







# GRADE FIVE






 <b>All Year or Any Season</b>		 <b>Fall</b>	 <b>Winter</b>	 <b>Spring</b>
<b>English Language Arts</b> 	<b>Teach and/or reinforce all year</b> <b>Integrate themes from Social Studies, Science, Math and Land Based Learning</b>			
<b>Social Studies</b> 	<b>Physical Geography of Canada</b>	<b>History and Stories of Ways of Life in Canada</b>	<b>Canada – Shaping An Identity</b>	
<b>Mathematics</b> 	<b>Number Sense</b> <b>Statistics and Probability</b>	<b>Number Sense</b> <b>Statistics and Probability</b>  Patterns and Relations	<b>Number Sense</b> <b>Statistics and Probability</b>  Shape and Space	
<b>Science</b> 	<b>Weather Watch</b>  Classroom Chemistry	<b>Weather Watch</b>  Electricity and Magnetism Mechanisms Using Electricity	<b>Weather Watch</b>  Wetland Ecosystems	





## HOW TO READ THE CURRICULUM CHARTS




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












 <b>Big Idea, Major Concepts, GLOs</b>	<b>Specific Learning Outcomes</b> <small>ELOs are bold</small>	<b>Season</b>	<b>Nehiyaw Ways of Knowing</b>
<b>GENERAL OUTCOME 1</b> <b>Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.</b>			
<b>1.1 Discover and Explore</b>			
Express ideas and develop understanding	Use appropriate prior knowledge and experiences to make sense of new ideas and information		
	<b>Read, write, represent and talk to explore personal understandings of new ideas and information</b>		<ul style="list-style-type: none"> <li>• <b>Nature walks, fall/winter/spring activities, fishing, canoeing, arrow making</b></li> </ul>
	<b>Use own experiences as a basis for exploring and expressing opinions and understanding</b>		<ul style="list-style-type: none"> <li>• <b>Journal entries, creative writing, storytelling</b></li> </ul>
Experiment with language and forms	Select from provided forms of oral, print and other media texts those that best organize ideas and information and develop understanding of topics		
Express preferences	Select and explain preferences for particular forms of oral, print and other media texts		
Set goals	<b>Reflect on areas of personal accomplishment, and set personal goals to improve language learning and use</b>		<ul style="list-style-type: none"> <li>• <b>Demolition derby, horseback riding, rabbit snaring &amp; making</b></li> </ul>
<b>1.2 Clarify and Extend</b>			
Consider others' ideas	<b>Seek the viewpoints of others to build on personal responses and understanding</b>		<ul style="list-style-type: none"> <li>• <b>Walking and picking medicinal plants, explaining their use, Moose habitat/calling, tea/fire/shelter making</b></li> </ul>
Combine ideas	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		
Extend understanding	Search for further ideas and information from others and from oral, print and other media texts to extend understanding		

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<b>GENERAL OUTCOME 2</b> Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.			
<b>2.1 Use Strategies and Cues</b>			
Use prior knowledge	<b>Describe ways that personal experiences and prior knowledge contribute to understanding new ideas and information</b>		<ul style="list-style-type: none"> <li>Journal writing/self reflections, scrap booking, photo stories</li> </ul>
	Use knowledge of organizational structures, such as tables of contents, indices, topic sentences and headings, to locate information and to construct and confirm meaning		
Use comprehension strategies	<b>Preview sections of print texts, and apply reading rate and strategies appropriate for the purpose, content and format of the texts</b>		<ul style="list-style-type: none"> <li>Comprehension stories/ reading assessment activities/ traditional stories/ reading online/ reading comic strips/ fishing &amp; hunting stories from YouTube</li> </ul>
	Comprehend new ideas and information by responding personally, taking notes and discussing ideas with others		
	Use the meanings of familiar words to predict the meanings of unfamiliar words in context		
	Monitor understanding by comparing personal knowledge and experiences with information on the same topic from a variety of sources		
Use textual cues	<b>Use text features, such as maps, diagrams, special fonts and graphics, that highlight important concepts to enhance understanding of ideas and information</b>		<ul style="list-style-type: none"> <li>Chapter books, Nehiyawin history/stories/maps of Alberta/ Nehiyawin syllabics/ KTCEA logos &amp; graphics (competitions for logo drawings)</li> </ul>
	Identify and use the structural elements of texts, such as letters, brochures, glossaries and encyclopedias, to access and comprehend ideas and information		
Use phonics and structural analysis	Identify and know by sight the meaning of high frequency prefixes and suffixes to read unfamiliar, multi syllable words in context		
	<b>Integrate knowledge of phonics, sight vocabulary and structural analysis with knowledge of language and context clues to read unfamiliar words in context</b>		<ul style="list-style-type: none"> <li>Reading comprehension using traditional stories/ Wisakicak/ canoeing/ trapping</li> </ul>







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Use references	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		
<b>2.2 Respond to Texts</b>			
Experience various texts	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		
	<b>Make connections between fictional texts and historical events</b>		<ul style="list-style-type: none"> <li>• <b>Make connections between traditional Nehiyawin stories to stories from textbooks/online sources</b></li> </ul>
	<b>Describe and discuss new places, times, characters and events encountered in oral, print and other media texts</b>		<ul style="list-style-type: none"> <li>• <b>Make connections between traditional Nehiyawin stories to stories and today</b></li> </ul>
Construct meaning from texts	<b>Compare characters and situations portrayed in oral, print and other media texts to those encountered in the classroom and community</b>		<ul style="list-style-type: none"> <li>• <b>Make connections between traditional Nehiyawin stories (do not include spirituality look more to moral and ethics) to stories about today</b></li> </ul>
	Describe characters' qualities based on what they say and do and how they are described in oral, print and other media texts		
	Describe and discuss the influence of setting on the characters and events		
	Support own interpretations of oral, print and other media texts, using evidence from personal experiences and the texts		
	<b>Retell or represent stories from the points of view of different characters</b>		<ul style="list-style-type: none"> <li>• <b>Make connections between traditional Nehiyawin stories to stories about today</b></li> </ul>






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Appreciate the artistry of texts	Explain how simile and hyperbole are used to create mood and mental images Alter sentences and word choices to enhance meaning and to create mood and special effects		
<b>2.3 Understand Forms, Elements and Techniques</b>			
Understand forms and genres	Identify and discuss similarities and differences among a variety of forms of oral, print and other media texts Identify the main characteristics of familiar media and media texts		
Understand techniques and elements	<b>Identify the main problem or conflict in oral, print and other media texts, and explain how it is resolved</b> Identify and discuss the main character's point of view and motivation Identify examples of apt word choice and imagery that create particular effects Identify sections or elements in print or other media texts, such as shots in films or sections in magazines		<ul style="list-style-type: none"> <li>• <b>Book reports/7 teachings</b></li> </ul>
Experiment with language	Experiment with words and sentence patterns to create word pictures; identify how imagery and figurative language, such as simile and exaggeration, convey meaning		
<b>2.4 Create Original Text</b>			
Generate ideas	Use texts from listening, reading and viewing experiences as models for producing own oral, print and other media texts		
Elaborate on the expression of ideas	Experiment with modeled forms of oral, print and other media texts to suit particular audiences and purposes		
Structure texts	Use structures encountered in texts to organize and present ideas in own oral, print and other media texts <b>Use own experience as a starting point and source of information for fictional oral, print and other media texts</b>		<ul style="list-style-type: none"> <li>• <b>Prior schema/ family ceremonies/ cultural events/landbase camps</b></li> </ul>





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<b>GENERAL OUTCOME 3</b> <b>Students will listen, speak, read, write, view and represent to manage ideas and information.</b>			
<b>3.1 Plan and Focus</b>			
Focus attention	<b>Summarize important ideas in oral, print and other media texts and express opinions about them</b>		<ul style="list-style-type: none"> <li>• <b>Storytellers, Elder's stories, traditional readings</b></li> </ul>
	Combine personal knowledge of topics with understanding of audience needs to focus topics for investigation		
Determine information needs	Identify categories of information related to particular topics, and ask questions related to each category		
Plan to gather information	Develop and follow own plan for gathering and recording ideas and information		
<b>3.2 Select and Process</b>			
Use a variety of sources	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		
Access information	Use a variety of tools, such as chapter headings, glossaries and encyclopedia guide words, to access information		
	<b>Skim, scan and listen for key words and phrases</b>		<ul style="list-style-type: none"> <li>• <b>Storytellers, Elder's stories, traditional readings</b></li> </ul>
Evaluate sources	Determine the usefulness and relevance of information for research purpose and focus, using pre-established criteria		
<b>3.3 Organize, Record and Evaluate</b>			
Organize information	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 to emphasize key points for the audience		
	Add, delete or combine ideas to communicate more effectively		
Record information	Record information in own words; cite titles and authors alphabetically, and provide publication dates of sources		





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Record information	<b>Combine ideas and information from several sources</b>		<ul style="list-style-type: none"> <li>• <b>Storytellers, Elder’s stories, traditional readings</b></li> </ul>
	Record ideas and information in relevant categories, according to a research plan		
Evaluate information	<b>Connect gathered information to prior knowledge to reach new conclusions</b>		<ul style="list-style-type: none"> <li>• <b>Personal schema, storytellers, Elder’s stories, traditional readings</b></li> </ul>
<b>3.4 Share and Review</b>			
Share ideas and information	<b>Communicate ideas and information in a variety of oral, print and other media texts, such as illustrated reports, charts, graphic displays and travelogues</b>		<ul style="list-style-type: none"> <li>• <b>Ideas from across subject areas (Social Studies, Science, Mathematics &amp; Culture camp)</b></li> </ul>
	Select visuals, print and/or other media to inform and engage the audience		
Review research process	Assess personal research skills, using pre-established criteria		
<b>GENERAL OUTCOME 4</b> <b>Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.</b>			
<b>4.1 Enhance and Improve</b>			
Appraise own and others’ work	Use developed criteria to provide feedback to others and to revise own work		
Revise and edit	Revise to add and organize details that support and clarify intended meaning		
	Edit for appropriate use of statements, questions and exclamations		
Enhance legibility	<b>Write legibly, using a style that is consistent in alignment, shape and slant</b>		<ul style="list-style-type: none"> <li>• <b>Practice to write paragraphs/handouts/stories of Nehiyawah ways and being (7 teachings)</b></li> </ul>
	Apply word processing skills, and use publishing programs to organize information		
Expand knowledge of language	Extend word choice through knowledge of synonyms, antonyms and homonyms and the use of a thesaurus		
	<b>Distinguish different meanings for the same word, depending on the context in which it is used</b>		<ul style="list-style-type: none"> <li>• <b>Stories about other Nehiyawah groups such as Inuit/Métis</b></li> </ul>









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Enhance artistry	<b>Experiment with words, phrases, sentences and multimedia effects to enhance meaning and emphasis</b>		<ul style="list-style-type: none"> <li>Enhance meaning about Ice fishing/snow shoe making/fire making/tea making activities</li> </ul>	
<b>4.2 Attend to Conventions</b>				
Attend to grammar and usage	Use words and phrases to modify and clarify ideas in own writing			
	Use connecting words to link ideas in sentences and paragraphs			
	Identify irregular verbs, and use in own writing			
	<b>Identify past, present and future verb tenses, and use in sentences</b>		<ul style="list-style-type: none"> <li><b>Written Nehiyawin language (tipi/greetings/basic social commands)</b></li> </ul>	
Attend to spelling	<b>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</b>		<ul style="list-style-type: none"> <li><b>Flash cards/word walls/guided writing</b></li> </ul>	
	Study and use the correct spelling of commonly misspelled words in own writing			
	Know and consistently apply spelling conventions when editing and proofreading own writing			
Attend to capitalization and punctuation	<b>Use capital letters, appropriately, in titles, headings and subheadings in own writing</b>		<ul style="list-style-type: none"> <li><b>Story/ narrative/ descriptive/ story writing and connecting them to their personal/cultural or landbase experiences</b></li> </ul>	
	Use quotation marks and separate paragraphs to indicate passages of dialogue in own writing			
<b>4.3 Present and Share</b>				
Present information	Organize ideas and information in presentations to maintain a clear focus and engage the audience			
Enhance presentation	Use effective openings and closings that attract and sustain reader or audience interest			
Use effective oral and visual communication	<b>Adjust volume, tone of voice and gestures to engage the audience; arrange presentation space to focus audience attention</b>		<ul style="list-style-type: none"> <li><b>Read aloud exercises (winter/trapping/legends stories)</b></li> </ul>	
Demonstrate attentive listening and viewing	Identify and interpret the purpose of verbal and nonverbal messages and the perspectives of the presenter			




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Demonstrate attentive listening and viewing	<b>Show respect for the presenter's opinions by listening politely and providing thoughtful feedback</b>		<ul style="list-style-type: none"> <li><b>Group work/peer editing/7 teachings</b></li> </ul>
<b>GENERAL OUTCOME 5</b> <b>Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.</b>			
<b>5.1 Respect Others and Strengthen Community</b>			
Appreciate diversity	<b>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</b>  Compare own and others' responses to ideas and experiences related to oral, print and other media texts		<ul style="list-style-type: none"> <li><b>History of Canada/Fur trade/dog sledding/ice fishing/net fishing (any other cultural traditions/landbase activities)</b></li> </ul>
Relate texts to culture	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		
Celebrate accomplishments and events	Select and use language appropriate in tone and form to recognize and honour people and events		
Use language to show respect	Determine and use language appropriate to the context of specific situations		
<b>5.2 Work Within a Group</b>			
Cooperate with others	<b>Accept and take responsibility for fulfilling own role as a group member</b>  <b>Discuss and decide whether to work individually or collaboratively to achieve specific goals</b>		<ul style="list-style-type: none"> <li><b>Citizenship, Bear safety, Traditional games, tipi making, environmental stewardship and project work</b></li> <li><b>Bear safety, Traditional games, miniature tipi making, environmental stewardship</b></li> </ul>
Work in groups	Formulate questions to guide research or investigations, with attention to specific audiences and purposes  Contribute ideas to help solve problems, and listen and respond constructively		
Evaluate group process	<b>Show appreciation for the contributions of others, and offer constructive feedback to group members</b>		<ul style="list-style-type: none"> <li><b>Class presentations (Elders, individuals, group)</b></li> </ul>





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<b>5.1 Physical Geography of Canada</b>			
 <b>GENERAL OUTCOME:</b> <b>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.</b>			
<b>Values and Attitudes</b>			
5.1.1 Value Canada's physical geography and natural environment:	<ul style="list-style-type: none"> <li>• appreciate the variety and abundance of natural resources in Canada (ER, LPP)</li> </ul>		
	<ul style="list-style-type: none"> <li>• appreciate the diversity of geographic phenomena in Canada (LPP)</li> </ul>		
	<ul style="list-style-type: none"> <li>• appreciate the environmental significance of national parks and protected areas in Canada (ER, LPP)</li> </ul>		
	<ul style="list-style-type: none"> <li>• <b>appreciate how the land sustains communities and the diverse ways that people have of living with the land (GC, LPP)</b></li> </ul>		<ul style="list-style-type: none"> <li>• <b>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)</b></li> </ul>
	<ul style="list-style-type: none"> <li>• appreciate the influence of the natural environment on the growth and development of Canada (LPP)</li> </ul>		
	<ul style="list-style-type: none"> <li>• <b>demonstrate care and concern for the environment through their choices and actions (GC, LPP)</b></li> </ul>		<ul style="list-style-type: none"> <li>• <b>Stewardship; leadership; connect to waste in our world unit and environmentally friendly actions; tie in Cree natural law and world view; Peerless Lake wheel</b></li> </ul>
<ul style="list-style-type: none"> <li>• appreciate the geographic vastness of Canada (LPP)</li> </ul>			

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<b>Knowledge and Understanding</b>			
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"> <li>What are the major geographical regions, landforms and bodies of water in Canada? (LPP)</li> </ul>		
	<ul style="list-style-type: none"> <li><b>How do landforms, bodies of water and natural resources affect the quality of life in Canada? (LPP)</b></li> </ul>		<ul style="list-style-type: none"> <li><b>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.</b></li> </ul>
	<ul style="list-style-type: none"> <li>How have natural disasters and severe weather been part of Canada's physical geography? (LPP, TCC)</li> </ul>		
	<ul style="list-style-type: none"> <li>What are the differences and similarities among the geographical regions of Canada? (LPP)</li> </ul>		
	<ul style="list-style-type: none"> <li><b>How is the geographical region they live in different from other regions of Canada? (LPP)</b></li> </ul>		<ul style="list-style-type: none"> <li><b>Comparative study - perhaps one place from each province and compare to where they live</b></li> </ul>
	<ul style="list-style-type: none"> <li>What are the factors that determine climate in the diverse geographical regions of Canada (e.g., latitude, water, mountains)? (LPP)</li> </ul>		
5.1.3 Analyze how people in Canada interact with the environment by exploring and reflecting upon the following questions and issues:	<ul style="list-style-type: none"> <li><b>In what ways do natural resources and the physical geography of a region determine the establishment of communities? (ER, LPP)</b></li> </ul>		<ul style="list-style-type: none"> <li><b>Stewardship</b></li> <li><b>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?</b></li> </ul>




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5.1.3 Analyze how people in Canada interact with the environment by exploring and reflecting upon the following questions and issues:	<ul style="list-style-type: none"> <li>• <b>How are natural resources used, exchanged and conserved in Canada? (ER, LPP)</b></li> </ul>		<ul style="list-style-type: none"> <li>• <b>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</b></li> </ul>
	<ul style="list-style-type: none"> <li>• Whose responsibility should it be to ensure the preservation of Canada's national parks and protected areas? (C, ER, LPP)</li> </ul>		
<b>5.2 Histories and Stories of Ways of Life in Canada</b>			
 <b>GENERAL OUTCOME:</b> <b>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.</b>			
<b>Values and Attitudes</b>			
5.2.1 Appreciate the complexity of identity in the Canadian context:	<ul style="list-style-type: none"> <li>• recognize how an understanding of Canadian history and the stories of its peoples contributes to their sense of identity (I, TCC)</li> </ul>		
	<ul style="list-style-type: none"> <li>• <b>acknowledge oral traditions, narratives and stories as valid sources of knowledge about the land and diverse Aboriginal cultures and history (CC, I, TCC)</b></li> </ul>		<ul style="list-style-type: none"> <li>• <b>Story telling from Elders and knowledge keepers</b></li> </ul>
	<ul style="list-style-type: none"> <li>• acknowledge the roots of Francophone identity and presence in Canada (CC, I, TCC)</li> </ul>		
	<ul style="list-style-type: none"> <li>• acknowledge British influence and presence in Canada (CC, I, TCC)</li> </ul>		
	<ul style="list-style-type: none"> <li>• <b>acknowledge the contributions made by diverse cultural groups to the evolution of Canada (CC, I, TCC)</b></li> </ul>		<ul style="list-style-type: none"> <li>• <b>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</b></li> </ul>
<ul style="list-style-type: none"> <li>• recognize how changes in society can affect identity (CC, I)</li> </ul>			





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<b>Knowledge and Understanding</b>			
5.2.2 Examine, critically, the ways of life of Aboriginal peoples in Canada by exploring and reflecting upon the following questions and issues:	<ul style="list-style-type: none"> <li>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)</li> </ul>		
	<ul style="list-style-type: none"> <li><b>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)</b></li> </ul>	❄️	<ul style="list-style-type: none"> <li><b>Study Inuit (North), Haida (BC), Sauteaux (Manitoba), Heron or Mohawk (Ontario), Iroquois (Quebec) Micmaq (Maritimes)</b>  <b>Connect to traditional stories from each region, look at how the people lived on the land</b></li> </ul>
	<ul style="list-style-type: none"> <li><b>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)</b></li> </ul>	❄️	<ul style="list-style-type: none"> <li><b>Study Inuit (North), Haida (BC), Sauteaux (Manitoba), Heron or Mohawk (Ontario), Iroquois (Quebec) Micmaq (Maritimes)</b>  <b>Connect to traditional stories from each region, look at how the people lived on the land</b></li> </ul>
	<ul style="list-style-type: none"> <li>What was the significance of the potlatch to the identity of the Aboriginal peoples of the Northwest Coast? (I, CC, LPP)</li> </ul>		
	<ul style="list-style-type: none"> <li>In what ways do anthropology and archaeology contribute to our understanding of First Nations, Métis and Inuit peoples? (CC, LPP, TCC)</li> </ul>		
5.2.3 Examine, critically, ways of life in New France by exploring and reflecting upon the following questions and issues:	<ul style="list-style-type: none"> <li>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)</li> </ul>		
	<ul style="list-style-type: none"> <li>What do stories about the habitants tell us about Francophone history, culture and presence in Canada? (I, CC, TCC)</li> </ul>		
5.2.4 Examine, critically, ways of life of the fur traders by exploring and reflecting upon the following questions and issues:	<ul style="list-style-type: none"> <li><b>How are the stories of the Métis people, their culture and heritage rooted in the fur trade? (CC, I, TCC)</b></li> </ul>	❄️	<ul style="list-style-type: none"> <li><b>Arrival of Europeans</b></li> </ul>






 <b>Big Idea, Major Concepts, GLOs</b>	<b>Specific Learning Outcomes</b> ELOs are bold	<b>Season</b>	<b>Nehiyaw Ways of Knowing</b>
5.2.4 Examine, critically, ways of life of the fur traders by exploring and reflecting upon the following questions and issues:	<ul style="list-style-type: none"> <li>• <b>How do stories about ways of life in fur trade forts reflect the British influence in Canada? (CC, TCC, PADM)</b></li> <li>• What were the main languages spoken by fur traders and their families in the fur trade forts? (I, CC, TCC, ER)</li> </ul>		<ul style="list-style-type: none"> <li>• <b>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.</b></li> </ul>
5.2.5 Examine, critically, ways of life of the United Empire Loyalists by exploring and reflecting upon the following questions and issues:	<ul style="list-style-type: none"> <li>• What do stories of the United Empire Loyalists tell us about British culture and presence in Canada? (CC, I, TCC)</li> <li>• How did the diversity of United Empire Loyalists contribute to Canadian diversity? (I, CC, TCC, LPP)</li> </ul>		
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:	<ul style="list-style-type: none"> <li>• What do stories of Irish and Scottish immigrants tell us about their heritage and presence in Canada? (CC, I, TCC)</li> <li>• What do stories of British peoples tell us about the British history, culture and presence in Canada? (CC, I, TCC)</li> </ul>		
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:	<ul style="list-style-type: none"> <li>• <b>What do stories of the North West Mounted Police tell us about the settlement and development of western and northern Canada? (LPP, PADM)</b></li> <li>• How have stories of the North West Mounted Police shaped identity in western and northern Canada? (I, TCC, PADM)</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Look at the Red River rebellion</b></li> </ul>
5.2.8 Examine, critically, ways of life of non-European immigrants by exploring and reflecting upon the following questions and issues:	<ul style="list-style-type: none"> <li>• How do stories of Chinese immigrants (i.e., railway workers) contribute to an understanding of the development of Canada? (CC, I, TCC)</li> <li>• What do stories of the Underground Railroad tell us about the history and presence of Black communities in Canada? (CC, I, TCC, LPP)</li> <li>• How do stories of immigrants from India contribute to an understanding of diversity in Canada? (CC, I)</li> </ul>		

 <b>Big Idea, Major Concepts, GLOs</b>	<b>Specific Learning Outcomes</b> ELOs are bold	<b>Season</b>	<b>Nehiyaw Ways of Knowing</b>
5.2.9 Examine, critically, how European immigrants shaped ways of life in western Canada by exploring and reflecting upon the following questions and issues:	<ul style="list-style-type: none"> <li>• <b>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)</b></li> <li>• How were European immigrants affected by pressures to conform in western Canada? (C, CC, I, GC, LPP, TCC)</li> </ul>		<ul style="list-style-type: none"> <li>• <b>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)</b></li> </ul>
<b>5.3 Canada: Shaping an Identity</b>			
 <b>GENERAL OUTCOME:</b> <b>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.</b>			
<b>Values and Attitudes</b>			
5.3.1 Appreciate how changes impact citizenship and identity:	<ul style="list-style-type: none"> <li>• <b>recognize how economic and political changes impact ways of life of citizens (C, ER, I, PADM)</b></li> <li>• <b>recognize the effects of Confederation on citizenship and identity from multiple perspectives (C, I, PADM, TCC)</b></li> <li>• recognize the historical significance of French and English as Canada's official languages (C, I, PADM)</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Terms of government; Indian Act, Look at the current land claims (Peerless Trout is a good local example)</b></li> <li>• <b>Indian Act</b></li> </ul>
<b>Knowledge and Understanding</b>			
5.3.2 Assess, critically, the changes that occurred in Canada immediately following Confederation by exploring and reflecting upon the following questions and issues:	<ul style="list-style-type: none"> <li>• How did John A. Macdonald and George-Étienne Cartier contribute as partners of Confederation? (TCC, PADM)</li> <li>• How did the circumstances surrounding Confederation eventually lead to French and English becoming Canada's two official languages? (I, C, PADM)</li> </ul>		



 <b>Big Idea, Major Concepts, GLOs</b>	<b>Specific Learning Outcomes</b> ELOs are bold	<b>Season</b>	<b>Nehiyaw Ways of Knowing</b>
5.3.2 Assess, critically, the changes that occurred in Canada immediately following Confederation by exploring and reflecting upon the following questions and issues:	<ul style="list-style-type: none"> <li>• <b>How did the building of Canada’s national railway affect the development of Canada? (CC, ER, PADM)</b></li> </ul>		<ul style="list-style-type: none"> <li>• <b>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)</b></li> </ul>
	<ul style="list-style-type: none"> <li>• <b>Why were Aboriginal peoples excluded from the negotiations surrounding Confederation? (TCC, PADM)</b></li> </ul>		<ul style="list-style-type: none"> <li>• <b>Royal Proclamation, British North American Act, Indian Act; residential school system</b></li> </ul>
5.3.3 Assess, critically, how the Famous Five brought about change in Canada by exploring and reflecting upon the following questions and issues:	<ul style="list-style-type: none"> <li>• Who were the Famous Five? (LPP, TCC)</li> </ul>		
	<ul style="list-style-type: none"> <li>• <b>How did the changes brought on by their actions affect individual rights in Canada? (C, I, PADM)</b></li> </ul>		
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:	<ul style="list-style-type: none"> <li>• <b>How did the First World War contribute to the industrialization and urbanization of Canada? (ER, LPP)</b></li> </ul>		<ul style="list-style-type: none"> <li>• <b>Rebirth and the reformation of the country</b></li> </ul>
	<ul style="list-style-type: none"> <li>• <b>In what ways did the Great Depression of the 1930s affect ways of life in urban and rural communities? (ER, LPP, TCC)</b></li> </ul>		<ul style="list-style-type: none"> <li>• <b>Research impact of Spanish flu epidemic and stories from the Elders about how they dealt with the epidemic</b></li> </ul>
	<ul style="list-style-type: none"> <li>• <b>How did the economic boom immediately following the Second World War affect ways of life in Canada? (CC, ER, TCC)</b></li> </ul>		<ul style="list-style-type: none"> <li>• <b>Research impact - immediately following WWII there was the 60s scoops and the residential schools</b></li> </ul>

 <b>Big Idea, Major Concepts, GLOs</b>	<b>Specific Learning Outcomes</b> <small>ELOs are bold</small>	<b>Season</b>	<b>Nehiyaw Ways of Knowing</b>
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:	<ul style="list-style-type: none"> <li>How was the Statute of Westminster a recognition of Canada as a country? (C, I, TCC)</li> <li>How did Lester B. Pearson's initiative within the United Nations contribute to Canada's identity as a peacekeeping country? (GC, I, PADM)</li> <li>How did the adoption of the Canadian flag affect collective identity within Canada? (I, LPP)</li> <li>How was the patriation of the Constitution in 1982 a step toward nationhood? (GC, I, PADM)</li> <li>How is the Canadian Charter of Rights and Freedoms a symbol of Canada's emerging identity? (I, PADM)</li> <li><b>What factors led to the creation of Nunavut? (I, CC, LPP, PADM)</b></li> </ul>		<ul style="list-style-type: none"> <li><b>Research project; Perhaps connect with Inuit families in Peerless to hear their history.</b></li> </ul>
<b>SKILLS AND PROCESSES FOR SOCIAL STUDIES</b>			
<b>Dimensions of Thinking</b>			
5.S.1 Develop skills of critical thinking and creative thinking:	<ul style="list-style-type: none"> <li><b>analyze significant local and current affairs from a variety of sources, distinguishing between fact and opinion</b></li> <li><b>evaluate ideas, information and positions from multiple perspectives</b></li> <li>re-evaluate personal opinions to broaden understanding of a topic or an issue</li> <li>generate original ideas and strategies in situations of individual and group activities</li> <li>seek responses to inquiries from various authorities through electronic media</li> <li>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</li> </ul>		<p><i>Note: Identified as an ELO with GLO 5.3</i></p> <hr/> <p><i>Note: Identified as an ELO with GLO 5.1</i></p>
5.S.2 Develop skills of historical thinking:	<ul style="list-style-type: none"> <li><b>use photographs and interviews to make meaning of historical information</b></li> <li><b>use historical and community resources to understand and organize the sequence of national historical events</b></li> </ul>		<p><i>Note: Identified as an ELO with GLO 5.1/5.2</i></p> <hr/> <p><i>Note: Identified as an ELO with GLO 5.1</i></p>

 <b>Big Idea, Major Concepts, GLOs</b>	<b>Specific Learning Outcomes</b> ELOs are bold	<b>Season</b>	<b>Nehiyaw Ways of Knowing</b>
	<ul style="list-style-type: none"> <li>explain the historical context of key events of a given time period</li> <li>organize information, using such tools as a database, spreadsheet or electronic webbing</li> </ul>		<i>Note: Identified as an ELO with GLO 5.3</i>
5.S.3 Develop skills of geographic thinking:	<ul style="list-style-type: none"> <li>use latitude and longitude to determine the absolute location of places in Canada on maps and globes</li> </ul>		<i>Note: Identified as an ELO with GLO 5.2</i>
	<ul style="list-style-type: none"> <li>construct maps, diagrams and charts to display geographic information</li> </ul>		<i>Note: Identified as an ELO with GLO 5.1</i>
	<ul style="list-style-type: none"> <li>use historical maps to make meaning of historical events and issues</li> </ul>		
	<ul style="list-style-type: none"> <li>use cardinal and intermediate directions and simple grids to locate places on maps and globes</li> </ul>		
	<ul style="list-style-type: none"> <li>use the scale on maps and globes to determine the distance between places</li> </ul>		
5.S.4 Demonstrate skills of decision making and problem solving:	<ul style="list-style-type: none"> <li>determine when a decision needs to be made in dealing with problems and issues</li> </ul>		
	<ul style="list-style-type: none"> <li>collaborate with others to apply strategies for decision making and problem solving</li> </ul>		
	<ul style="list-style-type: none"> <li><b>select and use technology to assist in problem solving</b></li> <li><b>use data gathered from a variety of electronic sources to address identified problems</b></li> <li><b>solve problems requiring the sorting, organizing, classifying and extending of data, using such tools as calculators, spreadsheets, databases or hypertext technology</b></li> <li><b>use graphic organizers, such as mind mapping/webbing, flow charting and outlining, to present connections between ideas and information in a problem-solving environment</b></li> <li><b>generate alternative solutions to problems by using technology to facilitate the process</b></li> </ul>		<i>Note: Identified as an ELO with GLO 5.1</i>


**Social Participation as a Democratic Practice**

5.S.5 Demonstrate skills of cooperation, conflict resolution and consensus building:

- **consider multiple points of view while attempting to reach group consensus**
- **demonstrate the ability to deal constructively with diversity and disagreement**


*Note: Identified as an ELO with GLO 5.1/5.2*
*Note: Identified as an ELO with GLO 5.1*

- 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

5.S.6 Develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community:

- **demonstrate commitment to the well-being of the school or community by volunteering to help where needed**


*Note: Identified as an ELO with GLO 5.1/5.2/5.3*
**Research for Deliberative Inquiry**



5.S.7 Apply the research process:

- **determine themes, patterns and trends from information gathered**
- use graphs, tables, charts and Venn diagrams to interpret information
- draw and support conclusions, based on information gathered, to answer a research question





*Note: Identified as an ELO with GLO 5.1*

- **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**
- **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*

 <b>Big Idea, Major Concepts, GLOs</b>	<b>Specific Learning Outcomes</b> ELOs are bold	<b>Season</b>	<b>Nehiyaw Ways of Knowing</b>
<b>Communication</b>			
5.S.8 Demonstrate skills of oral, written and visual literacy:	<ul style="list-style-type: none"> <li>• select appropriate forms of delivery for written and oral information, taking particular audiences and purposes into consideration</li> <li>• <b>respond appropriately to comments and questions, using language respectful of human diversity</b></li> <li>• <b>listen to others to understand their perspectives</b></li> <li>• <b>create visual images for particular audiences and purposes</b></li> <li>• <b>identify and distinguish points of view expressed in electronic sources on a particular topic</b></li> <li>• <b>extend the scope of a project beyond classroom collaboration by using communication technologies, such as the telephone and e-mail</b></li> <li>• <b>communicate effectively through appropriate forms, such as speeches, reports and multimedia presentations, applying information technologies that serve particular audiences and purposes</b></li> </ul>		<p><i>Note: Identified as an ELO with GLO 5.1</i></p> <p><i>Note: Identified as an ELO with GLO 5.3</i></p>
5.S.9 Develop skills of media literacy:	<ul style="list-style-type: none"> <li>• examine how various people might interpret a media message differently</li> <li>• examine diverse perspectives regarding an issue presented in the media</li> </ul>		



 <b>Big Idea, Major Concepts, GLOs</b>	<b>Specific Learning Outcomes</b> ELOs are bold	Season	Nehiyaw Ways of Knowing
<b>NUMBER</b> 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			
<b>Quantity    Operational Sense    Relationships    Representation    Reasoning</b>			
The Base Ten Numeration System-is a scheme for recording numbers 0-9, groups of ten(s), and place value.	<b>1. Represent and describe whole numbers to 1 000 000. [C, CN, V, T] [ICT: C6-2.2]</b>		<ul style="list-style-type: none"> <li>• <b>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</b></li> </ul>
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. Use estimation strategies in problem-solving contexts. [C, CN, ME, PS, R, V]		
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)  Basic Facts and Algorithms- operations with rational numbers.	<b>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.</b>  <b>4. Apply mental mathematics strategies for multiplication. [C, CN, ME, R, V]</b>		<ul style="list-style-type: none"> <li>• <b>Use topics from SS, Sci and land based learning to address this ELO</b></li> </ul>



## Big Idea, Major Concepts, GLOs

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)

Basic Facts and Algorithms- operations with rational numbers.

## Specific Learning Outcomes

ELOs are bold

**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:**

- using personal strategies for adding and subtracting
- estimating sums and differences
- solving problems involving addition and subtraction. [C, CN, ME, PS, R]

**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:**

- using personal strategies for adding and subtracting
- estimating sums and differences
- solving problems involving addition and subtraction. [C, CN, ME, PS, R]

**7. Demonstrate an understanding of fractions by using concrete, pictorial and symbolic representations to:**

- create sets of equivalent fractions
- compare fractions with like and unlike denominators. [C, CN, PS, R, V]

**8. Describe and represent decimals (tenths, hundredths, thousandths), concretely, pictorially and symbolically. [C, CN, R, V]**

## Season








## Nehiyaw Ways of Knowing

- **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**

- **Using animal populations; looking at canning ingredients**



 <b>Big Idea, Major Concepts, GLOs</b>	<b>Specific Learning Outcomes</b> <small>ELOs are bold</small>	<b>Season</b>	<b>Nehiyaw Ways of Knowing</b>
<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. Relate decimals to fractions and fractions to decimals (to thousandths). [CN, R, V]</p>		
	<p><b>10. Compare and order decimals (to thousandths) by using:</b></p> <ul style="list-style-type: none"> <li>• <b>benchmarks</b></li> <li>• <b>place value</b></li> <li>• <b>equivalent decimals.</b> [C, CN, R, V]</li> </ul>		
	<p>11. Demonstrate an understanding of addition and subtraction of decimals (limited to thousandths). [C, CN, PS, R, V] 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"> <li>• using personal strategies for adding and subtracting</li> <li>• estimating sums and differences</li> <li>• solving problems involving addition and subtraction. [C, CN, ME, PS, R]</li> </ul>		
 <b>PATTERNS AND RELATIONS AT A GLANCE</b> <b>Determining pattern rules; solve problems involving one step equations; express problem in an equation with a letter variable</b>			
<b>Patterns   Relationships   Variables   Expressions   Equations</b>			
<p>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)</p>	<p><b>1. Determine the pattern rule to make predictions about subsequent elements.</b></p>		<ul style="list-style-type: none"> <li>• <b>Animal populations, finished bead work, diverse human populations</b></li> </ul>
	<p>2. Express a given problem as an equation in which a letter variable is used to represent an unknown number (limited to whole numbers).</p>		
<p>Variable-mathematical structures can be translated and represented abstractly using variables, expressions and equations.</p>	<p><b>3. Solve problems involving single-variable, one-step equations with whole number coefficients and whole number solutions.</b></p>		


**SHAPE AND SPACE – MEASUREMENT  
AT A GLANCE**  
**Identify 90 degree angles; understanding volume**
**Attributes Relationships Units**

Measurement-some attributes of objects are measurable and can be quantified using unit amounts. (time, length, area, mass, volume, capacity, magnitude, perimeter, angles)

1. Identify 90° angles.

**2. Design and construct different rectangles, given either perimeter or area, or both (whole numbers), and make generalizations.**



3. Demonstrate an understanding of measuring length (mm) by:

- selecting and justifying referents for the unit mm
- modelling and describing the relationship between mm and cm units, and between mm and m units

**4. Demonstrate an understanding of volume by:**

- selecting and justifying referents for cm<sup>3</sup> or m<sup>3</sup> units
- estimating volume, using referents for cm<sup>3</sup> or m<sup>3</sup>
- measuring and recording volume (cm<sup>3</sup> or m<sup>3</sup>)
- constructing right rectangular prisms for a given volume



**5. Demonstrate an understanding of capacity by:**

- 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).






**SHAPE AND SPACE– 3-D OBJECTS AND 2-D SHAPES  
AT A GLANCE**  
 Describe edges and faces of 2D shapes and 3D objects

Shape and Space-2D and 3D objects can be constructed, described, classified, analyzed by their attributes.





**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.**



7. Identify and sort quadrilaterals, including: rectangles, squares, trapezoids, parallelograms, rhombuses, according to their attributes.

 <b>Big Idea, Major Concepts, GLOs</b>	<b>Specific Learning Outcomes</b> <small>ELOs are bold</small>	<b>Season</b>	<b>Nehiyaw Ways of Knowing</b>
<b>SHAPE AND SPACE – TRANSFORMATIONS</b> AT A GLANCE			
Transformations-objects in space can be transformed in an infinite number of ways. Transformations can be described and analyzed mathematically.	<b>8. Identify and describe a single transformation, including a translation, rotation and reflection of 2-D shapes.</b>		
	<b>9. Perform, concretely, a single transformation (translation, rotation or reflection) of a 2-D shape, and draw the image.</b>		
 <b>STATISTICS AND PROBABILITY</b> AT A GLANCE <b>Construct and interpret double bar graphs</b>			
Data Collection-the question to be answered determines the data that needs to be collected and how best to collect it. Data Representation-data can be represented and interpreted visually using tables, charts, and graphs.	<b>1. Differentiate between first-hand and second-hand data.</b>		
	<b>2. Construct and interpret double bar graphs to draw conclusions.</b>		
<b>CHANCE AND UNCERTAINTY</b> AT A GLANCE			
Chance-the chance of an event occurring can be describe numerically. (probability)	<b>3. Describe the likelihood of a single outcome occurring, using words such as: impossible, possible, certain.</b>		
	<b>4. Compare the likelihood of two possible outcomes occurring, using words such as: less likely, equally likely, more likely.</b>		






 <b>Big Idea, Major Concepts, GLOs</b>	<b>Specific Learning Outcomes</b> <small>ELOs are bold</small>	<b>Season</b>	<b>Nehiyaw Ways of Knowing</b>
<b>SCIENCE INQUIRY</b>			
 <b>GENERAL LEARNER EXPECTATION 5-1</b> <b>Design and carry out an investigation, using procedures that provide a fair test of the question being investigated.</b>			
 <b>GENERAL LEARNER EXPECTATION 5-2</b> <b>Recognize the importance of accuracy in observation and measurement; and, with guidance, apply suitable methods to record, compile, interpret and evaluate observations and measurements.</b>			
Focus	<ul style="list-style-type: none"> <li><b>ask questions that lead to exploration and investigation</b></li> </ul>		
	<ul style="list-style-type: none"> <li>identify one or more possible answers to questions by stating a prediction or a hypothesis</li> </ul>		
Explore and Investigate	<ul style="list-style-type: none"> <li>identify one or more ways of finding answers to given questions</li> <li>plan, with guidance, and carry out procedures that comprise a fair test</li> <li>identify variables that need to be held constant to ensure a fair test</li> <li>select appropriate materials and identify how they will be used</li> <li>work individually or cooperatively in planning and carrying out procedures</li> <li>identify sources of information and ideas and access information and ideas from those sources. Sources may include library, classroom, community and computer-based resources</li> </ul>		
Reflect and Interpret	<ul style="list-style-type: none"> <li>communicate with group members to share and evaluate ideas, and assess progress</li> <li>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</li> <li>state an inference, based on results. The inference will identify a cause and effect relationship that is supported by observations</li> <li>evaluate how well the procedures worked and identify possible improvements</li> <li>identify possible applications of what was learned</li> <li>identify new questions that arise from what was learned.</li> </ul>		


**Big Idea, Major Concepts, GLOs**
**Specific Learning Outcomes**  
 ELOs are bold

**Season**
**Nehiyaw Ways of Knowing**
**PROBLEM SOLVING THROUGH TECHNOLOGY**

**GENERAL LEARNER EXPECTATION 5-3**
**Design and carry out an investigation of a practical problem, and develop a possible solution.**

Focus	<ul style="list-style-type: none"> <li>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?</li> </ul>		
Explore and Investigate	<ul style="list-style-type: none"> <li>identify one or more possible approaches to solving the problem and plan, with guidance, a set of steps to follow</li> <li>select appropriate materials and identify how they will be used</li> <li>attempt a variety of strategies and modify procedures, as needed (troubleshoot problems)</li> <li>work individually or cooperatively in planning and carrying out procedures</li> <li>identify sources of information and ideas and access information and ideas from those sources. Sources may include library, classroom, community and computer-based resources</li> </ul>		
Reflect and Interpret	<ul style="list-style-type: none"> <li>communicate with group members to share and evaluate ideas, and assess progress</li> <li>evaluate the procedures used to solve the problem and identify possible improvements</li> <li>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:               <ul style="list-style-type: none"> <li>– effectiveness—Does it work?</li> <li>– reliability—Does it work every time?</li> <li>– durability—Does it stand up to repeated use?</li> <li>– effort—Is it easy to construct? Is it easy to use?</li> <li>– safety—Are there any risks of hurting oneself in making it or using it?</li> <li>– use of materials—Can it be made cheaply with available materials? Does it use recycled materials, and can the materials be used again?</li> <li>– effect on environments</li> <li>– benefit to society</li> </ul> </li> </ul>		

 <b>Big Idea, Major Concepts, GLOs</b>	<b>Specific Learning Outcomes</b> <small>ELOs are bold</small>	<b>Season</b>	<b>Nehiyaw Ways of Knowing</b>
Reflect and Interpret	<ul style="list-style-type: none"> <li>identify new applications for the design or problem solution.</li> </ul>		
<b>ATTITUDES</b>			
 <b>GENERAL LEARNER EXPECTATION 5-4</b> <b>Demonstrate positive attitudes for the study of science and for the application of science in responsible ways.</b>			
	Students will show growth in acquiring and applying the following traits: <ul style="list-style-type: none"> <li>curiosity</li> <li>confidence in personal ability to explore materials and learn by direct study</li> <li>inventiveness</li> <li>perseverance: staying with an investigation over a sustained period of time</li> <li>appreciation of the value of experience and careful observation</li> <li>a willingness to work with others and to consider their ideas</li> <li>a sense of responsibility for actions taken</li> <li>respect for living things and environments, and commitment for their care</li> </ul>		
<b>TOPIC A: ELECTRICITY AND MAGNETISM (DECEMBER-JANUARY)</b>			
<b>GENERAL LEARNER EXPECTATION 5-5</b> <b>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.</b>		<ul style="list-style-type: none"> <li>Use the science kits for magnetism &amp; 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).</li> </ul>	



## Big Idea, Major Concepts, GLOs

## Specific Learning Outcomes ELOs are bold

## Season

## Nehiyaw Ways of Knowing

1. **Recognize and appreciate the potential dangers involved in using sources of electrical currents:**

- 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.



- **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.**

2. Describe and demonstrate example activities that show that electricity and magnetism are related:

- demonstrate that electricity can be used to create magnetism
- demonstrate that a moving magnet can be used to generate electricity.

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.

4. Demonstrate that a continuous loop of conducting material is needed for an uninterrupted flow of current in a circuit.

5. Distinguish electrical conductors  
—materials that allow electricity to flow through them  
— from insulators  
—materials that do not allow electricity to flow through them.

6. Recognize and demonstrate that some materials, including resistors, are partial conductors of electricity.

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.

8. **Recognize that the amount of electricity we use in our homes is measured in kilowatt hours.**







- **Safety activities around electrical outlets in the household. Electrical overloads due to the amount of electrical Watts in households.**

9. Interpret and explain:

- the reading on a household electrical meter
- efficiency labels on electrical appliances.





10. Draw and interpret, with guidance, circuit diagrams that include symbols for switches, power sources, resistors, lights and motors.






 <b>Big Idea, Major Concepts, GLOs</b>	<b>Specific Learning Outcomes</b> <small>ELOs are bold</small>	<b>Season</b>	<b>Nehiyaw Ways of Knowing</b>
<b>TOPIC B: MECHANISMS USING ELECTRICITY (NOVEMBER)</b>			
<b>GENERAL LEARNER EXPECTATION 5-6</b> <b>Construct simple circuits, and apply an understanding of circuits to the construction and control of motorized devices.</b>			<ul style="list-style-type: none"> <li>• <b>Robotics construction sets from games with electrical circuits (motor bikes/small cars).</b></li> </ul>
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.			
<b>2. Design and construct circuits that operate lights and other electrical devices.</b>			<ul style="list-style-type: none"> <li>• <b>Creating activity using the light bulbs (plugged in electrical outlets) classroom electrical appliances e.g., toasters</b></li> </ul>
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.			
4. Construct and use a variety of switches.			
5. Design and construct vehicles or other devices that use a battery-powered electric motor to produce motion; e.g., model cars, hoists, fans.			
6. Design and construct a burglar alarm.			
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.			
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.			
<b>9. Given a design task and appropriate materials, invent and construct an electrical device that meets the task requirements.</b>			<ul style="list-style-type: none"> <li>• <b>Using different play toolkits for classroom activities/robotics</b></li> </ul>


**Big Idea, Major Concepts, GLOs**
**Specific Learning Outcomes**  
 ELOs are bold

**Season**
**Nehiyaw Ways of Knowing**
**TOPIC C: CLASSROOM CHEMISTRY (SEPTEMBER-OCTOBER)**

GENERAL LEARNER EXPECTATION 5-7			
Describe the properties and interactions of various household liquids and solids, and interpret their interactions.	<b>1. Recognize and identify examples of the following kinds of mixtures:</b>		<ul style="list-style-type: none"> <li>Use bleach/baking soda/salt/ice activities to show the change from one state to the next.</li> </ul>
	<ul style="list-style-type: none"> <li>two or more solids; e.g., sand and sugar</li> <li>a solid and a liquid; e.g., sugar and water</li> <li>two or more liquids; e.g., milk and tea.</li> </ul>		<ul style="list-style-type: none"> <li>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.</li> </ul>
	2. Apply and evaluate a variety of techniques for separating different materials.		
	3. Distinguish substances that will dissolve in a liquid from those that will not, and demonstrate a way of recovering a material from solution.		
	4. Demonstrate a procedure for making a crystal.		
	<b>5. Recognize that the surface of water has distinctive properties, and describe the interaction of water with other liquids and solids.</b>		<ul style="list-style-type: none"> <li>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.</li> </ul>
	6. Produce carbon dioxide gas through the interaction of solids and liquids, and demonstrate that it is different from air.		
	7. Distinguish reversible from irreversible changes of materials, and give examples of each.		
	<b>8. Recognize and describe evidence of a chemical reaction. Explain how the products of a reaction differ from the original substances.</b>		<ul style="list-style-type: none"> <li>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.</li> </ul>
	9. Use an indicator to identify a solution as being acidic or basic.		

 <b>Big Idea, Major Concepts, GLOs</b>	<b>Specific Learning Outcomes</b> <small>ELOs are bold</small>	<b>Season</b>	<b>Nehiyaw Ways of Knowing</b>
<b>TOPIC D: WEATHER WATCH (THROUGHOUT THE YEAR)</b>			
	<p style="text-align: center;"><b>GENERAL LEARNER EXPECTATION 5–8</b></p> <p style="text-align: center;"><b>Observe, describe and interpret weather phenomena; and relate weather to the heating and cooling of Earth’s surface.</b></p>		<ul style="list-style-type: none"> <li>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</li> </ul>
	<p style="text-align: center;"><b>GENERAL LEARNER EXPECTATION 5–9</b></p> <p style="text-align: center;"><b>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.</b></p>		<ul style="list-style-type: none"> <li>Look at the type of clothing related to weather; global warming issues; traditional clothing; connect to the foods we eat</li> </ul>
	<p>1. Predict where, within a given indoor or outdoor environment, one is likely to find the warmest and coolest temperatures.</p>		
	<p>2. Describe patterns of air movement, in indoor and outdoor environments, that result when one area is warm and another area is cool.</p>		
	<p>3. Describe and demonstrate methods for measuring wind speed and for finding wind direction.</p>		
	<p>4. Describe evidence that air contains moisture and that dew and other forms of precipitation come from moisture in the air.</p>		
	<p><b>5. Describe and measure different forms of precipitation, in particular, rain, hail, sleet, snow.</b></p>		<ul style="list-style-type: none"> <li>Learn about different types of clouds; learn the Cree words to describe the types of precipitation (e.g., different words for snow)</li> </ul>
	<p><b>6. Measure at least four different kinds of weather phenomena. Either student constructed or standard instruments may be used.</b></p>		<ul style="list-style-type: none"> <li>Design and create and test student made instruments for measuring wind speed, rainfall, humidity, etc.</li> </ul>
	<p>7. Record weather over a period of time.</p>		



## Big Idea, Major Concepts, GLOs

## Specific Learning Outcomes ELOs are bold

## Season

## Nehiyaw Ways of Knowing

8. Identify some common types of clouds, and relate them to weather patterns.

9. Describe the effects of the Sun's energy on daily and seasonal changes in temperature— 24-hour and yearly cycles of change.

10. Recognize that weather systems are generated because different surfaces on the face of Earth retain and release heat at different rates.

**11. Understand that climate refers to long term weather trends in a particular region and that climate varies throughout the world.**



- **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)**

**12. Recognize that human actions can affect climate, and identify human actions that have been linked to the greenhouse effect.**

- **Connect to forest fires, oil spills, pollution and waste management; discuss how cattle ranching contributes to the greenhouse effect**

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.

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.

### TOPIC E: WETLAND ECOSYSTEMS (MARCH-MAY)






#### GENERAL LEARNER EXPECTATION 5-10

**Describe the living and nonliving components of a wetland ecosystem and the interactions within and among them.**



- **Connect to LBL Canoe and the Trapping camp; medicinal plant gathering and in what ecosystem you would find the plant**

1. Recognize and describe one or more examples of wetland ecosystems found in the local area; e.g., pond, slough, marsh, bog, fen.

 <b>Big Idea, Major Concepts, GLOs</b>	<b>Specific Learning Outcomes</b> ELOs are bold	<b>Season</b>	<b>Nehiyaw Ways of Knowing</b>
	<b>2. Understand that a wetland ecosystem involves interactions between living and nonliving things, both in and around the water.</b>		<ul style="list-style-type: none"> <li>• <b>Connect to LBL Canoe and the Trapping camp; medicinal plant gathering and in what ecosystem you would find the plant</b></li> </ul>
	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.		
	<b>4. Identify and describe adaptations that make certain plants and animals suited for life in a wetland.</b>		<ul style="list-style-type: none"> <li>• <b>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).</b></li> </ul>
	5. Understand and appreciate that all animals and plants, not just the large ones, have an important role in a wetland community.		
	6. Identify the roles of different organisms in the food web of a pond: <ul style="list-style-type: none"> <li>• producers—green plants that make their own food, using sunlight</li> <li>• consumers—animals that eat living plants and/or animals</li> <li>• decomposers—organisms, such as molds, fungi, insects and worms, that reuse and recycle materials that were formerly living.</li> </ul>		
	<b>7. Draw diagrams of food chains and food webs, and interpret such diagrams.</b>		<ul style="list-style-type: none"> <li>• <b>Diagrams of muskrat, or beaver, squirrel, marten, lynx, etc.</b></li> </ul>
	8. Recognize that some aquatic animals use oxygen from air and others from water, and identify examples and adaptations of each.		
	<b>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.</b>		<ul style="list-style-type: none"> <li>• <b>Oil spills, pollution, hydro dams, general affect of industry, irrigation, cutting down of trees/forests</b></li> </ul>
	10. Identify individual and group actions that can be taken to preserve and enhance wetland habitats.		