

Yearlong Curriculum Mapping 1 – 5

Mapping Expectations: 2011 – 2012

- English Language Arts (process outlined and practiced 2010-2011)
- French Language Arts (Curriculum includes the big ideas/essential questions which are drawn from the core subjects; teachers asked to indicate time frame)
- Math (indicate time frame)
- Social Studies, Science, Health, Physical Education – group outcomes and indicate time frame
- Arts Education – can continue using the mapping plan used last year (a process will be piloted this year with a couple of teachers to address the complexities of mapping this curriculum.)

Expectations: 2012 – 2013

- Include big ideas or questions
- Note the resources in your school that might apply

Recommended Mapping Process:

- Read the introduction to the curriculum
- Read the outcomes and the indicators
- Group the outcomes from the “goals” – this will frame the units
- Copy and paste from the online curriculum document to the mapping document

Saskatchewan Curriculum: English and French

www.edonline.sk.ca

Examples:

Social Studies 1

Outcomes and Indicators

K-12 Goal: To examine the local, indigenous, and global interactions and interdependence of individuals, societies, cultures, and nations. (IN)

<p>Outcomes (What students are expected to know and be able to do.)</p> <p>IN1.1 Describe the diversity of traditions, celebrations, or stories of individuals in the classroom and school.</p> <p>IN1.2 Discuss cultural diversity in the family and classroom, including exploration of similarities and differences.</p> <p>IN1.3 Assess ways in which relationships help to meet human needs.</p>	<p>Indicators (Students who have achieved this outcome should be able to:)</p> <p>a. Generate questions about family traditions and celebrations (e.g., Are special clothes worn? Is there special food? Are there special dances, songs, music? Are there other special cultural traditions?).</p> <p>b. Describe behaviours, actions, or activities that are part of students' family traditions or celebrations.</p> <p>c. Gather information regarding traditions, celebrations, or stories of others by identifying and accessing various resources (e.g., family members, Elders, teachers, neighbours, library books, video clips).</p> <p>d. Re-tell stories about traditions and celebrations of members of the classroom (e.g., How do families spend free time? How are weddings, birthdays, anniversaries, or family reunions celebrated?).</p> <p>e. Compare how families recognize important family events (e.g., What is the same about how a student and a friend/classmate recognize family birthdays, weddings, deaths? What is different?).</p> <p>a. Describe positive attributes of the individual students' families.</p> <p>b. Recognize that families are varied and diverse.</p> <p>c. Explore the diversity of ways of life for families (e.g., language, clothing, food, art, celebrations).</p> <p>d. Identify ways in which families are similar and ways in which families are different.</p> <p>e. Explore attributes common to cultural groups represented within the classroom and school (e.g., foods, arts, festivals, Treaties, leisure time activities, community celebrations).</p> <p>a. Identify human needs.</p> <p>b. Identify the groups to which individuals belong, and the needs met by membership within a group (e.g., family, class, team, activity, or faith group).</p> <p>c. Compare how various groups, including family, classmates, friends, and significant adults within students' lives, contribute to meeting needs.</p> <p>d. Illustrate relationships that could meet needs in a fashion similar to a family relationship (e.g., Treaty, business partnership, team membership).</p>
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20Social Studies 1

Curricular Outcomes	Identify Big Ideas /Essential Questions	Resources (Include additional resources from school collection)	Time Frame
<p>Goal: Interactions and Interdependence (IN)</p> <p>IN1.1 Describe the diversity of traditions, celebrations, or stories of individuals in the classroom and school.</p> <p>IN1.2 Discuss cultural diversity in the family and classroom, including exploration of similarities and differences.</p> <p>IN1.3 Assess ways in which relationships help to meet human needs.</p>	<p>How are families the same? different?</p> <p>Why are families important?</p>		Sept/Oct/December

Science 3

Life Science: Plant Growth and Changes (PL)	
All outcomes in this unit contribute to the development of all K-12 science goals.	
<p>Outcomes</p> <p>PL3.1 Investigate the growth and development of plants, including the conditions necessary for germination. <i>[CP, SI]</i></p>	<p>Indicators</p> <ol style="list-style-type: none"> Pose questions related to plant growth (e.g., How do very young plants look different from grown plants? How much water do plants need to grow? Do all plants grow in the same way?). Observe and explain the function of the major structures (i.e., root, stem, flower, leaf, and fruit or seed) of a variety of plants. Relate characteristics such as the number and shape of leaves, flower colour, height, and presence and type of fruit in different types of plants to the plant's environment. Sort and classify plants and/or seeds according to one or more student-selected attributes. Observe and represent, using written language, pictures, and charts, changes that occur through the life cycle of a flowering plant. Compare the basic needs of plants to the basic needs of animals and humans. Research ways in which plants rely on animals and abiotic factors (e.g., gravity, wind, and water) to support plant reproduction by dispersing seeds. Predict and investigate conditions such as the temperature, available sunlight, available nutrients in soil, and available water, which are necessary for plant germination and growth. Care for a flowering plant throughout its life cycle, tracking its growth and changes. Estimate, record, and display relevant measurements of plant growth, using rulers, tables, and bar graphs. Suggest explanations for patterns and discrepancies in the growth rate of similar plants grown in varying conditions. Explain the importance of water and light for plant growth and the mechanisms by which plants obtain water and light from the environment. Identify characteristics that remain constant and those that change throughout the life cycle of a flowering plant. Pose new questions about conditions necessary for plant growth, based on what was learned.
<p>Outcomes</p> <p>PL3.2 Analyze the interdependence among plants, individuals, society, and the environment. <i>[CP, DM, SI]</i></p>	<p>Indicators</p> <ol style="list-style-type: none"> Observe, safely and respectfully, plants in local environments (e.g., classroom, flower garden, school yard, community garden, forest, field, park, and nature preserve). Research traditional and contemporary uses of plants or parts of plants, such as food, beverages, medicine, arts, seed banks, shade, wind breaks, erosion protection, cultural celebrations, and products like dyes, shelter, and clothing. Examine the significance to some First Nations and Métis people of offering tobacco during harvesting and how that purpose differs from using the tobacco plant for smoking. Examine the importance of agriculture in Saskatchewan, including the variety of plants and plant-related products. Describe examples of plant biodiversity (e.g., trees, shrubs, bushes, herbs, grasses, vines, and mosses) in various ecosystems throughout the world. Explain how to determine whether plants are healthy and discuss the impacts of diseased plants on society and the environment. Describe ways that plants and animals depend on each other. Assess the impact of natural (e.g., animal migration, fire, competition, and decay) and human activity (e.g., burning land, logging, fertilizing, soil compaction, and picking endangered plants) on the biodiversity of plant species. Examine the type and quantity of plants and plant matter in the diets of people who live in various communities and/or represent various cultures. Explain how and why plants are replenished naturally (e.g., forest fires and pollination) and artificially (e.g., tree farms, planting seedlings, and seed banks). Defend a position related to plant use (e.g., picking plants, harvesting crops, fertilizing, and planting invasive species) and protection (e.g., establishing conservation areas, planting native species, and developing alternatives to plant-based products). Imagine a world without plants and describe the impact on animals, people, and the environment. Respond to and acknowledge the ideas of others regarding the importance of plants to self and society. Research lifestyles (e.g., farming, fishing, and logging) and jobs (e.g., florist, crop scientist, landscaper, gardener, fruit grower, ecologist, logger, and nursery worker) that depend on understanding and working with plants and plant-related products.

Curricular Outcomes	Identify Big Ideas /Essential Questions	Resources (Include additional resources from school collection)	Time Frame
<p>Plant Growth and Changes</p> <ul style="list-style-type: none"> PL3.1 Investigate the growth and development of plants, including the conditions necessary for germination. PL3.2 Analyze the interdependence among plants, individuals, society, and the environment. 	<p>Each part of the plant has a function (roots, stem, etc.) How are the roots of a potato and a carrot the same? Different?</p> <p>Many variables impact on plant growth – access to sun, water, location, soil. Do all plants grow in the same way?</p> <p>A variety of plants are grown in Saskatchewan for our use and sold to other parts of Canada/World – wheat; mustard seeds; canola, saskatoon berries, spruce trees, etc. How are plants used by the people of Saskatchewan?</p>	<p>Saskatchewan Pearson Science 3</p>	<p>May/June</p>

Health 5

Planning for Health is a bit different than for the other subjects. At least one outcome from each of the following goals should be in every unit:

- **Goal #1: Develop the understanding, skills, and confidences necessary to take action to improve health. (USC) (5 – 6 outcomes)**
- **Goal #2: Make informed decisions based on health-related knowledge. (DM) (1 outcome)**
- **Goal #3: Apply decisions that will improve personal health and/or the health of others. (AP) (1 outcome)**

To truly understand a concept, students must uncover key problems, issues, questions, and arguments behind the knowledge claims. The outcomes inspire questions derived from prior knowledge (Goal #1), examination of past and present health “claims” (Goal #2), and the use of past and present knowledge to improve the health of self and others (Goal #3). (Health Education 5 p.22)

Please Note: There is overlap with Religion and Family Life (*). Consult Religion/Family Life/Health Correlation document when mapping out the year.

USC5.1 Analyze personal eating practices.

*USC5.2 Understand the responsibilities associated with the physical, social, spiritual, and emotional changes of puberty.

USC5.3 Analyze how infectious diseases (including HIV and Hepatitis C) and non-infectious illnesses/diseases challenge holistic well-being.

*USC5.4 Analyze the connections between personal identity and personal wellbeing, and establish strategies to develop and support a positive self-image.

USC5.5 Analyze the impact of violence and the cycle of abuse on the holistic well-being of self, family, and community.

USC5.6 Assess peer influence and demonstrate a readiness to prevent and/or avoid potentially dangerous situations involving peer pressure (including lying, substance use, and bullying).

USC5.7 Assess the importance of self-regulation and taking responsibility for one’s actions.

DM5.1 Analyze possible obstacles and envision solutions to addressing health challenges related to personal eating practices, changes of puberty, impact of illness/ disease, identity and well-being, violence, peer pressure, and self-regulation.

AP5.1 Design and implement, with guidance, two five-day action plans that embrace health opportunities or address health challenges related to personal eating practices, changes of puberty, impact of illness/disease, identity and well-being, violence, peer pressure, and self-regulation.

Curricular Outcomes	Identify Big Ideas /Essential Questions	Resources (Include additional resources from school collection)	Time Frame
USC5.1 Analyze personal eating practices. DM5.1 AP5.1			Sept/Oct
USC5.3 Analyze how infectious diseases (including HIV and Hepatitis C) and non-infectious illnesses/diseases challenge holistic well-being. DM5.1 AP5.1		HIV/Aids Catholic Curriculum – Lessons 17, 18, 19	Nov/Dec

Physical Education

A sample year plan is included in the curriculum on page 17. It is recommended that teachers print off this page and as they prepare learning experiences for their students during the course of the year jot down some big ideas/essential questions in the margin:

Table 2. Suggested Year Plan - Outcome Focus

Suggested Year Plan	
Outcome Emphasis	
Initiate	Teachers are initiating student learning through teacher led-learning experiences. This often involves new learnings for students.
Extend	Teachers are extending student learning by building on previously initiated and connected learnings.
Apply/Challenge	Teachers are facilitating student learning by guiding students through learning experiences that challenge them to apply the knowledge, understandings, skills, and attitudes gained through previous initiated and extended learning.

Month Time	Outcomes												
	Health-related Fitness	Body Systems	Complex Locomotor Skills	Locomotor Skills	Complex Non-locomotor Skills	Manipulative Skills	Complex x Manipulative Skills	Movement Refinement	Skillful Play	Tactics, Strategies, and Rules	Safety and First Aid	Relationships	Culture and History
	4.1	4.2	4.3	4.4	4.5	4.6	4.7	4.8	4.9	4.10	4.11	4.12	4.13
Aug./Sept. 13 hours													
October 11 hours													
November 11 hours													
December 8 hours													
January 9 hours													
February 8 hours													
March 8 hours													
April 11 hours													
May 11 hours													
June 10 hours													

Possible Big Ideas/Essential Questions:

4.1 Health Related Fitness (Aug./Sept. 13 hours)

Which movement activities do I enjoy the most that increase my heart rate and respiration?

How do increasing my heart rate and respiration for eight minutes help me stay healthy/fit?

4.6, 4.7, 4.8, 4.9, 4.10

What kinds of activities increase my heart rate?