



Yogurt Sundaes: Cross Curricular Connections

Kindergarten to Grade 12

Subject	Big Ideas	Competencies	Content
<p>Applied Design, Skills, and Technologies</p>	<p>Skills are developed through practice, effort, and action (4-5)</p> <p>Complex tasks require different technologies and tools at different stages (10)</p> <p>Tools and technologies can be adapted for specific purposes (11, 12)</p>	<p>Make a product using known procedures or through modelling of others (K-3)</p> <p>Use materials, tools, and technologies in a safe manner in both physical and digital environments (K-3)</p> <p>Develop their skills and add new ones through play and collaborative work (K-3)</p> <p>Observe and research the context of a meal preparation task or process (10 - 12)</p> <p>Create food products, working individually or collaboratively, and making changes as needed (10)</p> <p>Examine the physical capacities and limitations of the workspace (11, 12)</p>	<p>Food Studies (basic food handling and simple preparation techniques and equipment; factors in ingredient use, including balanced eating/nutrition, function, and dietary restrictions) (6-7)</p> <p>Food Studies (cross-contamination, including prevention and management; food preparation practices, including elements of a recipe, techniques, and equipment) (8)</p> <p>Food studies (components of food preparation, including use and adaptations of ingredients, techniques, and equipment) (9)</p>



<p>Career Education</p>	<p>Everything we learn helps us to develop skills (K-3)</p> <p>Safe environments depend on everyone following safety rules (6-7)</p> <p>New experiences, both within and outside of school, expand our career skill set and options (6-7)</p>	<p>Share ideas, information, personal feelings, and knowledge with others (K-3)</p> <p>Work respectfully and constructively with others to achieve common goals (K-3)</p> <p>Demonstrate leadership skills through collaborative activities in the school and community (6-7)</p> <p>Demonstrate safety skills in an experiential learning environment (6-7)</p> <p>Demonstrate safety skills and appreciate the importance of workplace safety (8)</p>	<p>Strategies for maintaining well-being in personal and work life (CLE).</p>
<p>English Language Arts</p>		<p>Use developmentally appropriate reading, listening, and viewing strategies to make meaning (K-1)</p> <p>Synthesise ideas from a variety of sources to build understanding (5-8)</p>	
<p>Mathematics</p>	<p>Fractions are a type of number that can represent quantities (3-5)</p>	<p>Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving (K-8)</p> <p>Connect mathematical concepts to each other and to other areas and personal interests (2-8)</p>	<p>Fraction concepts (3)</p> <p>Measurement, using standard units (linear, mass, and capacity) (3)</p> <p>Volume and capacity (6)</p>



		<p>Use reasoning and logic to explore, analyze, and apply mathematical ideas (9)</p> <p>Estimate reasonably (9)</p> <p>Demonstrate and apply mental math strategies (9)</p> <p>Estimate reasonably and demonstrate fluent, flexible, and strategic thinking about number (10 -12)</p> <p>Model with mathematics in situational contexts (11, 12)</p>	<p>Representing and analyzing situations allows us to notice and wonder about relationships (10)</p> <p>Forms of mathematical reasoning (11)</p>
Physical and Health Education	<p>Healthy choices influence our physical, emotional, and mental well-being (7-9)</p> <p>Healthy choices influence, and are influenced by, our physical, emotional, and mental well-being (10)</p>	<p>Identify and explore a variety of foods and describe how they contribute to health (K, 1)</p> <p>Develop and demonstrate respectful behaviour when participating in activities with others (K-2)</p> <p>Explore strategies for making healthy eating choices (2)</p> <p>Explore and describe strategies for making healthy eating choices in a variety of settings (3)</p> <p>Identify and describe factors that influence healthy choices (4)</p> <p>Explore and plan food choices to</p>	<p>Relationships between food, hydration, and health (K,1)</p> <p>Practices that promote health and well-being (K-4)</p> <p>Nutrition and hydration choices to support different activities and overall health (3)</p> <p>Food portion sizes and number of servings (4)</p> <p>Food choices to support active lifestyles and overall health (5)</p> <p>Practices that promote health and well-being, including those that prevent communicable and non-communicable illnesses (5)</p>



		<p>support personal health and well-being (6)</p> <p>Identify and apply strategies to pursue personal healthy-living goals (9, 10)</p>	
Science	<p>Life processes are performed at the cellular level (8)</p>	<p>Make exploratory observations using their senses (K)</p> <p>Discuss observations (K)</p> <p>Share observations and ideas orally (K-12)</p> <p>Make and record simple measurements using informal or non-standard methods (2)</p> <p>Make observations about living and non-living things in the local environment (3,4)</p> <p>Use equipment and materials safely, identifying potential risks (6)</p> <p>Consider the role of scientists in innovation (9-12)</p>	<p>Physical and chemical ways of changing materials (2)</p> <p>Characteristics of life (8)</p> <p>The relationship of micro-organisms with living things (8)</p> <p>Practical applications and implications of chemical processes (10)</p> <p>Applications of organic chemistry (11)</p>