

General Curriculum Connections (apply to entire workshop series)

Grade	Subject Area	Connections
6	Health and Physical Education	<p><u>Identification and Management of Emotions</u> A1.1 apply skills that help them identify and manage emotions as they participate in learning experiences in health and physical education, in order to improve their ability to express their own feelings and understand and respond to the feelings of others</p> <p><u>Stress Management and Coping</u> A1.2 apply skills that help them to recognize sources of stress and to cope with challenges, including help-seeking behaviours, as they participate in learning experiences in health and physical education, in order to support the development of personal resilience.</p> <p><u>Positive Motivation and Perseverance</u> A1.3 apply skills that help them develop habits of mind that support positive motivation and perseverance as they participate in learning experiences in health and physical education, in order to promote a sense of optimism and hope</p> <p><u>Healthy Relationships</u> A1.4 apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging, and respect for diversity</p> <p><u>Self-Awareness and Sense of Identity</u> A1.5 apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support the development of a sense of identity and a sense of belonging</p> <p><u>Critical and Creative Thinking</u> A1.6 apply skills that help them think critically and creatively as they participate in learning experiences in health and physical education, in order to support making connections, analysing, evaluating, problem solving, and decision making</p> <p><u>Healthy Eating</u></p>

		<p>D2.1 apply their knowledge of medical, emotional, practical, and societal factors that influence eating habits and food choices to develop personal guidelines for healthier eating</p>
	<p>Language</p>	<p><u>Oral Communication</u> 2.2 demonstrate an increasingly sophisticated understanding of appropriate speaking behaviour in a variety of situations, including paired sharing, dialogue, and small- and large-group discussions</p>
<p>7</p>	<p>Health and Physical Education</p>	<p><u>Identification and Management of Emotions</u> A1.1 apply skills that help them identify and manage emotions as they participate in learning experiences in health and physical education, in order to improve their ability to express their own feelings and understand and respond to the feelings of others</p> <p><u>Stress Management and Coping</u> A1.2 apply skills that help them to recognize sources of stress and to cope with challenges, including help-seeking behaviours, as they participate in learning experiences in health and physical education, in order to support the development of personal resilience</p> <p><u>Positive Motivation and Perseverance</u> A1.3 apply skills that help them develop habits of mind that support positive motivation and perseverance as they participate in learning experiences in health and physical education, in order to promote a sense of optimism and hope.</p> <p><u>Healthy Relationships</u> A1.4 apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging, and respect for diversity</p> <p><u>Self-Awareness and Sense of Identity</u> A1.5 apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support the development of a sense of identity and a sense of belonging.</p> <p><u>Critical and Creative Thinking</u> A1.6 apply skills that help them think critically and creatively as they participate in learning experiences in health and physical education, in</p>

		<p>order to support making connections, analysing, evaluating, problem solving, and decision making.</p> <p><u>Healthy Eating</u> D3.1 demonstrate an understanding of personal and external factors that affect people’s food choices and eating habits</p>
	Language	<p><u>Oral Communication</u> 2.2 demonstrate an understanding of appropriate speaking behaviour in most situations, adapting contributions and responses to suit the purpose and audience</p>
8	Health and Physical Education	<p><u>Identification and Management of Emotions</u> A1.1 apply skills that help them identify and manage emotions as they participate in learning experiences in health and physical education, in order to improve their ability to express their own feelings and understand and respond to the feelings of others</p> <p><u>Stress Management and Coping</u> A1.2 apply skills that help them to recognize sources of stress and to cope with challenges, including help-seeking behaviours, as they participate in learning experiences in health and physical education, in order to support the development of personal resilience</p> <p><u>Positive Motivation and Perseverance</u> A1.3 apply skills that help them develop habits of mind that support positive motivation and perseverance as they participate in learning experiences in health and physical education, in order to promote a sense of optimism and hope</p> <p><u>Healthy Relationships</u> A1.4 apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging, and respect for diversity</p> <p><u>Self-Awareness and Sense of Identity</u> A1.5 apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support the development of a sense of identity and a sense of belonging</p> <p><u>Critical and Creative Thinking</u></p>

		A1.6 apply skills that help them think critically and creatively as they participate in learning experiences in health and physical education, in order to support making connections, analysing, evaluating, problem solving, and decision making
	Language	<u>Oral Communication</u> 2.2 demonstrate an understanding of appropriate speaking behaviour in most situations, using a variety of speaking strategies and adapting them to suit the purpose and audience

Additional Curriculum Connections

Week 1: Hungry for Knowledge

Grade	Subject Area	Connections
6	Health and Physical Education	<p><u>Personal Safety and Injury Prevention</u></p> <p>D1.1 demonstrate ways of being inclusive, respectful, and accepting, and describe how this benefits everyone, including themselves</p> <p>D3.2 recognize the responsibilities and risks associated with caring for themselves and others, and demonstrate an understanding of related safety practices and appropriate procedures for responding to dangerous situations</p>

Week 2: Food (In)Security 101

Grade	Subject Area	Connections
8	Geography	<p><u>Global Inequalities: Economic Development and Quality of Life</u> B1.1 analyse some interrelationships among factors that can contribute to quality of life</p> <p>B2.5 evaluate evidence and draw conclusions about issues related to global development and quality of life</p>
	Health and Physical Education	<p><u>Healthy Eating</u> D2.1 evaluate personal eating habits and food choices on the basis of the recommendations in Canada’s Food Guide, taking into account behaviours that support healthy eating</p>

*Check back in Fall 2020 for potential new connections to Ontario’s [new math curriculum](#) regarding financial literacy.

Week 3: Is Wealth Good for Your Health?

Grade	Subject Area	Connections
7	Geography	<p><u>Physical Patterns in a Changing World</u> A1.1 describe various ways in which people have responded to challenges and opportunities presented by the physical environment</p> <p>A1.3 assess the physical environment in various locations around the world to determine which environment or environments have the greatest impact on people</p>
8	Health and Physical Education	<p><u>Healthy Eating</u> D2.1 evaluate personal eating habits and food choices on the basis of the recommendations in Canada’s Food Guide, taking into account behaviours that support healthy eating</p>
	Geography	<p><u>Global Inequalities: Economic Development and Quality of Life</u> B1.1 analyse some interrelationships among factors that can contribute to quality of life</p> <p>B2.5 evaluate evidence and draw conclusions about issues related to global development and quality of life</p>

Week 4: Putting Race on the Table

Grade	Subject Area	Connections
6	Social Studies	<p><u>Heritage and Identity</u></p> <p>A1.3 analyse some of the contributions that various settler/newcomer groups have made to Canadian identities</p> <p>A2.5 evaluate evidence and draw conclusions about perspectives on the historical and/or contemporary experience of a few distinct communities, including First Nations, Métis, and/or Inuit communities, in Canada</p> <p>A2.6 communicate the results of their inquiries, using appropriate vocabulary (e.g., perspective, ethnic group, emigrant, immigrant, class, colonization, decolonization, colonialism, racism, classism, xenophobia, displacement, relocation, settler, newcomer)</p> <p>A3.3 describe some key economic, political, cultural, and social aspects of life in settler/ newcomer communities in Canada</p>
	Language	<p><u>Oral Communication</u></p> <p>2.3 communicate orally in a clear, coherent manner, using appropriate organizing strategies and formats to link and sequence ideas and information</p>
7	Language	<p><u>Oral Communication</u></p> <p>2.3 communicate orally in a clear, coherent manner, using a structure and style appropriate to both the topic and the intended audience</p>
8	Geography	<p><u>Global Inequalities: Economic Development and Quality of Life</u></p> <p>B1.1 analyse some interrelationships among factors that can contribute to quality of life</p> <p>B2.5 evaluate evidence and draw conclusions about issues related to global development and quality of life</p> <p>B3.5 identify various groups and organizations that work to improve quality of life, and describe their focus</p>
	Language	<p><u>Oral Communication</u></p> <p>2.3 communicate in a clear, coherent manner, using a structure and style appropriate to the purpose, the subject matter, and the intended audience</p>

Week 5: Reconcili-ACTION

Grade	Subject Area	Connections
6	Social Studies	<p><u>Heritage and Identity</u></p> <p>A1.3 analyse some of the contributions that various settler/newcomer groups have made to Canadian identities</p> <p>A2.1 formulate questions to guide investigations into different perspectives on the historical and/or contemporary experiences of a few distinct communities, including First Nations, Métis, and/or Inuit communities, in Canada</p> <p>A2.5 evaluate evidence and draw conclusions about perspectives on the historical and/or contemporary experience of a few distinct communities, including First Nations, Métis, and/or Inuit communities, in Canada</p> <p>A2.6 communicate the results of their inquiries, using appropriate vocabulary (e.g., perspective, ethnic group, emigrant, immigrant, class, colonization, decolonization, colonialism, racism, classism, xenophobia, displacement, relocation, settler, newcomer)</p> <p>A3.1 identify the traditional Indigenous and treaty territory or territories on which their community is located</p>
	Language	<p><u>Oral Communication</u></p> <p>2.3 communicate orally in a clear, coherent manner, using appropriate organizing strategies and formats to link and sequence ideas and information</p>
7	History	<p><u>Canada, 1800-1850: Conflict and Challenges</u></p> <p>B1.2 analyse some of the challenges facing individuals, groups, and/or communities, including First Nations, Métis, and Inuit individuals and/or communities, in Canada between 1800 and 1850</p> <p>B1.3 analyse the displacement experienced by various groups and communities, including Indigenous communities, who were living in or who came to Canada between 1800 and 1850 and how some of these groups dealt with their displacement</p> <p>B2.1 formulate questions to guide investigations into perspectives of different groups and communities, including First Nations, Métis, and/or Inuit communities, on some significant events, developments, and/or</p>

		<p>issues that affected Canada and/or people in Canada between 1800 and 1850</p> <p>B2.3 assess the credibility of sources and information relevant to their investigations</p> <p>B2.6 evaluate evidence and draw conclusions about perspectives of different groups and communities, including First Nations, Métis, and/or Inuit communities, on some significant events, developments, or issues that affected Canada and/or people in Canada during this period</p> <p>B2.7 communicate the results of their inquiries using appropriate vocabulary</p> <p>B3.2 identify a few key treaties of relevance to Indigenous people during this period, including wampum belts exchanged, and explain the significance of some of these agreements for different people and communities in Canada</p>
	Language	<p><u>Oral Communication</u></p> <p>2.3 communicate orally in a clear, coherent manner, using a structure and style appropriate to both the topic and the intended audience</p>
8	History	<p><u>Creating Canada, 1850-1890</u></p> <p>A2.1 formulate questions to guide investigations into perspectives of different groups and communities, including First Nations, Métis, and/or Inuit communities, on some significant events, developments, and/or issues that affected Canada and/or people in Canada between 1850 and 1890</p> <p>A2.3 assess the credibility of sources and information relevant to their investigations</p> <p>A2.6 evaluate evidence and draw conclusions about perspectives of different groups and communities, including First Nations, Métis, and/or Inuit communities, on some significant events, developments, and/or issues in Canada during this period</p> <p>A2.7 communicate the results of their inquiries using appropriate vocabulary (e.g., resistance, rebellion, settlement, treaty, reserves, residential school system, racism, cultural genocide, assimilation, pass system, reconciliation)</p>

		<p>A3.3 identify some key factors that contributed to the establishment of the residential school system</p> <p><u>Canada, 1890-1914: A Changing Society</u></p> <p>B1.2 analyse some ways in which challenges affected First Nations, Métis, and Inuit individuals, families, and communities during this period, with specific reference to treaties, the Indian Act, the reserve system, and the residential school system</p> <p>B2.1 formulate questions to guide investigations into perspectives of different groups and communities, including First Nations, Métis, and/or Inuit communities, on some significant events, developments, and/or issues that affected Canada and/or people in Canada between 1890 and 1914</p> <p>B2.3 assess the credibility of sources and information relevant to their investigations</p> <p>B2.6 evaluate evidence and draw conclusions about perspectives of different groups and communities, including First Nations, Métis, and/or Inuit communities, on some significant events, developments, and/or issues that affected Canada and/or people in Canada during this period</p>
	Language	<p><u>Oral Communication</u></p> <p>2.3 communicate in a clear, coherent manner, using a structure and style appropriate to the purpose, the subject matter, and the intended audience</p>

Week 6: Green New Meal

Grade	Subject Area	Connections
6	The Arts	<p><u>Visual Art</u> D1.1 create two-dimensional, three-dimensional, and multimedia art works that explore feelings, ideas, and issues from a variety of points of view</p>
	Language	<p><u>Purpose and Audience</u> 1.1 identify the topic, purpose, and audience for a variety of writing forms</p> <p><u>Developing Ideas</u> 1.2 generate ideas about a potential topic and identify those most appropriate for the purpose</p>
7	Geography	<p><u>Natural Resources around the World: Use and Sustainability</u> B1.1 analyse interrelationships between the location/accessibility, mode of extraction/ harvesting, and use of various natural resources</p> <p>B1.4 create a personal plan of action outlining how they can contribute to more sustainable natural resource extraction/harvesting and/or use</p> <p>B3.3 identify significant short- and long-term effects of natural resource extraction/harvesting and use on people and the environment</p>
	Science and Technology	<p><u>Understanding Life Systems Interactions in the Environment</u> 3.8 describe ways in which human activities and technologies alter balances and interactions in the environment</p> <p>3.9 describe Aboriginal perspectives on sustainability and describe ways in which they can be used in habitat and wildlife management</p> <p><u>Understanding Earth and Space Systems: Heat in the Environment</u> 3.7 describe the role of radiation in heating and cooling the earth, and explain how greenhouse gases affect the transmission of radiated heat through the atmosphere</p> <p>3.8 identify common sources of greenhouse gases, and describe ways of reducing emissions of these gases</p>
	The Arts	<p><u>Visual Arts</u> D1.1 create art works, using a variety of traditional forms and current media technologies, that express feelings, ideas, and issues, including opposing points of view</p>

	Language	<p><u>Purpose and Audience</u> 1.1 identify the topic, purpose, and audience for more complex writing forms</p> <p><u>Developing Ideas</u> 1.2 generate ideas about more challenging topics and identify those most appropriate for the purpose</p>
8	Geography	<p><u>Global Settlement: Patterns and Sustainability</u> A1.3 describe possible features of a sustainable community in the future</p> <p>A3.3 identify significant land-use issues</p>
	Science and Technology	<p><u>Understanding Structures and Mechanisms: Systems in Action</u> 3.1 identify various types of systems (e.g., mechanical systems, body systems, optical systems, mass transit systems, Aboriginal clan systems, health care systems)</p> <p>3.2 identify the purpose, inputs, and outputs of various systems (e.g., a garden – purpose: to grow things; input: seeds, water, fertilizer; output: flowers, food)</p> <p><u>Understanding Earth and Space Systems: Water Systems</u> 3.3 explain how human and natural factors cause changes in the water table</p>
	The Arts	<p><u>Visual Arts</u> D1.1 create art works, using a variety of traditional forms and current media technologies, that express feelings, ideas, and issues and that demonstrate an awareness of multiple points of view</p>
	Language	<p><u>Purpose and Audience</u> 1.1 identify the topic, purpose, and audience for more complex writing forms</p> <p><u>Developing Ideas</u> 1.2 generate ideas about more challenging topics and identify those most appropriate to the purpose</p>

Week 7: Everybody for Every Body

Grade	Subject Area	Connections
6	Health and Physical Education	<p><u>Mental Health Literacy</u> D1.5 demonstrate an understanding of the interconnections between a person’s thoughts, emotions, and actions, and of the potential impact of positive and negative thinking on mental health</p> <p><u>Healthy Eating</u> D3.1 explain how healthy eating and active living work together to improve a person’s overall physical and mental health and well-being and how the benefits of both can be promoted to others</p>
	The Arts	<p><u>Visual Art</u> D1.1 create two-dimensional, three-dimensional, and multimedia art works that explore feelings, ideas, and issues from a variety of points of view</p>
	Language	<p><u>Purpose and Audience</u> 1.1 identify the topic, purpose, and audience for a variety of writing forms</p> <p><u>Developing Ideas</u> 1.2 generate ideas about a potential topic and identify those most appropriate for the purpose</p>
7	Health and Physical Education	<p><u>Healthy Eating</u> D2.1 demonstrate the ability to develop healthier eating patterns, using information about the role that different foods play as contributing or preventive factors in a variety of health disorders</p> <p><u>Substance Use, Addictions, and Related Behaviours</u> D2.3 explain how preoccupation with body image or athletic performance can contribute to harmful or problematic eating habits and substance use, and demonstrate the ability to make informed choices about caring for their bodies</p>
	Science and Technology	<p><u>Understanding Life Systems Interactions in the Environment</u> 3.9 describe Aboriginal perspectives on sustainability and describe ways in which they can be used in habitat and wildlife management</p>
	The Arts	<p><u>Visual Arts</u></p>

		D1.1 create art works, using a variety of traditional forms and current media technologies, that express feelings, ideas, and issues, including opposing points of view
	Language	<p><u>Purpose and Audience</u> 1.1 identify the topic, purpose, and audience for more complex writing forms</p> <p><u>Developing Ideas</u> 1.2 generate ideas about more challenging topics and identify those most appropriate for the purpose</p>
8	Health and Physical Education	<p><u>Healthy Eating</u> D2.1 evaluate personal eating habits and food choices on the basis of the recommendations in Canada’s Food Guide, taking into account behaviours that support healthy eating</p> <p><u>Mental Health Literacy</u> D2.4 demonstrate an understanding of how incorporating healthy habits and coping strategies into daily routines can help maintain mental health and resilience in times of stress</p>
	The Arts	<p><u>Visual Arts</u> D1.1 create art works, using a variety of traditional forms and current media technologies, that express feelings, ideas, and issues and that demonstrate an awareness of multiple points of view</p>
	Language	<p><u>Purpose and Audience</u> 1.1 identify the topic, purpose, and audience for more complex writing forms</p> <p><u>Developing Ideas</u> 1.2 generate ideas about more challenging topics and identify those most appropriate to the purpose</p>