

RIVER SCHOOL PROGRAM CURRICULAR CONNECTIONS

Our Bones are Made of Salmon

(Grade 4-7)

Students explore Aboriginal people’s connections to the environment by comparing traditional salmon fishing tools. Students also learn how Aboriginal people preserve their culture through a storytelling film in which two local elders share oral histories of how salmon came to the Fraser River.

Grade	Subject	Curricular Area	Features
4	Science	Curricular Competencies	<ul style="list-style-type: none"> Identify First Peoples perspectives and knowledge as sources of information
	Social Studies	Big Ideas	<ul style="list-style-type: none"> Interactions between First Peoples and Europeans lead to conflict and cooperation, which continues to shape Canada’s identity
		Curricular Competencies	<ul style="list-style-type: none"> Use Social Studies inquiry processes and skills to: ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions Construct arguments defending the significance of individuals/groups, places, events, and developments; significance Ask questions, corroborate inferences, and draw conclusions about the content and origins of different sources; evidence Sequence objects, images, and events, and determine continuities and changes between different time periods and places; continuity and change Construct narratives that capture the attitudes, values, and worldviews commonly held by people at different times and places; perspective Make ethical judgments about events, decisions, and actions that consider the conditions of a particular time and place; ethical judgment
		Content	<ul style="list-style-type: none"> the history of the local community and of local First Peoples communities
	ELA	Big Ideas	<ul style="list-style-type: none"> Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.
		Curricular Competencies	<ul style="list-style-type: none"> Recognize the role of language in personal, social, and cultural identity

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			<ul style="list-style-type: none"> • Demonstrate awareness of the oral tradition in First Peoples cultures and the purposes of First Peoples texts • Identify how story in First Peoples cultures connects people to land
5	Science	Curricular Competencies	<ul style="list-style-type: none"> • Identify First Peoples perspectives and knowledge as sources of information
	Social Studies	Big Ideas	<ul style="list-style-type: none"> • Natural resources continue to shape the economy and identity of different regions of Canada
		Curricular Competencies	<ul style="list-style-type: none"> • Use Social Studies inquiry processes and skills to: ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions • Construct arguments defending the significance of individuals/groups, places, events, and developments; significance • Ask questions, corroborate inferences, and draw conclusions about the content and origins of different sources; evidence • Sequence objects, images, and events, and determine continuities and changes between different time periods and places; continuity and change • Construct narratives that capture the attitudes, values, and worldviews commonly held by people at different times and places; perspective • Make ethical judgments about events, decisions, and actions that consider the conditions of a particular time and place; ethical judgment
	ELA	Big Ideas	<ul style="list-style-type: none"> • Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.
		Curricular Competencies	<ul style="list-style-type: none"> • Demonstrate awareness of the oral tradition in First Peoples cultures and the purposes of First Peoples texts • Identify how story in First Peoples cultures connects people to land
6	Science	Curricular Competencies	<ul style="list-style-type: none"> • Identify First Peoples perspectives and knowledge as sources of information

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	Social Studies	Curricular Competencies	<ul style="list-style-type: none"> • Use Social Studies inquiry processes and skills to: ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions • Construct arguments defending the significance of individuals/groups, places, events, and developments; significance • Ask questions, corroborate inferences, and draw conclusions about the content and origins of different sources; evidence • Sequence objects, images, and events, and determine continuities and changes between different time periods and places; continuity and change • Construct narratives that capture the attitudes, values, and worldviews commonly held by people at different times and places; perspective • Make ethical judgments about events, decisions, and actions that consider the conditions of a particular time and place; ethical judgment
	ELA	Big Ideas	<ul style="list-style-type: none"> • Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.
		Curricular Competencies	<ul style="list-style-type: none"> • Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view • Recognize how language constructs personal, social, and cultural identity
7	Science	Curricular Competencies	<ul style="list-style-type: none"> • Apply First Peoples perspectives and knowledge, other ways of knowing, and local knowledge as sources of information (Gr 7)
	Social Studies	Big Ideas	<ul style="list-style-type: none"> • Religious and cultural practices that emerged during this period have endured and continue to influence people.
		Curricular Competencies	<ul style="list-style-type: none"> • Use Social Studies inquiry processes and skills to: ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions • Construct arguments defending the significance of individuals/groups, places, events, and developments; significance • Ask questions, corroborate inferences, and draw conclusions about the content and origins of different sources; evidence

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		<ul style="list-style-type: none"> • Sequence objects, images, and events, and determine continuities and changes between different time periods and places; continuity and change • Construct narratives that capture the attitudes, values, and worldviews commonly held by people at different times and places; perspective • Make ethical judgments about events, decisions, and actions that consider the conditions of a particular time and place; ethical judgment
	Content	<ul style="list-style-type: none"> • human responses to particular geographic challenges and opportunities, including climates, landforms, and natural resources • origins, core beliefs, narratives, practices, and influences of religions, including at least one indigenous to the Americas • scientific, philosophical, and technological developments • social, political, legal, governmental, and economic systems and structures, including at least one indigenous to the Americas
ELA	Big Ideas	<ul style="list-style-type: none"> • Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.
	Curricular Competencies	<ul style="list-style-type: none"> • Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view • Recognize the validity of First Peoples oral tradition for a range of purposes • Apply appropriate strategies to comprehend written, oral, and visual texts, guide inquiry, and extend thinking • Synthesize ideas from a variety of sources to build understanding • Recognize and appreciate how different features, forms, and genres of texts reflect different purposes, audiences, and messages