





 Big Idea, Major Concepts, GLOs	GRADE 1 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 2 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 3 Specific Learning Outcomes	Nehiyaw Ways of Knowing
W - Writing CaP - Concepts about Print PA - Phonological Awareness P - Phonics and Word Recognition F - Fluency V - Vocabulary C - Comprehension						
INTEGRATED WITH ENGLISH LANGUAGE ARTS						
GRADE ONE						
	Grade One: SCIENCE: Colour, Animal and Plants, Me and My World, SOCIAL: 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: 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: 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					
GRADE TWO						
	Grade Two: SCIENCE: Small Crawling and Flying Animals, Hot and Cold Temperature, Small crawling and Flying Animals, Buoyancy SOCIAL: Canada's Dynamic Communities					
	Grade Two: SCIENCE: Hot and Cold Temperatures, Magnetism, SOCIAL: Community in the Past					
	Grade Two: SCIENCE: Exploring Liquids, Buoyancy and Boats, SOCIAL: A Community in the Past					
GRADE THREE						
	Grade Three: SCIENCE: Animal Life Cycles, Hearing and Sound, SOCIAL: Communities of the World					
	Grade Three: SCIENCE: Building with a Variety of Materials, Testing Materials and Designs Communities of the World, SOCIAL: Global Citizenship					
	Grade Three: SCIENCE: Rocks and Minerals, SOCIAL: Global Citizenship, Communities in the World					

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GENERAL OUTCOME 1						
Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.						
1.1 Discover and Explore						
Express ideas and develop understanding	Share personal experiences that are clearly related to oral, print and other media texts	<ul style="list-style-type: none"> Sharing Circles 	<i>Contribute relevant ideas and information from personal experiences to group language activities</i>	<ul style="list-style-type: none"> Sharing Circles 	Connect prior knowledge and personal experiences with new ideas and information in oral, print and other media texts (C)	<ul style="list-style-type: none"> Sharing Circles
	Talk with others about something recently learned		Talk about how new ideas and information have changed previous understanding		Explain understanding of new concepts in own words	
	Make observations about activities, experiences with oral, print and other media texts	<ul style="list-style-type: none"> *Peerless Elders Wheel (observation)* 	Express or represent ideas and feelings resulting from activities or experiences with oral, print and other media texts	<ul style="list-style-type: none"> *Peerless Elders Wheel (observation)* 	<i>Explore ideas and feelings by asking questions, talking to others and referring to oral, print and other media texts</i>	<ul style="list-style-type: none"> *Peerless Elders Wheel (observation)*
Experiment with language and forms	Experiment with different ways of exploring and developing stories, ideas and experiences	<ul style="list-style-type: none"> Courage, Turn Taking, Observation, FNMI Resources 	Use a variety of forms of oral, print and other media texts to organize and give meaning to experiences, ideas and information	<ul style="list-style-type: none"> Courage, Turn Taking, Observation, FNMI Resources 	<i>Choose appropriate forms of oral, print and other media texts for communicating and sharing ideas with others</i>	<ul style="list-style-type: none"> Courage, Turn Taking, Observation, FNMI Resources




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Express preferences	Express preferences for a variety of oral, print and other media texts	<ul style="list-style-type: none"> FNMI Resources 	<i>Explain why particular oral, print or other media texts are personal favourites</i>	<ul style="list-style-type: none"> FNMI Resources 	Choose and share a variety of oral, print and other media texts in areas of particular interest	<ul style="list-style-type: none"> FNMI Resources 
Set goals	<i>Choose to read and write for and with others</i>	<ul style="list-style-type: none"> Sharing Circle, Developing Perseverance, Respect, Assertiveness, Humility 	Recognize and talk about developing abilities as readers, writers and illustrators	<ul style="list-style-type: none"> Sharing Circle, Developing Confidence, Perseverance, Respect, Assertive, Humility 	Discuss areas of personal accomplishment as readers, writers and illustrators	<ul style="list-style-type: none"> Sharing Circle, Developing Confidence, Perseverance, Respect, Assertive, Humility
1.2 Clarify and Extend						
Consider others' ideas	Listen and respond appropriately to experiences and feelings shared by others	<ul style="list-style-type: none"> Sharing Circles, *Peerless Elders Wheel (listening skills, respect)* 	Connect own ideas and experiences with those shared by others (C)	<ul style="list-style-type: none"> Sharing Circles, *Peerless Elders Wheel (listening skills, respect)* 		<ul style="list-style-type: none"> Sharing Circles, *Peerless Elders Wheel (listening skills, respect)*
Combine ideas	Group ideas and information into categories determined by an adult (C)	<ul style="list-style-type: none"> Teaching digital citizenship 	Record ideas and information in ways that make sense (C)	<ul style="list-style-type: none"> Teaching digital citizenship 	<i>Experiment with arranging and recording ideas and information in a variety of ways</i>	<ul style="list-style-type: none"> Teaching digital citizenship
Extend understanding	Ask questions to get additional ideas and information on topics of interest (C)	<ul style="list-style-type: none"> Turn Taking, Assertiveness, Respect, Patience 	Find more information about new ideas and topics	<ul style="list-style-type: none"> Turn Taking, Assertiveness, Respect, Patience 	<i>Ask questions to clarify information and ensure understanding (C)</i>	<ul style="list-style-type: none"> Turn Taking, Assertiveness, Respect, Patience








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GENERAL OUTCOME 2
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.






2.1 Use Strategies and Cues





Use prior knowledge	<i>Use knowledge of how oral language is used in a variety of contexts to construct and confirm meaning (PA)</i>	<ul style="list-style-type: none"> Working with others 	Use knowledge of how oral and written language is used in a variety of contexts to construct and confirm meaning	<ul style="list-style-type: none"> Working with others 	Share ideas developed through interests, experiences and discussion that are related to new ideas and information (C)	<ul style="list-style-type: none"> Working with others 
	<i>Use previous experience and knowledge of oral language to make connections to the meaning of oral, print and other media texts (C)</i>	<ul style="list-style-type: none"> Integrity, accountability, observation, sharing through stories 	Connect personal experiences and knowledge of words, sentences and story patterns from previous reading experiences to construct and confirm meaning (C)	<ul style="list-style-type: none"> Integrity, accountability, observation, sharing through stories 	Identify the different ways in which oral, print and other media texts, such as stories, textbooks, letters, picture dictionaries and junior dictionaries, are organized, and use them to construct and confirm meaning	<ul style="list-style-type: none"> Integrity, accountability, observation, sharing through stories
	Use knowledge of context, pictures, letters, words, sentences, predictable patterns and rhymes in a variety of oral, print and other media texts to construct and confirm meaning (PA,P)	<ul style="list-style-type: none"> Context Clues, Observation 	<i>Use knowledge of the organizational structures of print and stories, such as book covers, titles, pictures and typical beginnings, to construct and confirm meaning (CaP, C)</i>	<ul style="list-style-type: none"> Context Clues, Observation 		
	Use knowledge of print, pictures, book covers and title pages to construct and confirm meaning (C)					





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Use comprehension strategies	<i>Use language prediction skills to identify unknown words within the context of a sentence (P)</i>	<ul style="list-style-type: none"> Observation *Cree sentence structure is different* 	Use knowledge of oral language to predict words when reading stories and poems (C)	<ul style="list-style-type: none"> Observation <i>*Cree sentence structure is different*</i> 	Use grammatical knowledge to predict words and sentence structures when reading narrative and expository materials (C)	<ul style="list-style-type: none"> Observation *Cree sentence structure is different* 
	<i>Use a variety of strategies, such as making predictions, rereading and reading on (C) talk about print or other media texts previously read or viewed (C)</i>	<ul style="list-style-type: none"> Relationships 	Apply a variety of strategies, such as asking questions, making predictions, recognizing relationships among story elements and drawing conclusions (C)	<ul style="list-style-type: none"> Relationships 	Apply a variety of strategies, such as setting a purpose, confirming predictions, making inferences and drawing conclusions (C)	<ul style="list-style-type: none"> Relationships
	Identify the main idea or topic of simple narrative and expository texts (C)	<ul style="list-style-type: none"> Higher level thinking skills, Summarizing, Observation 	Identify the main idea or topic and supporting details of simple narrative and expository texts (C)	<ul style="list-style-type: none"> Higher level thinking skills, Summarizing, Observation 	<i>Identify the main idea or topic and supporting details in simple narrative and expository passages (C)</i>	<ul style="list-style-type: none"> Higher level thinking skills, Summarizing, Observation
	Identify by sight some familiar words from favourite print texts (V)	<ul style="list-style-type: none"> Fluency, Transition to Silent Reading, Observation, Confidence 	Identify by sight an increasing number of high frequency words and familiar words from favourite books (V)	<ul style="list-style-type: none"> Fluency, Transition to Silent Reading, Observation, Confidence 	<i>Extend sight vocabulary to include predictable phrases and words related to language use (F) *transitioning to more silent reading</i>	<ul style="list-style-type: none"> Fluency, Transition to Silent Reading, Observation, Confidence
	Identify high frequency words by sight (V)	<ul style="list-style-type: none"> Observation, Confidence 	Read aloud with fluency, accuracy and expression (F)	<ul style="list-style-type: none"> Observation, Confidence 	<i>Read silently with increasing confidence and accuracy (F)</i>	<ul style="list-style-type: none"> Observation, Confidence






**Grades
1-3**







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Use comprehension strategies	Read aloud with some fluency and accuracy, after rehearsal (F)	<ul style="list-style-type: none"> Observation, Confidence, Sharing Circles, Respect 	Figure out, predict and monitor the meaning of unfamiliar words to make sense of reading, using cues such as pictures, context, phonics, grammatical awareness and background knowledge (P, C)	<ul style="list-style-type: none"> Observation, Confidence, Sharing Circles, Respect 	Monitor and confirm meaning by rereading when necessary, and by applying knowledge of pragmatic, semantic, syntactic and graphophonic cueing systems (C)	<ul style="list-style-type: none"> Observation, Relationship, FNMI Resources 
	<i>Self-correct when reading does not make sense, using cues such as pictures, context, phonics, grammatical awareness and background knowledge (P, C)</i>	<ul style="list-style-type: none"> Observation, Relationship, FNMI Resources 				
Use textual cues	Preview book cover, pictures and location of text to assist with constructing and confirming meaning (PA)(C)	<ul style="list-style-type: none"> Observation, Relationship, FNMI Resources 	<i>Preview book covers and titles; look for familiar words, phrases and story patterns to assist with constructing and confirming meaning (C)</i>	<ul style="list-style-type: none"> Observation, Relationship, FNMI Resources 	Use headings, paragraphs, punctuation and quotation marks to assist with constructing and confirming meaning (CaP,C)	<ul style="list-style-type: none"> Observation, Relationship, FNMI Resources 
	Use word boundaries, capital letters, periods, question marks and exclamation marks to assist with constructing and confirming meaning during oral and silent reading (F, C)	<ul style="list-style-type: none"> Observation, Relationship, FNMI Resources, Higher Level Thinking 	Use predictable phrases and sentence patterns, and attend to capital letters, periods, question marks and exclamation marks to read accurately, fluently and with comprehension during oral and silent reading (F, C) 	<ul style="list-style-type: none"> Observation, Relationship, FNMI Resources, Higher Level Thinking 	<i>Attend to and use knowledge of capitalization, commas in a series, question marks, exclamation marks and quotation marks to read accurately, fluently and with comprehension during oral and silent reading (C)</i>	<ul style="list-style-type: none"> Observation, Relationship, FNMI Resources, Higher Level Thinking

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Use phonics and structural analysis	Segment and blend sounds in words spoken or heard (PA,P)	<ul style="list-style-type: none"> Confidence, Courage. *think of Cree language and utilizing in the classroom 	Apply phonic rules and generalizations to read unfamiliar words in context (P)	<ul style="list-style-type: none"> Confidence, Courage. *think of Cree language and utilizing in the classroom 	Apply phonic rules and generalizations competently and confidently to read unfamiliar words in context (P)	<ul style="list-style-type: none"> Confidence, Courage. *think of Cree language and utilizing in the classroom 
	Use phonic knowledge and skills to read unfamiliar words in context (P)	<ul style="list-style-type: none"> Observation, Listening Skills 	<i>Apply knowledge of long and short vowel sounds to read unfamiliar words in context (P)</i>	<ul style="list-style-type: none"> Observation, Listening Skills 	Apply word analysis strategies to segment words into parts or syllables, when reading unfamiliar words in context (P)	<ul style="list-style-type: none"> Observation, Listening Skills 
	Use analogy to generate and read phonically regular word families (P)	<ul style="list-style-type: none"> Observation, Accountability 	Use knowledge of word parts, contractions and compound words to read unfamiliar words in context (P)	<ul style="list-style-type: none"> Observation, Accountability 	<i>Associate sounds with an increasing number of vowel combinations, consonant blends and digraphs, and letter clusters to read unfamiliar words in context (P)</i>	<ul style="list-style-type: none"> Observation, Accountability
	Associate sounds with letters and some letter clusters (P)	<ul style="list-style-type: none"> Observation, Listening Skills, Confidence 	Associate sounds with some vowel combinations, consonant blends and digraphs, and letter clusters to read unfamiliar words in context (P)	<ul style="list-style-type: none"> Observation, Listening Skills, Confidence 		






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Use references	Use a displayed alphabet as an aid when writing (P)	<ul style="list-style-type: none"> Observation, Confidence 	<i>Put words in alphabetical order by first letter (P)</i>	<ul style="list-style-type: none"> Observation, Confidence 	Put words in alphabetical order by first and second letter	<ul style="list-style-type: none"> Observation, Confidence 
	<i>Use personal word books, print texts and environmental print to assist with writing</i>	<ul style="list-style-type: none"> Relationship with books, using Cree Language, Word Walls 	Use dictionaries and personal word books to confirm the spellings or locate the meanings of unfamiliar words in oral, print and other media texts	<ul style="list-style-type: none"> Relationship with books, using Cree Language, Word Walls 	Use dictionaries, junior dictionaries and spell-check functions to confirm the spellings or locate the meanings of unfamiliar words in oral, print and other media texts	<ul style="list-style-type: none"> Relationship with books, using Cree Language, Word Walls
	Name and match the upper and lower case forms of letters					
2.2 Respond to Texts						
Experience various texts	Participate in shared listening, reading and viewing experiences, using oral, print and other media texts from a variety of cultural traditions and genres, such as poems, storytelling by elders, pattern books, audiotapes, stories and cartoons	<ul style="list-style-type: none"> Storytelling, Elders, FNMI Resources 	<i>Engage in a variety of shared and independent listening, reading and viewing experiences, using oral, print and other media texts from a variety of cultural traditions and genres, such as legends, video programs, puppet plays, songs, riddles and informational texts</i>	<ul style="list-style-type: none"> Storytelling, Elders, FNMI Resources 	Choose a variety of oral, print and other media texts for shared and independent listening, reading and viewing experiences, using texts from a variety of cultural traditions and genres, such as nonfiction, chapter books, illustrated storybooks, drum dances, fables, CDROM programs and plays	<ul style="list-style-type: none"> Storytelling, Elders, FNMI Resources 
	Illustrate and enact stories, rhymes and songs (C)	<ul style="list-style-type: none"> Sharing Circles (fine arts), Listening skills, Love 	Identify favourite kinds of oral, print and other media texts (C)	<ul style="list-style-type: none"> Sharing Circles (fine arts), Listening skills, Love 	<i>Tell or write about favourite parts of oral, print and other media texts (W)</i>	<ul style="list-style-type: none"> Sharing Circles (fine arts), Listening skills, Love







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Experience various texts	Remember and retell familiar stories and rhymes (C)	<ul style="list-style-type: none"> Sharing Circles (fine arts), Listening skills, Love 	<i>Model own oral, print and other media texts on familiar forms (C)</i>	<ul style="list-style-type: none"> Sharing Circles (fine arts), Listening skills, Love 	Identify types of literature, such as humour, poetry, adventure and fairy tales, and describe favourites (C)	<ul style="list-style-type: none"> Sharing Circles (fine arts), Listening skills, Love
			<i>Respond to mood established in a variety of oral, print and other media texts (C)</i>		<ul style="list-style-type: none"> Sharing Circles (fine arts), Listening skills, Love, Wisdom 	
Construct meaning from texts	Relate aspects of stories and characters to personal feelings and experiences (C)	<ul style="list-style-type: none"> Sharing Circles (fine arts), Listening skills, Love, Wisdom 	<i>Connect situations portrayed in oral, print and other media texts to personal and classroom experiences (C)</i>	<ul style="list-style-type: none"> Sharing Circles (fine arts), Listening skills, Love, Wisdom 	Connect portrayals of characters or situations in oral, print and other media texts to personal and classroom experiences (C)	<ul style="list-style-type: none"> Sharing Circles (fine arts), Listening skills, Love, Wisdom
	Retell interesting or important aspects of oral, print and other media texts (C)		<ul style="list-style-type: none"> Sharing Circles (fine arts), Listening skills, Love, Wisdom 		Retell the events portrayed in oral, print and other media texts in sequence	
Construct meaning from texts	Tell or represent the beginning, middle and end of stories (C)	<ul style="list-style-type: none"> Sharing Circles (fine arts), Listening skills, Love, Wisdom 	<i>Suggest alternative endings for oral, print and other media texts (C)</i>	<ul style="list-style-type: none"> Sharing Circles (fine arts), Listening skills, Love, Wisdom 	Discuss, represent or write about ideas in oral, print and other media texts, and relate them to own ideas and experiences and to other texts (W, C)	<ul style="list-style-type: none"> Sharing Circles (fine arts), Listening skills, Love, Wisdom
	Tell, represent or write about experiences similar or related to those in oral, print and other media texts (C)		<i>Discuss, represent or write about interesting or important aspects of oral, print and other media texts (C)</i>		<ul style="list-style-type: none"> Sharing Circles (fine arts), Listening skills, Love, Wisdom 	




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	Tell what was liked or disliked about oral, print and other media texts (C)	<ul style="list-style-type: none"> Sharing Circles (fine arts), Listening skills, Love, Wisdom 	Express thoughts or feelings related to the events and characters in oral, print and other media texts (C)	<ul style="list-style-type: none"> Sharing Circles (fine arts), Listening skills, Love, Wisdom  	Express preferences for one character over another (C)	<ul style="list-style-type: none"> Sharing Circles (fine arts), Listening skills, Love, Wisdom
Appreciate the artistry of texts	Identify how words can imitate sounds and create special effects (V)	<ul style="list-style-type: none"> Sharing Circles, Truth, Wisdom, Respect (Fine Arts) 	Identify and use words and sentences that have particular emotional effects	<ul style="list-style-type: none"> Sharing Circles, Truth, Wisdom, Respect (Fine Arts) 	Express feelings related to words, visuals and sound in oral, print and other media texts	<ul style="list-style-type: none"> Sharing Circles, Truth, Wisdom, Respect (Fine Arts) 
	Experiment with repetition, rhyme and rhythm to create effects in own oral, print and other media texts (V)		<ul style="list-style-type: none"> Identify words in oral, print and other media texts that create clear pictures or impressions of sounds and sights (V) 	<ul style="list-style-type: none"> Sharing Circles, Truth, Wisdom, Respect (Fine Arts)  	Identify how authors use comparisons, and explain how they create mental images (C)	<ul style="list-style-type: none"> Sharing Circles, Truth, Wisdom, Respect (Fine Arts)
2.3 Understand Forms, Elements and Techniques						
Understand forms and genres	Distinguish differences in the ways various oral, print and other media texts are organized	<ul style="list-style-type: none"> Sharing Circles, wisdom 	Recognize that ideas and information can be expressed in a variety of oral, print and other media texts	<ul style="list-style-type: none"> Sharing Circles, wisdom  	<i>Identify distinguishing features of a variety of oral, print and other media texts (C)</i>	<ul style="list-style-type: none"> Sharing Circles, wisdom
	Identify various forms of media texts	<ul style="list-style-type: none"> Syllabics and petroglyphs - land as text - winter counts, respect, wisdom (fine arts) 	Identify and explain the use of various communication technologies	<ul style="list-style-type: none"> Syllabics and petroglyphs - land as text - winter counts, respect, wisdom (fine arts) 	Discuss ways that visual images convey meaning in print and other media texts (C)	<ul style="list-style-type: none"> Syllabics and petroglyphs - land as text - winter counts, respect, wisdom (fine arts) 






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Understand techniques and elements	Know that stories have beginnings, middles and endings (C)	<ul style="list-style-type: none"> Truth, wisdom 	Identify main characters, places and events in a variety of oral, print and other media texts (C)	<ul style="list-style-type: none"> Truth, wisdom 	<i>Include events, setting and characters when summarizing or retelling oral, print or other media texts (C)</i>	<ul style="list-style-type: none"> Truth, wisdom
	Tell what characters do or what happens to them in a variety of oral, print and other media texts (C)	<ul style="list-style-type: none"> Truth, wisdom, Story Circles, Observation 	Identify how pictures, illustrations and special fonts relate to and enhance print and other media texts (C)	<ul style="list-style-type: none"> Truth, wisdom, Story Circles, Observation 	Describe the main characters in terms of who they are, their actions in the story and their relations with other characters	<ul style="list-style-type: none"> Truth, wisdom, Story Circles, Observation 
					Identify ways that messages are enhanced in oral, print and other media texts by the use of specific techniques (C)	<ul style="list-style-type: none"> Truth, wisdom, Story Circles, Observation, Fine Arts, Creativity 
Experiment with language	Demonstrate interest in repetition, rhyme and rhythm in shared language experiences, such as action songs and word play	<ul style="list-style-type: none"> Humour, Sharing Circles, Fine Arts, Creativity 	Demonstrate interest in the sounds of words and word combinations in pattern books, poems, songs, and oral and visual presentations	<ul style="list-style-type: none"> Humour, Sharing Circles, Fine Arts, Creativity 	<i>Recognize examples of repeated humour, sound and poetic effects that contribute to audience enjoyment</i>	<ul style="list-style-type: none"> Humour, Sharing Circles, Fine Arts, Creativity
2.4 Create Original Text						
Generate ideas	Generate and contribute ideas for individual or group oral, print and other media texts	<ul style="list-style-type: none"> Humour, Sharing Circles, Fine Arts, Creativity 	Use own and respond to others' ideas to create oral, print and other media texts	<ul style="list-style-type: none"> Humour, Sharing Circles, Fine Arts, Creativity 	<i>Experiment with ways of generating and organizing ideas prior to creating oral, print and other media texts</i>	<ul style="list-style-type: none"> Humour, Sharing Circles, Fine Arts, Creativity





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Elaborate on the expression of ideas	Change, extend or complete rhymes, rhythms and sounds in pattern stories, poems, nursery rhymes and other oral, print and other media texts (W, PA)		Add descriptive words to elaborate on ideas and create particular effects in oral, print and other media texts (W)		Use sentence variety to link ideas and create impressions on familiar audiences (W)	<ul style="list-style-type: none"> Humour, Sharing Circles, Fine Arts, Creativity
Structure texts	Recall and retell or represent favourite stories (C)	<ul style="list-style-type: none"> Accountability, Creativity 	Create narratives that have beginnings, middles and ends; settings; and main characters that perform actions (W)	<ul style="list-style-type: none"> Accountability, Creativity 	<i>Experiment with a variety of story beginnings to choose ones that best introduce particular stories (W)</i>	<ul style="list-style-type: none"> Accountability, Creativity
			Use traditional story beginnings, patterns and stock characters in own oral, print and other media texts		Add sufficient detail to oral, print and other media texts to tell about setting and character, and to sustain plot (W)	
GENERAL OUTCOME 3						
Students will listen, speak, read, write, view and represent to manage ideas and information.						
3.1 Plan and Focus						
Focus attention	Explore and share own ideas on topics of discussion and study	<ul style="list-style-type: none"> Respect, Relationships, Wisdom, Confidence 	Relate personal knowledge to ideas and information in oral, print and other media texts (C)	<ul style="list-style-type: none"> Respect, Relationships, Wisdom, Confidence 	Use self-questioning to identify information needed to supplement personal knowledge on a topic (C)	<ul style="list-style-type: none"> Respect, Relationships, Wisdom, Confidence
	Connect information from oral, print and other media texts to topics of study (C)	<ul style="list-style-type: none"> Respect, Relationships, Wisdom, Confidence, Truth 	Ask questions to determine the main idea of oral, print and other media texts (C)	<ul style="list-style-type: none"> Respect, Relationships, Wisdom, Confidence, Truth 	<i>Identify facts and opinions, main ideas and details in oral, print and other media texts (C)</i>	<ul style="list-style-type: none"> Respect, Relationships, Wisdom, Confidence, Truth



Big Idea, Major Concepts, GLOs	GRADE 1 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 2 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 3 Specific Learning Outcomes	Nehiyaw Ways of Knowing
 W - Writing CaP - Concepts about Print PA - Phonological Awareness P - Phonics and Word Recognition F - Fluency V - Vocabulary C - Comprehension						
Determine information needs	Ask and answer questions to satisfy information needs on a specific topic (C)	• Respect, Relationships, Wisdom, Confidence	Ask questions to focus on particular aspects of topics for own investigations (C)	• Respect, Relationships, Wisdom, Confidence 	<i>Ask topic-appropriate questions to identify information needs (C)</i>	• Respect, Relationships, Wisdom, Confidence
Plan to gather information	Follow spoken directions for gathering ideas and information	• Respect, Relationships, Wisdom, Confidence, Truth	Recall and follow directions for accessing and gathering ideas and information	• Respect, Relationships, Wisdom, Confidence, Truth 	<i>Contribute ideas for developing a class plan to access and gather ideas and information</i>	• Respect, Relationships, Wisdom, Confidence, Truth
3.2 Select and Process						
Use a variety of sources	Find information on a topic, using a variety of sources, such as picture books, concept books, people and field trips	• Elders, FNMI Resources	Find information on a topic, using a variety of sources, such as simple chapter books, multimedia resources, computers and elders in the community	• Elders, FNMI Resources 	<i>Find information to answer research questions, using a variety of sources, such as children's magazines, CDROMs, plays, folk tales, songs, stories and the environment</i>	• Elders, FNMI Resources
Access information	Use text features, such as illustrations, titles and opening shots in video programs, to access information (C)	• Observation, Creativity, Bravery, Patience	Use text features, such as table of contents, key words, captions and hot links, to access information (C)	• Observation, Creativity, Bravery, Patience	Use text features, such as titles, pictures, headings, labels, diagrams and dictionary guide words, to access information (C)	• Observation, Creativity, Bravery, Patience 
	<i>Use questions to find specific information in oral, print and other media texts</i>	• Observation, Creativity, Bravery, Patience	Use given categories and specific questions to find information in oral, print and other media texts		Locate answers to questions and extract appropriate and significant information from oral, print and other media texts	







Big Idea, Major Concepts, GLOs	GRADE 1	Nehiyaw Ways of Knowing	GRADE 2	Nehiyaw Ways of Knowing	GRADE 3	Nehiyaw Ways of Knowing
	Specific Learning Outcomes		Specific Learning Outcomes		Specific Learning Outcomes	
W - Writing CaP - Concepts about Print PA - Phonological Awareness P - Phonics and Word Recognition F - Fluency V - Vocabulary C - Comprehension						
Access information	Understand that library materials are organized systematically	<ul style="list-style-type: none"> Observation, Listening Skills, Respect, Patience 	Use the library organizational system to locate information	<ul style="list-style-type: none"> Observation, Listening Skills, Respect, Patience 	<i>Use card or electronic catalogues to locate information</i>	<ul style="list-style-type: none"> Observation, Listening Skills, Respect, Patience
Evaluate sources	Match information to research needs	<ul style="list-style-type: none"> Accountability, Truth 	Recognize when information answers the questions asked	<ul style="list-style-type: none"> Accountability, Truth 	<i>Review information to determine its usefulness in answering research questions (C)</i>	<ul style="list-style-type: none"> Accountability, Truth
3.3 Organize, Record and Evaluate						
Organize information	Identify or categorize information according to sequence, or similarities and differences	<ul style="list-style-type: none"> Observation 	Categorize related ideas and information, using a variety of strategies, such as finding significant details and sequencing events in logical order	<ul style="list-style-type: none"> Observation 	<i>Organize ideas and information, using a variety of strategies, such as clustering, categorizing and sequencing</i>	<ul style="list-style-type: none"> Observation
	List related ideas and information on a topic, and make statements to accompany pictures	<ul style="list-style-type: none"> Elders' model stories, sustenance 	Produce oral, print and other media texts with introductions, middles and conclusions	<ul style="list-style-type: none"> Elders' model stories, sustenance 	<i>Draft ideas and information into short paragraphs, with topic and supporting sentences</i>	<ul style="list-style-type: none"> Elders' model stories, sustenance
Record information	Represent and explain key facts and ideas in own words	<ul style="list-style-type: none"> Using Nehiyawewin 	Record key facts and ideas in own words; identify titles and authors of sources (W)	<ul style="list-style-type: none"> Using Nehiyawewin 	Record facts and ideas using a variety of strategies; list titles and authors of sources (W)	<ul style="list-style-type: none"> Using Nehiyawewin
					List significant ideas and information from oral, print and other media texts (W)	<ul style="list-style-type: none"> Accountability, Common Sense 

Big Idea, Major Concepts, GLOs	GRADE 1 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 2 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 3 Specific Learning Outcomes	Nehiyaw Ways of Knowing
	W - Writing CaP - Concepts about Print PA - Phonological Awareness P - Phonics and Word Recognition F - Fluency V - Vocabulary C - Comprehension					
Evaluate information	Recognize and use gathered information to communicate new learning	• Observation	Examine gathered information to decide what information to share or omit	• Observation 	<i>Determine if gathered information is sufficient to answer research questions</i>	• Observation
3.4 Share and Review						
Share ideas and information	Share ideas and information from oral, print and other media texts with familiar audiences	• Sharing Circles, Turn Taking, Kindness	Share, with familiar audiences, ideas and information on topics	• Sharing Circles, Turn Taking, Kindness 	<i>Organize and share ideas and information on topics to engage familiar audiences</i>	• Sharing Circles, Turn Taking, Kindness
	Answer questions directly related to texts	• Confidence, Turn Taking	<i>Clarify information by responding to questions</i>	• Confidence, Turn Taking	Use titles, headings and visuals to add interest and highlight important points of presentation	• Confidence, Turn Taking
Review research process	<i>Talk about information gathering experiences by describing what was interesting, valuable or helpful</i>		Answer questions, such as "What did I do that worked well?" to reflect on research experiences		Assess the research process, using pre-established criteria	
GENERAL OUTCOME 4						
Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.						
4.1 Enhance and Improve						
Appraise own and others' work	<i>Ask or respond to questions or comments related to the content of own or others' pictures, stories or talk</i>	• Confidence, humility, accountability, self sufficiency/ community feedback	Identify features that make own or peers' oral, print or other media texts interesting or appealing	• Confidence, humility, accountability, self sufficiency/ community feedback	Share own oral, print and other media texts with others to identify strengths and ideas for improvement	• Confidence, humility, accountability, self sufficiency/ community feedback 






Big Idea, Major Concepts, GLOs	GRADE 1 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 2 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 3 Specific Learning Outcomes	Nehiyaw Ways of Knowing		
	W - Writing CaP - Concepts about Print PA - Phonological Awareness P - Phonics and Word Recognition F - Fluency V - Vocabulary C - Comprehension							
Revise and edit	Rephrase by adding or deleting words, ideas or information to make better sense (W, C)	<ul style="list-style-type: none"> Confidence, humility, accountability, self sufficiency 	Revise words and sentences to improve sequence or add missing information (W)	<ul style="list-style-type: none"> Confidence, humility, accountability, self sufficiency 	<i>Combine and rearrange existing information to accommodate new ideas and information (W)</i>	<ul style="list-style-type: none"> Confidence, humility, accountability, self sufficiency 		
	Check for obvious spelling errors and missing words (W) (P)		Check for capital letters, punctuation at the end of sentences and errors in spelling (W)		<i>Edit for complete and incomplete sentences (W)</i>			
Enhance legibility	<i>Print letters legibly from left to right, using lines on a page as a guide (W)</i>	<ul style="list-style-type: none"> Confidence, humility, accountability, self sufficiency <i>Note: Using HWT all year long</i> 	Print legibly and efficiently, forming letters of consistent size and shape, and spacing words appropriately (W)	<ul style="list-style-type: none"> Confidence, humility, accountability, self sufficiency <i>Note: Using HWT all year long</i> 	Print legibly, and begin to learn proper alignment, shape and slant of cursive writing (W)	<ul style="list-style-type: none"> Confidence, humility, accountability, self sufficiency 		
	Use appropriate spacing between letters in words and between words in sentences (W)		Use margins and spacing appropriately (W)		<ul style="list-style-type: none"> Confidence, humility, accountability, self sufficiency <i>Note: Using HWT all year long</i> 		<i>Space words and sentences consistently on a line and page (W)</i>	<ul style="list-style-type: none"> Confidence, humility, accountability, self sufficiency
	Explore and use the keyboard to produce text		<ul style="list-style-type: none"> Confidence, humility, accountability, self sufficiency 		Explore and use the keyboard to compose and revise text		<ul style="list-style-type: none"> Confidence, humility, accountability, self sufficiency 	Use keyboarding skills to compose, revise and print text (W)
		Understand and use vocabulary associated with keyboarding and word processing (W)						






Big Idea, Major Concepts, GLOs	GRADE 1 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 2 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 3 Specific Learning Outcomes	Nehiyaw Ways of Knowing
W - Writing CaP - Concepts about Print PA - Phonological Awareness P - Phonics and Word Recognition F - Fluency V - Vocabulary C - Comprehension						
Expand knowledge of language	Identify and use an increasing number of words and phrases related to personal interests and topics of study (W)	<ul style="list-style-type: none"> All these outcomes are important. Vocabulary building is essential - in Cree and English  	<i>Develop categories of words associated with experiences and topics of interest (V)</i>	<ul style="list-style-type: none"> All these outcomes are important. Vocabulary building is essential - in Cree and English 	<i>Explain relationships among words and concepts associated with topics of study (V)</i>	<ul style="list-style-type: none"> All these outcomes are important. Vocabulary building is essential - in Cree and English
	Experiment with letters, sounds, words and word patterns to learn new words (W, PA, P)	<ul style="list-style-type: none"> Observation, Accountability, creativity - Cree and English 	Use knowledge of word patterns, word combinations and parts of words to learn new words (W,P,V)	<ul style="list-style-type: none"> Observation, Accountability, creativity - Cree and English  	<i>Experiment with words and word meanings to produce a variety of effects (V)</i>	<ul style="list-style-type: none"> Observation, Accountability, creativity - Cree and English
Enhance artistry	Use words and pictures to add sensory detail in oral, print and other media texts(W)		Choose words, language patterns, illustrations or sounds to create a variety of effects in oral, print and other media texts (W,V)	<ul style="list-style-type: none"> Observation, Accountability, creativity - Cree and English 	Choose words, language patterns, illustrations or sounds to add detail and create desired effects in oral, print and other media texts (W,V)	<ul style="list-style-type: none"> Observation, Accountability, creativity - Cree and English 
4.2 Attend to Conventions						
Attend to grammar and usage	Speak in complete statements, as appropriate (W)	<ul style="list-style-type: none"> Observation, Accountability 	Write complete sentences, using capital letters and periods (W)	<ul style="list-style-type: none"> Observation, Accountability  	<i>Identify a variety of sentence types, and use in own writing (W)</i>	<ul style="list-style-type: none"> Observation, Accountability Note: Using HWT all year long
	<i>Write simple statements, demonstrating awareness of capital letters and periods (W)</i>	<ul style="list-style-type: none"> Observation, Accountability 	Use connecting words to join related ideas in a sentence (W)		<i>Identify correct subject-verb agreement, and use in own writing (W)</i>	<ul style="list-style-type: none"> Observation, Accountability Note: Using HWT all year long
			Identify nouns and verbs, and use in own writing (W) (V)		<i>Use adjectives and adverbs to add interest and detail to own writing (W,V)</i>	<ul style="list-style-type: none"> Note: Using HWT all year long







Big Idea, Major Concepts, GLOs	GRADE 1 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 2 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 3 Specific Learning Outcomes	Nehiyaw Ways of Knowing
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Attend to grammar and usage			Identify adjectives and adverbs that add interest and detail to stories (W,V)	<ul style="list-style-type: none"> Observation, Accountability  	<i>Distinguish between complete and incomplete sentences (W)</i>	Note: Using HWT all year long
Attend to spelling	Use knowledge of consonant and short vowel sounds to spell phonically regular one syllable words in own writing (P)	<ul style="list-style-type: none"> Listening Skills, Observation (Cree and English) <i>Note: Explicitly teach all year</i> 	<i>Use phonic knowledge and skills and visual memory to spell words of more than one syllable, high frequency irregular words and regular plurals in own writing(P)</i>	<ul style="list-style-type: none"> Listening Skills, Observation (Cree and English) <i>Note: Explicitly teach all year</i> 	<i>Use phonic knowledge and skills and visual memory to attempt spelling of unfamiliar words in own writing (P)</i>	<ul style="list-style-type: none"> Listening Skills, Observation (Cree and English)
	Spell phonically irregular high frequency words in own writing (P)				<i>Use phonic knowledge and skills and visual memory to attempt spelling of unfamiliar words in own writing (P)</i>	
	Use phonic knowledge and skills and visual memory to attempt spelling of words needed for writing (W,P)	<ul style="list-style-type: none"> Spelling using phonics and conventional spelling *Refer to KTCEA APP Elders Speak* <i>Note: Explicitly teach all year</i> 	Use the conventional spelling of common words necessary for the efficient communication of ideas in writing (W)	<ul style="list-style-type: none"> Spelling using phonics and conventional spelling *Refer to KTCEA APP Elders Speak* <i>Note: Explicitly teach all year</i> 	<i>Identify frequently misspelled words, and develop strategies for learning to spell them correctly in own writing</i>	
	Know that words have conventionally accepted spellings (P)					






Big Idea, Major Concepts, GLOs	GRADE 1 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 2 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 3 Specific Learning Outcomes	Nehiyaw Ways of Knowing
W - Writing CaP - Concepts about Print PA - Phonological Awareness P - Phonics and Word Recognition F - Fluency V - Vocabulary C - Comprehension						
Attend to capitalization and punctuation Identify periods, exclamation marks and question marks when reading, and use them to assist comprehension (W)	Capitalize the first letter of names and the pronoun "I" in own writing	<ul style="list-style-type: none"> Observation, Creativity, Accountability 	Use capital letters for proper nouns and at the beginning of sentences in own writing (W)	<ul style="list-style-type: none"> Observation, Creativity, Accountability 	Use capital letters appropriately in titles of books and stories (W)	<ul style="list-style-type: none"> Observation, Creativity, Accountability
	Identify periods, exclamation marks and question marks when reading, and use them to assist comprehension (W)	<ul style="list-style-type: none"> Observation, Creativity, Accountability 	Use periods and question marks, appropriately, as end punctuation in own writing (W)	<ul style="list-style-type: none"> Observation, Creativity, Accountability 	Use exclamation marks, appropriately, as end punctuation in own writing (W)	<ul style="list-style-type: none"> Observation, Creativity, Accountability
			Use commas after greetings and closures in friendly letters and to separate words in a series in own writing (W)	<ul style="list-style-type: none"> Observation, Creativity, Accountability 	Use apostrophes to form common contractions and to show possession in own writing (W)	<ul style="list-style-type: none"> Observation, Creativity, Accountability
			Identify commas and apostrophes when reading, and use them to assist comprehension (W)	<ul style="list-style-type: none"> Observation, Creativity, Accountability 	Identify commas, end punctuation, apostrophes and quotation marks when reading, and use them to assist comprehension (W)	<ul style="list-style-type: none"> Observation, Creativity, Accountability 
4.3 Present and Share						
Present information	Present ideas and information to a familiar audience, and respond to questions	<ul style="list-style-type: none"> Confidence, Sharing Circles 	Present ideas and information by combining illustrations and written texts (W)	<ul style="list-style-type: none"> Confidence, Sharing Circles 	Present ideas and information on a topic, using a pre-established plan (W)	<ul style="list-style-type: none"> Confidence, Sharing Circles

**Grades
1-3**




Big Idea, Major Concepts, GLOs	GRADE 1 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 2 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 3 Specific Learning Outcomes	Nehiyaw Ways of Knowing
 W - Writing CaP - Concepts about Print PA - Phonological Awareness P - Phonics and Word Recognition F - Fluency V - Vocabulary C - Comprehension						
Enhance presentation	Add such details as labels, captions and pictures to oral, print and other media texts (W)	<ul style="list-style-type: none"> Observation, Creativity, Accountability 	<i>Clarify ideas and information presented in own oral, print and other media texts, by responding to questions and comments (W)</i>	<ul style="list-style-type: none"> Observation, Creativity, Accountability 	Use print and nonprint aids to illustrate ideas and information in oral, print and other media texts (W)	<ul style="list-style-type: none"> Observation, Creativity, Accountability
Use effective oral and visual communication	Speak in a clear voice, with appropriate volume, to an audience	<ul style="list-style-type: none"> Confidence, Sharing Circles, Accountability, Caring for Others 	Speak in a clear voice, with appropriate volume, at an understandable pace and with expression	<ul style="list-style-type: none"> Confidence, Sharing Circles, Accountability, Caring for Others 	<i>Speak or present oral readings with fluency, rhythm, pace, and with appropriate intonation to emphasize key ideas</i>	<ul style="list-style-type: none"> Confidence, Sharing Circles, Accountability, Caring for Others
Demonstrate attentive listening and viewing	Ask questions to clarify information	<ul style="list-style-type: none"> Confidence, Sharing Circles, Responsibility, Self Sufficiency, Accountability, Observation 	Ask relevant questions to clarify understanding and to have information explained	<ul style="list-style-type: none"> Confidence, Sharing Circles, Responsibility, Self Sufficiency, Accountability, Observation 	<i>Rephrase, restate and explain the meaning of oral and visual presentations</i>	<ul style="list-style-type: none"> Confidence, Sharing Circles, Responsibility, Self Sufficiency, Accountability, Observation
	Be attentive and show interest during listening or viewing activities	<ul style="list-style-type: none"> Observation, Confidence, Accountability 	Show enjoyment and appreciation during listening and viewing activities	<ul style="list-style-type: none"> Observation, Confidence, Accountability 	Identify and set purposes for listening and viewing	<ul style="list-style-type: none"> Observation, Confidence, Accountability 







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GENERAL OUTCOME 5 Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.						
5.1 Respect Others and Strengthen Community						
Appreciate diversity	<i>Share personal experiences and family traditions related to oral, print and other media texts</i>	<ul style="list-style-type: none"> Sharing Circles, Observation, Identity, Confidence 	Discuss the experiences and traditions of various communities portrayed in oral, print and other media texts	<ul style="list-style-type: none"> Sharing Circles, Observation, Identity, Confidence 	Describe similarities between experiences and traditions encountered in daily life and those portrayed in oral, print and other media texts	<ul style="list-style-type: none"> Sharing Circles, Observation, Identity, Confidence
			Ask for and provide clarification and elaboration of stories and ideas	<ul style="list-style-type: none"> Sharing Circles, Observation, Identity, Confidence 	Retell, paraphrase or explain ideas in oral, print and other media texts (C)	<ul style="list-style-type: none"> Sharing Circles, Observation, Identity, Confidence 
Relate texts to culture	Talk about other times, places and people after exploring oral, print and other media texts from various communities	<ul style="list-style-type: none"> FNMI Resources, Observation, Assertiveness 	Discuss similarities and differences in settings, characters and events in oral, print and other media texts from various communities	<ul style="list-style-type: none"> FNMI Resources, Observation, Assertiveness 	Identify and discuss similar ideas or topics within stories from oral, print and other media texts from various communities	<ul style="list-style-type: none"> FNMI Resources, Observation, Assertiveness 
Celebrate accomplishments and events	Share ideas and experiences through conversation, puppet plays, dramatic scenes and songs to celebrate individual and class accomplishments	<ul style="list-style-type: none"> Sharing Circles, Caring for others, respect, Celebrations 	<i>Participate in shared language experiences to acknowledge and celebrate individual and class accomplishments</i>	<ul style="list-style-type: none"> Sharing Circles, Caring for others, respect, Celebrations 	Use appropriate language to acknowledge and celebrate individual and class accomplishments	<ul style="list-style-type: none"> Sharing Circles, Caring for others, respect, Celebrations

Big Idea, Major Concepts, GLOs	GRADE 1 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 2 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 3 Specific Learning Outcomes	Nehiyaw Ways of Knowing
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Use language to show respect	Use appropriate words, phrases and sentences to ask questions, to seek and give assistance, and to take turns	<ul style="list-style-type: none"> Respect, Observation, Kindness, Conservation (in English and Cree) 	Adjust own language use according to the context, purpose and audience	<ul style="list-style-type: none"> Respect, Observation, Kindness, Conservation (in English and Cree) 	<i>Demonstrate respect for the ideas, abilities and language use of others</i>	<ul style="list-style-type: none"> Respect, Observation, Kindness, Conservation (in English and Cree)
5.2 Work Within a Group						
Cooperate with others	Work in partnerships and groups	<ul style="list-style-type: none"> Working with others, helping others, relationships 	Work in a variety of partnerships and group structures	<ul style="list-style-type: none"> Working with others, helping others, relationships 	<i>Work cooperatively with others in small groups on structured tasks</i>	<ul style="list-style-type: none"> Working with others, helping others, relationships 
	Help others and ask others for help	<ul style="list-style-type: none"> Kindness, Caring for others 	Identify ways that class members can help each other	<ul style="list-style-type: none"> Kindness, Caring for others 	Identify others who can provide assistance, and seek their help in specific situations	<ul style="list-style-type: none"> Kindness, Caring for others
Work in groups	Ask questions and contribute ideas related to class investigations on topics of interest		Contribute relevant information and questions to extend group understanding of topics and tasks		Contribute ideas and information on topics to develop a common knowledge base in the group	
	Take turns sharing ideas and information		Stay on topic during class and group discussions		Ask others for their ideas, and express interest in their contributions	
Evaluate group process	Recognize personal contributions to group process	<ul style="list-style-type: none"> Respect, Working with others, Humility 	Recognize own and others' contributions to group process	<ul style="list-style-type: none"> Respect, Working with others, Humility 	<i>Assess the effectiveness of group process, using pre-established criteria</i>	<ul style="list-style-type: none"> Respect, Working with others, Humility 





Big Idea, Major Concepts, GLOs	GRADE 1 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 2 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 3 Specific Learning Outcomes	Nehiyaw Ways of Knowing
	1.1 MY WORLD: HOME, SCHOOL AND COMMUNITY		2.1 CANADA'S DYNAMIC COMMUNITIES		3.1 COMMUNITIES IN THE WORLD	
	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.		GENERAL OUTCOME: Students will demonstrate an understanding and appreciation of how geography, culture, language, heritage, economics and resources shape and change Canada's communities.		GENERAL OUTCOME: Students will demonstrate an understanding and appreciation of how geographic, social, cultural and linguistic factors affect quality of life in communities in India, Tunisia, Ukraine and Peru.	
Values and Attitudes	1.1.1 value self and others as unique individuals in relation to their world:		2.1.1 appreciate the physical and human geography of the communities studied:		3.1.1 appreciate similarities and differences among people and communities:	
	<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"> • <i>appreciate how a community's physical geography shapes identity (I, LPP)</i> 		<ul style="list-style-type: none"> • demonstrate an awareness of and interest in the beliefs, traditions and customs of groups and communities other than their own (CC) 	<ul style="list-style-type: none"> • Discuss family structures, Interconnectedness 
	<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"> • appreciate the diversity and vastness of Canada's land and peoples (CC, LPP) 	<ul style="list-style-type: none"> • Refer to maps, traditional stories  		
	<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> 		<ul style="list-style-type: none"> • value oral history and stories as ways to learn about the land (LPP, TCC) 	<ul style="list-style-type: none"> • Elders, Storytelling  		







**Grades
1-3**

Big Idea, Major Concepts, GLOs	GRADE 1 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 2 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 3 Specific Learning Outcomes	Nehiyaw Ways of Knowing
<p>Values and Attitudes</p>	<p>1.1.2 value the groups and communities to which they belong:</p>		<ul style="list-style-type: none"> <i>acknowledge, explore and respect historic sites and monuments (CC, LPP, TCC)</i> 			
	<ul style="list-style-type: none"> demonstrate a willingness to share and cooperate with others (C, PADM) 		<ul style="list-style-type: none"> demonstrate care and concern for the environment (C, ER, LPP) 	<ul style="list-style-type: none"> Land Based Learning, Recycling (the 3R's), School Yard Clean Up 		
	<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> 						








Big Idea, Major Concepts, GLOs	GRADE 1 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 2 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 3 Specific Learning Outcomes	Nehiyaw Ways of Knowing
<p>Knowledge and Understanding</p>	<p>1.1.3 examine how they belong and are connected to their world by exploring and reflecting upon the following questions for inquiry:</p>		<p>2.1.2 investigate the physical geography of an Inuit, an Acadian, and a prairie community in Canada by exploring and reflecting the following questions for inquiry:</p>		<p>3.1.2 examine the social, cultural and linguistic characteristics that affect quality of life in communities in other parts of the world by exploring and reflecting upon the following questions for inquiry:</p>	
	<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"> Where are the Inuit, Acadian and prairie communities located in Canada? (LPP) 			<ul style="list-style-type: none"> Compare and contrast to our own communities 
	<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"> How are the geographic regions different from where we live? (LPP) 	<ul style="list-style-type: none"> Visual representations, Mapping skills 	<ul style="list-style-type: none"> What determines quality of life? (CC) 	
	<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"> What are the major geographical regions, landforms and bodies of water in each community? (LPP) 	<ul style="list-style-type: none"> Our Community 	<ul style="list-style-type: none"> How does daily life reflect quality of life in the communities (e.g., employment, transportation, roles of family members)? (CC, ER, GC) 	
	<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 	<ul style="list-style-type: none"> What are the main differences in climate among these communities? (LPP) 		<ul style="list-style-type: none"> How does access to public services affect the communities? (e.g., schools, hospitals, libraries, transportation systems)? (ER, GC, PADM) 	


**Grades
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Big Idea, Major Concepts, GLOs	GRADE 1 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 2 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 3 Specific Learning Outcomes	Nehiyaw Ways of Knowing
<p>Knowledge and Understanding</p>	<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"> What geographic factors determined the establishment of each community (e.g., soil, water and climate)? (LPP, TCC) 	<ul style="list-style-type: none"> Landforms, Living and non-living things 	<ul style="list-style-type: none"> What are the traditions, celebrations, stories and practices in the communities that connect the people to the past and to each other (e.g., language spoken, traditions, customs)? (CC, GC, TCC) 	<ul style="list-style-type: none"> Bring in Elders, Compare and Contrast 
	<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"> How does the physical geography of each community shape its identity? (CC, I) 		<ul style="list-style-type: none"> How is identity reflected in traditions, celebrations, stories and customs in the communities? (CC, I, TCC) 	
	<ul style="list-style-type: none"> <i>What is daily life like for children in Inuit, Acadian and prairie communities (e.g., recreation, school)? (CC, I, LPP)</i> 		<p>2.1.2 investigate the physical geography of an Inuit, an Acadian, and a prairie community in Canada by exploring and reflecting the following questions for inquiry:</p>		<ul style="list-style-type: none"> How are the various leaders chosen in the communities (e.g., within families, within schools, within communities, within government)? (GC, PADM) 	
	<ul style="list-style-type: none"> How does the vastness of Canada affect how we connect to other Canadian communities? (C, I, LPP) 		<ul style="list-style-type: none"> What is daily life like for children in Inuit, Acadian and prairie communities (e.g., recreation, school)? (CC, I, LPP) 		<ul style="list-style-type: none"> How are decisions made in the communities? Who is responsible for making the decisions? (CC, PADM) 	
			<ul style="list-style-type: none"> How does the vastness of Canada affect how we connect to other Canadian communities? (C, I, LPP) 		<ul style="list-style-type: none"> How do the individuals and groups in the communities maintain peace? (GC, PADM) 	


Big Idea, Major Concepts, GLOs	GRADE 1 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 2 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 3 Specific Learning Outcomes	Nehiyaw Ways of Knowing
Knowledge and Understanding	1.1.4 determine what makes their communities thrive by exploring and reflecting upon the following questions for inquiry:		2.1.3 investigate the cultural and linguistic characteristics of an Inuit, an Acadian and a prairie community in Canada by exploring and reflecting upon the following questions for inquiry:		<ul style="list-style-type: none"> How do the individuals and groups in the communities cooperate and share with other group members? (C, CC) 	
	<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"> What are the cultural characteristics of the communities (e.g., special symbols, landmarks, languages spoken, shared stories or traditions, monuments, schools, churches)? (CC, LPP, TCC) 	<ul style="list-style-type: none"> Language, sharing of ideas and resources, teamwork 	<ul style="list-style-type: none"> How is cultural diversity expressed within each community? (CC, I) 	<ul style="list-style-type: none"> Ceremony and tradition 
	<ul style="list-style-type: none"> How do groups make decisions? (PADM) 		<ul style="list-style-type: none"> What are the traditions and celebrations in the communities that connect the people to the past and to each other? (CC, LPP, TCC) 		3.1.3 examine the geographic characteristics that shape communities in other parts of the world by exploring and reflecting upon the following questions for inquiry:	
	<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 are the communities strengthened by their stories, traditions and events of the past? (CC, TCC) 	<ul style="list-style-type: none"> Community Resiliency, Nehiyaw Place Names (A Cree Person) 	<ul style="list-style-type: none"> Where, on a globe and/or map, are the communities in relation to Canada? (LPP) 	<ul style="list-style-type: none"> Mapping Skills, Landforms, Treaty or Métis settlements 
	<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"> What are the linguistic roots and practices in the communities? (CC) 	<ul style="list-style-type: none"> Community Resiliency, Nehiyaw Place Names (A Cree Person) 	<ul style="list-style-type: none"> In what ways do the people in the communities depend on, adapt to and change the environment in which they live and work? (ER, LPP) 	





**Grades
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Big Idea, Major Concepts, GLOs	GRADE 1 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 2 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 3 Specific Learning Outcomes	Nehiyaw Ways of Knowing
<p>Knowledge and Understanding</p>	<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)  	<ul style="list-style-type: none"> What individuals and groups contributed to the development of the communities? (CC) 		<ul style="list-style-type: none"> In what ways do the communities show concern for their natural environment? (GC, LPP) 	<ul style="list-style-type: none"> Conservation, Stewardship 
	<p>1.1.5 distinguish geographic features in their own community from other communities by exploring and reflecting upon the following questions for inquiry:</p>		<ul style="list-style-type: none"> How do these communities connect with one another (e.g., cultural exchanges, languages, traditions, music)? (CC) 		<ul style="list-style-type: none"> How does the physical geography influence the human activities in the communities (e.g., availability of water, climate)? (CC, LPP) 	<ul style="list-style-type: none"> Landforms, Vegetation, Wildlife 
	<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"> How do the cultural and linguistic characteristics of the communities studied contribute to Canada's identity? (CC, I) 		<p>3.1.4 examine economic factors that shape communities in other parts of the world by exploring and reflecting upon the following questions for inquiry:</p>	
	<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  	<p>2.1.4 investigate the economic characteristics of communities in Canada by exploring and reflecting upon the following questions for inquiry:</p>		<ul style="list-style-type: none"> What are the main goods and services produced by the communities studied (i.e., agricultural activities, manufacturing activities)? (ER, GC) 	
<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"> What kinds of natural resources exist in the communities (e.g., fishing, agriculture, mining)? (ER, LPP) 	<ul style="list-style-type: none"> Alternative Energy (Green Energy) Nehiyaw names for animal plants and trees  	<ul style="list-style-type: none"> What goods and services do the communities import from and export to other parts of the world? (ER, GC) 		

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Knowledge and Understanding	<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  	<ul style="list-style-type: none"> What are the occupations in each of the communities? (ER) What kinds of goods and services are available in the communities? (ER) What impact does industry have on the communities (i.e., agriculture, manufacturing)? (ER, LPP) 		<ul style="list-style-type: none"> What are the main forms of technologies, transportation and communication in the communities? (ER, GC) 	


Big Idea, Major Concepts, GLOs	GRADE 1 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 2 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 3 Specific Learning Outcomes	Nehiyaw Ways of Knowing
	1.2 MOVING FORWARD WITH THE PAST: MY FAMILY, MY HISTORY AND MY COMMUNITY		2.2 A COMMUNITY IN THE PAST		3.2 GLOBAL CITIZENSHIP	
	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.		GENERAL OUTCOME: Students will demonstrate an understanding and appreciation of how a community emerged, and of how the various interactions and cooperation among peoples ensure the continued growth and vitality of the community.		GENERAL OUTCOME: Students will demonstrate an understanding and appreciation of Canada's roles and responsibilities in global citizenship in relation to communities in India, Tunisia, Ukraine and Peru.	
Values and Attitudes	1.2.1 appreciate how stories and events of the past connect their families and communities to the present:		2.2.1 appreciate how stories of the past connect individuals and communities to the present (C, I, TCC)	<ul style="list-style-type: none"> Elders and Storytelling 	3.2.1 appreciate elements of global citizenship:	
	<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 	2.2.2 appreciate how Aboriginal and Francophone peoples have influenced the development of the student's community (C, CC, I)		<ul style="list-style-type: none"> recognize how their actions might affect people elsewhere in the world and how the actions of others might affect them (C, GC) 	
	<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) 		2.2.3 appreciate the importance of collaboration and living in harmony (C, PADM)	<ul style="list-style-type: none"> Sharing Circles, Reciprocity, Protocols, Relationality 	<ul style="list-style-type: none"> respect the equality of all human beings (C, GC, I) 	<ul style="list-style-type: none"> Respect, Diversity, Monthly Themes/ Virtues (see KTCEA's land based plans) 


Big Idea, Major Concepts, GLOs	GRADE 1 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 2 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 3 Specific Learning Outcomes	Nehiyaw Ways of Knowing
Values and Attitudes	<ul style="list-style-type: none"> recognize how their ancestors contribute to their sense of identity within their family and communities (TCC, I) appreciate people who have contributed to their communities over time (CC, I, TCC) recognize how diverse Aboriginal and Francophone communities are integral to Canada's character (CC, I) 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  	<p>2.2.4 appreciate how connections to a community contribute to one's identity (I)</p> <p>2.2.5 appreciate how cultural and linguistic exchanges connect one community to another (CC)</p>			

Big Idea, Major Concepts, GLOs	GRADE 1 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 2 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 3 Specific Learning Outcomes	Nehiyaw Ways of Knowing
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:		2.2.6 analyze how the community being studied emerged, by exploring and reflecting upon the following questions for inquiry:		3.2.2 explore the concept of global citizenship by 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 characteristics define their community? (CC, I) 	<ul style="list-style-type: none"> Landforms, natural resources, culture, language, tradition, dress, dancing, art, games 	<ul style="list-style-type: none"> How are the rights, responsibilities and roles of citizens in communities around the world the same or different than those of Canadian citizens? (C, GC) 	
	<ul style="list-style-type: none"> What is my family's past in our community? (CC, I, TCC) 		<ul style="list-style-type: none"> What is unique about their community? (CC, I) 		<ul style="list-style-type: none"> What are some environmental concerns that Canada and communities around the world share? (ER, GC) 	<ul style="list-style-type: none"> Pandemic and Climate Change, Protected and Endangered Species 
	<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) 		<ul style="list-style-type: none"> What are the origins of their community? (TCC) 	<ul style="list-style-type: none"> Heritage, Elders and Stories 	<ul style="list-style-type: none"> In what ways can individuals and groups contribute to positive change in the world? (C, GC, PADM) 	
<ul style="list-style-type: none"> Have changes over time affected their families and communities in the present? 		<ul style="list-style-type: none"> What were the reasons for the establishment of their community (e.g., original fur trade fort, original inhabitants)? (CC, TCC) 		<ul style="list-style-type: none"> How do international organizations support communities in need throughout the world (e.g., UNICEF, Red Cross, Development and Peace)? (C, GC) 		





Big Idea, Major Concepts, GLOs	GRADE 1 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 2 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 3 Specific Learning Outcomes	Nehiyaw Ways of Knowing
<p>Knowledge and Understanding</p>	<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 individuals or groups contributed to the development of their community? (CC, TCC) 		<ul style="list-style-type: none"> What are examples of international organizations formed by individuals (e.g., Free the Children, Médecins sans frontières (Doctors Without Borders))? (C, GC) 	
	<ul style="list-style-type: none"> What connections do we have to the Aboriginal, Franco- phone and diverse cultures found in our communities? (CC, I, TCC) 	<ul style="list-style-type: none"> First Nations, Métis, French 	<p>2.2.6 analyze how the community being studied emerged, by exploring and reflecting upon the following questions for inquiry:</p>		<ul style="list-style-type: none"> What are examples of international organizations formed by nations (e.g., UN)? (C, GC, PADM) 	
	<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 	<ul style="list-style-type: none"> In what ways has our community changed over time (e.g., changes in transportation, land use)? (CC, TCC) 	<ul style="list-style-type: none"> Comparisons, changes, Bring in an Elder 		
		<ul style="list-style-type: none"> What has caused changes in their community? (CC, TCC) 				






**Grades
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Big Idea, Major Concepts, GLOs	GRADE 1 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 2 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 3 Specific Learning Outcomes	Nehiyaw Ways of Knowing
			<ul style="list-style-type: none"> How has the population of their community changed over time (e.g., ethnic mix, age, occupations)? (CC, LPP, TCC) How have the people who live in the community contributed to change in the community? (CC, LPP, TCC) How is the presence of Aboriginal and/or Francophone origins reflected in the community today? (CC) 	<ul style="list-style-type: none"> Comparisons, changes, Bring in an Elder 		

Big Idea, Major Concepts, GLOs	GRADE 1 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 2 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 3 Specific Learning Outcomes	Nehiyaw Ways of Knowing
SKILLS AND PROCESSES FOR SOCIAL STUDIES						
Dimensions of Thinking						
S.1 develop skills of critical thinking and creative thinking:	<ul style="list-style-type: none"> examine ideas and information from varied sources choose and justify a course of action compare and contrast information from similar types of electronic sources 		<ul style="list-style-type: none"> <i>distinguish between a fictional and a factual account about Canadian communities</i> <i>choose and justify a course of action</i> <i>compare and contrast information from similar types of electronic sources, such as information collected on the Internet</i> 		<ul style="list-style-type: none"> evaluate ideas and information from different points of view 	
					<ul style="list-style-type: none"> <i>choose and justify a course of action</i> 	
					<ul style="list-style-type: none"> generate original ideas and strategies in individual and group activities compare and contrast information from similar types of electronic sources, such as information collected on the Internet 	
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"> correctly apply terms related to time (i.e., long ago, before, after) 		<ul style="list-style-type: none"> correctly apply terms related to time, including past, present, future 	
	<ul style="list-style-type: none"> <i>differentiate between activities and events that occurred recently and long ago</i> 		<ul style="list-style-type: none"> arrange events, facts and/or ideas in sequence 		<ul style="list-style-type: none"> arrange events, facts and/or ideas in sequence 	
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"> use a simple map to locate communities studied in Canada 		<ul style="list-style-type: none"> create and use a simple map to locate communities studied in the world 	<ul style="list-style-type: none"> Related to land based learning: In the context of landmarks


**Grades
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Big Idea, Major Concepts, GLOs	GRADE 1 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 2 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 3 Specific Learning Outcomes	Nehiyaw Ways of Knowing
S.3 develop skills of geographic thinking:	ask geographic questions, such as asking for directions		determine distance on a map, using relative terms such as near/far, here/there		use cardinal and intermediate directions to locate places on maps and globes	
	understand that globes and maps are visual representations of the world	Learn how to find a key on a map 	apply the concept of relative location to determine locations of people and places	Mapping Skills 	apply the concept of relative location to determine locations of people and places	Mapping 
	locate Canada on a globe or map	Colour and shape recognition, Creation stories 	use cardinal directions to locate communities studied in relation to one's own community		apply the terms hemisphere, poles, equator	
S.4 demonstrate skills of decision making and problem solving:	collaborate with others to devise strategies for decision making and problem solving		apply ideas and strategies to decision making and problem solving		apply new ideas and strategies to contribute to decision making and problem solving	
	apply ideas and strategies to contribute to decision making and problem solving		propose new ideas and strategies to contribute to decision making and problem solving		support proposed ideas, strategies and options with facts and reasons	
					<i>collaborate with others to devise strategies for dealing with problems and issues</i> <i>use technology to organize and display data in a problem-solving context</i>	

Big Idea, Major Concepts, GLOs	GRADE 1 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 2 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 3 Specific Learning Outcomes	Nehiyaw Ways of Knowing
Social Participation as a Democratic Practice					Social Participation as a Democratic Practice	
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"> demonstrate the ability to deal constructively with diversity and disagreement 	<ul style="list-style-type: none"> Attitudes and Values (Respect) 	<ul style="list-style-type: none"> demonstrate cooperative behaviour to ensure that all members of the group have an opportunity to participate 	
	<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"> work and play in harmony with others to create a safe and caring environment 		<ul style="list-style-type: none"> demonstrate willingness to seek consensus among members of a work group 	
	<ul style="list-style-type: none"> demonstrate a willingness to share space and resources 		<ul style="list-style-type: none"> <i>consider the needs and ideas of others</i> <i>share information collected from electronic sources to add to a group task</i> 		<ul style="list-style-type: none"> <i>consider the needs and points of view of others</i> 	
			<ul style="list-style-type: none"> <i>work and play in harmony with others to create a safe and caring environment</i> <i>share information collected from electronic sources to add to a group task</i> 		<ul style="list-style-type: none"> work and play in harmony with others to create a safe and caring environment share information collected from electronic sources to add to a group task 	
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> 		<ul style="list-style-type: none"> participate in activities that enhance their sense of belonging within their school and community 	<ul style="list-style-type: none"> Learning Camps, Sports and Recreation 	<ul style="list-style-type: none"> participate in projects that improve or meet the particular needs of their school or community 	<ul style="list-style-type: none"> Landbased, School Clean ups 







Big Idea, Major Concepts, GLOs	GRADE 1 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 2 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 3 Specific Learning Outcomes	Nehiyaw Ways of Knowing
Research for Deliberative Inquiry					Research for Deliberative Inquiry	
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 		<ul style="list-style-type: none"> participate in formulating research questions develop questions that reflect a personal information need follow a plan to complete an inquiry access and retrieve appropriate information from electronic sources for a specific inquiry navigate within a document, compact disc or other software program that contains links organize information from more than one source process information from more than one source to retell what has been discovered formulate new questions as research progresses draw conclusions from organized information make predictions based on organized information 		<ul style="list-style-type: none"> make connections between cause-and-effect relationships from information gathered from varied sources <i>evaluate whether information supports an issue or a research question</i> <i>develop questions that reflect a personal information need</i> <i>follow a plan to complete an inquiry</i> <i>access and retrieve appropriate information from electronic sources for a specific inquiry</i> <i>navigate within a document, compact disc or other software program that contains links</i> <i>organize information from more than one source</i> <i>process information from more than one source to retell what has been discovered</i> <i>draw conclusions from organized information</i> <i>make predictions based on organized information</i> <i>formulate new questions as research progresses</i> 	<ul style="list-style-type: none"> Learn names of directions in Cree Retell= ELA skills Science= Research















Big Idea, Major Concepts, GLOs	GRADE 1 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 2 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 3 Specific Learning Outcomes	Nehiyaw Ways of Knowing
Communication						
S.8 demonstrate skills of oral, written and visual literacy:	<ul style="list-style-type: none"> interact with others in a socially appropriate manner 		<ul style="list-style-type: none"> prepare and present information in their own words, using respectful language 		<ul style="list-style-type: none"> organize and present information, such as written and oral reports, taking particular audiences and purposes into consideration 	
	<ul style="list-style-type: none"> respond appropriately, verbally and in written forms, using language respectful of human diversity 		<ul style="list-style-type: none"> respond appropriately to comments and questions, using respectful language 		<ul style="list-style-type: none"> listen to others in order to understand their points of view 	
	<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 		<ul style="list-style-type: none"> interact with others in a socially appropriate manner create visual images for particular audiences and purposes display data in a problem-solving context use technology to support a presentation 		<ul style="list-style-type: none"> interact with others in a socially appropriate manner create visual images for particular audiences and purposes use technology to support and present conclusions 	

Grades
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Big Idea, Major Concepts, GLOs	GRADE 1 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 2 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 3 Specific Learning Outcomes	Nehiyaw Ways of Knowing
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 		<ul style="list-style-type: none"> identify key words from gathered information on a topic or issue 		<ul style="list-style-type: none"> compare information on the same issue or topic from print media, television, photographs and the Internet 	
			<ul style="list-style-type: none"> compare information on the same topic or issue from print media, television and photographs 		<ul style="list-style-type: none"> identify key words from information gathered from a variety of media on a topic or issue 	
			<ul style="list-style-type: none"> examine diverse perspectives regarding an issue presented in the media 			





Big Idea, Major Concepts, GLOs	GRADE 1 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 2 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 3 Specific Learning Outcomes	Nehiyaw Ways of Knowing
NUMBER SENSE						
VOCABULARY	Conservation of Number Equal Groups Making 10 Number sense Numeral Refine Skip count Subitize	Count Counting on Familiar Arrangements Number line Number sequence Personal strategy Strategy (strategies) Ten frame	Addend Associative property Counting on Making 1 Number sense Numeral Strategy Skip count	Commutative property Counting on Number line Number sequence Ordinal numbers Personal Quantity Refine Ten frame	Addend Approximate property Equal groups Multiplication Number sequence Odd Place value Proportional	Array Denominator Fraction Making 10 Mental math Number Sense Numerator Personal strategy Property of zero Refine Sharing Skip count
	1. Say the number sequence 0 to 100 by: 1s forward between any two given numbers; 1s backward from 20 to 0; 2s forward from 0 to 20; 5s and 10s forward from 0 - 100		1. Say the number sequence 0 - 100 by: <ul style="list-style-type: none"> • 2s, 5s and 10s, forward and backward, using starting points that are multiples of 2, 5 and 10 respectively • 10s, using starting points from 1 to 9 • 2s, starting from 1. 		1. Say the number sequence 0 to 1000 forward and backward by: <ul style="list-style-type: none"> • 5s, 10s or 100s, using any starting point • 3s, using starting points that are multiples of 3 • 4s, using starting points that are multiples of 4 • 25s, using starting points that are multiples of 25. 	
	2. Subitize (recognize at a glance) and name familiar arrangements of 1 to 10 objects or dots. [C, CN, ME, V]	<ul style="list-style-type: none"> • Cree language for numbers, Landbased manipulatives where possible (berries, rocks) 	2. Demonstrate if a number (up to 100) is even or odd	<ul style="list-style-type: none"> • Cree language for numbers, Landbased manipulatives where possible (berries, rocks) 	2. Represent and describe numbers to 1000, concretely, pictorially and symbolically.	<ul style="list-style-type: none"> • Cree language for numbers, Landbased manipulatives where possible (berries, rocks) 








Big Idea, Major Concepts, GLOs	GRADE 1 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 2 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 3 Specific Learning Outcomes	Nehiyaw Ways of Knowing
	<p>3. Demonstrate an understanding of counting by:</p> <ul style="list-style-type: none"> indicating that the last number said identifies “how many” showing that any set has only one count using counting-on using parts or equal groups to count sets. [C, CN, ME, R, V] 		<p>3. Describe order or relative position, using ordinal numbers (up to tenth).</p>		<p>3. <i>Compare and order numbers to 1000.</i></p>	
	<p>4. Represent and describe numbers to 20, concretely, pictorially and symbolically. [C, CN, V]</p>	<ul style="list-style-type: none"> Cree language for numbers, Landbased manipulatives where possible (berries, rocks) 	<p>4. Represent and describe numbers to 100, concretely, pictorially and symbolically.</p>	<ul style="list-style-type: none"> Cree language for numbers, Landbased manipulatives where possible (berries, rocks) 	<p>4. <i>Estimate quantities less than 1000, using referents.</i></p>	
	<p>5. Compare sets containing up to 20 elements, using: referents; one to one correspondence to solve problems [C,CN, ME, PS, R,V)</p>		<p>5. <i>Compare and order numbers up to 100.</i></p>		<p>5. Illustrate, concretely and pictorially, the meaning of place value for numerals to 1000.</p>	<ul style="list-style-type: none"> Cree language for numbers, Landbased manipulatives where possible (berries, rocks) 
	<p>6. Estimate quantities to 20 by using referents. [C, CN, ME, PS, R, V]</p>		<p>6. <i>Estimate quantities to 100, using referents.</i></p>	<ul style="list-style-type: none"> Cree language for numbers, Landbased manipulatives where possible (berries, rocks) 	<p>6. Describe and apply mental mathematics strategies for adding two 2-digit numerals.</p>	
			<p>7. Illustrate, concretely and pictorially, the meaning of place value for numerals to 100.</p>	<ul style="list-style-type: none"> Cree language for numbers, Landbased manipulatives where possible (berries, rocks) 	<p>7. Describe and apply mental mathematics strategies for subtracting two 2-digit numerals.</p>	

Big Idea, Major Concepts, GLOs	GRADE 1 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 2 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 3 Specific Learning Outcomes	Nehiyaw Ways of Knowing
	<p>7. Demonstrate an understanding of conservation of number. [C, R, V]</p>		<p>8. Demonstrate and explain the effect of adding zero to, or subtracting zero from, any number.</p>		<p>8. Apply estimation strategies to predict sums and differences of two 2-digit numerals in a problem-solving context.</p>	<ul style="list-style-type: none"> Cree language for numbers, Landbased manipulatives where possibles (berries, rocks) 
	<p>8. Identify the number, up to 20, that is: one more, two more, one less, • two less than a given number. [C, CN, ME, R, V]</p>	<ul style="list-style-type: none"> Cree language for numbers, Landbased manipulatives where possibles (berries, rocks), Perseverance, Observation   	<p>9. Demonstrate an understanding of addition (limited to 1- and 2-digit numerals) with answers to 100 and the corresponding subtraction by:</p> <ul style="list-style-type: none"> using personal strategies for adding and subtracting with and without the support of manipulatives creating and solving problems that involve addition and subtraction using the commutative property of addition (the order in which numbers are added does not affect the sum) 	<ul style="list-style-type: none"> Cree language for numbers, Landbased manipulatives where possible (berries, rocks)   	<p>9. Demonstrate an understanding of addition and subtraction of numbers with answers to 1000 (limited to 1-, 2- and 3-digit numerals), concretely, pictorially and symbolically, by:</p> <ul style="list-style-type: none"> using personal strategies for adding and subtracting with and without the support of manipulatives creating and solving problems in context that involve addition and subtraction of numbers. 	




Big Idea, Major Concepts, GLOs	GRADE 1 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 2 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 3 Specific Learning Outcomes	Nehiyaw Ways of Knowing
	<p>9. Demonstrate an understanding of addition of numbers with answers to 20 and their corresponding subtraction facts, concretely, pictorially and symbolically, by:</p> <ul style="list-style-type: none"> using familiar mathematical language to describe additive and subtractive actions creating and solving problems in context that involve addition and subtraction modelling addition and subtraction, using a variety of concrete and visual representations, and recording the process symbolically. [C, CN, ME, PS, R, V] 	<ul style="list-style-type: none"> Cree language for numbers, Landbased manipulatives where possibles (berries, rocks), Perseverance, Observation 	<ul style="list-style-type: none"> using the associative property of addition (grouping a set of numbers in different ways does not affect the sum) explaining that the order in which numbers are subtracted may affect the difference. <hr/> <p>10. Apply mental mathematics strategies for basic addition facts and related subtraction facts to 18.</p> <ul style="list-style-type: none"> using doubles making 10 one more, one less two more, two less building on a known double thinking addition for subtraction 	<ul style="list-style-type: none"> Cree language for numbers, Landbased manipulatives where possible (berries, rocks), Perseverance, Observation  <hr/> <ul style="list-style-type: none"> Cree language for numbers, Landbased manipulatives where possibles (berries, rocks), Perseverance, Observation 	<p>10. Apply mental mathematics strategies and number properties in order to understand and recall basic addition facts and related subtraction facts to 18.</p> <hr/> <p>11. Demonstrate an understanding of multiplication to 5×5 by:</p> <ul style="list-style-type: none"> representing and explaining multiplication using equal grouping and arrays creating and solving problems in context that involve multiplication modelling multiplication using concrete and visual representations, and recording the process symbolically relating multiplication to repeated addition relating multiplication to division. 	<ul style="list-style-type: none"> Cree language for numbers, Landbased manipulatives where possibles (berries, rocks), Perseverance, Observation 






Big Idea, Major Concepts, GLOs	GRADE 1 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 2 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 3 Specific Learning Outcomes	Nehiyaw Ways of Knowing
	<p>10. Describe and use mental mathematics strategies for basic addition facts and related subtraction facts to 18. [C, CN, ME, PS, R, V]</p>	<ul style="list-style-type: none"> Sharing Circles, Cree language for numbers, Working with others, Respect 			<p>12. Demonstrate an understanding of division (limited to division related to multiplication facts up to 5×5) by:</p> <ul style="list-style-type: none"> representing and explaining division using equal sharing and equal grouping creating and solving problems in context that involve equal sharing and equal grouping modelling equal sharing and equal grouping using concrete and visual representations, and recording the process symbolically relating division to repeated subtraction relating division to multiplication. 	
					<p>13. Demonstrate an understanding of fractions by:</p> <ul style="list-style-type: none"> explaining that a fraction represents a part of a whole describing situations in which fractions are used comparing fractions of the same whole that have like denominators. 	<ul style="list-style-type: none"> Cree language, Landbased, Observation, Perseverance, Land Based Learning Activities (outdoor experiences), Traditional Cooking 

Big Idea, Major Concepts, GLOs	GRADE 1 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 2 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 3 Specific Learning Outcomes	Nehiyaw Ways of Knowing	
PATTERNS AND RELATIONS							
VOCABULARY	Algebraic expression (equalities) Equation Imbalance Pictorial Symbol	Core Element Expression Pattern Variable(s)	Algebraic expression (equalities) Equation Increasing patterns Pictorial Pattern Symbol	Core Element Expression Inequality Non-numerical patterns Pattern rule Variable	Algebraic expression Expression Non-numerical pattern Pattern Pattern rule	Element Equation Increasing pattern Numerical pattern Pictorial Variable Venn diagram	
	<p>1. Demonstrate an understanding of repeating patterns (two to four elements) by:</p> <ul style="list-style-type: none"> describing reproducing extending creating patterns using manipulatives, diagrams, sounds and actions. [C, PS, R, V] [ICT: P2-1.1] 	<ul style="list-style-type: none"> Beading, Fine Arts, Observations, Creativity 	<p>1. Demonstrate an understanding of repeating patterns (three to five elements) by:</p> <ul style="list-style-type: none"> describing extending comparing creating patterns using manipulatives, diagrams, sounds and actions. 	<ul style="list-style-type: none"> Beading, Fine Arts, Observations, Creativity 	<p>1. Demonstrate an understanding of increasing patterns by:</p> <ul style="list-style-type: none"> describing extending comparing creating numerical (numbers to 1000) and non-numerical patterns using manipulatives, diagrams, sounds and actions. 		
	<p>2. Translate repeating patterns from one representation to another. [C, CN, R, V]</p>		<p>2. Demonstrate an understanding of increasing patterns by:</p> <ul style="list-style-type: none"> describing reproducing extending creating numerical (numbers to 100) and non-numerical patterns using manipulatives, diagrams, sounds and actions. 		<ul style="list-style-type: none"> Beading, Fine Arts, Observations, Creativity 		<p>2. Demonstrate an understanding of decreasing patterns by:</p> <ul style="list-style-type: none"> describing extending comparing creating numerical (numbers to 1000) and non-numerical patterns using manipulatives, diagrams, sounds and actions.
	<p>3. Sort objects, using one attribute, and explain the sorting rule. [C, CN, R, V]</p>		<ul style="list-style-type: none"> Observation, Wisdom, Creativity 				<p>3. Sort a set of objects, using two attributes, and explain the sorting rule.</p>

Big Idea, Major Concepts, GLOs	GRADE 1 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 2 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 3 Specific Learning Outcomes	Nehiyaw Ways of Knowing
GENERAL OUTCOME <i>(Variables and Equations):</i> Represent algebraic expressions in multiple ways	4. Describe equality as a balance and inequality as an imbalance, concretely and pictorially (0 to 20). [C, CN, R, V]		4. Demonstrate and explain the meaning of equality and inequality, concretely and pictorially.	• Observation, Wisdom, Creativity 	4. Solve one-step addition and subtraction equations involving a symbol to represent an unknown number.	• Observation, Wisdom, Creativity 
	5. Record equalities, using the equal symbol. [C, CN, PS, V]	• Observation, Wisdom, Creativity 	5. Record equalities and inequalities symbolically, using the equal symbol or the not equal symbol.			
SHAPE AND SPACE						
VOCABULARY	Area Build(ing) Capacity Composite 2D shape Cover(ing) Days Height Indirect measurement Direct measurement 3D object 2D shape Volume		Build(ing) Calendar Cone Cube Cylinder Direct measurement Indirect measurement Orientation Pyramid shape Sphere	Circle Days Dimension Distance around Faces Height Mass Month Non-standard measurement 3D object Rectangle 2D Triangle Volume		Calendar Centimetre Cone Cube Cylinder Days Dimension Direct measurement Edge Faces Gram(g) Height Hexagon Hour Indirect measurement Irregular polygon Irregular shape Kilogram Line segment Mass Meter Minute Month Non-standard measurement 3D object Octagon Orientation Pentagon Perimeter Pyramid Quadrilateral Regular polygon Regular shape Second Segment 2D shape Skeleton Sphere Triangle Vertex Weeks
GENERAL OUTCOME Use direct and indirect measurement to solve problems.	1. Demonstrate an understanding of measurement as a process of comparing by: <ul style="list-style-type: none"> identifying attributes that can be compared ordering objects making statements of comparison filling, covering or matching. [C, CN, PS, R, V] 	• Land based learning (collecting items, nature walks, building shelters), Cooking, Sewing 	1. Relate the number of days to a week and the number of months to a year in a problem-solving context.	• Creativity, Moon Calendar (measurement), Seasons (6), Cree Language, KTCEA 9 Virtues and Beliefs 	1. Relate the passage of time to common activities, using nonstandard and standard units (minutes, hours, days, weeks, months, years).	• Creativity, Moon Calendar (measurement), Seasons (6), Traditional Stories, Elders Stories 





Grades
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Big Idea, Major Concepts, GLOs	GRADE 1 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 2 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 3 Specific Learning Outcomes	Nehiyaw Ways of Knowing
<p>GENERAL OUTCOME Use direct and indirect measurement to solve problems.</p>			<p>2. Relate the size of a unit of measure to the number of units (limited to nonstandard units) used to measure length and mass (weight).</p>	<ul style="list-style-type: none"> Land based learning (collecting items, nature walks, building shelters), Cooking, Sewing  	<p>2. Relate the number of seconds to a minute, the number of minutes to an hour and the number of days to a month in a problem-solving context.</p>	<ul style="list-style-type: none"> Land based learning (collecting items, nature walks, building shelters), Cooking, Sewing 
			<p><i>3. Compare and order objects by length, height, distance around and mass (weight), using nonstandard units, and make statements of comparison.</i></p>		<p>3. Demonstrate an understanding of measuring length (cm, m) by:</p> <ul style="list-style-type: none"> selecting and justifying referents for the units cm and m modelling and describing the relationship between the units cm and m estimating length, using referents measuring and recording length, width and height. 	
			<p><i>4. Measure length to the nearest nonstandard unit by:</i></p> <ul style="list-style-type: none"> <i>using multiple copies of a unit</i> <i>using a single copy of a unit (iteration process).</i> 		<p>4. Demonstrate an understanding of measuring mass (g, kg) by:</p> <ul style="list-style-type: none"> selecting and justifying referents for the units g and kg modelling and describing the relationship between the units g and kg estimating mass, using referents measuring and recording mass. 	<ul style="list-style-type: none"> Observation, Creativity, Land Based (Outdoor Activities), Beading 






 Big Idea, Major Concepts, GLOs	GRADE 1 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 2 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 3 Specific Learning Outcomes	Nehiyaw Ways of Knowing
GENERAL OUTCOME Use direct and indirect measurement to solve problems.			5. Demonstrate that changing the orientation of an object does not alter the measurements of its attributes.		5. Demonstrate an understanding of perimeter of regular and irregular shapes by: <ul style="list-style-type: none"> estimating perimeter, using referents for cm or m measuring and recording perimeter (cm, m) constructing different shapes for a given perimeter (cm, m) to demonstrate that many shapes are possible for a perimeter. 	<ul style="list-style-type: none"> Observation, Creativity, Land Based (Outdoor Activities), Beading 
GENERAL OUTCOME Describe the characteristics of 3-D objects and 2-D shapes, and analyze the relationships among them.	2. Sort 3-D objects and 2-D shapes, using one attribute, and explain the sorting rule. [C, CN, R, V]	<ul style="list-style-type: none"> Elders Stories  	6. Sort 2-D shapes and 3-D objects, using two attributes, and explain the sorting rule.	<ul style="list-style-type: none"> Observation, Creativity, Land Based (Outdoor Activities), Beading  	6. Describe 3-D objects according to the shape of the faces and the number of edges and vertices.	<ul style="list-style-type: none"> Observation, Creativity, Land Based (Outdoor Activities), Beading 
	3. Replicate composite 2-D shapes and 3-D objects. [CN, PS, V]		7. Describe, compare and construct 3-D objects, including: <ul style="list-style-type: none"> cubes spheres cones cylinders pyramids. 		7. Sort regular and irregular polygons, including: <ul style="list-style-type: none"> triangles quadrilaterals pentagons hexagons octagons according to the number of sides.	

The Essential Learning Outcomes (ELOs) identified in these charts by the KTCEA working group are based on **their local context**. An educational authority from a different region of Alberta may identify different ELOs, based on their context. All outcomes in Alberta Education's Program of Studies must be taught, but what is deemed essential will look different, based on context.



Grades
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Big Idea, Major Concepts, GLOs	GRADE 1 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 2 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 3 Specific Learning Outcomes	Nehiyaw Ways of Knowing
GENERAL OUTCOME Describe the characteristics of 3-D objects and 2-D shapes, and analyze the relationships among them.	4. <i>Compare 2-D shapes to parts of 3-D objects in the environment. [C, CN, V]</i>		8. <i>Describe, compare and construct 2-D shapes, including:</i> <ul style="list-style-type: none"> <i>triangles</i> <i>squares</i> <i>rectangles</i> <i>circles.</i> 			
			9. Identify 2-D shapes as parts of 3-D objects in the environment.	<ul style="list-style-type: none"> Observation, Creativity, Land Based (Outdoor Activities), Beading  		
STATISTICS AND PROBABILITY						
VOCABULARY			Collect Concrete graph Data List Pictogram		Axes Bar Graph Collect Data First hand data Linear equation List Sphere Triangle Vertex Weeks	
DATA ANALYSIS			1. Gather and record data about self and others to answer questions.		1. Collect first-hand data and organize it using: <ul style="list-style-type: none"> tally marks line plots charts lists to answer questions.	<ul style="list-style-type: none"> Observation, Creativity, Land Based (Outdoor Activities), Beading 
			2. Construct and interpret concrete graphs and pictographs to solve problems.	<ul style="list-style-type: none"> Creativity, Responsibility, Observation, Perseverance  	2. Construct, label and interpret bar graphs to solve problems.	<ul style="list-style-type: none"> Creativity, Responsibility, Observation, Perseverance 







Vocabulary found in multiple strands					
 English	Nehiyawewin	English	Nehiyawewin	English	Nehiyawewin
addition	akihta	horizontal		repeating	
analyze		hundred chart		represent	
apply	apachita	identify		set	
attribute		illustrate		solve	
classify		increasing		sort	tantowa
compare		interpret		sorting rule	
concrete	osihta	justify		standard	
create		label		subtraction	
decreasing	mamiskota	length		sum	mamawi-asta
demonstrate		less		symbolic	
describe		mass		tally marks	
develop		match		vertical	
diagonal		measure/measurement		whole	
diagram		model		whole numbers	
difference		more than		year	
digit		multiple			
equal sharing		number			
equation		one to one correspondence			
equivalent		order			
estimate		relate			
even		record	masinaha		
explain		referent			
grouping		relationship			







Big Idea, Major Concepts, GLOs	GRADE 1 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 2 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 3 Specific Learning Outcomes	Nehiyaw Ways of Knowing
SCIENCE INQUIRY						
GENERAL LEARNER EXPECTATION 1-1 Bring focus to investigative activities, based on their own questions and those of others.		GENERAL LEARNER EXPECTATION 2-1 Investigate, with guidance, the nature of things, demonstrating an understanding of the procedures followed.		GENERAL LEARNER EXPECTATION 3-1 Investigate the nature of things, demonstrating purposeful action that leads to observations and inferences.		
GENERAL LEARNER EXPECTATION 1-2 Describe materials and objects that have been observed and manipulated, and identify what was done and found out.		GENERAL LEARNER EXPECTATION 2-2 Recognize pattern and order in objects and events studied; and, with guidance, record procedures and observations, using pictures and words; and make predictions and generalizations, based on observations.		GENERAL LEARNER EXPECTATION 3-2 Identify patterns and order in objects and events studied; and, with guidance, record observations, using pictures, words and charts; and make predictions and generalizations, based on observations.		
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  	<ul style="list-style-type: none"> ask questions that lead to exploration and investigation identify one or more possible answers to questions asked by themselves and others. Ideas may take the form of predictions and hypotheses 	<ul style="list-style-type: none"> Inquiry, Cross Curricular, LBL  	<ul style="list-style-type: none"> ask questions that lead to exploration and investigation identify one or more possible answers to questions asked by themselves and others. Ideas may take the form of predictions and hypotheses 	<ul style="list-style-type: none"> Research skills, Sharing Circles 
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> 		<ul style="list-style-type: none"> manipulate materials and make observations that are relevant to questions asked <i>carry out simple procedures identified by others</i> 	<ul style="list-style-type: none"> Inquiry, listening skills  	<ul style="list-style-type: none"> <i>identify, with guidance, procedures to be followed in finding answers to given questions</i> carry out simple procedures identified by others 	<ul style="list-style-type: none"> Experimentation and Exploration, L.B.L Outdoor Activities 

**Grades
1-3**













Big Idea, Major Concepts, GLOs	GRADE 1 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 2 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 3 Specific Learning Outcomes	Nehiyaw Ways of Knowing
Explore and Investigate	<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 	<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 	<ul style="list-style-type: none"> <i>identify materials used and how they were used</i> 		<ul style="list-style-type: none"> <i>identify materials used and how they were used</i> 	
			<ul style="list-style-type: none"> <i>use, with guidance, print and other sources of information provided. Sources may include library, classroom, community and computer-based resources</i> 		<ul style="list-style-type: none"> work independently or with others to carry out the identified procedures 	
					<ul style="list-style-type: none"> identify, with guidance, sources of information and ideas and, with guidance, access information and ideas from those sources. Sources may include library, classroom, community and computer-based resources 	<ul style="list-style-type: none"> Cross Curricular, Research Skills, Elders as Knowledge Keepers 






Big Idea, Major Concepts, GLOs	GRADE 1 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 2 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 3 Specific Learning Outcomes	Nehiyaw Ways of Knowing
Reflect and Interpret	<ul style="list-style-type: none"> describe what was observed, using pictures and oral language 	<ul style="list-style-type: none"> Observation  	<ul style="list-style-type: none"> describe what was observed, using pictures and oral language 		<ul style="list-style-type: none"> <i>record observations and measurements, using captioned pictures and charts, with guidance in the construction of charts. Computer resources may be used for record keeping and for display and interpretation of data</i> 	
	<ul style="list-style-type: none"> identify questions being investigated and identify what was learned about each question 	<ul style="list-style-type: none"> Sharing circles  	<ul style="list-style-type: none"> describe and explain results; explanations may reflect an early stage of concept development 	<ul style="list-style-type: none"> Sharing circles, inquiry, listening skills  	<ul style="list-style-type: none"> <i>state an inference, based on observations</i> 	<ul style="list-style-type: none"> Cross Curricular, Drawing Conclusions, Analysis, Oral Communication 
	<ul style="list-style-type: none"> <i>identify new questions that arise from what was learned</i> 		<ul style="list-style-type: none"> <i>identify applications of what was learned</i> 		<ul style="list-style-type: none"> identify applications of what was learned 	<ul style="list-style-type: none"> Inquiry, Cross Curricular 
			<ul style="list-style-type: none"> <i>identify new questions that arise from the investigation.</i> 		<ul style="list-style-type: none"> identify new questions that arise from the investigation. 	

Big Idea, Major Concepts, GLOs	GRADE 1 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 2 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 3 Specific Learning Outcomes	Nehiyaw Ways of Knowing
PROBLEM SOLVING THROUGH TECHNOLOGY						
GENERAL LEARNER EXPECTATION 1-3 Construct, with guidance, an object that achieves a given purpose, using materials that are provided.		GENERAL LEARNER EXPECTATION 2-3 Construct, with guidance, an object that achieves a given purpose, using materials that are provided.		GENERAL LEARNER EXPECTATION 3-3 Investigate a practical problem, and develop a possible solution.		
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  	<ul style="list-style-type: none"> identify the purpose of the object to be constructed: What structure do we need to make? What does it need to do? 	<ul style="list-style-type: none"> Listening, working with others, inquiry  	<ul style="list-style-type: none"> identify the purpose of the object to be constructed: What is to be developed? What is it for? 	
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  	<ul style="list-style-type: none"> attempt, with guidance, a variety of strategies to complete tasks 	<ul style="list-style-type: none"> Perseverance, working with others, confidence, listening  	<ul style="list-style-type: none"> attempt a variety of strategies to complete tasks 	
	<ul style="list-style-type: none"> engage in all parts of the task 		<ul style="list-style-type: none"> <i>identify steps followed in constructing the object and in testing it to see if it works</i> 		<ul style="list-style-type: none"> identify steps followed in completing the task and explain the purpose of each step 	<ul style="list-style-type: none"> Research Procedures, Sequencing, Communication 
	<ul style="list-style-type: none"> identify materials used 		<ul style="list-style-type: none"> <i>engage in all parts of the task and allow others to make their contributions</i> 		<ul style="list-style-type: none"> identify materials and how they are used 	<ul style="list-style-type: none"> Research Procedures, Sequencing, Land Based Learning (L.B.L) Habitats in natural Environment 





Big Idea, Major Concepts, GLOs	GRADE 1 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 2 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 3 Specific Learning Outcomes	Nehiyaw Ways of Knowing
Explore and Investigate	<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 	<ul style="list-style-type: none"> Sharing circle, observation  	<ul style="list-style-type: none"> <i>identify materials used and how they were used</i> 		<ul style="list-style-type: none"> engage in all parts of the task and support the efforts of others 	
			<ul style="list-style-type: none"> <i>use, with guidance, print and other sources of information provided. Sources may include library, classroom, community and computer-based resources</i> 		<ul style="list-style-type: none"> identify, with guidance, sources of information and ideas and, with guidance, access information and ideas from those sources. Sources may include library, classroom, community and computer-based resources 	<ul style="list-style-type: none"> Cross Curricular, Research Skills, Problem Solving, Elders as Knowledge Keepers 
Reflect and Interpret	<ul style="list-style-type: none"> describe the product of the activity, using pictures and oral language 	<ul style="list-style-type: none"> Sharing circle  	<ul style="list-style-type: none"> <i>communicate results of construction activities, using oral language, captioned pictures and simple graphs (pictographs and bar graphs)</i> 		<ul style="list-style-type: none"> communicate results of construction activities, using written and oral language and pictures 	<ul style="list-style-type: none"> Cross Curricular, Research Skills, Draw Conclusions 
	<ul style="list-style-type: none"> identify processes by which the product was made 		<ul style="list-style-type: none"> describe the product and describe and explain the processes by which it was made 		<ul style="list-style-type: none"> evaluate the product and identify possible improvements 	<ul style="list-style-type: none"> Draw Conclusions 
	<ul style="list-style-type: none"> identify how the product might be used. 		<ul style="list-style-type: none"> identify applications for the product that was made. 		<ul style="list-style-type: none"> identify new applications for the design or method of construction. 	<ul style="list-style-type: none"> Cross Curricular, Research Skills, Draw Conclusions 



The Essential Learning Outcomes (ELOs) identified in these charts by the KTCEA working group are based on **their local context**. An educational authority from a different region of Alberta may identify different ELOs, based on their context. All outcomes in Alberta Education's Program of Studies must be taught, but what is deemed essential will look different, based on context.

Big Idea, Major Concepts, GLOs	GRADE 1 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 2 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 3 Specific Learning Outcomes	Nehiyaw Ways of Knowing
ATTITUDES						
GENERAL LEARNER EXPECTATION 1-4 Demonstrate positive attitudes for the study of science and for the application of science in responsible ways		GENERAL LEARNER EXPECTATION 2-4 Demonstrate positive attitudes for the study of science and for the application of science in responsible ways.		GENERAL LEARNER EXPECTATION 3-4 Demonstrate positive attitudes for the study of science and for the application of science in responsible ways.		
		<ul style="list-style-type: none"> Virtues: respect, listening, keen sense of observation, working with others  		<ul style="list-style-type: none"> Respect, Resiliency, Responsibility, Elders as Knowledge Keepers, Sharing Circles  		
Students will show growth in acquiring and applying the following traits:	<ul style="list-style-type: none"> curiosity 	<ul style="list-style-type: none"> Land Based Learning, nature walks, bringing exemplars and artifacts into class  	<ul style="list-style-type: none"> curiosity 	<ul style="list-style-type: none"> Land based learning, nature walks, bringing exemplars and artifacts in class  	<ul style="list-style-type: none"> curiosity 	<ul style="list-style-type: none"> L.B.L., Cross Curricular, Experimentation 
	<ul style="list-style-type: none"> confidence in personal ability to explore materials and learn by direct study 	<ul style="list-style-type: none"> Confidence  	<ul style="list-style-type: none"> confidence in personal ability to explore materials and learn by direct study 	<ul style="list-style-type: none"> See above, confidence  	<ul style="list-style-type: none"> confidence in personal ability to explore materials and learn by direct study 	<ul style="list-style-type: none"> L.B.L., Cross Curricular 
	<ul style="list-style-type: none"> inventiveness 	<ul style="list-style-type: none"> Encourage creativity with science projects  	<ul style="list-style-type: none"> inventiveness 	<ul style="list-style-type: none"> Encourage creativity with science projects  	<ul style="list-style-type: none"> inventiveness 	
	<ul style="list-style-type: none"> perseverance: staying with an investigation over a sustained period of time 	<ul style="list-style-type: none"> Patience, calm, tolerance  	<ul style="list-style-type: none"> perseverance: staying with an investigation over a sustained period of time 	<ul style="list-style-type: none"> Patience, calm, tolerance  	<ul style="list-style-type: none"> perseverance: staying with an investigation over a sustained period of time 	
	<ul style="list-style-type: none"> appreciation of the value of experience and careful observation 		<ul style="list-style-type: none"> appreciation of the value of experience and careful observation 		<ul style="list-style-type: none"> appreciation of the value of experience and careful observation 	








Big Idea, Major Concepts, GLOs	GRADE 1 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 2 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 3 Specific Learning Outcomes	Nehiyaw Ways of Knowing
	<ul style="list-style-type: none"> a willingness to work with others and to consider their ideas 		<ul style="list-style-type: none"> a willingness to work with others and to consider their ideas 		<ul style="list-style-type: none"> a willingness to work with others and to consider their ideas 	
	<ul style="list-style-type: none"> a sense of responsibility for actions taken 		<ul style="list-style-type: none"> a sense of responsibility for actions taken 		<ul style="list-style-type: none"> a sense of responsibility for actions taken 	
	<ul style="list-style-type: none"> respect for living things and environments, and commitment for their care 	<ul style="list-style-type: none"> Respect, Stewardship, Working with others  	<ul style="list-style-type: none"> respect for living things and environments, and commitment for their care 	<ul style="list-style-type: none"> Respect for living things and environments, and commitment for their care  	<ul style="list-style-type: none"> respect for living things and environments, and commitment for their care 	<ul style="list-style-type: none"> Stewardship, Elders as Knowledge Keepers, L.B.L., (Life Cycles, Habitat) 
TOPIC A: CREATING COLOUR		TOPIC A: EXPLORING LIQUIDS		TOPIC A: ROCKS AND MINERALS		
<p>GENERAL LEARNER EXPECTATION 1-5 Identify and evaluate methods for creating colour and for applying colours to different materials.</p>		<p>GENERAL LEARNER EXPECTATION 2-5 Describe some properties of water and other liquids, and recognize the importance of water to living and nonliving things.</p>		<p>GENERAL LEARNER EXPECTATION 3-5 Demonstrate knowledge of materials that comprise Earth's crust, and demonstrate skill in classifying these materials.</p>		
		<p>GENERAL LEARNER EXPECTATION 2-6 Describe the interaction of water with different materials, and apply that knowledge to practical problems of drying, liquid absorption and liquid containment.</p>		<ul style="list-style-type: none"> Research Skills, Sequencing, Elders as Knowledge Keepers, Stories  		
		<ul style="list-style-type: none"> In class projects, experimentation  				
	<p>1. Identify colours in a variety of natural and manufactured objects.</p>		<p>1. Recognize and describe characteristics of liquids:</p> <ul style="list-style-type: none"> recognize and describe liquid flow describe the shape of drops describe the surface of calm water. 	<ul style="list-style-type: none"> Seasonal changes, in class experiments and water stations 	<p>1. Compare samples of various kinds of rock, and identify similarities and differences.</p>	<ul style="list-style-type: none"> Elders as Knowledge Keepers, Analysis



**Grades
1-3**








Big Idea, Major Concepts, GLOs	GRADE 1 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 2 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 3 Specific Learning Outcomes	Nehiyaw Ways of Knowing
	<p>2. Compare and contrast colours, using terms such as lighter than, darker than, more blue, brighter than.</p>	<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 	<p>2. Compare water with one or more other liquids, such as cooking oil, glycerine or water mixed with liquid detergent. Comparisons may be based on characteristics, such as colour, ease of flow, tendency of drops to form a ball shape (bead), interactions with other liquids and interactions with solid materials.</p>	<ul style="list-style-type: none"> In class experimentation and water stations 	<p>2. Given a description of the properties of a particular rock or mineral, identify a sample rock or mineral that matches those properties. Properties that students should be able to describe and interpret include:</p> <ul style="list-style-type: none"> colour lustre or "shininess"; e.g., shiny, dull, glassy, metallic, earthy texture; e.g., rough, smooth, uneven hardness, based on scratch tests with available materials presence of carbonates. Note that the presence of carbonates can be tested with vinegar or another mild acid crystal shape for minerals, or overall pattern of rocks. 	
	<p>3. Order a group of coloured objects, based on a given colour criterion.</p>		<p>3. Compare the amount of liquid absorbed by different materials; e.g., students should recognize that some forms of paper are very absorbent but other forms of paper are not.</p>	<ul style="list-style-type: none"> In class experimentation 	<p>3. Describe and classify a group of rocks and minerals, based upon the above properties.</p>	<ul style="list-style-type: none"> Rocks Unit. Can tell stories about places with special types of rocks. 









Big Idea, Major Concepts, GLOs	GRADE 1 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 2 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 3 Specific Learning Outcomes	Nehiyaw Ways of Knowing
	<p>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.</p>	<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 	<p>4. Evaluate the suitability of different materials for containing liquids. Students should recognize that materials such as writing paper and unglazed pottery are not waterproof and would not be suitable as containers; but that waxed paper and glazed pottery are waterproof and, thus, could be used in constructing or lining a liquid container.</p>	<ul style="list-style-type: none"> In class experiment; cross curricular with art 	<p><i>4. Recognize that rocks are composed of a variety of materials; and given a course grained rock and magnifier, describe some of the component materials.</i></p>	
	<p>5. Create a colour that matches a given sample, by mixing the appropriate amounts of two primary colours.</p>		<p>5. Demonstrate an understanding that liquid water can be changed to other states:</p> <ul style="list-style-type: none"> recognize that on cooling, liquid water freezes into ice and that on heating, it melts back into liquid water with properties the same as before recognize that on heating, liquid water may be changed into steam or water vapor and that this change can be reversed on cooling identify examples in which water is changed from one form to another. 	<ul style="list-style-type: none"> Seasonal changes, in class experiments and water stations 	<p><i>5. Recognize and describe the various components within a sample of soil; e.g., clay, sand, pebbles, decaying plants; and describe differences between two different soil samples.</i></p>	








**Grades
1-3**




Big Idea, Major Concepts, GLOs	GRADE 1 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 2 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 3 Specific Learning Outcomes	Nehiyaw Ways of Knowing
	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.		6. Predict that the water level in open containers will decrease due to evaporation, but the water level in closed containers will not decrease.	<ul style="list-style-type: none"> In class experimentation  	6. Describe ways in which rocks break down to become soil, and demonstrate one or more of these ways; e.g., by shaking a group of small, soft rocks in a jar of water; by striking rocks together. <i>Note: Safety goggles should be used.</i>	<ul style="list-style-type: none"> Problem Solving, Outdoor Activity 
	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.		<ul style="list-style-type: none"> 7. Predict that a wet surface will dry more quickly when exposed to wind or heating and apply this understanding to practical situations, such as drying of paints, clothes and hair. 	<ul style="list-style-type: none"> L.B.L.  	7. Describe some common uses of rocks and minerals; and identify examples of those uses within the school, home or local community.	<ul style="list-style-type: none"> Analyzing, Outdoor Activity 
	8. Compare the adherence of a paint to different surfaces; e.g., different forms of papers, fabrics and plastics.		<ul style="list-style-type: none"> 8. Recognize that water is a component of many materials and of living things. 			
	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  	<ul style="list-style-type: none"> 9. Recognize human responsibilities for maintaining clean supplies of water, and identify actions that are taken to ensure that water supplies are safe. 	<ul style="list-style-type: none"> L.B.L. nature walk  		
	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	GRADE 1 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 2 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 3 Specific Learning Outcomes	Nehiyaw Ways of Knowing
TOPIC B: SEASONAL CHANGES			TOPIC B: BUOYANCY AND BOATS		TOPIC B: BUILDING WITH A VARIETY OF MATERIALS	
	<p>GENERAL LEARNER EXPECTATION 1-6 Describe seasonal changes, and interpret the effects of seasonal changes on living things.</p> <ul style="list-style-type: none"> Learn nehiyaw terms for seasons, types of weather words, refer to KTCEA app  	<p>GENERAL LEARNER EXPECTATION 2-7 Construct objects that will float on and move through water, and evaluate various designs for watercraft.</p>	<p>GENERAL LEARNER EXPECTATION 3-6 Use, safely, a variety of tools, techniques and materials in construction activities.</p>	<ul style="list-style-type: none"> Respect, Sequencing  	<p>GENERAL LEARNER EXPECTATION 3-7 Construct structures, using a variety of materials and designs, and compare the effectiveness of the various materials and designs for their intended purposes.</p>	<p>GENERAL LEARNER EXPECTATION 3-7 Construct structures, using a variety of materials and designs, and compare the effectiveness of the various materials and designs for their intended purposes.</p>
	<p><i>1. Describe the regular and predictable cycle of seasonal changes:</i></p> <ul style="list-style-type: none"> <i>changes in sunlight</i> <i>changes in weather.</i> 	<p>1. Describe, classify and order materials on the basis of their buoyancy. Students who have achieved this expectation will distinguish between materials that sink in water and those that float. They will also be aware that some "floaters" sit mostly above water, while others sit mostly below water. The terms buoyancy and density may be introduced but are not required as part of this learning expectation.</p>	<ul style="list-style-type: none"> Nature walk to test materials; youtube videos of canoeing; in class experimentation  	<p>1. Using a variety of materials and techniques, design, construct and test structures that are intended to:</p> <ul style="list-style-type: none"> support objects span gaps serve as containers 	<ul style="list-style-type: none"> L.B.L Outdoor Activities, Compare and Contrast  	<ul style="list-style-type: none"> Problem Solving, Curiosity, L.B.L., Planning and Organizing, Teepee Building 





Big Idea, Major Concepts, GLOs	GRADE 1 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 2 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 3 Specific Learning Outcomes	Nehiyaw Ways of Knowing
	<p>2. Identify and describe examples of plant and animal changes that occur on a seasonal basis:</p> <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. 		<p>2. Alter or add to a floating object so that it will sink, and alter or add to a nonfloating object so that it will float.</p>	<ul style="list-style-type: none"> In class experiments; hands on demonstrations 	<ul style="list-style-type: none"> <i>serve as models of particular living things, objects or buildings.</i> 	
	<p>3. Identify human preparations for seasonal change and identify activities that are done on a seasonal basis.</p>	<ul style="list-style-type: none"> nehiyaw terms for clothing as you get ready for winter 	<p>3. Assemble materials so they will float, carry a load and be stable in water.</p>	<ul style="list-style-type: none"> In class experiments; hands on demonstrations 	<p>2. Select appropriate materials for use in construction tasks, and explain the choice of materials. Students should demonstrate familiarity with a variety of materials, such as papers, woods, plastics, clay and metals.</p>	<ul style="list-style-type: none"> Oral Communication, Public Speaking, Research skills 
	<p>4. Record observable seasonal changes over a period of time.</p>	<ul style="list-style-type: none"> Learn nehilyaw season names 	<p>4. Modify a watercraft to increase the load it will carry.</p> <p>5. Modify a watercraft to increase its stability in water.</p>		<p>3. Select tools that are suitable to particular tasks and materials, and use them safely and effectively.</p> <p>4. Understand and use a variety of methods to join or fasten materials.</p>	<ul style="list-style-type: none"> Research Skills, Decision Making Experimentation  

Big Idea, Major Concepts, GLOs	GRADE 1 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 2 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 3 Specific Learning Outcomes	Nehiyaw Ways of Knowing
			<p>6. Evaluate the appropriateness of various materials to the construction of watercraft, in particular:</p> <ul style="list-style-type: none"> <i>the degree to which the material is waterproof (not porous)</i> <i>the ability to form waterproof joints between parts</i> <i>the stiffness or rigidity of the material</i> 		<p>5. Identify the intended purpose and use of structures to be built, and explain how knowing the intended purpose and use helps guide decisions regarding materials and design.</p>	<ul style="list-style-type: none"> Experimentation Oral Communication 
			<p>7. Develop or adapt methods of construction that are appropriate to the design task.</p>	<ul style="list-style-type: none"> Virtues; listening, following directions 	<p>6. Understand that simple designs are often as effective as more complex ones, as well as being easier and cheaper to build, and illustrate this understanding with a practical example.</p>	<ul style="list-style-type: none"> Drawing Conclusions, Experimentation 
			<p>8. Adapt the design of a watercraft so it can be propelled through water.</p>	<ul style="list-style-type: none"> Class project; teach patience 	<p>7. Recognize the importance of good workmanship, and demonstrate growth toward good workmanship.</p>	<ul style="list-style-type: none"> Drawing Conclusions, Experimentation 
			<p>9. Explain why a given material, design or component is appropriate to the design task</p>		<p>8. Maintain and store materials and tools safely and properly.</p>	<ul style="list-style-type: none"> Stewardship, Sequencing, L.B.L 
					<p>9. Apply skills of listening, speaking and cooperative decision making in working with other students on a construction project.</p>	







Big Idea, Major Concepts, GLOs	GRADE 1 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 2 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 3 Specific Learning Outcomes	Nehiyaw Ways of Knowing
TOPIC C: BUILDING THINGS			TOPIC C: MAGNETISM		TOPIC C: TESTING MATERIALS AND DESIGNS	
	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.		GENERAL LEARNER EXPECTATION 2-8 Describe the interaction of magnets with other magnets and with common materials.		GENERAL LEARNER EXPECTATION 3-8 Evaluate the suitability of different materials and designs for their use in a building task.	
	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  	1. Identify where magnets are used in the environment and why they are used.	<ul style="list-style-type: none"> Creation Stories, Orienteering (Compass), Cultural Traditions (tippees), Technology (Automobiles, Computers, Junk Yards, metal detectors)  	1. Recognize that functional structures must be sufficiently strong and stable and that unstable or weak structures are often unsafe to use.	
	<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  	2. Distinguish materials that are attracted by a magnet from those that are not.		2. Compare and evaluate the strength and stability of different models or objects constructed.	<ul style="list-style-type: none"> Inquiry, Experimentation, L.B.L 
	<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  	3. Recognize that magnets attract materials with iron or steel in them; and given a variety of metallic and nonmetallic objects, predict those that will be attracted by a magnet.	<ul style="list-style-type: none"> Experimentation, Orienteering, bird migration, sharks  	3. Describe the distinctive properties of some common solids, such as wood, paper or plastic, that make them suitable for use as building materials.	<ul style="list-style-type: none"> Cross Curricular, L.B.L 







Big Idea, Major Concepts, GLOs	GRADE 1 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 2 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 3 Specific Learning Outcomes	Nehiyaw Ways of Knowing
	<ul style="list-style-type: none"> <i>construct toys; e.g., pop-ups, figures</i> <i>create wind- and water-related artifacts; e.g., dams, water wheels, boats.</i> 		4. Recognize that magnets have polarity, demonstrate that poles may either repel or attract each other, and state a rule for when poles will repel or attract each other.	<ul style="list-style-type: none"> Experimentation, Orienteering, bird migration, sharks  	4. Apply procedures to test the strength of construction materials, in particular, different stocks of papers, plastics or wood.	
	2. Identify component parts of personally constructed objects, and describe the purpose of each part.		5. Design and produce a device that uses a magnet.		5. Apply procedures to test different designs.	<ul style="list-style-type: none"> Cross Curricular, Experimentation, planning and organizing, Practice various snow shoes, Snaring 
	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.		<i>6. Demonstrate that most materials are transparent to the effects of a magnet. A magnetic field will pass through such materials, whereas other materials interact with a magnet.</i>		6. Apply procedures to test the strength of different methods of joining.	
	4. Recognize that products are often developed for specific purposes, and identify the overall purpose for each model and artifact constructed.		7. Compare and measure the strength of magnets.		7. Identify and apply methods for making a structure stronger and more stable; e.g., by adding or joining parts to form triangles.	

Big Idea, Major Concepts, GLOs	GRADE 1 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 2 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 3 Specific Learning Outcomes	Nehiyaw Ways of Knowing
TOPIC D: SENSES			TOPIC D: HOT AND COLD TEMPERATURE		TOPIC D: HEARING AND SOUND	
<p>GENERAL LEARNER EXPECTATION 1-9 Use the senses to make general and specific observations, and communicate observations orally and by producing captioned pictures.</p> <p>GENERAL LEARNER EXPECTATION 1-10 Describe the role of the human senses and the senses of other living things, in enabling perception and action.</p>			<p>GENERAL LEARNER EXPECTATION 2-9 Recognize the effects of heating and cooling, and identify methods for heating and cooling.</p> <ul style="list-style-type: none"> • Cross-curricular in the way that there can core subject connection, Cree Natural Law. Water importance, Seasonal Rounds ❄️ 		<p>GENERAL LEARNER EXPECTATION 3-9 Describe the nature of sound, and demonstrate methods for producing and controlling sound.</p> <ul style="list-style-type: none"> • Animal calling, hunting 🍃 	
	<p>1. Identify each of the senses, and explain how we use our senses in interpreting the world.</p>	<ul style="list-style-type: none"> • Sight, touch, taste, sound and smell through nature walks 🍃 	<p>1. Describe temperature in relative terms, using expressions, such as hotter than, colder than.</p>	<ul style="list-style-type: none"> • LBL, weather effects ❄️ 	<p>1. Identify examples of vibration.</p>	<ul style="list-style-type: none"> • Research, Cree natural law 🍃
	<p>2. Identify ways that our senses contribute to our safety and quality of life.</p>	<ul style="list-style-type: none"> • Distinguish the scent of various plants or medicines or animals (bear scent) 🍃 	<p>2. Measure temperature in degrees Celsius (°C).</p>		<p>2. Recognize that sound is the result of vibration; and demonstrate that the larger the vibration, the louder the sound.</p>	<ul style="list-style-type: none"> • Research, Cree natural law, Compare and Contrast 🍃
	<p>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.</p>	<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 🍃 	<p>3. Describe how heating and cooling materials can often change them; e.g., melting and freezing, cooking, burning.</p>	<ul style="list-style-type: none"> • LBL; cross-curriculum, weather effects, Seasonal Rounds ❄️ 	<p>3. Recognize that there are ways of measuring the loudness of sounds and that loud sounds pose a danger to the ear.</p>	






Big Idea, Major Concepts, GLOs	GRADE 1 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 2 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 3 Specific Learning Outcomes	Nehiyaw Ways of Knowing
	<p>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.</p>	<ul style="list-style-type: none"> Distinguish potential harmful plants from healthy plants i.e.: Labrador tea has a poisonous identical twin  	<p>4. Identify safe practices for handling hot and cold materials and for avoiding potential dangers from heat sources.</p>		<p>4. Recognize that pitch is the result of differences in the rate of vibration, and predict how a change in the rate of vibration will affect a sound.</p>	
	<p>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.</p>	<ul style="list-style-type: none"> Animals have heightened senses and will hear and smell us before we smell them.  	<p>5. Recognize that the human body temperature is relatively constant and that a change in body temperature often signals a change in health.</p>		<p>5. Demonstrate a variety of ways of producing sounds; e.g., by striking an empty glass, by blowing air into a bottle, by constructing and using a device that involves vibrating strings.</p>	
	<p><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></p>		<p><i>6. Identify ways in which the temperature in homes and buildings can be adjusted; e.g., by turning a thermostat up or down, by opening or closing windows, by using a space heater in a cold room.</i></p>		<p>6. Use sound-producing devices that the student has constructed to demonstrate methods for controlling the loudness, pitch and quality of sound produced.</p>	
	<p>7. Describe ways to take care of our sensory organs, in particular, our eyes and ears.</p>		<p><i>7. Describe, in general terms, how local buildings are heated:</i></p> <ul style="list-style-type: none"> <i>identify the energy source or fuel</i> <i>recognize that most buildings are heated by circulating hot air or hot water</i> <i>describe how heat is circulated through the school building and through their own homes.</i> 	<ul style="list-style-type: none"> LBL shelters 	<p>7. Identify examples that show that sound can travel through a variety of materials, including solids, liquids and air, and that sound travels in all directions.</p>	










Grades
1-3

Big Idea, Major Concepts, GLOs	GRADE 1 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 2 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 3 Specific Learning Outcomes	Nehiyaw Ways of Knowing
			8. Describe the role of insulation in keeping things hot or cold, and identify places where some form of insulation is used; e.g., clothing, refrigerator, coolers, homes.	<ul style="list-style-type: none"> • LBL camp  	8. Describe how the human ear senses vibrations.	<ul style="list-style-type: none"> • Cross Curricular, Compare and Contrast, Experimentation 
			9. Identify materials that insulate animals from the cold; e.g., wool, fur and feathers; and identify materials that are used by humans for the same purpose.	<ul style="list-style-type: none"> • Using Cree names for elements, stewardship  	9. Compare the range of hearing in humans to that in other animals; e.g., dogs and bats.	
			10. Design and construct a device to keep something hot or cold.	<ul style="list-style-type: none"> • LBL camp  	10. Recognize that certain sounds have characteristics that cause them to be interpreted as pleasant or unpleasant, and identify these characteristics.	<ul style="list-style-type: none"> • L.B.L Outdoor Activities (animal calls), Compare and Contrast (Cross Curricular) 
			11. Describe ways in which temperature changes affect us in our daily lives.		11. Describe changes in hearing that result from continued exposure to loud noise and from the natural process of aging.	
					12. Construct and evaluate different kinds of soundproofing and sound-amplifying devices.	<ul style="list-style-type: none"> • Experimentation Problem Solving, Analyzing 
					13. Explain the role that sound plays in communication.	<ul style="list-style-type: none"> • Cross Curricular, Research Skills, L.B.L Outdoor Activities (Animal Calls)




Big Idea, Major Concepts, GLOs	GRADE 1 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 2 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 3 Specific Learning Outcomes	Nehiyaw Ways of Knowing
TOPIC E: NEEDS OF ANIMALS AND PLANTS		TOPIC E: SMALL CRAWLING AND FLYING ANIMALS			TOPIC E: ANIMAL LIFE CYCLES	
	GENERAL LEARNER EXPECTATION 1-11 Describe some common living things, and identify needs of those living things.		GENERAL LEARNER EXPECTATION 2-10 Describe the general structure and life habits of small crawling and flying animals; e.g., insects, spiders, worms, slugs; and apply this knowledge to interpret local species that have been observed.		GENERAL LEARNER EXPECTATION 3-10 Describe the appearances and life cycles of some common animals, and identify their adaptations to different environments.	
			<ul style="list-style-type: none"> Nature walk; L.B.L, animals local to their community; using Cree names for animals; stewardship  		<ul style="list-style-type: none"> L.B.L Outdoor Activities, Cross Curricular (Compare and Contrast), Stewardship  	
					GENERAL LEARNER EXPECTATION 3-11 Identify requirements for animal care.	
	1. Observe, describe and compare living things.	<ul style="list-style-type: none"> Nature walk  	1. Recognize that there are many different kinds of small crawling and flying animals, and identify a range of examples that are found locally.	<ul style="list-style-type: none"> Nature walk; L.B.L, animals local to their community; using Cree names for animals; stewardship  	1. Classify a variety of animals, based on observable characteristics; e.g., limbs, teeth, body covering, overall shape, backbone.	<ul style="list-style-type: none"> Cross Curricular (Sequencing, Compare and Contrast) Research Skills, L.B.L (Outdoor Activities) 
	2. Contrast living and nonliving things.	<ul style="list-style-type: none"> Relationality - wakhkotowin - Everything is related and alive  	2. Compare and contrast small animals that are found in the local environment. These animals should include at least three invertebrates—that is, animals such as insects, spiders, centipedes, slugs, worms.		2. Observe and describe the growth and development of at least one living animal, as the animal develops from early to more advanced stages. The animal(s) should be from one or more of the following groups: mammals, birds, fish, reptiles, amphibians, insects.	

**Grades
1-3**

Big Idea, Major Concepts, GLOs	GRADE 1 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 2 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 3 Specific Learning Outcomes	Nehiyaw Ways of Knowing
					<p>Suggested examples include: gerbils, guppies, mealworms, tadpoles, worms, butterflies/moths. Additional examples from other animal groups might also be included: brine shrimp, isopods, spiders.</p>	
	<p>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.</p>		<p>3. Recognize that small animals, like humans, have homes where they meet their basic needs of air, food, water, shelter and space; and describe any special characteristics that help the animal survive in its home.</p>	<ul style="list-style-type: none"> Cree names for homes; L.B.L nature walks 	<p>3. Predict the next stages in the growth and development of at least one animal from each of the following groups: mammals, birds, fish, reptiles, amphibians, insects; and identify similarities and differences in their developmental sequences.</p>	
	<p>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.</p>	<ul style="list-style-type: none"> Using Cree names for animal parts and plant names 	<p>4. Identify each animal's role within the food chain. To meet this expectation, students should be able to identify the animals as plant eaters, animal eaters or decomposers and identify other animals that may use them as a food source.</p>	<ul style="list-style-type: none"> Story telling, stewardship, cross-curriculum 	<p>4. Identify the food needs of at least one animal from each of the following groups: mammals, birds, fish, reptiles, amphibians, insects; and describe changes in how each animal obtains food through different stages of its life.</p>	<ul style="list-style-type: none"> Cross Curricular (Sequencing, Compare and Contrast) Research Skills, L.B.L (Outdoor Activities) 

Big Idea, Major Concepts, GLOs	GRADE 1 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 2 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 3 Specific Learning Outcomes	Nehiyaw Ways of Knowing
	5. Identify examples of plants and animals that are normally under human care (domesticated) and those that are normally independent of human care (wild).		5. Describe the relationships of these animals to other living and nonliving things in their habitat, and to people.		5. Demonstrate awareness that parental care is characteristic of some animals and not of others, and identify examples of different forms of parental care.	<ul style="list-style-type: none"> Experimentation 
	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  	6. Identify and give examples of ways that small animals avoid predators, including camouflage, taking cover in burrows, use of keen senses and flight.	<ul style="list-style-type: none"> Story-telling, stewardship, senses  	6. Demonstrate awareness that animals require different habitats in order to meet their basic needs of food, water, shelter and space.	
	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  	7. Describe conditions for the care of a small animal, and demonstrate responsible care in maintaining the animal for a few days or weeks.		7. Recognize adaptations of a young animal to its environment, and identify changes in its relationship to its environment as it goes through life; e.g., tadpoles are adapted for life in an aquatic environment; adult frogs show adaptations to both terrestrial and aquatic environments	<ul style="list-style-type: none"> Story-telling, Adding Details, L.B.L (outdoor activities) 
	8. Identify ways that land plants depend on soil.	<ul style="list-style-type: none"> Using Cree names for elements, stewardship  	8. Identify ways in which animals are considered helpful or harmful to humans and to the environment.		8. Identify examples of environmental conditions that may threaten animal survival, and identify examples of extinct animals.	<ul style="list-style-type: none"> Story-telling, stewardship, senses 

**Grades
1-3**

Big Idea, Major Concepts, GLOs	GRADE 1 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 2 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 3 Specific Learning Outcomes	Nehiyaw Ways of Knowing
	<p>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.</p>	<ul style="list-style-type: none"> Bears hibernating, rabbits change colours, birds migrate  			<p>9. Recognize that habitat preservation can help maintain animal populations, and identify ways that student actions can assist habitat preservation.</p>	
	<p>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.</p>	<ul style="list-style-type: none"> Bears eat plants i.e.: observed bears eating dandelions (ask local elder why animals eat certain plants)  			<p>10. Demonstrate knowledge of the needs of animals studied, and demonstrate skills for their care.</p>	<ul style="list-style-type: none"> Research Skills, story-telling, stewardship, senses 