



GRADE ONE

All Year	Fall	Winter	Spring
English Language Arts and Literature 	Infuse across all subject areas all year long Connect to themes from Social Studies, Science, Math and Land Based Learning 		
Social Studies 	My World: Home, School and Community	My World: Home, School and Community & Moving Forward with the Past: My Family, My History and My Community	Moving Forward with the Past: My Family, My History and My Community
Mathematics 	Statistics (All Year) Number	Statistics (All Year) Patterns	Statistics (All Year) Geometry Measurement Time
Science 	Creating Colour Needs of Plants and Animals 	Building Things 	Seasonal Changes Senses 

HOW TO READ THE CURRICULUM CHARTS

- Specific learning outcomes deemed as Essential Learning Outcomes (ELOs) are identified in **bold**
- The colours and icons on this “year-at-a-glance” are used in the curriculum charts that follow to indicate when outcomes or groups of outcomes can be taught - all year or anytime throughout the year; fall, winter and/or spring
- ELOS with no specific season are identified with the “All Year” colour as they could be taught and reinforced at any time throughout the year



INTEGRATE WITH GRADE ONE ENGLISH LANGUAGE ARTS AND LITERATURE

English Language Arts and Literature can be incorporated into all types of lessons and units as long as the teacher is following the community protocols.



Grade One SCIENCE: Colour, Animal and Plants, Me and My World, SOCIAL STUDIES: Moving Forward with the Past - My Family, My History, My Community, My World: Home, School and Community , LBL (1,2,3): - The Calling Season



Grade One SCIENCE: Building Things SOCIAL STUDIES: My World: Home, School and Community LBL (1,2,3): - Story Telling, Winter Transportation, Animal Tracking, Ice Fishing, Archery, Trapping, Basic Winter Survival Skills



Grade One SCIENCE: Seasonal Changes, Senses, SOCIAL STUDIES: Moving Forward with the Past - My Family, My History, My Community, LBL (1,2,3): Canoeing, Duck Hunting, Traditional Foods, Plants, Trees, Herbs, Making Fish



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ORGANIZING IDEA		Text Forms and Structures: Identifying and applying text forms and structures improves understanding of content, literary style, and our rich language traditions.		
GUIDING QUESTION		How can the organization of ideas and information support the sharing of messages?		
LEARNING OUTCOME		Students examine ways that messages can be organized and presented for different purposes.		

Messages can be shared for different reasons (purposes), including to learn, have fun, and stay safe.

Messages can depict ideas and information that are imaginary (fiction) or real (non-fiction).

Messages can be shared digitally or non-digitally through

- reading
- writing
- listening
- speaking
- viewing
- representing

Ideas and information can be organized by purpose, form, or structure.

Discuss reasons for messages to be shared.

Identify messages that provide enjoyment.

Describe the differences between messages that are imaginary (fiction) or real (non-fiction).

Discuss forms used to organize messages.

Identify the beginning, middle, and ending in a message.

Identify messages in a variety of environmental print.





• **Discuss reasons for sharing messages. For example, ice fishing:**

- Share how much fun ice fishing was
- Learn how to stay safe on the ice (e.g., not going too close to the edge)



• **Share personal stories about experiences while rabbit snaring. Our children learn best when they have hands-on experiences first.**






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<p>Messages can be shared in a variety of forms, including</p> <ul style="list-style-type: none"> books stories pictures land <p>Stories, both real and imaginary, can follow a structure, including</p> <ul style="list-style-type: none"> beginning middle ending <p><i>Environmental print includes signs, symbols, and words.</i></p> <p>Books and other forms of print are organized in specific ways (concepts of print):</p> <ul style="list-style-type: none"> A book has a title and an author. Print is read from left to right and top to bottom with a return sweep. Each print word represents one spoken word when read aloud. Sentences are made up of words. Words are separated by spaces in sentences. Punctuation marks can signal the end of a sentence. 		<p>Identify the title and author or creator of a variety of digital or non-digital messages.</p> <p><i>Read print from left to right with a return sweep.</i></p> <p><i>Read print with accurate one-to-one word matching.</i></p> <p><i>Examine sentences that start with a capital letter, have spaces between words, and end with punctuation.</i></p>	 	<ul style="list-style-type: none"> Gatherings and meetings are so important for sharing messages. Discuss differences between messages that are fiction and non-fiction. Observe change in nature and its meaning - clouds, bees, sun dogs, muskrat, horse. Compare with Cree alphabet, syllables and sounds. Compare Cree stories and Cree history. Bring in Elders to share and discuss stories. Rewrite stories, including: <ul style="list-style-type: none"> Beginning: Exposition and Characters Middle Events End
<p>Features that clarify and organize messages can be digital or non-digital, including</p> <ul style="list-style-type: none"> colour, font, or bolding titles and headings 	<p>Messages can be clarified and organized using features.</p>	<p>Examine a variety of features that help clarify messages.</p> <p>Include a variety of features to help organize or clarify personal messages.</p>		



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<p>Imaginary (fictional) stories include</p> <ul style="list-style-type: none"> • fairy tales • fables • realistic stories <p>A fable is a short story that has a moral and often includes animals as characters.</p> <p>Stories have structures (elements), including</p> <ul style="list-style-type: none"> • characters • setting • events <p>A narrator is the person or character telling a story.</p>	<p>Knowledge can be built and expanded by exploring stories and ideas that are imaginary (fictional).</p>	<p><i>Describe story elements within a variety of imaginary stories.</i></p> <p>Create imaginative representations or dramatizations of stories that include characters, setting, and events.</p> <p><i>Examine information provided by the narrator in a story or message.</i></p>		<ul style="list-style-type: none"> • Invite Elders as narrators of stories and messages. • Use examples of real history.
<p>Real information or ideas (non-fiction) can be shared through digital or non-digital forms, including</p> <ul style="list-style-type: none"> • personal stories • instructions • observations <p>Informational texts have structures, including</p> <ul style="list-style-type: none"> • main idea • supporting details • sequencing 	<p>Messages that share ideas and information that are real or true (nonfiction) can encourage thinking and build knowledge.</p>	<p><i>Examine ways that information can be organized and shared to support learning.</i></p>		<ul style="list-style-type: none"> • Use examples of Cree songs and lyrics, rap music, Haiku and word patterns.
<p>Poems can describe ideas and feelings in creative and joyful ways.</p> <p>Poems and songs can contain words and phrases that rhyme.</p> <p>Some poems rhyme and some do not.</p>	<p><i>Poetry explores ideas and feelings and helps us to connect to our experiences.</i></p>	<p>Share connections between personal experiences and messages represented through poetry and song.</p> <p><i>Determine if a poem rhymes or if it does not.</i></p>		<ul style="list-style-type: none"> • Use examples of Cree songs and lyrics, rap music, Haiku and word patterns. <p>Example:</p> <p>Culture is alive (5 syllables)</p> <p>Living in each one of us (7 syllables)</p> <p>Through generations (5 syllables)</p> <p>Example:</p> <p style="text-align: center;"> culTure fAmily Nature nationS relatIons </p>





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ORGANIZING IDEA		Oral Language: Listening and speaking form the foundation for literacy development and improve communication, collaboration, and respectful mutual understanding.		
GUIDING QUESTION		In what ways can listening and speaking be applied to develop oral communication?		
LEARNING OUTCOME		Students develop listening and speaking skills through sharing stories and information.		
<p><i>Stories that are shared through listening and speaking (oral traditions) can be handed down from generation to generation.</i></p> <p><i>Kinship involves belonging and relationships.</i></p> <p><i>Oral stories are highly valued in many communities.</i></p> <p><i>Communities may have special rules (protocols) about how, when, or with whom stories are shared.</i></p>	<p><i>Oral traditions can provide opportunities to learn and think about kinship.</i></p>	<p><i>Practise listening and speaking skills through sharing oral stories.</i></p> <p><i>Recognize kinship in a variety of oral stories.</i></p> <p><i>Discuss special rules (protocols) about how, when, or with whom stories are shared.</i></p>	 	<ul style="list-style-type: none"> • Choose seasons to share Cree Tales and oral history, including story of the giant beavers. • Share realistic stories and Elder accounts across all seasons; share legends and some myths in winter season.
<p>Listening and speaking skills can be developed through</p> <ul style="list-style-type: none"> • discussions • songs • poems • stories • dramatizations • presentations <p>The volume, emotional quality (tone), and rate of speech (pace) can affect the meaning or clarity of a message.</p> <p>The speaking voice is supported through full, deep breaths that can affect volume, tone, and pace.</p> <p>Speakers can indicate differences in character, key ideas, and events through changes in volume, tone, and pace.</p>	<p>Listening and speaking can be used to share messages in a variety of situations.</p>	<p><i>Share experiences, ideas, and information with appropriate volume, tone, and pace.</i></p> <p>Adjust speaking volume, tone, and pace for a variety of situations.</p> <p>Present stories, songs, poems, or dramatizations individually or as part of a group.</p>		




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<p>Listening involves maintaining attention and focus.</p> <p>Listening includes asking and responding to questions.</p> <p>Discussions involve listening and contributing.</p> <p><i>Listening processes can look different for individuals or within communities.</i></p>	<p><i>Listening is an active process that supports understanding.</i></p>	<p><i>Ask questions to clarify information during discussions.</i></p> <p>Respond orally to questions during discussions.</p> <p>Contribute to discussions as a listener and speaker.</p> <p><i>Listen to and follow two-step instructions.</i></p>		<ul style="list-style-type: none"> • Participate in sharing circles – the individual with the feather talks and others listen. • Make connections between oral traditions and the sharing of messages through sounds and words.
<p>Messages can be shared through sounds and words (verbally).</p> <p>Messages can be shared without sounds or words (non-verbally) through</p> <ul style="list-style-type: none"> • body language, such as • eye contact • movements • facial expressions 	<p>Verbal and non-verbal language can be used to communicate messages.</p>	<p>Examine verbal and non-verbal language that is appropriate for a variety of situations.</p> <p>Adjust verbal or non-verbal language according to a variety of situations.</p>		
ORGANIZING IDEA		Vocabulary: Communication and comprehension are improved by understanding word meaning and structures.		
GUIDING QUESTION		How can vocabulary and morphological awareness work together to increase knowledge of words?		
LEARNING OUTCOME		Students analyze word formation and meaning.		
<p><i>Vocabulary development includes learning (tier 2) words that are</i></p> <ul style="list-style-type: none"> • <i>unknown to most learners</i> • <i>critical for comprehending new texts</i> • <i>useful and may be encountered in the future</i> <p><i>Vocabulary development includes some academic words (tier 3 words) from read alouds and texts.</i></p> <p>(continued)</p>	<p>Learning new words improves comprehension and communication.</p>	<p>Confirm word meanings in a variety of ways.</p> <p><i>Identify the meaning of tier 2 words and use them in sentences.</i></p> <p>Use tier 3 words in discussions.</p> <p>Recognize that words can be replaced with synonyms.</p> <p>(continued)</p>		







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(continued) A synonym is a word that has a similar meaning to another word. An antonym is a word that has the opposite meaning of another word.		(continued) Investigate antonyms when comparing words. <i>Transfer understandings of words to different situations.</i>		<ul style="list-style-type: none"> • Apply Cree language teaching structure: creeliteracy.org.
A base is the main morpheme (the smallest unit of a word that holds meaning) in a word. Suffixes are morphemes located at the ending of words. <i>Adding the suffix <s> or <es> to the ending of a word can indicate more than one (plural).</i> <i>Adding the suffix <ed> to the ending of a word indicates it already happened (changes the tense).</i> A compound word is formed when two individual words are put together to make a new word. The meaning of a compound word can be similar to or different from the two individual words that were combined to form the word.	Word meanings can change by adding or removing morphemes.	Identify words according to their base. Recognize suffixes in oral or written language. Add or remove suffixes to make words plural or singular. Add or remove suffixes to change the tense of words. Recognize compound words. Describe changes in meaning that occur when two words are combined to form a compound word.		<ul style="list-style-type: none"> • Develop Cree vocabulary and use: <ul style="list-style-type: none"> • Prefixes and suffixes • Homonyms • Compounds, etc. • Develop word trees with students.
ORGANIZING IDEA		Phonological Awareness: Foundational literacy is supported by the ability to identify and manipulate sounds in oral language.		
GUIDING QUESTION		How does the manipulation of sound in oral language support phonological awareness?		
LEARNING OUTCOME		Students manipulate sounds in words in oral language.		
A series of words or phrases that begin with the same sound can be combined for humorous effect (alliteration) (e.g., tongue twisters).	Sounds in words (phonemes) can be repeated for effect.	Generate alliterative words. Generate alliterative phrases.		





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<p><i>Words that rhyme can have more than one syllable.</i></p>	<p>Rhyming words can be present in a variety of oral language contexts.</p>	<p><i>Generate rhyming words that have up to three syllables.</i></p> <p><i>Recall simple songs or poems that contain words that rhyme.</i></p>		<ul style="list-style-type: none"> • Reinforce the concept of syllables by using a drum to hear sounds. • Use examples such as <i>When Trickster Eats His Scabs</i> and/ or <i>Wild Wicked Weetigo</i>. • Teach Cree dialects and compare Cree and English sounds and alphabet.
<p><i>Compound words can be separated into two individual words.</i></p> <p><i>Words can be separated into syllables.</i></p> <p><i>Words can be separated into sounds.</i></p> <p><i>Sounds can be identified at the beginning, in the middle, or at the ending of spoken words.</i></p>	<p>Separating words into syllables or phonemes (segmentation) supports the ability to hear and manipulate sounds in words.</p>	<p><i>Identify individual words in compound words.</i></p> <p><i>Identify syllables in words that have three or more syllables.</i></p> <p><i>Segment the sounds of words containing up to five phonemes.</i></p>		
<p>Two separate words can be blended to form a new word (compound word).</p> <p><i>Syllables can be blended to form new words.</i></p> <p><i>Sounds (phonemes) can be blended to form words.</i></p>	<p>Words can be formed by blending words, parts of words, or sounds.</p>	<p>Blend two words to form compound words.</p> <p><i>Blend syllables in words that have two to three syllables.</i></p> <p><i>Blend sounds in words that have up to five phonemes.</i></p>		
<p><i>Sounds can be added to the beginning, middle, or ending of words.</i></p> <p><i>Sounds can be deleted from the beginning, middle, or ending of words.</i></p> <p><i>Sounds can be substituted for different sounds at the beginning, middle, or ending of words.</i></p>	<p>Sounds in words can be added, deleted, or substituted (manipulated).</p>	<p><i>Recognize the position of letters in words.</i></p> <p><i>Add sounds to the beginning, middle, or ending of words.</i></p> <p><i>Delete sounds from the beginning, middle, or ending of words.</i></p> <p><i>Substitute one sound for another in one-syllable words.</i></p>		



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ORGANIZING IDEA Phonics: Foundational literacy is supported by understanding relationships between sounds in oral language and the letters that represent them.				
GUIDING QUESTION How can understanding relationships between sounds and letters (phonics) increase knowledge of words?				
LEARNING OUTCOME Students recognize and analyze letters and sounds in words.				
<p><i>The English alphabet consists of a set of 26 letters that represent sounds.</i></p> <p><i>Letters can be upper case or lower case.</i></p>	<p><i>Letters represent sounds in words.</i></p>	<p><i>Recognize both upper case and lower case letters of the alphabet fluently.</i></p> <p><i>Distinguish between letters that are consonants and letters that are vowels.</i></p> <p><i>Make connections between letters and sounds in words.</i></p>		<ul style="list-style-type: none"> • Teach Cree dialects and compare Cree and English sounds and alphabet. • Teach phonics in both languages: www.itwewina.altlab.app.
<p><i>There is a relationship between written letters (graphemes) and the sounds they represent (phonemes).</i></p> <p><i>Two or more letters can represent a single sound.</i></p> <p><i>Letters in words can be silent.</i></p> <p><i>Some letters have variable pronunciations.</i></p> <p><i>A vowel that is followed by <r> can make a new sound (e.g., ti-ger, turn, and bird).</i></p>	<p><i>Letter combinations represent units of sound within a word.</i></p>	<p><i>Associate sounds to letters and letter sequences.</i></p> <p><i>Experiment with letters, sounds, and words to create new words.</i></p> <p><i>Read one- to two-syllable words that include the 60 most frequent letter sound correspondences.</i></p> <p><i>Recognize and use long and short vowel sounds in words.</i></p> <p><i>Read and write consonant sounds in the beginning, middle, and ending of words using the letters that represent them.</i></p> <p><i>Read and write two consonant letters that represent one sound at the beginning, middle, and ending of words.</i></p> <p>(continued)</p>		



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		(continued) <i>Identify short vowel sounds in words and identify the letters that represent them.</i> <i>Identify long vowel sounds in words and identify the letters that represent them.</i> <i>Recognize how the letter <r> can influence the vowel sound.</i>		
ORGANIZING IDEA		Fluency: Comprehension and literary appreciation are improved by the ability to read a range of texts accurately, automatically, and with expression.		
GUIDING QUESTION		How does reading prosody (expression) support fluency?		
LEARNING OUTCOME		Students apply accuracy, appropriate rate, and expression in the development of fluency.		
<i>Letters can be recognized quickly and accurately.</i> <i>Sounds in words can be blended quickly and accurately.</i> Words consisting of three sounds (three phonemes) can be blended quickly and accurately.	Fluency involves the ability to decode new words with accuracy and at an appropriate rate.	<i>Identify all 26 letters of the alphabet quickly and accurately.</i> <i>Blend sounds in words with speed and accuracy to decode unfamiliar words.</i>		<ul style="list-style-type: none"> • Translate from Cree to proper sentences in English. • Teach Cree date, day, month, prayer, numbers, etc. • Use word walls and personal dictionaries. • Use daily repetition to reinforce language learning.
<i>High-frequency words are common words that occur often in written language.</i> <i>Some words that appear often in print cannot be decoded and must be read by sight (e.g., the).</i>	Fluency involves the ability to recognize high-frequency words with accuracy and at an appropriate rate.	<i>Read 125 high-frequency words automatically.</i> <i>Read 125 high-frequency words in sentences and texts.</i>		<ul style="list-style-type: none"> • *A dedicated Cree teacher and dedicated space is necessary to support this initiative.



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<p>Phrased reading sounds like spoken language.</p> <p>Fluent reading includes stopping at periods and pausing at commas.</p> <p>Expression includes purposeful movement of the voice (pitch), including</p> <ul style="list-style-type: none"> • loud and soft stresses of words • raising the voice as a response to question marks • alternating the voice to show excitement as a response to exclamation marks 	<p>Fluent and phrased reading can increase the ability to comprehend written messages.</p>	<p>Read phrases smoothly, taking punctuation into consideration.</p> <p>Read texts aloud, with appropriate expression.</p>		<ul style="list-style-type: none"> • Invite Elders for storytelling that demonstrates how to keep the audience's attention.
<p>ORGANIZING IDEA Comprehension: Text comprehension is supported by applying varied strategies and processes and by considering both particular contexts and universal themes.</p>				
<p>GUIDING QUESTION What messages are conveyed through ideas and information within texts?</p>				
<p>LEARNING OUTCOME Students investigate meaning communicated in texts.</p>				
<p><i>Texts that are listened to can contain more formal or complex language than everyday language.</i></p> <p><i>Responses to messages listened to in texts include</i></p> <ul style="list-style-type: none"> • <i>discussions</i> • <i>pictures with a few words or sentences</i> 	<p>Understanding text can be enhanced by listening to messages read aloud.</p>	<p><i>Listen to a variety of fictional and informational texts that are read aloud.</i></p> <p><i>Respond to texts that have been read aloud.</i></p> <p><i>Understand words and phrases from texts that have been read aloud.</i></p>		<ul style="list-style-type: none"> • Listen and respond to books: • Hide the cover, read the book and have students make up a title • Show illustrations and ask students what the story is about, make predictions, then read the story after the predictions.
<p><i>Understanding of messages in texts read independently can be shared through</i></p> <ul style="list-style-type: none"> • <i>discussions</i> • <i>pictures with a few words or sentences</i> 	<p><i>Predictable and decodable print texts can be read and understood independently.</i></p>	<p><i>Read simple, fully predictable, and decodable texts independently.</i></p> <p><i>Understand words and sentences from print texts read independently.</i></p> <p>Share understandings of print texts read independently.</p>		<ul style="list-style-type: none"> • Use fables across all seasons and Trickster stories in the winter season to pull out high frequency words.



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<p><i>Word solving includes</i></p> <ul style="list-style-type: none"> <i>chunking</i> <i>stretching</i> <i>manipulating sounds</i> <p>Self-correcting includes</p> <ul style="list-style-type: none"> altering speed rereading reading on seeking clarification 	<p>Comprehension involves critical thinking through problem solving, monitoring, and self-correcting.</p>	<p>Solve unknown words in a variety of ways.</p> <p>Self-correct when print text does not make sense.</p>		<ul style="list-style-type: none"> Use Cree stories to build understandings of the message and/or theme. Participate in book walks. Use Venn diagrams to compare stories, such as <i>The Three Pigs</i> and <i>The True Story of the Three Little Pigs</i>.
<p><i>The main idea of a text is the most important idea.</i></p> <p><i>Sequencing key ideas and details is important when summarizing texts.</i></p> <p>The moral or lesson of a text can be the main idea.</p>	<p><i>Understanding texts involves determining the main idea, key ideas, and details.</i></p>	<p>Discuss the main idea of a variety of texts.</p> <p><i>Identify key ideas and details from texts.</i></p> <p><i>Sequence four to six events from a text.</i></p> <p><i>Retell the beginning, middle, or ending of a text.</i></p> <p>Retell or dramatize a story, including characters and setting.</p> <p>Interpret information from illustrations or visuals in texts.</p> <p>Identify the moral or lesson of a story.</p>		
<p>Connections can be made between ideas and information in texts and background knowledge.</p> <p>Similarities and differences can be identified between texts.</p>	<p><i>Comprehension of texts involves making connections.</i></p>	<p><i>Share personal connections to ideas or information in texts.</i></p> <p><i>Identify similarities and differences between two texts.</i></p>		






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<p>Questions that guide comprehension of texts include</p> <ul style="list-style-type: none"> • <i>Who?</i> • <i>What?</i> • <i>Where?</i> • <i>When?</i> • <i>Why?</i> • <i>How?</i> <p>Texts can contain information that answers questions.</p> <p>The same words can be in both the question and the answer (literal recall).</p>	<p><i>Comprehension involves asking and answering questions.</i></p>	<p>Ask questions to clarify information in texts.</p> <p><i>Answer questions requiring literal recall and understanding of examples, details, or facts in texts.</i></p> <p>Answer questions that require giving opinions about information in texts.</p> <p><i>Locate information in texts to answer questions.</i></p>		
<p><i>Predicting includes imagining an outcome based on a combination of information, including</i></p> <ul style="list-style-type: none"> • <i>title</i> • <i>pictures</i> • <i>details within the text</i> • <i>background knowledge</i> 	<p><i>Comprehension can be enhanced by making predictions.</i></p>	<p><i>Make predictions prior to and while reading, viewing, or listening to a text.</i></p> <p>Compare actual outcomes to predictions made.</p>		
ORGANIZING IDEA		Writing: Ideas and information can be articulated accurately and imaginatively through the use of writing processes and an understanding of the author's craft.		
GUIDING QUESTION		How can writing be used to communicate meaning?		
LEARNING OUTCOME		Students create messages through the application of writing processes.		
<p>Processes that can be used to support writing messages include</p> <ul style="list-style-type: none"> • planning • writing • editing • sharing <p>(continued)</p>	<p><i>Ideas and information can be shared through written messages.</i></p>	<p><i>Create written messages that align with an intended audience or purpose.</i></p> <p>Create written messages in a variety of forms to represent ideas or information.</p> <p>Generate ideas that can be expressed through messages.</p>	 	<ul style="list-style-type: none"> • Use oral language stories to connect with culture and connect with written text. • Focus on figurative language in the fall season. • Use music to improve writing details and teach it with sentence and paragraph structure.






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<p>(continued)</p> <p><i>Planning involves thinking or talking about</i></p> <ul style="list-style-type: none"> <i>why you are writing a message (purpose)</i> <i>who will be reading the message (audience)</i> <i>the form the message will take</i> <i>ideas</i> <p>Messages can be written in sentences that contain complete thoughts.</p> <p>Several sentences can be written to expand on one idea.</p> <p>Editing involves correcting errors in spelling, grammar, and punctuation.</p> <p>Messages can be created by individuals or groups.</p> <p>Messages are owned by their creators.</p>		<p>(continued)</p> <p>Combine ideas in a logical sequence to create sentences.</p> <p><i>Write sentences that contain complete thoughts and make sense.</i></p> <p>Edit written work for spelling, grammar, and punctuation.</p> <p><i>Add images or features to written messages.</i></p> <p><i>Share messages with others.</i></p> <p><i>Include own name on messages created.</i></p> <p>Identify individuals or groups that have created messages.</p>		<ul style="list-style-type: none"> Use and compare examples of simple and complex language. For example: <i>The boy ran. The round little boy bounded across the room.</i>
<p>Creative thinking involves using imagination and combining materials or ideas in different ways for personal expression.</p> <p><i>Writing can support creative expression of ideas through organization and word choice.</i></p> <p>Creative ideas for expression can be inspired by personal experiences with</p> <ul style="list-style-type: none"> people places things stories images information <p>Creative ideas can be organized in a variety of ways.</p> <p>(continued)</p>	<p>Creative expression can inspire imaginative thinking and fun.</p>	<p>Collect ideas that are inspired by a variety of experiences.</p> <p>Apply creative thinking to create or make changes to a representation of a message.</p> <p>Express ideas and information through a variety of written forms.</p> <p>Identify effective use of sensory language in stories, songs, or print texts.</p> <p>Include sensory language to enhance ideas in creative writing.</p>		<ul style="list-style-type: none"> Explore questions and use Cree descriptive words that include: <ul style="list-style-type: none"> How did we get our name? How did we get our nicknames? How do we name strange animals (monkeys, hippos)?


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(continued) In creative writing, word choice can paint a picture in the reader's mind. Creative ideas can be clarified by adding words that describe things that can be seen, heard, smelled, tasted, or touched (sensory language).				
Factual information can be gathered to support sharing ideas about things that are real. <i>Factual information can come from a variety of digital or non-digital sources, including</i> <ul style="list-style-type: none"> • people • places • print • images • observations <i>Organizational tools, such as graphic organizers, can be used to record factual information.</i>	Research processes can be used to gather and record factual information.	Ask questions to identify research topics. Gather factual information from a variety of digital or non-digital sources. <i>Use organizational tools to record information.</i> Record factual information in various ways.		
Digital or non-digital methods or tools used to create written messages include printing and keyboarding.	Written messages can be created using a variety of digital or non-digital methods or tools.	<i>Print letters and words with appropriate size and spacing.</i> <i>Consistently grasp writing tools correctly.</i> <i>Locate letter keys on a keyboard to type messages.</i>		

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ORGANIZING IDEA		Conventions: Understanding grammar, spelling, and punctuation makes it easier to communicate clearly, to organize thinking, and to use language for desired effects.												
GUIDING QUESTION		How do the functions of conventions support literacy development?												
LEARNING OUTCOME		Students examine and apply use of grammar, spelling, and punctuation in oral and written language.												
<p><i>Capitalization is used for</i></p> <ul style="list-style-type: none"> <i>first and last names</i> <i>first word of a sentence</i> <i>names of places</i> <i>days of the week</i> <i>months</i> <p><i>Punctuation marks can signal the end of a sentence and make ideas clear.</i></p> <p><i>Punctuation includes</i></p> <ul style="list-style-type: none"> <i>a period</i> <i>a question mark</i> <i>an exclamation mark</i> 	<p>Capitalization and punctuation can support the meaning of a message.</p>	<p><i>Apply capital letters when writing first and last names.</i></p> <p><i>Apply capital letters when writing the first word of a sentence.</i></p> <p><i>Apply capital letters when writing names of places.</i></p> <p><i>Apply capital letters when writing days of the week and months.</i></p> <p><i>Identify and use end punctuation in sentences.</i></p>		<ul style="list-style-type: none"> Teach sentence structure and reinforce and assess with rules: <ul style="list-style-type: none"> Begin with a capital, ends with proper punctuation Is a complete thought Must make sense Identify naming parts and action parts of sentences. Identify types of sentences. Play games such as I'm thinking of a noun. Reinforce Cree action words. <ul style="list-style-type: none"> Teach short and long vowel sounds and patterns with familiar words. For example: <table style="margin-left: 20px;"> <tr> <td>FIR</td> <td>Short</td> </tr> <tr> <td>CVC</td> <td></td> </tr> <tr> <td colspan="2"><hr style="width: 100%;"/></td> </tr> <tr> <td>FIRE</td> <td>Long</td> </tr> <tr> <td>VCV</td> <td></td> </tr> </table> 	FIR	Short	CVC		<hr style="width: 100%;"/>		FIRE	Long	VCV	
FIR	Short													
CVC														
<hr style="width: 100%;"/>														
FIRE	Long													
VCV														
<p>Sentence types include telling (declarative) or asking (interrogative).</p> <p>Sentences include a noun and a verb.</p> <p><i>A noun is a person, a place, a thing, or an animal.</i></p> <p><i>A verb is an action word.</i></p>	<p>Language has structures (grammar) that can help express messages.</p>	<p>Recognize sentences in oral or written language that include a complete thought or idea.</p> <p><i>Differentiate between telling and asking sentences.</i></p> <p><i>Differentiate between nouns and verbs.</i></p>												
<p><i>Spelling patterns can look the same or sound the same (word families).</i></p> <p><i>Spelling patterns include</i></p> <ul style="list-style-type: none"> <i>vowel-consonant (VC) (e.g., at)</i> <i>consonant-vowel-consonant (CVC) (e.g., top)</i> <i>vowel-consonant-silent "e" (VCe) (e.g., ice)</i> <p>(continued)</p>	<p>Spelling patterns can support the spelling of unfamiliar words.</p>	<p>Recognize letter patterns in words.</p> <p><i>Apply spelling patterns to spell unfamiliar words.</i></p> <p><i>Spell 125 high-frequency words.</i></p> <p>Examine words that are not spelled in predictable ways.</p>												

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<p>(continued)</p> <p>Some words can be made plural by adding an <s> or <es>.</p> <p>Spelling patterns in one-syllable words include</p> <ul style="list-style-type: none"> • short vowel sounds (e.g., mat) • long vowel sounds (e.g., green) <p>Some words are not spelled in predictable ways (e.g., walk).</p>				
<p>Words have correct spellings.</p> <p>Every word and every syllable contains a vowel.</p> <p>Articulating words slowly can help to identify sounds.</p> <p><i>Thinking about how letters in a word look can help with spelling (visual spelling strategy).</i></p> <p><i>Digital or non-digital supports can be used to help spell words correctly, including</i></p> <ul style="list-style-type: none"> • <i>personal word lists</i> • <i>dictionaries</i> • <i>environmental print</i> • <i>peers, teachers, or parents/guardians</i> 	<p>Spelling words correctly helps written messages to be understood.</p>	<p><i>Apply knowledge of known words, word parts, and word patterns to attempt to spell unfamiliar words.</i></p> <p>Include a vowel in every word.</p> <p><i>Attempt to spell unknown words using letter-sound relationships.</i></p> <p><i>Say words slowly to identify sounds when spelling words.</i></p> <p>Use visualization to help spell words.</p> <p><i>Use a variety of supports to spell and check the spelling of words.</i></p>		

 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) • appreciate multiple points of view, languages, cultures and experiences within their groups and communities (C, CC) • <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> 		<ul style="list-style-type: none"> • Learning about Local Cultures • Story Telling (not sacred Stories) • Getting to know school Climate
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) • appreciate how their actions might affect other people and how the actions of others might affect them (C) • <i>demonstrate a willingness to resolve issues and/or problems peacefully (C, PADM)</i> • <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) • What helps us to recognize different groups or communities (e.g., landmarks, symbols, colours, logos, clothing)? (CC) 		<ul style="list-style-type: none"> • Church, Cree language speaker, hunters, sports • 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

 Big Idea, Major Concepts, GLOs	Specific Learning Outcomes ELOs are bold [NICE TO KNOW are italics]	Season	Nehiyaw Ways of Knowing
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) • How does the physical geography of each community shape its identity? (CC, I) • <i>What is daily life like for children in Inuit, Acadian and prairie communities (e.g., recreation, school)?</i> (CC, I, LPP) • How does the vastness of Canada affect how we connect to other Canadian communities? (C, I, LPP) 		<ul style="list-style-type: none"> • The 7 Teachings • Jobs, transportation, nutrition, recreation
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) • How do groups make decisions? (PADM) • In what ways do people help one another at home, at school and in groups to ensure the vitality of their community? (C) • How do our actions and decisions contribute to the well-being of groups and communities? (C, I, PADM) • How does caring for the natural environment contribute to the well being of our community? (C, LPP) 		<ul style="list-style-type: none"> • Take Responsibility, Leadership • Safe Caring Community, Camaraderie • 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) • Why are these landmarks and places significant features of the community? (CC, I, TCC) • What are some differences between rural and urban communities? (CC, LPP) • Where is my community on a map or on a globe? (LPP) 	 	<ul style="list-style-type: none"> • Identity, "Who am I", Know your School • Resources • Comparisons to the local community • World Locations

 Big Idea, Major Concepts, GLOs	Specific Learning Outcomes ELOs are bold [NICE TO KNOW are italics]	Season	Nehiyaw Ways of Knowing
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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 		
	<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 		
1.S.9 develop skills of media literacy:	<ul style="list-style-type: none"> identify key words in a media presentation to determine the main idea 		



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ORGANIZING IDEA		Number: Quantity is measured with numbers that enable counting, labelling, comparing, and operating.		
GUIDING QUESTION		How can quantity be communicated?		
LEARNING OUTCOME		Students interpret and explain quantity to 100.		
A numeral is a symbol or group of symbols used to represent a number. The absence of quantity is represented by 0.	Quantity is expressed in words and numerals based on patterns. Quantity in the world is represented in multiple ways.	Represent quantities using words, numerals, objects, or pictures. Identify a quantity of 0 in familiar situations.		<ul style="list-style-type: none"> • Use nature to teach number concepts and compare quantities. Count items outside (e.g. , trees, leaves, rocks) • Use berries for counting and comparing. • Use dog teams for counting. Use the story by Elder Kathleen. Talk about the number of moose calls having a significant meaning. • To demonstrate partitioning, discuss cutting up a moose or filleting a fish in halves. Ask questions such as how many quarters there are.
Counting can begin at any number. Counting more than one object at a time is called skip counting.	Counting can begin at any number. Counting more than one object at a time is called skip counting.	Count within 100, forward by 1s, starting at any number, according to the counting principles. Count backward from 20 to 0 by 1s. Skip count to 100, forward by 5s and 10s, starting at 0. Skip count to 20, forward by 2s, starting at 0.		
Sharing involves partitioning a quantity into a certain number of groups. Grouping involves partitioning a quantity into groups of a certain size.	Quantity can be partitioned by sharing or grouping.	Partition a set of objects by sharing and grouping. Demonstrate conservation of number when sharing or grouping.		
Comparisons of quantity can be described by using words such as <ul style="list-style-type: none"> • equal • not equal • less • more Equality can be modelled using a balance. The equal sign, =, is used to show equality between two quantities. The unequal sign, ≠, is used to show that two quantities are not equal.	Two quantities are equal when there is the same number of objects in both sets. Equality is a balance between two quantities.	Investigate equal and unequal quantities, including using a balance model. Identify numbers that are one more, two more, one less, and two less than a given number. Represent a quantity relative to another, including symbolically.		



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<p>Quantities can be composed or decomposed to model a change in quantity.</p> <p>Addition can be applied in various contexts, including</p> <ul style="list-style-type: none"> • combining parts to find the whole • increasing an existing quantity <p>Subtraction can be applied in various contexts, including</p> <ul style="list-style-type: none"> • comparing two quantities • taking away one quantity from another • finding a part of a whole <p>Addition and subtraction can be modelled using a balance.</p>	<p>Addition and subtraction are processes that describe the composition and decomposition of quantity.</p>	<p>Visualize quantities between 10 and 20 as compositions of 10 and another quantity.</p> <p>Model addition and subtraction within 20 in various ways, including with a balance.</p> <p>Relate addition and subtraction to various contexts involving composition or decomposition of quantity.</p>		
<p>Strategies are meaningful steps taken to solve problems.</p> <p>Addition and subtraction strategies include</p> <ul style="list-style-type: none"> • counting on • counting back • decomposition • compensation • making tens <p>Sums and differences can be expressed symbolically using the addition sign, +, the subtraction sign, -, and the equal sign, =.</p> <p>The order in which two quantities are added does not affect the sum (commutative property).</p> <p>The order in which two quantities are subtracted affects the difference.</p> <p>(continued...)</p>	<p>Addition and subtraction are opposite (inverse) mathematical operations.</p>	<p>Investigate addition and subtraction strategies.</p> <p>Add and subtract within 20.</p> <p>Check differences and sums using inverse operations.</p> <p>Determine a missing quantity in a sum or difference, within 20, in a variety of ways.</p> <p>Express addition and subtraction symbolically.</p> <p>Solve problems using addition and subtraction.</p>		




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(continued...) Addition of 0 to any number, or subtraction of 0 from any number, results in the same number (zero property). <i>A missing quantity in a sum or difference can be represented in different ways, including</i> <ul style="list-style-type: none"> • $a + b = \square$ • $a + \square = c$ • $\square + b = c$ • $e - f = \square$ • $e - \square = g$ • $\square - f = g$ 				
<i>Addition and subtraction number facts represent part-part-whole relationships.</i> <i>Fact families are groups of related addition and subtraction number facts.</i>	Addition number facts have related subtraction number facts.	Identify patterns in addition and subtraction, including patterns in addition tables. Recognize families of related addition and subtraction number facts. Recall addition number facts, with addends to 10, and related subtraction number facts.		


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ORGANIZING IDEA		Number: Quantity is measured with numbers that enable counting, labelling, comparing, and operating.		
GUIDING QUESTION		In what ways can parts and wholes be related?		
LEARNING OUTCOME		Students examine one-half as a part-whole relationship.		
One-half can be one of two equal groups or one of two equal pieces.	In a quantity partitioned into two equal groups, each group represents one half of the whole quantity. In a shape or object partitioned into two identical pieces, each piece represents one-half of the whole.	Identify one-half in familiar situations. Partition an even set of objects into two equal groups, limited to sets of 10 or less. Partition a shape or object into two equal pieces. Describe one of two equal groups or pieces as one-half. Verify that the two halves of one whole group, shape, or object are the same size.		

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ORGANIZING IDEA		Geometry: Shapes are defined and related by geometric attributes.			
GUIDING QUESTION		In what ways can shape be characterized?			
LEARNING OUTCOME		Students interpret shape in two and three dimensions.			
<p>Familiar two-dimensional shapes include</p> <ul style="list-style-type: none"> • squares • circles • rectangles • triangles <p>Familiar three-dimensional shapes include</p> <ul style="list-style-type: none"> • cubes • prisms • cylinders • spheres • pyramids • cones <p>A composite shape is composed of two or more shapes.</p> <p>A line of symmetry indicates the division between the matching halves of a symmetrical shape.</p>	<p>A shape can be modelled in various sizes and orientations.</p> <p>A shape is symmetrical if it can be decomposed into matching halves.</p>	<p>Identify familiar shapes in various sizes and orientations.</p> <p>Model two-dimensional shapes.</p> <p>Sort shapes according to one attribute and describe the sorting rule.</p> <p>Compose and decompose two- or three-dimensional composite shapes.</p> <p>Identify familiar shapes within two- or three-dimensional composite shapes.</p> <p>Investigate symmetry of two-dimensional shapes by folding and matching.</p>		<ul style="list-style-type: none"> • Compare building homes, now and then. What shapes were used? What shapes do you use and where do you use them? Where did you place the windows (consider time of day, such as morning, noon)? 	

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ORGANIZING IDEA		Measurement: Attributes such as length, area, volume, and angle are quantified by measurement.		
GUIDING QUESTION		In what ways can length provide perspectives of size?		
LEARNING OUTCOME		Students relate length to the understanding of size.		
<p>Size may refer to the length of an object, including</p> <ul style="list-style-type: none"> • height • width • depth <p>A length does not need to be a straight line.</p> <p>The length between any two points in space is called distance.</p> <p>Familiar contexts of distance include</p> <ul style="list-style-type: none"> • distance between objects or people • distance between objects on the land • distance between home and school • distance between towns or cities 	<p>Length is a measurable attribute that describes the amount of fixed space between the end points of an object.</p> <p>Length remains the same if an object is repositioned but may be named differently.</p>	<p>Recognize the height, width, or depth of an object as lengths in various orientations.</p> <p>Compare and order objects according to length.</p> <p>Describe distance in familiar contexts.</p>		<ul style="list-style-type: none"> • Use comparisons such as a thumb for one inch. • Use Cree words for measurement and system of measurement. Learn the way Elders used to measure. • Recognize and compare distances between places they have been. For example, from their community to Peace River or Slave Lake, etc. • Recognize and compare distances related to hunting . For example, the distance between hunter and the animal and/or the distance to go hunting – balancing load.
<p>Indirect comparison is useful when objects are fixed in place or difficult to move.</p> <p>Comparisons of size can be described by using words such as</p> <ul style="list-style-type: none"> • higher • wider • deeper 	<p>The size of two objects can be compared indirectly with a third object.</p>	<p>Compare the length, area, or capacity of two objects directly or indirectly using a third object.</p> <p>Order objects according to length, area, or capacity.</p>		

 Knowledge ELOs are bold [<i>NICE TO KNOW are italics</i>]	Understanding ELOs are bold [<i>NICE TO KNOW are italics</i>]	Skills & Procedures ELOs are bold [<i>NICE TO DO are italics</i>]	Season	Nehiyaw Ways of Knowing
ORGANIZING IDEA		Patterns: Awareness of patterns supports problem solving in various situations.		
GUIDING QUESTION		What can patterns communicate?		
LEARNING OUTCOME		Students examine patterns in cycles.		
<p>A cycle can express repetition of events or experiences.</p> <p>Cycles include</p> <ul style="list-style-type: none"> • seasons • day/night • life cycles • calendars <p>The same pattern can be represented with different elements.</p> <p>A pattern core is a sequence of one or more elements that repeats as a unit.</p>	<p>A pattern that appears to repeat may not repeat in the same way forever.</p> <p>A cycle is a repeating pattern that repeats in the same way forever.</p>	<p>Recognize cycles encountered in daily routines and nature.</p> <p>Investigate cycles found in nature that inform First Nations, Métis, or Inuit practices.</p> <p>Identify the pattern core, up to four elements, in a cycle.</p> <p>Identify a missing element in a repeating pattern or cycle.</p> <p>Describe change and constancy in repeating patterns and cycles.</p> <p>Create different representations of the same repeating pattern or cycle, limited to a pattern core of up to four elements.</p> <p>Extend a sequence of elements in various ways to create repeating patterns.</p>		<ul style="list-style-type: none"> • Use fingers to estimate the sunset: 2 finger width = 15 minutes; 4 finger width = 30 minutes. • Life cycles become part of natural law/sustainability. Investigate examples of life cycles of things around them, such as the life cycle of the moose. • Explore the patterns found in moccasins. • Examine the shape of moose calls.




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ORGANIZING IDEA		Time: Duration is described and quantified by time.		
GUIDING QUESTION		How can time characterize change?		
LEARNING OUTCOME		Students explain time in relation to cycles.		
Time can be perceived through observable change. First Nations, Métis, and Inuit experience time through sequences and cycles in nature, including cycles of seasons. Cycles from a calendar include days of the week and months of the year.	Time is an experience of change. Time can be perceived as a cycle.	Describe cycles of time encountered in daily routines and nature. Describe observable changes that indicate a cycle of time. Relate cycles of seasons to First Nations, Métis, or Inuit practices. Identify cycles from a calendar.		
ORGANIZING IDEA		Statistics: The science of collecting, analyzing, visualizing, and interpreting data can inform understanding and decision making.		
GUIDING QUESTION		How can data be used to answer questions about the world?		
LEARNING OUTCOME		Students investigate and represent data.		
Data can be collected information.	Data can be answers to questions.	Share wonderings about people, things, events, or experiences. Gather data by sharing answers to questions.		
A graph is a visual representation of data. A graph can represent data by using objects, pictures, or numbers.	Data can be represented in a graph.	Collaborate to construct a concrete graph using data collected in the learning environment. Create a pictograph from a concrete graph.		

 Big Idea, Major Concepts, GLOs	Specific Learning Outcomes ELOs are bold [NICE TO KNOW are italics]	Season	Nehiyaw Ways of Knowing
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SCIENCE INQUIRY



GENERAL LEARNER EXPECTATION 1-1
 Bring focus to investigative activities, based on their own questions and those of others.


GENERAL LEARNER EXPECTATION 1-2
 Describe materials and objects that have been observed and manipulated, and identify what was done and found out.





Focus	<ul style="list-style-type: none"> ask questions that lead to exploration and investigation predict what they think will happen or what they might find 		<ul style="list-style-type: none"> Inquiry, Cross Curricular, LBL
Explore and Investigate	<ul style="list-style-type: none"> manipulate materials and make observations that are relevant to questions asked <i>identify materials used</i> recognize and describe steps followed, based on independent activity, on directed activity and on observing the activity of others 		<ul style="list-style-type: none"> Recognize and describe steps followed, based on independent activity, on directed activity and on observing the activity of others
Reflect and Interpret	<ul style="list-style-type: none"> describe what was observed, using pictures and oral language identify questions being investigated and identify what was learned about each question <i>identify new questions that arise from what was learned</i> 		<ul style="list-style-type: none"> Observation Sharing circles






PROBLEM SOLVING THROUGH TECHNOLOGY


GENERAL LEARNER EXPECTATION 1-3
 Construct, with guidance, an object that achieves a given purpose, using materials that are provided.

Focus	<ul style="list-style-type: none"> identify the problem or task: What structure do we need to make? 		<ul style="list-style-type: none"> Observation, listening, working with others
Explore and Investigate	<ul style="list-style-type: none"> attempt, with guidance, one or more strategies to complete the task 		<ul style="list-style-type: none"> Attempt, with guidance, one or more strategies to complete the task

 Big Idea, Major Concepts, GLOs	Specific Learning Outcomes ELOs are bold [NICE TO KNOW are italics]	Season	Nehiyaw Ways of Knowing
Explore and Investigate	<ul style="list-style-type: none"> engage in all parts of the task identify materials used recognize and describe steps followed, based on independent activity, on directed activity and on observing the activity of others 		
Reflect and Interpret	<ul style="list-style-type: none"> describe the product of the activity, using pictures and oral language identify processes by which the product was made identify how the product might be used. 		<ul style="list-style-type: none"> Sharing circle, observation Sharing circle
ATTITUDES			
GENERAL LEARNER EXPECTATION 1–4 Demonstrate positive attitudes for the study of science and for the application of science in responsible ways			
Students will show growth in acquiring and applying the following traits:	<ul style="list-style-type: none"> curiosity confidence in personal ability to explore materials and learn by direct study inventiveness perseverance: staying with an investigation over a sustained period of time appreciation of the value of experience and careful observation a willingness to work with others and to consider their ideas a sense of responsibility for actions taken respect for living things and environments, and commitment for their care 		<ul style="list-style-type: none"> Land Based Learning, nature walks, bringing exemplars and artifacts into class Confidence Encourage creativity with science projects Patience, calm, tolerance Respect, Stewardship, Working with others

 Big Idea, Major Concepts, GLOs	Specific Learning Outcomes ELOs are bold [NICE TO KNOW are italics]	Season	Nehiyaw Ways of Knowing
TOPIC A: CREATING COLOUR			
GENERAL LEARNER EXPECTATION 1–5 Identify and evaluate methods for creating colour and for applying colours to different materials.			
	1. Identify colours in a variety of natural and manufactured objects.		
	2. Compare and contrast colours, using terms such as lighter than, darker than, more blue, brighter than.		<ul style="list-style-type: none"> • Fall theme & activities, Halloween activities - role of wihcikokan (tricksters) or heyoka characters, significance of colours for nehiyawak, animals changing colours, leaves and land changing colours
	3. Order a group of coloured objects, based on a given colour criterion.		
	4. Predict and describe changes in colour that result from the mixing of primary colours and from mixing a primary colour with white or with black.		<ul style="list-style-type: none"> • Fall theme & activities, Halloween activities - role of wihcikokan (tricksters) or heyoka characters, significance of colours for nehiyawak, animals changing colours, leaves and land changing colours
	5. Create a colour that matches a given sample, by mixing the appropriate amounts of two primary colours.		<ul style="list-style-type: none"> • Fall theme & activities, Halloween activities - role of wihcikokan (tricksters) or heyoka characters, significance of colours for nehiyawak, animals changing colours, leaves and land changing colours
	6. Distinguish colours that are transparent from those that are not. Students should recognize that some coloured liquids and gels can be seen through and are thus transparent and that other colours are opaque.		
	7. Compare the effect of different thicknesses of paint. Students should recognize that a very thin layer of paint, or a paint that has been watered down, may be partly transparent.		
	8. Compare the adherence of a paint to different surfaces; e.g., different forms of papers, fabrics and plastics.		
	9. Demonstrate that colour can sometimes be extracted from one material and applied to another; e.g., by extracting a vegetable dye and applying it to a cloth, by dissolving and transferring a water-soluble paint.		<ul style="list-style-type: none"> • Plant uses for dyes
	10. Demonstrate at least one way to separate sunlight into component colours.		<ul style="list-style-type: none"> • Nehiyaw terms for colours and rainbow - kimowani-iyapi

 Big Idea, Major Concepts, GLOs	Specific Learning Outcomes ELOs are bold [NICE TO KNOW are italics]	Season	Nehiyaw Ways of Knowing
TOPIC B: SEASONAL CHANGES			
GENERAL LEARNER EXPECTATION 1–6 Describe seasonal changes, and interpret the effects of seasonal changes on living things.			<ul style="list-style-type: none"> • Learn nehiyaw terms for seasons, types of weather words, refer to KTCEA app
1. Describe the regular and predictable cycle of seasonal changes: <ul style="list-style-type: none"> • changes in sunlight • changes in weather. 			
2. Identify and describe examples of plant and animal changes that occur on a seasonal basis: <ul style="list-style-type: none"> • changes in form and appearance • changes in location of living things • changes in activity; e.g., students should recognize that many living things go into a dormant period during winter and survive under a blanket of snow as a seed, egg or hibernating animal • production of young on a seasonal basis. 			
3. Identify human preparations for seasonal change and identify activities that are done on a seasonal basis.			<ul style="list-style-type: none"> • nehiyaw terms for clothing as you get ready for winter
4. Record observable seasonal changes over a period of time.			<ul style="list-style-type: none"> • Learn nehiyaw season names
TOPIC C: BUILDING THINGS			
	GENERAL LEARNER EXPECTATION 1–7 Identify the purpose of different components in a personally constructed object or model, and identify corresponding components in a related object or model.		
1. Select appropriate materials, such as papers, plastics, woods; and design and build objects, based on the following kinds of construction tasks:			<ul style="list-style-type: none"> • Birch bark for moose calls
<ul style="list-style-type: none"> • construct model buildings; e.g., homes (human, animal, from other cultures), garages, schools 			<ul style="list-style-type: none"> • Create (pakowayani-kamik) tents and other outdoor structure
<ul style="list-style-type: none"> • construct model objects; e.g., furniture, equipment, boats, vehicles 			<ul style="list-style-type: none"> • Create (akawan) dry meat rack or other
<ul style="list-style-type: none"> • construct toys; e.g., pop-ups, figures 			
<ul style="list-style-type: none"> • create wind- and water-related artifacts; e.g., dams, water wheels, boats. 			

 Big Idea, Major Concepts, GLOs	Specific Learning Outcomes ELOs are bold [NICE TO KNOW are italics]	Season	Nehiyaw Ways of Knowing
	2. Identify component parts of personally constructed objects, and describe the purpose of each part.		
	3. Compare two objects that have been constructed for the same purpose, identify parts in one object that correspond to parts in another, and identify similarities and differences between these parts.		
	4. Recognize that products are often developed for specific purposes, and identify the overall purpose for each model and artifact constructed.		


TOPIC D: SENSES











GENERAL LEARNER EXPECTATION 1–9

Use the senses to make general and specific observations, and communicate observations orally and by producing captioned pictures.

GENERAL LEARNER EXPECTATION 1–10

Describe the role of the human senses and the senses of other living things, in enabling perception and action.

	1. Identify each of the senses, and explain how we use our senses in interpreting the world.		<ul style="list-style-type: none"> • Sight, touch, taste, sound and smell through nature walks
	2. Identify ways that our senses contribute to our safety and quality of life.		<ul style="list-style-type: none"> • Distinguish the scent of various plants or medicines or animals (bear scent)
	3. Apply particular senses to identify and describe objects or materials provided and to describe living things and environments. Students meeting this expectation will be able to describe characteristics, such as colour, shape, size, texture, smell and sound.		<ul style="list-style-type: none"> • See above and expand to include colour of plants and animals, textures of animal parts i.e.: bone, fur, quill
	4. Recognize the limitations of our senses, and identify situations where our senses can mislead us; e.g., feeling hot or cold, optical illusions, tasting with a plugged nose.		<ul style="list-style-type: none"> • Distinguish potential harmful plants from healthy plants i.e.: Labrador tea has a poisonous identical twin
	5. Recognize that other living things have senses, and identify ways that various animals use their senses; e.g., sensing danger, finding food, recognizing their own young, recognizing a potential mate.		<ul style="list-style-type: none"> • Animals have heightened senses and will hear and smell us before we smell them.
	<i>6. Describe ways that people adapt to limited sensory abilities or to the loss of a particular sense; e.g., colour blindness, inability to see objects at close range.</i>		

 Big Idea, Major Concepts, GLOs	Specific Learning Outcomes ELOs are bold [NICE TO KNOW are italics]	Season	Nehiyaw Ways of Knowing
	7. Describe ways to take care of our sensory organs, in particular, our eyes and ears.		
TOPIC E: NEEDS OF ANIMALS AND PLANTS			
	GENERAL LEARNER EXPECTATION 1–11 Describe some common living things, and identify needs of those living things.		
	1. Observe, describe and compare living things.		<ul style="list-style-type: none"> • Nature walk
	2. Contrast living and nonliving things.		<ul style="list-style-type: none"> • Relationality - wahkotowin - Everything is related and alive
	3. Identify ways in which living things are valued; e.g., as part of a community of living things; as sources of food, clothing or shelter.		
	4. Classify some common local plants and animals into groups on the basis of visible characteristics; e.g., adaptations for survival, such as claws, beaks, prickles.		<ul style="list-style-type: none"> • Using Cree names for animal parts and plant names
	5. Identify examples of plants and animals that are normally under human care (domesticated) and those that are normally independent of human care (wild).		
	6. 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.		<ul style="list-style-type: none"> • Using Cree names for elements, stewardship
	7. Identify the requirements of plants to maintain life; i.e., air, light, suitable temperature, water, growing medium, space; and recognize that we must provide these for plants in our care.		<ul style="list-style-type: none"> • Using Cree names for elements, stewardship
	8. Identify ways that land plants depend on soil.		<ul style="list-style-type: none"> • Using Cree names for elements, stewardship
	9. Recognize that some plants and animals must adapt to extreme conditions to meet their basic needs; e.g., arctic and desert plants and animals.		<ul style="list-style-type: none"> • Bears hibernating, rabbits change colours, birds migrate
	10. Give examples of ways in which animals depend on plants and ways in which plants depend on animals; e.g., particular plants may serve as a source of food and shelter, animals may help spread pollen and seeds.		<ul style="list-style-type: none"> • Bears eat plants i.e.: observed bears eating dandelions (ask local elder why animals eat certain plants)