



## Toronto Humane Society Curriculum Summary

Primary Grades			
Grade	Lesson Title	Learning Goals	Curriculum Connections
JK/SK  Grade 1  Grade 2  Grade 3	<b>Decoding Animal Behaviour</b> (Theme: Personal Safety Around Animals)	<p><b>KNOWLEDGE &amp; UNDERSTANDING</b></p> <ul style="list-style-type: none"> <li>Students will understand that there are different ways to interact with animals depending on the body language they display</li> <li>Students will understand how to approach (or not approach) animals they don't know</li> </ul> <p><b>THINKING</b></p> <ul style="list-style-type: none"> <li>Students will learn to interpret the signs that animals give on how to approach them (i.e. a wagging tail vs. growling)</li> </ul> <p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>Students will explain how they know when to approach an animal</li> </ul> <p><b>APPLICATION</b></p> <ul style="list-style-type: none"> <li>Students will demonstrate their understanding through an interactive “animal charades” activity</li> <li>Students will compare traits of a friendly vs. not friendly animal</li> </ul>	<p>Overall Expectation 6 Specific Expectation 6.4</p> <p>Health &amp; Physical Education Overall Expectations: C1, C2, C3 Specific Expectations: C1.2, 2.3, C3.1</p> <p>Health &amp; Physical Education Overall Expectations: C1, C2, C3 Specific Expectations: C1.1, C2.3, C3.1</p> <p>Health &amp; Physical Education Overall Expectations: A3, C2 Specific Expectations: A3.1, A3.2, C2.2</p>
JK/SK  Grade 1	<b>Empathy for Animals and Each Other</b> (Theme: Respect and Care for Living Things)	<p><b>KNOWLEDGE &amp; UNDERSTANDING</b></p> <ul style="list-style-type: none"> <li>Students will learn the basic needs of animals</li> <li>Students will understand respectful ways to treat an animal</li> </ul> <p><b>THINKING</b></p> <ul style="list-style-type: none"> <li>Students will evaluate the impacts of treating both humans and animals with respect and compassion</li> </ul> <p><b>COMMUNICATION</b></p>	<p>Overall Expectation 2, 3 Specific Expectations: 2.5, 3.1</p> <p>Science &amp; Technology Overall Expectations: Life Systems 1,2,3 Specific Expectations: 1.1, 2.1,2.2, 3.5</p> <p>Social Studies Overall Expectations: A3 Specific Expectations: A3.4, A3.5</p>





		<ul style="list-style-type: none"> <li>Students will understand what they can do to respect wildlife</li> </ul> <p><b>THINKING</b></p> <ul style="list-style-type: none"> <li>Students will examine and decipher wildlife “myths and facts”</li> </ul> <p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>Students will discuss how wildlife might feel living in a city, and why it is important to try and protect them</li> </ul> <p><b>APPLICATION</b></p> <ul style="list-style-type: none"> <li>Students will identify ways in which they personally can act to protect wildlife based on their experiences</li> </ul>	
Grade 1	<b>Best Friends For Life</b> (Theme: Personal Responsibility)	<p><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>Students will understand the basic care requirements of pets</li> <li>Students will understand that pet ownership is a lifelong commitment</li> </ul> <p><b>THINKING</b></p> <ul style="list-style-type: none"> <li>Students will consider the responsibilities and chores that come with owning a pet</li> <li>Students will consider the length of time that different pets may live, and what might be different in their lives over this time</li> </ul> <p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>Students will discuss the care requirements of specific species of animals</li> </ul> <p><b>APPLICATION</b></p> <ul style="list-style-type: none"> <li>Students will make connections between their learning and their own lives</li> </ul>	<p>Social Studies Overall Expectations: A3 Specific Expectations: A3.4, A3.5</p> <p>Science &amp; Technology Overall Expectations: Life Systems 3 Specific Expectations: 3.5,3.6</p> <p>Mathematics Number Sense &amp; Numeration Overall Expectations: 3 Specific Expectations: 3.2</p> <p>Science &amp; Technology Overall Expectations: Life Systems 1,3 Specific Expectations: 1.1, 1.2, 3.3</p> <p>Mathematics Number Sense &amp; Numeration Overall Expectations: 3 Specific Expectations: 3.1, 3.2</p>
Grade 2			

Junior Grades			
Grade	Lesson Title	Learning Goals	Curriculum Connections
Grade 4	<b>Making a Difference: Humane Choices for Animal Welfare</b> (Theme: Responsible Citizenship)	<b>KNOWLEDGE &amp; UNDERSTANDING</b> <ul style="list-style-type: none"> <li>Students will understand what constitutes neglect and abuse of animals</li> <li>Students will understand the laws and by-laws that protect animals</li> </ul>	Health & Physical Education Overall Expectation: C1, 2 Specific Expectations: C1.3, 2.2
Grade 5		<b>THINKING</b> <ul style="list-style-type: none"> <li>Students will learn to recognize signs of animal abuse and neglect</li> <li>Students will brainstorm ways to make a difference for animals in need</li> </ul>	Social Studies Overall Expectations: B1, 2,3 Specific Expectations: B1.2, 2.5, 3.7
Grade 6		<b>COMMUNICATION</b> <ul style="list-style-type: none"> <li>Students will communicate their understanding of humane practices through class and small group discussion</li> </ul> <b>APPLICATION</b> <ul style="list-style-type: none"> <li>Students will practice making humane choices in a variety of animal welfare scenarios</li> </ul>	Health & Physical Education Overall Expectations: C1,2 Specific Expectations: C1.1,2.2,
Grade 4	<b>What Pet Should I Get (Junior)?</b> (Theme: Personal responsibility, budgeting)	<b>KNOWLEDGE &amp; UNDERSTANDING</b> <ul style="list-style-type: none"> <li>Students will understand the responsibilities of being a pet owner</li> <li>Students will understand that owning a pet is a large and lifelong commitment and preparing for this commitment is very important</li> <li>Students will recognize that cost of a pet is just one of many factors that determine what pet a person should get</li> </ul>	Mathematics Number Sense & Numeration Overall Expectations: 1,3 Specific Expectations: 1.4,1.10, 3.1,3.4, 3.10
Grade 5		<ul style="list-style-type: none"> <li>Students will recognize that cost of a pet is just one of many factors that determine what pet a person should get</li> </ul>	Mathematics Number Sense & Numeration Overall Expectations: 1,2 Specific Expectations: 1.8, 2.2
Grade 6		<b>THINKING</b> <ul style="list-style-type: none"> <li>Students will calculate the monthly cost of</li> </ul>	Mathematics Number Sense & Numeration



		<p>owning different pets in order to compare these to their monthly budgets</p> <p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>Students will present their findings in groups, and contribute to class discussion on what pet choice (if any) is most appropriate for them</li> </ul> <p><b>APPLICATION</b></p> <ul style="list-style-type: none"> <li>Students will use mathematical and problem solving skills to determine what type of pet they should get based on their fictitious budget and lifestyle</li> </ul>	<p>Overall Expectations: 2 Specific Expectations: 2.1, 2.7</p>
Grade 4	<p><b>Adopt Don't Shop</b> (Theme: animal welfare)</p>	<p><b>KNOWLEDGE &amp; UNDERSTANDING</b></p> <ul style="list-style-type: none"> <li>Students will understand the dangers of puppy mills and unlicensed breeders</li> </ul> <p><b>THINKING</b></p> <ul style="list-style-type: none"> <li>Students will consider the differences among animal shelters, animal breeders, and puppy mills</li> <li>Students will gather information about adoption animals at the Toronto Humane Society</li> </ul> <p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>Students will organize their information in the form of an adoption poster</li> </ul> <p><b>APPLICATION</b></p> <ul style="list-style-type: none"> <li>Students will apply the information learned about puppy mills to create a message about why you should adopt and not shop for a pet</li> </ul>	<p>Language Arts Writing Overall Expectations: 1 Specific Expectations: 1.3, 1.4, 1.6</p>
Grade 5			<p>Language Arts Writing Overall Expectations: 1 Specific Expectations: 1.3, 1.4, 1.6</p>
Grade 6			<p>Language Arts Writing Overall Expectations: 1 Specific Expectations: 1.3, 1.4, 1.6</p>
Grade 4	<p><b>Too Many Cats! (Junior)</b> (Theme: animal welfare)</p>	<p><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>Students will understand the magnitude of overpopulation of cats in Toronto</li> <li>Students will understand the multitude of purposes for spay/neuter (i.e. health, longevity, reduced population)</li> </ul>	<p>Mathematics Number Sense and Numeration Overall Expectations: 3 Specific Expectations: 3.1, 3.5, 3.6</p> <p>Data Management &amp; Probability</p>



<p>Grade 5</p>		<p><b>THINKING</b></p> <ul style="list-style-type: none"> <li>Students will identify the impacts of spay/neuter on animal welfare, society as a whole</li> </ul> <p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>Students will discuss what they know about spay/neuter</li> <li>Students will demonstrate their learning by graphing the information they have discovered</li> </ul> <p><b>APPLICATION</b></p> <ul style="list-style-type: none"> <li>Students will apply their knowledge of multiplication and addition to make conclusions about the effect of spay/neuter on an animal population</li> <li>Students will form conclusions regarding spay/neuter based on the information presented and the bar graphs they have created</li> </ul>	<p>Overall Expectations: 1,2 Specific Expectations: 1.2, 2.1</p> <p>Mathematics Number Sense and Numeration Overall Expectations: 3 Specific Expectations: 3.1, 3.3, 3.5</p> <p>Data Management &amp; Probability Overall Expectations: 1,2 Specific Expectations: 1.3, 2.1</p>
<p>Grade 6</p>			<p>Mathematics Number Sense and Numeration Overall Expectations: 3 Specific Expectations: 3.1, 3.5</p> <p>Data Management &amp; Probability Overall Expectations: 1,2 Specific Expectations: 1.2, 2.1</p>
<p>Grade 4</p>	<p><b>Pet Health and Safety</b> (Theme: Animal Welfare)</p>	<p><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>Students will understand how to keep pets safe and healthy (i.e. they must go to the vet, avoid hazards)</li> </ul>	<p>Science &amp; Technology Life Systems Overall Expectations: 1,2 Specific Expectations: 1.1, 2.6</p>
<p>Grade 5</p>		<p><b>THINKING</b></p> <ul style="list-style-type: none"> <li>Students will examine their pre-existing knowledge about pet safety</li> </ul> <p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>Students will demonstrate their understanding by creating “pet hazard” posters that educate pet owners about hazards for pets, and what they can do to prevent them</li> </ul> <p><b>APPLICATION</b></p>	<p>Science &amp; Technology Life Systems Overall Expectations: 1 Specific Expectations: 1.1</p>



		<ul style="list-style-type: none"> <li>Students will apply knowledge about pet hazards to a specific situation in order to demonstrate what pet owners can do to keep pets safe (i.e. don't leave your pet in a hot car)</li> </ul>	
<b>Intermediate Grades</b>			
	<b>Lesson Title</b>	<b>Learning Goals</b>	<b>Curriculum Connections</b>
Grade 7	<b>What Pet Should I Get (Intermediate)?</b> <i>(Theme: Personal Responsibility, Budgeting)</i>	<b>KNOWLEDGE &amp; UNDERSTANDING</b> <ul style="list-style-type: none"> <li>Students will understand the responsibilities of being a pet owner</li> <li>Students will understand that owning a pet is a large and lifelong commitment and preparing for this commitment is very important</li> <li>Students will recognize that cost of a pet is just one of many factors that determine what pet a person should get</li> </ul> <b>THINKING</b> <ul style="list-style-type: none"> <li>Students will estimate the cost of owning a specific type of pet over a year, and over the pet's lifespan</li> <li>Students will compare their estimate of cost of pet ownership to the true cost of pet ownership</li> </ul> <b>COMMUNICATION</b> <ul style="list-style-type: none"> <li>Students will present their findings in groups, and contribute to class discussion on what pet choice (if any) is most appropriate for them</li> </ul> <b>APPLICATION</b> <ul style="list-style-type: none"> <li>Students will use mathematical and problem solving skills to determine what type of pet they should get based on their fictitious budget and lifestyle</li> </ul>	Mathematics Number Sense & Numeration Overall Expectations: 2 Specific Expectations: 2.4, 2.5
Grade 8			Mathematics Number Sense & Numeration Overall Expectations: 2 Specific Expectations: 2.1, 2.3
Grade 7	<b>Making a Difference: Humane Choices for Animal Welfare</b> <i>(Theme: Responsible Citizenship)</i>	<b>KNOWLEDGE &amp; UNDERSTANDING</b> <ul style="list-style-type: none"> <li>Students will understand what constitutes neglect and abuse of animals</li> <li>Students will understand the laws and by-laws</li> </ul>	Science & Technology Life Systems Overall Expectations: 1 Specific Expectations: 1.2







		<p>population</p> <ul style="list-style-type: none"> <li>Students will form conclusions regarding spay/neuter based on the information presented and the bar graphs they have created</li> </ul>	
Grade 7	<b>Exploring the Human-Animal Bond</b> <i>(Theme: Animal Welfare, human health)</i>	<b>KNOWLEDGE</b> <ul style="list-style-type: none"> <li>Students will understand the concept of “one health” and the “human-animal bond”</li> </ul>	Language Arts Reading Overall Expectations: 1 Specific Expectations: 1.1,1.4
Grade 8		<b>THINKING</b> <ul style="list-style-type: none"> <li>Students will discover the diverse ways that animals enrich people’s lives</li> </ul> <b>COMMUNICATION</b> <ul style="list-style-type: none"> <li>Students will summarize the results of their inquiries in oral and written forms</li> </ul> <b>APPLICATION</b> <ul style="list-style-type: none"> <li>Students will apply the concepts of one health and the human animal bond to real life scenarios by viewing a number of case studies</li> </ul>	Media Literacy Overall Expectations: 1 Specific Expectations: 1.2  Language Arts Reading Overall Expectations: 1 Specific Expectations: 1.1,1.4  Media Literacy Overall Expectations: 1 Specific Expectations: 1.2
<b>Senior Grades</b>			
	<b>Lesson Title</b>	<b>Learning Goals</b>	<b>Curriculum Connections</b>
Grade 9	<b>Animal Related Careers</b> <i>(Theme: Career Planning)</i>	<b>KNOWLEDGE</b> <ul style="list-style-type: none"> <li>Students will learn about the educational and extracurricular requirements to attain various animal related careers</li> </ul>	Science Overall Expectations: A2 Specific Expectations: A2.1
Grade 10		<b>THINKING</b> <ul style="list-style-type: none"> <li>Students will be encouraged to ask questions to further their own learning</li> <li>Students will think about their own career goals</li> </ul> <b>COMMUNICATION</b> <ul style="list-style-type: none"> <li>Students will communicate their understanding orally with the use of discussion questions</li> </ul>	Science Overall Expectations: A2 Specific Expectations: A2.1  Career Education Overall Expectations: 1,3 Specific Expectations: 1.1, 1.2, 3.3



Grade 11		<p><b>APPLICATION</b></p> <ul style="list-style-type: none"> <li>Students will use their knowledge of animal related career paths to plan for their potential careers based on their career goals</li> </ul>	<p>Biology Overall Expectations: A2 Specific Expectations: A2.1</p>
Grade 12			<p>Biology Overall Expectations: A2 Specific Expectations: A2.1</p>
Grade 11	<p><b>Animal Welfare and Equity</b> (Theme: animal welfare, social justice)</p>	<p><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>Students will understand key issues in animal welfare in our society</li> </ul>	<p>CPC30 Overall Expectations: B2, B3, C1 Specific Expectations: B2.1, B2.3, B3.2, B3.3, C1.4,</p>
Grade 12		<p><b>UNDERSTANDING</b></p> <ul style="list-style-type: none"> <li>Students will consider equity and social justice in our society (i.e. racism, sexual and gender orientation, sexism, ageism, ableism) and how similar issues might be present in the animal welfare world</li> <li>Students will examine injustices that occur in the animal world as a result of prejudices and stereotyping – i.e. breed specific legislation</li> </ul> <p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>Students will communicate their understanding using group discussions and informal debates</li> </ul> <p><b>APPLICATION</b></p> <ul style="list-style-type: none"> <li>Students will apply their knowledge to critically assess where these stereotypes come from, and what differing points of view might be</li> </ul>	<p>CLU3M Overall Expectations: B4 Specific Expectations: B4.1, B4.3</p> <p>CLN4U Overall Expectations: B3 Specific Expectations: B3.1</p> <p>HSB4M Social Challenges Overall Expectations: 1,2 Specific Expectations: 2.1, 2.2</p>
Grade 10	<p><b>Preventing Illness in our Pets</b> (Theme: Animal welfare, health and safety)</p>	<p><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>Students will understand how vaccines work to prevent illness</li> <li>Students will learn about various zoonotic and animal illnesses that can be prevented with vaccination</li> </ul>	<p>SNC2D Overall Expectations: B1 Specific Expectations: B1.3</p>



Grade 11		<p><b>THINKING</b></p> <ul style="list-style-type: none"> <li>Students will consider the impact of having no one in a community vaccinated, some, or majority</li> <li>Students will examine the impact of vaccination or non-vaccination on pets</li> </ul> <p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>Students will communicate their understanding orally with the use of discussion questions</li> </ul> <p><b>APPLICATION</b></p> <ul style="list-style-type: none"> <li>Students will learn about herd immunity and its impact on infection incidences through a hands on activity</li> </ul>	<p>SBI3U Overall Expectations: E1 Specific Expectations: E1.1</p> <p>SBI3C Overall Expectations: C3 Specific Expectations: C3.5</p>
Grade 9  Grade 11  Grade 12	<p><b>Too Many Cats: An Inquiry into Toronto's Feral Cat Population</b> (Theme: Animal welfare)</p>	<p><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>Students will understand the differences between domestic, stray, and feral cats</li> <li>Students will understand the process of trap-neuter-return (TNR) and its benefits</li> </ul> <p><b>THINKING</b></p> <ul style="list-style-type: none"> <li>Students will consider the environmental and societal impacts of feral cat colonies and TNR</li> </ul> <p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>Students will communicate their understanding orally with the use of discussion questions</li> </ul> <p><b>APPLICATION</b></p> <ul style="list-style-type: none"> <li>Students will learn about the difficulty of TNR, and the rate of cat reproduction through a hands on activity</li> </ul>	<p>SNC1D Overall Expectations: B1 Specific Expectations: B1.1, 1.2</p> <p>SNC1P Overall Expectations: B1 Specific Expectations: B1.2</p> <p>SBI3U Overall Expectations: B1 Specific Expectations: B1.1</p> <p>SBI4U Overall Expectations: F3 Specific Expectations: F3.3, F3.5</p>