

RIVER SCHOOL PROGRAM CURRICULAR CONNECTIONS

Welcomed by the Water

(K-Grade 3)

Prior to European colonization, Indigenous peoples got what they needed from the land and water around them. Indigenous people have relied on salmon since the fish became abundant in the Fraser River about 5000-6000 years ago. They used native plants for food, medicine, building materials and more. This program explores the connection between Indigenous people, salmon, and the broader Fraser River Basin. Students experience the movement of salmon, storytelling and oral histories, and the many uses of native plants through an Indigenous perspective.

Grade	Subject	Curricular Area	Features
K	Science	Big Ideas	<ul style="list-style-type: none"> Plants and animals have observable features Daily and seasonal changes affect all living things
		Curricular Competencies	<ul style="list-style-type: none"> Demonstrate curiosity and a sense of wonder about the world Experience and interpret the local environment Recognize First Peoples stories (including oral and written narratives), songs, and art, as ways to share knowledge Discuss observations Share observations and ideas orally Express and reflect on personal experiences of place
		Content	<ul style="list-style-type: none"> adaptations of local plants and animals local First Peoples uses of plants and animals living things make changes to accommodate daily and seasonal cycles First Peoples knowledge of seasonal changes
	Social Studies	Big Ideas	<ul style="list-style-type: none"> Our communities are diverse and made of individuals who have a lot in common. Stories and traditions about ourselves and our families reflect who we are and where we are from.
		Curricular Competencies	<ul style="list-style-type: none"> Explain the significance of personal or local events, objects, people, or places Ask questions, make inferences, and draw conclusions about the content and features of different types of sources Sequence objects, images, or events, and distinguish between what has changed and what has stayed the same

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		Content	<ul style="list-style-type: none"> ways in which individuals and families differ and are the same people, places, and events in the local community, and in local First Peoples communities
1	Science	Big Ideas	<ul style="list-style-type: none"> Living things have features and behaviours that help them survive in their environment. Observable patterns and cycles occur in the local sky and landscape
		Curricular Competencies	<ul style="list-style-type: none"> Experience and interpret the local environment Identify simple patterns and connections Demonstrate curiosity and a sense of wonder about the world Compare observations with predictions through discussion Communicate observations and ideas using oral or written language, drawing, or role-play Express and reflect on personal experiences of place Recognize First Peoples stories (including oral and written narratives), songs, and art, as ways to share knowledge
		Content	<ul style="list-style-type: none"> names of local plants and animals structural features of living things in the local environment behavioural adaptations of animals in the local environment local First Peoples knowledge of the local landscape, plants and animals local First Peoples understanding and use of seasonal rounds
	Social Studies	Big Ideas	<ul style="list-style-type: none"> Rights, roles, and responsibilities shape our identity and help us build healthy relationships with others. We shape the local environment, and the local environment shapes who we are and how we live.
		Curricular Competencies	<ul style="list-style-type: none"> Sequence objects, images, and events, and distinguish between what has changed and what has stayed the same Identify fair and unfair aspects of events, decisions, and actions in their lives and consider appropriate courses of action Ask questions, make inferences, and draw conclusions about the content and features of different types of sources

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		Content	<ul style="list-style-type: none"> natural and human-made features of the local environment relationships between a community and its environment roles, rights, and responsibilities in the local community key events and developments in the local community, and in local First Peoples communities diverse cultures, backgrounds, and perspectives within the local and other communities characteristics of the local community that provide organization and meet the needs of the community
	English Language Arts	Big Ideas	<ul style="list-style-type: none"> Stories and other texts can be shared through pictures and words. Curiosity and wonder lead us to new discoveries about ourselves and the world around us.
		Curricular Competencies	<ul style="list-style-type: none"> Use developmentally appropriate reading, listening, and viewing strategies to make meaning Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community Explore oral storytelling processes
2	Science	Big Ideas	<ul style="list-style-type: none"> Living things have life cycles and features adapted to their environment Water is essential to all living things, and it cycles through the environment
		Curricular Competencies	<ul style="list-style-type: none"> Demonstrate curiosity and a sense of wonder about the world Observe objects and events in familiar contexts Ask questions about familiar objects and events Make simple predictions about familiar objects and events Safely manipulate materials to test ideas and predictions Experience and interpret the local environment Compare observations with predictions through discussion Identify simple patterns and connections Consider some environmental consequences of their actions Recognize First Peoples stories (including oral and written narratives), songs, and art, as ways to share knowledge
		Content	<ul style="list-style-type: none"> metamorphic and non-metamorphic life cycles of different organisms similarities and differences between offspring and parent

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			<ul style="list-style-type: none"> • water sources including local watersheds • local First People’s knowledge of water: • First Peoples use of their knowledge of life cycles
	Social Studies	Big Ideas	<ul style="list-style-type: none"> • Local actions have global consequences, and global actions have local consequences.
		Curricular Competencies	<ul style="list-style-type: none"> • Sequence objects, images, and events, and distinguish between what has changed and what has stayed the same • Make value judgments about events, decisions, or actions, and suggest lessons that can be learned
		Content	<ul style="list-style-type: none"> • relationships between people and the environment in different communities • diverse characteristics of communities and cultures in Canada and around the world, including at least one Canadian First Peoples community and culture • how people’s needs and wants are met in communities • relationships between people and the environment in different communities • diverse features of the environment in other parts of Canada and the world
	English Language Arts	Big Ideas	<ul style="list-style-type: none"> • Through listening and speaking, we connect with others and share our world.
		Curricular Competencies	<ul style="list-style-type: none"> • Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community • Demonstrate awareness of the role that story plays in personal, family, and community identity • Use personal experience and knowledge to connect to stories and other texts to make meaning • Show awareness of how story in First Peoples cultures connects people to family and community • Explore oral storytelling processes
3	Science	Big Ideas	<ul style="list-style-type: none"> • Living things are diverse and can be grouped and interact in their ecosystems
		Curricular Competencies	<ul style="list-style-type: none"> • Demonstrate curiosity about the natural world • Observe objects and events in familiar contexts • Identify questions about familiar objects and events that can be investigated scientifically • Make predictions based on prior knowledge • Safely use appropriate tools to make observations and measurements, using formal measurements and digital technology as appropriate

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			<ul style="list-style-type: none"> • Make observations about living and non-living things in the local environment • Collect simple data • Experience and interpret the local environment • Compare results with predictions, suggesting possible reasons for findings • Make simple inferences based on their results and prior knowledge • Demonstrate an understanding and appreciation of evidence • Identify some simple environmental implications of their and others' actions • Identify First Peoples perspectives and knowledge as sources of information
		Content	<ul style="list-style-type: none"> • biodiversity in the local environment • major local landforms • local First Peoples knowledge of local landforms
Social studies		Big Idea	<ul style="list-style-type: none"> • Learning about indigenous peoples nurtures multicultural awareness and respect for diversity. • People from diverse cultures and societies share some common experiences and aspects of life. • Indigenous knowledge is passed down through oral history, traditions, and collective memory. • Indigenous societies throughout the world value the well-being of the self, the land, spirits, and ancestors.
		Curricular Competencies	<ul style="list-style-type: none"> • Sequence objects, images, or events, and explain why some aspects change and others stay the same. • Make value judgments about events, decisions, or actions, and suggest lessons that can be learned
		Content	<ul style="list-style-type: none"> • relationship between humans and their environment • cultural characteristics and ways of life of local First Peoples and global indigenous peoples • aspects of life shared by and common to peoples and cultures • interconnections of cultural and technological innovations of global and local indigenous peoples • oral history, traditional stories, and artifacts as evidence about past First Peoples cultures • governance and social organization in local and global indigenous societies
			Big Idea

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	English Language Arts	Curricular Competencies	<ul style="list-style-type: none"> • Show awareness of how story in First Peoples cultures connects people to family and community • Develop awareness of how story in First Peoples cultures connects people to land • Use sources of information and prior knowledge to make meaning • Make connections between ideas from a variety of sources and prior knowledge to build understanding • Use developmentally appropriate reading, listening, and viewing strategies to make meaning • Recognize how different texts reflect different purposes. • Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community • Explain the role that story plays in personal, family, and community identity • Explore and appreciate aspects of First Peoples oral traditions
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