How Can I Find Out?			
 process information from more than one source to retell what has been discovered	1	Bays, Rivers, and Lakes, page 10	<i>Looking at Places: Show What You Know! Look at Photographs (page 34)</i>			How Can I Find Out?			Early Saskatchewan History
	2	The Inuit/The Acadians/The Ukrainians, page 48; Other Cultures, page 62							
	3		<i>Looking at Work: Show What You Know! Make a List (page 30)/Show What You Know! Make a Mural (page 45)</i>						
 formulate new questions as research progresses	4	Share and Celebrate Learning, page 133				How Can I Find Out? (all 4 units)			

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Appendix C Curriculum Correlation Chart

Skill/Process <i>Students will:</i>	Unit	Teacher Resource/Teaching Plan	Mini Textbooks	Big Book	Discovery Books	Posters	Photo Cards	Audio Pack Reading/Music*	Internet Research CD-ROM
 draw conclusions from organized information	1		<i>Looking at Places:</i> Think About It (page 5)/Try This (page 15)/Try This (page 17)/Try This (page 33)/Show What You Know! <i>Look at Photographs</i> (page 34)/Think About It (page 43)		A Song of Canada (Think About It, #2)	How Can I Find Out?		A Song of Canada	Population; Nova Scotia Trees: A Valuable Natural Resource; Meteghan My Home Town
	2		<i>Looking at People:</i> Try This (page 11)/Show What You Know! <i>Talk About Helpers</i> (page 18)/Think About It (page 26)/Try This (page 29)/Think About It (page 37)/Try This (page 44)		Tell Me a Story (Think About It, #1, #2, #3)	How Can I Find Out?		Tell Me a Story	
	3	Helping People in Iqaluit/Meteghan/Saskatoon, page 98	<i>Looking at Work:</i> Try This (page 9)/Try This (page 11)/Try This (page 13)/Skill Power (page 15)/Show What You Know! <i>Talk About Natural Resources</i> (page 16)/Think About It (page 24)/Conserve Energy poster (page 27)			How Can I Find Out?			

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<u>Skill/Process</u> <i>Students will:</i>	Unit	Teacher Resource/Teaching Plan	Mini Textbooks	Big Book	Discovery Books	Posters	Photo Cards	Audio Pack Reading/Music*	Internet Research CD-ROM
	4	Remember the Past, page 130	<i>Looking at You:</i> Think About It (page 5)/Try This (page 10)/On the Computer (page 12)/Skill Power <i>Use a Timeline</i> (page 15)/Try This (page 15)/Try This (page 18)/Asking Questions (page 20)/Watching a Video (page 28)/Skill Power <i>How to Reach Conclusions</i> (page 31)			How Can I Find Out?	Community Connections (2 of 3)/Responsible Citizens (3 of 3)		
▶ make predictions based on organized information	1		<i>Looking at Places:</i> Looking Ahead (page 6)/Ready-Set-Go! (page 8)						Communities in Canada/Explore; Population
	2		<i>Looking at People:</i> Looking Ahead (page 6)/Think About It (page 20)						
	3	Starting Up, page 79; Helping People in Iqaluit/Meteghan/Saskatoon, page 98	<i>Looking at Work:</i> Think About It (page 5)/Think About It (page 21)/Think About It (page 24)/Think About It (page 41)		Land and Sea (Before You Read)			Land and Sea	
	4	Starting Up, page 108; Remember the Past, page 130	<i>Looking at You:</i> Try This (page 17)						

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Appendix C Curriculum Correlation Chart

<u>Skill/Process</u> <i>Students will:</i>	Unit	Teacher Resource/Teaching Plan	Mini Textbooks	Big Book	Discovery Books	Posters	Photo Cards	Audio Pack Reading/Music*	Internet Research CD-ROM
COMMUNICATION									
2.S.8 demonstrate skills of oral, written, and visual literacy: • prepare and present information in their own words, using respectful language	1	Ready–Set–Go! page 8; Bays, Rivers, and Lakes, page 10; Letter from..., page 108	<i>Looking at Places:</i> Show What You Know! <i>Write a Poem</i> (page 45)			How Can I Find Out?	Special Places (3 of 3)		Inuit Ways; Saskatoon Today
	2	The Inuit/The Acadians/The Ukrainians, page 48; Traditions, page 60; Artists and Performers, page 72	<i>Looking at People:</i> Show What You Know! <i>Fact or Fiction?</i> (page 30)/Show What You Know! <i>Take a Look</i> (page 30)			How Can I Find Out?			Meteghan My Home Town; Languages We Speak
	3	Taking Care of Our Environment, page 92; Helping People in Iqaluit/Meteghan/Saskatoon, page 98; Share and Celebrate Learning, page 103	<i>Looking at Work:</i> Try This (page 29)/Show What You Know! <i>Make a List</i> (page 30)/Show What You Know! <i>Make a Mural/Imagine a Job</i> (page 45)			How Can I Find Out?			Nova Scotia Trees: A Valuable Natural Resource
	4	Changes! Changes! page 126; Share and Celebrate Learning, page 133	<i>Looking at You:</i> Putting It Together (page 14)/Try This (page 15)/Putting It Together (page 22)/ Putting It Together (page 30)			How Can I Find Out?	Responsible Citizens (3 of 3)		
• respond appropriately to comments and questions, using respectful language	1	Early Days: Meteghan, page 22	<i>Looking at Places:</i> Skill Power <i>Communicate with Others</i> (page 44)				Special Places (1 of 3)		Inuit Ways; Nova Scotia Trees: A Valuable Natural Resource; Meteghan My Home Town; Saskatoon Today
	4	Share and Celebrate Learning, page 133							


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Skill/Process <i>Students will:</i>	Unit	Teacher Resource/Teaching Plan	Mini Textbooks	Big Book	Discovery Books	Posters	Photo Cards	Audio Pack Reading/Music*	Internet Research CD-ROM
<ul style="list-style-type: none"> interact with others in a socially appropriate manner 	1	Ready–Set–Go! page 8; Letter from ..., page 32	<i>Looking at Places:</i> Think About It (page 11)/Show What You Know! <i>Where Will You Go?</i> (page 18)/Show What You Know! <i>Make a Mural</i> (page 34)/Show What You Know! <i>Look at Photographs</i> (page 34)/Skill Power <i>Communicate with Others</i> (page 44)/Show What You Know! <i>Plan a Trip</i> (page 45)			Growing to Be Good Citizens	Landforms and Bodies of Water (2 of 3)		Inuit Ways; Saskatoon Today
	2	The Inuit/The Acadians/The Ukrainians, page 48	<i>Looking at People:</i> Try This (page 11)/Show What You Know! <i>Draw a Flag</i> (page 18)/Show What You Know! <i>Talk About Helpers</i> (page 18)/Show What You Know! <i>Fact or Fiction?</i> (page 30)/Share the Learning (page 46)			Growing to Be Good Citizens	Let's Connect (1 of 6; 4 of 6; 5 of 6)		
	3	Natural Resources in Iqaluit/Meteghan/Saskatoon, page 82; Tourism, page 100; Share and Celebrate Learning, page 103	<i>Looking at Work:</i> Show What You Know! <i>Research Natural Resources/Talk About Natural Resources/Try This</i> (page 23)/Try This (page 29)/Try This (page 35)/Try This (page 42)/Show What You Know! <i>Make a Mural/Imagine a Job</i> (page 45)			Growing to Be Good Citizens			

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Skill/Process <i>Students will:</i>	Unit	Teacher Resource/Teaching Plan	Mini Textbooks	Big Book	Discovery Books	Posters	Photo Cards	Audio Pack Reading/Music*	Internet Research CD-ROM
	4	Share and Celebrate Learning, page 133	<i>Looking at You:</i> Think About It (page 6)/Try This (page 23)/Try This (page 27)/Think About It (page 29)/Putting It Together (page 30)			Growing to Be Good Citizens	Community Connections (1 of 3)/Responsible Citizens (2 of 3; 3 of 3)		
 create visual images for particular audiences and purposes	1	Ready–Set–Go! page 8; Bays, Rivers, and Lakes, page 10; Early Days: Meteghan, page 22; Early Days: Saskatoon, page 24	<i>Looking at Places:</i> Show What You Know! <i>Be a Fact Finder</i> (page 18)/Show What You Know! <i>Make a Mural</i> (page 34)/Show What You Know! <i>Write a Poem</i> (page 45)/Share the Learning (page 46)			How Can I Find Out?	Landforms and Bodies of Water (1 of 3; 2 of 3)/Special Places (1 of 3)		Population; Inuit Ways; Nova Scotia Trees: A Valuable Natural Resource; Meteghan My Home Town
	2	The Inuit/The Acadians/The Ukrainians, page 48; Other Cultures, page 62	<i>Looking at People:</i> Show What You Know! <i>Draw a Flag</i> (page 18)/Try This (page 25)/Share the Learning (page 46)			How Can I Find Out?	Let's Connect (2 of 6; 6 of 6)		Languages We Speak; Saskatoon Today
	3	Goods in Iqaluit/Meteghan/Saskatoon, page 90; Taking Care of Our Environment, page 92	<i>Looking at Work:</i> Skill Power (page 15)/Try This (page 23)/Show What You Know! <i>Make a Flow Chart</i> /Try This (page 42)/Show What You Know! <i>Make a Mural</i> (page 45)/Share the Learning (page 46)			How Can I Find Out?			



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	4		<i>Looking at You: Putting It Together</i> (page 14)/Try This (page 15)/Try This (page 17)/ <i>Putting It Together</i> (page 22)/Try This (page 23)/ <i>Putting It Together</i> (page 30)			How Can I Find Out?	Community Connections (3 of 3)/Responsible Citizens (1 of 3)		
▶ display data in a problem-solving context	1		<i>Looking at Places: Show What You Know! Where Will You Go?</i> (page 18)						Population; Inuit Ways; Saskatoon Today
	3	Taking Care of Our Environment, page 92	<i>Looking at Work: Try This</i> (page 29)						
	4	Changes! Changes! page 126	<i>Looking at You: On the Computer</i> (page 12)/Try This (page 15)/ <i>Putting It Together</i> (page 22)/Watching a Video (page 28)				Responsible Citizens (3 of 3)		
▶ use technology to support a presentation	1	Off to School, page 34	<i>Looking at Places: Show What You Know! Be a Fact Finder</i> (page 18)/Look What You Have Learned! <i>Share the Learning</i> (page 46)				Landforms and Bodies of Water (1 of 3)		Inuit Ways; Nova Scotia Trees: A Valuable Natural Resource; Meteghan My Home Town; Languages We Speak; Saskatoon Today
	2	Other Cultures, page 62; Share and Celebrate Learning, page 75							
	4	Remember the Past, page 130	<i>Looking at You: Putting It Together</i> (page 14)/ <i>Putting It Together</i> (page 22)/ <i>Putting It Together</i> (page 30)						

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2.S.9 develop skills of media literacy: <ul style="list-style-type: none"> identify key words from gathered information on a topic or issue 	1		<i>Looking at Places:</i> Try This (page 16)						Inuit Ways
	2	Artists and Performers, page 72	<i>Looking at People:</i> Try This (page 17)/Skill Power <i>Make a Web</i> (page 44)/Show What You Know! <i>Get Organized</i> (page 45)/Show What You Know! <i>Make a Web</i> (page 45)						Early Saskatchewan History; Saskatoon Today
	3	Set Up Learning Experiences, page 81	<i>Looking at Work:</i> Skill Power <i>Use a Venn Diagram</i> (page 15)/Skill Power <i>Take Notes While Reading</i> (page 44)/Share the Learning (page 46)						
	4		<i>Looking at You:</i> Think About It (page 6)/Skill Power (page 15)						
<ul style="list-style-type: none"> compare information on the same topic or issue from print media, television, and photographs 	4	Community Connections/ Responsible Citizens, page 120; Changes! Changes! page 126	<i>Looking at You:</i> On the Computer (page 12)						Inuit Ways; Meteghan My Home Town; Saskatoon Today

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