







 Big Idea, Major Concepts, GLOs ELOs are bold	GRADE 4 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 5 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 6 Specific Learning Outcomes	Nehiyaw Ways of Knowing
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	Compare new ideas, information and experiences to prior knowledge and experiences		Use appropriate prior knowledge and experiences to make sense of new ideas and information		Use prior experiences with oral, print and other media texts to choose new texts that meet learning needs and interests	
	Ask questions, paraphrase and discuss to explore ideas and understand new concepts	<ul style="list-style-type: none"> Ask questions, paraphrase and discuss to explore ideas and understand new concepts  	Read, write, represent and talk to explore personal understandings of new ideas and information	<ul style="list-style-type: none"> Nature walks, fall/winter/spring activities, fishing, canoeing, arrow making  	Read, write, represent and talk to explore and explain connections between prior knowledge and new information in oral, print and other media texts	<ul style="list-style-type: none"> Nature walks, fall activities, fishing, canoeing, arrow making 
	Share personal responses to explore and develop understanding of oral, print and other media texts	<ul style="list-style-type: none"> Journal entries, creative writing, storytelling  	Use own experiences as a basis for exploring and expressing opinions and understanding	<ul style="list-style-type: none"> Journal entries, creative writing, storytelling  	Engage in exploratory communication to share personal responses and develop own interpretations	
Experiment with language and forms	Discuss and compare the ways similar topics are developed in different forms of oral, print and other media texts	<ul style="list-style-type: none"> Hunting, berry picking, jam making  	Select from provided forms of oral, print and other media texts those that best organize ideas and information and develop understanding of topics		Experiment with a variety of forms of oral, print and other media texts to discover those best suited for exploring, organizing and sharing ideas, information and experiences	

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Express preferences	Select preferred forms from a variety of oral, print and other media texts		Select and explain preferences for particular forms of oral, print and other media texts		Assess a variety of oral, print and other media texts, and discuss preferences for particular forms	<ul style="list-style-type: none"> Videos, Elders sharing stories, Interpreters, Indigenous Art, wildlife picture prompts
Set goals	Identify areas of personal accomplishment and areas for enhancement in language learning and use	<ul style="list-style-type: none"> Demolition derby, horseback riding, rabbit snaring & making 	Reflect on areas of personal accomplishment, and set personal goals to improve language learning and use	<ul style="list-style-type: none"> Demolition derby, horseback riding, rabbit snaring & making 	Assess personal language use, and revise personal goals to enhance language learning and use	<ul style="list-style-type: none"> Demolition derby, horseback riding, rabbit snaring & making
1.2 Clarify and Extend						
Consider others' ideas	Identify other perspectives by exploring a variety of ideas, opinions, responses and oral, print and other media texts		Seek the viewpoints of others to build on personal responses and understanding	<ul style="list-style-type: none"> Walking and picking medicinal plants, explaining their use, Moose habitat/calling, tea/fire/shelter making 	Select from the ideas and observations of others to expand personal understanding	
Combine ideas	Use talk, notes, personal writing and representing to record and reflect on ideas, information and experiences	<ul style="list-style-type: none"> Journal entries, book reports, letter writing, picture prompt writing(fall/wildlife/hunting/seasonal colors) 	Use talk, notes, personal writing and representing to explore relationships among own ideas and experiences, those of others and those encountered in oral, print and other media texts		Use talk, notes, personal writing and representing, together with texts and the ideas of others, to clarify and shape understanding	

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Extend understanding	Explore ways to find additional ideas and information to extend understanding		Search for further ideas and information from others and from oral, print and other media texts to extend understanding		Evaluate the usefulness of new ideas, techniques and texts in terms of present understanding	<ul style="list-style-type: none"> Walking and picking medicinal plants, explaining their use, Moose habitat/calling, tea/fire/shelter making 




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	Use ideas and concepts, developed through personal interests, experiences and discussion, to understand new ideas and information		Describe ways that personal experiences and prior knowledge contribute to understanding new ideas and information	<ul style="list-style-type: none"> Journal writing/ self reflections, scrap booking, photo stories 	Combine personal experiences and the knowledge and skills gained through previous experiences with oral, print and other media texts to understand new ideas and information	
	Explain how the organizational structure of oral, print and other media texts can assist in constructing and confirming meaning	<ul style="list-style-type: none"> Scrapbooking activities, chapter books, sentence construction, parts of speech, phonics, grammar 	Use knowledge of organizational structures, such as tables of contents, indices, topic sentences and headings, to locate information and to construct and confirm meaning		Apply knowledge of organizational structures of oral, print and other media texts to assist with constructing and confirming meaning	

**Grades
4 - 6**


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Use comprehension strategies	Preview sections of print texts to identify the general nature of the information and to set appropriate purpose and reading rate	Reading recipes and instructions for cooking ducks/ rabbits, sacred Nehiyawin stories in winter, reading instructions for canoe making & building tipis, reading cultural songs 	Preview sections of print texts, and apply reading rate and strategies appropriate for the purpose, content and format of the texts	Comprehension stories/ reading assessment activities/ traditional stories/ reading online/ reading comic strips/ fishing & hunting stories from YouTube 	Identify, and explain in own words, the interrelationship of the main ideas and supporting details	Comprehension stories/reading assessment activities/traditional stories/ reading online/ reading comic strips/fishing & hunting stories from YouTube (all season traditional activities) 
	Comprehend new ideas and information by responding personally and discussing ideas with others		Comprehend new ideas and information by responding personally, taking notes and discussing ideas with others	(This cell is shaded grey in the original document)	Preview the content and structure of subject area texts, and use this information to set a purpose, rate and strategy for reading	(This cell is shaded grey in the original document)
	Extend sight vocabulary to include words frequently used in other subject areas		Use the meanings of familiar words to predict the meanings of unfamiliar words in context		Use definitions provided in context to identify the meanings of unfamiliar words	
	Monitor understanding by confirming or revising inferences and predictions based on information in text		Monitor understanding by comparing personal knowledge and experiences with information on the same topic from a variety of sources		Monitor understanding by evaluating new ideas and information in relation to known ideas and information	




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Use textual cues	Use text features, such as headings, subheadings and margin organizers, to enhance understanding of ideas and information	<ul style="list-style-type: none"> Chapter books, Nehiyawin story/stories  	Use text features, such as maps, diagrams, special fonts and graphics, that highlight important concepts to enhance understanding of ideas and information	<ul style="list-style-type: none"> Chapter books, Nehiyawin history/stories/maps of Alberta/ Nehiyawin syllabics/KTCEA logos & graphics (competitions for logo drawings)  	Use text features, such as charts, graphs and dictionaries, to enhance understanding of ideas and information	
	Distinguish differences in the structural elements of texts, such as letters and storybooks, to access and comprehend ideas and information		Identify and use the structural elements of texts, such as letters, brochures, glossaries and encyclopedias, to access and comprehend ideas and information		Identify and use the structural elements of texts, such as magazines, newspapers, newscasts and news features, to access and comprehend ideas and information	
Use phonics and structural analysis	Identify and know the meaning of some frequently used prefixes and suffixes		Identify and know by sight the meaning of high frequency prefixes and suffixes to read unfamiliar, multi syllable words in context		Use the meanings of prefixes and suffixes to predict the meanings of unfamiliar words in context	<ul style="list-style-type: none"> Using Nehiyawin words to English words 
	Apply knowledge of root words, compound words, syllabication, contractions and complex word families to read unfamiliar words in context		Integrate knowledge of phonics, sight vocabulary and structural analysis with knowledge of language and context clues to read unfamiliar words in context	<ul style="list-style-type: none"> Reading comprehension using traditional stories/ Wisakicak/ canoeing/ trapping  	Integrate and apply knowledge of phonics, sight vocabulary, language and context clues, and structural analysis to read unfamiliar words in texts of increasing length and complexity	<ul style="list-style-type: none"> Reading comprehension using traditional stories/ Wisakicak/ canoeing/ trapping 
	Integrate knowledge of phonics and sight vocabulary with knowledge of language and context clues to read unfamiliar words in context					

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Use references	Use alphabetical order by first and second letter to locate information in reference materials Use junior dictionaries, spell-check functions and electronic dictionaries to confirm the spellings or locate the meanings of unfamiliar words in oral, print and other media texts		Find words in digital dictionaries and glossaries to confirm the spellings or locate the meanings, by using knowledge of phonics and structural analysis, alphabetical order and guide words		Choose the most appropriate reference to confirm the spellings or locate the meanings of unfamiliar words in oral, print and other media texts	
2.2 Respond to Texts						
Experience various texts	Experience oral, print and other media texts from a variety of cultural traditions and genres, such as personal narratives, plays, novels, video programs, adventure stories, folk tales, informational texts, mysteries, poetry and CDROM programs Identify and discuss favourite authors, topics and kinds of oral, print and other media texts	<ul style="list-style-type: none"> French/Inuit/Métis & other first nations 	Experience oral, print and other media texts from a variety of cultural traditions and genres, such as historical fiction, myths, biographies, poetry, news reports and guest speakers Express points of view about oral, print and other media texts		Experience oral, print and other media texts from a variety of cultural traditions and genres, such as autobiographies, travelogues, comics, short films, myths, legends and dramatic performances Explain own point of view about oral, print and other media texts	




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Experience various texts	Discuss a variety of oral, print or other media texts by the same author, illustrator, storyteller or filmmaker		Make connections between fictional texts and historical events	<ul style="list-style-type: none"> • Make connections between traditional Nehiyawin stories to stories from textbooks/online sources  	Make connections between own life and characters and ideas in oral, print and other media texts	<ul style="list-style-type: none"> • Make connections between traditional Nehiyawin stories to stories from textbooks/online sources 
	Retell events of stories in another form or medium	<ul style="list-style-type: none"> • Puppet shows/drama/acting/google slides/flip grids  	Describe and discuss new places, times, characters and events encountered in oral, print and other media texts	<ul style="list-style-type: none"> • Make connections between traditional Nehiyawin stories to stories and today  	Discuss common topics or themes in a variety of oral, print and other media texts	
	Make general evaluative statements about oral, print and other media texts		Write or represent the meaning of texts in different forms		Discuss the author's, illustrator's, storyteller's or filmmaker's intention or purpose	
Construct meaning from texts	Connect the thoughts and actions of characters portrayed in oral, print and other media texts to personal and classroom experiences	<ul style="list-style-type: none"> • Journal writing/art/story recount from personal viewpoint  	Compare characters and situations portrayed in oral, print and other media texts to those encountered in the classroom and community	<ul style="list-style-type: none"> • Make connections between traditional Nehiyawin stories (do not include spirituality look more to moral and ethics) to stories about today  	Observe and discuss aspects of human nature revealed in oral, print and other media texts, and relate them to those encountered in the community	<ul style="list-style-type: none"> • Make connections between traditional Nehiyawin stories (do not include spirituality look more to moral and ethics) to stories about today 





**Grades
4 - 6**





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Construct meaning from texts	Identify the main events in oral, print and other media texts; explain their causes, and describe how they influence subsequent events		Describe characters' qualities based on what they say and do and how they are described in oral, print and other media texts		Summarize oral, print or other media texts, indicating the connections among events, characters and settings	
	Compare similar oral, print and other media texts and express preferences, using evidence from personal experiences and the texts		Describe and discuss the influence of setting on the characters and events		Identify or infer reasons for a character's actions or feelings	
	Develop own opinions based on ideas encountered in oral, print and other media texts		Support own interpretations of oral, print and other media texts, using evidence from personal experiences and the texts		Make judgements and inferences related to events, characters, setting and main ideas of oral, print and other media texts	
			Retell or represent stories from the points of view of different characters		<ul style="list-style-type: none"> Make connections between traditional Nehiyawin stories to stories about today 	





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Appreciate the artistry of texts	Explain how onomatopoeia and alliteration are used to create mental images		Explain how simile and hyperbole are used to create mood and mental images		Explain how metaphor, personification and synecdoche are used to create mood and mental images	
	Explain how language and visuals work together to communicate meaning and enhance effect	<ul style="list-style-type: none"> • Art/think-pair-share/inside/outside circles 	Alter sentences and word choices to enhance meaning and to create mood and special effects		<ul style="list-style-type: none"> • Experiment with sentence patterns, imagery and exaggeration to create mood and mental images 	<ul style="list-style-type: none"> • Connect experiences from Culture Camp to interest students who did not attend the camp in classroom exercises. Oral Storytelling/Story writing following the traditional patterns 
					Discuss how detail is used to enhance character, setting, action and mood in oral, print and other media texts	
2.3 Understand Forms, Elements and Techniques						
Understand forms and genres	Describe and compare the main characteristics of a variety of oral, print and other media texts		Identify and discuss similarities and differences among a variety of forms of oral, print and other media texts		Identify key characteristics of a variety of forms or genres of oral, print and other media texts	
	Identify various ways that information can be recorded and presented visually	<ul style="list-style-type: none"> • Videos, voice recordings, podcast, vlogs, google slides 	Identify the main characteristics of familiar media and media texts		Discuss the differences between print and other media versions of the same text	




**Grades
4 - 6**







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Understand techniques and elements	Identify and explain connections among events, setting and main characters in oral, print and other media texts		Identify the main problem or conflict in oral, print and other media texts, and explain how it is resolved	<ul style="list-style-type: none"> Book reports/7 teachings  	Discuss the connections among plot, setting and characters in oral, print and other media texts	<ul style="list-style-type: none"> Connect experiences from Culture Camp and stories relating to the four seasons in classroom exercises. Oral Storytelling/ Story writing following the traditional patterns 
	Identify the speaker or narrator of oral, print or other media texts		Identify and discuss the main character's point of view and motivation		Identify first and third person narration, and discuss preferences with reference to familiar texts	<ul style="list-style-type: none"> Connect to stories relating to the four seasons & oral stories told at Culture Camp 
	Identify how specific techniques are used to affect viewer perceptions in media texts		Identify examples of apt word choice and imagery that create particular effects		Explore techniques, such as visual imagery, sound, flashback and voice inflection, in oral, print and other media texts	
	Identify sections or elements in print or other media texts, such as shots in films or sections in magazines		Identify strategies that presenters use in media texts to influence audiences		Identify strategies that presenters use in media texts to influence audiences	
Experiment with language	Recognize how words and word combinations, such as word play, repetition and rhyme, influence or convey meaning		Experiment with words and sentence patterns to create word pictures; identify how imagery and figurative language, such as simile and exaggeration, convey meaning		Alter words, forms and sentence patterns to create new versions of texts for a variety of purposes; explain how imagery and figurative language, such as personification and alliteration, clarify and enhance meaning	

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2.4 Create Original Text						
Generate ideas	Use a variety of strategies for generating and organizing ideas and experiences in oral, print and other media texts	<ul style="list-style-type: none"> Brainstorming, mind maps, graphic organizers, story boards, research outline, imitating stories  	Use texts from listening, reading and viewing experiences as models for producing own oral, print and other media texts		Choose life themes encountered in reading, listening and viewing activities, and in own experiences, for creating oral, print and other media texts	<ul style="list-style-type: none"> Connect experiences from Culture Camp to interest students who did not attend the camp in classroom exercises. Oral Storytelling/ Story writing following the traditional patterns 
Elaborate on the expression of ideas	Select and use visuals that enhance meaning of oral, print and other media texts		Experiment with modeled forms of oral, print and other media texts to suit particular audiences and purposes		Use literary devices, such as imagery and figurative language, to create particular effects	
Structure texts	Produce oral, print and other media texts that follow a logical sequence, and demonstrate clear relationships between character and plot Produce narratives that describe experiences and reflect personal responses		Use structures encountered in texts to organize and present ideas in own oral, print and other media texts Use own experience as a starting point and source of information for fictional oral, print and other media texts	<ul style="list-style-type: none"> Prior schema/ family ceremonies/ cultural events/ landbase camps  	Determine purpose and audience needs to choose forms, and organize ideas and details in oral, print and other media texts Express the same ideas in different forms and genres; compare and explain the effectiveness of each for audience and purpose	




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GENERAL OUTCOME 3 Students will listen, speak, read, write, view and represent to manage ideas and information.						
3.1 Plan and Focus						
Focus attention	Use organizational patterns of expository texts to understand ideas and information		Summarize important ideas in oral, print and other media texts and express opinions about them	<ul style="list-style-type: none"> Storytellers, Elder's stories, traditional readings  	Distinguish among facts, supported inferences and opinions	
	Focus topics appropriately for particular audiences		Combine personal knowledge of topics with understanding of audience needs to focus topics for investigation		Use note-taking or representing to assist with understanding ideas and information, and focusing topics for investigation	<ul style="list-style-type: none"> Journal writing/ note taking during camp activities 
Determine information needs	Ask relevant questions, and respond to questions related to a particular topic		Identify categories of information related to particular topics, and ask questions related to each category		Decide on and select the information needed to support a point of view	<ul style="list-style-type: none"> 5 W(s) and H lesson activities 
Plan to gather information	Develop and follow a class plan for accessing and gathering ideas and information		<ul style="list-style-type: none"> Scavenger hunts/research projects/ scrapbooking  		Develop and follow own plan for gathering and recording ideas and information	










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3.2 Select and Process						
Use a variety of sources	Locate information to answer research questions, using a variety of sources, such as maps, atlases, charts, dictionaries, school libraries, video programs, elders in the community and field trips	<ul style="list-style-type: none"> Culture camp - duck hunting/ rabbit snaring/ traditional/ cultural songs  	Locate information to answer research questions, using a variety of sources, such as newspapers, encyclopedias, CDROMs, a series by the same writer, scripts, diaries, autobiographies, interviews and oral traditions		Locate information to answer research questions, using a variety of sources, such as printed texts, bulletin boards, biographies, art, music, community resource people, CDROMs and the Internet	<ul style="list-style-type: none"> Knowledge Keepers input should be sought first in the research process for authentic information on traditional activities. (Use activity to correct misconceptions from other sources)  (Animal uses - Buffalos etc.)
Access information	Use a variety of tools, such as indices, legends, charts, glossaries, typographical features and dictionary guide words, to access information		Use a variety of tools, such as chapter headings, glossaries and encyclopedia guide words, to access information		Use a variety of tools, such as bibliographies, thesauri, electronic searches and technology, to access information	
	Identify information sources that inform, persuade or entertain, and use such sources appropriately		Skim, scan and listen for key words and phrases	<ul style="list-style-type: none"> Storytellers, Elder's stories, traditional readings  	Skim, scan and read closely to gather information	
Evaluate sources	Recall important points, and make and revise predictions regarding upcoming information		Determine the usefulness and relevance of information for research purpose and focus, using pre-established criteria		Evaluate the congruency between gathered information and research purpose and focus, using pre-established criteria	

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3.3 Organize, Record and Evaluate						
Organize information	Organize ideas and information, using appropriate categories, chronological order, cause and effect, or posing and answering questions		Use clear organizational structures, such as chronological order, and cause and effect, to link ideas and information and to assist audience understanding		Organize ideas and information using a variety of strategies and techniques, such as comparing and contrasting, and classifying and sorting according to subtopics and sequence	<ul style="list-style-type: none"> Creating story outlines/mapping, graphic organizers, from traditional information or from a Nehiyaw-in understandings 
	Record ideas and information that are on topic		Organize ideas and information to emphasize key points for the audience		<ul style="list-style-type: none"> Organize and develop ideas and information into oral, print or other media texts with introductions that interest audiences and state the topic, sections that develop the topic and conclusions 	
	Organize oral, print and other media texts into sections that relate to and develop the topic		Add, delete or combine ideas to communicate more effectively			
Record information	Make notes of key words, phrases and images by subtopics; cite titles and authors of sources alphabetically	<ul style="list-style-type: none"> List presenters alphabetically, list authors alphabetically, journal cultural camp experiences by sub topics 	Record information in own words; cite titles and authors alphabetically, and provide publication dates of sources	<ul style="list-style-type: none"> Storytellers, Elder's stories, traditional readings 	Make notes on a topic, combining information from more than one source; use reference sources appropriately	
	Paraphrase information from oral, print and other media sources		Combine ideas and information from several sources		Use outlines, thought webs and summaries to show the relationships among ideas and information and to clarify meaning	
			Record ideas and information in relevant categories, according to a research plan		Quote information from oral, print and other media sources	






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Evaluate information	Examine gathered information to identify if more information is required; review new understanding		Connect gathered information to prior knowledge to reach new conclusions	<ul style="list-style-type: none"> Personal schema, storytellers, Elder's stories, traditional readings  	Evaluate the appropriateness of information for a particular audience and purpose Recognize gaps in gathered information, and suggest additional information needed for a particular audience and purpose	<ul style="list-style-type: none"> Recognize gaps in gathered information, suggest additional information needed for a particular audience & purpose 
3.4 Share and Review						
Share ideas and information	Communicate ideas and information in a variety of oral, print and other media texts, such as short reports, talks and posters Select visuals, print and/or other media to add interest and to engage the audience	<ul style="list-style-type: none"> Share photos/artifacts/crafts from culture camp/recording of a song, talk with elders, video conversations/activities  	Communicate ideas and information in a variety of oral, print and other media texts, such as illustrated reports, charts, graphic displays and travelogues Select visuals, print and/or other media to inform and engage the audience	<ul style="list-style-type: none"> Ideas from across subject areas (Social Studies, Science, Mathematics & Culture camp)  	Communicate ideas and information in a variety of oral, print and other media texts, such as multiparagraph reports, question and answer formats and graphs Select appropriate visuals, print and/or other media to inform and engage the audience	
Review research process	Identify strengths and areas for improvement in research process		Assess personal research skills, using pre-established criteria		Establish goals for enhancing research skills	<ul style="list-style-type: none"> Project assignment to learn more about the traditional activities at cultural camp 



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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	Identify the general impression and main idea communicated by own and peers' oral, print and other media texts	<ul style="list-style-type: none"> Conduct surveys/peer feedback/community feedback  	Use developed criteria to provide feedback to others and to revise own work		Work collaboratively to revise and enhance oral, print and other media texts	
	Use pre-established criteria to provide support and feedback to peers on their oral, print and other media texts				Ask for and evaluate the usefulness of feedback and assistance from peers	
Revise and edit	Revise to ensure an understandable progression of ideas and information		Revise to add and organize details that support and clarify intended meaning		Revise to provide focus, expand relevant ideas and eliminate unnecessary information	<ul style="list-style-type: none"> Revision of writing assignments (narratives, descriptive) on various traditional customs from culture camp activities 
	Identify and reduce fragments and run-on sentences		Edit for appropriate use of statements, questions and exclamations		Edit for appropriate verb tense and for correct pronoun references	
	Edit for subject-verb agreement	<ul style="list-style-type: none"> Editing paragraphs/handouts/stories of Nehiyawah ways and being (7 teachings)  			Use paragraph structures in expository and narrative texts	






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Enhance legibility	Write legibly, using a style that demonstrates awareness of alignment, shape and slant Use special features of software when composing, formatting and revising texts		Write legibly, using a style that is consistent in alignment, shape and slant Apply word processing skills, and use publishing programs to organize information	<ul style="list-style-type: none"> Practice to write paragraphs/hand-outs/stories of Nehiyawah ways and being (7 teachings)  	Write legibly and at a pace appropriate to context and purpose Experiment with a variety of software design elements, such as spacing, graphics, titles and headings, and font sizes and styles, to enhance the presentation of texts	<ul style="list-style-type: none"> Essay/ presentation/ letter writing, point form writing  Computer work activities/ Chromebook activities 
Expand knowledge of language	Use an increasing variety of words to express and extend understanding of concepts related to personal interests and topics of study		Extend word choice through knowledge of synonyms, antonyms and homonyms and the use of a thesaurus		Show the relationships among key words associated with topics of study, using a variety of strategies such as thought webs, outlines and lists	
	Recognize English words and expressions that come from other cultures or languages	<ul style="list-style-type: none"> Stories about other Nehiyawah groups such as Inuit/Métis  	Distinguish different meanings for the same word, depending on the context in which it is used	<ul style="list-style-type: none"> Stories about other Nehiyawah groups such as Inuit/Métis  	Choose words that capture a particular aspect of meaning and that are appropriate for context, audience and purpose	
Enhance artistry	Experiment with combining detail, voice-over, music and dialogue with sequence of events	<ul style="list-style-type: none"> Dialogue about the sequence of events for Ice fishing/snow shoe making/ fire making/ tea making activities  	Experiment with words, phrases, sentences and multimedia effects to enhance meaning and emphasis	<ul style="list-style-type: none"> Enhance meaning about Ice fishing/snow shoe making/ fire making/ tea making activities  	Experiment with several options, such as sentence structures, figurative language and multimedia effects, to choose the most appropriate way of communicating ideas or information	<ul style="list-style-type: none"> Mechanics of Microsoft suite to create and publish assignments 



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Big Idea, Major Concepts, GLOs ELOs are bold	GRADE 4 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 5 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 6 Specific Learning Outcomes	Nehiyaw Ways of Knowing
4.2 Attend to Conventions						
Attend to grammar and usage	Identify simple and compound sentence structures, and use in own writing	<ul style="list-style-type: none"> History of Alberta/ traditional stories (Wisakicak stories)  	Use words and phrases to modify and clarify ideas in own writing		Identify the use of coordinate and subordinate conjunctions to express ideas	
	Identify correct noun-pronoun agreement, and use in own writing		Use connecting words to link ideas in sentences and paragraphs		Use complex sentence structures and a variety of sentence types in own writing	
	Identify past, present and future action		Identify irregular verbs, and use in own writing		Identify comparative and superlative forms of adjectives, and use in own writing	
			Identify past, present and future verb tenses, and use in sentences	<ul style="list-style-type: none"> Written Nehiyawin language (tipi/ greetings/ basic social commands)  	Identify past, present and future verb tenses, and use throughout a piece of writing	<ul style="list-style-type: none"> Written Nehiyawin language (tipi/ greetings/ basic social commands) 
Attend to spelling	Use phonic knowledge and skills and visual memory, systematically, to spell multisyllable words in own writing	<ul style="list-style-type: none"> Written Nehiyawin language (tipi/ greetings/ basic social commands)  	Use phonic knowledge and skills, visual memory, the meaning and function of words in context, and spelling generalizations to spell with accuracy in own writing	<ul style="list-style-type: none"> Flash cards/ word walls/ guided writing  	Use a variety of resources and strategies to determine and learn the correct spelling of common exceptions to conventional spelling patterns	
	Identify and apply common spelling generalizations in own writing		Study and use the correct spelling of commonly misspelled words in own writing		Explain the importance of correct spellings for effective communication	






 Big Idea, Major Concepts, GLOs ELOs are bold	GRADE 4 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 5 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 6 Specific Learning Outcomes	Nehiyaw Ways of Knowing
Attend to spelling	Apply strategies for identifying and learning to spell problem words in own writing		Know and consistently apply spelling conventions when editing and proofreading own writing		Edit for and correct commonly misspelled words in own writing, using spelling generalizations and the meaning and function of words in context	
Attend to capitalization and punctuation	Capitalize the first letter of names and the pronoun “I” in own writing		Use capital letters, appropriately, in titles, headings and subheadings in own writing	<ul style="list-style-type: none"> Story/ narrative/ descriptive/ story writing and connecting them to their personal/ cultural or landbase experiences 	Use colons before lists, to separate hours and minutes, and after formal salutations in own writing	
	Identify periods, exclamation marks and question marks when reading, and use them to assist comprehension (W)		Use quotation marks and separate paragraphs to indicate passages of dialogue in own writing		Identify parentheses and colons when reading, and use them to assist comprehension	
4.3 Present and Share						
Present information	Present to peers ideas and information on a topic of interest, in a well-organized form		Organize ideas and information in presentations to maintain a clear focus and engage the audience		Use various styles and forms of presentations, depending on content, audience and purpose	

**Grades
4 - 6**

 Big Idea, Major Concepts, GLOs ELOs are bold	GRADE 4 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 5 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 6 Specific Learning Outcomes	Nehiyaw Ways of Knowing
Enhance presentation	Add interest to presentations through the use of props, such as pictures, overheads and artifacts		Use effective openings and closings that attract and sustain reader or audience interest		Emphasize key ideas and information to enhance audience understanding and enjoyment	
Use effective oral and visual communication	Adjust volume, tone of voice and gestures appropriately, to suit a variety of social and classroom activities		Adjust volume, tone of voice and gestures to engage the audience; arrange presentation space to focus audience attention	<ul style="list-style-type: none"> Read aloud exercises (winter/trapping/legends stories)  	Demonstrate control of voice, pacing, gestures and facial expressions; arrange props and presentation space to enhance communication	
Demonstrate attentive listening and viewing	Connect own ideas, opinions and experiences to those communicated in oral and visual presentations	<ul style="list-style-type: none"> Storytellers, relating personal experiences from culture camp  	Identify and interpret the purpose of verbal and nonverbal messages and the perspectives of the presenter		Identify the tone, mood and emotion conveyed in oral and visual presentations	<ul style="list-style-type: none"> Knowledge Keepers storytelling/ presentations made by other guest speakers on course 
	Give constructive feedback, ask relevant questions, and express related opinions in response to oral and visual presentations		Show respect for the presenter's opinions by listening politely and providing thoughtful feedback	<ul style="list-style-type: none"> Group work/ peer editing/7 teachings  	Respond to the emotional aspects of presentations by providing nonverbal encouragement and appreciative comments	

Big Idea, Major Concepts, GLOs ELOs are bold	GRADE 4 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 5 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 6 Specific Learning Outcomes	Nehiyaw Ways of Knowing
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	Describe similarities and differences between personal experiences and the experiences of people or characters from various cultures portrayed in oral, print and other media texts	<ul style="list-style-type: none"> History of Alberta/Fur trade/dog sledding/ice fishing/net fishing (researching for similarities/differences)  	Discuss personal understanding of the lives of people or characters in various communities, cultural traditions, places and times portrayed in oral, print and other media texts	<ul style="list-style-type: none"> History of Canada/Fur trade/dog sledding/ice fishing/net fishing (any other cultural traditions/landbase activities)  	Compare personal challenges and situations encountered in daily life with those experienced by people or characters in other times, places and cultures portrayed in oral, print and other media texts	
	Appreciate that responses to some oral, print or other media texts may be different		Compare own and others' responses to ideas and experiences related to oral, print and other media texts		Share and discuss ideas and experiences that contribute to different responses to oral, print and other media texts	
	Identify and discuss main characters, plots, settings and illustrations in oral, print and other media texts from diverse cultures and communities		Identify and discuss how qualities, such as courage, ambition and loyalty, are portrayed in oral, print and other media texts from diverse cultures and communities		Identify ways in which oral, print and other media texts from diverse cultures and communities explore similar ideas	

Big Idea, Major Concepts, GLOs ELOs are bold	GRADE 4 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 5 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 6 Specific Learning Outcomes	Nehiyaw Ways of Knowing
Celebrate accomplishments and events	Use appropriate language to acknowledge special events and to honour accomplishments in and beyond the classroom	<ul style="list-style-type: none"> Nehiyawin language/ Treaties/ cultural events and stories 	Select and use language appropriate in tone and form to recognize and honour people and events		Use appropriate language to participate in public events, occasions or traditions	<ul style="list-style-type: none"> Observation of proper protocols for (Christmas events/treaty days events/ Elders' events) Practice respectful conduct and speech and upholding traditional values in these settings) 
Use language to show respect	Identify and discuss differences in language use in a variety of school and community contexts		Determine and use language appropriate to the context of specific situations		Demonstrate respect by choosing appropriate language	
5.2 Work Within a Group						
Cooperate with others	Take responsibility for collaborating with others to achieve group goals	<ul style="list-style-type: none"> Bear safety, Traditional games, tipi making, environmental stewardship 	Accept and take responsibility for fulfilling own role as a group member	<ul style="list-style-type: none"> Citizenship, Bear safety, Traditional games, tipi making, environmental stewardship and project work 	Assume a variety of roles, and share responsibilities as a group member	<ul style="list-style-type: none"> Role play/ dramatization activities (displaying skills in tipi making, and showing environmental stewardship, traditional games 






Big Idea, Major Concepts, GLOs ELOs are bold	GRADE 4 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 5 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 6 Specific Learning Outcomes	Nehiyaw Ways of Knowing
Cooperate with others	Ask for and provide information and assistance, as appropriate, for completing individual and group tasks	<ul style="list-style-type: none"> Bear safety, Traditional games, tipi making, environmental stewardship 	Discuss and decide whether to work individually or collaboratively to achieve specific goals	<ul style="list-style-type: none"> Bear safety, Traditional games, miniature tipi making, environmental stewardship 	Identify and participate in situations and projects in which group work enhances learning and results	
Work in groups	Share personal knowledge of a topic to develop purposes for research or investigations and possible categories of questions		Formulate questions to guide research or investigations, with attention to specific audiences and purposes		Contribute to group knowledge of topics to identify and focus information needs, sources and purposes for research or investigations	
	Use brainstorming, summarizing and reporting to organize and carry out group projects	<ul style="list-style-type: none"> Tipi making/ snow shoe making/ miniature canoes, lifts/rescue techniques/ shelter making/ identification and harvesting of traditional medicines/ herbs 	Contribute ideas to help solve problems, and listen and respond constructively		Address specific problems in a group by specifying goals, devising alternative solutions and choosing the best alternative	<ul style="list-style-type: none"> Assign group project activities on a current topical issue/classroom debates and presentations (e.g., environmental issues, waste management, health issues) 
Evaluate group process	Assess group process, using established criteria, and determine areas for improvement		Show appreciation for the contributions of others, and offer constructive feedback to group members	<ul style="list-style-type: none"> Class presentations (Elders, individuals, group) 	Assess own contributions to group process, and set personal goals for working effectively with others	

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Big Idea, Major Concepts, GLOs	GRADE 4 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 5 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 6 Specific Learning Outcomes	Nehiyaw Ways of Knowing
	4.1 Alberta: A Sense of the Land		5.1 Physical Geography of Canada		6.1 Citizens Participating in Decision Making	
	GENERAL OUTCOME: Students will demonstrate an understanding and appreciation of how elements of physical geography, climate, geology and paleontology are integral to the landscapes and environment of Alberta.		GENERAL OUTCOME: Students will demonstrate an understanding and appreciation of how the physical geography and natural resources of Canada affect the quality of life of all Canadians.		GENERAL OUTCOME: Students will demonstrate an understanding and appreciation of the dynamic relationship between governments and citizens as they engage in the democratic process.	
Values and Attitudes	4.1.1 value Alberta's physical geography and natural environment:		5.1.1 value Canada's physical geography and natural environment:		6.1.1 Recognize how individuals and governments interact and bring about change within their local and national communities:	
	<ul style="list-style-type: none"> appreciate the diversity of elements pertaining to geography, climate, geology and paleontology in Alberta (LPP) 		<ul style="list-style-type: none"> appreciate the variety and abundance of natural resources in Canada (ER, LPP) 		<ul style="list-style-type: none"> recognize and respect the democratic rights of all citizens in Canada (C, I) 	
	<ul style="list-style-type: none"> appreciate how Alberta's fossil heritage contributes to the province's unique character (LPP) 		<ul style="list-style-type: none"> appreciate the diversity of geographic phenomena in Canada (LPP) 		<ul style="list-style-type: none"> value the role of the Canadian Charter of Rights and Freedoms in protecting individual and collective rights and freedoms (I, PADM) 	<ul style="list-style-type: none"> Study and understand how section 35 of the Charter protects their freedoms and rights as well as Métis and Inuit have inherent rights
	<ul style="list-style-type: none"> appreciate the variety and abundance of natural resources in Alberta (ER, LPP) 	<ul style="list-style-type: none"> Oil, forests, animals, plants, minerals, water, look at/research the different resources from each nation, Red Earth-what is the story behind this name? 	<ul style="list-style-type: none"> appreciate the environmental significance of national parks and protected areas in Canada (ER, LPP) 		<ul style="list-style-type: none"> recognize the influence of historical events and legislation on democratic decision making in Canada (TCC, PADM) 	

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**Grades
4 - 6**



Big Idea, Major Concepts, GLOs	GRADE 4 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 5 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 6 Specific Learning Outcomes	Nehiyaw Ways of Knowing
	<ul style="list-style-type: none"> appreciate the environmental significance of national and provincial parks and protected areas in Alberta (ER, LPP) 		<ul style="list-style-type: none"> appreciate how the land sustains communities and the diverse ways that people have of living with the land (GC, LPP) 	<ul style="list-style-type: none"> Balance within the ecosystem; Peerless Wheel; stewardship of the land; natural law and government policies; a study on how different groups live off the land (e.g., Hutterites, Mennonites compared to Cree peoples)  	<ul style="list-style-type: none"> value citizens' participation in a democratic society (C) 	<ul style="list-style-type: none"> Look at local governments/ provincial and federal; connections to leadership and how to contribute to your community in meaningful ways 
	<ul style="list-style-type: none"> appreciate how land sustains communities and quality of life (ER, LPP) 	<ul style="list-style-type: none"> Ecosystem, farming, wetlands, forests sustain communities and provide quality of life  	<ul style="list-style-type: none"> appreciate the influence of the natural environment on the growth and development of Canada (LPP) 		<ul style="list-style-type: none"> value the contributions of elected representatives in the democratic process (PADM) 	
	<ul style="list-style-type: none"> demonstrate care and concern for the environment through their choices and actions (LPP) 	<ul style="list-style-type: none"> Connect to waste in our world unit and environmentally friendly actions; tie in Cree natural law and world view; Peerless Lake wheel  	<ul style="list-style-type: none"> demonstrate care and concern for the environment through their choices and actions (GC, LPP) appreciate the geographic vastness of Canada (LPP) 	<ul style="list-style-type: none"> Stewardship; leadership; connect to waste in our world unit and environmentally friendly actions; tie in Cree natural law and world view; Peerless Lake wheel  		


Big Idea, Major Concepts, GLOs	GRADE 4 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 5 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 6 Specific Learning Outcomes	Nehiyaw Ways of Knowing
Knowledge and Understanding	4.1.2 examine, critically, the physical geography of Alberta by exploring and reflecting upon the following questions and issues: <ul style="list-style-type: none"> Where is Alberta located in relation to the other provinces and territories of Canada? (LPP) What are the major geographical and natural vegetation regions, landforms and bodies of water in Alberta (e.g., prairie region, forests, rivers, hoodoos, Rocky Mountains, oil sands)? (LPP) What are the factors that determine climate in the diverse regions of Alberta (e.g., latitude, mountains)? (LPP) 		5.1.2 Examine, critically, the physical geography of Canada by exploring and reflecting upon the following questions and issues: <ul style="list-style-type: none"> What are the major geographical regions, landforms and bodies of water in Canada? (LPP) How do landforms, bodies of water and natural resources affect the quality of life in Canada? (LPP) How have natural disasters and severe weather been part of Canada's physical geography? (LPP, TCC) 	<ul style="list-style-type: none"> Look at the Idle no More Movement and how it is linked to water and women and the quality of life; research how it impacts the economy; impact on recreational activities, tourism, etc. 	6.1.2 Demonstrate an understanding of the fundamental principles of democracy by exploring and reflecting upon the following questions and issues: <ul style="list-style-type: none"> What is democracy (i.e., justice, equity, freedoms, representation)? (C, PADM) What are the similarities and differences between direct and representative democracy? (PADM) What are the rights and responsibilities of citizens living in a representative democracy? (C, PADM) 	<ul style="list-style-type: none"> Respecting the rights of others - with rights comes responsibilities; right to express your opinions; looking at the rights of off-reserve members vs on-reserve members

Big Idea, Major Concepts, GLOs	GRADE 4 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 5 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 6 Specific Learning Outcomes	Nehiyaw Ways of Knowing
<p>Knowledge and Understanding</p>	<ul style="list-style-type: none"> What are the significant natural resources in Alberta, and where are they located (e.g., mineral deposits, coal, natural gas and oil, forests)? (ER, LPP) 	<ul style="list-style-type: none"> Mapping activities and identification of where natural resources are located; focus on KTCEA area and exploring resources within that area  	<ul style="list-style-type: none"> What are the differences and similarities among the geographical regions of Canada? (LPP) 		<ul style="list-style-type: none"> How does Canada's justice system help protect your democratic and constitutional rights? (C, PADM) 	
	<ul style="list-style-type: none"> How are Alberta's provincial parks and protected areas and the national parks in Alberta important to the sustainability of Alberta's natural environment? (ER, LPP) 		<ul style="list-style-type: none"> How is the geographical region they live in different from other regions of Canada? (LPP) 	<ul style="list-style-type: none"> Comparative study - perhaps one place from each province and compare to where they live  		
			<ul style="list-style-type: none"> What are the factors that determine climate in the diverse geographical regions of Canada (e.g., latitude, water, mountains)? (LPP) 			
			<ul style="list-style-type: none"> How are Canada's national parks and protected areas important to the sustainability of Canada's natural environment? (ER, LPP) 	<ul style="list-style-type: none"> Stewardship  		

Big Idea, Major Concepts, GLOs	GRADE 4 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 5 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 6 Specific Learning Outcomes	Nehiyaw Ways of Knowing
Knowledge and Understanding	4.1.3 examine, critically, how geology and paleontology contribute to knowledge of Alberta's physical geography by exploring and reflecting upon the following questions and issues:		5.1.3 Analyze how people in Canada interact with the environment by exploring and reflecting upon the following questions and issues:		6.1.3 Analyze how the democratic ideals of equity and fairness have influenced legislation in Canada over time by exploring and reflecting upon the following questions and issues:	
	<ul style="list-style-type: none"> How did archeologists and paleontologists discover the presence of dinosaurs in Alberta? (LPP, TCC) 		<ul style="list-style-type: none"> In what ways do natural resources and the physical geography of a region determine the establishment of communities? (ER, LPP) 	<ul style="list-style-type: none"> Research the establishment of their own community (e.g., lakes/rivers/road access, trap lines, etc.) Learn from Elders about the history. Why were some communities missed in the signing of Treaty? Why was Lubicon forced together with Big Stone? 	<ul style="list-style-type: none"> How does the Canadian Charter of Rights and Freedoms protect the individual rights and freedoms of all Canadians? (I, PADM) 	
<ul style="list-style-type: none"> What geological features make Alberta unique (e.g., hoodoos, Rocky Mountains, foothills, oil sands)? (LPP, ER) 	<ul style="list-style-type: none"> Students re-search assigned areas to identify unique geological features - create a tourist guide as a result. Find man made structures on the land, as well as structures that are naturally there. Connect to Elder stories about unique features (e.g. God's Lake - what is significant and how did it get its name?) 	<ul style="list-style-type: none"> How are natural resources used, exchanged and conserved in Canada? (ER, LPP) 	<ul style="list-style-type: none"> Protests, agreements with the government; reforestation; land claim settlements; understanding of duty to consult with First Nations before natural resource projects are undertaken; international trade agreements 	<ul style="list-style-type: none"> How does the Canadian Charter of Rights and Freedoms protect collective rights in Canada (i.e., Aboriginal rights, the linguistic rights of official language minorities)? (I, PADM) 	<ul style="list-style-type: none"> Study and understand how section 35 of the Charter protects their freedoms and rights as well as Métis and Inuit have inherent rights 	







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<p>Knowledge and Understanding</p>	<p>4.1.4 analyze how Albertans interact with their environment by exploring and reflecting upon the following questions and issues:</p>		<ul style="list-style-type: none"> Whose responsibility should it be to ensure the preservation of Canada's national parks and protected areas? (C, ER, LPP) 		<ul style="list-style-type: none"> How did the Treaty of La Grande Paix de Montréal address collective identity and collective rights? (I, PADM, TCC) 	
	<ul style="list-style-type: none"> In what ways do the physical geography and natural resources of a region determine the establishment of communities? (LPP) 	<ul style="list-style-type: none"> Research the establishment of their own community (e.g. lakes/rivers/road access, trap lines, etc.) Learn from Elders about the history. Why were some communities missed in the signing of Treaty? Why was Lubicon forced together with Big Stone?  		<ul style="list-style-type: none"> How do the Treaty of La Grande Paix de Montréal and the Canadian Charter of Rights and Freedoms compare in the way that each addresses individual and collective identity and collective rights? (PADM, TCC, I) 		
	<ul style="list-style-type: none"> How are natural resources used by Albertans (i.e., agriculture, oil and natural gas, forests, coal)? (ER, LPP) 			<ul style="list-style-type: none"> Why is the Canadian Charter of Rights and Freedoms entrenched in the Canadian Constitution? (C, I, PADM) 		
	<ul style="list-style-type: none"> How do Albertans deal with competing demands on land use (e.g., conservation, solar and wind power, recreation, agriculture, oil exploration, forestry)? (ER, LPP) 	<ul style="list-style-type: none"> Protests, agreements with the government; re-forestation; land claim settlements; understanding of duty to consult with First Nations before natural resource projects are undertaken  				

Big Idea, Major Concepts, GLOs	GRADE 4 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 5 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 6 Specific Learning Outcomes	Nehiyaw Ways of Knowing
Knowledge and Understanding	<ul style="list-style-type: none"> In what ways does the Royal Tyrrell Museum contribute to scientific knowledge regarding Alberta's fossil heritage? (ER, LPP, TCC) 				6.1.4 Analyze the structure and functions of local governments in Alberta by exploring and reflecting upon the following questions and issues:	
					<ul style="list-style-type: none"> How are representatives chosen to form a local government (i.e., electoral process)? (PADM) 	
	<ul style="list-style-type: none"> How can ownership of a discovered artifact be determined? (C, ER, PADM) 				<ul style="list-style-type: none"> What are the responsibilities of local governments (i.e., bylaws, taxes, services)? (PADM) 	
	<ul style="list-style-type: none"> Whose responsibility should it be to ensure the preservation of national parks, provincial parks and protected areas in Alberta? (C, LPP, PADM) 				<ul style="list-style-type: none"> How are local governments structured differently in rural and urban settings? (PADM) 	<ul style="list-style-type: none"> Explore the election process for chiefs and council; Research how MDs are elected 
	<ul style="list-style-type: none"> What role is played by school boards (i.e., public, separate, Francophone) within local communities? (PADM) 					




**Grades
4 - 6**



Big Idea, Major Concepts, GLOs	GRADE 4 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 5 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 6 Specific Learning Outcomes	Nehiyaw Ways of Knowing
Knowledge and Understanding					<p>6.1.5 Analyze the structure and functions of Alberta’s provincial government by exploring and reflecting upon the following questions and issues:</p> <ul style="list-style-type: none"> How is the provincial government structured? (PADM) What is the role and status of the Lieutenant Governor within the provincial government? (GC, PADM) What are the responsibilities of the provincial government (i.e., laws, taxes, services)? (PADM) How are representatives chosen at the provincial level of government (i.e., electoral process)? (PADM) What are the differences between the responsibilities of a Member of the Legislative Assembly (MLA) and a cabinet minister? (PADM) 	

Big Idea, Major Concepts, GLOs	GRADE 4 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 5 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 6 Specific Learning Outcomes	Nehiyaw Ways of Knowing
	4.2 The Stories, Histories and Peoples of Alberta		5.2 Histories and Stories of Ways of Life in Canada		6.2 Historical Models of Democracy: Ancient Athens and the Iroquois Confederacy	
	GENERAL OUTCOME: Students will demonstrate an understanding and appreciation of the role of stories, history and culture in strengthening communities and contributing to identity and a sense of belonging.		GENERAL OUTCOME: Students will demonstrate an understanding of the people and the stories of Canada and their ways of life over time, and appreciate the diversity of Canada's heritage.		GENERAL OUTCOME: Students will demonstrate an understanding and appreciation of the democratic principles exemplified by ancient Athens and the Iroquois Confederacy.	
Values and Attitudes	4.2.1 appreciate how an understanding of Alberta's history, peoples and stories contributes to their own sense of belonging and identity:		5.2.1 Appreciate the complexity of identity in the Canadian context:		6.2.1 Appreciate the relationship between the values of a society and the model of government adopted within a society (PADM)	
	<ul style="list-style-type: none"> recognize how stories of people and events provide multiple perspectives on past and present events (I, TCC) 		<ul style="list-style-type: none"> recognize how an understanding of Canadian history and the stories of its peoples contributes to their sense of identity (I, TCC) 		6.2.2 Value the role of participation by citizens in diverse democratic societies (C, PADM)	
	<ul style="list-style-type: none"> recognize oral traditions, narratives and stories as valid sources of knowledge about the land, culture and history (CC, TCC) 	<ul style="list-style-type: none"> Elder and knowledge keeper stories; land based learning camps 	<ul style="list-style-type: none"> acknowledge oral traditions, narratives and stories as valid sources of knowledge about the land and diverse Aboriginal cultures and history (CC, I, TCC) 	<ul style="list-style-type: none"> Story telling from Elders and knowledge keepers 		
<ul style="list-style-type: none"> recognize the presence and influence of diverse Aboriginal peoples as inherent to Alberta's culture and identity (CC, I, TCC) 	<ul style="list-style-type: none"> Elder and knowledge keeper stories; land based learning camps 	<ul style="list-style-type: none"> acknowledge the roots of Francophone identity and presence in Canada (CC, I, TCC) 				





**Grades
4 - 6**


Big Idea, Major Concepts, GLOs	GRADE 4 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 5 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 6 Specific Learning Outcomes	Nehiyaw Ways of Knowing
Values and Attitudes	<ul style="list-style-type: none"> recognize the history of the French language and the vitality of Francophone communities as integral parts of Alberta’s heritage (CC, I, TCC) 		<ul style="list-style-type: none"> acknowledge British influence and presence in Canada (CC, I, TCC) 			
	<ul style="list-style-type: none"> recognize British institutions and peoples as integral parts of Alberta’s heritage (CC, I, TCC) 		<ul style="list-style-type: none"> acknowledge the contributions made by diverse cultural groups to the evolution of Canada (CC, I, TCC) 	<ul style="list-style-type: none"> Students contributing to museum creation; inventions by First Nations people, art by First Nations people; veterans of WWI and WWII; famous Indigenous authors, musicians, actors 		
	<ul style="list-style-type: none"> recognize how the diversity of immigrants from Europe and other continents has enriched Alberta’s rural and urban communities (CC, I, TCC) 		<ul style="list-style-type: none"> recognize how changes in society can affect identity (CC, I) 			
<ul style="list-style-type: none"> demonstrate respect for places and objects of historical significance (I, LPP, TCC) 						

Big Idea, Major Concepts, GLOs	GRADE 4 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 5 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 6 Specific Learning Outcomes	Nehiyaw Ways of Knowing
Knowledge and Understanding	4.2.2 assess, critically, how the cultural and linguistic heritage and diversity of Alberta has evolved over time by exploring and reflecting upon the following questions and issues:		5.2.2 Examine, critically, the ways of life of Aboriginal peoples in Canada by exploring and reflecting upon the following questions and issues:		6.2.3 Analyze the structure and functions of the democratic system in ancient Athens by exploring and reflecting upon the following questions and issues	
	<ul style="list-style-type: none"> Which First Nations originally inhabited the different areas of the province? (CC, LPP, TCC) 	<ul style="list-style-type: none"> Look at the human movement across the province based on oral tradition or the first maps (produced by David Thompson) Dwayne Donald's sessions related to Aako'mook'i maps  	<ul style="list-style-type: none"> What do the stories of First Nations, Métis and Inuit peoples tell us about their beliefs regarding the relationship between people and the land? (I, CC, TCC, LPP) 		<ul style="list-style-type: none"> How was the government of ancient Athens structured? (PADM) 	
	<ul style="list-style-type: none"> How is the diversity of Aboriginal peoples reflected in the number of languages spoken? (CC, I, LPP) 	<ul style="list-style-type: none"> Looking at even within the Cree language there are different words for the same thing. Communities have their own words to describe things. Language and its connections to culture (as an integral part of culture) and connections to world views.  	<ul style="list-style-type: none"> How are the Aboriginal cultures and ways of life unique in each of the western, northern, central and eastern regions of Canada? (I, CC, TCC) 	<ul style="list-style-type: none"> Study Inuit (North), Haida (BC), Sauteaux (Manitoba), Heron or Mohawk (Ontario), Iroquois (Quebec) Micmaq (Maritimes) Connect to traditional stories from each region, look at how the people lived on the land  	<ul style="list-style-type: none"> How did the structure of the government in ancient Athens provide opportunities for citizens to participate in decision making? (C, PADM) 	

Big Idea, Major Concepts, GLOs	GRADE 4 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 5 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 6 Specific Learning Outcomes	Nehiyaw Ways of Knowing
<p>Knowledge and Understanding</p>	<ul style="list-style-type: none"> What do the stories of Aboriginal peoples tell us about their beliefs regarding the relationship between people and the land? (TCC) 	<ul style="list-style-type: none"> Listen to Elder's share stories; read Neiyawiwin stories  	<ul style="list-style-type: none"> How were the natural environment and geography of each region of Canada determining factors of the diversity among Aboriginal groups (e.g., languages, symbolism)? (LPP, TCC) 	<ul style="list-style-type: none"> Study Inuit (North), Haida (BC), Sauteaux (Manitoba), Heron or Mohawk (Ontario), Iroquois (Quebec) Micmaq (Maritimes) Connect to traditional stories from each region, look at how the people lived on the land  	<ul style="list-style-type: none"> How did identity, status and class structure impact citizenship in ancient Athens? (C, I) 	
	<ul style="list-style-type: none"> What movement or migration within Canada contributed to the populating of Alberta? (LPP, TCC) 		<ul style="list-style-type: none"> What was the significance of the potlatch to the identity of the Aboriginal peoples of the Northwest Coast? (I, CC, LPP) 		<ul style="list-style-type: none"> How did the social structure of ancient Athens impact its political structure? (CC, PADM) 	
	<ul style="list-style-type: none"> In what ways did Francophones establish their roots in urban and rural Alberta (i.e., voyageurs, missionary work, founding institutions, media, politics, commerce)? (CC, I, LPP, TCC) 		<ul style="list-style-type: none"> In what ways do anthropology and archaeology contribute to our understanding of First Nations, Métis and Inuit peoples? (CC, LPP, TCC) 		<ul style="list-style-type: none"> To what extent were democratic ideals of equity and fairness part of the structure of government and society in ancient Athens? (I, PADM) 	

Big Idea, Major Concepts, GLOs	GRADE 4 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 5 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 6 Specific Learning Outcomes	Nehiyaw Ways of Knowing
<p>Knowledge and Understanding</p>	<ul style="list-style-type: none"> How did the Métis Nation and Métis settlements contribute to Alberta's identity (i.e., languages, accomplishments)? (CC, I, LPP, TCC) 	<ul style="list-style-type: none"> Fur Trade between First Nations and Europeans; educational partnership with Gift Lake; connect Métis communities within Nations. The development of a new culture and language. Difficult to distinguish between the five nations. ❄️ 	<p>5.2.3 Examine, critically, ways of life in New France by exploring and reflecting upon the following questions and issues:</p> <ul style="list-style-type: none"> How do stories and legends of the coureurs des bois and voyageurs inform us about Francophone history, culture and presence throughout Canada? (I, CC, TCC) 		<p>6.2.4 Analyze the structure and functions of the Iroquois Confederacy by exploring and reflecting upon the following questions and issues:</p> <ul style="list-style-type: none"> How was the Iroquois Confederacy structured? (PADM) 	
	<ul style="list-style-type: none"> How did French and English become the two languages most used in business and politics in Alberta during the 19th and early 20th centuries? (CC, I, PADM) 		<ul style="list-style-type: none"> What do stories about the habitants tell us about Francophone history, culture and presence in Canada? (I, CC, TCC) 		<ul style="list-style-type: none"> What was the role and status of women within the Iroquois Confederacy? (I, PADM) 	
	<ul style="list-style-type: none"> How did British institutions provide the structure for the settlement of newcomers in Alberta (i.e., North West Mounted Police, schools, lieutenant-governor, Assembly of the Northwest Territories)? (GC, I, PADM, TCC) 				<ul style="list-style-type: none"> What are the advantages and disadvantages of consensus as a decision-making model for government? (PADM) 	







Big Idea, Major Concepts, GLOs	GRADE 4 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 5 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 6 Specific Learning Outcomes	Nehiyaw Ways of Knowing
<p>Knowledge and Understanding</p>	<ul style="list-style-type: none"> How did European immigration contribute to the establishment of communities in Alberta in the late 19th century and early 20th century? (CC, GC, I, TCC) 		<p>5.2.4 Examine, critically, ways of life of the fur traders by exploring and reflecting upon the following questions and issues:</p>		<ul style="list-style-type: none"> How did the Six Nations use the consensus-building process? (PADM) 	<ul style="list-style-type: none"> Research project 
	<ul style="list-style-type: none"> How did the arrival of diverse groups of people determine the establishment and continued growth of rural and urban communities? (CC, GC, LPP) 	<ul style="list-style-type: none"> Residential Schools  	<ul style="list-style-type: none"> How do stories about ways of life in fur trade forts reflect the British influence in Canada? (CC, TCC, PADM) 	<ul style="list-style-type: none"> Strong Indigenous women were the backbone of the British surviving in Canada - climate, weather, food, etc. Look at the location of the trading posts in relation to the Nations.  	<ul style="list-style-type: none"> How did the social structure of the Iroquois Confederacy impact its political structure? (CC, PADM) 	<ul style="list-style-type: none"> Research - connect to the Six Nations research 
	<ul style="list-style-type: none"> How are agriculture and the establishment of communities interconnected? (ER, LPP) 		<ul style="list-style-type: none"> What were the main languages spoken by fur traders and their families in the fur trade forts? (I, CC, TCC, ER) 		<ul style="list-style-type: none"> To what extent did the decision-making process within the Iroquois Confederacy reflect democratic ideals of equity and fairness? (PADM) 	
			<p>5.2.5 Examine, critically, ways of life of the United Empire Loyalists by exploring and reflecting upon the following questions and issues:</p>			
			<ul style="list-style-type: none"> What do stories of the United Empire Loyalists tell us about British culture and presence in Canada? (CC, I, TCC) 			


Big Idea, Major Concepts, GLOs	GRADE 4 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 5 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 6 Specific Learning Outcomes	Nehiyaw Ways of Knowing
<p>Knowledge and Understanding</p>			<ul style="list-style-type: none"> How did the diversity of United Empire Loyalists contribute to Canadian diversity? (I, CC, TCC, LPP) 			
			<p>5.2.6 Examine, critically, the ways of life of immigrants from the British Isles during the Great Migration by exploring and reflecting upon the following questions and issues:</p>			
			<ul style="list-style-type: none"> What do stories of Irish and Scottish immigrants tell us about their heritage and presence in Canada? (CC, I, TCC) 			
			<ul style="list-style-type: none"> What do stories of British peoples tell us about the British history, culture and presence in Canada? (CC, I, TCC) 			
			<p>5.2.7 Examine, critically, how the North West Mounted Police shaped ways of life in Canada by exploring and reflecting upon the following questions and issues:</p>			
<ul style="list-style-type: none"> What do stories of the North West Mounted Police tell us about the settlement and development of western and northern Canada? (LPP, PADM) 	<ul style="list-style-type: none"> Look at the Red River rebellion 					



**Grades
4 - 6**



Big Idea, Major Concepts, GLOs	GRADE 4 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 5 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 6 Specific Learning Outcomes	Nehiyaw Ways of Knowing
<p>Knowledge and Understanding</p>			<ul style="list-style-type: none"> How have stories of the North West Mounted Police shaped identity in western and northern Canada? (I, TCC, PADM) 			
			<p>5.2.8 Examine, critically, ways of life of non-European immigrants by exploring and reflecting upon the following questions and issues:</p>			
			<ul style="list-style-type: none"> How do stories of Chinese immigrants (i.e., railway workers) contribute to an understanding of the development of Canada? (CC, I, TCC) 			
			<ul style="list-style-type: none"> What do stories of the Underground Railroad tell us about the history and presence of Black communities in Canada? (CC, I, TCC, LPP) 			
			<ul style="list-style-type: none"> How do stories of immigrants from India contribute to an understanding of diversity in Canada? (CC, I) 			

Big Idea, Major Concepts, GLOs	GRADE 4 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 5 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 6 Specific Learning Outcomes	Nehiyaw Ways of Knowing
<p>Knowledge and Understanding</p>			<p>5.2.8 Examine, critically, ways of life of non-European immigrants by exploring and reflecting upon the following questions and issues:</p>			
	<ul style="list-style-type: none"> What do stories of immigrants from Ukraine, Poland, Russia and Germany tell us about their history and presence in western Canada? (CC, I, GC, LPP, TCC) 	<ul style="list-style-type: none"> Look at the Hutterite and Mennonite communities. During WW2 there was a German internment camp in Northern Alberta. Research history of the European farmers, trades people from the surrounding area (look at their homesteads and the agreements made with the government) 				
	<ul style="list-style-type: none"> How were European immigrants affected by pressures to conform in western Canada? (C, CC, I, GC, LPP, TCC) 					



Big Idea, Major Concepts, GLOs	GRADE 4 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 5 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 6 Specific Learning Outcomes	Nehiyaw Ways of Knowing
	4.3 Alberta: Celebrations and Challenges 		5.3 Canada: Shaping an Identity 			
	GENERAL OUTCOME: Students will demonstrate an understanding and appreciation of how Alberta has grown and changed culturally, economically and socially since 1905.		GENERAL OUTCOME: Students will demonstrate an understanding of the events and factors that have changed the ways of life in Canada over time and appreciate the impact of these changes on citizenship and identity.			
Values and Attitudes	4.3.1 appreciate the factors contributing to quality of life in Alberta:		5.3.1 Appreciate how changes impact citizenship and identity:			
	<ul style="list-style-type: none"> value and respect their own and other cultural identities (C, I) 	<ul style="list-style-type: none"> Peerless Lake Wheel; 7 Teachings; stories; language; celebrations; ceremonies; importance of kinship/families; loss of identity  	<ul style="list-style-type: none"> recognize how economic and political changes impact ways of life of citizens (C, ER, I, PADM) 	<ul style="list-style-type: none"> Terms of government; Indian Act, Look at the current land claims (Peerless Trout is a good local example)  		
	<ul style="list-style-type: none"> demonstrate respect for the rights, opinions and perspectives of others (C, I) 		<ul style="list-style-type: none"> recognize the effects of Confederation on citizenship and identity from multiple perspectives (C, I, PADM, TCC) 	<ul style="list-style-type: none"> Indian Act  		
<ul style="list-style-type: none"> demonstrate respect for the cultural and linguistic diversity in Alberta (C, I) 	<ul style="list-style-type: none"> Looking at the different languages within the geographic area: e.g. Dene, Cree, Athapaskan, Blackfoot  	<ul style="list-style-type: none"> recognize the historical significance of French and English as Canada's official languages (C, I, PADM) 				

Big Idea, Major Concepts, GLOs	GRADE 4 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 5 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 6 Specific Learning Outcomes	Nehiyaw Ways of Knowing
Values and Attitudes	<ul style="list-style-type: none"> recognize global affiliations within the Alberta Francophonie (GC) appreciate the influence of the natural environment and resources on the growth and development of Alberta (ER, LPP) 	<ul style="list-style-type: none"> Connect to stewardship  				
Knowledge and Understanding	<p>4.3.2 assess, critically, the challenges and opportunities that Alberta has faced in its growth and development by exploring and reflecting upon the following questions and issues:</p> <ul style="list-style-type: none"> What led to Alberta's joining Confederation? (TCC, PADM) What key events have impacted the economy of Alberta (i.e., drought of the 1930s, discovery of oil)? (ER, LPP, TCC) 		<p>5.3.2 Assess, critically, the changes that occurred in Canada immediately following Confederation by exploring and reflecting upon the following questions and issues:</p> <ul style="list-style-type: none"> How did John A. Macdonald and George-Étienne Cartier contribute as partners of Confederation? (TCC, PADM) How did the circumstances surrounding Confederation eventually lead to French and English becoming Canada's two official languages? (I, C, PADM) 			


Big Idea, Major Concepts, GLOs	GRADE 4 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 5 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 6 Specific Learning Outcomes	Nehiyaw Ways of Knowing
<p>Knowledge and Understanding</p>	<ul style="list-style-type: none"> In what ways have occupations and commerce been affected by geography, climate and natural resources in Alberta (i.e., forestry, agriculture, aviation, seasonal activities, tourism)? (ER, LPP, TCC) 		<ul style="list-style-type: none"> How did the building of Canada's national railway affect the development of Canada? (CC, ER, PADM) 	<ul style="list-style-type: none"> Impetus for the signing of numbered Treaties in Alberta. Research impact of the railway in local areas. (e.g., Grouard originally was meant to be the capital of Alberta) Increase the trade and the movement and goods and services – positive impact of the railway)  		
			<ul style="list-style-type: none"> Why were Aboriginal peoples excluded from the negotiations surrounding Confederation? (TCC, PADM) 	<ul style="list-style-type: none"> Royal Proclamation, British North American Act, Indian Act; residential school system  		
	<p>4.3.3 examine, critically, Alberta's changing cultural and social dynamics by exploring and reflecting upon the following questions and issues:</p>		<p>5.3.3 Assess, critically, how the Famous Five brought about change in Canada by exploring and reflecting upon the following questions and issues:</p>			
	<ul style="list-style-type: none"> In what ways has Alberta changed demographically since 1905 (i.e., population distribution in rural and urban areas, arrival of diverse ethnic groups, languages spoken)? (CC, I, LPP, TCC) 		<ul style="list-style-type: none"> Who were the Famous Five? (LPP, TCC) 			






Big Idea, Major Concepts, GLOs	GRADE 4 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 5 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 6 Specific Learning Outcomes	Nehiyaw Ways of Knowing
<p>Knowledge and Understanding</p>	<ul style="list-style-type: none"> In what ways have Aboriginal peoples and communities changed over time? (CC, I, TCC) 	<ul style="list-style-type: none"> Listening to stories from Elders, students contributing to the creation of an interactive museum of the area (virtual or eventually a physical museum)  	<ul style="list-style-type: none"> How did they identify the need for change in Canadian laws? (C, I, PADM) 			
	<ul style="list-style-type: none"> How has multiculturalism in Alberta evolved over time? (CC, I, GC, LPP) 		<ul style="list-style-type: none"> How did the changes brought on by their actions affect individual rights in Canada? (C, I, PADM) 	<ul style="list-style-type: none"> Research the Famous Five - only advocating for white women's rights, advocating for eugenics and advocating for sterilization of Indigenous women. The Indigenous famous 5 women and their accomplishments  		
	<ul style="list-style-type: none"> How has the Alberta Francophonie become increasingly multicultural? (CC, I, GC) 					

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<p>Knowledge and Understanding</p>	<ul style="list-style-type: none"> How do buildings, historic sites and institutions reflect the establishment and cultural diversity of communities in Alberta (i.e., Glenbow Museum, Royal Alberta Museum, Head-Smashed-In Buffalo Jump, Writing-on-Stone Provincial Park, Father Lacombe Chapel Provincial Historic Site, Ukrainian Cultural Heritage Village)? (CC, I, LPP, TCC) 		<p>5.3.4 Assess, critically, how economic booms and crashes affected ways of life in Canada by exploring and reflecting upon the following questions and issues:</p>			
	<ul style="list-style-type: none"> How do the names of geographic places reflect the origins of the people who inhabited, discovered or developed communities in these places? (CC, I, LPP, TCC) 	<ul style="list-style-type: none"> Communities are named after the lake or water body near them; find/research how each of the nations have their own place names that are not documented on maps 	<ul style="list-style-type: none"> In what ways did the Great Depression of the 1930s affect ways of life in urban and rural communities? (ER, LPP, TCC) 	<ul style="list-style-type: none"> Rebirth and the reformation of the country Research impact of Spanish flu epidemic and stories from the Elders about how they dealt with the epidemic 		

Big Idea, Major Concepts, GLOs	GRADE 4 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 5 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 6 Specific Learning Outcomes	Nehiyaw Ways of Knowing
<p>Knowledge and Understanding</p>	<ul style="list-style-type: none"> In what ways have music, art, narratives and literature contributed to the vitality of the culture, language and identity of diverse Alberta communities over time? (I, CC, LPP, TCC) 		<ul style="list-style-type: none"> How did the economic boom immediately following the Second World War affect ways of life in Canada? (CC, ER, TCC) 	<ul style="list-style-type: none"> Research impact - immediately following WWII there was the 60s scoops and the residential schools  		
	<ul style="list-style-type: none"> How does living in a particular community, region or province help shape individual and collective identity? (CC, I, LPP) 					
	<p>4.3.4 examine recreation and tourism in Alberta by exploring and reflecting upon the following questions and issues:</p>		<p>5.3.5 Assess, critically, how historical events shaped collective identity in the Canadian context by exploring and reflecting upon the following questions and issues:</p>			
	<ul style="list-style-type: none"> How do recreational sites and activities reflect Alberta's heritage and strengthen communities (e.g., festivals, fairs, celebrations, rodeos)? (C, CC, I, ER) 		<ul style="list-style-type: none"> How was the Statute of Westminster a recognition of Canada as a country? (C, I, TCC) 			
<ul style="list-style-type: none"> How do physical geography and climate affect seasonal activities throughout Alberta? (ER, LPP) 	<ul style="list-style-type: none"> Relate to seasonal rounds - travelling throughout the area depending on the season. Elder stories and traditional stories that reflect seasonal rounds  	<ul style="list-style-type: none"> How did Lester B. Pearson's initiative within the United Nations contribute to Canada's identity as a peacekeeping country? (GC, I, PADM) 				







**Grades
4 - 6**







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Knowledge and Understanding	<ul style="list-style-type: none"> To what extent do recreation and tourism foster appreciation of Alberta’s natural regions and environment? (ER, LPP) In what ways do interests concerning tourism and the natural environment conflict? (ER, LPP) 		<ul style="list-style-type: none"> How did the adoption of the Canadian flag affect collective identity within Canada? (I, LPP) How was the patriation of the Constitution in 1982 a step toward nationhood? (GC, I, PADM) How is the Canadian Charter of Rights and Freedoms a symbol of Canada’s emerging identity? (I, PADM) What factors led to the creation of Nunavut? (I, CC, LPP, PADM) 	<ul style="list-style-type: none"> Research project; Perhaps connect with Inuit families in Peerless to hear their history  		




Big Idea, Major Concepts, GLOs	GRADE 4 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 5 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 6 Specific Learning Outcomes	Nehiyaw Ways of Knowing
SKILLS AND PROCESSES FOR SOCIAL STUDIES						
Dimensions of Thinking						
<p>S.1 develop skills of critical thinking and creative thinking:</p>	<ul style="list-style-type: none"> evaluate significant local and current affairs, distinguishing between fact and opinion evaluate, critically, ideas, information and positions from multiple perspectives re-evaluate opinions to broaden understanding of a topic or an issue generate original ideas and strategies in individual and group activities <ul style="list-style-type: none"> seek responses to inquiries from various authorities through electronic media 		<ul style="list-style-type: none"> analyze significant local and current affairs from a variety of sources, distinguishing between fact and opinion evaluate ideas, information and positions from multiple perspectives re-evaluate personal opinions to broaden understanding of a topic or an issue generate original ideas and strategies in situations of individual and group activities seek responses to inquiries from various authorities through electronic media recognize that information serves different purposes and that data from electronic sources may need to be verified to determine accuracy or relevance for the purpose used 	<p><i>Note: Identified as an ELO with GLO 5.3</i></p>  <p><i>Note: Identified as an ELO with GLO 5.1</i></p>	<ul style="list-style-type: none"> assess significant local and current affairs from a variety of sources, with a focus on examining bias and distinguishing fact from opinion critically evaluate ideas, information and positions re-evaluate personal opinions to broaden understanding of a topic or an issue ideas and strategies in individual and group activities seek responses to inquiries from various authorities through electronic media 	<p><i>Note: Identified as an ELO with GLO 6.1</i></p>  <p>Look at oral history as opposed to written history</p> <p><i>Note: Identified as an ELO with GLO 6.2</i></p>  <p><i>Note: Identified as an ELO with GLO 6.1</i></p> 






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
4 - 6**






Big Idea, Major Concepts, GLOs	GRADE 4 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 5 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 6 Specific Learning Outcomes	Nehiyaw Ways of Knowing
S.2 develop skills of historical thinking:	<ul style="list-style-type: none"> use photographs and interviews to make meaning of historical information 		<ul style="list-style-type: none"> use photographs and interviews to make meaning of historical information 	Note: Identified as an ELO with GLO 5.1/5.2 	<ul style="list-style-type: none"> use primary sources to interpret historical events and issues 	
	<ul style="list-style-type: none"> use historical and community resources to understand and organize the sequence of local historical events 		<ul style="list-style-type: none"> use historical and community resources to understand and organize the sequence of national historical events 	Note: Identified as an ELO with GLO 5.1 	<ul style="list-style-type: none"> use historical and community resources to understand and organize the sequence of historical events 	Note: Identified as an ELO with GLO 6.1 
	<ul style="list-style-type: none"> explain the historical context of key events of a given time period 	<ul style="list-style-type: none"> explain the historical context of key events of a given time period 	Note: Identified as an ELO with GLO 5.3 	<ul style="list-style-type: none"> explain the historical contexts of key events of a given time period use examples of events to describe cause and effect and change over time organize information, using such tools as a database, spreadsheet or electronic webbing 	<ul style="list-style-type: none"> Use oral history from Elders/ knowledge keepers Note: Identified as an ELO with GLO 6.2 	


Big Idea, Major Concepts, GLOs	GRADE 4 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 5 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 6 Specific Learning Outcomes	Nehiyaw Ways of Knowing
S.3 develop skills of geographic thinking:	<ul style="list-style-type: none"> use the scale on maps of Alberta to determine the distance between places 		<ul style="list-style-type: none"> use latitude and longitude to determine the absolute location of places in Canada on maps and globes 	Note: Identified as an ELO with GLO 5.2 	<ul style="list-style-type: none"> construct and interpret various types of maps (i.e., historical, physical, political maps) to broaden understanding of topics being studied 	Note: Identified as an ELO with GLO 6.1 
	<ul style="list-style-type: none"> construct graphs, tables, charts and maps to interpret information 		<ul style="list-style-type: none"> construct maps, diagrams and charts to display geographic information 	Note: Identified as an ELO with GLO 5.1 	<ul style="list-style-type: none"> use geographic tools, including software, that assist in preparing graphs and maps 	
	<ul style="list-style-type: none"> use historical maps to make meaning of historical events and issues 		<ul style="list-style-type: none"> use historical maps to make meaning of historical events and issues 		<ul style="list-style-type: none"> use cardinal and intermediate directions to locate places on maps and globes 	
	<ul style="list-style-type: none"> use cardinal and intermediate directions to locate places on maps and globes 		<ul style="list-style-type: none"> use cardinal and intermediate directions and simple grids to locate places on maps and globes 		<ul style="list-style-type: none"> use scales to determine the distance between places on maps and globes 	Note: Identified as an ELO with GLO 6.1 
	<ul style="list-style-type: none"> identify the location of sources of nonrenewable resources (e.g., fossil fuels, minerals) 		<ul style="list-style-type: none"> use the scale on maps and globes to determine the distance between places 	<ul style="list-style-type: none"> list, map and discuss major waterways that have been significant in the establishment of communities in Canada (e.g., St. Lawrence River, Great Lakes, St. Lawrence Seaway, Red River) 	Note: Identified as an ELO with GLO 5.2 (in FALL)/ 5.2 All Year 	<ul style="list-style-type: none"> identify geographic problems and issues and pose geographic questions




Big Idea, Major Concepts, GLOs	GRADE 4 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 5 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 6 Specific Learning Outcomes	Nehiyaw Ways of Knowing
S.4 demonstrate skills of decision making and problem solving:	<ul style="list-style-type: none"> contribute and apply new ideas and strategies, supported with facts and reasons, to decision making and problem solving 		<ul style="list-style-type: none"> determine when a decision needs to be made in dealing with problems and issues collaborate with others to apply strategies for decision making and problem solving 		<ul style="list-style-type: none"> propose and apply new ideas, strategies and options, supported with facts and reasons, to contribute to decision making and problem solving 	Note: Identified as an ELO with GLO 6.1 
	<ul style="list-style-type: none"> identify situations where a decision needs to be made and a problem requires attention select and use technology to assist in problem solving use data gathered from a variety of electronic sources to address identified problems solve problems requiring the sorting, organizing, classifying and extending of data, using such tools as calculators, spreadsheets, databases or hypertext technology 		<ul style="list-style-type: none"> select and use technology to assist in problem solving use data gathered from a variety of electronic sources to address identified problems solve problems requiring the sorting, organizing, classifying and extending of data, using such tools as calculators, spreadsheets, databases or hypertext technology 	Note: Identified as an ELO with GLO 5.1 	<ul style="list-style-type: none"> consider multiple perspectives when dealing with issues, decision making and problem solving collaborate with others to devise strategies for dealing with problems and issues select and use technology to assist in problem solving use data gathered from a variety of electronic sources to address identified problems solve problems requiring the sorting, organizing, classifying and extending of data, using such tools as calculators, spreadsheets, databases or hypertext technology 	



Big Idea, Major Concepts, GLOs	GRADE 4 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 5 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 6 Specific Learning Outcomes	Nehiyaw Ways of Knowing
	<ul style="list-style-type: none"> use graphic organizers, such as mind mapping/webbing, flowcharting and outlining, to present connections among ideas and information in a problem-solving environment 		<ul style="list-style-type: none"> use graphic organizers, such as mind mapping/webbing, flow charting and outlining, to present connections between ideas and information in a problem-solving environment generate alternative solutions to problems by using technology to facilitate the process 	<p><i>Note: Identified as an ELO with GLO 5.1</i></p> 	<ul style="list-style-type: none"> use graphic organizers, such as mind mapping/webbing, flow charting and outlining, to present connections among ideas and information in a problem-solving environment solve issue-related problems, using such communication tools as a word processor or e-mail to involve others in the process generate alternative solutions to problems by using technology to facilitate the process 	
Social Participation as a Democratic Practice						
<p>S.5 demonstrate skills of cooperation, conflict resolution and consensus building:</p>	<ul style="list-style-type: none"> demonstrate an awareness of the skills required for compromise and consensus building demonstrate the ability to deal constructively with diversity and disagreement 		<ul style="list-style-type: none"> consider multiple points of view while attempting to reach group consensus demonstrate the ability to deal constructively with diversity and disagreement 	<p><i>Note: Identified as an ELO with GLO 5.1/5.2</i></p>  <p><i>Note: Identified as an ELO with GLO 5.1</i></p> 	<ul style="list-style-type: none"> demonstrate the skills of compromise to reach group consensus work collaboratively with others to achieve a common goal 	<p><i>Note: Identified as an ELO with GLO 6.1/6.2</i></p> 

**Grades
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Big Idea, Major Concepts, GLOs	GRADE 4 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 5 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 6 Specific Learning Outcomes	Nehiyaw Ways of Knowing
S.5 demonstrate skills of cooperation, conflict resolution and consensus building:	<ul style="list-style-type: none"> consider the needs and points of view of others work collaboratively with others to complete a group task share information collected from electronic sources to add to a group task 		<ul style="list-style-type: none"> work collaboratively with others to achieve a common goal record group brainstorming, planning and sharing of ideas by using technology retrieve data from available storage devices, such as a shared folder, to which a group has contributed 		<ul style="list-style-type: none"> record group brainstorming, planning and sharing of ideas by using technology extend the scope of a project beyond classroom collaboration by using communication technologies, such as the telephone and e-mail 	<p><i>Note: Identified as an ELO with GLO 6.1/6.2</i></p> 
S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community, such as:	<ul style="list-style-type: none"> initiate projects that meet the particular needs or expectations of their school or community 		<ul style="list-style-type: none"> demonstrate commitment to the well-being of the school or community by volunteering to help where needed 	<p><i>Note: Identified as an ELO with GLO 5.1/5.2/5.3</i></p> 	<ul style="list-style-type: none"> demonstrate commitment to the well-being of their community by drawing attention to situations of injustice where action is needed 	
Research for Deliberative Inquiry						
S.7 apply the research process:	<ul style="list-style-type: none"> develop the skills of skimming and scanning to gather relevant information 		<ul style="list-style-type: none"> determine themes, patterns and trends from information gathered 	<p><i>Note: Identified as an ELO with GLO 5.1</i></p> 	<ul style="list-style-type: none"> determine reliability of information filtering for point of view and bias 	<p><i>Note: Identified as an ELO with GLO 6.2</i></p> 
	<ul style="list-style-type: none"> organize and synthesize information gathered from a variety of sources 		<ul style="list-style-type: none"> use graphs, tables, charts and Venn diagrams to interpret information 		<ul style="list-style-type: none"> formulate questions to be answered through the research process 	







Big Idea, Major Concepts, GLOs	GRADE 4 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 5 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 6 Specific Learning Outcomes	Nehiyaw Ways of Knowing
<p>S.7 apply the research process:</p>	<ul style="list-style-type: none"> use graphic organizers, such as webbing or Venn diagrams, to make meaning of information draw and support conclusions, based on information gathered, to answer a research question formulate new questions as research progresses cite references as part of research access and retrieve appropriate information from the Internet by using a specific search path or from given uniform resource locations (URLs) navigate within a document, compact disc or software application that contains links organize information gathered from the Internet or an electronic source by selecting and recording the data in logical files or categories 		<ul style="list-style-type: none"> draw and support conclusions, based on information gathered, to answer a research question cite references as part of research design and follow a plan, including a schedule, to be used during an inquiry process, and make revisions to the plan, as necessary access and retrieve appropriate information from the Internet by using a specific search path or from given uniform resource locators (URLs) navigate within a document, compact disc or other software program that contains links organize information gathered from the Internet, or an electronic source, by selecting and recording the data in logical files or categories 	<p><i>Note: Identified as an ELO with GLO 5.2/5.3</i></p> 	<ul style="list-style-type: none"> use graphs, tables, charts and Venn diagrams to interpret information draw and support conclusions based on information gathered to answer a research question include references in an organized manner as part of research formulate new questions as research progresses design and follow a plan, including a schedule, to be used during an inquiry process, and make revisions to the plan, as necessary access and retrieve appropriate information from the Internet by using a specific search path or from given uniform resource locators (URLs) organize information, using such tools as a database, spreadsheet or electronic webbing 	

Big Idea, Major Concepts, GLOs	GRADE 4 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 5 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 6 Specific Learning Outcomes	Nehiyaw Ways of Knowing
S.7 apply the research process:	<ul style="list-style-type: none"> organize information by using tools such as databases, spreadsheets or electronic webbing 		<ul style="list-style-type: none"> organize information, using such tools as a database, spreadsheet or electronic webbing use a variety of technologies to organize and synthesize researched information reflect on and describe the processes involved in completing a project 	Note: Identified as an ELO with GLO 5.2/5.3 	<ul style="list-style-type: none"> use a variety of technologies to organize and synthesize researched information reflect on and describe the processes involved in completing a project 	
Communication						
S.8 demonstrate skills of oral, written and visual literacy:	<ul style="list-style-type: none"> organize and present information, taking particular audiences and purposes into consideration 		<ul style="list-style-type: none"> select appropriate forms of delivery for written and oral information, taking particular audiences and purposes into consideration 		<ul style="list-style-type: none"> express opinions and present perspectives and information in a variety of forms such as oral or written presentations, speeches or debates 	Note: Identified as an ELO with GLO 6.2 
	<ul style="list-style-type: none"> respond appropriately to comments and questions, using language respectful of human diversity 		<ul style="list-style-type: none"> respond appropriately to comments and questions, using language respectful of human diversity 	Note: Identified as an ELO with GLO 5.1 	<ul style="list-style-type: none"> express reasons for their ideas and opinions, in oral or written form use skills of informal debate to persuasively express differing viewpoints regarding an issue 	





Big Idea, Major Concepts, GLOs	GRADE 4 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 5 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 6 Specific Learning Outcomes	Nehiyaw Ways of Knowing
	<ul style="list-style-type: none"> listen to others in order to understand their perspectives create visual images for particular audiences and purposes use selected presentation tools to demonstrate connections among various pieces of information communicate effectively through appropriate forms, such as speeches, reports and multimedia presentations, applying information technologies that serve particular audiences and purposes 		<ul style="list-style-type: none"> listen to others to understand their perspectives create visual images for particular audiences and purposes identify and distinguish points of view expressed in electronic sources on a particular topic extend the scope of a project beyond classroom collaboration by using communication technologies, such as the telephone and e-mail communicate effectively through appropriate forms, such as speeches, reports and multimedia presentations, applying information technologies that serve particular audiences and purposes 	<p><i>Note: Identified as an ELO with GLO 5.3</i></p> 	<ul style="list-style-type: none"> respond appropriately to comments and questions, using language respectful of human diversity listen to others to understand their perspectives organize information gathered from the Internet, or an electronic source, by selecting and recording the data in logical files or categories communicate effectively through appropriate forms, such as speeches, reports and multimedia presentations, applying information technologies that serve particular audiences and purposes 	<p><i>Note: Identified as an ELO with GLO 6.1</i></p> 



**Grades
4 - 6**








Big Idea, Major Concepts, GLOs	GRADE 4 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 5 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 6 Specific Learning Outcomes	Nehiyaw Ways of Knowing
5.9 develop skills of media literacy:	<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"> examine how various people might interpret a media message differently examine diverse perspectives regarding an issue presented in the media 		<ul style="list-style-type: none"> detect bias present in the media examine and assess diverse perspectives regarding an issue presented in the media 	
	<ul style="list-style-type: none"> examine diverse perspectives regarding an issue presented in the media identify and distinguish points of view expressed in electronic sources on a particular topic 				<ul style="list-style-type: none"> analyze significant current affairs identify and distinguish points of view expressed in electronic sources on a particular topic use selected presentation tools to demonstrate connections among various pieces of information recognize that information serves different purposes and that data from electronic sources may need to be verified to determine accuracy or relevance for the purpose used 	<p>Note: Identified as an ELO with GLO 6.2</p> 




 Big Idea, Major Concepts, GLOs	GRADE 4 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 5 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 6 Specific Learning Outcomes	Nehiyaw Ways of Knowing
Quantity Operational Sense Relationships Representation Reasoning	NUMBER AT A GLANCE Add and subtract to 10 000; math facts to 9 (recall to 7); 3x1 digit multiplication with problem solving; 2-digit x 1-digit division with problem solving; fractions less than and equal to 1; decimals to the hundredths 		NUMBER AT A GLANCE Estimating, mental math and problem solving; recall math facts to 9; 2x2digit multiplying with problem solving; 3 digit x 1 digit division with problem solving; equivalency with fractions; decimals to the thousandths; relate decimals to fractions		NUMBER AT A GLANCE Problem solving with whole numbers and decimal numbers; factors and multiples (prime and composite numbers); percent; integers; order of operations	
The Base Ten Numeration System is a scheme for recording numbers 0-9, groups of ten(s), and place value.	1. Represent and describe whole numbers to 10 000, pictorially and symbolically. [C, CN, V]	<ul style="list-style-type: none"> Look at animal populations within the area - get numbers from fish and wildlife; look at travelling from one point to another - track distance and time  	1. Represent and describe whole numbers to 1 000 000. [C, CN, V, T] [ICT: C6-2.2]	<ul style="list-style-type: none"> Look at animal populations within the area - get numbers from fish and wildlife; look at travelling from one point to another - track distance and time  	1. Demonstrate an understanding of place value, including numbers that are: <ul style="list-style-type: none"> greater than one million less than one thousandth. [C, CN, R, T]	<ul style="list-style-type: none"> Forecasting animal populations over the next decade. 
Numbers-the set of real numbers is infinite. Each real number can be associated with a unique point on the number line (counting numbers, whole numbers, integers, fractions/ rational numbers). Estimation- approximated numerical calculations using numbers/referents that are easier to compute with mentally.	2. Compare and order numbers to 10 000. [C, CN, V]		2. Use estimation strategies in problem-solving contexts. [C, CN, ME, PS, R, V]		2. Solve problems involving whole numbers and decimal numbers. [ME, PS, T] [ICT: C6-2.4]	<ul style="list-style-type: none"> Budgeting (e.g., cost of school lunch program, cost of supplies to build snow shoes, etc.) 











Big Idea, Major Concepts, GLOs	GRADE 4 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 5 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 6 Specific Learning Outcomes	Nehiyaw Ways of Knowing
<p>Properties-for a given set of numbers there are relationships that are always true. These rules govern arithmetic and algebra (properties of operations, properties of equality)</p> <p>Basic Facts and Algorithms-operations with rational numbers</p>	<p>3. Demonstrate an understanding of addition of numbers with answers to 10 000 and their corresponding subtractions (limited to 3- and 4-digit numerals) by:</p> <ul style="list-style-type: none"> using personal strategies for adding and subtracting estimating sums and differences solving problems involving addition and subtraction. [C, CN, ME, PS, R] <p><i>Note: Students investigate a variety of strategies, including standard/traditional algorithms, to become proficient in at least one appropriate and efficient strategy that they understand.</i></p> <p><i>Note: Through this outcome, students have the opportunity to maintain and refine previously learned addition and subtraction number facts: Grade 3, Number SO 10 – Apply mental mathematics strategies and number properties in order to understand and recall basic addition facts and related subtraction facts to 18. [C, CN, ME, PS, R, V]</i></p>	<ul style="list-style-type: none"> Use topics from SS, Sci and land-based learning to address this ELO  	<p>3. Apply mental mathematics strategies and number properties in order to understand and recall basic multiplication facts (multiplication tables) to 81 and related division facts. [C, CN, ME, R, V] Understand, recall and apply multiplication and related division facts to 9x9.</p>	<ul style="list-style-type: none"> Use topics from SS, Sci and land based learning to address this ELO  	<p>3. Demonstrate an understanding of factors and multiples by:</p> <ul style="list-style-type: none"> determining multiples and factors of numbers less than 100 identifying prime and composite numbers solving problems using multiples and factors. [CN, PS, R, V] 	
	<p>4. Apply the properties of 0 and 1 for multiplication and the property of 1 for division. [C, CN, R]</p>		<p>4. Apply mental mathematics strategies for multiplication. [C, CN, ME, R, V]</p>		<p>4. Relate improper fractions to mixed numbers and mixed numbers to improper fractions. [CN, ME, R, V]</p>	

 Big Idea, Major Concepts, GLOs	GRADE 4 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 5 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 6 Specific Learning Outcomes	Nehiyaw Ways of Knowing
<p>Properties-for a given set of numbers there are relationships that are always true. These rules govern arithmetic and algebra (properties of operations, properties of equality)</p> <p>Basic Facts and Algorithms-operations with rational numbers</p>	<p>5. Describe and apply mental mathematics strategies to determine basic multiplication facts to 9×9 and related division facts. [C, CN, ME, R] Understand and apply strategies for multiplication and related division facts to 9×9. Recall multiplication and related division facts to 7×7.</p>	<ul style="list-style-type: none"> Shopping, estimating drive times, estimating weight  	<p>5. Demonstrate, with and without concrete materials, an understanding of multiplication (2-digit by 2-digit) to solve problems. [C, CN, PS, V] Note: Students investigate a variety of strategies, including standard/traditional algorithms, to become proficient in at least one appropriate and efficient strategy that they understand. Note: Through this outcome, students have the opportunity to maintain and refine previously learned operations of addition and subtraction with whole numbers: Grade 4, Number SO 3 – Demonstrate an understanding of addition of numbers with answers to 10 000 and their corresponding subtractions (limited to 3- and 4-digit numerals) by:</p> <ul style="list-style-type: none"> using personal strategies for adding and subtracting estimating sums and differences solving problems involving addition and subtraction. <p>[C, CN, ME, PS, R]</p>		<p>5. Demonstrate an understanding of ratio, concretely, pictorially and symbolically. [C, CN, PS, R, V]</p>	<ul style="list-style-type: none"> Apply to real life ratios - number of students per class, number of arrows shot per rabbit hit, etc. 



Big Idea, Major Concepts, GLOs	GRADE 4 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 5 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 6 Specific Learning Outcomes	Nehiyaw Ways of Knowing
<p>Properties-for a given set of numbers there are relationships that are always true. These rules govern arithmetic and algebra (properties of operations, properties of equality)</p> <p>Basic Facts and Algorithms-operations with rational numbers</p>	<p>6. Demonstrate an understanding of multiplication (2- or 3-digit by 1-digit) to solve problems by:</p> <ul style="list-style-type: none"> • using personal strategies for multiplication with and without concrete materials • using arrays to represent multiplication • connecting concrete representations to symbolic representations • estimating products • applying the distributive property. C, CN, ME, PS, R, V] 	<ul style="list-style-type: none"> • Infuse the Cree language - follow the math terms • Ask students to figure out how real life LBL camp activities: E.g. How many poles are needed to make 5 tipis? • Connections to beading work 	<p>6. Demonstrate, with and without concrete materials, an understanding of division (3-digit by 1-digit), and interpret remainders to solve problems. [C, CN, ME, PS, R, V] Note: Students investigate a variety of strategies, including standard/traditional algorithms, to become proficient in at least one appropriate and efficient strategy that they understand. Note: Through this outcome, students have the opportunity to maintain and refine previously learned operations of addition and subtraction with whole numbers: Grade 4, Number SO3 – Demonstrate an understanding of addition of numbers with answers to 10 000 and their corresponding subtractions (limited to 3- and 4-digit numerals) by:</p> <ul style="list-style-type: none"> • using personal strategies for adding and subtracting • estimating sums and differences • solving problems involving addition and subtraction. [C, CN, ME, PS, R] 	<ul style="list-style-type: none"> • Infuse the Cree language - follow the math terms Ask students to figure out how real life LBL camp activities: e.g., How many poles are needed to make 5 tipis? Connections to beading work 	<p>6. Demonstrate an understanding of percent (limited to whole numbers), concretely, pictorially and symbolically. [C, CN, PS, R, V]</p>	<ul style="list-style-type: none"> • Infuse the Cree language - follow the math terms Ask students to figure out how real life LBL camp activities: e.g., How many poles are needed to make 5 tipis? Connections to beading work 









 Big Idea, Major Concepts, GLOs	GRADE 4 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 5 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 6 Specific Learning Outcomes	Nehiyaw Ways of Knowing
<p>Properties-for a given set of numbers there are relationships that are always true. These rules govern arithmetic and algebra (properties of operations, properties of equality)</p> <p>Basic Facts and Algorithms-operations with rational numbers</p>	<p>7. Demonstrate an understanding of division (1-digit divisor and up to 2-digit dividend) to solve problems by:</p> <ul style="list-style-type: none"> using personal strategies for dividing with and without concrete materials estimating quotients relating division to multiplication. [C, CN, ME, PS, R, V] 		<p>7. Demonstrate an understanding of fractions by using concrete, pictorial and symbolic representations to:</p> <ul style="list-style-type: none"> create sets of equivalent fractions compare fractions with like and unlike denominators. [C, CN, PS, R, V] 		<p>7. Demonstrate an understanding of integers, concretely, pictorially and symbolically. [C, CN, R, V]</p>	
	<p>8. Demonstrate an understanding of fractions less than or equal to one by using concrete, pictorial and symbolic representations to:</p> <ul style="list-style-type: none"> name and record fractions for the parts of a whole or a set compare and order fractions model and explain that for different wholes, two identical fractions may not represent the same quantity provide examples of where fractions are used. [C, CN, PS, R, V] 	<ul style="list-style-type: none"> Dividing up bannock equally amongst students 	<p>8. Describe and represent decimals (tenths, hundredths, thousandths), concretely, pictorially and symbolically. [C, CN, R, V]</p>	<ul style="list-style-type: none"> Using animal populations; looking at canning ingredients 	<p>8. Demonstrate an understanding of multiplication and division of decimals (1-digit whole number multipliers and 1-digit natural number divisors). [C, CN, ME, PS, R, V]</p>	<ul style="list-style-type: none"> Look at canning ingredients 

Big Idea, Major Concepts, GLOs	GRADE 4 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 5 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 6 Specific Learning Outcomes	Nehiyaw Ways of Knowing
<p>Properties-for a given set of numbers there are relationships that are always true. These rules govern arithmetic and algebra (properties of operations, properties of equality)</p> <p>Basic Facts and Algorithms-operations with rational numbers</p>	<p>9. Represent and describe decimals (tenths and hundredths), concretely, pictorially and symbolically. [C, CN, R, V]</p>		<p>9. Relate decimals to fractions and fractions to decimals (to thousandths). [CN, R, V]</p>		<p>9. Explain and apply the order of operations, excluding exponents, with and without technology (limited to whole numbers). [C, CN, ME, PS, T] [ICT: C6-2.4, C6-2.7]</p>	
	<p>10. Relate decimals to fractions and fractions to decimals (to hundredths). [C, CN, R, V]</p>		<p>10. Compare and order decimals (to thousandths) by using:</p> <ul style="list-style-type: none"> • benchmarks • place value • equivalent decimals. [C, CN, R, V] 			
	<p>11. Demonstrate an understanding of addition and subtraction of decimals (limited to hundredths) by:</p> <ul style="list-style-type: none"> • using personal strategies to determine sums and differences • estimating sums and differences • using mental mathematics strategies to solve problems. [C, ME, PS, R, V] 		<p>11. Demonstrate an understanding of addition and subtraction of decimals (limited to thousandths). [C, CN, PS, R, V]</p> <p><i>Note: Through this outcome, students have the opportunity to maintain and refine previously learned operations of addition and subtraction with whole numbers: Grade 4, Number SO 3 – Demonstrate an understanding of addition of numbers with answers to 10 000 and their corresponding subtractions (limited to 3- and 4-digit numerals) by:</i></p> <ul style="list-style-type: none"> • using personal strategies for adding and subtracting • estimating sums and differences • solving problems involving addition and subtraction. [C, CN, ME, PS, R] 			






 Big Idea, Major Concepts, GLOs	GRADE 4 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 5 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 6 Specific Learning Outcomes	Nehiyaw Ways of Knowing
Patterns Relationships Variables Expressions Equations	PATTERNS AND RELATIONS AT A GLANCE  Representing and describing patterns and relationships; identifying and explaining mathematical relationships; express a problem in an equation; solve one-step equations with a symbol		PATTERNS AND RELATIONS AT A GLANCE  Determining pattern rules; solve problems involving one step equations; express problem in an equation with a letter variable		PATTERNS AND RELATIONS AT A GLANCE  Using relationships and table of values to solve problems; understanding preservation of equality	
Patterns-are relationships that can be described and generalizations made for mathematical situations that have numbers or objects that repeat in predictable ways. (numbers, geometry)	1. Identify and describe patterns found in tables and charts.	<ul style="list-style-type: none"> Animal populations, finished bead work, diverse human populations  	1. Determine the pattern rule to make predictions about subsequent elements.	<ul style="list-style-type: none"> Animal populations, finished bead work, diverse human populations  	1. Represent and describe patterns and relationships, using graphs and tables.	<ul style="list-style-type: none"> Animal populations, finished bead work, diverse human populations 
Variable-mathematical structures can be translated and represented abstractly using variables, expressions and equations.	2. Translate among different representations of a pattern, such as a table, a chart or concrete materials.		2. Express a given problem as an equation in which a letter variable is used to represent an unknown number (limited to whole numbers).		2. Demonstrate an understanding of the relationships within tables of values to solve problems.	
	3. Represent, describe and extend patterns and relationships, using charts and tables, to solve problems.		3. Solve problems involving single-variable, one-step equations with whole number coefficients and whole number solutions.		3. Represent generalizations arising from number relationships, using equations with letter variables.	
	4. Identify and explain mathematical relationships, using charts and diagrams, to solve problems.				4. Express a given problem as an equation in which a letter variable is used to represent an unknown number.	










**Grades
4 - 6**




 Big Idea, Major Concepts, GLOs	GRADE 4 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 5 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 6 Specific Learning Outcomes	Nehiyaw Ways of Knowing
<p>Variable-mathematical structures can be translated and represented abstractly using variables, expressions and equations.</p> <p>Equivalence/Equality- any number, measure, algebraic expression, or equation can be represented in an infinite number of ways that have the same value. (preserve the equality)</p>	<p>5. Express a given problem as an equation in which a symbol is used to represent an unknown number.</p>				<p>5. Demonstrate and explain the meaning of preservation of equality, concretely and pictorially.</p>	
<p>Variable-mathematical structures can be translated and represented abstractly using variables, expressions and equations.</p>	<p>6. Solve one-step equations involving a symbol to represent an unknown number.</p>					







 Big Idea, Major Concepts, GLOs	GRADE 4 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 5 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 6 Specific Learning Outcomes	Nehiyaw Ways of Knowing
Attributes Relationships Units	SHAPE AND SPACE- MEASUREMENT AT A GLANCE Understanding digital and analog time; understanding area of 2-D shapes 		SHAPE AND SPACE – MEASUREMENT AT A GLANCE Identify 90 degree angles; understanding volume 		SHAPE AND SPACE – MEASUREMENT AT A GLANCE Estimate and measure angles; developing and applying formulas for perimeter and volume; create and use formulas for perimeter, area and volume 	
Measurement-some attributes of objects are measurable and can be quantified using unit amounts. (time, length, area, mass, volume, capacity, magnitude, perimeter, angles)	1. Read and record time, using digital and analog clocks, including 24-hour clocks.		1. Identify 90° angles.		1. Demonstrate an understanding of angles by: <ul style="list-style-type: none"> identifying examples of angles in the environment classifying angles according to their measure estimating the measure of angles, using 45°, 90° and 180° as reference angles determining angle measures in degrees drawing and labelling angles when the measure is specified. 	
	2. Read and record calendar dates in a variety of formats.		2. Design and construct different rectangles, given either perimeter or area, or both (whole numbers), and make generalizations.		2. Demonstrate that the sum of interior angles is: <ul style="list-style-type: none"> 180° in a triangle 360° in a quadrilateral 	

 Big Idea, Major Concepts, GLOs	GRADE 4 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 5 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 6 Specific Learning Outcomes	Nehiyaw Ways of Knowing
<p>Measurement-some attributes of objects are measurable and can be quantified using unit amounts. (time, length, area, mass, volume, capacity, magnitude, perimeter, angles)</p>	<p>3. Demonstrate an understanding of area of regular and irregular 2-D shapes by:</p> <ul style="list-style-type: none"> • recognizing that area is measured in square units • selecting and justifying referents for the units cm^2 or m^2 • estimating area, using referents for cm^2 or m^2 • determining and recording area (cm^2 or m^2) 		<p>3. Demonstrate an understanding of measuring length (mm) by:</p> <ul style="list-style-type: none"> • selecting and justifying referents for the unit mm • modelling and describing the relationship between mm and cm units, and between mm and m units <p>4. Demonstrate an understanding of volume by:</p> <ul style="list-style-type: none"> • selecting and justifying referents for cm^3 or m^3 units • estimating volume, using referents for cm^3 or m^3 • measuring and recording volume (cm^3 or m^3) • constructing right rectangular prisms for a given volume 		<p>3. Develop and apply a formula for determining the:</p> <ul style="list-style-type: none"> • perimeter of polygons • area of rectangles • volume of right rectangular prisms 	
			<p>5. Demonstrate an understanding of capacity by:</p> <ul style="list-style-type: none"> • describing the relationship between mL and L • selecting and justifying referents for mL or L units • estimating capacity, using referents for mL or L • measuring and recording capacity (mL or L). 			

 Big Idea, Major Concepts, GLOs	GRADE 4 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 5 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 6 Specific Learning Outcomes	Nehiyaw Ways of Knowing
	<p>SHAPE AND SPACE– 3-D OBJECTS AND 2-D SHAPES AT A GLANCE Understanding digital and analog time; understanding area of 2-D shapes</p>		<p>SHAPE AND SPACE– 3-D OBJECTS AND 2-D SHAPES AT A GLANCE Describe edges and faces of 2D shapes and 3D objects</p>		<p>SHAPE AND SPACE– 3-D OBJECTS AND 2-D SHAPES AT A GLANCE Describe and compare sides and angles of polygons</p>	
<p>3-D Objects and 2-D Shapes: 2D and 3D objects can be constructed, described, classified, analyzed by their attributes.</p>	<p>4. Describe and construct right rectangular and right triangular prisms.</p>		<p>6. Describe and provide examples of edges and faces of 3-D objects, and sides of 2-D shapes that are: parallel, intersecting, perpendicular, vertical, horizontal.</p>		<p>4. Construct and compare triangles, including: scalene, isosceles, equilateral, right, obtuse, acute in different orientations.</p>	
	<p>SHAPE AND SPACE – TRANSFORMATIONS AT A GLANCE Understand congruency; understand line or symmetry</p>		<p>SHAPE AND SPACE – TRANSFORMATIONS AT A GLANCE</p>		<p>SHAPE AND SPACE – TRANSFORMATIONS AT A GLANCE Identify, describe and perform multiple transformations including individual designs; and on cartesian planes</p>	
<p>Transformations-objects in space can be transformed in an infinite number of ways. Transformations can be described and analyzed mathematically.</p>	<p>5. Demonstrate an understanding of congruency, concretely and pictorially.</p>		<p>8. Identify and describe a single transformation, including a translation, rotation and reflection of 2-D shapes.</p>		<p>6. Perform a combination of translations, rotations and/or reflections on a single 2-D shape, with and without technology, and draw and describe the image.</p>	

Big Idea, Major Concepts, GLOs	GRADE 4 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 5 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 6 Specific Learning Outcomes	Nehiyaw Ways of Knowing
<p>Transformations-objects in space can be transformed in an infinite number of ways. Transformations can be described and analyzed mathematically.</p>	<p>6. Demonstrate an understanding of line symmetry by: identifying symmetrical 2-D shapes, creating symmetrical 2-D shapes, drawing one or more lines of symmetry in a 2-D shape.</p>		<p>9. Perform, concretely, a single transformation (translation, rotation or reflection) of a 2-D shape, and draw the image.</p>		<p>7. Perform a combination of successive transformations of 2-D shapes to create a design, and identify and describe the transformations.</p>	
			<p>8. Identify and plot points in the first quadrant of a Cartesian plane, using whole number ordered pairs.</p>			
			<p>9. Perform and describe single transformations of a 2-D shape in the first quadrant of a Cartesian plane (limited to whole number vertices).</p>			
<p>Attributes Relationships Units</p>	<p>STATISTICS AND PROBABILITY AT A GLANCE Many-to-one correspondence: Construct and interpret picto and bar graphs</p>		<p>STATISTICS AND PROBABILITY AT A GLANCE Construct and interpret double bar graphs</p> 		<p>STATISTICS AND PROBABILITY AT A GLANCE Create, label and interpret line graphs; graph collected data; analyze graph to solve problems</p> 	
<p>Data Collection-the question to be answered determines the data that needs to be collected and how best to collect it.</p>	<p>1. Demonstrate an understanding of many-to-one correspondence.</p>		<p>1. Differentiate between first-hand and second-hand data.</p>		<p>1. Create, label and interpret line graphs to draw conclusions.</p>	
<p>Data Representation-data can be represented and interpreted visually using tables, charts, and graphs.</p>	<p>2. Construct and interpret pictographs and bar graphs involving many-to-one correspondence to draw conclusions.</p>		<p>2. Construct and interpret double bar graphs to draw conclusions.</p>		<p>2. Select, justify and use appropriate methods of collecting data, including: questionnaires, experiments, databases, electronic media.</p>	


 Big Idea, Major Concepts, GLOs	GRADE 4 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 5 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 6 Specific Learning Outcomes	Nehiyaw Ways of Knowing
Data Representation- data can be represented and interpreted visually using tables, charts, and graphs.					3. Graph collected data, and analyze the graph to solve problems.	
CHANCE AND UNCERTAINTY AT A GLANCE						
Chance-the chance of an event occurring can be describe numerically. (probability)			3. Describe the likelihood of a single outcome occurring, using words such as: impossible, possible, certain. 4. Compare the likelihood of two possible outcomes occurring, using words such as: less likely, equally likely, more likely.		4. Demonstrate an understanding of probability by: <ul style="list-style-type: none"> identifying all possible outcomes of a probability experiment differentiating between experimental and theoretical probability determining the theoretical probability of outcomes in a probability experiment determining the experimental probability of outcomes in a probability experiment comparing experimental results with the theoretical probability for an experiment. 	





Big Idea, Major Concepts, GLOs	GRADE 4 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 5 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 6 Specific Learning Outcomes	Nehiyaw Ways of Knowing
SCIENCE INQUIRY						
	GENERAL LEARNER EXPECTATION 4-1 Investigate the nature of things, demonstrating purposeful action that leads to inferences supported by observations. 		GENERAL LEARNER EXPECTATION 5-1 Design and carry out an investigation, using procedures that provide a fair test of the question being investigated. 		GENERAL LEARNER EXPECTATION 6-1 Design and carry out an investigation in which variables are identified and controlled, and that provides a fair test of the question being investigated. 	
	GENERAL LEARNER EXPECTATION 4-2 Identify patterns and order in objects and events studied; and record observations, using pictures, words and charts, with guidance in the construction of charts; and make predictions and generalizations, based on observations.		GENERAL LEARNER EXPECTATION 5-2 Recognize the importance of accuracy in observation and measurement; and, with guidance, apply suitable methods to record, compile, interpret and evaluate observations and measurements.		GENERAL LEARNER EXPECTATION 6-2 Recognize the importance of accuracy in observation and measurement; and apply suitable methods to record, compile, interpret and evaluate observations and measurements.	
Focus	<ul style="list-style-type: none"> ask questions that lead to exploration and investigation  identify one or more possible answers to questions by stating a prediction or a hypothesis 		<ul style="list-style-type: none"> ask questions that lead to exploration and investigation  identify one or more possible answers to questions by stating a prediction or a hypothesis 		<ul style="list-style-type: none"> ask questions that lead to exploration and investigation  identify one or more possible answers to questions by stating a prediction or a hypothesis 	
Explore and Investigate	<ul style="list-style-type: none"> identify, with guidance, ways of finding answers to given questions carry out, with guidance, procedures that comprise a fair test identify materials and how they are used 		<ul style="list-style-type: none"> identify one or more ways of finding answers to given questions plan, with guidance, and carry out procedures that comprise a fair test identify variables that need to be held constant to ensure a fair test 		<ul style="list-style-type: none"> identify, with guidance, ways of finding answers to given questions plan and carry out procedures that comprise a fair test identify variables: <ul style="list-style-type: none"> – identify the variable to be manipulated – identify variables to be held constant – identify the variable that will be observed (responding variable) 	


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**Grades
4 - 6**




Big Idea, Major Concepts, GLOs	GRADE 4 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 5 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 6 Specific Learning Outcomes	Nehiyaw Ways of Knowing
Explore and Investigate	<ul style="list-style-type: none"> work independently or with others to carry out the identified procedures identify, with guidance, sources of information and ideas and access information and ideas from those sources. Sources may include library, classroom, community and computer-based resources 		<ul style="list-style-type: none"> select appropriate materials and identify how they will be used work individually or cooperatively in planning and carrying out procedures identify sources of information and ideas and access information and ideas from those sources. Sources may include library, classroom, community and computer-based resources 		<ul style="list-style-type: none"> select appropriate materials and identify how they will be used modify the procedures as needed work individually or cooperatively in planning and carrying out procedures identify sources of information and ideas and demonstrate skill in accessing them. Sources may include library, classroom, community and computerbased resources 	
Reflect and Interpret	<ul style="list-style-type: none"> communicate with group members, showing ability to contribute and receive ideas 		<ul style="list-style-type: none"> communicate with group members to share and evaluate ideas, and assess progress 		<ul style="list-style-type: none"> communicate effectively with group members in sharing and evaluating ideas, and assessing progress 	







Big Idea, Major Concepts, GLOs	GRADE 4 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 5 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 6 Specific Learning Outcomes	Nehiyaw Ways of Knowing
 <p>Reflect and Interpret</p>	<ul style="list-style-type: none"> record observations and measurements accurately, 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 state an inference, based on observations identify possible applications of what was learned identify new questions that arise from what was learned. 		<ul style="list-style-type: none"> record observations and measurements accurately, using a chart format where appropriate. Computer resources may be used for record keeping and for display and interpretation of data state an inference, based on results. The inference will identify a cause and effect relationship that is supported by observations evaluate how well the procedures worked and identify possible improvements identify possible applications of what was learned identify new questions that arise from what was learned. 		<ul style="list-style-type: none"> record observations and measurements accurately, using a chart format where appropriate. Computer resources may be used for record keeping and for display and interpretation of data evaluate procedures used and identify possible improvements state an inference, based on results. The inference will identify a cause and effect relationship that is supported by observations identify possible applications of what was learned identify new questions that arise from what was learned. 	



Big Idea, Major Concepts, GLOs	GRADE 4 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 5 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 6 Specific Learning Outcomes	Nehiyaw Ways of Knowing
PROBLEM SOLVING THROUGH TECHNOLOGY						
	GENERAL LEARNER EXPECTATION 4-3 Investigate a practical problem, and develop a possible solution. 		GENERAL LEARNER EXPECTATION 5-3 Design and carry out an investigation of a practical problem, and develop a possible solution. 		GENERAL LEARNER EXPECTATION 6-3 Design and carry out an investigation of a practical problem, and develop a possible solution. 	
Focus	<ul style="list-style-type: none"> identify the purpose of problem-solving and construction activities: What problem do we need to solve? What needs must be met? 		<ul style="list-style-type: none"> identify problems to be solved and the purpose(s) of the problem-solving activity: What problem(s) are we trying to solve? What conditions must be met? What controls are required? How will we know that we have done what we set out to do? 		<ul style="list-style-type: none"> identify problems to be solved and the purpose(s) of the problem-solving activity: What problem(s) are we trying to solve? What conditions must be met? What controls are required? How will we know that we have done what we set out to do? 	
Explore and Investigate	<ul style="list-style-type: none"> identify steps followed in completing the task and in testing the product identify materials and how they are used attempt a variety of strategies and modify procedures, as needed (troubleshoot problems) 		<ul style="list-style-type: none"> identify one or more possible approaches to solving the problem and plan, with guidance, a set of steps to follow select appropriate materials and identify how they will be used attempt a variety of strategies and modify procedures, as needed (troubleshoot problems) 		<ul style="list-style-type: none"> identify one or more possible approaches to solving the problem and plan, with guidance, a set of steps to follow select appropriate materials and identify how they will be used attempt a variety of strategies and modify procedures, as needed (troubleshoot problems) 	<ul style="list-style-type: none"> Research Procedures, Sequencing, Communication 

Big Idea, Major Concepts, GLOs	GRADE 4 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 5 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 6 Specific Learning Outcomes	Nehiyaw Ways of Knowing
 Explore and Investigate	<ul style="list-style-type: none"> engage in all parts of the task and support the efforts of others <hr/> <ul style="list-style-type: none"> identify, with guidance, sources of information and ideas and access information and ideas from those sources. Sources may include library, classroom, community and computer-based resources 		<ul style="list-style-type: none"> work individually or cooperatively in planning and carrying out procedures <hr/> <ul style="list-style-type: none"> identify sources of information and ideas and access information and ideas from those sources. Sources may include library, classroom, community and computer-based resources 		<ul style="list-style-type: none"> work individually or cooperatively in planning and carrying out procedures <hr/> <ul style="list-style-type: none"> identify sources of information and ideas and access information and ideas from those sources. Sources may include library, classroom, community and computer-based resources 	
Reflect and Interpret	<ul style="list-style-type: none"> communicate with group members, showing ability to contribute and receive ideas 		<ul style="list-style-type: none"> communicate with group members to share and evaluate ideas, and assess progress 		<ul style="list-style-type: none"> communicate with group members to share and evaluate ideas, and assess progress 	

Big Idea, Major Concepts, GLOs	GRADE 4 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 5 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 6 Specific Learning Outcomes	Nehiyaw Ways of Knowing
	<ul style="list-style-type: none"> evaluate a product, based on a given set of questions or criteria. The criteria/questions may be provided by the teacher or developed by the students. Example criteria include: – effectiveness—Does it work? – reliability—Does it work every time? – durability—Does it stand up to repeated use? – effort—Is it easy to construct? Is it easy to use? – safety—Are there any risks of hurting oneself in making it or using it? – use of materials—Can it be made cheaply with available materials? Does it use recycled materials, and can the materials be used again? identify possible improvements to the product 		<ul style="list-style-type: none"> evaluate the procedures used to solve the problem and identify possible improvements evaluate a design or product, based on a given set of questions or criteria. The criteria/questions may be provided by the teacher or developed by the students. Example criteria include: – effectiveness—Does it work? – reliability—Does it work every time? – durability—Does it stand up to repeated use? – effort—Is it easy to construct? Is it easy to use? – safety—Are there any risks of hurting oneself in making it or using it? – use of materials—Can it be made cheaply with available materials? Does it use recycled materials, and can the materials be used again? – effect on environments – benefit to society 		<ul style="list-style-type: none"> evaluate the procedures used to solve the problem and identify possible improvements evaluate a design or product, based on a given set of questions or criteria. The criteria/questions may be provided by the teacher or developed by the students. Example criteria include: – effectiveness—Does it work? – reliability—Does it work every time? – durability—Does it stand up to repeated use? – effort—Is it easy to construct? Is it easy to use? – safety—Are there any risks of hurting oneself in making it or using it? – use of materials—Can it be made cheaply with available materials? Does it use recycled materials, and can the materials be used again? – effect on environments – benefit to society 	



Big Idea, Major Concepts, GLOs	GRADE 4 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 5 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 6 Specific Learning Outcomes	Nehiyaw Ways of Knowing
	<ul style="list-style-type: none"> identify new applications for the design or method of construction. 		<ul style="list-style-type: none"> identify new applications for the design or problem solution. 		<ul style="list-style-type: none"> identify positive and negative impacts that may arise and potential risks that need to be monitored: What good effects and what bad effects could this solution have? What would we need to look for to be sure that it is working as intended? identify new applications for the design or problem solution. 	
ATTITUDES						
	<p>GENERAL LEARNER EXPECTATION 4-4 Demonstrate positive attitudes for the study of science and for the application of science in responsible ways.</p> 		<p>General Learner Expectation 5-4 Demonstrate positive attitudes for the study of science and for the application of science in responsible ways.</p> 		<p>General Learner Expectation 6-4 Demonstrate positive attitudes for the study of science and for the application of science in responsible ways.</p> 	
Students will show growth in acquiring and applying the following traits:	<ul style="list-style-type: none"> curiosity confidence in personal ability to explore materials and learn by direct study inventiveness perseverance: staying with an investigation over a sustained period of time 		<ul style="list-style-type: none"> curiosity confidence in personal ability to explore materials and learn by direct study inventiveness perseverance: staying with an investigation over a sustained period of time 		<ul style="list-style-type: none"> curiosity confidence in personal ability to explore materials and learn by direct study inventiveness perseverance: staying with an investigation over a sustained period of time 	





Big Idea, Major Concepts, GLOs	GRADE 4 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 5 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 6 Specific Learning Outcomes	Nehiyaw Ways of Knowing
Students will show growth in acquiring and applying the following traits:	<ul style="list-style-type: none"> • appreciation of the value of experience and careful observation • a willingness to work with others and to consider their ideas • a sense of responsibility for actions taken • respect for living things and environments, and commitment for their care 		<ul style="list-style-type: none"> • appreciation of the value of experience and careful observation • a willingness to work with others and to consider their ideas • a sense of responsibility for actions taken • respect for living things and environments, and commitment for their care 		<ul style="list-style-type: none"> • appreciation of the value of experience and careful observation • a willingness to work with others and to consider their ideas • a sense of responsibility for actions taken • respect for living things and environments, and commitment for their care 	
TOPIC A: WASTE AND OUR WORLD (MAY-JUNE)			TOPIC A: ELECTRICITY AND MAGNETISM (DECEMBER-JANUARY)		TOPIC A: AIR AND AERODYNAMICS (SEPTEMBER-OCTOBER)	
	<p>GENERAL LEARNER EXPECTATION 4-5 Recognize that human activity can lead to the production of wastes, and identify alternatives for the responsible use and disposal of materials.</p> 		<p>GENERAL LEARNER EXPECTATION 5-5 Demonstrate safe methods for the study of magnetism and electricity, identify methods for measurement and control, and apply techniques for evaluating magnetic and electrical properties of materials.</p> 		<p>GENERAL LEARNER EXPECTATION 6-5 Describe properties of air and the interactions of air with objects in flight.</p> 	
	<ul style="list-style-type: none"> • Activities around the practice of good stewardships (environmental/recycling/conservation/waste management) (Peerless Lake Elders' Wheel) 		<ul style="list-style-type: none"> • Use the science kits for magnetism & Electricity for demonstration. Doing various experiments with magnets and electricity. Reinforce that magnetics are in many household appliances and safe use of electricity. Lightening is a source of electricity and links to the Northern lights being the reflection of magnetism in the earth's surface (tell Nehiyawin stories of the Northern Lights). 		<ul style="list-style-type: none"> • Look at the way birds fly, how they use their wings to fly; predators vs non predators 	

Big Idea, Major Concepts, GLOs	GRADE 4 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 5 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 6 Specific Learning Outcomes	Nehiyaw Ways of Knowing
	<p>1. Identify plant and animal wastes, and describe how they are recycled in nature. For example, plant leaves serve as a source of food for soil insects, worms and other creatures. The wastes of these animals may then be further broken down by molds, fungi and bacteria.</p>	<ul style="list-style-type: none"> Activities around the practice of good stewardships (environmental/recycling/conservation/waste management) (Peerless Lake Elders' Wheel)  	<p>1. Recognize and appreciate the potential dangers involved in using sources of electrical currents:</p> <ul style="list-style-type: none"> understand that household electrical currents are potentially dangerous and not a suitable source for experimentation understand that small batteries are a relatively safe source of electricity, for experimentation and study, but that care should be taken to avoid short circuits understand that short circuits may cause wires to heat up, as well as waste the limited amount of energy in batteries. 	<ul style="list-style-type: none"> Activities around the safe use of electrical appliances/robotics activities. Safety activities around electrical outlets in the household. Electrical overloads due to the amount of electrical Watts in households.  	<p>1. Provide evidence that air takes up space and exerts pressure, and identify examples of these properties in everyday applications.</p>	
	<p>2. Identify and classify wastes that result from human activity.</p>		<p>2. Describe and demonstrate example activities that show that electricity and magnetism are related:</p> <ul style="list-style-type: none"> demonstrate that electricity can be used to create magnetism demonstrate that a moving magnet can be used to generate electricity. 		<p>2. Provide evidence that air is a fluid and is capable of being compressed, and identify examples of these properties in everyday applications.</p>	

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**Grades
4 - 6**

Big Idea, Major Concepts, GLOs	GRADE 4 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 5 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 6 Specific Learning Outcomes	Nehiyaw Ways of Knowing	
	3. Describe alternative methods of disposal, and identify possible advantages and disadvantages of each.		3. Demonstrate and interpret evidence of magnetic fields around magnets and around current-carrying wires, by use of iron filings or by use of one or more compasses.		3. Describe and demonstrate instances in which air movement across a surface results in lift— Bernoulli's principle.		
	4. Distinguish between wastes that are readily biodegradable and those that are not.		4. Demonstrate that a continuous loop of conducting material is needed for an uninterrupted flow of current in a circuit.		4. Recognize that in order for devices or living things to fly, they must have sufficient lift to overcome the downward force of gravity.		<ul style="list-style-type: none"> • Look at the way birds fly, how they use their wings to fly; predators vs non predators; constructing paper planes and kites and testing them/ refining them 
	5. Compare different kinds of packaging, and infer the relative advantages and disadvantages of that packaging. In evaluating different forms of packaging, students should demonstrate the ability to consider a consumer perspective as well as an environmental perspective		5. Distinguish electrical conductors —materials that allow electricity to flow through them — from insulators —materials that do not allow electricity to flow through them.		5. Identify adaptations that enable birds and insects to fly.		<ul style="list-style-type: none"> • Examine why certain birds have wings and still can not fly and compare to local birds; compare how a large insect (e.g., dragon fly) flies vs a smaller insect (mosquito) 
	6. Identify methods of waste disposal currently used within the local community.		6. Recognize and demonstrate that some materials, including resistors, are partial conductors of electricity.		6. Describe the means of propulsion for flying animals and for aircraft.		



Big Idea, Major Concepts, GLOs	GRADE 4 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 5 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 6 Specific Learning Outcomes	Nehiyaw Ways of Knowing
	7. Identify kinds of wastes that may be toxic to people and to the environment.		7. Predict the effect of placing an electrical resistance in a simple circuit; e.g., in a circuit with a light bulb or electric motor.		7. Recognize that streamlining reduces drag, and predict the effects of specific design changes on the drag of a model aircraft or aircraft components.	
	8. Identify alternative materials and processes that may decrease the amount of waste produced; e.g., reducing wastage of food, using both sides of a sheet of paper.		8. Recognize that the amount of electricity we use in our homes is measured in kilowatt hours.	<ul style="list-style-type: none"> Safety activities around electrical outlets in the household. Electrical overloads due to the amount of electrical Watts in households. 	8. Recognize that air is composed of different gases, and identify evidence for different gases. Example evidence might include: effects on flames, the “using up” of a particular gas by burning or rusting, animal needs for air exchange.	<ul style="list-style-type: none"> Examine the need for air to light a fire and extinguish a fire; how we use different woods for burning; look at the ways some of the require less oxygen aquatic animals and how some land animals require more; look at algae blooms and winter kill. 
	9. Identify ways in which materials can be reused or recycled, including examples of things that the student has done.	<ul style="list-style-type: none"> Use boxes for art/making cars/crafts. Classroom waste and bottles collected for recycling) Composting etc. 	9. Interpret and explain: <ul style="list-style-type: none"> the reading on a household electrical meter efficiency labels on electrical appliances. 		9. Interpret and explain: <ul style="list-style-type: none"> the reading on a household electrical meter efficiency labels on electrical appliances. 	
	10. Develop a flow chart for a consumer product that indicates the source materials, final product, its use and method of disposal.		10. Draw and interpret, with guidance, circuit diagrams that include symbols for switches, power sources, resistors, lights and motors.		10. Draw and interpret, with guidance, circuit diagrams that include symbols for switches, power sources, resistors, lights and motors.	




**Grades
4-6**

Big Idea, Major Concepts, GLOs	GRADE 4 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 5 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 6 Specific Learning Outcomes	Nehiyaw Ways of Knowing
	11. Identify actions that individuals and groups can take to minimize the production of wastes, to recycle or reuse wastes and to ensure the safe handling and disposal of wastes.					
	12. Develop and implement a plan to reduce waste, and monitor what happens over a period of time.	<ul style="list-style-type: none"> Place recycle bins in classrooms and have classroom rules on the disposal of waste. Teach that there is savings from recycling. Students take leadership role in these activities. Reference the dangers to the environment and the positives of the reuse/recycle initiatives. 				






Big Idea, Major Concepts, GLOs	GRADE 4 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 5 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 6 Specific Learning Outcomes	Nehiyaw Ways of Knowing
	TOPIC B: WHEELS AND LEVERS (SPRING: MARCH-MAY)		TOPIC B: MECHANISMS USING ELECTRICITY (NOVEMBER)		TOPIC B: FLIGHT (END OF MARCH - JUNE)	
	GENERAL LEARNER EXPECTATION 4-6 Demonstrate a practical understanding of wheels, gears and levers by constructing devices in which energy is transferred to produce motion.		GENERAL LEARNER EXPECTATION 5-6 Construct simple circuits, and apply an understanding of circuits to the construction and control of motorized devices.		GENERAL LEARNER EXPECTATION 6-6 Construct devices that move through air, and identify adaptations for controlling flight.	
	<ul style="list-style-type: none"> Wagon and hoist for lifting animals when lifting them. Pulley systems 		<ul style="list-style-type: none"> Robotics construction sets from games with electrical circuits(motor bikes/small cars). 		<ul style="list-style-type: none"> Archery; construct kites and paper planes and adapt/modify them to see affect on flight; examine questions such as: Does wifi have flight and how would you find out? 	
	1. Explain how rollers can be used to move an object, and demonstrate the use of rollers in a practical situation.		1. Identify example applications of electrical devices in the school and home environment, and classify the kinds of uses. Categories of electrical use may include such things as: heating, lighting, communicating, moving, computing.		1. Conduct tests of a model parachute design, and identify design changes to improve the effectiveness of the design.	
	2. Compare the wheel and the roller, and identify examples where each are used.		2. Design and construct circuits that operate lights and other electrical devices.	<ul style="list-style-type: none"> Creating activity using the light bulbs (plugged in electrical outlets) classroom electrical appliances e.g., toasters 	2. Describe the design of a hot-air balloon and the principles by which its rising and falling are controlled.	
	3. Construct devices that use wheels and axles, and demonstrate and describe their use in: <ul style="list-style-type: none"> model vehicles pulley systems gear systems. 	<ul style="list-style-type: none"> Wagon and hoist for lifting animals when lifting them. Pulley systems (Knowledge Keepers information on sewing machines etc.) 	3. Recognize the importance of switches and other control mechanisms to the design and operation of electrical devices, and identify purposes of switches in particular applications.		3. Conduct tests of glider designs; and modify a design so that a glider will go further, stay up longer or fly in a desired way; e.g., fly in a loop, turn to the right.	

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Big Idea, Major Concepts, GLOs	GRADE 4 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 5 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 6 Specific Learning Outcomes	Nehiyaw Ways of Knowing
	<p>4. Construct and explain the operation of a drive system that uses one or more of the following:</p> <ul style="list-style-type: none"> • wheel-to-wheel contact • a belt or elastic • a chain • cogs or gears. 	<ul style="list-style-type: none"> • Wagon and hoist for lifting animals when lifting them. Pulley systems (Knowledge Keepers information on sewing machines etc.)/ Snow mobiles 	<p>4. Construct and use a variety of switches.</p>		<p>4. Recognize the importance of stability and control to aircraft flight; and design, construct and test control surfaces.</p>	<ul style="list-style-type: none"> • Construct kites and paper planes and adapt/modify them to see affect on flight; Paul Neethling flight simulator. 
	<p>5. Construct and explain the operation of a drive system that transfers motion from one shaft to a second shaft, where the second shaft is:</p> <ul style="list-style-type: none"> • parallel to the first • at a 90° angle to the first. <p><i>Students who have achieved this expectation will be aware of changes in speed and direction that result from different ways of linking components. Introduction of gear ratios, however, is not recommended at this grade level. Students will have an opportunity to develop the concept of ratio as part of their junior high mathematics program.</i></p>		<p>5. Design and construct vehicles or other devices that use a battery-powered electric motor to produce motion; e.g., model cars, hoists, fans.</p>		<p>5. Apply appropriate vocabulary in referring to control surfaces and major components of an aircraft. This vocabulary should include: wing, fuselage, vertical and horizontal stabilizers, elevators, ailerons, rudder.</p>	
	<p>6. Demonstrate ways to use a lever that:</p> <ul style="list-style-type: none"> • applies a small force to create a large force • applies a small movement to create a large movement. 		<p>6. Design and construct a burglar alarm.</p>		<p>6. Construct and test propellers and other devices for propelling a model aircraft.</p>	

Big Idea, Major Concepts, GLOs	GRADE 4 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 5 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 6 Specific Learning Outcomes	Nehiyaw Ways of Knowing
	<p>7. Predict how changes in the size of a lever or the position of the fulcrum will affect the forces and movements involved.</p>		<p>7. Demonstrate different ways of lighting two lights from a single power source, and compare the results. Students should recognize that wiring two bulbs in series makes both bulbs glow less brightly than if the bulbs are wired in parallel. Students may demonstrate this knowledge operationally and do not need to use the terms series and parallel.</p>		<p>7. Describe differences in design between aircraft and spacecraft, and identify reasons for the design differences. Note: Model aircraft or rockets may be constructed and used as part of this topic. It is recommended that these models be simple devices of the student's construction, not prefabricated models. Propulsion of rockets by chemical fuels is neither required nor recommended, due to safety considerations.</p>	
	<p>8. Construct models of levers; and explain how levers are involved in such devices as: teetertotters, scissors, pliers, pry bars, tongs, nutcrackers, fishing rods, wheelbarrows.</p>	<ul style="list-style-type: none"> Construct Wagons, make fishing rods, wheelbarrows, pliers and making Muskrat/ Beaver traps. Pulley systems (Knowledge Keepers information on sewing machines etc.) Doing Robotic constructions 	<p>8. Demonstrate different ways of using two batteries to light a bulb, and compare the results. Students should recognize that wiring the batteries in series causes the bulb to glow brighter than it would if parallel wiring were used.</p>			
			<p>9. Given a design task and appropriate materials, invent and construct an electrical device that meets the task requirements.</p>	<ul style="list-style-type: none"> Using different play toolkits for classroom activities/ robotics 		

Big Idea, Major Concepts, GLOs	GRADE 4 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 5 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 6 Specific Learning Outcomes	Nehiyaw Ways of Knowing
	TOPIC C: BUILDING DEVICES AND VEHICLES THAT MOVE (FALL-OCTOBER)		TOPIC C: CLASSROOM CHEMISTRY (SEPTEMBER-OCTOBER)		TOPIC C: SKY SCIENCE (WINTER/LATE FALL JANUARY-MID MARCH)	
	<p>GENERAL LEARNER EXPECTATION 4-7 Construct a mechanical device for a designated purpose, using materials and design suggestions provided.</p> <ul style="list-style-type: none"> Constructing miniature horse drawn wagon/Red River Carts 		<p>GENERAL LEARNER EXPECTATION 5-7 Describe the properties and interactions of various household liquids and solids, and interpret their interactions.</p>		<p>GENERAL LEARNER EXPECTATION 6-7 Observe, describe and interpret the movement of objects in the sky; and identify pattern and order in these movements.</p>	
	<p>GENERAL LEARNER EXPECTATION 4-8 Explore and evaluate variations to the design of a mechanical device, demonstrating that control is an important element in the design and construction of that device.</p> <ul style="list-style-type: none"> Constructing miniature horse drawn wagon/Red River Carts/sledge (demonstrating use) 		<ul style="list-style-type: none"> Use bleach/baking soda/salt/ice activities to show the change from one state to the next. 		<ul style="list-style-type: none"> Northern lights; constellations and how they move and how we have different constellations throughout the year; First Nations names/stories for constellations; rotation and orbits; Wildred Buck - a blow up planetarium is a resource that might be accessed - he tells constellation stories); KTCEA chart of Cree Constellations and their names and locations (see Jason) 	
	<p>1. Design and construct devices and vehicles that move or have moving parts— linkages, wheels and axles.</p>	<ul style="list-style-type: none"> Constructing miniature horse drawn wagon/ Red River Carts/ Sledge 	<p>1. Recognize and identify examples of the following kinds of mixtures:</p> <ul style="list-style-type: none"> two or more solids; e.g., sand and sugar a solid and a liquid; e.g., sugar and water two or more liquids; e.g., milk and tea. 	<ul style="list-style-type: none"> Use bleach/baking soda/salt/ice/ water/milk/sugar activities to show the change from one state to the next. Include the use medicinal plant and teas for cultural connections. 	<p>1. Recognize that the Sun and stars emit the light by which they are seen and that most other bodies in space, including Earth's Moon, planets and their moons, comets, and asteroids, are seen by reflected light.</p>	
	<p>2. Use simple forces to power or propel a device; e.g., direct pushes, pulls, cranking mechanisms, moving air, moving water and downhill motion.</p>		<p>2. Apply and evaluate a variety of techniques for separating different materials.</p>		<p>2. Describe the location and movement of individual stars and groups of stars (constellations) as they move through the night sky.</p>	



Big Idea, Major Concepts, GLOs	GRADE 4 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 5 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 6 Specific Learning Outcomes	Nehiyaw Ways of Knowing
	3. Design and construct devices and vehicles that employ energy-storing or energy-consuming components that will cause motion; e.g., elastic bands, springs, gravity, wind, moving water.	<ul style="list-style-type: none"> Constructing miniature canoes/ motor boats/ sling shots/bow & arrow/archery 	3. Distinguish substances that will dissolve in a liquid from those that will not, and demonstrate a way of recovering a material from solution.		3. Recognize that the apparent movement of objects in the night sky is regular and predictable, and explain how this apparent movement is related to Earth's rotation.	
	4. Recognize the need for control in mechanical devices, and apply control mechanisms where necessary.		4. Demonstrate a procedure for making a crystal.		4. Understand that the Sun should never be viewed directly, nor by use of simple telescopes or filters, and that safe viewing requires appropriate methods and safety precautions.	
	5. Compare two designs, identifying the relative strengths and weaknesses of each.		5. Recognize that the surface of water has distinctive properties, and describe the interaction of water with other liquids and solids.	<ul style="list-style-type: none"> Use oil/water activities to show the negative interaction to living things in natural bodies of water lakes/ streams/ rivers. Composition of bodies of water and lakes. 	5. Construct and use a device for plotting the apparent movement of the Sun over the course of a day; e.g., construct and use a sundial or shadow stick.	<ul style="list-style-type: none"> Using the sun to find direction; look at sundials and how other First Nations had sundials built on the land (Blackfoot) 
	6. Identify steps to be used in constructing a device or vehicle, and work cooperatively with other students to construct the device or vehicle.		6. Produce carbon dioxide gas through the interaction of solids and liquids, and demonstrate that it is different from air.		6. Describe seasonal changes in the length of the day and night and in the angle of the Sun above the horizon.	<ul style="list-style-type: none"> Look at/graph over time the long days of summer and short days of winter and connect to position of the sun; rotation and orbit. 





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	<p>7. Design and construct several different models of a device and evaluate each model, working cooperatively with other students. <i>Suggested evaluation criteria are identified under the Specific Learner Expectations, Reflect and Interpret, page B.18.</i></p>		<p>7. Distinguish reversible from irreversible changes of materials, and give examples of each.</p>		<p>7. Recognize that the Moon's phases are regular and predictable, and describe the cycle of its phases.</p>	
			<p>8. Recognize and describe evidence of a chemical reaction. Explain how the products of a reaction differ from the original substances.</p>	<ul style="list-style-type: none"> Activities that surround the making/cooking of cultural foods (e.g., bannock) traditional medicines, tanning hides, preparing foods (moose, muskrat, rabbit, etc.) Preserving and canning foods. 	<p>8. Illustrate the phases of the Moon in drawings and by using improvised models. An improvised model might involve such things as a table lamp and a sponge ball.</p>	<ul style="list-style-type: none"> Cultural camp looks at the phases of the moon and stories surrounding the moon. 
			<p>9. Use an indicator to identify a solution as being acidic or basic.</p>		<p>9. Recognize that the other eight known planets, which revolve around the Sun, have characteristics and surface conditions that are different from Earth; and identify examples of those differences.</p>	
				<p>10. Recognize that not only Earth, but other planets, have moons; and identify examples of similarities and differences in the characteristics of those moons.</p>		



Big Idea, Major Concepts, GLOs	GRADE 4 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 5 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 6 Specific Learning Outcomes	Nehiyaw Ways of Knowing
					11. Identify technologies and procedures by which knowledge, about planets and other objects in the night sky, has been gathered. 12. Understand that Earth, the Sun and the Moon are part of a solar system that occupies only a tiny part of the known universe.	
TOPIC D: LIGHT AND SHADOWS (SEPTEMBER/OCTOBER/JANUARY-MID-MARCH)			TOPIC D: WEATHER WATCH (THROUGHOUT THE YEAR)		TOPIC D: EVIDENCE AND INVESTIGATION (ALL YEAR)	
	GENERAL LEARNER EXPECTATION 4-9 Identify sources of light, describe the interaction of light with different materials, and infer the pathway of a light beam.		GENERAL LEARNER EXPECTATION 5-8 Observe, describe and interpret weather phenomena; and relate weather to the heating and cooling of Earth's surface.		GENERAL LEARNER EXPECTATION 6-8 Apply observation and inference skills to recognize and interpret patterns and to distinguish a specific pattern from a group of similar patterns.	
	<ul style="list-style-type: none"> Sun/Moon/Fire/Stars/Light bulbs/Lanterns/Fire flies/Northern Lights 		<ul style="list-style-type: none"> Follow the Cree Lunar calendar; read about the Cree moons related to the month - make predictions and assumptions about what they would see; how different types of shelters connect to weather phenomena; watch animal behaviors to predict the weather 		<ul style="list-style-type: none"> Animal tracks; tracking animal behaviour; phases of the moon; weather patterns; (connect to the other science units) 	
			GENERAL LEARNER EXPECTATION 5-9 Observe, describe and interpret weather phenomena; and relate weather to the heating and cooling of Earth's surface. 5-9 Investigate relationships between weather phenomena and human activity.LBL, weather effects		GENERAL LEARNER EXPECTATION 6-9 Apply knowledge of the properties and interactions of materials to the investigation and identification of a material sample.	
			<ul style="list-style-type: none"> Look at the type of clothing related to weather; global warming issues; traditional clothing; connect to the foods we eat 		<ul style="list-style-type: none"> Moose call materials; moose hide making/tanning; different woods - how we use certain woods for smoking meats vs tanning hides 	




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Big Idea, Major Concepts, GLOs	GRADE 4 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 5 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 6 Specific Learning Outcomes	Nehiyaw Ways of Knowing
	1. Recognize that eyes can be damaged by bright lights and that one should not look at the Sun—either directly or with binoculars or telescopes.		1. Predict where, within a given indoor or outdoor environment, one is likely to find the warmest and coolest temperatures.		1. Recognize evidence of recent human activity, and recognize evidence of animal activity in a natural outdoor setting.	
	2. Identify a wide range of sources of light, including the Sun, various forms of electric lights, flames, and materials that glow (luminescent materials).	<ul style="list-style-type: none"> • Sun/Moon/Fire/Stars/Light bulbs/Lanterns/Fire flies/Northern Lights  	2. Describe patterns of air movement, in indoor and outdoor environments, that result when one area is warm and another area is cool.		2. Observe a set of footprints, and infer the direction and speed of travel.	<ul style="list-style-type: none"> • Cultural camps 
	3. Distinguish objects that emit their own light from those that require an external source of light in order to be seen.		3. Describe and demonstrate methods for measuring wind speed and for finding wind direction.		3. Recognize that evidence found at the scene of an activity may have unique characteristics that allow an investigator to make inferences about the participants and the nature of the activity, and give examples of how specific evidence may be used.	

Big Idea, Major Concepts, GLOs	GRADE 4 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 5 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 6 Specific Learning Outcomes	Nehiyaw Ways of Knowing
	4. Demonstrate that light travels outward from a source and continues unless blocked by an opaque material.		4. Describe evidence that air contains moisture and that dew and other forms of precipitation come from moisture in the air.		4. Investigate evidence and link it to a possible source; e.g., by: <ul style="list-style-type: none"> classifying footprints, tire prints and soil samples from a variety of locations analyzing the ink from different pens, using paper chromatography analyzing handwriting samples to identify the handwriting of a specific person comparing samples of fabric classifying fingerprints collected from a variety of surfaces 	<ul style="list-style-type: none"> Cultural camps 
	5. Describe changes in the size and location of Sun shadows during the day—early morning, to midday, to late afternoon.	<ul style="list-style-type: none"> Tracking Sun from season to season as well as throughout each day 	5. Describe and measure different forms of precipitation, in particular, rain, hail, sleet, snow.	<ul style="list-style-type: none"> Learn about different types of clouds; learn the Cree words to describe the types of precipitation (e.g., different words for snow) 		
	6. Recognize that opaque materials cast shadows, and predict changes in the size and location of shadows resulting from the movement of a light source or from the movement of a shade-casting object.		6. Measure at least four different kinds of weather phenomena. Either student constructed or standard instruments may be used.	<ul style="list-style-type: none"> Design and create and test student made instruments for measuring wind speed, rainfall, humidity, etc. 		

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	<p>7. Distinguish transparent materials from opaque materials by determining if light passes through them and by examining their shadows.</p>	<ul style="list-style-type: none"> Demonstration of various objects to show those that are transparent/opaque and relate them to traditional stories about the sun. 	<p>7. Record weather over a period of time.</p>			
<p>8. Classify materials as transparent, partly transparent (translucent) or opaque.</p>	<ul style="list-style-type: none"> Demonstrations that show how these objects reflect and how mirrors can be used to start fires. Fire/Ice demonstrations. 		<p>8. Identify some common types of clouds, and relate them to weather patterns.</p>	<p>9. Describe the effects of the Sun's energy on daily and seasonal changes in temperature— 24-hour and yearly cycles of change.</p>		
<p>9. Recognize that light can be reflected and that shiny surfaces, such as polished metals and mirrors, are good reflectors.</p>			<p>10. Recognize that weather systems are generated because different surfaces on the face of Earth retain and release heat at different rates.</p>			
<p>10. Recognize that light can be bent (refracted) and that such objects as aquaria, prisms and lenses can be used to show that light beams can be bent.</p>						

Big Idea, Major Concepts, GLOs	GRADE 4 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 5 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 6 Specific Learning Outcomes	Nehiyaw Ways of Knowing
	<p>11. Recognize that light can be broken into colours and that different colours of light can be combined to form a new colour.</p>		<p>11. Understand that climate refers to long term weather trends in a particular region and that climate varies throughout the world.</p>	<ul style="list-style-type: none"> Look at the seasonal round and how that is related to climate; listening to Elders share about weather changes and the impact on the land (e.g., how the lake has changed over time and how it has affected the fish population); look at movement of animals due to climate change (not just locally but nationally)  		
	<p>12. Demonstrate the ability to use a variety of optical devices, describe how they are used, and describe their general structure. Suggested examples include: hand lens, telescope, microscope, pinhole camera, light sensitive paper, camera, kaleidoscope. Students meeting this expectation will be able to provide practical descriptions of the operation of such devices, but are not required to provide theoretical explanations of how the devices work.</p>	<ul style="list-style-type: none"> Classrooms activities infusing traditional thoughts and ideas around these instruments. Landbase connections e.g. hunting should be explored.  	<p>12. Recognize that human actions can affect climate, and identify human actions that have been linked to the greenhouse effect.</p>	<ul style="list-style-type: none"> Connect to forest fires, oil spills, pollution and waste management; discuss how cattle ranching contributes to the greenhouse effect  		




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Grades
4 - 6

Big Idea, Major Concepts, GLOs	GRADE 4 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 5 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 6 Specific Learning Outcomes	Nehiyaw Ways of Knowing
			<p>13. Appreciate how important it is to be able to forecast weather and to have suitable clothing or shelter to endure various types of weather.</p> <hr/> <p>14. Test fabrics and clothing designs to choose those with characteristics that most effectively meet the challenges of particular weather conditions; e.g., water resistance, wind resistance, protection from cold.</p>			

Big Idea, Major Concepts, GLOs	GRADE 4 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 5 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 6 Specific Learning Outcomes	Nehiyaw Ways of Knowing
	TOPIC E: PLANT GROWTH AND CHANGES (FALL SEPTEMBER-OCTOBER, WINTER/SPRING: MARCH-MAY)		TOPIC E: WETLAND ECOSYSTEMS (MARCH-MAY)		TOPIC E: TREES AND FORESTS (ALL YEAR)	
	GENERAL LEARNER EXPECTATION 4-10 Demonstrate knowledge and skills for the study, interpretation, propagation and enhancement of plant growth. 		GENERAL LEARNER EXPECTATION 5-10 Describe the living and nonliving components of a wetland ecosystem and the interactions within and among them. 		GENERAL LEARNER EXPECTATION 6-10 Describe characteristics of trees and the interaction of trees with other living things in the local environment. 	
	<ul style="list-style-type: none"> Connect to herbal LBL, plants as medicine and for food (survival skills)  		<ul style="list-style-type: none"> Connect to LBL Canoe and the Trapping camp; medicinal plant gathering and in what ecosystem you would find the plant 		<ul style="list-style-type: none"> Nature walks; cultural camps; looking at where certain medicinal plants grow in relation to trees; categorizing different types of trees 	
	1. Describe the importance of plants to humans and their importance to the natural environment. Students who meet this expectation should be able to give examples of plants being used as a source of food or shelter, and be aware of the role plants play in the environment; e.g., preventing erosion, maintaining oxygen.		1. Recognize and describe one or more examples of wetland ecosystems found in the local area; e.g., pond, slough, marsh, bog, fen.		1. Identify reasons why trees and forests are valued. Students meeting this expectation should be aware that forests serve as habitat for a variety of living things and are important to human needs for recreation, for raw materials and for a life-supporting environment.	<ul style="list-style-type: none"> Valued for food, oxygen, shelter, animal survival - concepts are reinforced at LBL camps throughout the year 
	2. Identify and describe the general purpose of plant roots, stems, leaves and flowers.		2. Understand that a wetland ecosystem involves interactions between living and nonliving things, both in and around the water.	<ul style="list-style-type: none"> Connect to LBL Canoe and the Trapping camp; medicinal plant gathering and in what ecosystem you would find the plant  	2. Describe kinds of plants and animals found living on, under and among trees; and identify how trees affect and are affected by those living things.	<ul style="list-style-type: none"> Concepts are introduced at LBL camps and reinforced/ followed up in the classroom 

Big Idea, Major Concepts, GLOs	GRADE 4 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 5 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 6 Specific Learning Outcomes	Nehiyaw Ways of Knowing
	<p>3. Describe common plants, and classify them on the basis of their characteristics and uses.</p>	<ul style="list-style-type: none"> LBL camps - bush walk; plants, trees and herbs. Identify if the plant is a source of food, shelter or medicine  	<p>3. Identify some plants and animals found at a wetland site, both in and around the water; and describe the life cycles of these plants and animals.</p>		<p>3. Describe the role of trees in nutrient cycles and in the production of oxygen.</p>	
	<p>4. Recognize that plant requirements for growth; i.e., air, light energy, water, nutrients and space; vary from plant to plant and that other conditions; e.g., temperature and humidity; may also be important to the growth of particular plants.</p>		<p>4. Identify and describe adaptations that make certain plants and animals suited for life in a wetland.</p>	<ul style="list-style-type: none"> Connect to LBL Trapping camp; medicinal plant gathering and in what ecosystem you would find the plant; examine how animal pelts adapt throughout the seasons; tie in the oral tradition stories to learn about the adaptations of animals (e.g., the moose story or why the rabbit turns white, etc).  	<p>4. Identify general characteristics that distinguish trees from other plants, and characteristics that distinguish deciduous from coniferous trees.</p>	
	<p>5. Identify examples of plants that have special needs.</p>		<p>5. Understand and appreciate that all animals and plants, not just the large ones, have an important role in a wetland community.</p>		<p>5. Identify characteristics of at least four trees found in the local environment. Students should be familiar with at least two deciduous trees and two coniferous trees. Examples should include native species, such as spruce, birch, poplar, and pine and cultivated species, such as elm and crab apple.</p>	<ul style="list-style-type: none"> Concepts are introduced at LBL camps and reinforced/followed up in the classroom 

Big Idea, Major Concepts, GLOs	GRADE 4 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 5 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 6 Specific Learning Outcomes	Nehiyaw Ways of Knowing
	<p>6. Recognize that a variety of plant communities can be found within the local area and that differences in plant communities are related to variations in the amount of light, water and other conditions.</p>	<ul style="list-style-type: none"> Connect to animal habitats as animals prefer specific plant communities; Go on a community walk to identify plants. Plant a community garden  	<p>6. Identify the roles of different organisms in the food web of a pond:</p> <ul style="list-style-type: none"> producers—green plants that make their own food, using sunlight consumers—animals that eat living plants and/or animals decomposers—organisms, such as molds, fungi, insects and worms, that reuse and recycle materials that were formerly living. 		<p>6. Describe and classify leaf shapes, leaf arrangements, branching patterns and the overall form of a tree.</p>	
	<p>7. Recognize that plants of the same kind have a common life cycle and produce new plants that are similar, but not identical, to the parent</p>		<p>7. Draw diagrams of food chains and food webs, and interpret such diagrams.</p>	<ul style="list-style-type: none"> Diagrams of muskrat, or beaver, squirrel, marten, lynx, etc.  	<p>7. Interpret the growth pattern of a young tree, distinguishing this year's growth from that of the previous year and from the year before that. Students meeting this expectation should recognize differences in colouration and texture of new growth and old growth, and locate scars that separate old and new growth.</p>	

**Grades
4 - 6**

Big Idea, Major Concepts, GLOs	GRADE 4 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 5 Specific Learning Outcomes	Nehiyaw Ways of Knowing	GRADE 6 Specific Learning Outcomes	Nehiyaw Ways of Knowing
	<p>8. Describe ways that various flowering plants can be propagated, including from seed, from cuttings, from bulbs and by runners.</p> <p>9. Nurture a plant through one complete life cycle—from seed to seed.</p>		8. Recognize that some aquatic animals use oxygen from air and others from water, and identify examples and adaptations of each.		<p>8. Identify human uses of forests, and compare modern and historical patterns of use.</p>	<ul style="list-style-type: none"> Firewood; buildings; furniture; tipis; cabins; smoke racks; smoking meats; shade; canoes - specific trees uses. For forest in general: hunting; gathering, etc. Listen to Elder stories or read traditional stories about forest use.
					9. Identify human actions that enhance or threaten the existence of forests.	
	<p>10. Describe the care and growth of a plant that students have nurtured, in particular:</p> <ul style="list-style-type: none"> • identify the light, temperature, water and growing medium requirements of the plant • identify the life stages of the plant • identify the reproductive structures of the plant. 	<ul style="list-style-type: none"> • Plant a school garden; hydroponic gardens 	<p>9. Identify human actions that can threaten the abundance or survival of living things in wetland ecosystems; e.g., adding pollutants, changing the flow of water, trapping or hunting pond wildlife.</p>	<ul style="list-style-type: none"> • Oil spills, pollution, hydro dams, general affect of industry, irrigation, cutting down of trees/forests 	<p>10. Identify an issue regarding forest use, identify different perspectives on that issue, and identify actions that might be taken.</p>	<ul style="list-style-type: none"> • Examples: the use of prescribed burning to keep the forests healthy and prevent huge forest fires
	11. Describe different ways that seeds are distributed; e.g., by wind, by animals; and recognize seed adaptations for different methods of distribution.		10. Identify individual and group actions that can be taken to preserve and enhance wetland habitats.			