

## Our Language, Our Story: Curriculum Connections

**Division: Primary**

**Subject: Mathematics**

**Strand: Patterning & Algebra**

### Overall Expectations

Grade 1	Grade 2	Grade 3
-Identify, describe, extend and create repeating patterns; -Demonstrate an understanding of the concept of equality, using concrete materials and addition and subtraction to 10.	-Identify, describe, extend, and create repeating patterns, growing patterns, and shrinking patterns; -Demonstrate an understanding of the concept of equality between pairs of expressions, using concrete materials, symbols, and addition and subtraction to 18.	-Describe, extend, and create a variety of numeric patterns and geometric patterns; -Demonstrate an understanding of equality between pairs of expressions, using addition and subtraction of one- and two-digit numbers.

### Virtues and Themes: Possible Connections

<b>Theological Virtue: Faith</b> Faith gives us a new way of seeing God, ourselves and everything around us.	Numeric and geometric patterns are found in nature (petal and leaf arrangements, relationships between animal features). Looking at these patterns leads us to reflect on the wonder of God's presence in creation.
<b>Cardinal Virtue: Justice</b> Justice is found in the character of persons who practice living in right relationship with God and neighbour.	When we are looking at equality of numbers and expressions, we can also think about examples of justice and equality in our community and world. We are all children of God, with equal dignity in God's eyes. Yet, some of us are more fortunate than others. How do we strive to build right relationships (the work of justice) among all God's children so that all have what they need to live with equal dignity?
<b>Catholic Character Theme: Solidarity</b> Solidarity is about standing together with a person or group of persons who are suffering. We belong to one another as a community, and if one member suffers, all of us are suffering. As disciples of Jesus, we are called to solidarity with all persons both near and far away.	Learning about equality between pairs of expressions, using addition and subtraction, and numeric and geometric patterns can teach us about solidarity. Just like the number expressions that are equal (e.g. $4 + 2 + 3 = 5 + 2 + 2$ ), each of us is an equal expression of the face of Jesus. We may be different colours or sizes, but we all have the same human characteristics. We all belong to one pattern – the pattern of God's children. We all belong to one another as God's family, and we see Jesus in each other. This is why we stand together with those who suffer. When we feed the hungry and clothe the naked, we are doing this to Jesus. This is why we help those who do not have their basic needs met (i.e. food, lodging, clothing) in our schools and far away. We must consider those who suffer with much less.
<b>Catholic Character Theme: Community</b> Catholic schools are part of the parish faith community. Together with the parish, they are places where we can learn and grow as followers of Jesus.	A focus of this strand is to encourage students to develop an awareness of the awesome patterns in nature, music, and art well as in the math classroom. Which patterns in our daily activities can lead us closer to Jesus and to others in our community? Teachers can guide children to understand patterns found in our life of faith: praying daily first thing in the morning, grace before meals, prayer at the end of the school day, the Rosary; Mass on Sundays; the various liturgical seasons; patterns found in liturgical music, etc. Considering simple daily routines or patterns such as recycling, eating healthy snacks, participating in regular exercise, even brushing teeth, remind us to care for ourselves and our community.

### Support Resources:

#### *Journey Activities*

Grade 1	Grade 2	Grade 3
CGE 6e - Catholic Graduate Expectation – A Caring	CGE 1b - Catholic Graduate Expectation – A	CGE 1e - Catholic Graduate Expectation – A

Family Member: Ministers to the family, school, parish, and wider community through service.	Discerning Believer: Participates in the sacramental life of the church and demonstrates an understanding of the centrality of the Eucharist to our Catholic story.	Discerning Believer: Speaks the language of life..."recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it." ( <i>Witnesses to Faith</i> )
Students will: Identify patterns in activities at home, in school and church which demonstrate repetition. Discuss: a) "What are some important activities that involve repetition?" (e.g. routines for classroom organization, chores at home, service to others) b) "Why are these activities important" Reflect on Jesus as the role model of service to others.	Students will: Demonstrate awareness of patterns in the liturgical calendar. Discuss and identify special days, holidays that occur yearly highlighting liturgical seasons of Advent, Christmas, Lent, Easter and Ordinary Time.	Students will identify patterns in nature (e.g. repetition of seasons, patterns, stars, patterns in nature – spider webs, leaves, flowers, crystals, coloration – zebra's stripes) Discuss the concept of stewardship and human responsibility to protect and cherish all forms of life.

<b>Curriculum Frameworks</b> <a href="http://www.eoccc.org/onlinefw/onlineframeworks.html">http://www.eoccc.org/onlinefw/onlineframeworks.html</a>	
<b>Grade 1</b> Framework 2 Theme: <i>Peace</i> Framework 3 Theme: <i>Mystery, Wonder and Awe</i> Framework 4 Theme: <i>Stewardship for Creation</i>	<b>Grade 1-2</b> Framework 1 Theme: <i>Community and the Common Good</i> Framework 3 Theme: <i>Mystery, Wonder and Awe</i> Framework 4 Theme: <i>Stewardship for Creation</i>
<b>Grade 2</b> Framework 2 Theme: <i>Peace</i> Framework 4 Theme: <i>Stewardship for Creation</i>	<b>Grade 2-3</b> Framework 1 Theme: <i>Community and the Common Good</i> Framework 3 Theme: <i>Mystery, Wonder and Awe</i> Framework 5 Theme: <i>Stewardship for Creation</i>
<b>Grade 3</b> Framework 1 Theme: <i>Community and the Common Good</i> Framework 4 Theme: <i>Stewardship for Creation</i> Framework 6 Theme: <i>Hope</i>	<b>Grade 3-4</b> Framework 2 Theme: <i>Community and the Common Good</i> Framework 6 Theme: <i>Hope</i>

<b>Curriculum Support for Catholic Schools</b> <a href="http://www.eoccc.org/csfc">http://www.eoccc.org/csfc</a>	
Catholic Theme: <i>Faith</i> <a href="http://www.eoccc.org/csfc/themes/faith.html">http://www.eoccc.org/csfc/themes/faith.html</a> Catholic Theme: <i>Community and the Common Good</i> <a href="http://www.eoccc.org/csfc/themes/commongood.html">http://www.eoccc.org/csfc/themes/commongood.html</a> Anchor Concept: <i>Interdependence</i> <a href="http://www.eoccc.org/csfc/concepts/ainterdependence.html">http://www.eoccc.org/csfc/concepts/ainterdependence.html</a>	Anchor Concept: <i>Common Good</i> <a href="http://www.eoccc.org/csfc/concepts/acommongood.html">http://www.eoccc.org/csfc/concepts/acommongood.html</a> Anchor Concept: <i>Human Dignity</i> <a href="http://www.eoccc.org/csfc/concepts/ahumandignity.html">http://www.eoccc.org/csfc/concepts/ahumandignity.html</a> Anchor Concept: <i>Solidarity</i> <a href="http://www.eoccc.org/csfc/concepts/asolidarity.html">http://www.eoccc.org/csfc/concepts/asolidarity.html</a>