




















 Big Idea, Major Concepts, GLOs	Specific Learning Outcomes ELOs are bold [NICE TO KNOW are italics]	Season	Nehiyaw Ways of Knowing
1.1 MY WORLD: HOME, SCHOOL AND COMMUNITY			
GENERAL OUTCOME: Students will demonstrate an understanding and appreciation of how identity and self-esteem are enhanced by their sense of belonging in their world and how active members in a community contribute to the well-being, growth and vitality of their groups and communities.			
Values and Attitudes			
1.1.1 value self and others as unique individuals in relation to their world:	<ul style="list-style-type: none"> • appreciate how belonging to groups and communities enriches an individual's identity (I) 		<ul style="list-style-type: none"> • Learning about Local Cultures • Story Telling (not sacred Stories) • Getting to know school Climate
	<ul style="list-style-type: none"> • appreciate multiple points of view, languages, cultures and experiences within their groups and communities (C, CC) 		
	<ul style="list-style-type: none"> • <i>demonstrate respect for their individual rights and the rights of others (C, I)</i> • <i>recognize and respect how the needs of others may be different from their own (C)</i> 		
1.1.2 value the groups and communities to which they belong:	<ul style="list-style-type: none"> • demonstrate a willingness to share and cooperate with others (C, PADM) 		
	<ul style="list-style-type: none"> • appreciate how their actions might affect other people and how the actions of others might affect them (C) 		
	<ul style="list-style-type: none"> • <i>demonstrate a willingness to resolve issues and/or problems peacefully (C, PADM)</i> 		
	<ul style="list-style-type: none"> • <i>assume responsibility for their individual choices and actions (CC, I)</i> 		
Knowledge and Understanding			
1.1.3 examine how they belong and are connected to their world by exploring and reflecting upon the following questions for inquiry:	<ul style="list-style-type: none"> • What different types of communities or groups do you belong to? (CC) 		<ul style="list-style-type: none"> • Church, Cree language speaker, hunters, sports
	<ul style="list-style-type: none"> • What helps us to recognize different groups or communities (e.g., landmarks, symbols, colours, logos, clothing)? (CC) 		<ul style="list-style-type: none"> • Mapping and orienteering, community logo/crest
	<ul style="list-style-type: none"> • In what ways do we belong to more than one group or community at the same time? (CC, I) 		
	<ul style="list-style-type: none"> • In what ways do we benefit from belonging to groups and communities? (C, CC, I) 		<ul style="list-style-type: none"> • Language, sharing of ideas and resources, teamwork

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1.1.3 examine how they belong and are connected to their world by exploring and reflecting upon the following questions for inquiry:	<ul style="list-style-type: none"> • What are our responsibilities and rights at home, at school, in groups and in communities? (C, CC, I) 		<ul style="list-style-type: none"> • The 7 Teachings 	
	<ul style="list-style-type: none"> • How does the physical geography of each community shape its identity? (CC, I) 		<ul style="list-style-type: none"> • Jobs, transportation, nutrition, recreation 	
	<ul style="list-style-type: none"> • <i>What is daily life like for children in Inuit, Acadian and prairie communities (e.g., recreation, school)?</i> (CC, I, LPP) 			
	<ul style="list-style-type: none"> • How does the vastness of Canada affect how we connect to other Canadian communities? (C, I, LPP) 			
1.1.4 determine what makes their communities thrive by exploring and reflecting upon the following questions for inquiry:	<ul style="list-style-type: none"> • In what ways do people cooperate in order to live together peacefully? (C, I) 			
	<ul style="list-style-type: none"> • How do groups make decisions? (PADM) 			
	<ul style="list-style-type: none"> • In what ways do people help one another at home, at school and in groups to ensure the vitality of their community? (C) 			<ul style="list-style-type: none"> • Take Responsibility, Leadership
	<ul style="list-style-type: none"> • How do our actions and decisions contribute to the well-being of groups and communities? (C, I, PADM) 			<ul style="list-style-type: none"> • Safe Caring Community, Camaraderie
<ul style="list-style-type: none"> • How does caring for the natural environment contribute to the well being of our community? (C, LPP) 	<ul style="list-style-type: none"> • Stewardship, environmentalism, Water Potability, reciprocity (protocols) 			
1.1.5 distinguish geographic features in their own community from other communities by exploring and reflecting upon the following questions for inquiry:	<ul style="list-style-type: none"> • What are some familiar landmarks and places in my community? (CC, TCC) 		<ul style="list-style-type: none"> • Identity, “Who am I”, Know your School 	
	<ul style="list-style-type: none"> • Why are these landmarks and places significant features of the community? (CC, I, TCC) 		<ul style="list-style-type: none"> • Resources 	
	<ul style="list-style-type: none"> • What are some differences between rural and urban communities? (CC, LPP) 		<ul style="list-style-type: none"> • Comparisons to the local community 	
	<ul style="list-style-type: none"> • Where is my community on a map or on a globe? (LPP) 		<ul style="list-style-type: none"> • World Locations 	

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1.2 MOVING FORWARD WITH THE PAST: MY FAMILY, MY HISTORY AND MY COMMUNITY			
GENERAL OUTCOME: Students will demonstrate an understanding and appreciation of how changes over time have affected their families and influenced how their families and communities are today			
Values and Attitudes			
1.2.1 appreciate how stories and events of the past connect their families and communities to the present:	<ul style="list-style-type: none"> • recognize how their families and communities might have been different in the past than they are today (CC, TCC) 		<ul style="list-style-type: none"> • Comparisons, changes, Bring in an Elder
	<ul style="list-style-type: none"> • appreciate how the languages, traditions, celebrations and stories of their families, groups and communities contribute to their sense of identity and belonging (CC, I, TCC) 		
	<ul style="list-style-type: none"> • recognize how their ancestors contribute to their sense of identity within their family and communities (TCC, I) 		
	<ul style="list-style-type: none"> • appreciate people who have contributed to their communities over time (CC, I, TCC) 		
	<ul style="list-style-type: none"> • recognize how diverse Aboriginal and Francophone communities are integral to Canada’s character (CC, I) 		
	<ul style="list-style-type: none"> • acknowledge and respect symbols of heritage and traditions in their family and communities (CC, I, TCC) 		<ul style="list-style-type: none"> • Bring in an Elder, Cultural Artifacts (staff), Smudging, Medicines, Discuss communities distinct: flags, crests and colours
Knowledge and Understanding			
1.2.2 analyze how their families and communities in the present are influenced by events or people of the past by exploring and reflecting upon the following questions for inquiry:	<ul style="list-style-type: none"> • How have changes affected my family over time (e.g., births, deaths, moves)? (CC, TCC) 		<ul style="list-style-type: none"> • Bring in an Elder, Healthcare, Rights of Passage, Ceremonies (transitioning from one stage to another), transportation
	<ul style="list-style-type: none"> • What is my family’s past in our community? (CC, I, TCC) 		
	<ul style="list-style-type: none"> • In what ways has my community changed over time (e.g., original inhabitants, ancestors, generations, ways of life)? (CC, TCC) 		

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1.2.2 analyze how their families and communities in the present are influenced by events or people of the past by exploring and reflecting upon the following questions for inquiry:	<ul style="list-style-type: none"> Have changes over time affected their families and communities in the present? 		
	<ul style="list-style-type: none"> In what ways have Aboriginal, Francophone and diverse cultural groups contributed to the origins and evolution of their communities over time? (CC, I, TCC) 		<ul style="list-style-type: none"> Religions, Trapping: “Runner of the Woods” (Courier De Bois), Multiculturalism
	<ul style="list-style-type: none"> What connections do we have to the Aboriginal, Francophone and diverse cultures found in our communities? (CC, I, TCC) 		<ul style="list-style-type: none"> First Nations, Métis, French
	<ul style="list-style-type: none"> What are some examples of traditions, celebrations and stories that started in the past and continue today in their families and communities? (CC, I, TCC) 		<ul style="list-style-type: none"> Treaty Days, Foods, Feasts, Ceremonies (Sun Dance), Orange Shirt Days, Traditional Games, Carnivals, Camps, Dances, Pow Wow
SKILLS AND PROCESSES FOR SOCIAL STUDIES			
Dimensions of Thinking			
1.S.1 develop skills of critical thinking and creative thinking:	<ul style="list-style-type: none"> examine ideas and information from varied sources 		
	<ul style="list-style-type: none"> choose and justify a course of action compare and contrast information from similar types of electronic sources 		
1.S.2 develop skills of historical thinking:	<ul style="list-style-type: none"> <i>recognize that some activities or events occur on a seasonal basis</i> 		
	<ul style="list-style-type: none"> <i>differentiate between activities and events that occurred recently and long ago</i> 		
1.S.3 develop skills of geographic thinking:	<ul style="list-style-type: none"> use a simple map to locate specific areas within the school and community 		<ul style="list-style-type: none"> Use Cree Words to label places within school and community
	<ul style="list-style-type: none"> ask geographic questions, such as asking for directions 		
	<ul style="list-style-type: none"> understand that globes and maps are visual representations of the world 		<ul style="list-style-type: none"> Learn how to find a key on a map
	<ul style="list-style-type: none"> locate Canada on a globe or map 		<ul style="list-style-type: none"> Colour and shape recognition, Creation stories

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1.S.4 demonstrate skills of decision making and problem solving:	<ul style="list-style-type: none"> collaborate with others to devise strategies for decision making and problem solving apply ideas and strategies to contribute to decision making and problem solving 		
Social Participation as a Democratic Practice			
1.S.5 demonstrate skills of cooperation, conflict resolution and consensus building:	<ul style="list-style-type: none"> consider the ideas and suggestions of others 		
	<ul style="list-style-type: none"> work and play in harmony with others to create a safe and caring environment 		
	<ul style="list-style-type: none"> demonstrate a willingness to share space and resources 		
1.S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community, such as:	<ul style="list-style-type: none"> <i>behaviour in accordance with classroom, school and community expectations</i> 		
Research for Deliberative Inquiry			
1.S.7 apply the research process:	<ul style="list-style-type: none"> ask questions to make meaning of a topic compare and contrast information gathered navigate within an electronic document access and retrieve appropriate information from electronic sources, when available, for a specific inquiry process information from more than one source to retell what has been discovered draw conclusions from organized information make predictions based on organized information 		

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Communication			
1.S.8 demonstrate skills of oral, written and visual literacy:	<ul style="list-style-type: none"> interact with others in a socially appropriate manner respond appropriately, verbally and in written forms, using language respectful of human diversity 		
1.S.9 develop skills of media literacy:	<ul style="list-style-type: none"> listen to others in order to understand their point of view create visual images using paint and draw programs 	