



EDMONTON  
**HUMANE**  
**SOCIETY**

HUMANE EDUCATION

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2019-2020 Humane  
Education Programs &  
Alberta Curriculum  
Connections

Edmonton Humane Society  
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Edmonton, AB T5V 0B2

# 2019-2020 Humane Education Programs & Alberta Curriculum Connections

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## Pre-K/Kindergarten/Grade 1

### **Tails are Not for Pulling:**

Students will learn how to be “animal friends” through a story that covers how to interact appropriately with animals, as well as how to recognize signs when an animal wants to be left alone. The students will also engage in a short activity about animal safety and how to appropriately interact with a pet.

Themes covered: Empathy, Animal Safety, Animal Behaviour and Communication, Respect, Teasing, Compassion, Feelings & Interacting with Animals Appropriately.

### Curriculum connections:

#### Pre-K/Kindergarten

##### *Social Studies*

- K.1.4 explore how we demonstrate respect for ourselves and others by exploring and reflecting
- K.2.2 value and respect significant people in their lives
  - appreciate the important contributions of individuals at home, at school and in the community.
- K.S.8 demonstrate skills of oral, written and visual literacy
  - listen to others in a socially appropriate manner
  - respond appropriately to comments and questions, using language respectful of human diversity

##### *Health and Life Skills*

- W–K.7 identify unsafe situations, and identify safety rules for protection
- W–K.9 describe and observe safety rules in the home and the school
- W–K.10 describe and demonstrate ways to be safe at home and away from home
- R–K.1 demonstrate knowledge of different kinds of feelings and a vocabulary of feeling words
- R–K.2 explore the relationship between feelings and behaviours
- R–K.4 identify and begin to demonstrate effective listening
- R–K.6 demonstrate a positive, caring attitude toward others
- L–K.2 demonstrate curiosity, interest and persistence in learning activities

##### *ELA*

- 1.1 Express ideas and develop understanding
  - talk about ideas, experiences and familiar events
- 1.2 Consider the ideas of others
  - listen to experiences and feelings shared by others
- 1.2 Combine ideas
  - connect related ideas and information
- 2.1 Use comprehension strategies

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- ask questions and make comments during listening and reading activities
- 2.1 Use textual cues
  - attend to print cues when stories are read aloud
- 2.2 Experience various texts
  - listen and view attentively
- 2.2 Construct meaning from texts
  - relate aspects of oral, print and other media texts to personal feelings and experiences
- 3.2 Access information
  - use illustrations, photographs, video programs, objects and auditory cues, to access information
- 4.1 Expand knowledge of language
  - Explore and experiment with new words and terms associated with topics of interest
- 4.3 Use effective oral and visual communication
  - Speak in a clear voice to share ideas and information
- 4.3 Demonstrate attentive listening and viewing
  - Follow one- or two-step instructions
  - Make comments that relate to the topic being discussed
- 5.1 Use language to show respect
  - Use appropriate words, phrases and statements with adults and peers when speaking and listening, sharing and taking turns

## Grade 1

### *Science*

- 1-11 Describe some common living things, and identify the needs of those living things
  - Identify examples of plants and animals that are normally under human care (domesticated) and those that are normally independent of human care (wild).

### *Social Studies*

- 1.1.4 How do our actions and decisions contribute to the well-being of groups and communities?
- 1.S.5 demonstrate skills of cooperation, conflict resolution and consensus building
- 1.S.8 demonstrate skills of oral, written and visual literacy
  - Interact with others in a socially appropriate manner
  - Respond appropriately, verbally and in written forms, using language that is respectful of human diversity
  - Listen to others in order to understand their point of view
- 1.S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community

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- Behavior in accordance with classroom, school, and community expectations

*Health and Life Skills*

- W-1.8 determine reasons for and apply safety rules at home and at school
- W-1.10 recognize community helpers, and identify how to seek their help
- R-1.1 recognize and demonstrate various ways to express feelings
- R-1.4 compare and contrast positive and negative nonverbal communication and associated feelings
- R-1.6 examine how personal behaviour and attitudes can influence the feelings and actions of others

*ELA*

- 1.2 Consider ideas of others
  - Listen and respond appropriately to experiences and feelings shared by others
- 2.1 Use prior knowledge
  - Use previous experience and knowledge of oral language to make connections to the meaning of oral, print and other media texts
  - Use knowledge of context, pictures, letters, words, sentences, predictable patterns and rhymes in a variety of oral, print and other media texts to construct and confirm meaning
- 2.2 Construct meaning from texts
  - Relate aspects of stories and characters to personal feelings and experiences
- 3.1 Focus attention
  - Explore and share own ideas on topics of discussion and study
  - Connect information from oral, print and other media texts to topic of study
- 3.1 Determine information needs
  - Ask and answer questions to satisfy information needs on a specific topic
  - Follow spoken directions for gathering ideas and information
- 3.2 Access information
  - use illustrations, photographs, video programs, objects and auditory cues, to access information
- 3.4 Share ideas and information
  - Share ideas and information from oral, print and other media texts with familiar audiences
  - Answer questions directly related to texts with familiar audiences
  - Answer questions directly related to texts
- 4.3 Demonstrate attentive listening and viewing
  - Ask questions to clarify information
  - Be attentive and show interest during listening or viewing activities
- 5.1 Use language to show respect

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- Use appropriate words, phrases and sentences to ask questions, to seek and give assistance, and to take turns

### **Before You Were Mine:**

Students will be taken on a journey of what an animal's life may have been like before being adopted. Students will engage in a cooperative activity at the end to identify basic needs of pets in our homes.

Themes covered: Empathy, Animal Safety, Animal Welfare, Human-Animal Bond, Animal Behaviour, Stray Animals, Animal Sheltering & Adoption, Basic Needs of Animals.

### Curriculum connections:

#### Pre-K/Kindergarten

##### *Social Studies*

- K.S.8 demonstrate skills of oral, written and visual literacy
- K.2.2 value and respect significant people in their lives
  - appreciate the important contributions of individuals at home, at school and in the community.
- K.S.8 demonstrate skills of oral, written and visual literacy
  - listen to others in a socially appropriate manner
  - respond appropriately to comments and questions, using language respectful of human diversity
- K.S.5 demonstrate the skills of cooperation, conflict resolution and consensus building
  - consider the needs of others
  - work and play in harmony with others to create a safe and caring environment
  - demonstrate a willingness to share space and resources

##### *Health and Life Skills*

- R-K.1 demonstrate knowledge of different kinds of feelings and a vocabulary of feeling words
- R-K.2 explore the relationship between feelings and behaviours
- R-K.4 identify and begin to demonstrate effective listening
- R-K.6 demonstrate a positive, caring attitude toward others
- L-K.2 demonstrate curiosity, interest and persistence in learning activities

##### *ELA*

- 1.1 Express ideas and develop understanding
  - talk about ideas, experiences and familiar events
- 1.2 Consider the ideas of others
  - listen to experiences and feelings shared by others
- 1.2 Combine ideas

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- connect related ideas and information
- 2.1 Use comprehension strategies
  - ask questions and make comments during listening and reading activities
- 2.1 Use textual cues
  - attend to print cues when stories are read aloud
- 2.2 Experience various texts
  - listen and view attentively
- 2.2 Construct meaning from texts
  - relate aspects of oral, print and other media texts to personal feelings and experiences
- 3.2 Access information
  - use illustrations, photographs, video programs, objects and auditory cues, to access information
- 4.1 Expand knowledge of language
  - Explore and experiment with new words and terms associated with topics of interest
- 4.3 Use effective oral and visual communication
  - Speak in a clear voice to share ideas and information
- 4.3 Demonstrate attentive listening and viewing
  - Follow one- or two-step instructions
  - Make comments that relate to the topic being discussed
- 5.1 Use language to show respect
  - Use appropriate words, phrases and statements with adults and peers when speaking and listening, sharing and taking turns
- 5.2 Cooperative with others
  - Participate in class and group activities
  - Find ways to be helpful to others
- 5.2 Work in groups
  - Listen to the ideas of others

## Grade 1

### *Social Studies*

- 1.1.1 value self and others as unique individuals in relation to their world
- 1.1.4 determine what makes their communities thrive by exploring and reflecting
- 1.S.1 develop skills of critical thinking and creative thinking
- 1.S.5 demonstrate skills of cooperation, conflict resolution and consensus building
- 1.S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community
  - behaviour in accordance with classroom, school and community expectations
- 1.S.8 demonstrate skills of oral, written and visual literacy

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- interact with others in a socially appropriate manner
- respond appropriately, verbally and in written forms, using language respectful of human diversity
- listen to others in order to understand their point of view

#### *Health and Life Skills*

- W-1.10 recognize community helpers, and identify how to seek their help
- R-1.1 recognize and demonstrate various ways to express feelings
- R-1.4 compare and contrast positive and negative nonverbal communication and associated feelings
- R-1.6 examine how personal behaviour and attitudes can influence the feelings and actions of others
- R-1.8 work cooperatively with a partner. e.g., take turns, respect space and property of others

#### *ELA*

- 1.2 Consider ideas of others
  - Listen and respond appropriately to experiences and feelings shared by others
- 2.1 Use prior knowledge
  - Use previous experience and knowledge of oral language to make connections to the meaning of oral, print and other media texts
  - Use knowledge of context, pictures, letters, words, sentences, predictable patterns and rhymes in a variety of oral, print and other media texts to construct and confirm meaning
- 2.2 Construct meaning from texts
  - Relate aspects of stories and characters to personal feelings and experiences
- 3.1 Focus attention
  - Explore and share own ideas on topics of discussion and study
  - Connect information from oral, print and other media texts to topic of study
- 3.1 Determine information needs
  - Ask and answer questions to satisfy information needs on a specific topic
  - Follow spoken directions for gathering ideas and information
- 3.4 Share ideas and information
  - Share ideas and information from oral, print and other media texts with familiar audiences
  - Answer questions directly related to texts with familiar audiences
  - Answer questions directly related to texts
- 4.3 Demonstrate attentive listening and viewing
  - Ask questions to clarify information
  - Be attentive and show interest during listening or viewing activities
- 5.1 Use language to show respect

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- Use appropriate words, phrases and sentences to ask questions, to seek and give assistance, and to take turns
- 5.2 Cooperate with others
  - Work in partnerships and groups
  - Help others and ask others for help
- 5.2 Work in groups
  - Ask questions and contribute ideas related to class investigations on topics of interest

#### *Science*

- 1–11 Describe some common living things and identify needs of those living things.
  - Identify examples of plants and animals that are normally under human care (domesticated) and those that are normally independent of human care (wild).
  - Identify the requirements of animals to maintain life; i.e., air, food, water, shelter, space; and recognize that we must provide these for animals in our care.

### **Hey Little Ant:**

Students will learn about empathy by reading a story where they take the perspective of an ant who may or may not be squished. Students will participate in a decision-making activity that will touch upon how all living things should be treated with tolerance and respect.

Themes covered: Empathy, Point of View, Perspective, Feelings, Compassion, Bullying, Problem-solving, Decision-making, Respect & Tolerance.

#### Curriculum connections:

##### Pre-K/Kindergarten

#### *Social Studies*

- K.S.1 develop skills of critical thinking and creative thinking
- K.S.5 demonstrate the skills of cooperation, conflict resolution and consensus building
  - consider the needs of others
  - work and play in harmony with others to create a safe and caring environment
  - demonstrate a willingness to share space and resources
- K.1.4 explore how we demonstrate respect for ourselves and others by exploring and reflecting
- K.S.4 demonstrate the skills of decision making and problem solving
- K.2.2 value and respect significant people in their lives
  - appreciate the important contributions of individuals at home, at school and in the community.

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- K.S.8 demonstrate skills of oral, written and visual literacy
  - listen to others in a socially appropriate manner
  - respond appropriately to comments and questions, using language respectful of human diversity

*Health and Life Skills*

- R-K.1 demonstrate knowledge of different kinds of feelings and a vocabulary of feeling words
- R-K.2 explore the relationship between feelings and behaviours
- R-K.4 identify and begin to demonstrate effective listening
- R-K.6 demonstrate a positive, caring attitude toward others
- L-K.2 demonstrate curiosity, interest and persistence in learning activities

Grade 1

*Social Studies*

- 1.S.5 demonstrate skills of cooperation, conflict resolution and consensus building
- 1.S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community
  - behaviour in accordance with classroom, school and community expectations
- 1.S.8 demonstrate skills of oral, written and visual literacy
  - interact with others in a socially appropriate manner
  - respond appropriately, verbally and in written forms, using language respectful of human diversity
  - listen to others in order to understand their point of view
- 1.1.2 value the groups and communities to which they belong

*Health and Life Skills*

- W-1.10 recognize community helpers, and identify how to seek their help
- R-1.1 recognize and demonstrate various ways to express feelings
- R-1.4 compare and contrast positive and negative nonverbal communication and associated feelings
- R-1.6 examine how personal behaviour and attitudes can influence the feelings and actions of others

*ELA*

- 1.2 Consider ideas of others
  - Listen and respond appropriately to experiences and feelings shared by others
- 2.1 Use prior knowledge
  - Use previous experience and knowledge of oral language to make connections to the meaning of oral, print and other media texts

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- Use knowledge of context, pictures, letters, words, sentences, predictable patterns and rhymes in a variety of oral, print and other media texts to construct and confirm meaning
- 2.2 Construct meaning from texts
  - Relate aspects of stories and characters to personal feelings and experiences
- 3.1 Focus attention
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  - Follow spoken directions for gathering ideas and information
- 3.4 Share ideas and information
  - Share ideas and information from oral, print and other media texts with familiar audiences
  - Answer questions directly related to texts with familiar audiences
  - Answer questions directly related to texts
- 4.3 Demonstrate attentive listening and viewing
  - Ask questions to clarify information
  - Be attentive and show interest during listening or viewing activities
- 5.1 Use language to show respect
  - Use appropriate words, phrases and sentences to ask questions, to seek and give assistance, and to take turns

\*\* All programs listed have the option to add on an Adoption Gallery Tour\*\*

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## Grades 2-3

### **Who We Are, What We Do:**

Students will discover what an animal shelter is and all that goes into running an animal shelter. We will talk about different animals that have been at EHS and how students can help animals both at the shelter and in their community.

Themes covered: Mission, Vision & Values, History, Animals at EHS, People at EHS, Fund Development & How You Can Help.

### Curriculum connections:

#### Grade 2

##### *Social Studies*

- 2.S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community
  - participate in activities that enhance their sense of belonging within their school and community
- 2.S.8 demonstrate skills of oral, written and visual literacy
  - respond appropriately to comments and questions, using respectful language
  - interact with others in a socially appropriate manner

##### *Health and Life Skills*

- L-2.7 explain why volunteerism is important

##### *ELA*

- 1.2 Extend understanding
  - find more information about new ideas and topics
- 3.1 Focus attention
  - relate personal knowledge to ideas and information in oral, print and other media texts
- 3.4 Share ideas and information
  - clarify information by responding to questions
- 4.3 Demonstrate attentive listening and viewing
  - Ask relevant questions to clarify understanding and to have information explained
  - Show enjoyment and appreciation during listening and viewing activities
- 5.1 Use language to show respect
  - Adjust own language use according to the context, purpose and audience

#### Grade 3

##### *Social Studies*

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- 3.S.1 develop skills of critical thinking and creative thinking
- 3.S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community
- 3.S.8 demonstrate skills of oral, written and visual literacy
  - Listen to others in order to understand their points of view
  - Interact with others in a socially appropriate manner

*Health and Life Skills*

- W-3.8 employ practices that provide safety for self and others
- W-3.9 describe, apply and analyze appropriate safety behaviours in the local community
- L-3.7 assess how individual contributions can have a positive influence upon the family, school and community

*ELA*

- 1.1 Express ideas and develop understanding
  - connect prior knowledge and personal experiences with new ideas and information in oral, print and other media texts
- 1.2 Extend understanding
  - ask questions to clarify information and ensure understanding
- 2.1 Use prior knowledge
  - share ideas developed through interests, experiences and discussion that are related to new ideas and information
- 5.1 Use language to show respect
  - demonstrate respect for the ideas, abilities and language use of others

**Kind Kids:**

Students will learn the basic needs of all animals as well as the five freedoms of animal welfare. Students will be introduced to what responsible ownership is and apply their knowledge in a cooperative activity on the needs of companion animals.

Themes covered: Different types of pets, Basic Needs of Animals, Five Freedoms of Animal Welfare, Responsible Pet Ownership & Enrichment.

Curriculum connections:

Grade 2:

*Social Studies*

- 2.S.4 demonstrate skills of decision making and problem solving
- 2.S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community
  - participate in activities that enhance their sense of belonging within their school and community

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- 2.S.8 demonstrate skills of oral, written and visual literacy
  - respond appropriately to comments and questions, using respectful language
  - interact with others in a socially appropriate manner

*Health and Life Skills*

- L-2.3 apply the decision-making process for age-appropriate issues

*ELA*

- 1.2 Extend understanding
  - find more information about new ideas and topics
- 3.1 Focus attention
  - relate personal knowledge to ideas and information in oral, print and other media texts
- 3.4 Share ideas and information
  - clarify information by responding to questions
- 4.3 Demonstrate attentive listening and viewing
  - Ask relevant questions to clarify understanding and to have information explained
  - Show enjoyment and appreciation during listening and viewing activities
- 5.1 Use language to show respect
  - Adjust own language use according to the context, purpose and audience

Grade 3

*Science*

- 3-11 Identify requirements for animal care.
  - Demonstrate knowledge of the needs of animals studied and demonstrate skills for their care.

*Social Studies*

- 3.S.1 develop skills of critical thinking and creative thinking
- 3.S.4 demonstrate skills of decision making and problem solving
- 3.S.5 demonstrate skills of cooperation, conflict resolution and consensus building
- 3.S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community
- 3.S.8 demonstrate skills of oral, written and visual literacy
  - Listen to others in order to understand their points of view
  - Interact with others in a socially appropriate manner

*Health and Life Skills*

- R-3.8 develop skills to work cooperatively in a group

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- L-3.7 assess how individual contributions can have a positive influence upon the family, school and community

*ELA*

- 1.1 Express ideas and develop understanding
  - connect prior knowledge and personal experiences with new ideas and information in oral, print and other media texts
- 1.2 Extend understanding
  - ask questions to clarify information and ensure understanding
- 2.1 Use prior knowledge
  - share ideas developed through interests, experiences and discussion that are related to new ideas and information
- 5.1 Use language to show respect
  - demonstrate respect for the ideas, abilities and language use of others

**Pet Space, Kid Safe:**

Students will be introduced to dog and cat body language to identify feelings and emotions of animals. We will address how to remain safe when interacting with animals and how to prevent bites from occurring.

Themes covered: Dog Body Language, Dog Bite Prevention, How to Appropriately Greet and Interact with a Dog, Cat Body Language & How to Appropriately Greet and Interact with a Cat.

Curriculum connections:

Grade 2

*Social Studies*

- 2.S.4 demonstrate skills of decision making and problem solving
- 2.S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community
  - participate in activities that enhance their sense of belonging within their school and community
- 2.S.8 demonstrate skills of oral, written and visual literacy
  - respond appropriately to comments and questions, using respectful language
  - interact with others in a socially appropriate manner

*Health and Life Skills*

- L-2.3 apply the decision-making process for age-appropriate issues

*ELA*

- 1.2 Extend understanding

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- find more information about new ideas and topics
- 3.1 Focus attention
  - relate personal knowledge to ideas and information in oral, print and other media texts
- 3.4 Share ideas and information
  - clarify information by responding to questions
- 4.3 Demonstrate attentive listening and viewing
  - Ask relevant questions to clarify understanding and to have information explained
  - Show enjoyment and appreciation during listening and viewing activities
- 5.1 Use language to show respect
  - Adjust own language use according to the context, purpose and audience

### Grade 3

#### *Social Studies*

- 3.S.1 develop skills of critical thinking and creative thinking
- 3.S.4 demonstrate skills of decision making and problem solving
- 3.S.5 demonstrate skills of cooperation, conflict resolution and consensus building
- 3.S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community
- 3.S.8 demonstrate skills of oral, written and visual literacy
  - Listen to others in order to understand their points of view
  - Interact with others in a socially appropriate manner

#### *Health and Life Skills*

- R-3.8 develop skills to work cooperatively in a group
- L-3.7 assess how individual contributions can have a positive influence upon the family, school and community

#### *ELA*

- 1.1 Express ideas and develop understanding
  - connect prior knowledge and personal experiences with new ideas and information in oral, print and other media texts
- 1.2 Extend understanding
  - ask questions to clarify information and ensure understanding
- 2.1 Use prior knowledge
  - share ideas developed through interests, experiences and discussion that are related to new ideas and information
- 5.1 Use language to show respect
  - demonstrate respect for the ideas, abilities and language use of others

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## **Behind-the-Scenes Shelter Tour:**

Students will get a chance to go behind-the-scenes at EHS. Students will learn about what we do at Edmonton Humane Society, and how animals make their journey through our shelter and into their new homes.

Themes covered: Admitting, Medical Topics, Animal Behaviour, Enrichment, Animal Housing, Animal Care and Cleaning & Adoption.

### Curriculum connections:

#### Grade 2

##### *Social Studies*

- 2.S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community
  - Participate in activities that enhance their sense of belonging within their school and community
- 2.S.8 demonstrate skills of oral, written and visual literacy
  - respond appropriately to comments and questions, using respectful language
  - interact with others in a socially appropriate manner

##### *Health and Life Skills*

- L-2.7 explain why volunteerism is important

##### *ELA*

- 1.2 Extend understanding
  - find more information about new ideas and topics
- 3.1 Focus attention
  - relate personal knowledge to ideas and information in oral, print and other media texts
- 3.4 Share ideas and information
  - clarify information by responding to questions
- 4.3 Demonstrate attentive listening and viewing
  - Ask relevant questions to clarify understanding and to have information explained
  - Show enjoyment and appreciation during listening and viewing activities
- 5.1 Use language to show respect
  - Adjust own language use according to the context, purpose and audience

#### Grade 3:

##### *Social Studies*

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- 3.S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community
- 3.S.8 demonstrate skills of oral, written and visual literacy
  - Listen to others in order to understand their points of view
  - Interact with others in a socially appropriate manner

*Health and Life Skills*

- W-3.8 employ practices that provide safety for self and others
- W-3.9 describe, apply and analyze appropriate safety behaviours in the local community
- L-3.7 assess how individual contributions can have a positive influence upon the family, school and community

*ELA*

- 1.1 Express ideas and develop understanding
  - connect prior knowledge and personal experiences with new ideas and information in oral, print and other media texts
- 1.2 Extend understanding
  - ask questions to clarify information and ensure understanding
- 2.1 Use prior knowledge
  - share ideas developed through interests, experiences and discussion that are related to new ideas and information
- 5.1 Use language to show respect
  - demonstrate respect for the ideas, abilities and language use of others

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## Grade 4-5

### **Who We Are, What We Do:**

Students discover what an animal shelter is and all that goes into running an animal shelter. We will talk about different animals that have been at EHS and how students can help animals both in the shelter and in their community.

Themes covered: Mission, Vision and Values, History, Animals at EHS, People at EHS, Fund Development & How You Can Help.

### Curriculum connections:

#### Grade 4

##### *Social Studies*

- 4.S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community
- 4.S.8 demonstrate skills of oral, written and visual literacy
  - Respond appropriately to comments and questions, using language that is respectful of human diversity
  - Listen to others in order to understand their perspectives

##### *Health and Life Skills*

- W-4.8 expand practices that provide safety for self and others

##### *ELA*

- 1.1 Express ideas and develop understanding
  - compare new ideas, information and experiences to prior knowledge and experiences
- 2.1 Use prior knowledge
  - use ideas and concepts, developed through personal interests, experiences and discussion, to understand new ideas and information
- 3.1 Determine information needs
  - ask relevant questions, and respond to questions related to particular topics
- 4.3 Demonstrate attentive listening and viewing
  - connect own ideas, opinions and experiences to those communicated in oral and visual presentations

#### Grade 5

##### *Social Studies*

- 5.S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community
- 5.S.8 demonstrate skills of oral, written and visual literacy

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- Response appropriately to comments and questions, using language respectful of human diversity
- Listen to others to understand their perspectives

*Health and Life Skills*

- W-5.8 promote safety practices in the school and community
- R-5.4 practise effective communication skills

*ELA*

- 3.3 Evaluate information
  - connect gathered information to prior knowledge to reach new conclusions
- 4.3 Demonstrate attentive listening and viewing
  - identify and interpret the purpose of verbal and nonverbal messages and the perspectives of the presenter
- 5.1 Use language to show respect
  - determine and use language appropriate to the context of specific situations

### **Caring Companions:**

Students will learn the basic needs of all animals as well as the five freedoms of animal welfare. Students will be introduced to what responsible ownership is and apply their knowledge in a cooperative activity on the needs of companion animals.

Themes covered: Different types of pets, Basic Needs of Animals, Five Freedoms of Animal Welfare, Responsible Pet Ownership & Enrichment.

### Curriculum connections:

#### Grade 4

*Social Studies*

- 4.S.1 develop skills of critical thinking and creative thinking
  - evaluate, critically, ideas, information and positions from multiple perspectives
  - re-evaluate opinions to broaden understanding of a topic or an issue
  - generate original ideas and strategies in individual and group activities
- 4.S.4 demonstrate skills of decision making and problem solving
  - contribute and apply new ideas and strategies, supported with facts and reasons, to decision making and problem solving
- 4.S.5 demonstrate skills of cooperation, conflict resolution and consensus building

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- demonstrate an awareness of the skills required for compromise and consensus building
- demonstrate the ability to deal constructively with diversity and disagreement
- consider the needs and points of view of others
- work collaboratively with others to complete a group task
- 4.S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community
- 4.S.8 demonstrate skills of oral, written and visual literacy
  - respond appropriately to comments and questions, using language respectful of human diversity
  - listen to others in order to understand their perspectives

#### ELA

- 1.1 Express ideas and develop understanding
  - compare new ideas, information and experiences to prior knowledge and experiences
- 2.1 Use prior knowledge
  - use ideas and concepts, developed through personal interests, experiences and discussion, to understand new ideas and information
- 3.1 Determine information needs
  - ask relevant questions, and respond to questions related to particular topics
- 4.3 Demonstrate attentive listening and viewing
  - connect own ideas, opinions and experiences to those communicated in oral and visual presentations
- 5.2 Cooperate with others
  - take responsibility for collaborating with others to achieve group goals
  - ask for and provide information and assistance, as appropriate, for completing individual and group tasks

#### Grade 5

##### *Social Studies*

- 5.S.1 develop skills of critical thinking and creative thinking
  - re-evaluate personal opinions to broaden understanding of a topic or an issue
  - generate original ideas and strategies in situations of individual and group activities
- 5.S.4 demonstrate skills of decision making and problem solving
  - collaborate with others to apply strategies for decision making and problem solving
- 5.S.5 demonstrate skills of cooperation, conflict resolution and consensus building

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- consider multiple points of view while attempting to reach group consensus
- demonstrate the ability to deal constructively with diversity and disagreement
- work collaboratively with others to achieve a common goal
- 5.S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community
- 5.S.8 demonstrate skills of oral, written and visual literacy
  - respond appropriately to comments and questions, using language respectful of human diversity
  - listen to others to understand their perspectives

#### *Health and Life Skills*

- R-5.4 practise effective communication skills
- R-5.9 explore respectful communication strategies that foster group/team development

#### *ELA*

- 3.3 Evaluate information
  - connect gathered information to prior knowledge to reach new conclusions
- 4.3 Demonstrate attentive listening and viewing
  - identify and interpret the purpose of verbal and nonverbal messages and the perspectives of the presenter
- 5.1 Use language to show respect
  - determine and use language appropriate to the context of specific situations
- 5.2 Cooperate with others
  - accept and take responsibility for fulfilling own role as a group member
- 5.2 Work in groups
  - contribute ideas to help solve problems, and listen and respond constructively

### **Animal Adoption Challenge:**

Students will engage in a simulated adoption process. Students will identify the basic needs of pets, take into account considerations such as lifestyle and income, and use problem-solving and decision-making skills and currency handling to stay within their budget.

Themes covered: EHS' Mission, Vision and Values, Animals at EHS, Fund Development, Basic Needs of Animal, Adoption, Problem-solving, Decision-making & Currency Handling.

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Curriculum connections:

Grade 4:

*Math*

- 3.0. Demonstrate an understanding of addition of numbers with answers to 10 000 and their corresponding subtractions (limited to 3- and 4-digit numerals)

*Social Studies*

- 5.S.1 develop skills of critical thinking and creative thinking
  - re-evaluate personal opinions to broaden understanding of a topic or an issue
  - generate original ideas and strategies in situations of individual and group activities
- 5.S.4 demonstrate skills of decision making and problem solving
  - collaborate with others to apply strategies for decision making and problem solving
- 5.S.5 demonstrate skills of cooperation, conflict resolution and consensus building
  - consider multiple points of view while attempting to reach group consensus
  - demonstrate the ability to deal constructively with diversity and disagreement
  - work collaboratively with others to achieve a common goal
- 5.S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community
- 5.S.8 demonstrate skills of oral, written and visual literacy
  - respond appropriately to comments and questions, using language respectful of human diversity
  - listen to others to understand their perspectives

*Health and Life Skills*

- L-4.3 demonstrate effective decision making, focusing on careful information gathering

*ELA*

- 1.1 Express ideas and develop understanding
  - compare new ideas, information and experiences to prior knowledge and experiences
- 2.1 Use prior knowledge
  - use ideas and concepts, developed through personal interests, experiences and discussion, to understand new ideas and information
- 3.1 Determine information needs

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- ask relevant questions, and respond to questions related to particular topics
- 4.3 Demonstrate attentive listening and viewing
  - connect own ideas, opinions and experiences to those communicated in oral and visual presentations
- 5.2 Cooperate with others
  - take responsibility for collaborating with others to achieve group goals
  - ask for and provide information and assistance, as appropriate, for completing individual and group tasks

## Grade 5

### *Math*

- 2.0. Use estimation strategies in problem-solving contexts

### *Social Studies*

- 5.S.1 develop skills of critical thinking and creative thinking
  - re-evaluate personal opinions to broaden understanding of a topic or an issue
  - generate original ideas and strategies in situations of individual and group activities
- 5.S.4 demonstrate skills of decision making and problem solving
  - collaborate with others to apply strategies for decision making and problem solving
- 5.S.5 demonstrate skills of cooperation, conflict resolution and consensus building
  - consider multiple points of view while attempting to reach group consensus
  - demonstrate the ability to deal constructively with diversity and disagreement
  - work collaboratively with others to achieve a common goal
- 5.S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community
- 5.S.8 demonstrate skills of oral, written and visual literacy
  - respond appropriately to comments and questions, using language respectful of human diversity
  - listen to others to understand their perspectives

### *Health and Life Skills*

- L-4.3 demonstrate effective decision making, focusing on careful information gathering
- R-5.4 practise effective communication skills
- R-5.9 explore respectful communication strategies that foster group/team development

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- L-5.3 investigate the effectiveness of various decision-making strategies

*ELA*

- 3.3 Evaluate information
  - connect gathered information to prior knowledge to reach new conclusions
- 4.3 Demonstrate attentive listening and viewing
  - identify and interpret the purpose of verbal and nonverbal messages and the perspectives of the presenter
- 5.1 Use language to show respect
  - determine and use language appropriate to the context of specific situations
- 5.2 Cooperate with others
  - accept and take responsibility for fulfilling own role as a group member
- 5.2 Work in groups
  - contribute ideas to help solve problems, and listen and respond constructively

**Animal Aware: Keeping You & Your Animal Safe:**

Students will assess dog and cat body language to identify feelings and emotions of animals. We will address how to remain safe when interacting with animals and how to prevent accidents from occurring.

Themes covered: Dog Body Language, Dog Bite Prevention, How to Appropriately Greet and Interact with a Dog, Cat Body Language & How to Appropriately Greet and Interact with a Cat.

Curriculum connections:

Grade 4:

*Social Studies*

- 5.S.1 develop skills of critical thinking and creative thinking
  - re-evaluate personal opinions to broaden understanding of a topic or an issue
  - generate original ideas and strategies in situations of individual and group activities
- 5.S.4 demonstrate skills of decision making and problem solving
  - collaborate with others to apply strategies for decision making and problem solving
- 5.S.5 demonstrate skills of cooperation, conflict resolution and consensus building
  - consider multiple points of view while attempting to reach group consensus

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- demonstrate the ability to deal constructively with diversity and disagreement
- work collaboratively with others to achieve a common goal
- 5.S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community
- 5.S.8 demonstrate skills of oral, written and visual literacy
  - respond appropriately to comments and questions, using language respectful of human diversity
  - listen to others to understand their perspectives

#### *ELA*

- 1.1 Express ideas and develop understanding
  - compare new ideas, information and experiences to prior knowledge and experiences
- 2.1 Use prior knowledge
  - use ideas and concepts, developed through personal interests, experiences and discussion, to understand new ideas and information
- 3.1 Determine information needs
  - ask relevant questions, and respond to questions related to particular topics
- 4.3 Demonstrate attentive listening and viewing
  - connect own ideas, opinions and experiences to those communicated in oral and visual presentations

#### Grade 5

#### *Social Studies*

- 5.S.1 develop skills of critical thinking and creative thinking
  - re-evaluate personal opinions to broaden understanding of a topic or an issue
  - generate original ideas and strategies in situations of individual and group activities
- 5.S.4 demonstrate skills of decision making and problem solving
  - collaborate with others to apply strategies for decision making and problem solving
- 5.S.5 demonstrate skills of cooperation, conflict resolution and consensus building
  - consider multiple points of view while attempting to reach group consensus
  - demonstrate the ability to deal constructively with diversity and disagreement
  - work collaboratively with others to achieve a common goal
- 5.S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community
- 5.S.8 demonstrate skills of oral, written and visual literacy

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- respond appropriately to comments and questions, using language respectful of human diversity
- listen to others to understand their perspectives

*Health and Life Skills*

- W-5.8 promote safety practices in the school and community
- R-5.4 practise effective communication skills

*ELA*

- 3.3 Evaluate information
  - connect gathered information to prior knowledge to reach new conclusions
- 4.3 Demonstrate attentive listening and viewing
  - identify and interpret the purpose of verbal and nonverbal messages and the perspectives of the presenter
- 5.1 Use language to show respect
  - determine and use language appropriate to the context of specific situations

**Behind-the-Scenes Shelter Tour:**

Students will get a chance to go behind-the-scenes at EHS. Students will learn about what we do at Edmonton Humane Society, and how animals make their journey through our shelter and into their new homes.

Themes covered: Admitting, Medical Topics, Animal Behaviour, Enrichment, Animal Housing, Animal Care and Cleaning & Adoption.

Curriculum connections:

Grade 4:

*Social Studies*

- 4.S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community
- 4.S.8 demonstrate skills of oral, written and visual literacy
  - Respond appropriately to comments and questions, using language respectful of human diversity
  - Listen to others in order to understand their perspectives

*Health and Life Skills*

- W-4.8 expand practices that provide safety for self and others

*ELA*

- 1.1 Express ideas and develop understanding

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- compare new ideas, information and experiences to prior knowledge and experiences
- 2.1 Use prior knowledge
  - use ideas and concepts, developed through personal interests, experiences and discussion, to understand new ideas and information
- 3.1 Determine information needs
  - ask relevant questions, and respond to questions related to particular topics
- 4.3 Demonstrate attentive listening and viewing
  - connect own ideas, opinions and experiences to those communicated in oral and visual presentations

## Grade 5

### *Social Studies*

- 5.S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community
- 5.S.8 demonstrate skills of oral, written and visual literacy
  - respond appropriately to comments and questions, using language respectful of human diversity
  - listen to others to understand their perspectives

### *Health and Life Skills*

- W-5.8 promote safety practices in the school and community
- R-5.4 practise effective communication skills

### *ELA*

- 3.3 Evaluate information
  - connect gathered information to prior knowledge to reach new conclusions
- 4.3 Demonstrate attentive listening and viewing
  - identify and interpret the purpose of verbal and nonverbal messages and the perspectives of the presenter
- 5.1 Use language to show respect
  - determine and use language appropriate to the context of specific situations

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## Grade 6-8

### **Who We Are, What We Do:**

Students will discover what an animal shelter is and all that goes into running an animal shelter. We will talk about different animals that have been at EHS and how students can help animals both in the shelter and in their community.

Themes covered: Mission, Vision and Values, History, Animals at EHS, People at EHS, Fund Development & How You Can Help.

### Curriculum connections:

#### Grade 6

##### *Social Studies*

- 6.S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community
- 6.S.8 demonstrate skills of oral, written and visual literacy

##### *Health and Life Skills*

- L-6.7 identify the volunteer accomplishments of the community
- L-6.8 analyze and assess the impact of volunteerism in the school and community

##### *ELA*

- 2.1 Use prior knowledge
  - combine personal experiences and the knowledge and skills gained through previous experiences with oral, print and other media texts to understand new ideas and information
- 2.1 Use comprehension strategies
  - monitor understanding by evaluating new ideas and information in relation to known ideas and information
- 5.1 Use language to show respect
  - demonstrate respect by choosing appropriate language and tone in oral, print and other media texts

#### Grade 7

##### *ELA*

- 2.1 Use prior knowledge
  - select and focus relevant ideas from personal experiences and prior knowledge to understand new ideas and information
- 3.3 Evaluate information
  - connect new information with prior knowledge to build new understanding
- 4.3 Demonstrate attentive listening and viewing

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- ask questions or make comments that elicit additional information; probe different aspects of ideas, and clarify understanding

## Grade 8

### *ELA*

- 3.3 Evaluate information
  - incorporate new information with prior knowledge and experiences to develop new understanding

### *Health and Life Skills*

- L-8.7 - relate personal knowledge and skills to potential opportunities for volunteering and providing service to others in the community

## **Caring Companions:**

Students will learn the basic needs of all animals as well as the five freedoms of animal welfare. Students will be introduced to what responsible ownership is and apply their knowledge in a cooperative activity on the needs of companion animals.

Themes covered: Different types of pets, Basic Needs of Animals, Five Freedoms of Animal Welfare, Responsible Pet Ownership & Enrichment.

## Curriculum connections:

## Grade 6

### *Social Studies:*

- 6.S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community
- 6.S.8 demonstrate skills of oral, written and visual literacy
- 6.S.5 demonstrate skills of cooperation, conflict resolution and consensus building
- 6.S.4. demonstrate skills of decision making and problem solving

### *Health and Life Skills*

- R-6.9 make decisions cooperatively

### *ELA*

- 2.1 Use prior knowledge
  - combine personal experiences and the knowledge and skills gained through previous experiences with oral, print and other media texts to understand new ideas and information
- 2.1 Use comprehension strategies
  - monitor understanding by evaluating new ideas and information in relation to known ideas and information
- 5.1 Use language to show respect

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- demonstrate respect by choosing appropriate language and tone in oral, print and other media texts
- 5.2 Cooperate with others
  - identify and participate in situations and projects in which group work enhances learning and results
- 5.2 Work in groups
  - contribute to group knowledge of topics to identify and focus information needs, sources and purposes for research or investigations

## Grade 7

### ELA

- 2.1 Use prior knowledge
  - select and focus relevant ideas from personal experiences and prior knowledge to understand new ideas and information
- 3.3 Evaluate information
  - connect new information with prior knowledge to build new understanding
- 4.3 Demonstrate attentive listening and viewing
  - listen and view attentively to organize and classify information and to carry out multistep instructions
  - ask questions or make comments that elicit additional information; probe different aspects of ideas, and clarify understanding
- 5.2 Cooperate with others
  - contribute collaboratively in group situations, by asking questions and building on the ideas of others

### Health and Life Skills

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

## Grade 8

### ELA

- 3.3 Evaluate information
  - incorporate new information with prior knowledge and experiences to develop new understanding
- 5.2 Cooperate with others
  - use opportunities as a group member to contribute to group goals and extend own learning
- 5.2 Work in groups
  - contribute ideas, knowledge and strategies to identify group information needs and sources

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### **Animal Adoption Challenge:**

Students will engage in a simulated adoption process. Students will identify the basic needs of pets, take into account considerations such as lifestyle and income, and use problem-solving and decision-making skills and currency handling to stay within their budget.

Themes covered: EHS' Mission, Vision and Values, Animals at EHS, Fund Development, Basic Needs of Animal, Adoption, Problem-solving, Decision-making & Currency Handling

### Curriculum connections:

#### Grade 6

##### *Math*

- 2.0. Solve problems involving whole numbers and decimal numbers

##### *Social Studies*

- 6.S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community
- 6.S.8 demonstrate skills of oral, written and visual literacy
- 6.S.5 demonstrate skills of cooperation, conflict resolution and consensus building
- 6.S.4. demonstrate skills of decision making and problem solving

##### *Health and Life Skills*

- R-6.9 make decisions cooperatively
- L-6.1 expand strategies for effective personal management
- R-7.9 - develop group goal-setting skills; e.g., collaboration

##### *ELA*

- 2.1 Use prior knowledge
  - combine personal experiences and the knowledge and skills gained through previous experiences with oral, print and other media texts to understand new ideas and information
- 2.1 Use comprehension strategies
  - monitor understanding by evaluating new ideas and information in relation to known ideas and information
- 5.1 Use language to show respect
  - demonstrate respect by choosing appropriate language and tone in oral, print and other media texts
- 5.2 Cooperate with others
  - identify and participate in situations and projects in which group work enhances learning and results
- 5.2 Work in groups

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- contribute to group knowledge of topics to identify and focus information needs, sources and purposes for research or investigations

## Grade 7

### ELA

- 2.1 Use prior knowledge
  - select and focus relevant ideas from personal experiences and prior knowledge to understand new ideas and information
- 3.3 Evaluate information
  - connect new information with prior knowledge to build new understanding
- 4.3 Demonstrate attentive listening and viewing
  - listen and view attentively to organize and classify information and to carry out multistep instructions
  - ask questions or make comments that elicit additional information; probe different aspects of ideas, and clarify understanding
- 5.2 Cooperate with others
  - contribute collaboratively in group situations, by asking questions and building on the ideas of others
- 5.2 Work in groups
- assist in setting and achieving group goals by inviting others to speak, suggesting alternatives, assigning tasks, sharing resources, following up on others' ideas and listening to a variety of points of view

## Grade 8

### ELA

- 3.3 Evaluate information
  - incorporate new information with prior knowledge and experiences to develop new understanding
- 5.2 Cooperate with others
  - use opportunities as a group member to contribute to group goals and extend own learning
- 5.2 Work in groups
  - contribute ideas, knowledge and strategies to identify group information needs and sources
  - organize and complete tasks cooperatively by defining roles and responsibilities, negotiating to find the basis for agreement, setting objectives and time frames, and reviewing progress

## **Animal Aware: Keeping You & Your Animals Safe:**

Students will assess dog and cat body language to identify feelings and emotions of animals. We will address how to remain safe when interacting with animals and how to prevent accidents from occurring.

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Themes covered: Dog Body Language, Dog Bite Prevention, How to Appropriately Greet and Interact with a Dog, Cat Body Language & How to Appropriately Greet and Interact with a Cat.

Curriculum connections:

Grade 6

*Social Studies*

- 6.S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community
- 6.S.8 demonstrate skills of oral, written and visual literacy
- 6.S.5 demonstrate skills of cooperation, conflict resolution and consensus building
- 6.S.4. demonstrate skills of decision making and problem solving

*ELA*

- 2.1 Use prior knowledge
  - combine personal experiences and the knowledge and skills gained through previous experiences with oral, print and other media texts to understand new ideas and information
- 2.1 Use comprehension strategies
  - monitor understanding by evaluating new ideas and information in relation to known ideas and information
- 5.1 Use language to show respect
  - demonstrate respect by choosing appropriate language and tone in oral, print and other media texts

Grade 7

*ELA*

- 2.1 Use prior knowledge
  - select and focus relevant ideas from personal experiences and prior knowledge to understand new ideas and information
- 3.3 Evaluate information
  - connect new information with prior knowledge to build new understanding
- 4.3 Demonstrate attentive listening and viewing
  - ask questions or make comments that elicit additional information; probe different aspects of ideas, and clarify understanding

*Health and Life Skills*

- W-7.8 - analyze and appreciate differing personal perspectives on safety; e.g., physical, emotional, social safety

Grade 8

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*ELA*

- 3.3 Evaluate information
  - incorporate new information with prior knowledge and experiences to develop new understanding

*Health and Life Skills*

- W-8.8 - identify potentially unsafe situations in the community, and begin to develop strategies to reduce risk

### **Behind-the-Scenes Shelter Tour:**

Students will get a chance to go behind-the-scenes at EHS. Students will learn about what we do at Edmonton Humane Society, and how animals make their journey through our shelter and into their new homes.

Themes covered: Admitting, Medical Topics, Animal Behaviour, Enrichment, Animal Housing, Animal Care and Cleaning & Adoption.

Curriculum connections:

#### Grade 6

*Social Studies*

- 6.S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community
- 6.S.8 demonstrate skills of oral, written and visual literacy

*Health and Life Skills*

- L-6.7 identify the volunteer accomplishments of the community
- L-6.8 analyze and assess the impact of volunteerism in the school and community

*ELA*

- 2.1 Use prior knowledge
  - combine personal experiences and the knowledge and skills gained through previous experiences with oral, print and other media texts to understand new ideas and information
- 2.1 Use comprehension strategies
  - monitor understanding by evaluating new ideas and information in relation to known ideas and information
- 5.1 Use language to show respect
  - demonstrate respect by choosing appropriate language and tone in oral, print and other media texts

#### Grade 7

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*ELA*

- 2.1 Use prior knowledge
  - select and focus relevant ideas from personal experiences and prior knowledge to understand new ideas and information
- 3.3 Evaluate information
  - connect new information with prior knowledge to build new understanding
- 4.3 Demonstrate attentive listening and viewing
  - ask questions or make comments that elicit additional information; probe different aspects of ideas, and clarify understanding

Grade 8

*ELA*

- 3.3 Evaluate information
  - incorporate new information with prior knowledge and experiences to develop new understanding

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## Grade 9-12

### **Animal Career Pathways:**

Students will be provided the opportunity for career exploration within EHS, potential career skills needed and steps to take beyond education.

Themes covered: Animal Career Exploration, Career skills, opportunities at EHS, steps to take beyond education

### Curriculum connections:

#### CTF (Grade 9)

- CTF is exploring interests, passions and skills while making personal connections to career possibilities.
  - I explore my interests and passions while making personal connections to career possibilities.

#### *Career and Life Management (Senior High)*

- C1. examine the components of effective career development as a lifelong process
  - relate present daily living skills and experiences to career aspirations
- C2. update and expand a personal profile related to potential career choices
  - assess personal assets, such as interests, competencies—including skills, abilities, aptitudes and talents—personality traits, limitations and strengths, to expand a personal profile
- C4. develop strategies to deal with the transition from senior high school to post-secondary education/training and/or the world of work
  - describe the types and amount of work that can be done now
  - use the community in a search for information and experience through career mentoring, job shadowing, investigative interviewing, networking and personal research
  - analyze the career paths of others
- C6. investigate the range of learning opportunities in post-secondary programs, on-the-job training and apprenticeship training programs
  - develop a network of information about a wide range of possibilities
  - assess the range of possibilities, their costs, and the available assistance and funding

For more information or to book your presentation, visit:

[edmontonhumanesociety.com](http://edmontonhumanesociety.com)

For questions email: [education@edmontonhumanesociety.com](mailto:education@edmontonhumanesociety.com)



### **Who We Are, What We Do:**

Students will discover what an animal shelter is and all that goes into running an animal shelter. We will talk about different animals that have been at EHS and how students can help animals both in the shelter and in their community.

Themes covered: Mission, Vision and Values, History, Animals at EHS, People at EHS, Fund Development & How You Can Help.

### **Behind-the-Scenes Shelter Tour:**

Students will get a chance to go behind-the-scenes at EHS. Students will learn about what we do at Edmonton Humane Society, and how animals make their journey through our shelter and into their new homes.

Themes covered: Admitting, Medical Topics, Animal Behaviour, Enrichment, Animal Housing, Animal Care and Cleaning & Adoption.

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