

FOOD FOR US!: Cross-curricular connections

Subject	Grade	Big Ideas	Competencies	Content	Connection to Food For Us!
Applied Design, Skills, and Technologies	2-3		<ul style="list-style-type: none"> • Generate ideas from their experiences and interests (2,3) • Make a product using known procedures or through modelling of others (2,3) • Demonstrate their product, tell the story of designing and making their product, and explain how their product contributes to the individual, family, community, and/or environment (2,3) 	•	<ul style="list-style-type: none"> • Students use workbooks to identify their daily meal and snack choices. This workbook can be shared with classmates and families through Lesson plan extensions. • Workbook exercises prompt students to construct goals to eat more balanced meals and healthy snacks. • Hands-on extension activities prompt students to draw and colour their daily meals and snacks, and reflect on their family's food choices (Lesson 2-7).
Arts Education	2-3			<ul style="list-style-type: none"> • visual arts: elements of design: line, shape, texture, colour, form (2,3) 	<ul style="list-style-type: none"> • Students create collages of each food group to create their own food group poster (Lesson 2-7). • Hands-on extension activities prompt students to draw and colour their daily meals and snacks, and reflect on their family's food choices (Lesson 2-7).

Subject	Grade	Big Ideas	Competencies	Content	Connection to Food For Us!
Career Education	2-3	<ul style="list-style-type: none"> • Strong communities are the result of being connected to family and community and working together toward common goals (2,3) • Everything we learn helps us to develop skills (2,3) • Communities include many different roles requiring many different skills (2,3) 	<ul style="list-style-type: none"> • Identify and appreciate the roles and responsibilities of people in their schools, families, and communities (2,3) • Recognize the basic skills required in a variety of jobs in the community (2,3) 	<ul style="list-style-type: none"> • cultural and social awareness (2,3) • roles and responsibilities at home, at school, and in the local community (2,3) • jobs in the local community (2,3) 	<ul style="list-style-type: none"> • Students learn about various agricultural jobs, and the skills and responsibilities of farmers through agriculture themed stories (Lesson 1-6). • Students learn about their connection to the agricultural sector and the overall role farmers play in their lives (Lesson 1-6).
English Language Arts	2-3	<ul style="list-style-type: none"> • Language and story can be a source of creativity and joy. (2,3) • Stories and other texts connect us to ourselves, our families, and our communities (2,3) • Everyone has a unique story to share (2) • Through listening and speaking, we connect with others and share our world (2) 	<ul style="list-style-type: none"> • Use sources of information and prior knowledge to make meaning (2,3) • Use developmentally appropriate reading, listening, and viewing strategies to make meaning (2,3) • Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community (2) 	<ul style="list-style-type: none"> • vocabulary associated with texts (2) • reading strategies (2,3) • oral language (2,3) • writing processes (2,3) 	<ul style="list-style-type: none"> • Agriculture stories link student's food choices to BC's environment and agricultural landscapes (Lesson 1-6). • Students make meaning of personal food choices through reading, writing, and oral exercises in their workbook and through extension activities. • Students listen to others tell personal stories about their family's food choices. • Personal stories allow students to connect with others within their class.

Subject	Grade	Big Ideas	Competencies	Content	Connection to Food For Us!
Mathematics	2-3	<ul style="list-style-type: none"> • Objects and shapes have attributes that can be described, measured, and compared (2) 		<ul style="list-style-type: none"> • multiple attributes of 2D shapes and 3D objects (2) 	<ul style="list-style-type: none"> • 2D and 3D attributes of food can be explored through this program and various extension activities.
Physical and Health Education	2-3	<ul style="list-style-type: none"> • Adopting healthy personal practices and safety strategies protects ourselves and others (2,3) 	<ul style="list-style-type: none"> • Explore strategies for making healthy eating choices (2) • Explore and describe components of healthy living (2) • Explore and describe strategies for making healthy eating choices in a variety of settings (3) • Explore and describe strategies for pursuing personal healthy-living goals (3) 	<ul style="list-style-type: none"> • practices that promote health and well-being, including those relating to physical activity, nutrition, and illness prevention (2,3) 	<ul style="list-style-type: none"> • Students identify a wide variety of foods and where they come from. • Students classify foods into the Four Food Groups and identify foods to limit. • Students demonstrate an understanding of balanced meals and healthy snacks. • Students construct balanced meals and healthy snacks. • Program content is enhanced through extension and integration activities: Parent or Community Involvement, Challenges, Food Tasting, Written Practice, Oral Practice, Hands-on Practice.
Science	2-3	<ul style="list-style-type: none"> • Living things are diverse, can be grouped, and interact in their ecosystems (3) 	<ul style="list-style-type: none"> • Experience and interpret the local environment (2,3) • Communicate observations and ideas using oral or written language, drawing, or role-play (2) • Express and reflect on personal experiences of place (2,3) 	<ul style="list-style-type: none"> • metamorphic and non-metamorphic life cycles of different organisms (2) 	<ul style="list-style-type: none"> • Students observe where their food comes from through agriculture stories, a food group poster, and other activities (Lesson 1-6). • Students communicate their understanding of where their food comes from through oral and written exercises and extension activities.

Subject	Grade	Big Ideas	Competencies	Content	Connection to Food For Us!
Social Studies	2-3	<ul style="list-style-type: none"> Local actions have global consequences, and global actions have local consequences (2) Canada is made up of many diverse regions and communities (2) People from diverse cultures and societies share some common experiences and aspects of life (3) 	<ul style="list-style-type: none"> Explain why people’s beliefs, values, worldviews, experiences, and roles give them different perspectives on people, places, issues, or events(perspective) Explain why people, events, or places are significant to various individuals and groups (significance) (2,3) 	<ul style="list-style-type: none"> diverse characteristics of communities and cultures in Canada and around the world, including at least one Canadian First Peoples community and culture (2,3) relationships between people and the environment in different communities (2,3) 	<ul style="list-style-type: none"> Students explore traditional food choices from their own and others’ cultures.