



# Food Explorers: Cross-curricular connections

Subject	Grade	Big Ideas	Competencies	Content	Connection to Food Explorers
<b>Applied Design, Skills, and Technologies</b>	K & 1	<ul style="list-style-type: none"> <li>• Designs grow out of natural curiosity.</li> <li>• Technologies are tools that extend human capabilities.</li> </ul>	<ul style="list-style-type: none"> <li>• Make a product using known procedures or through modelling of others</li> <li>• Decide on how and with whom to share their product</li> <li>• 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</li> <li>• Reflect on their ability to work effectively both as individuals and collaboratively in a group</li> <li>• Use materials, tools, and technologies in a safe manner in both physical and digital environments</li> <li>• Develop their skills and add new ones through play and collaborative work</li> <li>• Explore the use of simple, available tools and technologies to extend their capabilities</li> </ul>		<ul style="list-style-type: none"> <li>• Students explore a variety of foods through individual and collaborative hands-on opportunities.</li> <li>• Students create a journal to record their food exploration experiences. This journal can be shared with their families and classmates.</li> <li>• The collector cards with recipes are also shared with their families.</li> <li>• Students safely use tools and technologies (e.g. blenders, knives) to prepare food.</li> <li>• Students develop basic food preparation skills.</li> </ul>

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<b>Arts Education</b>	K & 1	<ul style="list-style-type: none"> <li>• Dance, drama, music, and visual arts express meaning in unique ways.</li> <li>• People connect to others and share ideas through the arts.</li> </ul>	<ul style="list-style-type: none"> <li>• Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and purposeful play.</li> <li>• Develop processes and technical skills in a variety of art forms to nurture motivation, development, and imagination</li> <li>• Interpret how symbols are used through the arts (K)</li> <li>• Interpret symbols and how they can be used to express meaning through the arts (Grade 1)</li> <li>• Express feelings, ideas, stories, observations, and experiences through the arts</li> <li>• Experience, document and share creative works in a variety of ways</li> </ul>	<ul style="list-style-type: none"> <li>• elements in the arts (eg. music, dance, visual arts)</li> <li>• symbolism as a means of expressing specific meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Music, songs, dance and drama enhance the food exploration and discussions.</li> <li>• Student journals provide opportunities to connect and share with others through visual arts.</li> <li>• Extension activities provide arts opportunities (e.g. pretend to be a tiny seed in the apple lesson; make a collage of grains in the bread lesson; create their own collector cards).</li> </ul>
<b>Career Education</b>	K & 1	<ul style="list-style-type: none"> <li>• Confidence develops through the process of self-discovery.</li> <li>• Everything we learn helps us to develop skills.</li> <li>• Communities include many different roles requiring many different skills.</li> <li>• Learning is a lifelong enterprise.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and appreciate personal attributes, skills, interests, and accomplishments</li> <li>• Share ideas, information, personal feelings, and knowledge with others</li> <li>• Work respectfully and constructively with others to achieve common goals</li> <li>• Identify and appreciate the roles and responsibilities of people in their schools, families, and communities</li> <li>• Recognize the basic skills required in a variety of jobs in the community</li> </ul>	<ul style="list-style-type: none"> <li>• goal-setting strategies</li> <li>• risk taking and its role in self-exploration</li> <li>• cultural and social awareness</li> <li>• roles and responsibilities at home, at school, and in the local community</li> <li>• jobs in the local community</li> </ul>	<ul style="list-style-type: none"> <li>• Students learn about foods they like and how to prepare them.</li> <li>• Students develop confidence to try a variety of foods, and set goals to continue to try new foods.</li> <li>• Field trips (e.g. grocery store or farm tours) provide connections to the community and will expose students to jobs in the local community.</li> </ul>

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<b>English Language Arts</b>	K & 1	<ul style="list-style-type: none"> <li>• Language and story can be a source of creativity and joy.</li> <li>• Stories and other texts help us learn about ourselves and our families.</li> <li>• Stories and other texts can be shared through pictures and words.</li> <li>• Everyone has a unique story to share.</li> <li>• Through listening and speaking, we connect with others and share our world.</li> <li>• Playing with language helps us discover how language works.</li> <li>• Curiosity and wonder lead us to new discoveries about ourselves and the world around us.</li> </ul>	<ul style="list-style-type: none"> <li>• Use sources of information and prior knowledge to make meaning</li> <li>• Use developmentally appropriate reading, listening, and viewing strategies to make meaning</li> <li>• Explore foundational concepts of print, oral, and visual texts</li> <li>• Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community</li> <li>• Recognize the importance of story in personal, family, and community identity</li> <li>• Use personal experience and knowledge to connect to stories and other texts to make meaning</li> <li>• Exchange ideas and perspectives to build shared understanding</li> <li>• Use language to identify, create, and share ideas, feelings, opinions, and preferences</li> <li>• Create stories and other texts to deepen awareness of self, family, and community</li> <li>• Plan and create stories and other texts for different purposes and audiences</li> <li>• Communicate using letters and words and applying some conventions of Canadian spelling, grammar, and punctuation (Grade 1)</li> </ul>		<ul style="list-style-type: none"> <li>• Students make meaning of food through discussion, books, poems, riddles, songs, photographs and prior knowledge.</li> <li>• Students create a journal to share ideas, feelings, opinions and preferences around food.</li> <li>• Students practice reading and writing when they create and share their journal and collector cards.</li> <li>• Students bring home collector cards and their journals to share recipe ideas and stories about exploring food at school.</li> </ul>

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<b>Mathematics</b>	K & 1	<ul style="list-style-type: none"> <li>Numbers represent quantities that can be decomposed into smaller parts. (K)</li> <li>Objects have attributes that can be described, measured, and compared. (K)</li> <li>Objects and shapes have attributes that can be described, measured, and compared. (Grade 1)</li> <li>Concrete graphs help us to compare and interpret data and show one-to-one correspondence. (Grade 1)</li> </ul>	<ul style="list-style-type: none"> <li>Use reasoning to explore and make connections</li> <li>Estimate reasonably</li> <li>Develop mental math strategies and abilities to make sense of quantities</li> <li>Represent mathematical ideas in concrete, pictorial, and symbolic forms</li> <li>Reflect on mathematical thinking</li> </ul>	<ul style="list-style-type: none"> <li>single attributes of 2D shapes and 3D objects (K)</li> <li>concrete or pictorial graphs as a visual tool (K)</li> <li>comparison of 2D shapes and 3D objects (Grade 1)</li> <li>concrete graphs, using one-to-one correspondence (Grade 1)</li> </ul>	<ul style="list-style-type: none"> <li>Cutting up and serving foods can help students learn about numbers and how many parts make up a whole.</li> <li>Students can use pictorial graphs to compare food preferences among the class (e.g. graph students' reaction to the different types of squash introduced in the squash lesson).</li> <li>Students describe and compare food shapes and sizes when using the mystery can and when tasting food.</li> </ul>
<b>Physical and Health Education</b>	K & 1	<ul style="list-style-type: none"> <li>Learning about ourselves and others helps us develop a positive attitude and caring behaviours, which helps us build healthy relationships.</li> <li>Knowing about our bodies and making healthy choices helps us look after ourselves.</li> <li>Good health comprises physical, mental, and emotional well-being.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and explore a variety of foods and describe how they contribute to health.</li> <li>Identify opportunities to make choices that contribute to health and well-being.</li> <li>Identify personal skills, interests, and preferences.</li> </ul>	<ul style="list-style-type: none"> <li>relationships between food, hydration, and health</li> <li>practices (e.g. making healthy eating choices) that promote health and well-being</li> </ul>	<ul style="list-style-type: none"> <li>Students explore a variety of foods through individual and collaborative hands-on opportunities.</li> <li>Through discussion and exploration activities, students learn that eating a variety of foods contributes to health and well-being.</li> <li>Students create a journal to record their food exploration experiences. This journal can be shared with their families and classmates.</li> </ul>

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<b>Physical and Health Education (cont'd)</b>	K & 1				<ul style="list-style-type: none"> <li>• Students develop basic food preparation skills and identify their personal food preferences and those of their families and friends.</li> <li>• Through neutral exposure to a variety of foods and opportunities to taste them, students develop a positive and healthy relationship with food.</li> </ul>
<b>Science</b>	K & 1	<ul style="list-style-type: none"> <li>• Plants and animals have observable features. (K)</li> <li>• Humans interact with matter every day through familiar materials. (K)</li> <li>• Daily and seasonal changes affect all living things. (K)</li> <li>• Living things have features and behaviours that help them survive in their environment. (Grade 1)</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate curiosity and a sense of wonder about the world</li> <li>• Observe objects and events in familiar contexts</li> <li>• Ask simple questions about familiar objects and events</li> <li>• Make exploratory observations using their senses (K)</li> <li>• Experience and interpret the local environment</li> <li>• Discuss observations (K)</li> <li>• Represent observations and ideas by drawing charts and simple pictographs (K)</li> <li>• Express and reflect on personal experiences of place</li> <li>• Recognize First Peoples stories (including oral and written narratives), songs, and art, as ways to share knowledge (Grade 1)</li> </ul>	<ul style="list-style-type: none"> <li>• basic needs of plants and animals (K)</li> <li>• adaptations of local plants and animals (K)</li> <li>• local First Peoples uses of plants and animals (K)</li> <li>• properties of familiar materials (K)</li> <li>• classification of living and non-living things (Grade 1)</li> <li>• names of local plants and animals (Grade 1)</li> <li>• structural features of living things in the local environment (Grade 1)</li> <li>• specific properties of materials allow us to use them in different ways (Grade 1)</li> </ul>	<ul style="list-style-type: none"> <li>• Students explore food and ask simple questions about food during the mystery can, “Who Am I?”, food discussions and tasting activities.</li> <li>• Students record their food experiences in a journal.</li> <li>• Students learn about seasonal foods and foods that grow in their local environment.</li> <li>• Charts and simple pictographs are used to represent observations (e.g. graph flavour preferences in the squash lesson).</li> <li>• Extension activities such as growing food at school (e.g. growing potatoes in tubs) or farm tours (e.g. visiting orchards, pumpkin patches, dairy farms, ranches) enable students to learn about the basic needs of plants and animals.</li> </ul>

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<b>Science (cont'd)</b>	K & 1		<ul style="list-style-type: none"> <li>Sort and classify data and information using drawings, pictographs and provided tables (Grade 1)</li> <li>Compare observations with predictions through discussion (Grade 1)</li> </ul>		<ul style="list-style-type: none"> <li>Students learn how local First Peoples used plants and animals (e.g. make 'ice cream' from soapberries in the berries lesson or make bannock in the bread lesson).</li> <li>Students will learn the names of local plants and animals that are living things and provide food for us.</li> <li>Students learn about different features of plant and animal foods (e.g. stems, seeds, egg yolk and whites).</li> <li>Students have the opportunity to learn about specific properties of foods and how they change when foods are prepared or cooked (e.g. students observe how liquids can become solids when they make ice cream in the milk lesson; students observe dried beans sprouting in the beans lesson).</li> </ul>
<b>Social Studies</b>	K	<ul style="list-style-type: none"> <li>Our communities are diverse and made of individuals who have a lot in common.</li> <li>Stories and traditions about ourselves and our families reflect who we are and where we are from.</li> </ul>	<ul style="list-style-type: none"> <li>Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions</li> <li>Explain the significance of personal or local events, objects, people, or places (significance)</li> </ul>	<ul style="list-style-type: none"> <li>ways in which individuals and families differ and are the same</li> <li>personal and family history and traditions</li> <li>needs and wants of individuals and families</li> </ul>	<ul style="list-style-type: none"> <li>Students share their favourite family foods, food traditions, cultural foods and foods associated with their family celebrations.</li> <li>Students identify local food producers and farms, farmers markets, and grocery stores as significant people and places in their community.</li> </ul>

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<b>Social Studies (cont'd)</b>	K			<ul style="list-style-type: none"> <li>rights, roles, and responsibilities of individuals and groups</li> <li>people, places, and events in the local community, and in local First Peoples communities</li> </ul>	<ul style="list-style-type: none"> <li>Students learn how local First Peoples used plants and animals (e.g. make 'ice cream' from soapberries in the berries lesson or make bannock in the bread lesson).</li> </ul>
<b>Social Studies</b>	1	<ul style="list-style-type: none"> <li>We shape the local environment, and the local environment shapes who we are and how we live.</li> <li>Healthy communities recognize and respect the diversity of individuals and care for the local environment.</li> </ul>	<ul style="list-style-type: none"> <li>Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions</li> <li>Explain the significance of personal or local events, objects, people, or places (significance)</li> </ul>	<ul style="list-style-type: none"> <li>characteristics of the local community that provide organization and meet the needs of the community</li> <li>diverse cultures, backgrounds, and perspectives within the local and other communities</li> <li>relationships between a community and its environment</li> <li>natural and human-made features of the local environment</li> </ul>	<ul style="list-style-type: none"> <li>Students learn about cultural foods and foods that grow in their local environment (e.g. visit a local fish hatchery).</li> <li>Students identify local food producers and farms, farmers markets, and grocery stores as significant people and places in their community.</li> <li>Students identify foods from local plants and animals as natural features of the local environment.</li> </ul>