GRADE TWO

	All Year	Fall	Winter	Spring
English Language Arts and Literature		**Infuse across all subject areas all year long** Connect to themes from Social Studies, Science, Math and Land Based Learning		
Social Studies		Canada's Dynamic Communities	Canada's Dynamic Communities & A Community in the Past	A Community in the Past
Mathematics		**Statistics (All Year)** Number	**Statistics (All Year)** Patterns	**Statistics (All Year)** Geometry Measurement Time
Science		Exploring Liquids Hot and Cold Temperatures	Magnetism	Buoyancy and Boats Small Crawling and Flying Animals

HOW TO READ THE CURRICULUM CHARTS

- Specific learning outcomes deemed as Essential Learning Outcomes (ELOs) are identified in **bold**

- The colours and icons on this "year-at-a-glance" are used in the curriculum charts that follow to indicate when outcomes or groups of outcomes can be taught - all year or anytime throughout the year; fall, winter and/or spring

- ELOS with no specific season are identified with the "All Year" colour as they could be taught and reinforced at any time throughout the year

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INTEGRATE WITH GRADE TWO ENGLISH LANGUAGE ARTS AND LITERATURE
English Language Arts and Literature can be incorporated into all types of lessons and units as long as the teacher is following the community protocols.

Grade Two: SCIENCE: Small Crawling and Flying Animals, Hot and Cold Temperature, Small crawling and Flying Animals, Buoyancy
SOCIAL STUDIES: Canada's Dynamic Communities

Grade Two: SCIENCE: Hot and Cold Temperatures, Magnetism, SOCIAL STUDIES: Community in the Past

Grade Two: SCIENCE: Exploring Liquids, Buoyancy and Boats, SOCIAL STUDIES: A Community in the Past

Knowledge ELOs are bold [*NICE TO KNOW are italics*]	Understanding ELOs are bold [*NICE TO KNOW are italics*]	Skills & Procedures ELOs are bold [*NICE TO DO are italics*]	Season	Nehiyaw Ways of Knowing
ORGANIZING IDEA	**Text Forms and Structures: Identifying and applying text forms and structures improves understanding of content, literary style, and our rich language traditions.**			
GUIDING QUESTION	**How can the organization of ideas and information support the expression and understanding of messages?**			
LEARNING OUTCOME	**Students explain how the organization of ideas and information within texts can support the purpose or meaning of messages.**			
Creators share messages for different reasons (purposes), including entertainment, learning, and instructions. **Messages can clarify ideas and information that are imaginary (fiction) or real (non-fiction).** **Messages can be shared digitally or non-digitally in a variety of forms, including** • **stories** • **letters** • **land** **Stories, both real and imaginary, can follow a structure, including** • **beginning** • **problem** • **solution** • **ending**	*Ideas and information can be organized by purpose, form, or structure.*	*Examine different reasons (purposes) for messages to be shared.* Explain why engaging with messages can be enjoyable. *Distinguish between messages that are imaginary (fiction) or real (nonfiction).* Compare and contrast forms used to organize messages. Examine the structure of a variety of imaginary or real stories.		

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Knowledge ELOs are bold [*NICE TO KNOW are italics*]	Understanding ELOs are bold [*NICE TO KNOW are italics*]	Skills & Procedures ELOs are bold [*NICE TO DO are italics*]	Season	Nehiyaw Ways of Knowing
Features that organize, clarify, or enhance messages can be digital or non-digital, including captions and charts.	Messages can be organized, clarified, and enhanced using features.	Examine a variety of features that enhance the meaning of messages. Include a variety of features to help organize, clarify, and enhance personal messages.		
Imaginary (fictional) stories include folk tales and legends. **A folk tale is a story typically passed on through word of mouth.** **A legend is a story about a famous historical event or person that may or may not be true.** A hero or heroine is a real or imaginary character who faces dangers and challenges and shows strength or courage. *Stories have structures (elements), including* • *characters* • *setting* • *events* • *plot* The plot is the sequence of events that make up a story. A narrator can provide information about characters, setting, and events in a story.	*Stories and ideas that are imaginary (fictional) can encourage thinking about and beyond what is already known.*	*Identify story elements within a variety of imaginary stories.* Identify the hero or heroine in a variety of imaginary stories. *Create imaginative representations or dramatizations of stories that include characters, setting, and plot.* Examine the narrator's contribution to a story or message.		
Real information or ideas (non-fiction) can be accessed and shared through a variety of digital or non-digital forms, including • **factual stories or images** • **interactions with people and land** • **information in other content areas** (continued)	Knowledge can be expanded beyond what is already known by exploring information that is real or true (non-fiction).	*Examine ways that information can be accessed, organized, and shared to encourage thinking about and beyond what is already known.*		

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(continued) **Informational texts have structures, including** • **main idea** • **supporting details** • **sequencing** • **question and answer**				
Poetry includes words or phrases used in imaginative ways to create meaning or effects. **Poetic structures include acrostic and rhyming couplet.** An acrostic poem is a poem in which letters in each line spell out a word or phrase. A rhyming couplet is a pair of lines in poetry that rhyme and usually have the same rhythm.	*Poetry can expand how we think and feel about what can be seen, heard, smelled, tasted, touched, or experienced in the world.*	Identify words or phrases used in imaginative ways that support messages in poetry and song. Recognize how poetry and song can expand how we think and feel about what can be experienced. *Examine poetic structures, including acrostic poems and rhyming couplets.*		
ORGANIZING IDEA	Oral Language: Listening and speaking form the foundation for literacy development and improve communication, collaboration, and respectful mutual understanding.			
GUIDING QUESTION	How can listening and speaking be developed to improve oral communication?			
LEARNING OUTCOME	Students examine and adjust listening and speaking to communicate effectively.			
Ways of knowing are the many ways people come to know about themselves and the world. **Communities can have specific protocols related to how, when, or with whom oral traditions are shared.** **Protocols are practices of appropriate and respectful behaviour that are unique to groups of people.** (continued)	*Oral traditions use language to support ways of knowing.*	Explore how oral traditions are shared. Participate in a sharing circle. Identify community or cultural protocols that may influence respectful communication.		

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Essential Learning Outcomes | Kee Tas Kee Now Tribal Council Educational Authority   **5**

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(continued) **Sharing circles are traditional Indigenous practices, with protocols for listening and speaking that involve** • **everyone having an opportunity to speak** • **respectfully listening when others are speaking**				
Listening and speaking skills can build confidence and be developed through • **discussions** • **formal and informal presentations** • **collaborative activities** **Volume can be adjusted for purpose and audience.** **Clarity of speech (enunciation) enhances the ability to be understood.** **Vocal emphasis can highlight the importance of words (stress).**	Listening and speaking skills can be developed to improve communication and enhance confidence.	*Contribute to a variety of listening and speaking activities to build confidence in oral language skills.* Enhance clarity of oral communication through word emphasis and enunciation. Listen for changes in vocal emphasis in oral communications. Share a short poem from memory with appropriate volume, emphasis, and enunciation.		
Listening involves • **maintaining focus** • **asking and responding to questions** • **using appropriate body postures and gestures** • **paying attention to the words, feelings, and behaviours of others**	*Listening helps to develop and maintain positive relationships in a variety of situations.*	Contribute to discussions as a listener and speaker. Listen to and follow three-step instructions.		
Different situations may have different expectations for language use. **Facial expressions, gestures, and eye contact can be used to emphasize or enhance messages.**	*Verbal and non-verbal language can be combined to enhance messages.*	*Examine messages that combine both verbal and non-verbal communication.* Enhance messages by combining verbal and non-verbal communication. Adjust verbal or non-verbal language according to purpose and audience.		

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ORGANIZING IDEA	**Vocabulary: Communication and comprehension are improved by understanding word meaning and structures.**			
GUIDING QUESTION	**In what ways can understanding words and word structures support communication?**			
LEARNING OUTCOME	**Students expand vocabulary by connecting morphemes and words to their meanings.**			
Vocabulary development includes learning (tier 2) words that are • **unknown to most learners** • **critical for comprehending new texts** • **useful and may be encountered in the future** **Vocabulary development includes academic words (tier 3 words) from a variety of texts.** **Words can create effects in language, including** • **alliteration** • **onomatopoeia** • **repetition** **Words can describe a sound that mimics the sound of an object or action (onomatopoeia) (e.g., sizzle).** **Words or phrases can appear over and over again (repetition) (e.g., extra, extra).** **Homophones are words that have the same sound but different spellings and meanings.** **Homographs are words that have the same spelling but different meanings, and sometimes different pronunciations.**	*Vocabulary development contributes to the ability to communicate effectively.*	*Examine meanings of words in a variety of situations.* Identify and discuss words of personal interest in texts. *Use tier 2 words in a variety of literacy situations.* *Examine meanings of words from subject content areas (tier 3 words).* *Apply a variety of synonyms to enhance expression.* *Apply a variety of antonyms to contrast ideas.* *Examine homophones and homographs.* *Transfer understandings of words to different situations.* *Record new words and their meanings in a variety of ways.* *Examine alliteration, onomatopoeia, and repetition in spoken language.*		

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Essential Learning Outcomes | Kee Tas Kee Now Tribal Council Educational Authority   **7**

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Adding the suffix <ing> or <ed> to the ending of a base changes the tense. **Adding <er> or <est> to the ending of a base indicates a comparison.** **A base is the main morpheme in a word.** **Words that share a base share connections in meaning and spelling.**	Morphemes can change the meaning of a word.	*Manipulate suffixes to change the tense of words.* *Manipulate suffixes to make words singular or plural.* *Manipulate suffixes when making comparisons between ideas.* *Examine changes in meaning when suffixes are added to or removed from bases.* *Use compound words to extend vocabulary.*		

ORGANIZING IDEA	**Phonological Awareness: Foundational literacy is supported by the ability to identify and manipulate sounds in oral language.**
GUIDING QUESTION	**How does sound contribute to understanding oral language?**
LEARNING OUTCOME	**Students apply understandings of how sounds create meaning in oral language.**

Knowledge	Understanding	Skills & Procedures	Season	Nehiyaw Ways of Knowing
Consonant blends can be separated into their individual sounds. **Consonant blends can be located anywhere in words.**	*Words can be separated (segmented) into syllables or sounds (phonemes).*	*Segment sounds in words that have five or more phonemes.* *Identify phonemes in words that have three or more syllables.* *Segment sounds in words that have consonant blends.*		
Blending is combining sounds or word parts located anywhere in words. **Consonant blends are two or more consonants that appear together in a word and represent sounds that are combined smoothly.** **Individual sounds and consonant blends can be blended into a sequence to form words.**	*Syllables and individual sounds can be blended into a sequence to form words.*	*Blend sounds in words that have up to six phonemes.* *Blend sounds in words that have consonant blends.*		

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Sounds can be manipulated by adding, deleting, or substituting different sounds. **Sounds can be manipulated at the beginning, middle, or ending of words.**	*Words can be changed by manipulating sounds (phonemes).*	*Manipulate phonemes in a variety of one-syllable or multisyllabic words.* *Delete phonemes in a consonant blend to form a new word.* *Substitute phonemes in a consonant blend to form a new word.* *Substitute a sound anywhere in a word to form a new word.*		

ORGANIZING IDEA	**Phonics: Foundational literacy is supported by understanding relationships between sounds in oral language and the letters that represent them.**
GUIDING QUESTION	**How can understanding the relationships between sounds and letters (phonics) enhance decoding and encoding?**
LEARNING OUTCOME	**Students apply understandings of letter combinations and sounds in words.**

Knowledge	Understanding	Skills & Procedures	Season	Nehiyaw Ways of Knowing
Letter combinations and sounds for reading include • **vowels** • **blends** • **digraphs** • **diphthongs** **Blends combine sounds or word parts.** **A combination of two letters can make a single sound (digraph).** **Long vowel sounds can be made by gliding from one position of the mouth to another within the same syllable (diphthong).** **Letters in words can be silent.** **Some letters have variable pronunciations.** **A vowel that is followed by <r> can make a new sound (e.g., ti-ger).**	*Relationships between letter combinations and sounds support understanding of words.*	*Make connections between a full range of letter combinations and sounds.* *Apply knowledge of silent letters when learning new words.* *Recognize and use a wide range of consonant letters and letter combinations in the beginning, middle, and ending of words.* *Recognize and use letter combinations that represent long vowel sounds.* *Recognize how the letter <r> can influence the vowel sound.* *Read words that include the 120 most frequent letter-sound correspondences.*		

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Essential Learning Outcomes | Kee Tas Kee Now Tribal Council Educational Authority   **9**

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ORGANIZING IDEA	**Fluency: Comprehension and literary appreciation are improved by the ability to read a range of texts accurately, automatically, and with expression.**			
GUIDING QUESTION	**In what ways does fluency support the development of reading?**			
LEARNING OUTCOME	**Students apply fluency strategies while reading.**			
Letter combinations, sounds, and morphemes that can be blended quickly and accurately for reading include • **vowels** • **blends** • **digraphs** • **diphthongs** • **syllables**	Fluency development contributes to the ability to understand messages.	*Blend sounds quickly and accurately to decode unfamiliar messages.* Apply language structure, meaning, and rapid word recognition to support fluency. Read at a steady, comfortable pace.		
High-frequency words include words that occur often in written language. **The ability to recognize high-frequency words with accuracy and at an appropriate rate supports reading comprehension.**	Recognizing high-frequency words supports reading comprehension.	Read 175 new high-frequency words automatically. *Read high-frequency words in sentences and texts.*		
Reading fluency is supported by • **pace** • **phrasing** • **expression** • **punctuation** Pace is the rate at which written messages are read. Phrasing is reading smoothly by grouping words together into meaningful phrases with punctuation. Expression is reading with feeling in the voice and includes various movements of the voice (pitch). (continued)	Fluent reading can engage audiences and improve comprehension.	*Read with appropriate stress on words, pausing, and phrasing.* *Read with appropriate intonation and expression.* *Examine punctuation in written* messages to enhance fluency. Read dialogue with phrasing and expression to engage an audience and reflect understanding.		

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(continued) **Punctuation supports reading with fluency through pausing and intonation.** Quotation marks signal to the reader to align voice with characters in a written message.				

ORGANIZING IDEA	Comprehension: Text comprehension is supported by applying varied strategies and processes and by considering both particular contexts and universal themes.
GUIDING QUESTION	How does comprehension facilitate the meaning of a text?
LEARNING OUTCOME	Students examine and apply a variety of processes to comprehend texts.

Knowledge	Understanding	Skills & Procedures	Season	Nehiyaw Ways of Knowing
Texts that are listened to can contain more complex language and information than texts read independently. Responses to texts that are listened to include • discussions • visual representations • writing	Text comprehension can be enhanced by listening to a variety of texts read aloud.	*Listen and respond to a variety of fictional and informational texts that are read aloud.* *Examine and use words and phrases from texts that have been read aloud.*		
Understanding of print texts read independently involves • **discussions** • **visual representations** • **writing**	Print texts can be understood independently.	*Read texts that contain mostly predictable and decodable words independently.* *Examine and use words and sentences from print texts that have been read independently.* Interpret ideas and information from print texts read independently.		

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Essential Learning Outcomes | Kee Tas Kee Now Tribal Council Educational Authority   **11**

2

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Word solving includes • **chunking** • **stretching** • **manipulating sounds** • **searching for additional information** **Self-correcting includes** • **altering speed** • **rereading** • **reading on** • **seeking clarification**	*Comprehension of print texts involves self-monitoring and self-correcting.*	Solve unfamiliar or multisyllabic words in a variety of ways. *Self-correct when meaning is unclear while reading.*		
The topic of a text can be the main idea. **The sequence of key ideas and details is important when summarizing texts.**	Comprehension involves critical thinking through summarizing the main idea, key ideas, and details.	*Summarize a text, including the main idea and key ideas.* *Sequence four or more events from a text.* Retell or dramatize a story, including characters, setting, and plot, in sequence. Interpret information from illustrations or visuals when summarizing texts.		
Connections can be made to ideas and information in texts, including to • **similarities and differences within a text** • **similarities and differences between texts**	The process of text comprehension can be improved by making connections.	*Share personal connections that support understandings of ideas or information in texts.* Identify similarities and differences within a text. Identify similarities and differences between texts.		

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Questioning includes asking or answering questions regarding • **Who?** • **What?** • **Where?** • **When?** • **Why?** • **How?** **Answers to questions may not be immediately apparent and may involve searching for more information.** **Answers to questions may involve integrating new information with background knowledge.**	Comprehension can be enhanced by formulating questions and searching for answers within texts.	*Ask questions to clarify information in texts.* *Answer questions requiring literal recall and understanding of evidence, details, or facts from texts.* *Answer questions that require making interpretations or giving opinions about information in texts.* *Answer questions that require recognizing cause and effect relationships in texts.*		
Predicting includes imagining an outcome based on a combination of information, including • **title** • **pictures** • **evidence** • **background knowledge**	Comprehension can be supported by making and revising predictions.	*Make predictions prior to and while reading, viewing, or listening to a text.* Revise understandings in response to new information. Compare actual outcomes to predictions made.		

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Essential Learning Outcomes | Kee Tas Kee Now Tribal Council Educational Authority   **13**

2

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ORGANIZING IDEA	**Writing: Ideas and information can be articulated accurately and imaginatively through the use of writing processes and an understanding of the author's craft.**			
GUIDING QUESTION	**How can writing processes and techniques improve expression?**			
LEARNING OUTCOME	**Students create and enhance ideas and information by applying a variety of writing processes.**			
Writing processes used to organize and share messages include • **planning** • **writing** • **editing** • **sharing** **Run-on sentences are sentences that string too many ideas together with connecting words.** Sentences can be organized in a logical sequence to create written messages. Editing involves noticing and correcting errors in spelling, grammar, and punctuation.	*Writing can provide opportunities to share thoughts and ideas in meaningful ways.*	*Create written messages that align with an intended audience or purpose.* Create written messages in a variety of forms to represent ideas or information. Generate ideas that can be expressed through messages. *Focus and limit the number of ideas in sentences.* *Organize sentences in a logical sequence to create written messages.* *Edit written work for spelling, grammar, and punctuation.* *Incorporate images or features to enhance written messages.* Share written messages with others.		
Creative thinking includes • **using imagination** • **combining materials or ideas in different ways** • **making adaptations based on feedback** (continued)	Creative thinking can influence expression of thoughts and emotions.	*Collect ideas that are inspired by a variety of experiences.* Apply creative thinking to create or adapt representations of messages. (continued)		

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(continued) Writing can support creative expression of ideas through organization and word choice. Creative ideas for expression can be inspired by a variety of personal experiences. Creative ideas can be enhanced by adding language related to the senses (sensory language).		(continued) Express ideas and information through a variety of written forms. Include adjectives and adverbs to add interest and detail to writing. Include sensory language to enhance ideas in creative writing. *Use punctuation to enhance written messages.*		
Asking questions can help focus research topics. Factual information can be gathered from a variety of digital or non-digital sources. Organizational tools, such as graphic organizers, can be used to record or categorize factual information.	*Research processes can be used to learn new things or build on what is already known.*	Ask questions to focus research topics. Gather factual information on topics from various sources. *Use organizational tools to record or categorize information.* Record factual information through messages that include images, words, and sentences.		
Written messages can be created using a variety of digital or non-digital methods or tools, including printing and keyboarding.	The method or tool used to present written works can enhance the clarity of a message.	*Print with appropriate size, formation, and spacing to enhance the clarity of a message.* *Locate a variety of keys on a keyboard to type messages.*		
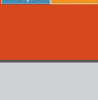
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Essential Learning Outcomes | Kee Tas Kee Now Tribal Council Educational Authority   **15**

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ORGANIZING IDEA	Conventions: Understanding grammar, spelling, and punctuation makes it easier to communicate clearly, to organize thinking, and to use language for desired effects.			
GUIDING QUESTION	How do conventions foster the development of effective communication?			
LEARNING OUTCOME	Students examine and use grammar, spelling, and punctuation in a variety of contexts to develop effective communication.			
Capitalization is used for titles. *A proper noun names a specific person or place and begins with a capital letter.* Punctuation includes an apostrophe in contractions. A contraction is a combination of two words, where an apostrophe takes the place of certain letters.	*Capitalization and punctuation can make messages more clear.*	*Capitalize the first word of a sentence.* *Capitalize names of people and places.* *Capitalize days of the week and months.* *Capitalize titles.* *Include punctuation at the end of sentences.* Insert apostrophes in place of letters in contractions.		
A sentence that expresses strong emotion can end with an exclamation mark (exclamatory). **A pronoun can be used in place of a noun.** **An adjective is a word that describes a noun.** **An adverb is a word that describes a verb.** **The subject of a sentence tells whom or what the sentence is about.** **The subject and the verb in a sentence must agree, with both being either singular or plural (subject-verb agreement).** **Some words can be used with other words to show time or place (prepositions), such as under, with, before, and after.**	Language has structures (grammar) that can help express ideas, thoughts, and emotions.	Write a variety of sentences that include a complete thought or idea. Recognize and use pronouns to replace nouns in sentences. Use a variety of adjectives to describe nouns. Use adverbs to describe verbs. *Identify the subject in a sentence.* Identify when subjects and verbs agree in sentences. Recognize and use prepositions in sentences to show time and place.		

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Spelling patterns include • consonant-vowel-consonant-silent "e" (CVCe) (e.g., nose) • vowel-consonant-consonant (VCC) (e.g., ill) • vowel-vowel-consonant (VVC) (e.g., eel) • dropping the <e> and adding <ing> • doubling the letter before adding <ing> or <ed> **Spelling patterns in one-syllable words include short and long vowel sounds.** **Some consonants are** silent in some words (e.g., talk).	*Spelling can be supported by recognizing patterns that occur within and across words.*	*Identify spelling patterns within and across words.* *Apply spelling patterns to spell unfamiliar words.* *Identify silent consonants in words.* Spell 300 high-frequency words. Identify words that are not spelled in predictable ways.		
Knowledge of words and word parts can be applied to the spelling of new words. **Spelling can involve trial and error.** Digital or non-digital supports can be used to help spell words correctly, including • personal word lists • dictionaries • environmental print • peers, teachers, or parents/guardians	Spelling strategies and supports can be used to help communicate messages.	Include a vowel in every word and syllable. Say words slowly to identify sounds when spelling words. Use visualization to help spell words. *Apply knowledge of known words, word parts, and word patterns to spell unfamiliar words.* Use a variety of supports to spell and check the spelling of words.		

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Essential Learning Outcomes | Kee Tas Kee Now Tribal Council Educational Authority   **17**

2

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Big Idea, Major Concepts, GLOs	Specific Learning Outcomes ELOs are bold [NICE TO KNOW are italics]	Season	Nehiyaw Ways of Knowing
	2.1 CANADA'S DYNAMIC 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.		
	Values and Attitudes		
2.1.1 appreciate the physical and human geography of the communities studied:	• *appreciate how a community's physical geography shapes identity (I, LPP)*		
	• **appreciate the diversity and vastness of Canada's land and peoples (CC, LPP)**	❄	• **Refer to maps, traditional stories**
	• **value oral history and stories as ways to learn about the land (LPP, TCC)**	🍃☀❄	• **Elders, Storytelling**
	• *acknowledge, explore and respect historic sites and monuments (CC, LPP, TCC)*		
	• **demonstrate care and concern for the environment (C, ER, LPP)**		• **Land Based Learning, Recycling (the 3R's), School Yard Clean Up**
	Knowledge and Understanding		
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:	• Where are the Inuit, Acadian and prairie communities located in Canada? (LPP)		
	• **How are the geographic regions different from where we live? (LPP)**	❄	• **Visual representations, Mapping skills**
	• **What are the major geographical regions, landforms and bodies of water in each community? (LPP)**		• **Our Community**
	• What are the main differences in climate among these communities? (LPP)		
	• **What geographic factors determined the establishment of each community (e.g., soil, water and climate)? (LPP, TCC)**	❄	• **Landforms, Living and non-living things**
	• How does the physical geography of each community shape its identity? (CC, I)		

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Big Idea, Major Concepts, GLOs	Specific Learning Outcomes ELOs are bold [NICE TO KNOW are italics]	Season	Nehiyaw Ways of Knowing
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:	• What is daily life like for children in Inuit, Acadian and prairie communities (e.g., recreation, school)? (CC, I, LPP)		
	• How does the vastness of Canada affect how we connect to other Canadian communities? (C, I, LPP)		
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:	• **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)**		• **Language, sharing of ideas and resources, teamwork**
	• What are the traditions and celebrations in the communities that connect the people to the past and to each other? (CC, LPP, TCC)		
	• **How are the communities strengthened by their stories, traditions and events of the past? (CC, TCC)**		• **Community Resiliency, Nehiyaw Place Names (A Cree Person)**
	• **What are the linguistic roots and practices in the communities? (CC)**		
	• What individuals and groups contributed to the development of the communities? (CC)		
	• How do these communities connect with one another (e.g., cultural exchanges, languages, traditions, music)? (CC)		
	• How do the cultural and linguistic characteristics of the communities studied contribute to Canada's identity? (CC, I)		
2.1.4 investigate the economic characteristics of communities in Canada by exploring and reflecting upon the following questions for inquiry:	• **What kinds of natural resources exist in the communities (e.g., fishing, agriculture, mining)? (ER, LPP)**		• **Alternative Energy (Green Energy) Nehiyaw names for animal plants and trees**
	• 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)		

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Big Idea, Major Concepts, GLOs	Specific Learning Outcomes ELOs are bold [NICE TO KNOW are italics]	Season	Nehiyaw Ways of Knowing
2.2 A COMMUNITY IN THE PAST			
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.			
Values and Attitudes			
2.2.1 appreciate how stories of the past connect individuals and communities to the present (C, I, TCC)			• **Elders and Storytelling**
2.2.2 appreciate how Aboriginal and Francophone peoples have influenced the development of the student's community (C, CC, I)			
2.2.3 appreciate the importance of collaboration and living in harmony (C, PADM)			• **Sharing Circles, Reciprocity, Protocols, Relationality**
2.2.4 appreciate how connections to a community contribute to one's identity (I)			
2.2.5 appreciate how cultural and linguistic exchanges connect one community to another (CC)			
Knowledge and Understanding			
2.2.6 analyze how the community being studied emerged, by exploring and reflecting upon the following questions for inquiry:	• **What characteristics define their community? (CC, I)**		• **Landforms, natural resources, culture, language, tradition, dress, dancing, art, games**
	• What is unique about their community? (CC, I)		
	• **What are the origins of their community? (TCC)**		• **Heritage, Elders and Stories**

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Essential Learning Outcomes | Kee Tas Kee Now Tribal Council Educational Authority   21

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Big Idea, Major Concepts, GLOs	Specific Learning Outcomes ELOs are bold [NICE TO KNOW are italics]	Season	Nehiyaw Ways of Knowing
2.2.6 analyze how the community being studied emerged, by exploring and reflecting upon the following questions for inquiry:	• What were the reasons for the establishment of their community (e.g., original fur trade fort, original inhabitants)? (CC, TCC)		
	• What individuals or groups contributed to the development of their community? (CC, TCC)		
2.2.7 examine how the community being studied has changed, by exploring and reflecting upon the following questions for inquiry:	• **In what ways has our community changed over time (e.g., changes in transportation, land use)? (CC, TCC)**	🍃	• **Comparisons, changes, Bring in an Elder**
	• What has caused changes in their community? (CC, TCC)		
	• 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)**	🍃	• **Comparisons, changes, Bring in an Elder**
SKILLS AND PROCESSES FOR SOCIAL STUDIES			
Dimensions of Thinking			
2.S.1 develop skills of critical thinking and creative thinking:	• *distinguish between a fictional and a factual account about Canadian communities* • *choose and justify a course of action* • *compare and contrast information from similar types of electronic sources, such as information collected on the Internet*	🍃☀️❄️	
2.S.2 develop skills of historical thinking:	• correctly apply terms related to time (i.e., long ago, before, after)		
	• arrange events, facts and/or ideas in sequence		
2.S.3 develop skills of geographic thinking:	• use a simple map to locate communities studied in Canada		
	• determine distance on a map, using relative terms such as near/far, here/there		

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Big Idea, Major Concepts, GLOs	Specific Learning Outcomes ELOs are bold [NICE TO KNOW are italics]	Season	Nehiyaw Ways of Knowing
2.S.3 develop skills of geographic thinking:	• **apply the concept of relative location to determine locations of people and places**	❄	• **Mapping Skills**
	• **use cardinal directions to locate communities studied in relation to one's own community**		
2.S.4 demonstrate skills of decision making and problem solving:	• apply ideas and strategies to decision making and problem solving		
	• propose new ideas and strategies to contribute to decision making and problem solving		
Social Participation as a Democratic Practice			
2.S.5 demonstrate skills of cooperation, conflict resolution and consensus building:	• **demonstrate the ability to deal constructively with diversity and disagreement**	🍃☀❄🍂	• **Attitudes and Values (Respect)**
	• work and play in harmony with others to create a safe and caring environment		
	• *consider the needs and ideas of others* • *share information collected from electronic sources to add to a group task*		
2.S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community, such as:	• **participate in activities that enhance their sense of belonging within their school and community**	🍂	• **Learning Camps, Sports and Recreation**
2.S.7 apply the research process:	• **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**	🍃☀❄🍂	

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Essential Learning Outcomes | Kee Tas Kee Now Tribal Council Educational Authority **23**

Big Idea, Major Concepts, GLOs	Specific Learning Outcomes ELOs are bold [NICE TO KNOW are italics]	Season	Nehiyaw Ways of Knowing
	Communication		
2.S.8 demonstrate skills of oral, written and visual literacy:	• prepare and present information in their own words, using respectful language		
	• respond appropriately to comments and questions, using respectful language		
	• 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		
2.S.9 develop skills of media literacy:	• identify key words from gathered information on a topic or issue		
	• compare information on the same topic or issue from print media, television and photographs		
	• examine diverse perspectives regarding an issue presented in the media		

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Knowledge ELOs are bold [*NICE TO KNOW are italics*]	Understanding ELOs are bold [*NICE TO KNOW are italics*]	Skills & Procedures ELOs are bold [*NICE TO DO are italics*]	Season	Nehiyaw Ways of Knowing
ORGANIZING IDEA	Number: Quantity is measured with numbers that enable counting, labelling, comparing, and operating.			
GUIDING QUESTION	How can quantity contribute to a sense of number?			
LEARNING OUTCOME	Students analyze quantity to 1000.			
Any number of objects in a set can be represented by a natural number. The values of the places in a four-digit natural number are thousands, hundreds, tens, and ones. Places that have no value within a given number use zero as a placeholder. The number line is a spatial representation of quantity.	There are infinitely many natural numbers. Every digit in a natural number has a value based on its place. Each natural number is associated with exactly one point on the number line.	**Represent quantities using words and natural numbers.** **Identify the digits representing thousands, hundreds, tens, and ones based on place in a natural number.** **Relate a number, including zero, to its position on the number line.**		
A quantity can be skip counted in various ways according to context. Quantities of money can be skip counted in amounts that are represented by coins and bills (denominations).	A quantity can be interpreted as a composition of groups.	*Decompose quantities into groups of 100s, 10s, and 1s.* Count within 1000, forward and backward by 1s, starting at any number. *Skip count by 20s, 25s, or 50s, starting at 0.* *Skip count by 2s and 10s, starting at any number.* Determine the value of a collection of coins or bills of the same denomination by skip counting.		
An even quantity will have no remainder when partitioned into two equal groups or groups of two. **An odd quantity will have a remainder of one when partitioned into two equal groups or groups of two.**	**All natural numbers are either even or odd.**	Model even and odd quantities by sharing and grouping. **Describe a quantity as even or odd.** Partition a set of objects by sharing or grouping, with or without remainders.		

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Essential Learning Outcomes | Kee Tas Kee Now Tribal Council Educational Authority **25**

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Knowledge ELOs are bold [*NICE TO KNOW are italics*]	Understanding ELOs are bold [*NICE TO KNOW are italics*]	Skills & Procedures ELOs are bold [*NICE TO DO are italics*]	Season	Nehiyaw Ways of Knowing
A benchmark is a known quantity to which another quantity can be compared.	**A quantity can be estimated when an exact count is not needed.**	**Estimate quantities using benchmarks.**		
Words that can describe a comparison between two unequal quantities include • **not equal** • **greater than** • **less than** **The less than sign, <, and the greater than sign, >, are used to indicate inequality between two quantities.** **Equality and inequality can be modelled using a balance.**	Inequality is an imbalance between two quantities.	**Model equality and inequality between two quantities, including with a balance.** **Compare and order natural numbers.** **Describe a quantity as less than, greater than, or equal to another quantity.**		

ORGANIZING IDEA	Number: Quantity is measured with numbers that enable counting, labelling, comparing, and operating.
GUIDING QUESTION	How can addition and subtraction be interpreted?
LEARNING OUTCOME	Students investigate addition and subtraction within 100.

Knowledge	Understanding	Skills & Procedures	Season	Nehiyaw Ways of Knowing
The order in which more than two numbers are added does not affect the sum (associative property).	A sum can be composed in multiple ways.	*Visualize 100 as a composition of multiples of 10 in various ways.* Compose a sum in multiple ways, including with more than two addends.		

	Knowledge ELOs are bold [*NICE TO KNOW are italics*]	Understanding ELOs are bold [*NICE TO KNOW are italics*]	Skills & Procedures ELOs are bold [*NICE TO DO are italics*]	Season	Nehiyaw Ways of Knowing
	Familiar addition and subtraction number facts facilitate addition and subtraction strategies. *Addition and subtraction strategies for two-digit numbers include making multiples of ten and using doubles.*	*Addition and subtraction can represent the sum or difference of countable quantities or measurable lengths.*	*Recall and apply addition number facts, with addends to 10, and related subtraction number facts.* *Investigate strategies for addition and subtraction of two-digit numbers.* Add and subtract numbers within 100. **Verify a sum or difference using inverse operations.** Determine a missing quantity in a sum or difference, within 100, in a variety of ways. **Solve problems using addition and subtraction of countable quantities or measurable lengths.**		

ORGANIZING IDEA	Number: Quantity is measured with numbers that enable counting, labelling, comparing, and operating.
GUIDING QUESTION	In what ways can parts compose a whole?
LEARNING OUTCOME	Students interpret part-whole relationships using unit fractions.

Knowledge	Understanding	Skills & Procedures	Season	Nehiyaw Ways of Knowing
A whole can be a whole set of objects, or a whole object, that can be partitioned into a number of equal parts. **The whole can be any size and is designated by context.** **A unit fraction describes any one of the equal parts that compose a whole.**	**Fractions can represent part-to-whole relationships.** **One whole can be interpreted as a number of unit fractions.**	**Model a unit fraction by partitioning a whole object or whole set into equal parts, limited to 10 or fewer equal parts.** *Compare different unit fractions of the same whole, limited to denominators of 10 or less.* *Compare the same unit fractions of different wholes, limited to denominators of 10 or less.* **Model one whole, using a given unit fraction, limited to denominators of 10 or less.**		

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Essential Learning Outcomes | Kee Tas Kee Now Tribal Council Educational Authority   27

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Knowledge ELOs are bold [*NICE TO KNOW are italics*]	Understanding ELOs are bold [*NICE TO KNOW are italics*]	Skills & Procedures ELOs are bold [*NICE TO DO are italics*]	Season	Nehiyaw Ways of Knowing
ORGANIZING IDEA	**Geometry: Shapes are defined and related by geometric attributes.**			
GUIDING QUESTION	**How can shape influence perception of space?**			
LEARNING OUTCOME	**Students analyze and explain geometric attributes of shape.**			
Common geometric attributes include • **sides** • **vertices** • **faces or surfaces** *Two-dimensional shapes may have sides that are line segments.* *Three-dimensional shapes may have faces that are two-dimensional shapes.*	**Shapes are defined according to geometric attributes.** **A shape can be visualized as a composition of other shapes.**	**Sort shapes according to two geometric attributes and describe the sorting rule.** **Relate the faces of three-dimensional shapes to two-dimensional shapes.** **Create a picture or design with shapes from verbal instructions, visualization, or memory.**		
A shape can change orientation or position through slides (translations), turns (rotations), or flips (reflections). **Shapes can be turned or flipped in the creation of art.**	**Geometric attributes do not change when a shape is translated, rotated, or reflected.**	**Investigate translation, rotation, and reflection of two- and three dimensional shapes.** **Describe geometric attributes of two- and three-dimensional shapes in various orientations.** **Recognize the translation, rotation, or reflection of shapes represented in artwork.**		

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⊞⊠	Knowledge ELOs are bold [*NICE TO KNOW are italics*]	Understanding ELOs are bold [*NICE TO KNOW are italics*]	Skills & Procedures ELOs are bold [*NICE TO DO are italics*]	Season	Nehiyaw Ways of Knowing	2
ORGANIZING IDEA		**Measurement: Attributes such as length, area, volume, and angle are quantified by measurement.**				
GUIDING QUESTION		**How can length contribute to interpretations of space?**				
LEARNING OUTCOME		**Students communicate length using units.**				
Tiling is the process of measuring a length by using many copies of a unit without gaps or overlaps. Iterating is the process of measuring a length by repeating one copy of a unit without gaps or overlaps. The unit can be chosen based on the length to be measured. Length can be measured with non-standard units or standard units. Non-standard units found in nature can be used to measure length on the land. Standard units, such as centimetres, can enable a common language around measurement.	*Length is quantified by measurement.* *Length is measured with equal-sized units that themselves have length.* *The number of units required to measure a length is inversely related to the size of the unit.*	**Measure length with non-standard units by tiling, iterating, or using a self-created measuring tool.** **Compare and order measurements of different lengths measured with the same non-standard units, and explain the choice of unit.** **Compare measurements of the same length measured with different non-standard units.** **Measure length with standard units by tiling or iterating with a centimetre.** **Compare and order measurements of different lengths measured with centimetres.**	🌿	
A referent is a personal or familiar representation of a known length. A common referent from the land or body parts can be used to measure length.	Length can be estimated when a measuring tool is not available.	Identify referents for a centimetre. Estimate length by visualizing the iteration of a referent for a centimetre. Investigate First Nations, Métis, or Inuit use of the land in estimations of length.		

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Essential Learning Outcomes | Kee Tas Kee Now Tribal Council Educational Authority   **29**

	Knowledge ELOs are bold [*NICE TO KNOW are italics*]	Understanding ELOs are bold [*NICE TO KNOW are italics*]	Skills & Procedures ELOs are bold [*NICE TO DO are italics*]	Season	Nehiyaw Ways of Knowing
ORGANIZING IDEA	**Patterns: Awareness of patterns supports problem solving in various situations.**				
GUIDING QUESTION	**How can patterns characterize change?**				
LEARNING OUTCOME	**Students explain and analyze patterns in a variety of contexts.**				
Change can be an increase or a decrease in the number and size of elements. A hundreds chart is an arrangement of natural numbers that illustrates multiple patterns. Patterns can be found and created in cultural designs.	A pattern can show increasing or decreasing change. A pattern is more evident when the elements are represented, organized, aligned, or oriented in familiar ways.	Describe non-repeating patterns encountered in surroundings, including in art, architecture, cultural designs, and nature. Investigate patterns in a hundreds chart. Create and express growing patterns using sounds, objects, pictures, or actions.	❄	
Attributes of elements, such as size and colour, can contribute to a pattern.	A pattern core can vary in complexity.	Create and express a repeating pattern with a pattern core of up to four elements that change by more than one attribute.		

	Knowledge ELOs are bold [*NICE TO KNOW are italics*]	Understanding ELOs are bold [*NICE TO KNOW are italics*]	Skills & Procedures ELOs are bold [*NICE TO DO are italics*]	Season	Nehiyaw Ways of Knowing	2
ORGANIZING IDEA	**Time: Duration is described and quantified by time.**					
GUIDING QUESTION	**How can duration support interpretation of time?**					
LEARNING OUTCOME	**Students relate duration to time.**					
Events can be related to calendar dates. Duration can be described using comparative language such as longer or shorter. Duration can be measured in non-standard units, including events, natural cycles, or personal referents. Winter counts are First Nations symbolic calendars that record oral traditions and significant events.	Time can be communicated in various ways. Duration is the measure of an amount of time from beginning to end.	**Express significant events using calendar dates.** **Describe the duration between or until significant events using comparative language.** **Describe the duration of events using non-standard units.** **Relate First Nations' winter counts to duration.**			
Time can be described using standard units such as days or minutes.	Duration is quantified by measurement.	Describe the relationship between days, weeks, months, and years. Describe the duration between or until significant events using standard units of time.			

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Essential Learning Outcomes | Kee Tas Kee Now Tribal Council Educational Authority   **31**

2	**Knowledge** ELOs are bold [*NICE TO KNOW are italics*]	**Understanding** ELOs are bold [*NICE TO KNOW are italics*]	**Skills & Procedures** ELOs are bold [*NICE TO DO are italics*]	**Season**	**Nehiyaw Ways of Knowing**
ORGANIZING IDEA	**Statistics: The science of collecting, analyzing, visualizing, and interpreting data can inform understanding and decision making.**				
GUIDING QUESTION	**How can duration support interpretation of time?**				
LEARNING OUTCOME	**Students relate duration to time.**				
Data can be collected by asking questions. First-hand data is data collected by the person using the data.	*Data can be collected to answer questions.*	Generate questions for a specific investigation within the learning environment. Collect first-hand data by questioning people within the learning environment.		
Data can be recorded using tally marks, words, or counts. Data can be expressed through First Nations, Métis, or Inuit stories. A graph includes features such as • a title • a legend • axes • axis labels *Data can be represented with graphs such as* • *pictographs* • *bar graphs* • *dot plots*	Data can be represented in various ways.	Record data in a table. Construct graphs to represent data. Interpret graphs to answer questions. *Compare the features of pictographs, dot plots, and bar graphs.*		

Big Idea, Major Concepts, GLOs	Specific Learning Outcomes ELOs are bold [NICE TO KNOW are italics]	Season	Nehiyaw Ways of Knowing
	SCIENCE INQUIRY		
	GENERAL LEARNER EXPECTATION 2–1 **Investigate, with guidance, the nature of things, demonstrating an understanding of the procedures followed.**		
	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.**		
Focus	• ask questions that lead to exploration and investigation		
	• i**dentify one or more possible answers to questions asked by themselves and others. Ideas may take the form of predictions and hypotheses**		• **Inquiry, Cross Curricular, LBL**
Explore and Investigate	• **manipulate materials and make observations that are relevant to questions asked**		• **Inquiry, listening skills**
	• *carry out simple procedures identified by others*		
	• *identify materials used and how they were used*		
	• *use, with guidance, print and other sources of information provided. Sources may include library, classroom, community and computer-based resources*		
Reflect and Interpret	• describe what was observed, using pictures and oral language		
	• **describe and explain results; explanations may reflect an early stage of concept development**		• **Sharing circles, inquiry, listening skills**
	• *identify applications of what was learned*		
	• *identify new questions that arise from the investigation.*		
	PROBLEM SOLVING THROUGH TECHNOLOGY		
	GENERAL LEARNER EXPECTATION 2–3 **Construct, with guidance, an object that achieves a given purpose, using materials that are provided.**		
Focus	• **identify the purpose of the object to be constructed: What structure do we need to make? What does it need to do?**		• **Listening, working with others, inquiry**

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Essential Learning Outcomes | Kee Tas Kee Now Tribal Council Educational Authority **33**

2

Big Idea, Major Concepts, GLOs	Specific Learning Outcomes ELOs are bold [NICE TO KNOW are italics]	Season	Nehiyaw Ways of Knowing
Explore and Investigate	• attempt, with guidance, a variety of strategies to complete tasks		• **Perseverance, working with others, confidence, listening**
	• *identify steps followed in constructing the object and in testing it to see if it works*		
	• *engage in all parts of the task and allow others to make their contributions*		
	• *identify materials used and how they were used*		
	• *use, with guidance, print and other sources of information provided. Sources may include library, classroom, community and computer-based resources*		
Reflect and Interpret	• *communicate results of construction activities, using oral language, captioned pictures and simple graphs (pictographs and bar graphs)*		
	• describe the product and describe and explain the processes by which it was made		
	• identify applications for the product that was made.		

ATTITUDES

	GENERAL LEARNER EXPECTATION 2–4 **Demonstrate positive attitudes for the study of science and for the application of science in responsible ways.**		• **Virtues: respect, listening, keen sense of observation, working with others**
Students will show growth in acquiring and applying the following traits:	• **curiosity**		• **Land based learning, nature walks, bringing exemplars and artifacts in class**
	• **confidence in personal ability to explore materials and learn by direct study**		• **See above, confidence**
	• **inventiveness**		• **Encourage creativity with science projects**
	• **perseverance: staying with an investigation over a sustained period of time**		• **Patience, calm, tolerance**
	• appreciation of the value of experience and careful observation		
	• a willingness to work with others and to consider their ideas		
	• a sense of responsibility for actions taken		

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Big Idea, Major Concepts, GLOs	Specific Learning Outcomes ELOs are bold [NICE TO KNOW are italics]	Season	Nehiyaw Ways of Knowing
	• respect for living things and environments, and commitment for their care		• **Respect for living things and environments, and commitment for their care**

TOPIC A: EXPLORING LIQUIDS

	GENERAL LEARNER EXPECTATION 2–5 **Describe some properties of water and other liquids, and recognize the importance of water to living and nonliving things.**		• **In class projects, experimentation**
	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.**		• **In class experimentation**
	1. Recognize and describe characteristics of liquids: • **recognize and describe liquid flow** • **describe the shape of drops** • **describe the surface of calm water.**		• **Seasonal changes, in class experiments and water stations**
	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.		• **In class experimentation and water stations**
	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.		• **In class experimentation**
	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.		• **In class experiment; cross curricular with art**

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Big Idea, Major Concepts, GLOs	Specific Learning Outcomes ELOs are bold [NICE TO KNOW are italics]	Season	Nehiyaw Ways of Knowing
	5. Demonstrate an understanding that liquid water can be changed to other states: • **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.**		• **Seasonal changes, in class experiments and water stations**
	6. Predict that the water level in open containers will decrease due to evaporation, but the water level in closed containers will not decrease.		• **In class experimentation**
	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.		• **L.B.L.**
	8. Recognize that water is a component of many materials and of living things.		• **L.B.L.**
	9. Recognize human responsibilities for maintaining clean supplies of water, and identify actions that are taken to ensure that water supplies are safe.		• **L.B.L. nature walk**

TOPIC B: BUOYANCY AND BOATS

GENERAL LEARNER EXPECTATION 2–7
Construct objects that will float on and move through water, and evaluate various designs for watercraft.

Big Idea, Major Concepts, GLOs	Specific Learning Outcomes	Season	Nehiyaw Ways of Knowing
	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.		• **Nature walk to test materials; youtube videos of canoeing; in class experimentation**
	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.		• **In class experiments; hands on demonstrations**

Big Idea, Major Concepts, GLOs	Specific Learning Outcomes ELOs are bold [NICE TO KNOW are italics]	Season	Nehiyaw Ways of Knowing
	3. Assemble materials so they will float, carry a load and be stable in water.	🍃	• **In class experiments; hands on demonstrations**
	4. Modify a watercraft to increase the load it will carry.		
	5. Modify a watercraft to increase its stability in water.		
	6. Evaluate the appropriateness of various materials to the construction of watercraft, in particular: • *the degree to which the material is waterproof (not porous)* • *the ability to form waterproof joints between parts* • *the stiffness or rigidity of the material*		
	7. Develop or adapt methods of construction that are appropriate to the design task.		• **Virtues; listening, following directions**
	8. Adapt the design of a watercraft so it can be propelled through water.		• **Class project; teach patience**
	9. Explain why a given material, design or component is appropriate to the design task		

TOPIC C: MAGNETISM

GENERAL LEARNER EXPECTATION 2–8 **Describe the interaction of magnets with other magnets and with common materials.**	❄️	

Big Idea, Major Concepts, GLOs	Specific Learning Outcomes	Season	Nehiyaw Ways of Knowing
	1. Identify where magnets are used in the environment and why they are used.	❄️	• **Creation Stories, Orienteering (Compass), Cultural Traditions (tipees), Technology (Automobiles, Computers, Junk Yards, metal detectors)**
	2. Distinguish materials that are attracted by a magnet from those that are not.		
	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.	❄️	• **Experimentation, Orienteering, bird migration, sharks**

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Big Idea, Major Concepts, GLOs	Specific Learning Outcomes ELOs are bold [NICE TO KNOW are italics]	Season	Nehiyaw Ways of Knowing
	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.	❄	• **Experimentation, Orienteering, bird migration, sharks**
	5. Design and produce a device that uses a magnet.		
	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.		
	7. Compare and measure the strength of magnets.		

TOPIC D: HOT AND COLD TEMPERATURE

	GENERAL LEARNER EXPECTATION 2–9 **Recognize the effects of heating and cooling, and identify methods for heating and cooling.**		• **Cross-curricular in the way that there can core subject connection, Cree Natural Law. Water importance, Seasonal Rounds**
	1. Describe temperature in relative terms, using expressions, such as hotter than, colder than.		• **LBL, weather effects**
	2. Measure temperature in degrees Celsius (°C).		
	3. Describe how heating and cooling materials can often change them; e.g., melting and freezing, cooking, burning.		• **LBL; cross-curriculum, weather effects, Seasonal Rounds**
	4. Identify safe practices for handling hot and cold materials and for avoiding potential dangers from heat sources.		
	5. Recognize that the human body temperature is relatively constant and that a change in body temperature often signals a change in health.		
	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.		
	7. Describe, in general terms, how local buildings are heated: • *identify the energy source or fuel* • *recognize that most buildings are heated by circulating hot air or hot water* • *describe how heat is circulated through the school building and through their own homes.*		• **LBL shelters**

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Big Idea, Major Concepts, GLOs	Specific Learning Outcomes ELOs are bold [NICE TO KNOW are italics]	Season	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.		• LBL camp
	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.		• Using Cree names for elements, stewardship
	10. Design and construct a device to keep something hot or cold.		• LBL camp
	11. Describe ways in which temperature changes affect us in our daily lives.		
	TOPIC E: SMALL CRAWLING AND FLYING ANIMALS		• L.B.L
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.			• Nature walk; L.B.L, animals local to their community; using Cree names for animals; stewardship
	1. Recognize that there are many different kinds of small crawling and flying animals, and identify a range of examples that are found locally.		• Nature walk; L.B.L, animals local to their community; using Cree names for animals; stewardship
	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.		
	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.		• Cree names for homes; L.B.L nature walks
	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.		• Story telling, stewardship, cross-curriculum
	5. Describe the relationships of these animals to other living and nonliving things in their habitat, and to people.		

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Big Idea, Major Concepts, GLOs	Specific Learning Outcomes ELOs are bold [NICE TO KNOW are italics]	Season	Nehiyaw Ways of Knowing
	6. Identify and give examples of ways that small animals avoid predators, including camouflage, taking cover in burrows, use of keen senses and flight.		• **Story-telling, stewardship, senses**
	7. Describe conditions for the care of a small animal, and demonstrate responsible care in maintaining the animal for a few days or weeks.		
	8. Identify ways in which animals are considered helpful or harmful to humans and to the environment.		

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