

Puppet Tales (Wâpos)
CURRICULUM CONNECTIONS
 PRE-KINDERGARTEN



SUBJECT	HEADING	OUTCOMES	SPECIFIC INDICATOR(S)
Social Emotional Development	Social Emotional Development	Taking the Perspective of Others and Showing Empathy	Being able to consider the perspective of others and how his/her actions may influence others.
	Spiritual Development	Developing an Appreciation of Beauty and Connection to the Natural and Man-made World	Being able to identify which aspects of the environment are intriguing or pleasing, show appreciation of those elements and begin to seek them out. (child looks for planes or other objects in the sky knowing he/she likes this experience)
Essential Learning Experiences for Three-, Four-, and Five-Year-Olds	Intellectual Development: Essential Learning Experiences	Solving Problems • Demonstrating Curiosity • Exploring • Observing • Understanding Cause and Effect • Anticipating and Predicting	Understanding more complex cause and effect relationships, such as, when there is a delayed response or additional influencing factors
		Exploring Time	Understanding basic time concepts that relate to the child's experiences in meaningful ways. (today, tomorrow and yesterday and seasons of the year)
Science	Intellectual Development: Language and Emerging Literacy	Listening with Interest and Engagement during Brief Experiences with Spoken Language	Showing interest by coming closer to the speaker, watching intently and/or making comments while an elder or storyteller shares an oral story with the large group.
		Engaging in Conversation • Responding to Others and Expressing Ideas	Conveying ideas in lengthy and descriptive language such as, "The red car goes faster up the hill than the green one." and Engaging in sustained conversation with an adult or peer about a topic of interest.
		Inquiring	Asking more complex questions such as "How does that work?" or "Why do leaves change colour?"



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 KINDERGARTEN

SUBJECT	HEADING	OUTCOMES	SPECIFIC INDICATOR(S)
Arts Education	Critical/Responsive	CRK.1 : Respond to arts expressions verbally and non-verbally (e.g., through movement or drawing).	a, b, c, f
	Cultural/Historical	CHK.1 : Investigate arts expressions found in own homes and school community in relation to own lives.	a, c
		CHK.2 : Recognize a wide variety of arts expressions as creations of First Nations and Métis peoples.	b, c, d
English Language Arts	Comprehend and Respond	CRK.1 : Comprehend and respond to a variety of visual, oral, print, and multimedia texts that address identity (e.g., exploring interests), community (e.g., belonging), and social responsibility (e.g., contributing).	a, b, d,
		CRK.2 : View and interpret the basic message of visuals and objects in a variety of texts including models, photographs, dramas, dance creations, and videos.	b
		CRK.3 : Listen, comprehend, and respond to gain meaning in oral texts.	a, b, e, f
Science	Life Science: Living Things in our Environment	LTK.1 : Examine observable characteristics of plants, animals, and people in their local environment.	c, f, h
	Earth and Space Science: Exploring Our Natural Surroundings	NSK.1 : Explore features of their natural surroundings (e.g., soil, water, landform, and weather conditions), including changes to those surroundings over time.	f



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GRADE 1

SUBJECT	HEADING	OUTCOMES	SPECIFIC INDICATOR(S)
Arts Education	Critical/Responsive	CR1.1 : Demonstrate understanding that the arts are a way of expressing ideas.	a, b
	Cultural/Historical	CH1.1 : Describe the arts and cultural traditions found in own home and school community.	d
		CH1.2 : Identify traditional arts expressions of First Nations and Métis artists.	a, d, e, i
English Language Arts	Comprehend and Respond	CR1.1 : Comprehend and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia) that address: Identity, community social responsibility, and relate to own feelings, ideas, and experiences.	a, b, e, f
		CR1.2 : View and comprehend the explicit messages, feelings, and features in a variety of visual and multimedia texts (including pictures, photographs, simple graphs, diagrams, pictographs, icons, and illustrations).	a
		CR1.3 : Listen to and comprehend a variety of texts (including a book read aloud, a person speaking, and directions) to retell the sequence and key points (who, what, when, where, why, and how).	a, e, f, g
Science	Life Science: Needs and Characteristics of Living Things	LT1.1 : Differentiate between living things according to observable characteristics, including appearance and behaviour.	a, h
		LT1.2 : Analyze different ways in which plants, animals, and humans interact with various natural and constructed environments to meet their basic needs.	a, e,
	Earth and Space Science: Daily and Seasonal Changes	DS1.2 : Inquire into the ways in which plants, animals, and humans adapt to daily and seasonal changes by changing their appearance, behaviour, and/or location.	b, d, e, i



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GRADE 2

SUBJECT	HEADING	OUTCOMES	SPECIFIC INDICATOR(S)
Arts Education	Critical/Responsive	CR2.1 : Examine arts expressions to determine how ideas for arts expressions may come from artists' own communities.	f, g
	Cultural/Historical	CH2.1 : Identify key features of arts and cultural traditions in own community.	b, c, d, f
English Language Arts	Comprehend and Respond	CR2.1 : Comprehend and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia) that address: identity (e.g., Just Watch Me) community (e.g., People and Places) social responsibility (e.g., Friendship) and make connections to prior learning and experiences.	a, c
		CR2.2 : View and explain (with support from the text) the key literal and inferential ideas (messages), important details, and how elements (such as colour, layout, medium, and special fonts) enhance meaning in grade-appropriate visual and multimedia texts.	a, d, e
Science	Life Science: Diversity of Living Things	AN2.3 : Assess the interdependence of humans and animals in natural and constructed environments.	a, c



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GRADE 3

SUBJECT	HEADING	OUTCOMES	SPECIFIC INDICATOR(S)
Arts Education	Cultural/Historical	CH3.2 : Demonstrate an awareness of traditional and evolving arts expressions of Saskatchewan First Nations and Métis artists in own communities or regions.	e, f
English Language Arts	Comprehend and Respond	CR3.1 : Comprehend and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia) that address: identity (e.g., Spreading My Wings) community (e.g., Hand in Hand) social responsibility (e.g., All Together) and make comparison with personal experiences.	a, c, d
		CR3.2 : View and respond to grade-appropriate visual and multimedia texts (including videos, cartoons, illustrations, diagrams, charts, maps, and posters) explaining reactions and connections as well as visual features that convey humour, emotion, and mood.	a, j
		CR3.3 : Listen to and understand information, identify main ideas and supporting details, compare different ideas and points of view, and explain connections made between texts heard.	g, i
Social Studies	Interactions and Interdependence	IN3.1 : Analyze daily life in a diversity of communities.	b