

All About Me - Grade 2

Teacher Resource

Ontario Catholic Edition

Curriculum Connections & Learning Opportunities

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Social Studies

<u>Who Am I?</u>		
<i>Curriculum Connections</i>	<i>Learning Opportunities</i>	<i>AAM Portfolio Activity</i>
<p>A1.1 Compare ways in which some traditions have been celebrated over multiple generations in their family, and identify some of the main reasons for changes in these traditions</p>	<p>Create a character sketch to describe family members and their traditions</p> <p>Share photos and create reflections to show and compare traditions and celebrations</p>	<p>Add box > About Me > My Background > Select background > +Reflection + Tag “Social Studies” + Tag “My Family” + Tag “My Culture”</p> <ul style="list-style-type: none"> ● What traditions does your family celebrate that come from your background? ● Why is it important to celebrate these traditions? ● What is your favourite family tradition and why? <p>Add box > Journal + Tag “My Family” + Tag “My Culture”</p> <ul style="list-style-type: none"> ● Interview a family member ● Reflect on the importance of traditions ● Interview a peer about their family traditions and celebrations <ul style="list-style-type: none"> ○ <i>What tradition/celebration did you enjoy learning about the most and why? How are there traditions different than yours?</i>

<p>A1.2 Compare their family’s structure and some of their traditions and celebrations with those of their peers’ families</p>	<p>Create a collage to show and compare family experiences, uniqueness, interests</p> <p>Write a prayer about their family traditions for students to take home to their families</p>	<p>Add Box > My Faith > Prayers > +Reflection + Tag “My Family”</p> <ul style="list-style-type: none"> • Write a prayer about your favourite tradition to share with your family • Reflect on how writing a prayer for someone makes you and the person you’re right it for feel
<p>A2.2 Gather and organize information on some of the past and present traditions and celebrations within their family and the community to which they belong, using primary and/or secondary sources that they have gathered themselves or that have been provided to them</p>	<p>Create a timeline using dates, photos, and descriptions</p> <p>Create your own tradition as a class for the school year</p>	<p>Add Box > Add Media > Add Picture/Video/File/Link</p> <ul style="list-style-type: none"> • What significance does this artifact have to you? • How is it connected to your family and/or community?
<p>A3.1 Identify and describe different types of families</p>	<p>Design a family tree</p> <p>Organize a Family Night for your class where families and students can get to know each other better</p>	<p>Add box > My Family > Add family members > +Reflection</p> <ul style="list-style-type: none"> • Reflect on the importance of different types of families • Explain a tradition that your family member has told you about
<p>Additional Connections: A2.1, A2.5, A3.3, A3.7</p>	<p><u>Books to consider:</u> <i>Holy Enchilada!</i> by Henry Winkler</p> <p><i>Franklin Celebrates</i> by Sharon Jennings and Paulette Bourgeois</p> <p>The Family Book by Todd Parr</p>	

What are my opportunities?		
<i>Curriculum Connections</i>	<i>Learning Opportunities</i>	<i>AAM Portfolio Activity</i>
<p>A3.2 Identify some different groups in their community and describe some of the ways in which they contribute to diversity in Canada</p>	<p>Introduce the word ‘occupation’ by creating a list of jobs that students have seen in their community</p> <p>Ask a community helper to visit and share what they do and how it helps the community</p> <p>Invite a parent or staff member to talk to the students about what they do</p> <p>Interview a family member to find out important events that have happened in their family</p>	<p>My Future > World of Work > Select a job and add it to your Portfolio > +Reflection</p> <ul style="list-style-type: none"> ● Have you a seen a person with this job in your community? ● What do they do? ● Why are they important for the community? <p>My Future > Explore Jobs > +Reflection + Tag “My Questions”</p> <ul style="list-style-type: none"> ● If inviting a visitor to your classroom, ask students to find their job and Add to Portfolio ● In the reflection, students can write 1-2 questions that they would like to ask on the day of the visit
<p>B1.1. Compare selected communities from around the world, including their own community, in terms of the lifestyles of people in those communities and some ways in which the people meet their needs</p>	<p>Invite students to create or join a group that represent members of the community they are interested in supporting</p> <p>Compare how people in different communities around the world meet their needs</p> <p>Create a list of ways students can make their school a good home in God’s world</p>	<p>Add box > Journal + Tag “Critical Thinking”</p> <ul style="list-style-type: none"> ● Why is it important to have a variety of jobs in the community? ● What do you think would happen if everyone had the same job? ● Interview a family member about their job and what they do

<p>B3.7 Describe selected communities around the world, with reference to their major physical features, wildlife, and some aspects of their culture</p>	<p>Create posters about Earth Day</p> <p>Participate in a yard clean up</p>	<p>Add Box > Add Media > Add Picture/File > +Reflection + Tag “My Community”</p> <ul style="list-style-type: none"> • Take students for a walk and ask them to take a picture that represents the major physical features, wildlife, and culture • In the reflection, students can answer the question: What makes your community unique?
<p>Additional Connections: A3.5, B3.1, B3.7</p>	<p><u>Books to consider:</u></p> <p>From Here to There by Laurel Croza & Matt James</p> <p>The Berenstain Bears’ Jobs Around Town by Stan and Jan Berenstain</p>	
<p><u>Who do I want to become?</u></p>		
<p><i>Curriculum Connections</i></p>	<p><i>Learning Opportunities</i></p>	<p><i>AAM Portfolio Activity</i></p>
<p>B1.3 Demonstrate an understanding of the importance of sustainability in people’s interrelationship with their natural environment and some of the consequences of sustainable and/or non-sustainable actions</p>	<p>Invite a guest speaker to come in to talk about the environment or a cause</p> <p>Create a mural of your class’ green footprint in the community</p> <p>Brainstorm a list of different ways students can keep the environment happy and healthy and set a personal or class goal</p>	<p>My Future > Explore Jobs > +Reflection + Tag “My Questions”</p> <ul style="list-style-type: none"> • If inviting a visitor to your classroom, ask students to find their job and Add to Portfolio • In the reflection, students can write 1-2 questions that they would like to ask on the day of the visit <p>Add Box > Add Media > Add Picture ></p>

		<p>+Reflection + Tag “Global Citizenship” + Tag “Collaboration”</p> <ul style="list-style-type: none"> • Have students add their green handprint to the class mural • In the reflection, students can write 1-2 ways in which they contribute to their environmentally friendly school community, and why it is important to care for the natural environment <p>Add box > About Me > My Strengths > +Reflection</p> <ul style="list-style-type: none"> • How can you use your strengths to create a more sustainable natural environment? <p>Add box > About Me > My Goals + Tag “Social Studies” + Tag “Global Citizenship” + Tag “Collaboration”</p> <ul style="list-style-type: none"> • Set a goal and action plan related to how students will become more environmentally friendly (i.e., I will remind my peers to throw away their recyclable items in the recycling bin at lunch time)
<p>B3.6 Identify basic human needs and describe some ways in which people in communities around the world meet these needs</p>	<p>Have a class discussion about the difference between wants and needs</p> <p>Explore the consequences, both good and bad, of how people use the environment to meet their needs</p>	<p>Add box > Journal + Tag “Social Studies”</p> <ul style="list-style-type: none"> • Ask students to reflect on the differences between a want and a need <p>Add box > About Me > My Attributes > +Reflection + Tag “Global Citizenship”</p> <ul style="list-style-type: none"> • Why is your attribute important to

	<p><u>Books to consider:</u></p> <p>Under a Prairie Sky by Anne Laurel Carter & Alan and Lea Daniel</p> <p>The Hard-Times Jar by Ethel Footman Smothers</p>	<p>have?</p> <ul style="list-style-type: none"> • How can you use your attribute to make the community a better place?
<u>What is my plan for achieving my goals?</u>		
<i>Curriculum Connections</i>	<i>Learning Opportunities</i>	<i>AAM Portfolio Activity</i>
<p>A3.5 Demonstrate an understanding of simple chronology by identifying and organizing chronologically some important events and people from multiple generations in their family and/or community</p>	<p>Create a timeline of events that families have experienced generation to generation</p> <p>Write a class letter about their community. (Ex. what do they like about it? What can they do to make it better?)</p>	<p>Add box > About Me > My Goals + Tag “Social Studies” + Tag “Global Citizenship”</p> <ul style="list-style-type: none"> • Ask students to set a goal and create an action plan on how they are going to contribute to their community • Once completed, reflect on how did you feel contributing to the community? • Was it easy to achieve your goal? Why or why not? • What are some other ways you can make your community a better place? <p>Add box > Journal</p> <ul style="list-style-type: none"> • Interview a family or community member about important life events they experienced and create a timeline • Take a picture of the timeline and add it to a journal • Why were these events important for this family/community member? How did they change over the years?

		<p>Add box > Journal + Tag “My Family” + Tag “My Community”</p> <ul style="list-style-type: none"> ● Ask students to write a story about their family and heritage ● How do families contribute to the school and neighbourhood communities?
A3.7 Identify some ways in which heritage is passed on through various family celebrations and practices	<p>Create a heritage book for each student</p> <p>Discuss how families contribute to the school community and neighbourhood communities</p>	<p>Add Box > Add Media > Add Picture/File/Video + Tag “My Community”</p> <ul style="list-style-type: none"> ● Add a picture of your community ● What do you like about your community? What could be done to make it better?

Language

<u>Who Am I?</u>		
<i>Curriculum Connections</i>	<i>Learning Opportunities</i>	<i>AAM Portfolio Activity</i>
<p><i>Oral Communication</i></p> <p>2.3 Communicate ideas, opinions, and information orally in a clear, coherent manner using simple but appropriate organizational patterns</p> <p>2.4 Choose a variety of appropriate words and phrases to communicate their meaning accurately and engage the interest of their audience</p> <p>Additional Connections: 2.1, 2.6, 2.7</p>	<p>Students can present/share their 'All About Me' Portfolio's to the class</p> <p>Ask students to bring in an artifact that represents who they are (Ex. show and tell)</p> <p>Upload pictures or create journal entries about students' favourite memory/activity from the weekend</p> <p>Create and present an acrostic poem (Ex. using their name, for a special school event)</p>	<p>Add Box > Add Media > Add Picture > +Reflection + Tag "Language" + Tag "Communication"</p> <ul style="list-style-type: none"> ● How does this artifact show who you are? ● Would someone be able to tell who you are just by looking at it? <p>Add Box > Add Media > Add Picture/Video > +Reflection</p> <ul style="list-style-type: none"> ● How does this picture or video show who you are? ● Why is it important for your family/teachers/friends/classmates to know who you are? <p>Add box > Journal + Tag "Language"</p> <ul style="list-style-type: none"> ● Write a journal entry about something you did this weekend and share it with the class
<p><i>Reading</i></p> <p>1.6 Extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them</p>	<p>Ask students to share their opinions and personal thoughts about stories that they have read (individually or as as a class)</p>	<p>Add box > Journal + Tag "Language"</p> <ul style="list-style-type: none"> ● Write a journal entry about why you are glad to be you ● If you could change one thing about yourself, what would it be?

<p>1.8 Express personal thoughts and feelings about what has been read</p> <p>Additional Connections: 1.1, 1.2, 3.3</p>	<p><u>Books to consider:</u></p> <p>I'm Glad I'm Me Poems About You by Jack Prelutsky</p>	<p>Add box > About Me > My Attributes > +Reflection + Tag "Critical Thinking"</p> <ul style="list-style-type: none"> • Add a box that represents an attribute you have and add it to your portfolio • How does your attribute relate to the characters in the story you read? • Pick a character from the story, what are some similarities and differences between you and them?
<p><i>Writing</i></p> <p>2.1 Write short texts using several simple forms</p> <p>Additional Connections: 1.3, 1.4, 1.5, 1.6, 2.8</p>	<p>Complete weekly student journals based on class, school, or personal events</p> <p>Integrate reflections into student portfolios after writing lessons</p> <p>Write a prayer on the value of everyone being their unique and individual self and how that contributes to your diverse and rich class community</p>	<p>Add box > Journal</p> <ul style="list-style-type: none"> • Write about a class, school, or personal event that is important to you <p>Add box > Add any box > +Reflection</p> <ul style="list-style-type: none"> • What does this artifact say about you? • Why was it important to add this to your portfolio? <p>Add box > My Faith > Prayers</p> <ul style="list-style-type: none"> • Write a prayer on your class' diverse community and what you enjoy about your peers' individual/unique characteristics
<p><i>Media Literacy</i></p> <p>1.1 Identify the purpose and intended audience of some simple media texts</p> <p>Additional Connections: 1.6</p>	<p>Create a personalized All About Me license plate</p> <p>Create and analyze the purpose of print ads (Ex. magazines, posters, etc.)</p>	<p>Add Box > Add Media > Add Picture/Video/File/Link > +Reflection + Tag "Language" + Tag "Communication"</p> <ul style="list-style-type: none"> • What is important about this piece of media?

		<ul style="list-style-type: none"> • What does it represent to you? • Who is your intended audience? • What information will they be able to find out about you? <p>Add Box > Add Media > Add Picture > +Reflection + Tag “Language” + Tag “My Community”</p> <ul style="list-style-type: none"> • Take a walk in your school community and find as many media advertisements as you can (ex. Billboards, posters, signs) • Post the picture to your portfolio and reflect about who you think the ad is for/directed to and what the ad’s message is
<u>What are my opportunities?</u>		
<i>Curriculum Connections</i>	<i>Learning Opportunities</i>	<i>AAM Portfolio Activity</i>
<p><i>Oral Communication</i> 2.4 Identify some simple elements of style, including voice, word choice, and different types of sentences, and explain how they help readers understand texts</p>	<p>Choose a different element of style to focus on (Ex. Voice, word choice, types of sentences) when completing guided reading or whole-group read alouds</p> <p><u>Books to consider:</u></p> <p>Crickwing by Janell Cannon</p> <p>Fancy Nancy and the Posh Puppy by Jane O’Connor</p> <p>The Best Story by Eileen Spinelli</p>	<p>Add box > About Me > My Interests > Reading Books > Add the genre of the book you read > +Reflection + Tag “Language”</p> <ul style="list-style-type: none"> • Add the genre of the book you read to your portfolio • How did the author help the reader understand more about the story by using voice, word choice, and different types of sentences? • What opportunities did the characters in the story have?

<p><i>Reading</i></p> <p>1.6 Extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them</p> <p>1.8 Express personal thoughts and feelings about what has been read</p> <p>Additional Connections: 1.1, 1.2</p>	<p>Discuss how different types of texts connect to students' own ideas, knowledge, experiences, other texts they may have read, and to the world around them</p> <p>Encourage students to make connections to self as they read different types of stories</p>	<p>Add box > About Me > My Interests > Reading Books</p> <ul style="list-style-type: none"> • Why is this your favourite type of book? • How do you relate to characters in the books you have read? <p>Add box > Journal + Tag "Language" + Tag "Critical Thinking"</p> <ul style="list-style-type: none"> • How does the story you read connect/relate to your own life and personal experiences? • Do you agree or disagree with how the author told the story? • How could you have told/shared the story differently than the author? What series of events would you change?
<p><i>Writing</i></p> <p>1.1 Identify the topic, purpose, audience and form for writing</p> <p>2.1 Write short texts using several simple forms</p>	<p>Rewrite stories but from different perspectives</p> <p>Create different types of journal entries (Tie in to using sentence starters and success criteria)</p> <ul style="list-style-type: none"> • What do I want to be when I grow up? • Create a biography • What future career goals do you have? <p>Choose and explore a different career every week</p>	<p>Add box > Journal + Tag "Critical Thinking"</p> <ul style="list-style-type: none"> • Re-write a story you read but from a different perspective • Create a new opportunity for your character and write about what happens <p>My Future > World of Work > Pick to a job to add to portfolio > +Reflection</p> <ul style="list-style-type: none"> • Why does this job interest you? • What are some different activities someone in this job would be responsible for completing?

		<p>Add box > About Me > My Interests > +Reflection</p> <ul style="list-style-type: none"> • What opportunities do you have right now that are connected to your interests? (Ex. My interest in sports can lead me to playing on the school team) <p>Add box > My Goals > Personal > +Reflection</p> <ul style="list-style-type: none"> • Have students set a goal related to a career they are interested in • What skills and abilities do you need to develop for this future job? • What can you do at school and at home to help you develop these skills?
<p><i>Media Literacy</i></p> <p>1.4 Describe how different audiences might respond to specific media texts</p> <p>3.4 Produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques</p> <p>Additional Connections: 1.1, 1.2, 1.3, 1.6</p>	<p>Find videos on Youtube that tie into student personal interests or goals</p> <p>Find and analyze various types of print advertisements and discuss the different types of meanings it portrays</p> <p>Create different types of media texts (Ex. an advertisement) and describe the intended audience and the message the media text is trying to send</p> <p><u>Books to consider:</u></p> <p>A Moment in Time by Jennifer Butenas</p>	<p>Add box > Journal + Tag “Critical Thinking”</p> <ul style="list-style-type: none"> • How does the media influence your personal interests and the choices you make? <p>Add Box > Add Media > Add Picture/File/Video/Link > +Reflection + Tag “Language”</p> <ul style="list-style-type: none"> • Add an advertisement you created to your portfolio • What is the intended audience and the message your advertisement is trying to send? • Why did you choose to send this message to your audience?
<p>Who do I want to become?</p>		

<i>Curriculum Connections</i>	<i>Learning Opportunities</i>	<i>AAM Portfolio Activity</i>
<p><i>Oral Communication</i> 2.2 Demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing and small- and large- group discussions</p> <p>Additional Connections: 1.9, 2.5, 3.1, 3.2</p>	<p>Share student prayers that respond to the question “Who do I want to become?”</p> <p>Share your attributes/virtues with your classmates and discuss the importance of how attributes help you with who you want to become</p>	<p>Add box > My Faith > Prayers</p> <ul style="list-style-type: none"> ● How does your prayer represent who you want to become? ● What inspired you to choose this occupation/individual? ● What virtues are most important to you and why? <p>Add box > About Me > My Attributes > +Reflection</p> <ul style="list-style-type: none"> ● How will your attribute help who you want to become in the future? ● Are there any other attributes that will help you become who you want to be in the future?
<p><i>Reading</i> 1.3 Identify several reading comprehension strategies and use them before, during, and after reading to understand texts</p> <p>Additional Connections: 1.7, 4.1</p>	<p>Explore biographies or related texts of famous people or characters that are of interests to your students</p> <p>Discuss different ways readers can understand stories (Ex. illustrations in the book, tone of voice of the reader)</p>	<p>Add box > About Me > My Strengths > Reading > +Reflection + Tag “Self-discovery”</p> <ul style="list-style-type: none"> ● What are some reading comprehension strategies you use before, during, and after reading ● How do these strategies help you become a better reader? ● What strategy worked the best and why?
<p><i>Writing</i> 4.1 Identify some strategies they found helpful before, during, and after writing</p> <p>Additional Connections: 1.2, 1.3, 1.4, 1.5, 1.6</p>	<p>Write various journal entries that encourage students to use different strategies (Ex. topic sentences/jot notes, rough draft, edit/review, final copy)</p> <p>Write a Journal entry about “Who do I want</p>	<p>Add box > Journal + Tag “Self-discovery”</p> <ul style="list-style-type: none"> ● Who do you want to become? ● What is a dream or passion that you have? ● What interested or motivated you to decide you wanted this for your

	<p>to become?”</p> <p><u>Books to consider:</u></p> <p>Iggly Peck, Architect by Andrea Beaty</p>	<p>future?</p>
<p><i>Media Literacy</i></p> <p>3.4 Produce media texts for specific audiences, using a few simple media forms and appropriate conventions and techniques</p> <p>4.1 Identify, initially with support and direction, what strategies they found most helpful in making sense of and creating media texts</p> <p>Additional Connections: 1.1, 1.2, 1.3, 3.1, 4.2</p>	<p>Create a video with clips that represent who you want to become</p> <p>Explore different types of occupations by adding pictures or videos/links of different jobs students might like to have</p>	<p>Add Box > Add Media > Add Video/Link > +Reflection</p> <ul style="list-style-type: none"> ● What interests you about this particular occupation/individual? ● What did you enjoy the most about creating this video? ● What difficulties did you run into when creating the video and how did you overcome them? <p>My Future > Explore Jobs > Add a job to your Portfolio > +Reflection</p> <ul style="list-style-type: none"> ● Why did you add this occupation? ● What interests you the most about it?

<u>What is my plan for achieving my goals?</u>		
<i>Curriculum Connections</i>	<i>Learning Opportunities</i>	<i>AAM Portfolio Activity</i>
<p><i>Oral Communication</i> 2.5 Identify some vocal effects, including tone, pace, pitch, and volume, and use them appropriately, and with sensitivity towards cultural differences to help communicate their meaning</p> <p>Additional connections: 1.9, 2.2, 3.1, 3.2</p>	<p>Present to your class (in small or whole groups) one of your goals and action plans that relate towards improving a skill (Ex. reading, writing, communication, etc.)</p>	<p>Add box > About Me > My Goals > +Reflection + Tag "Self-discovery"</p> <ul style="list-style-type: none"> • How will this goal help you improve your chosen skill? • Why is this goal and action plan important to you? • Who will help you achieve this goal?
<p><i>Reading</i> 1.7 Identify the main idea and some additional elements of texts</p> <p>Additional connections: 1.3, 4.1</p>	<p>Read a variety of stories and identify different elements of texts (Ex. main idea, characters, problem/solution of the story)</p>	<p>Add box > School > Work Habits > +Reflection + Tag "Self-discovery"</p> <ul style="list-style-type: none"> • How do your work habits help you with reading? • How do your reading comprehension strategies help you identify different elements of texts (Ex. main idea, characters, problem/solution of the story) • If you could recommend one reading strategy to a friend, which one would it be and why? • Why is it important to have effective work habits?
<p><i>Writing</i> 1.3 Gather information to support ideas for</p>	<p>Identify the audience and topic' organizational components; draft; revise; and,</p>	<p>Add box > School > Work Habits > Organization</p>

<p>writing in a variety of ways and/or from a variety of sources</p> <p>Additional Connections: 1.2, 1.4, 1.5, 1.6, 4.1</p>	<p>polish during read alouds</p> <p>Create pieces of writing using different types of organizational methods (Ex. Hamburger paragraph)</p>	<ul style="list-style-type: none"> • How does being organized help you in your writing? • Why is it important to be organized?
<p><i>Media Literacy</i></p> <p>4.2 Explain, initially with support and direction, how their skills in listening, speaking, reading, and writing help them to make sense of and produce media texts</p> <p>Additional Connections: 1.1, 1.2, 1.3, 3.1, 3.4, 4.1</p>	<p>Create a media text that displays your plan for achieving your personal, academic, or learning skills goal</p>	<p>Add Box > Add Media > Add Picture/File/Video/Link> +Reflection</p> <ul style="list-style-type: none"> • How does your media text help inform others of what your goal and action plan is?
<p>4.1 Identify what strategies they found most helpful before, during, and after writing and what steps they can take to improve as writers</p>	<p>Use a three column reflective journal to monitor the writing process (Ex. before, during, and after writing)</p>	<p>Add Box > Add Media > Add Picture/File + Tag "Communication"</p> <ul style="list-style-type: none"> • Take a picture or add a piece of writing to your portfolio • What steps do you take when you write? • What are some strategies you can use before, during, and after writing to help you improve? <p>Add box > About Me > My Strengths > Writing > +Reflection + Tag "Communication"</p> <ul style="list-style-type: none"> • Describe writing strategies you use before, during, and after writing • How do these strategies help you become a better writer? • - Which strategy works the best for

		you? Why?
<i>Media Literacy</i>		
3.4 Produce media texts for specific audiences, using a few simple media forms and appropriate conventions and techniques	<p>Create a video with clips that represents who you want to become in the future</p> <p>Explore different types of occupations by adding pictures or videos/links of different careers students might like to have</p>	<p>Add Box > Add Media > Add Video/Link > +Reflection + Tag "Self-discovery"</p> <ul style="list-style-type: none"> • What interests you about this particular occupation/individual? • What did you enjoy the most about creating this video? • What difficulties did you run into when creating the video and how did you overcome them? <p>My Future > Explore Jobs > Add a job to your Portfolio > +Reflection</p> <ul style="list-style-type: none"> • Why did you add this occupation? • - What interests you most about it?
<u>What is my plan for achieving my goals?</u>		
<i>Curriculum Connections</i>	<i>Learning Opportunities</i>	<i>AAM Portfolio Activity</i>
<i>Oral Communication</i>		
3.1 Identify, in conversation with the teacher and peers, what strategies they found most helpful before, during, and after listening and speaking	<p>In small or whole groups, have students present one of their goals and action plans that relate towards improving a skill (Ex. reading, writing, communication, etc.)</p> <p>Identify strategies students can use that will</p>	<p>Add box > My Goals > Academic > Language Arts > +Reflection + Tag "Language"</p> <ul style="list-style-type: none"> • Set a goal in either listening or speaking that you would like to improve on • How will this goal help you improve

	<p>help them before, during, and after listening and speaking</p>	<p>your chosen skill?</p> <ul style="list-style-type: none"> ● Why is this goal and action plan important to you? ● Who will help you achieve this goal? <p>Add box > About Me > My Strengths > (choose a skill) > +Reflection</p> <ul style="list-style-type: none"> ● Select a skill you are focusing on (Ex. being a good listener) ● - What strategies are you going to use to develop this skill?
<p><i>Writing</i></p>		
<p>4.1 Identify what strategies they found most helpful before, during, and after writing and what steps they can take to improve as writers</p> <p>Additional Connections: 4.2</p>	<p>Create pieces of writing using different types of organizational methods (Ex. hamburger paragraph)</p>	<p>Add box > School > Work Habits > Organization</p> <ul style="list-style-type: none"> ● How does being organized help you in your writing? ● Why is it important to be organized? <p>Add box > About Me > My Strengths > Writing > +Reflection</p> <ul style="list-style-type: none"> ● What do you find challenging about writing? ● What strategies could you use to improve your writing? ● - Are these strategies helpful for all students? Explain why or why not
<p><i>Media Literacy</i></p>		

<p>4.2 Explain, initially with support and direction, how their skills in listening, speaking, reading, and writing help them to make sense of and produce media texts</p> <p>Additional Connections: 4.1</p>	<p>Create a media text that displays your plan for achieving your personal, academic, or learning skills goal</p>	<p>Add Box > Add Media > Add Picture/File/Video/Link> +Reflection</p> <ul style="list-style-type: none"> • How does your media text help inform others of what your goal and action plan is? • Is it important that other people know what goals you are working towards? • What role do your friends, family, and teachers play in helping you to achieve your goal? <p>Add box > My Goals > Learning Skills > +Reflection + Tag "Self-discovery"</p> <ul style="list-style-type: none"> • Choose a learning skill you would like to improve on • Why do you want to improve this skill? How will this help you become a better learner? • - What strategies will you use to develop this skill? Who can help you?
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The Arts

Who Am I?

<i>Curriculum Connections</i>	<i>Learning Opportunities</i>	<i>AAM Portfolio Activity</i>
<p><i>Dance</i> A2.3 Identify and give examples of their strengths and areas for growth as dance creators and audience members</p>	<p>Create and document a dance in small groups</p> <p>Reflect individually or as a whole group areas of strength and places for growth as dance creators and audience members</p>	<p>Add box > Journal > +Add Photo/Video + Tag "Dance" + Tag "Self-discovery"</p> <ul style="list-style-type: none"> ● Attach a picture of you in a dance or during a performance that you are proud of ● What skills does your dance highlight? ● Why are these skills important to who you are?
<p><i>Drama</i> B1.4 Communicate feelings and ideas to a familiar audience (e.g. classmates), using several simple visual or technological aids to support and enhance their drama work</p> <p>Additional Connections: B1.1, B1.2</p>	<p>Present a drama piece (Ex. Play, dance, song, etc.) related presentation using a variety of technological aids</p> <p>Discuss what success looks like for drama participants and audience members</p>	<p>Add Box > Add Media > Add Picture/Video/Link > +Reflection + Tag "Drama"</p> <ul style="list-style-type: none"> ● Add a picture or video of you presenting to your classmates ● How do you feel about your presentation? ● What was your favourite part? ● Were you successful in your presentation? How do you know?
<p><i>Music</i> C2.3 Identify and give examples of their strengths and areas for growth as musical performers, creators, interpreters, and audience members</p>	<p>Discuss some examples of strengths and areas for growth as musical performers, creators, interpreters, and audience members</p> <p>Identify a piece of music that reflects who you are</p>	<p>Add Box > Add Media > Add Video/Link + Tag "Music"</p> <ul style="list-style-type: none"> ● How does this song represent who you are? ● Why is this song important to you? ● What is your favourite lyric and why?
<p><i>Visual Arts</i> D1.3 Use elements of design in art works to communicate ideas, messages, and understandings</p>	<p>Create self-decorated license plates that display their interests/values</p> <p>Create 'All About Me' posters using a combination of materials (paint, pastels,</p>	<p>Add Box > Add Media > Add Picture > +Reflection + Tag "Visual Arts" + Tag "Creativity"</p> <ul style="list-style-type: none"> ● How does this license plate/'All About Me' poster represent your interests

<p>D2.4 Identify and document their strengths, their interests and areas for improvements as creators of art</p>	<p>crayons, etc.)</p> <p>Create self portraits that represent who you are</p> <p>Create a drawing or share a photo of a dance step or a proud moment during a performance and a reflection to show feelings</p>	<p>and values?</p> <ul style="list-style-type: none"> • What do you like the most about this creation? <p>Add Box > Add Media > Add Picture > +Reflection + Tag “Visual Arts”</p> <ul style="list-style-type: none"> • How does this drawing/photo represent a proud moment in your life? • Why is this moment/artifact so special to you?
<p><u>What are my opportunities?</u></p>		
<p><i>Curriculum Connections</i></p>	<p><i>Learning Opportunities</i></p>	<p><i>AAM Portfolio Activity</i></p>
<p><i>Dance</i></p> <p>A3.1 Describe, with teacher guidance, a variety of dances from communities around the world that they have seen in the media, at live performances and social gatherings, or in the classroom</p>	<p>Research the types of celebrations that occur around the world focusing on dances (Ex. Chinese New Year - Dragon Dance)</p>	<p>Add Box > Add Media > Add Video/Link > +Reflection + Tag “Dance”</p> <ul style="list-style-type: none"> • What kinds of opportunities are available for people who participate in these dances? • Why is this opportunity important?
<p><i>Drama</i></p> <p>B3.1 Identify and describe a variety of drama and theatre forms they experience in their home, school, and community, and in the media</p> <p>B3.2 Demonstrate an awareness of some drama and theatre traditions of communities around the world</p>	<p>Attend and reflect on programs from high school or play performances</p> <p>Discuss personal experiences where students may have heard or seen drama and theatre traditions of communities around the world</p>	<p>Add box > About Me > Add Journal > +Add Photo/Video + Tag “Drama”</p> <ul style="list-style-type: none"> • How has this performance taught you something about culture? • Why is it important to learn about home/school/community types of performances?
<p><i>Music</i></p>	<p>Research different types of music from</p>	<p>Add Box > Add Media > Add Video/Link + Tag</p>

<p>C3.2 Identify, through performing and/or listening, a variety of musical forms or pieces from different communities, times, and places</p>	<p>cultures that interests your students</p> <p>Observe various performances (either in person or online) from different cultures, communities, places, and times</p>	<p>“Music”</p> <ul style="list-style-type: none"> Why did you choose this performance or piece of music? What does it tell you about the community, time, and place?
<p><i>Visual Arts</i></p> <p>D3.1 Identify and describe a variety of visual art forms they see in their home, at school, in their community, and in visual arts experiences</p> <p>Additional Connections: D3.2</p>	<p>Create a landscape collage of community life that depicts occupations and possible job opportunities/choices (comparisons between our community and global communities)</p> <p>Create a class quilt with squares that depict the awareness of similarities and differences within their own and global communities</p>	<p>My Future > World of Work > Add a job to Portfolio > +Reflection</p> <ul style="list-style-type: none"> How does the job you have selected connect to art? What types of other jobs could this person do based on the skills they have? <p>Add Box > Add Media > Add Picture > +Reflection + Tag “Visual Arts” + Tag “My Community”</p> <ul style="list-style-type: none"> Take a walk around the school community or ask students to bring a picture from home that contains visual art forms Why you chose this picture? What type of visual art is it (Ex. drawing, crafts, painting, etc.) What does it tell you about the community?
<p><u>Who do I want to become?</u></p>		
<p><i>Curriculum Connections</i></p>	<p><i>Learning Opportunities</i></p>	<p><i>AAM Portfolio Activity</i></p>
<p>Dance</p> <p>A3.2 Identify various reasons why people dance in daily life and various contexts in</p>	<p>Watch various dance videos and identify the purpose for why people might want to dance in their daily lives (Ex. hip hop, bhangra, West</p>	<p>Add Box > Add Media > Add Video/Link > +Reflection</p> <ul style="list-style-type: none"> What type of dance did you choose?

<p>which they do so</p>	<p>African dance, etc.)</p>	<ul style="list-style-type: none"> • Why do you think dance is important to these people in your video? <p>My Future > Explore Jobs > Type in 'dance' > Add to Portfolio > +Reflection + Tag "Critical Thinking"</p> <ul style="list-style-type: none"> • Type in 'dance' into the keyword search bar and choose one of the jobs that come up to add to your portfolio • Why did you choose that particular job? • Do you like to dance? What do you like about it? • Would you like to be a dancer one day? Why or why not?
<p>Music C3.1 Identify reasons why people make music in their daily lives and describe contexts in which they make music</p>	<p>Research different types of music students have heard in their community and reflect on the reasons why people make music</p> <p>Watch videos of different types of music in different communities</p>	<p>Add box > Journal + Tag "Music" + Tag "My Family"</p> <ul style="list-style-type: none"> • What songs do you and your family sing at special occasions in your life? • Do you think you will sing these songs with your family when you grow up? <p>Add box > School > My Favourite Subject > Music > +Reflection</p> <ul style="list-style-type: none"> • Add the Music box to your portfolio • What do you like about music? • Where have you seen or heard people play music before?
<p><u>What is my plan for achieving my goals?</u></p>		
<p><i>Curriculum Connections</i></p>	<p><i>Learning Opportunities</i></p>	<p><i>AAM Portfolio Activity</i></p>
<p><i>Drama</i></p>	<p>Students can use various methods of</p>	<p>Add Box > Add Media > Add Picture/Video ></p>

<p>B1.2 Demonstrate an understanding of the element of roles by communicating thoughts, feelings, and perspectives appropriate to the role being played</p>	<p>presenting (miming, plays, etc.) for one minute to demonstrate a main idea of a story to their audience</p>	<p>+Reflection</p> <ul style="list-style-type: none"> ● Add a picture/video of you presenting to an audience ● What are you presenting in the picture/video you added? ● How did you communicate your thoughts, feelings, and perspectives to your audience? <p>Add box > School > My Favourite Subject > Drama > +Reflection + Tag "Drama"</p> <ul style="list-style-type: none"> ● Add the Drama box to your portfolio ● What are some different ways you have learned to communicate your thoughts, feelings, and perspectives?
<p><i>Music</i></p>		
<p>C3.2 Demonstrate an awareness of the use of music and musical instruments in various traditions from early times to today</p>	<p>In groups, compose a piece of music that integrates or reflects the music and musical instruments in various traditions</p>	<p>Add Box > Add Media > Add Video/Link > +Reflection + Tag "Music"</p> <ul style="list-style-type: none"> ● What genre of music is represented in your piece? ● What is the tradition your group selected? ● How does the piece of music reflect the music and musical instruments in various traditions?
<p><i>Visual Arts</i></p>		
<p>D3.1 Describe how forms and styles of visual and media arts represent various messages</p>	<p>Analyze the use of elements and principles of design in a variety of art works</p>	<p>My Future > World of Work > Add a job to Portfolio > +Reflection</p>

and contexts in the past and present	Explain how different designs are used to communicate meaning or understanding	<ul style="list-style-type: none"> • How does the job you have selected connect to art? (Hint: enter a keyword!) • What opportunities are available for someone with this skill? • Do you find this job interesting? Explain why or why not
D3.2 Demonstrate an awareness of ways in which visual arts reflect the beliefs and traditions of a variety of peoples and of people in different times and places	Research different types of visual arts to locate key information about artists beliefs, traditions as well as different times and places	<p>Add Box > Add Media > Add Picture > +Reflection + Tag “Visual Art” + Tag “Critical Thinking”</p> <ul style="list-style-type: none"> • What type of visual art did you add to your portfolio? • What information does the art tell the viewer about their beliefs, traditions, time period, and location of the artist? • - What message do you think the artist is trying to share?
<u>Who do I want to become?</u>		
<i>Curriculum Connections</i>	<i>Learning Opportunities</i>	<i>AAM Portfolio Activity</i>
<i>Dance</i>		
A2.3 Identify and give examples of their strengths and areas for growth as dance creators and audience members	Write a journal entry to express how students feel before and after a performance	<p>Add box > Journal + Tag “Self-discovery”</p> <ul style="list-style-type: none"> • Before a performance, write down how you are feeling and after the presentation and compare it to how you feel after • Reflect on what you think was a

		<p>strength and areas where you could improve for the next presentation</p> <p>My Future > Explore Jobs > Add to Portfolio > +Reflection</p> <ul style="list-style-type: none"> • How many jobs could you find that are related to dance? (Hint: enter the keyword 'dance' into the search bar!) • Find a job that interests you the most and add it to your portfolio • - What interests you the most about this job?
<u>What is my plan for achieving my goals?</u>		
<i>Curriculum Connections</i>	<i>Learning Opportunities</i>	<i>AAM Portfolio Activity</i>
<i>Music</i>		
C2.3 Identify and give examples of their strengths and areas for growth as musical performers, creators, interpreters, and audience	Discuss some examples of strengths and areas for growth as musical performers, creators, interpreters, and audience members	<p>Add box > School > My Favourite Subject > Music > +Reflection + Tag "Music"</p> <ul style="list-style-type: none"> • What is your favourite part of music and why? (Ex. performing, creating, interpreting, being an audience member) <p>Add box > About Me > My Goals > Academic > Music > +Reflection + Tag "Music" + Tag "Self-discovery"</p> <ul style="list-style-type: none"> • Create a goal and action plan related to becoming a better musical

		performer or creator <ul style="list-style-type: none"> • Why this goal is important to you? • What strategies will you use to achieve your goal? Who can help you?
<i>Visual Arts</i>		
D2.4 Identify and document their strengths, their interests, and areas for improvements as creators, and viewers	Compare two pieces of artwork from two different periods of time and reflect on how they are similar and different	Add Box > Add Media > Add Picture > +Reflection + Tag "Visual Arts" + Tag "Self-discovery" <ul style="list-style-type: none"> • Add two pieces of artwork from two different time periods that you are proud of • How are they similar? (Ex. did you use the same materials, was it easy to draw) • - How are they different?

Religious Education and Family Life

<u>Who Am I?</u>		
<i>Curriculum Connections</i>	<i>Learning Opportunities</i>	<i>AAM Portfolio Activity</i>
<p>A1.1 Recognize that each of them is a unique person whom God created and loves</p>	<p>Write a prayer about the value in being surrounded by unique individuals with gifts and personal qualities that God created and loves</p> <p>Create an acrostic poem that highlight student gifts and personal qualities</p>	<p>Add box > Journal + Tag “Religious Education and Family Life”</p> <ul style="list-style-type: none"> ● How would you describe yourself to a friend or classmate? ● What is something unique or different about you? ● Why do you think God made you unique? <p>Add box > My Faith > Catholic Graduate Expectations > Select an expectation > +Reflection</p> <ul style="list-style-type: none"> ● Why did you choose this expectation? ● How does it represent who you are and what you believe in?
<p>A3.3 Identify some of their gifts and personal qualities</p>	<p>Create and share individual student biographies</p> <p>Create a jigsaw puzzle that represents each student where each piece describes a personal quality, interests, and preferences</p>	<p>Add box > About Me > My Interests > +Reflection</p> <ul style="list-style-type: none"> ● Why do you enjoy participating in this pastime? ● Did someone teach you to do this or did you learn on your own? <p>Add box > My Faith > Prayers > +Reflection +</p>

		<p>Tag “My Community”</p> <ul style="list-style-type: none"> ● Write a prayer for your peers ● Reflect on who are you surrounded by (Ex. family, friends, etc.) ● How can you cherish the unique qualities and gifts your peers have to offer?
<p>B2.1 Recognize that each person’s family is unique</p> <p>Additional Connections: A3.2</p>	<p>Create a family tree and discuss how different families are made up of different people (Ex. some have lots of brothers/sisters, some are an only child)</p>	<p>Add box > My Family > Add family members > +Reflection + Tag “My Family”</p> <ul style="list-style-type: none"> ● Add a family member to your portfolio ● What is your favourite memory with this family member? ● Reflect on the importance of different types of families
<u>What are my opportunities?</u>		
<i>Curriculum Connections</i>	<i>Learning Opportunities</i>	<i>AAM Portfolio Activity</i>
<p>E1.1 Appreciate the goodness of God’s world</p> <p>E2.1 Recognize the value of human work</p> <p>E3.1 Identify some aspects of the world that make it a good place for them</p>	<p>List different ways God has made this world good</p> <p>Invite a community member to come in and speak to the class about the value of human work</p> <p>Ask students to interview a family member about their values</p>	<p>Add box > My Goals > +Reflection + Tag “Global Citizenship”</p> <ul style="list-style-type: none"> ● Create a goal with an action plan on how you can make the world a good place <p>My Future > World of Work > Select any job > +Reflection</p> <ul style="list-style-type: none"> ● Why did you choose this occupation? ● What type of work does this person contribute? ● Why is the work they do important to the community?

		<p>Add box > My Faith > Prayers</p> <ul style="list-style-type: none"> • Write a prayer for someone who is important to you
<u>Who do I want to become?</u>		
<i>Curriculum Connections</i>	<i>Learning Opportunities</i>	<i>AAM Portfolio Activity</i>
A2.1 Recognize that they will continue to grow and develop	Have students set a S.M.A.R.T goal on how they are going to become a better student, friend, or son/daughter by the end of the school year	<p>Add box > My Goals > +Reflection + Tag "Self-discovery"</p> <ul style="list-style-type: none"> • Add a goal and create an action plan on how you are going to become a better student, friend, or son/daughter by the end of the school year • Reflect on your progress during the middle of the school year and at the very end • How do you know you achieved your goal?
B1.3 Recognize the importance of friendship in people's lives	<p>Ask students how they can become a better friend and classmate in their school community</p> <p>Write a prayer for a friend or a classmate</p>	<p>Add box > About Me > My Values > My Friends > +Reflection</p> <ul style="list-style-type: none"> • Who are your friends? • What do you like to do with your friends? • What are some things your friends do to help you? • What are some things you can do to help them? <p>Add box > My Faith > Prayers + Tag "Religious"</p>

		<p>Education and Family Life”</p> <ul style="list-style-type: none"> • Write a prayer for a friend or a classmate • Show your friend or classmate the prayer and reflect on how it made both you and your friend feel
B2.3 Explain the importance of cooperation with others	Think, Pair, and Share about the importance of friendship and cooperation	<p>My Future > World of Work > Select a Job > +Reflection</p> <ul style="list-style-type: none"> • What types of people do people have to interact with at this job? • Do you think it’s important for these people to cooperate with one another? • What do you think would happen if they didn’t?
<u>What is my plan for achieving my goals?</u>		
<i>Curriculum Connections</i>	<i>Learning Opportunities</i>	<i>AAM Portfolio Activity</i>
C3.4 Describe some of the ways they can show respect and care for their bodies	<p>Have students create a S.M.A.R.T goal that represents how students are going to show respect and care for their bodies</p> <p>Discuss what it means to be ‘respectful’ to yourself and someone else</p>	<p>Add box > My Goals > +Reflection</p> <ul style="list-style-type: none"> • Add a goal and action plan that reflects how you are going to show respect and taking care of your body • Once completed, reflect on how you felt completing the goal • Was it difficult or easy to make a healthy change?
D2.2 Recognize that making decisions can be difficult D3.3 Analyze and compare two situations	Discuss and identify support systems available to students that can help them achieve goals and devise a plan to achieve these goals	<p>Add box > Journal + Tag “Problem Solving”</p> <ul style="list-style-type: none"> • Write a story about a time where you had to make a decision • What were you deciding between?

involving decisions	Share a story about a time when you had a difficult time making a decision and how went about making it	<ul style="list-style-type: none">• How did you feel about having to choose between things?
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Science

<u>Who Am I?</u>		
<i>Curriculum Connections</i>	<i>Learning Opportunities</i>	<i>AAM Portfolio Activity</i>
<p><u>Understanding Structures and Mechanisms: Movement</u> 2.1 Follow established safety procedures during science and technology investigations</p>	<p>Outline and establish classroom safety procedures when participating in experiments (Ex. returning tools when they are finished)</p> <p>Create classroom safety signs with specific safety instructions (i.e. do not run in the classroom)</p> <p>As a class, define what 'safety' and 'responsibility' look and sound like</p> <p>Discuss ways students can ensure their own safety and their classmates' safety, and why it is important</p>	<p>Add box > About Me > My Attributes > Responsibility > +Reflection</p> <ul style="list-style-type: none"> ● What does it mean to be 'responsible'? ● Describe a time when you showed responsibility ● How are you going to show your teacher and your class that you can be responsible during an activity? <p>Add Box > Add Media > Add Picture/File > +Reflection</p> <ul style="list-style-type: none"> ● Add a picture of the safety sign you created or upload the file to your portfolio ● Reflect on why you chose this safety rule/procedure <p>Add Box > Add Media > Add Picture/Video/Link > +Reflection</p> <ul style="list-style-type: none"> ● Add a picture or video that captures you being safe and responsible in the classroom ● Reflect on why being safe and responsible an important attribute to have?

<p><u>Understanding Life Systems: Growth and Change in Animals</u></p> <p>1.2 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>Additional Connections: Understanding Life Systems 1.1, 3.3, 3.4</p>	<p>As a class, brainstorm and create a list of the ways in which humans interact with animals and discuss some of the positive and negative impacts these interactions have on animals and where they live</p> <p>Introduce students to a various organizations or public figures who have had a positive impact on animals using non-fiction books and online resources (Ex. Organizations such as World Wide Fund for nature, a local animal shelter)</p> <p>Group Activity - In small groups, create a poster to share what you have learned about the organization or public figure</p> <p><u>Books to consider:</u></p> <p><i>The Watcher: Jane Goodalls' Life with Chimps</i> by Jeanette Winter</p> <p><i>A Boy and a Jaguar</i> by Alan Rabinowitz and Catia Chien</p>	<p>About Me > My Attributes > Compassion > Reflection</p> <ul style="list-style-type: none"> • What does it mean to be compassionate? • Discuss a time when you showed compassion towards animals and the environment (I.e. Caring for a pet, helping to pick up litter to keep the animal's habitat clean) • Give one example of how you can show compassion towards animals in the future <p>Add Box > Add Media > Add Drawing + Tag "Science"</p> <ul style="list-style-type: none"> • Draw a picture of your favourite animal and/or pet <p>Add Box > Add Media > Add Picture/Link > Reflection + Tag "Science" + Tag "Global Citizenship"</p> <ul style="list-style-type: none"> • Upload a picture of your poster • Write a reflection about your poster <ul style="list-style-type: none"> ○ How does this person or organization show compassion? ○ How does this person or organization inspire you? <p><i>Optional:</i> About Me > My Values > Caring for Animals > Reflection</p> <ul style="list-style-type: none"> • Why is caring for animals important to you?
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<p><u>Understanding Earth and Space Systems: Air and Water in the Environment</u></p> <p>1.2 Assess personal and family uses of water as responsible/efficient or wasteful, and create a plan to reduce the amount of water used, where possible</p> <p>Additional Connections: 1.1, 2.7, 3.3, 3.6</p>	<p>Create a tally chart to record class-wide water use for one week and encourage students to add a tally each time they drink from the fountain, wash their hands, etc.</p> <p>Think-Pair-Share about ways in which you can use water responsibly and reduce the amount of water you use to be less wasteful</p> <p>Discuss communities in the world who don't have access to clean water</p> <p>Create a poster or media ad that encourages care and concern for responsible water use and display these posters throughout your school or classroom</p>	<p>About Me > My Attributes > Responsibility > Reflection</p> <ul style="list-style-type: none"> ● What does it mean to be responsible? ● Discuss how you show responsibility for the environment. ● How can you show responsibility towards the environment in the future? <p>My Goals > Personal > Community > Action Plan</p> <ul style="list-style-type: none"> ● Set a goal to reduce the amount of water you use at home (Ex. Turn off the tap when brushing your teeth) ● With the help of your teacher, write an Action Plan to help you achieve your goal <p>Add Box > Add Media > Add Picture > Reflection + Tag "Science" + Tag "Global Citizenship"</p> <ul style="list-style-type: none"> ● Upload a picture of your responsible water use poster ● Write a reflection for your poster <ul style="list-style-type: none"> ○ Why is it important to use water responsibly? ○ How would your life change if you didn't have access to clean water? ○ How does spreading a positive message about responsible water use make you feel?
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<u>What are my opportunities?</u>		
<i>Curriculum Connections</i>	<i>Learning Opportunities</i>	<i>AAM Portfolio Activity</i>
<p><u>Understanding Matter and Energy: Properties of Liquids and Solids</u> 3.6 Explain the meaning of international symbols that give us information on the safety of substances</p>	<p>Introduce students to the effects that household hazardous waste have on the environment through books and videos</p> <p>Use a matching activity to identify symbols and learn about the definitions of various hazardous products</p> <p>Demonstrate safe practices when disposing household hazardous material</p> <p>Invite a member from the community to talk to students about safety around hazardous materials</p>	<p>My Future > World of Work > Pick any job > +Reflection + Tag "Science"</p> <ul style="list-style-type: none"> Choose a job that you think involves hazardous material What types of hazardous products do think they see in their job? What kind of training do you think these workers would have to work in that particular environment? <p>Add box > Journal</p> <ul style="list-style-type: none"> Reflect on the guest speaker you visited your classroom Does their job interest you? Why or why not? What safety procedures to they follow in their work environment and why are they important to consider?
<u>Who do I want to become?</u>		
<p><u>Understanding Matter and Energy: Properties of Liquids and Solids:</u> 2.4 Use scientific inquiry/experimentation skills to investigate liquids and solids in terms of their capacity for buoyancy (e.g., wood floats, coins sink) and/or absorption (e.g.,</p>	<p>As a class, investigate various liquids and solids in terms of their capacity for buoyancy and absorption and ask students to record predictions, observations, conclusions (Ex. Investigate if wood, coins, or an apple will sink or float; Investigate if a paper towel,</p>	<p>Add Box > School > How I learn > Doing Activities > Reflection + Tag "Science"</p> <ul style="list-style-type: none"> How did doing an activity help you to learn about buoyancy and absorption? What did you like about doing an

<p>paper towel absorbs liquid, plastic wrap repels liquid)</p> <p>Additional Connections: 2.1, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1</p>	<p>fabric, or plastic wrap will absorb water)</p> <p>Ask students to draw a picture of what they think a scientist looks like and then draw a picture of themselves doing the buoyancy and absorption experiment</p> <p>Discuss the differences between what they thought a scientist looks like and their own drawings of themselves as scientists (I.e. Explore the idea that anyone can be a scientist)</p> <p><u>Books to Consider</u> Ada Twist, Scientist by Andrea Beaty</p>	<p>activity?</p> <ul style="list-style-type: none"> ● What did you dislike about doing an activity? <p>Add Journal + Tag “Science”</p> <ul style="list-style-type: none"> ● Reflect on the steps you used during the buoyancy and absorption experiments <ul style="list-style-type: none"> ○ What did I predict would happen? ○ What did I learn or discover? ○ How can I share the information I have learned? <p>Add Box > School > My Favourite Subject > Science > Drawing > Reflection + Tag “Science”</p> <ul style="list-style-type: none"> ● Draw a picture of yourself doing the buoyancy and absorption experiment ● Reflect on what makes you a good scientist <p>Add Box > School > What I like > Learning New Things > Reflection + Tag “Science”</p> <ul style="list-style-type: none"> ● Add a definition, in your own words, for the new science vocabulary you are learning (Ex. liquid, gas, buoyancy, absorption)
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What is my plan for achieving my goals?

Understanding Earth and Space Systems: Air and Water in the Environment

2.7 Use a variety of forms to communicate with different audiences and for a variety of purposes

Create Venn diagrams to compare the similarities and differences between warm and cold blooded animals

Draw a series of pictures or comic strips showing the different phases of the moon

Document experiments by taking pictures, taking videos, creating or writing a step-by-step journal entries, or drawing diagrams

Add Box > Add Media > Add Picture/File/Video > + Reflection + Tag "Science"

- Add a picture showing your science experiment
- Reflect on what you learned from the experiment
- Reflect on what you found the most interesting and why

Add box > School > How I Learn > +Reflection + Tag "Self-discovery"

- Add a box that reflects how you learn best in school
- Reflect on whether there any other ways you like to learn
- What are some ways your teacher uses to communicate with you and the class?

Math

<i>Curriculum Connections</i>	<i>Learning Opportunities</i>	<i>AAM Portfolio Activity</i>
<p>Build a structure using three-dimensional figures, and describe the two-dimensional shapes and three dimensional figures in the structure</p>	<p>Build a structure using as many two-dimensional shapes as you can</p> <p>Create a list and describe places with three-dimensional figures students have seen and record the two-dimensional figures in the structure</p> <p>Have students set S.M.A.R.T. goals for math (E.g., what math strategy/skill would you like to improve on this year?)</p>	<p>Add Box > Add Media > Add Drawing > +Reflection + Tag “Math”</p> <ul style="list-style-type: none"> ● What three-dimensional figure did you build? ● What two-dimensional shapes do you see? <p>My Future > World of Work > Select any job > +Reflection + Drawing</p> <ul style="list-style-type: none"> ● In what ways does the job you selected involve equipment that is made up of two and three dimensional shapes <ul style="list-style-type: none"> ○ Add a Drawing of the two and three dimensional shapes <p>Add box > My Goals > Academic > Math > +Reflection + Tag “Self-discovery”</p> <ul style="list-style-type: none"> ● Set a goal in one area of math you feel like you could improve in ● Create an action plan that will help you track your progress towards reaching this academic goal ● Once completed, reflect on how you know you have gotten better at math
<p>Demonstrate an ability to organize objects into categories, by sorting and classifying objects using two attributes simultaneously</p>	<p>Discuss and create a list of the different ways objects can be organized (Ex. by colour, shape, detail, height)</p>	<p>Add Box > Add Media > Add Picture/File + Tag “Math”</p> <ul style="list-style-type: none"> ● Create a legend to organize your

	<p>Play a game where students have to organize and sort everyday objects (<i>these can even be items you find in your classroom!</i>)</p>	<p>portfolio by colour and type and upload the legend to your portfolio</p> <ul style="list-style-type: none"> ● Use the Archive feature to organize the boxes that are important to you and your portfolio <p>Add box > School > Work Habits > Being Organized > +Reflection + Tag “Math”</p> <ul style="list-style-type: none"> ● Add the Being Organized box to your portfolio ● Reflect on the process of organizing your portfolio ● How does your portfolio look now compared to how it looked before? ● Why is it helpful to be organized? ● How do you like to stay organized?
<p>Gather data to answer a question, using a simple survey with a limited number of responses</p>	<p>Create surveys for topics that students are interested in learning more about (Ex. a survey about how many people walk to school)</p> <p>Brainstorm different ways students can display their data once surveys have been completed (Ex. using numbers, tallies, graphs, etc)</p>	<p>Add box > School > My Favourite Subject > Math > +Reflection + Tag “Self-discovery”</p> <ul style="list-style-type: none"> ● Add the Math box to your portfolio ● Reflect on who you are as math learner ● What are your strengths? Where are some places you need help? <p>Add Box > Add Media > Add Picture > +Reflection</p> <ul style="list-style-type: none"> ● Take a picture of your survey and your results ● What was your survey about? ● Who did you survey? ● What kinds of information did you find out?

Physical Education

<i>Curriculum Connections</i>	<i>Learning Opportunities</i>	<i>AAM Portfolio Activity</i>
<p>A2.3 Identify reasons for participating in physical activity every day</p>	<p>Introduce Canada’s Physical Activity Guide for Children and discuss the importance of building a healthy routine into student lives</p> <p>Discuss the benefits to spending time outside versus spending time indoors and/or engaging in screen time</p> <p>Discuss how students view themselves as healthy and active students and have them write a journal entry about who they are as healthy and active individuals</p>	<p>Add box > School > My Favourite Subject > Health & Phys. Ed. > +Reflection</p> <ul style="list-style-type: none"> ● Add the Health & Phys. Ed. box to your portfolio ● In the reflection, describe a physical activity you like to participate in ● How do feel when you do it? ● Why do you think it is important to engage in physical activity every day? <p>Add box > Journal + Tag “Health and Phys. Ed.”</p> <ul style="list-style-type: none"> ● Have students add a picture engaging in physical activity ● How am I a healthy and active student?
<p>A2.4 Participate in setting and achieving realistic personal and group goals related to physical activity</p>	<p>Discuss the importance of S.M.A.R.T. goal setting (E.g., so you can feel successful, motivated, etc.)</p>	<p>Add box > My Goals > +Reflection</p> <ul style="list-style-type: none"> ● Set a goal and create an action plan on how you are going to include physical activity in your daily life ● Once achieved, add a reflection and think about how easy was it to achieve the goal? ● How did you feel once you completed it?
<p>C2.2 Demonstrate an understanding of how</p>	<p>Make a list of healthy food choices versus</p>	<p>Add Box > Add Media > Add Picture ></p>

<p>to make healthy food choices for meals and snacks, considering the factors they can and cannot control</p>	<p>non-healthy food choices</p> <p>Create a venn diagram about what foods are considered a meal and what foods are considered a snack</p>	<p>+Reflection + Tag "Health and Phys. Ed."</p> <ul style="list-style-type: none">● Ask students to take a picture of what a healthy food choice looks like (this could be from their own lunches, a book/magazine, or the internet)● Reflect on why you think this item is a healthy food choice● Reflect on where most healthy food items come from
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