

RIVER VALLEY OUTDOOR PURSUITS PROGRAM

Curricular Ties: Voyager Program

Alberta Program of Studies: Grades 4-12

Loki

Program: Voyageur Canoeing

Grade Level: Gr. 4 – 12

Please note our voyager program will cover various elements of this curriculum handout depending on the individual leaders

River Valley Programs cover these areas in the curriculum for each grade:

General Outcome B: Students will understand, experience and appreciate the health benefits that result from physical activity.

General Outcome D: Students will assume responsibility to lead an active way of life
D-3 Follow rules, routines and procedures for safety in a variety of activities

Direct Curricular Links – Grade 4

Social Studies:

4.1 A Sense of the Land

General Outcome Students will demonstrate an understanding and appreciation of how elements of physical geography climate, geology and paleontology are integral to the landscapes and environment of Alberta.

4.1.1 Value Alberta's physical geography and natural environment:

- Appreciate the diversity of elements pertaining to geography, climate, geology and paleontology in Alberta
- Appreciate the environmental significance of national and provincial parks and protected areas in Alberta
- Appreciate how land sustains communities and quality of life

4.1.2 examine, critically, the physical geography of Alberta by exploring and reflecting upon the following questions and issues:

- What are the factors that determine climate in the diverse regions of Alberta (e.g., latitude, mountains)?
- How are Alberta's provincial parks and protected areas and the national parks in Alberta important to the sustainability of Alberta's natural environment?

Physical Education:

General Outcome A – Students will acquire skills through a variety of developmentally appropriate movement activities and activities in an alternative environment:

A4-3 – Select, perform and refine simple locomotor sequences.

A4-7 – Select, perform and refine basic skills in a variety of environments and using various equipment.

General Outcome C – Students will interact positively with others:

C4-1 – Articulates and demonstrates respectful communication skills appropriate to context.

C4-4 – Select and demonstrate responsibility for assigned roles while participating in physical activity; and, accept ideas from others that relate to changing/adapting movement experiences.

C4-5 – Participates cooperatively in group activities.

C4-6 – Identifies and demonstrates positive behaviours that show respect for self and others.

Health:

Wellness: Students will make responsible and informed choices to maintain health and to promote safety for themselves and others

W-4.10 Describe and demonstrate ways to assist with the safety of others

Relationships: Students will develop effective interpersonal skills that demonstrate responsibility, respect and

caring in order to establish and maintain healthy interactions.

R-4.4 Demonstrate respectful communication skills

R-4.6 Identify and describe ways to provide support to others

R-4.8 Describe and accept roles and responsibilities within a group

Direct Curricular Links – Grade 5

Social Studies:

5.1 Physical Geography of Canada

General Outcome Students will demonstrate an understanding and appreciation of how the physical geography and natural resources of Canada affect the quality of life of all Canadians.

5.1.1 Value Canada's physical geography and natural environment:

- Appreciate the variety and abundance of natural resources in Canada
- Appreciate the environmental significance of national parks and protected areas in Canada
- Appreciate the influence of the natural environment on the growth and development of Canada
- Demonstrate care and concern for the environment through their choices and actions

5.1.2 Examine, critically, the physical geography of Canada by exploring and reflecting upon the following questions and issues:

- What are the major geographical regions, landforms and bodies of water in Canada?
- How do landforms, bodies of water and natural resources affect the quality of life in Canada?
- How have natural disasters and severe weather been part of Canada's physical geography?
- How are Canada's national parks and protected areas important to the sustainability of Canada's natural environment?

5.1.3 Analyze how people in Canada interact with the environment by exploring and reflecting upon the following questions and issues:

- In what ways do natural resources and the physical geography of a region determine the establishment of communities?
- Whose responsibility should it be to ensure the preservation of Canada's national parks and protected areas?

5.2 Histories and Stories of Ways of Life in Canada

General Outcome

Students will demonstrate an understanding of the people and the stories of Canada and their ways of life

over time, and appreciate the diversity of Canada's heritage.

5.2.1 Appreciate the complexity of identity in the Canadian context:

- Recognize how an understanding of Canadian history and the stories of its peoples contributes to their sense of identity
- Acknowledge oral traditions, narratives and stories as valid sources of knowledge about the land and diverse Aboriginal cultures and history
- Acknowledge British influence and presence in Canada

5.2.2 examine, critically, the ways of life of Aboriginal peoples in Canada by exploring and reflecting upon the following questions and issues:

- What do the stories of First Nations, Métis and Inuit peoples tell us about their beliefs regarding the relationship between people and the land? (I, CC, TCC, LPP)

5.2.3 examine, critically, ways of life in New France by exploring and reflecting upon the following questions and issues:

- How do stories and legends of the coureurs des bois and voyageurs inform us about Francophone history, culture and presence throughout Canada? (I, CC, TCC)

5.2.4 examine, critically, ways of life of the fur traders by exploring and reflecting upon the following questions and issues:

- How are the stories of the Métis people, their culture and heritage rooted in the fur trade?
- How do stories about ways of life in fur trade forts reflect the British influence in Canada?

Physical Education:

General Outcome A – Students will acquire skills through a variety of developmentally appropriate movement activities and activities in an alternative environment:

A5-3 – Consistently and confidently perform nonlocomotor skills by using elements of body and space awareness, effort and relationships to a variety of stimuli to improve personal performance.

A5-7 – Select, perform and refine more challenging basic skills in a variety of environments and using various equipment.

General Outcome C – Students will interact positively with others:

C5-1 – Identifies and demonstrates respectful communication skills appropriate to cooperative participation in physical activity.

C5-4 – Select and demonstrate responsibility for various roles while participating in physical education; and, accept ideas from others that relate to changing/adapting, movement experiences.

C5-5 – Identifies and demonstrates practices that contribute to teamwork.

C5-6 – Identifies and demonstrates positive behaviours that show respect for self and others.

Health:

Relationship Choices: Students will develop effective interpersonal skills that determine responsibility, respect and caring in order to establish and maintain healthy interactions.

R-5.4 Practise effective communication skills

R-5.8 Develop strategies to address personal roles and responsibilities in groups;

R-5.9 Explore respectful communication strategies that foster group/team development

Direct Curricular Links – Grade 6

Physical Education:

General Outcome A – Students will acquire skills through a variety of developmentally appropriate movement activities and activities in an alternative environment:

A6-4 – Consistently and confidently perform nonlocomotor skills by using elements of body and space awareness, effort and relationships to a variety of stimuli to improve personal performance.

A6-7 – Select, perform and refine more challenging basic skills in a variety of environments and using various equipment.

General Outcome C – Students will interact positively with others:

C6-1 – Identifies and demonstrates respectful communication skills appropriate to various physical activities and that reflect feelings, ideas and experiences.

C6-4 – Identify and then take responsibility for various roles while participating in physical activity; and, identify leadership and followership skills used while participating in physical education.

C6-5 – Describes and demonstrates practices that contribute to teamwork.

C6-6 – Identifies and demonstrates positive behaviours that show respect for self and others.

Health:

Relationship Choices: Students will develop effective interpersonal skills that determine responsibility, respect and caring in order to establish and maintain healthy interactions.

R-6.1 Recognize that individuals can choose their own emotional reactions to events and thoughts

R-6.2 Establish personal guidelines for expressing feelings

R-6.4 Identify, analyze and develop strategies to overcome barriers to communication

Direct Curricular Links – Grade 7

Social Studies:

General Outcome: Students will demonstrate an understanding and appreciation of the distinct roles of, and the relationships among, the Aboriginal, French and British peoples in forging the foundations of Canadian Confederation.

7.1 Toward Confederation

7.1.1 Appreciate the influence of diverse Aboriginal, French and British peoples on events leading to Confederation

7.1.2 Appreciate the challenges of co-existence among peoples

7.1.3 Compare and contrast diverse social and economic structures within the societies of Aboriginal, French and British peoples in pre-Confederation Canada by exploring and reflecting upon the following questions and issues:

- What role did the British government play in the settlement of North America?

7.1.4 Assess, critically, the economic competition related to the control of the North American fur trade by exploring and reflecting upon the following questions and issues:

- How did the First Nations, French, British and Métis peoples interact with each other as participants in the fur trade?

- How did the fur trade contribute to the foundations of the economy in North America?

7.2 Following Confederation: Canadian Expansions

General Outcome Students will demonstrate an understanding and appreciation of how the political, demographic, economic and social changes that have occurred since Confederation have presented challenges and opportunities for individuals and communities

Physical Education:

General Outcome A – Students will acquire skills through a variety of developmentally appropriate movement activities and activities in an alternative environment:

A7-4 – Demonstrate nonlocomotor skills by using elements of body and space awareness, effort and relationships, to improve personal performance.

A7-7 – Demonstrates activity-specific skills in a variety of environments and using various equipment.

General Outcome C – Students will interact positively with others:

C7-1 – Communicates thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity.

C7-4 – Identify and then take responsibility for various roles while participating in physical activity; and, identify the leadership and followership skills used while participating in physical education.

C7-5 – Selects and applies practices that contribute to teamwork.

C7-6 – Identifies and demonstrates positive behaviours that show respect for self and others.

Health:

Relationship Choices: Students will develop effective interpersonal skills that determine responsibility, respect and caring in order to establish and maintain healthy interactions.

R-7.4 Analyze and practise constructive feedback

R-7.7 Evaluate and personalize the effectiveness of various styles of conflict resolution

R-7.9 Develop group goal-setting skills; e.g., collaboration

Direct Curricular Links – Grade 8

Physical Education:

General Outcome A – Students will acquire skills through a variety of developmentally appropriate movement activities and activities in an alternative environment:

A8-4 – Selects, combines and performs nonlocomotor skills by using elements of body and space awareness, effort and relationships, to improve personal performance.

A8-7 – Applies activity specific skills in a variety of environments and using various equipment.

General Outcome C – Students will interact positively with others:

C8-1 – Communicates thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity.

C8-4 – Describes, applies and practices leadership and followership skills related to physical activity.

C8-5 – Recommends practices that contribute to teamwork.

C8-6 – Identifies and demonstrates positive behaviours that show respect for self and others.

Health:

Relationship Choices: Students will develop effective interpersonal skills that determine responsibility, respect and caring in order to establish and maintain healthy interactions.

R-8.4 analyze the effects of self concept on personal communication

Direct Curricular Links – Grade 9

Physical Education:

General Outcome A – Students will acquire skills through a variety of developmentally appropriate movement activities and activities in an alternative environment:

A9-4 – Apply and refine nonlocomotor skills by using elements of body and space awareness, effort and relationships, to improve personal performance.

A9-7 – Applies and refines activity-specific skills in a variety of environments.

General Outcome C – Students will interact positively with others:

C9-1 – Communicates thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity.

C9-4 – Describe, apply, monitor and practice leadership and followership skills related to physical activity.

C9-5 – Develops practices that contribute to teamwork.

C9-6 – Identifies and demonstrates positive behaviours that show respect for self and others.

Direct Curricular Links – Grade 10

Physical Education:

General Outcome A – Students will acquire skills through a variety of developmentally appropriate movement activities and activities in an alternative environment:

A10-3 – Apply and refine nonlocomotor skills and concepts – effort, space and relationships – to perform and create a variety of activities to improve personal performance.

A10-7 – Adapts and improves activity-specific skills in a variety of environments.

General Outcome C – Students will interact positively with others:

C10-1 – Communicates thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity.

C10-4 – Describes, applies, monitors and assesses leadership and followership skills related to physical activity.

C10-5 – Develops and applies practices that contribute to teamwork

C10-6 – Identifies and demonstrates positive behaviours that show respect for self and others.

Direct Curricular Links – Grade 11

Social Studies: 20-1

Dimensions of Thinking

S.2 Develop Skills of Historical Thinking

- Evaluate the impact of significant historical periods and patterns of change on the contemporary world
- Demonstrate an understanding of how changes in technology can benefit or harm society in the context of the present, the future and various historical time periods
- Use current, reliable information sources from around the world

General Outcome Students will explore the relationships among identity, nation and nationalism.

Specific Outcomes

1.3 - Appreciate how the forces of nationalism have shaped, and continue to shape, Canada and the world (I, TCC, GC)

Social Studies: 20-2

S.2- Develop Skills of Historical Thinking

- Identify and describe the impact of significant historical periods and patterns of change on society today

Physical Education:

General Outcome A – Students will acquire skills through a variety of developmentally appropriate movement activities and activities in an alternative environment:

A20-3 – Analyze, evaluate and modify performance of locomotor skills and concepts – effort, space and relationships – to perform and create a variety of activities to improve personal performance.

A20-7 – Develops and combines more challenging activity-specific skills in a variety of environments.

General Outcome C – Students will interact positively with others:

C20-1 – Communicates thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity.

C20-4 – Apply, monitor and assess leadership and followership skills related to physical activities, and demonstrate an understanding of leadership skills related to implementing physical activity events or programs in the school and/or community.

C20-5 – Develops and applies practices that contribute to teamwork

C20-6 – Identifies and demonstrates positive behaviours that show respect for self and others.

Direct Curricular Links – Grade 12

Physical Education:

General Outcome A – Students will acquire skills through a variety of developmentally appropriate movement activities and activities in an alternative environment:

A30-3 – Analyze, evaluate and adapt performance of nonlocomotor skills and concepts – effort, space and relationships – to perform and create a variety of activities to improve personal performance.

A30-7 – Recommends and relates a choice of activity-specific skills in an alternative environment to meet activity goal.

General Outcome C – students will interact positively with others:

C30-1 – Communicates thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity.

C30-4 – Apply, monitor and assess leadership and followership skills related to physical activities, and demonstrate an understanding of leadership skills related to implementing physical activity events or programs in the school and/or community.

C30-5 – Develops and applies practices that contribute to teamwork.

C30-6- Identifies and demonstrates positive behaviours that show respect for self and others.