

GRADE FIVE



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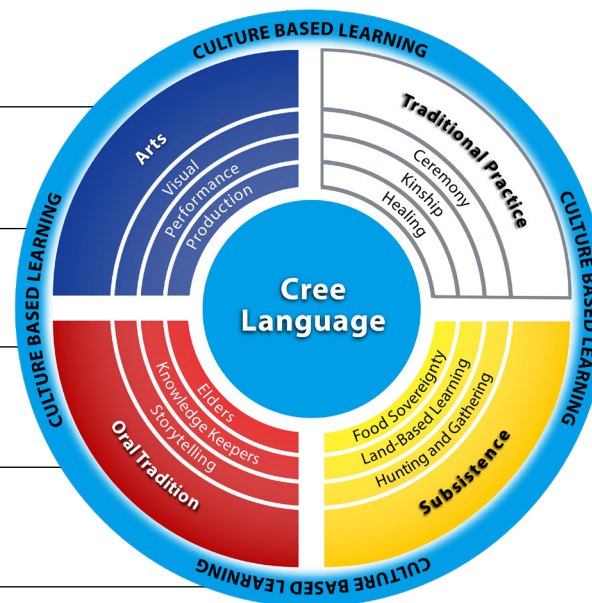
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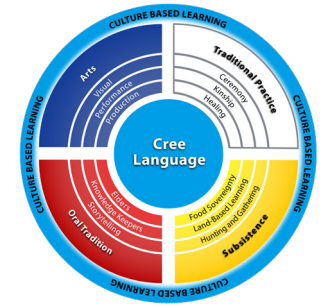
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English Language Arts & Literature



Knowledge	Understanding	Skills & Procedures	ᑭᓴᓴᓴ Nehiyaw Ways of Knowing	Other Suggestions
ORGANIZING IDEA				
Text Forms and Structures (TFS): Identifying and applying text forms and structures improves understanding of content, literary style, and our rich language traditions.				
GUIDING QUESTION				
How can text organization support expression and influence meaning?				
LEARNING OUTCOME				
STFS 1.1 Students examine how text genres, forms, and structures support and enhance communication.				
Texts can be digital or non-digital. Texts can have more than one purpose, including to • inform • entertain • persuade • inspire Reading stamina can be developed through engaging with text forms, genres, or structures that are personally enjoyable. Literary text forms can be fiction or non-fiction and include • photo essays • news articles • hybrids Hybrid is a type of text that includes both fiction and non-fiction text forms. [continued]	Text genres, forms, and structures can support the enjoyment and communication of ideas and information.	Examine the purpose of a variety of digital or non-digital texts. Engage with a variety of genres of literary texts. Determine the form and structure of a variety of literary texts. Develop reading stamina by engaging with text that is personally enjoyable.	 Select from each of the three types in the Stories and Legends Series: Creation Stories; Star Stories; Trickster Stories	 Refer to Indigenous Book/Story Lists in Resources on the Instructional Supports webpage.  Cindy Paul: Lyrics



Knowledge	Understanding	Skills & Procedures	ᑭᑦᑭᑦᑭᑦ Nehiyaw Ways of Knowing	Other Suggestions
LEARNING OUTCOME				
5TFS 1.1 Students examine how text genres, forms, and structures support and enhance communication.				
[continued] Narrative texts can be fiction or non-fiction and can be structured in a variety of ways, including • beginning • problem • multiple events with many details • resolution of problem • ending	Text genres, forms, and structures can support the enjoyment and communication of ideas and information.			
LEARNING OUTCOME				
5TFS 1.2 Students examine how text genres, forms, and structures support and enhance communication.				
Text features can be digital or non-digital and include sidebars and glossaries.	Text features can help organize content and identify information that is most important.	Examine a variety of text features that organize content and emphasize information that is most important. Include a variety of text features to organize content and to identify information that is most important.		“Speaking Our Truth: A Journey of Reconciliation” by Monique Gray Smith, 2017.
LEARNING OUTCOME				
5TFS 1.3 Students examine how text genres, forms, and structures support and enhance communication.				
Fiction sub-genres include science fiction, tall tales, and traditional literature. A tall tale is an exaggerated folk tale that describes a central legendary character with extraordinary physical features or abilities. Science fiction is a modern fantasy text that describes technology, futuristic situations, and real or imagined scientific occurrences. Fictional texts can have a variety of structures, including flash-forward. [continued]	Engaging with fictional texts can help to analyze the world through the eyes of others.	Categorize texts according to a variety of fiction sub-genres. Examine a variety of fictional text structures, including flash-forward. [continued]	Stories and Legends Series	David A. Robertson series beginning with “The Barren Grounds: The Misewa Saga, Book One,” 2020.

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LEARNING OUTCOME 5TFS 1.3 Students examine how text genres, forms, and structures support and enhance communication.				
[continued] A flash-forward interrupts the story plot to take an audience forward in time to events in the future. Elements of fiction include theme, the underlying message of a text. Third person point of view is where the author or text creator is narrating a story about the characters, referring to them by name or using pronouns. Types of characters include round and flat. A round character is interesting and layered and may change throughout a story. A flat character does not change throughout a story. Fictional texts can contain characters with multiple dimensions revealed by • what they say, think, or do • what others say and think about them	Engaging with fictional texts can help to analyze the world through the eyes of others.	[continued] Examine elements within a variety of fictional texts, including theme. Describe characters based on what they say, think, or do or what others say and think about them.		 Graphic novel anthology - “This Place: 150 Years Retold” by Kateri Akiwenzie-Damm et al, 2019.
LEARNING OUTCOME 5TFS 1.4 Students examine how text genres, forms, and structures support and enhance communication.				
Non-fiction texts include persuasive texts, such as editorials and opinion pieces. Structures within non-fiction texts include • larger topics and subtopics • cause and effect Non-fiction texts can be examined to help the reader form opinions based on the structure, content, or source of information.	Engaging with non-fiction texts can help to analyze the world through the eyes of others.	Examine organizational structures of non-fiction texts. Discuss a variety of opinions regarding the structure, content, or source of information expressed in non-fiction texts.		

Knowledge	Understanding	Skills & Procedures	ᑭᓴᓴᑦ Nehiyaw Ways of Knowing	Other Suggestions
LEARNING OUTCOME				
5TFS 1.5 Students examine how text genres, forms, and structures support and enhance communication.				
Poetry can be experienced when it is read, listened to, or spoken. Poetic structures include lyric poetry and stanzas. Lyric poetry expresses personal emotions or feelings. A stanza is a series of lines grouped together in a poem that relate to a similar idea.	Poetry can be experienced for its beauty and emotion.	Listen to poems to identify beauty or emotion. Recite or sing a poem from memory. Examine figurative language that can be experienced for its beauty or emotion. Investigate poetic structures that contribute to creative expression of ideas, including stanzas. Experiment with creating lyric poetry.		
LEARNING OUTCOME				
5TFS 1.6 Students examine how text genres, forms, and structures support and enhance communication.				
Dramatic works can activate the imagination and provide information about people in various times, places, and situations. In dramatic works, plot and characters are developed through dialogue and action. In dramatic works, ideas and information can be expressed through verbal, non-verbal, and paraverbal language.	Drama is a literary form that can artfully express stories and ideas.	Listen to, read, or view dramatic works to learn about artful expression of stories and ideas. Examine main characters and events in a variety of dramatic works.		 "Four Faces of the Moon" by Amanda Strong, 2021. Graphic Novel.  Empowering the Spirit: Sharing through Story

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LEARNING OUTCOME 5TFS 1.7 Students examine how text genres, forms, and structures support and enhance communication.				
Land can be understood through personal connections to its features, such as • living things in the natural world • human-made structures • patterns and cycles • stories of place	Meaning is derived through personal experiences with various features of land.	Make connections between features of land and personal experiences.	 Plants and Trees – Animate/ Inanimate	 Native American Legends Organized by Theme  The Gabriel Dumont Institute (GDI) Publishing Department has published or produced more than 80 Métis-specific books and educational resources since the early 1980s.
ORGANIZING IDEA Oral Language (OL): Listening and speaking form the foundation for literacy development and improve communication, collaboration, and respectful mutual understanding.				
GUIDING QUESTION How can the presentation of ideas and information be enhanced through oral communication?				
LEARNING OUTCOME 5OL 1.1 Students investigate how oral language can be designed to communicate ideas and information.				
Different time periods gave rise to different forms of oral communication, including • storytelling • poetry • drama • choral speech • speeches or presentations Oral traditions include the use of stories to connect prior knowledge to lived experiences. [continued]	The content and delivery of oral traditions are influenced by history, communities, or contexts.	Discuss cultural contexts of oral traditions. Discuss meanings of stories and lessons shared orally.	  Select from each of the three types in the Stories and Legends Series: Creation Stories; Star Stories; Trickster Stories	 Empowering the Spirit: Sharing through Story



Knowledge	Understanding	Skills & Procedures	ᑭᑦᑲᑦᑲᑦ Nehiyaw Ways of Knowing	Other Suggestions
LEARNING OUTCOME 5OL 1.1 Students investigate how oral language can be designed to communicate ideas and information.				
[continued] Oral traditions include diverse types of stories, including • tales of everyday life • sacred stories • stories of extraordinary experiences • trickster stories or tales Trickster stories or tales can • have human, superhuman, and animal characters • teach lessons • reflect aspects of a culture Oral traditions hold communities together based on some shared knowledge and values.				
LEARNING OUTCOME 5OL 1.2 Students investigate how oral language can be designed to communicate ideas and information.				
Language that influences oral communication includes • verbal • non-verbal • paraverbal Verbal communication includes word choice and use. Choices can be intentional regarding how body movement can support communication. Paraverbal communication is the manner in which a message is delivered and involves • stress or emphasis • articulation • pace • pitch or inflection • tone [continued]	Oral communication can be enhanced through integration and adjustment of verbal, non-verbal, and paraverbal language.	Integrate verbal, non-verbal, and paraverbal language to enhance communication. Ensure messages are heard clearly by using breath, body, and energy to project voice.	 Sharing and Talking Circles	

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LEARNING OUTCOME 5OL 1.2 Students investigate how oral language can be designed to communicate ideas and information.				
[continued] Vocal sounds are affected by breath, body, and energy. Inflection is the process by which the voice slides up and down through a range of pitches.				
LEARNING OUTCOME 5OL 1.3 Students investigate how oral language can be designed to communicate ideas and information.				
Content and delivery of oral communication can change based on purpose or audience. Language conventions or protocols can vary depending on the audience or purpose of oral communication. The size, shape, layout, and acoustics (echoing) of a space can influence oral communication. Oral communication can be enhanced through the selection of digital or non-digital tools or formats.	Oral communication can be intentionally designed according to different situations to convey ideas and information.	Adjust the pitch or projection of the voice with respect to purpose, audience, context, and space. Adjust language conventions or protocols in oral communication. Select appropriate formats for oral communication based on audience and purpose. Present ideas and information in a logical manner to inform, persuade, or entertain.		
LEARNING OUTCOME 5OL 1.4 Students investigate how oral language can be designed to communicate ideas and information.				
Collaborative processes include building trust by listening to, acknowledging, and accepting the contributions of others. Collaborative and effective dialogue includes consideration of the perspectives of others and use of respectful language. Demonstrating respect for how other people wish to be addressed maintains relationships. [continued]	Collaboration is an active process supported by effective dialogue.	Engage in collaborative dialogue when sharing ideas, solving problems, or making decisions. Contribute to discussions or dialogues by agreeing, disagreeing, and adding to or explaining ideas. [continued]	 Sharing and Talking Circles	



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LEARNING OUTCOME				
5OL 1.4 Students investigate how oral language can be designed to communicate ideas and information.				
[continued] Adaptability and compromise can lead to consensus in collaborative activities. Non-verbal and paraverbal language can enhance collaborative dialogue.		[continued] Use respectful language when collaborating with others. Demonstrate adaptability to build consensus when perspectives or opinions within groups differ.	Sharing and Talking Circles	
ORGANIZING IDEA				
Vocabulary (V): Communication and comprehension are improved by understanding word meaning and structures.				
GUIDING QUESTION				
How does vocabulary support communication?				
LEARNING OUTCOME				
5V 1.1 Students analyze how knowledge of vocabulary supports meaning and use of language.				
Words in the English language come from a variety of origins. Vocabulary changes over time and reflects how words are used at a given time in society. Affixes change the meaning of a word when applied to a base and include <ous>, <ious>, <al>, <ial>, <ian>, <ic>, <ical>, <ment>, <ity>, <ant>, <ent>, <ance>, <ence>, <circu>, <per>, <trans>, <ad>, <sub>, <ob>, <com>, and <ex>.	Word origins and morphemes influence the meaning and use of vocabulary in the English language.	Examine words to determine their origins. Examine words with meanings that have changed over time. Examine words that are new to the English language. Investigate the meaning of bases and affixes in words.		Identify place names, features, items and animals in Cree and other Indigenous languages. For example, Muskoseepi, Nisku, Ponoka, Saskatchewan, moswa - moose; pimikan - pemmican, etc.
LEARNING OUTCOME				
5V 1.2 Students analyze how knowledge of vocabulary supports meaning and use of language.				
Increased knowledge of vocabulary supports comprehension of text. Tools for vocabulary development include thesauruses and dictionaries. Strategies for vocabulary development include extensive reading and listening to and noting how others use words.	Vocabulary learning involves the use of strategies and tools.	Discuss multiple ways to learn and remember vocabulary. Record words of personal interest. Use a variety of tools to build vocabulary knowledge. Engage with a wide variety of texts to expand vocabulary.		





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LEARNING OUTCOME 5V 1.3 Students analyze how knowledge of vocabulary supports meaning and use of language.				
Figurative language is language that has non-literal or figurative meanings and includes metaphors. A metaphor compares two things that are not alike but have something in common, without using comparison words such as like or as.	Knowledge of an extended vocabulary is a lifelong pursuit that enhances the ability to communicate.	Apply a wide variety of words to communicate in new ways. Apply tier 2 words to enhance meaning within subject content. Apply tier 3 words within subject content. Discuss how context can influence the meaning of words and phrases. Examine word meanings in similes, metaphors, and analogies. Analyze the meanings of words or phrases expressed figuratively. Integrate figurative language into personal writing and oral communications.		Onomatopoeia - identify animals that sound like their name in Cree such as “oho” for owl.



Knowledge	Understanding	Skills & Procedures	ᑭᐱᐱᐱᐱ Nehiyaw Ways of Knowing	Other Suggestions
ORGANIZING IDEA				
Comprehension (CP): Text comprehension is supported by applying varied strategies and processes and by considering both particular contexts and universal themes.				
GUIDING QUESTION				
How does the interpretation of evidence support comprehension of texts?				
LEARNING OUTCOME				
5CP 1.1 Students analyze information, contexts, and perspectives using a variety of comprehension strategies.				
Comprehension strategies that can be used to understand and interpret complex texts include • predicting • inferring • making connections • summarizing • synthesizing • evaluating Evaluating is a comprehension strategy where readers make judgements based on textual evidence. Comprehension is enhanced when reading is fluent and self-monitored. Self-monitoring is noticing when comprehension falters and applying appropriate skills to make sense of texts, including • rereading • adjusting reading rate • asking questions • using context clues • using supporting resources • metacognition Metacognition is an awareness that involves thinking about one's thinking to improve comprehension. [continued]	Comprehension is enhanced through application of critical thinking strategies and skills that support interpretations of texts and management of information.	Use a variety of comprehension strategies before, during, and after reading texts. Evaluate the effectiveness of comprehension strategies used before, during, and after reading. Monitor comprehension and apply skills to support understandings of texts.	Select from each of the three types in the Stories and Legends Series: Creation Stories; Star Stories; Trickster Stories Use legends as the basis for this learning outcome.	

Knowledge	Understanding	Skills & Procedures	ᑭᐱᐱᐱ Nehiyaw Ways of Knowing	Other Suggestions
LEARNING OUTCOME 5CP 1.1 Students analyze information, contexts, and perspectives using a variety of comprehension strategies.				
[continued] Comprehension is enhanced when the purpose for reading is clear. Managing information involves researching, organizing, and using information for specific purposes.				
LEARNING OUTCOME 5CP 1.2 Students analyze information, contexts, and perspectives using a variety of comprehension strategies.				
Connections with texts that can provide evidence include • text to self • text to text • text to world Summarizing includes identifying main ideas and using supporting evidence.	Comprehension can be enhanced when connections with texts are supported by summarized evidence.	Respond to texts by summarizing main ideas and providing supporting evidence from self, other texts, or the world.	 Stories and Legends Series: Share PDF stories from any of the three types: Creation Stories; Star Stories; Trickster Stories	
LEARNING OUTCOME 5CP 1.3 Students analyze information, contexts, and perspectives using a variety of comprehension strategies.				
Ideas and information in texts can be explicit or implicit. Inferences and predictions can be made about plot, characters, setting, and main ideas of texts.	Comprehension and interpretation of texts requires attention to ideas or information that may be explicit or implicit.	Examine ideas and information within texts that are explicit and implicit. Make inferences based on content that is implicit in texts. Revise or confirm predictions based on new or additional information from texts or additional sources. [continued]		



Knowledge	Understanding	Skills & Procedures	ᑭᓐᓂᓐ Nehiyaw Ways of Knowing	Other Suggestions
LEARNING OUTCOME 5CP 1.3 Students analyze information, contexts, and perspectives using a variety of comprehension strategies.				
		[continued] Analyze ideas and information in texts to interpret and respond. Use evidence from texts or additional sources to support responses and interpretations.		
LEARNING OUTCOME 5CP 1.4 Students analyze information, contexts, and perspectives using a variety of comprehension strategies.				
Perspectives include attitudes, beliefs, or ways of thinking about events or information. Perspectives are influenced by cultures, experiences, and interests. Characters in texts present various perspectives.	Perspectives revealed in texts enhance comprehension and enrich understandings of the world.	Explore how varied perspectives presented in texts can influence personal perspectives. Examine how the interests, experiences, or perspectives of a character might influence how that character thinks, feels, or acts. Compare and contrast the varied perspectives of main and supporting characters. Identify various perspectives in texts and propose alternative perspectives.	 Cree Worldview: Fiction and Non-Fiction	Explore two-eyed setting (learning to see from one eye with Indigenous knowledge and ways of knowing, and from the other eye with Western knowledge and ways of knowing.  Compare “The Giving Tree” by Leah Dorian and Shel Silverstein.
LEARNING OUTCOME 5CP 1.5 Students analyze information, contexts, and perspectives using a variety of comprehension strategies.				
Context refers to the circumstances that form the background of a person, an event, an idea, or a text. Personal contexts can contribute to how a text is created or interpreted. The author’s or text creator’s context can contribute to how a text is created or interpreted. Context can impact what characters think and do.	An awareness of context strengthens comprehension of texts.	Examine information from texts that describes context around people, ideas, or events. Analyze the actions or feelings of characters in stories, considering the context. [continued]		 Indigenous literature as mentor texts such as “Stolen Words” by Melanie Florency, 2017 and “A Big Mistake” by Richelle Lovegrove, 2015.

Knowledge	Understanding	Skills & Procedures	ᑭᐱᐱᐱ Nehiyaw Ways of Knowing	Other Suggestions
LEARNING OUTCOME 5CP 1.5 Students analyze information, contexts, and perspectives using a variety of comprehension strategies.				
	An awareness of context strengthens comprehension of texts.	[continued] Consider how personal interests, experiences, or perspectives might influence how texts are understood or created. Investigate background information about the author or text creator to provide context for informational texts. Examine contextual information about characters or events in fictional texts.		
ORGANIZING IDEA Writing (W): Ideas and information can be articulated accurately and imaginatively through the use of writing processes and an understanding of the author's craft.				
GUIDING QUESTION How does proficient writing enhance communication skills?				
LEARNING OUTCOME 5W 1.1 Students enhance the accuracy and artistry of expression through creative and critical thinking processes.				
Writing processes can be used to break writing into manageable chunks so that text creators can focus on impact or artistry. Writing processes include • planning • drafting • revising • editing • publishing [continued]	Writing skills can be developed to understand self and influence others.	Create written texts for a variety of audiences and purposes. Create written texts in a variety of forms and structures. Develop creative expression through the use of organizational processes, methods, and tools. Express ideas through multiple-paragraph works that include topic introductions, supporting evidence, and conclusions. [continued]	 Powwow and Dance Series (11 videos)	For written work, consider selecting topics that are land-based, related to the environment, Indigenous current topics such as Orange Shirt Day and Truth and Reconciliation, treaties, etc. [continued]



Knowledge	Understanding	Skills & Procedures	ᑭᓴᓴᓴ Nehiyaw Ways of Knowing	Other Suggestions
LEARNING OUTCOME 5W 1.1 Students enhance the accuracy and artistry of expression through creative and critical thinking processes.				
[continued] Planning includes • consideration of audience, purpose, and form • idea generation • narrowing a topic Written expressions of ideas or information can follow organizational structures, such as • introduction, opening, or lead • details in order of sequence or importance • transitions • conclusions Topic and concluding sentences provide structure and link ideas and information within paragraphs. Interest can be created by varying sentence structure and length. Writing fluency is the rhythm and flow of language in written text. Revision includes adding or removing words, phrases, or sentences to ensure writing is clear and focused from beginning to end.	Writing skills can be developed to understand self and influence others.	[continued] Arrange and express ideas logically, using interesting details and transitions between sentences or paragraphs. Communicate a clear position supported by relevant evidence. Revise drafts to improve the fluency, coherence, sequence, and logical support of ideas. Edit writing for spelling, punctuation, and grammar. Publish selected pieces, incorporating graphics, captions, charts, or other text features to support a purpose or connect with an audience.	 Stories and Legends Series	[continued]  Project of Heart is an inquiry based, hands-on, collaborative, inter-generational, artistic journey of seeking truth about the history of Aboriginal people in Canada. Can also be linked to Orange Shirt Day. After hearing many of the recommended traditional legends, have students create their own legend with connections to land and/or animals.

Knowledge	Understanding	Skills & Procedures	ᑭᐱᐱᐱ Nehiyaw Ways of Knowing	Other Suggestions
LEARNING OUTCOME 5W 1.2 Students enhance the accuracy and artistry of expression through creative and critical thinking processes.				
Creative thinking processes involve • elaborating on a product to ensure alignment with intended audience, purpose, or context • considering the processes of other creators • constructing drafts or models • applying feedback to improve the creative product • a willingness to confront challenges Words selected to include in texts may change depending on the audience, purpose, or context. Word choice can reflect the author's voice or artistry through • detail • clarity • variety • humour • dialogue Words selected to enhance written texts include • sensory language • synonyms • antonyms • specific words or phrases • figurative language A mentor text serves as an example of effective communication for students. Mood is the atmosphere created by setting, attitude of the narrator, and descriptions.	Creative thinking can enhance personal expression and artistry.	Apply creative thinking processes to enhance personal expression and artistry. Analyze mentor texts to determine how word choice can influence the purpose or audience of a text. Create text that uses plot, characterization, dialogue, and figurative language to entertain an audience. Create expressive descriptions by selecting vocabulary to convey mood or sensory images. Establish a plot, point of view, setting, and problem through creative writing. Create texts that show, rather than tell, story events. Evaluate how language and dialogue are used to express voice, point of view, and ideas. Determine alternative words and meanings using a variety of digital or non-digital tools.	 Powwow and Dance Series (11 videos)   Stories and Legends Series	Create texts that show, rather than tell, story and events. Pow wow dancing is a good example. (There is a collection of Youtube videos entitled Powwow Sweat.)



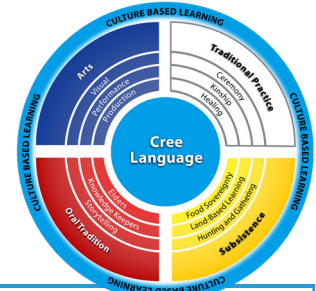
Knowledge	Understanding	Skills & Procedures	ᑭᑦᑭᑦᑭᑦ Nehiyaw Ways of Knowing	Other Suggestions
LEARNING OUTCOME 5W 1.3 Students enhance the accuracy and artistry of expression through creative and critical thinking processes.				
Research processes involve management of information, including - questioning - gathering - organizing - recording Topics that are broad may need to be narrowed to a manageable size for focused writing. Sources of information can be digital or non-digital and include people such as Knowledge Keepers, Elders, and spiritual leaders. A Knowledge Keeper is a respected community member who is recognized as having expertise in specific issues or skills. Elders are individuals recognized by their communities as having historical, cultural, and spiritual knowledge and wisdom. Protocols for accessing information may vary by source, context, community, or culture. Protocols can exist for sharing stories and histories. Methods and tools can be used to gather and organize information, including note taking. Research findings can be shared in a variety of digital or non-digital forms, including visual images. Ethical use of information includes - asking permission to use, share, or store information that is about, was created by, or belongs to someone else - citing basic information used to inform writing - fair and accurate representation of individuals or information	Research processes can involve examining materials or information and reaching new conclusions.	Write to inform, explain, describe, or report for a variety of purposes and audiences. Narrow research questions to determine a clear, well-defined topic. Develop a main idea or topic supported by facts, details, examples, and explanations. Evaluate the validity and reliability of information and sources. Select a variety of relevant sources to inform writing. Summarize and organize ideas gained from multiple sources using a variety of methods or tools. Access and use information ethically.	Elder's Voices (13 videos) Elder Protocols as described in Making a Willow Protocol Offering (Wepinason) Storytelling Protocols	

Knowledge	Understanding	Skills & Procedures	ᑭᐱᐱᐱ Nehiyaw Ways of Knowing	Other Suggestions
LEARNING OUTCOME				
5W 1.4 Students enhance the accuracy and artistry of expression through creative and critical thinking processes.				
Written communication can be created by selecting a variety of digital or non-digital methods or tools, such as • printing • keyboarding • cursive handwriting The selection of digital or non-digital tools for written works can support clarity and voice.	The method or tool used to present written works can influence how content is perceived.	Evaluate how an author's selection of a method or tool can impact the audience's understanding or response to a text. Experiment with methods or tools to enhance communication or create effects. Demonstrate legibility and writing fluency through the use of printing, cursive handwriting, or keyboarding.		
ORGANIZING IDEA				
Conventions (CV): Understanding grammar, spelling, and punctuation makes it easier to communicate clearly, to organize thinking, and to use language for desired effects.				
GUIDING QUESTION				
How might an informed use of conventions support effective communication?				
LEARNING OUTCOME				
5CV 1.1 Students apply and experiment with conventions to enhance precision and artistry of communication.				
Capitalization is used to indicate the importance of certain words in texts. Abbreviations can make communications easier and faster. Punctuation includes parentheses, which indicate additional, separate, or less important words or numbers.	Conventions: 5CV1.1 Capitalization and punctuation can support effective written communication.	Apply capitalization to support effective written communication. Apply punctuation to support effective written communication. Experiment with capitalization and punctuation to achieve a desired effect.	 Stories and Legends Series: Share PDF stories from any of the three types: Creation Stories; Star Stories; Trickster Stories	 "Elements of Indigenous Style: A Guide for Writing by and About Indigenous Peoples" by Gregory Younging, 2018.



Knowledge	Understanding	Skills & Procedures	ᑭᐱᐅᐅ Nehiyaw Ways of Knowing	Other Suggestions
LEARNING OUTCOME 5CV 1.2 Students apply and experiment with conventions to enhance precision and artistry of communication.				
Tense should be maintained throughout written or oral expression and includes • present tense • past tense • future tense An adverb • describes a verb • often ends in <ly> • is sometimes placed in front of the verb and is sometimes placed after Conjunctions are used to join ideas together in sentences and are also called connecting words. A pronoun used in place of a noun must agree in number—singular or plural—and includes • possessive pronouns • subject pronouns • object pronouns Object pronouns replace the noun to receive the action in a sentence (e.g., me, you, him, her, us, them, whom).	Communication can be supported by conventions of grammar.	Apply appropriate tense throughout communications. Identify subject-verb agreement in communications. Determine nouns or pronouns that are the subject in a variety of sentences. Determine nouns or pronouns that are the object in a variety of sentences. Use noun-pronoun agreement in communications. Vary the position of adverbs in sentences. Integrate conjunctions to connect phrases in sentences. Distinguish between different types of pronouns used in a sentence.	 Stories and Legends Series: Share PDF stories from any of the three types: Creation Stories; Star Stories; Trickster Stories	
LEARNING OUTCOME 5CV 1.3 Students apply and experiment with conventions to enhance precision and artistry of communication.				
Rapid and accurate application of spelling patterns fosters writing fluency. Knowledge of morphemes can be applied to spell words correctly.	Spelling accuracy can be supported by recognizing relationships between word patterns and structures.	Investigate spelling patterns within and across words. Apply knowledge of spelling patterns to spell unfamiliar words. Apply knowledge of prefixes and suffixes to spell words.		

Social Studies



 Knowledge	Understanding	Skills & Procedures	ᑭᓴᓴᓴ Nehiyaw Ways of Knowing	Other Suggestions
PREAMBLE: Teachers can increase their own understandings of Indigenous ways of knowing and being and history in relation to social studies curricular outcomes through the following recommended courses: - Indigenous Administration Courses: Continuing Education: Northern Lakes College - University of Alberta: Indigenous Canada				
ORGANIZING IDEA Time and Place (TP): Exploring the dynamic relationships between people, place, and time supports understanding of perspectives and events to make meaning of the world.				
GUIDING QUESTION In what ways might the ancient world have relevance today?				
LEARNING OUTCOME STP 1.1 Students examine ancient civilizations.				
The rise of civilizations and empires depends on internal and external factors, for example, - organized structures - strong leadership - military power - innovations - wealth - opportunity The decline of civilizations and empires is caused by internal and external factors, for example, - environmental changes - rebellions - expenses - struggles for power and leadership - changes to values and belief systems - war and military conquest [continued]	Legacies of ancient civilizations continue.	Explain the rise and fall of civilizations. [continued]		

 Knowledge	Understanding	Skills & Procedures	ᑭᓐᓂᓐ Nehiyaw Ways of Knowing	Other Suggestions
LEARNING OUTCOME 5TP 1.1 Students examine ancient civilizations.				
[continued] Innovations in contemporary societies have evolved from innovations originating in ancient civilizations, for example, • writing systems • agriculture • architecture • calendars • trade, currency, and economics • literature and philosophy • mathematics and science • systems of decision making • rights and freedoms Social scientists (historians, archaeologists, anthropologists, geographers) study evidence of ancient civilizations to learn about the past. Interpretations of the past can evolve based on new evidence and technology.		[continued] Examine the evolution of innovations from ancient civilizations. Compare the work of historians, archaeologists, anthropologists, and geographers. Distinguish between primary and secondary sources. Compare information provided by primary and secondary sources. Imagine ways that advancements in technology could change interpretations of history.	 Place Names     Orienteering Series (5 videos)   Stories and Legends Series   Conflicting Accounts – Frog Lake Massacre	Elders' Words: Traditionally women made decisions and oversaw the Headmen. We didn't have chiefs; we had Headmen.  Orange Shirt Day/ Residential Schools: Orange Shirt Day and Beyond from Empowering the Spirit  Orange Shirt Day Society: For Teachers  Rupertsland Institute: National Day for Truth and Reconciliation  Amnesty International: Red Dress Day  Moose Hide Campaign  Empowering the Spirit: The Kairos Blanket Exercise   The Blanket Exercise: Teaching Tool for Grades 4 to 12  Justice for Aboriginal Peoples -- It's time  Rupertsland Institute: Land Scrip Lesson Plan and Resources

 Knowledge	Understanding	Skills & Procedures	ᑭᑦᑲᑦᑲᑦ Nehiyaw Ways of Knowing	Other Suggestions
GUIDING QUESTION How has geography contributed to the development of civilizations and empires?				
LEARNING OUTCOME 5TP 2.1 Students examine how geographical features and environmental changes contributed to the settlement and trade of ancient civilizations.				
Ancient civilizations were complex societies that existed thousands of years ago (3000 BCE–500 CE) in different locations around the world; for example, • Egypt • Greece • Rome • China • India • Arab civilizations Geographical features, such as abundant water, fertile soil, and moderate climate in river valleys, supported agriculture in ancient civilizations. Many ancient civilizations were located along river valleys or coastlines. Location can be described using elevation, latitude, and longitude. Increased agriculture led to a greater number of settled societies. Geographical features, such as oceans and bays along coastlines, supported trade and travel in ancient civilizations. Changes in the environment, including natural disasters such as volcanic eruptions, can cause people to adapt or move. Changes, including building infrastructure such as aqueducts, can be made to the environment to meet needs.	Environment and settlement of people are interrelated.	Compare the locations of multiple ancient civilizations. Justify the settlement of ancient civilizations along river valleys and coastlines. Determine effects of environmental change on human behaviour.	  7 Year Cycle   Stories and Legends Series, including The Legend of Muskrat     All videos, stories and legends on the Indigenous Culture Based Learning website focus on the seamless connection between the environment, environmental changes and cycles, and Woodland Cree behaviour and practices.	Explore examples of: • Treaty reserve locations • Coastal First Nations locations • First Nation communities Explore the understanding as a First Nations worldview.  8th Fire - Episode 3 - Whose Land Is It Anyway?

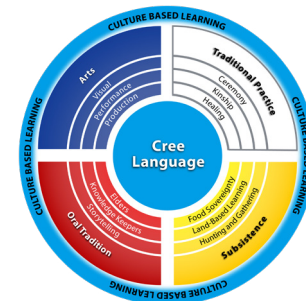
	Knowledge	Understanding	Skills & Procedures	ᑭᐱᑦᑭᐱᑦ Nehiyaw Ways of Knowing	Other Suggestions
ORGANIZING IDEA					
Systems (S): Evaluating processes and structures of organizations builds understanding of decision making in the world.					
GUIDING QUESTION					
How did power and control contribute to civilizations and empires?					
LEARNING OUTCOME					
5S 1.1 Students examine government systems and organization of civilizations and empires.					
Agricultural and technological advancements in ancient civilizations, including irrigation and domesticated animal labour, increased agricultural production and decreased labour requirements. Urban settlements grew as labour specialized beyond agriculture. The exchange of excess agricultural products for goods and services developed trade in ancient civilizations. Economic practices that developed in response to growing urban settlements included • exchanging goods at markets • storing valuables in banks • buying goods and services with the first forms of currency • supporting government services with taxation Taxation first developed in ancient civilizations. As ancient civilizations grew through expansionism, extensive networks of land-based and water-based trade routes developed, for example, • the trans-Saharan trade route • the Royal Road • the Silk Road Trade routes provided opportunities to exchange goods, such as food and spices, over great distances, increasing the variety of products available in places around the world. [continued]	Technological advancements and interactions resulted in social, political, economic, and environmental transformations of civilizations and empires. Taxes are ways the government collects money from citizens to protect communities and provide services.	Relate advancements in agriculture to the development of urban settlements. Relate economic practices in ancient civilizations to economic practices in contemporary societies. Identify trade routes that connected ancient civilizations. Explain impacts of expanding trade in ancient civilizations.		Examine trading routes in relation to the fur trade.	

 Knowledge	Understanding	Skills & Procedures	ᑭᐱᐱᐱ Nehiyaw Ways of Knowing	Other Suggestions
LEARNING OUTCOME 5S 1.1 Students examine government systems and organization of civilizations and empires.				
[continued] International trade increased contact between civilizations and empires, which allowed for the spread of cultures, innovations, and ideas; for example, • religions and belief systems • gunpowder • medicine				
GUIDING QUESTION In what ways were societies organized throughout history?				
LEARNING OUTCOME 5S 2.1 Students examine government and social systems in ancient civilizations and empires.				
Authoritarian governments, including monarchies and dictatorships, are ruled by a single leader or small group of leaders. Authoritarian leaders may claim power and authority through divinity rights (divine right of kings, mandate of heaven), heredity, and force. Followers of authoritarian leaders can be motivated by tradition, desire for stability, and fear. Social systems in ancient civilizations were patriarchal (patriarchy), matriarchal, or egalitarian. In patriarchal and matriarchal (matriarchy) social systems, power is based on gender. In egalitarian social systems, power is not based on gender. [continued]	Power can be maintained through government and social systems.	Differentiate between ancient civilizations and empires. Explain authoritarian governments. Discuss ways authoritarian leaders gain and maintain power. Compare opportunities and challenges for different social classes within an ancient civilization or empire. Describe ways gender influenced roles in social systems within an ancient civilization or empire.	 Powwow and Dance Series (11 videos)	Elders' Words: <i>Traditionally, our system was matriarchal. The women made decisions and oversaw the headmen.</i> Examine First Nations perspectives on the roles of males and females.

	Knowledge	Understanding	Skills & Procedures	ᑭᐱᐅᐅ Nehiyaw Ways of Knowing	Other Suggestions
LEARNING OUTCOME					
5S 2.1 Students examine government and social systems in ancient civilizations and empires.					
[continued] Social systems in ancient civilizations and empires were hierarchical and could cause divisions. • The highest social class included the fewest people with more power, privilege, rights, and freedoms based on heredity, wealth, occupation, and education • The lower social classes (enslaved people) included the most people with less power, privilege, rights, and freedoms. Empires grew through trade and military conquest, and took over more land, for example, • Persia • Rome • Greece • Arab African empires experienced economic disputes that resulted in the end of some empires and the beginning of others, for example, • Kush and Axum • Ghana, Mali, and Songhai • Ife and the kingdom of Benin					

 Knowledge	Understanding	Skills & Procedures	ᑭᓐᓂᓐᓂᓐ Nehiyaw Ways of Knowing	Other Suggestions
ORGANIZING IDEA Citizenship (C): Understanding local, national, and global issues empowers individual and collective action toward an inclusive society.				
GUIDING QUESTION How can citizens become active and informed?				
LEARNING OUTCOME 5C 1.1 Students investigate ways to learn about the world and take action for change.				
The study of historical issues and events, such as those in ancient civilizations and empires, can provide insight into contemporary issues and events, for example, • the evolution of technology • the economic impact of exploration and trade • the successes and failures of social and government systems Informed citizens seek information from multiple sources that present various perspectives on issues and events. Consideration of various perspectives can support development of empathy for the actions and values of others. Informed citizens can respond to issues and events by taking actions, such as sharing information, collecting donations, volunteering, and changing personal behaviours.	Informed citizenship is empowering.	Relate historical issues and events to contemporary issues and events. Compare perspectives about an issue or event. Investigate an event or issue using multiple sources. Describe opportunities of informed citizenship.	 Fire Teachings: Focus on continuing environmental influences.	Investigate the legacy of residential schools.  Examine the Articles of the United Nations Declaration on the Rights of Indigenous Peoples.  Project of Heart: Teacher Guides and Lesson Plans Use Project of Heart as an example of a social justice project and develop a project around a topic such as residential schools and Orange Shirt Day.  Orange Shirt Day/ Residential Schools: Orange Shirt Day and Beyond from Empowering the Spirit  Orange Shirt Day Society: For Teachers  Rupertsland Institute: National Day for Truth and Reconciliation  Amnesty International: Red Dress Day  Moose Hide Campaign

Math



	Knowledge	Understanding	Skills & Procedures	 Nehiyaw Ways of Knowing	Other Suggestions
ORGANIZING IDEA					
NUMBER (N): Quantity is measured with numbers that enable counting, labelling, comparing, and operating.					
GUIDING QUESTION					
How can the infinite nature of place value enhance insight into number?					
LEARNING OUTCOME					
5N 1.1 Students analyze patterns in place value.					
A number expressed with more decimal places is more precise. A zero in the rightmost place of a decimal number does not change the value of the number. There are infinitely many decimal numbers between any two decimal numbers.	Place value symmetry extends infinitely to the left and right of the one's place.	Relate the names of place values that are the same number of places to the left and right of the ones place. Express numbers within 10 000 000, including decimal numbers to thousandths, using words and numerals. Relate a decimal number to its position on the number line. Determine a decimal number between any two other decimal numbers. Compare and order numbers, including decimal numbers. Express the relationship between two numbers, including decimal numbers, using $<$, $>$, or $=$. Round numbers, including decimal numbers, to various places according to context.	  Legend of Night and Day   13 Moons  Distance – Concept of Zero	Zero is not represented in the Cree Language. However, “no more, all gone - mukway” is represented.	

	Knowledge	Understanding	Skills & Procedures	 Nehiyaw Ways of Knowing	Other Suggestions
GUIDING QUESTION					
In what ways can the processes of addition and subtraction be articulated?					
LEARNING OUTCOME					
5N 2.1 Students add and subtract within 1 000 000, including decimal numbers to thousandths, using standard algorithms.					
Standard algorithms are efficient procedures for addition and subtraction.	Addition and subtraction of numbers with many digits is facilitated by standard algorithms.	Add and subtract numbers, including decimal numbers, using standard algorithms. Assess the reasonableness of a sum or difference by estimating. Solve problems using addition and subtraction, including problems involving money.	 The Legend of Weasel	Examine animal populations within the area. Obtain numbers from Fish and Wildlife.	
GUIDING QUESTION					
In what ways can divisibility characterize natural numbers?					
LEARNING OUTCOME					
5N 3.1 Students determine divisibility of natural numbers.					
A divisibility test can be used to determine factors of a natural number. Division by zero is not possible.	A number is divisible by another number if it can be divided with a remainder of 0.	Investigate divisibility by natural numbers to 10, including 0. Generalize divisibility tests for 2, 3, and 5. Determine factors of natural numbers using divisibility test.	  Beading Series: Loom		

 Knowledge	Understanding	Skills & Procedures	 Nehiyaw Ways of Knowing	Other Suggestions
GUIDING QUESTION				
In what ways can the processes of multiplication and division be articulated?				
LEARNING OUTCOME				
5N 4.1 Students multiply and divide natural numbers within 100 000, including with standard algorithms.				
Multiplication and division of numbers with many digits is facilitated by standard algorithms.	Standard algorithms are efficient procedures for multiplication and division.	Explain the standard algorithms for multiplication and division of natural numbers. Multiply up to 3-digit by 2-digit natural numbers using standard algorithms. Divide 3-digit by 1-digit natural numbers using standard algorithms. Express a quotient with or without a remainder according to context. Assess the reasonableness of a product or quotient using estimation. Solve problems using multiplication and division of natural numbers.	  Beading Series: Loom   Mixing and Measuring Common Medicines (2 videos)	Create or modify existing word problems to be culturally relevant. For example, with stories about beaver hunting, divide number of hunters by beavers and pelts; including how much different quantities were sold for.
GUIDING QUESTION				
In what ways can fractions communicate numbers greater than one?				
LEARNING OUTCOME				
5N 5.1 Students interpret improper fractions.				
A fraction can represent quantities greater than one. An improper fraction has a numerator that is greater than its denominator. Natural numbers can be expressed as improper fractions with a denominator of 1. A mixed number of the form $A\frac{b}{c}$ is composed of a number of wholes, A, and a fractional part, $\frac{b}{c}$, can represent an improper fraction.	Fractions allow counting and measuring between whole quantities. Improper fractions and mixed numbers that represent the same number are associated with the same point on the number line.	Relate fractions, improper fractions, and mixed numbers to their positions on the number line. Count beyond 1 using fractions with the same denominator. Model fractions, including improper fractions and mixed numbers, using quantities, lengths, and areas. Express improper fractions and mixed numbers symbolically. Express an improper fraction as a mixed number and vice versa. Compare fractions, including improper fractions and mixed numbers, to benchmarks of 0, $\frac{1}{2}$ and 1.		Explore moose distribution amongst families. For example, if two moose have been harvested, how much will each of 3 families receive?

 Knowledge	Understanding	Skills & Procedures	ᑭᐱᐱᐱ Nehiyaw Ways of Knowing	Other Suggestions
GUIDING QUESTION How can the composition of fractions facilitate operating with fractions?				
LEARNING OUTCOME 5N 6.1 Students add and subtract fractions with common denominators.				
Fractions with common denominators can be composed or decomposed to model the change in a quantity of unit fractions. Addition and subtraction of fractions with common denominators does not change the unit fraction from which they are composed. Fractions greater than one can be added or subtracted as mixed numbers or improper fractions.	Fractions with common denominators are multiples of the same unit fraction. Properties for addition and subtraction of natural numbers apply to fractions.	Investigate the composition and decomposition of a quantity within 1 using unit fractions. Express the composition or decomposition of fractions with common denominators as a sum or difference. Compare strategies for adding or subtracting improper fractions to strategies for adding or subtracting mixed numbers. Add and subtract fractions with common denominators within 100, including improper fractions and mixed numbers. Solve problems requiring addition and subtraction of fractions with common denominators, including improper fractions and mixed numbers.	    Moose Feast Series: Making Bannock   Legend of Night and Day   13 Moons  Legend of Solstice	Use culturally relevant recipes (e.g., bannock, berries) the number of people there are to find common denominators.  Indigenous Communities Across Canada: Indigenous Games for Children
GUIDING QUESTION How can ratios provide new ways to relate numbers?				
LEARNING OUTCOME 5N 7.1 Students employ ratios to represent relationships between quantities.				
A ratio can express part-part or part-whole relationships between two countable or measurable quantities. A ratio can be expressed with a fraction or with a colon. A percentage represents a part-whole ratio that compares a quantity to 100.	A ratio is a comparison of two quantities in a specific situation. Fractions, decimals, ratios, and percentages can represent the same part-whole relationship.	Express part-part ratios and part-whole ratios of the same whole to describe various situations. Express, symbolically, the same part-whole relationship as a ratio, fraction, decimal, and percentage.	  7 Year Cycle  How Rabbit Came to Be	



Knowledge

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Other Suggestions

ORGANIZING IDEA

ALGEBRA (A): Equations express relationships between quantities.

GUIDING QUESTION

How can expressions enhance communication of number?

LEARNING OUTCOME

5A 1.1 Students interpret numerical and algebraic expressions.

Numerical expressions with multiple operations may include parentheses to group numbers and operations.

The conventional order of operations includes performing operations in parentheses before other operations.

Numerical expressions represent a quantity of known value.

Parentheses change the order of operations in a numerical expression.

Evaluate numerical expressions involving addition or subtraction in parentheses according to the order of operations.



Aboriginal Games: A Cross Curricular Unit Plan:
Antler Button Basket Toss Game Lesson



Traditional Indigenous Games:
Antler Button Basket Toss Game at 1.25 minutes)

LEARNING OUTCOME

5A 1.2 Students interpret numerical and algebraic expressions.

Expressions that include variables are called algebraic expressions.

A variable can be interpreted as a specific unknown value and is represented symbolically with a letter.

Products with variables are expressed without the multiplication sign.

Quotients with variables are expressed using fraction notation.

An algebraic term is the product of a number, called a coefficient, and a variable.

[continued]

Algebraic expressions use variables to represent quantities of unknown value.

Algebraic expressions may be composed of one algebraic term or the sum of algebraic and constant terms.

Relate repeated addition of a variable to the product of a number and a variable.

Express the product of a number and a variable using a coefficient.

Express the quotient of a variable and a number as a fraction.

Recognize a product with a variable, a quotient with a variable, or a number as a single term.

Write an algebraic expression involving one or two terms to describe an unknown value.

Evaluate an algebraic expression by substituting a given number for the variable.





7 Curriculum by Grade | Alberta Professional Learning Consortium 

 Knowledge	Understanding	Skills & Procedures	 Nehiyaw Ways of Knowing	Other Suggestions
LEARNING OUTCOME				
5G 1.1 Students investigate symmetry as a geometric property.				
[continued] Symmetry can be found in First Nations, Métis, and Inuit design, including • Basket weavings • Wampum belts • Quilts • First Nations beadwork or Métis floral beadwork • Architecture such as tipis or longhouses			 Beading Series: • Loom • Straight Stitch • Brickstitch	
LEARNING OUTCOME				
5G1.2 Students investigate symmetry as a geometric property.				
In a regular polygon, the number of sides equals the number of reflection symmetries and the number of rotation symmetries. A circle has infinitely many reflection and rotation symmetries.	Symmetry is related to other geometric properties.	Compare the number of reflection and rotation symmetries of a 2-D shape to the number of equal sides and angles. Classify 2-D shapes according to the number of reflection or rotation symmetries.		

 Knowledge	Understanding	Skills & Procedures	 Nehiyaw Ways of Knowing	Other Suggestions
ORGANIZING IDEA				
MEASUREMENT (M): Attributes such as length, area, volume, and angle are quantified by measurement.				
GUIDING QUESTION				
In what ways can area be communicated?				
LEARNING OUTCOME				
5M 1.1 Students estimate and calculate area using standard units.				
Area is expressed in the following standard units, derived from standard units of length: • square centimetres • square metres • square kilometres A square centimetre (cm²) is an area equivalent to the area of a square measuring 1 centimetre by 1 centimetre. A square metre (m²) is an area equivalent to the area of a square measuring 1 metre by 1 metre. A square kilometre (km²) is an area equivalent to the area of a square measuring 1 kilometre by 1 kilometre. Among all rectangles with the same area, the square has the least perimeter.	Area can be expressed in various units according to context and desired precision. Rectangles with the same area can have different perimeters.	Relate a centimetre to a square centimetre. Relate a metre to a square metre. Relate a square centimetre to a square metre. Express the relationship between square centimetres, square metres, and square kilometres. Justify the choice of square centimetres, square metres, or square kilometres as appropriate units to express various areas. Estimate an area by comparing to a benchmark of a square centimetre or square metre. Express the area of a rectangle using standard units given the lengths of its sides. Compare the perimeters of various rectangles with the same area. Describe the rectangle with the least perimeter for a given area. Solve problems involving perimeter and area of rectangles.		Integrate with activities such as designing gardens for food sovereignty (for community use); building traps and stretcher racks for different animals. Moose population density practices; tree counts.  Alberta Native Friendship Centres Association & Be Fit For Life Network: Move & Play Through Traditional Games (Run and Scream game) Estimate and measure the distance one student can run, the distance the whole class can run.



Knowledge

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ORGANIZING IDEA

PATTERNS (P): Awareness of patterns supports problem solving in various situations.

GUIDING QUESTION

How might representation of a sequence provide insight into change?

LEARNING OUTCOME

5P 1.1 Students relate position and terms of an arithmetic sequence.

A table of values representing an arithmetic sequence lists the position in the first column or row and the corresponding term in the second column or row.

Points representing an arithmetic sequence on a coordinate grid fit on a straight line.

An algebraic expression can describe the relationship between the positions and terms of an arithmetic sequence.

Each term of an arithmetic sequence corresponds to a natural number indicating position in the sequence.

Represent one-to-one correspondence between positions and terms of an arithmetic sequence in a table of values and on a coordinate grid.

Describe the graph of an arithmetic sequence as a straight line.

Describe a rule, limited to one operation, that expresses correspondence between positions and terms of an arithmetic sequence.

Write an algebraic expression, limited to one operation, that represents correspondence between positions and terms of an arithmetic sequence.

Determine the missing term in an arithmetic sequence that corresponds to a given position.

Solve problems involving an arithmetic sequence.



Beading Series:

- [Loom](#)
- [Straight Stitch](#)
- [Brickstitch](#)



Project WILD Activity – Oh! Deer

	Knowledge	Understanding	Skills & Procedures	ᑭᐱᐱᐱ Nehiyaw Ways of Knowing	Other Suggestions
ORGANIZING IDEA					
STATISTICS (ST): The science of collecting, analyzing, visualizing, and interpreting data can inform understanding and decision making.					
GUIDING QUESTION					
How might frequency bring meaning to data?					
LEARNING OUTCOME					
5ST 1.1 Students analyze frequency in categorical data.					
Frequency can be compared across categories to answer statistical questions. The mode is the category with the highest frequency.	Frequency is a count of categorized data, but it is not the data value itself.	Examine categorized data in tables and graphs. Determine frequency for each category of a set of data by counting individual data points. Identify the mode in various representations of data. Recognize data sets with no mode, one mode, or multiple modes. Justify possible answers to a statistical question using mode.		 Alberta Native Friendship Centres Association & Be Fit For Life Network: Move & Play Through Traditional Games (Run and Scream game) Estimate and measure the distance one student can run, the distance the whole class can run. Graph the results with bar graph, dot plots, circle graph.	



Knowledge

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LEARNING OUTCOME

5ST 1.2 Students analyze frequency in categorical data.

Data can be collected by asking closed-list and open-ended questions.

Closed-list questions provide a list of possible responses to choose from.

Open-ended questions allow any response.

Responses can be categorized in various ways.

Representations of frequency can include

- **bar graphs**
- **dot plots**
- **stem-and-leaf plots**

Frequency can be a count of categorized responses to a question.

Frequency can be used to summarize data.

Frequency can be represented in various forms.

Discuss potential categories for open-ended questions and closed-list questions in relation to the same statistical question.

Formulate closed-list questions to collect data to answer a statistical question.

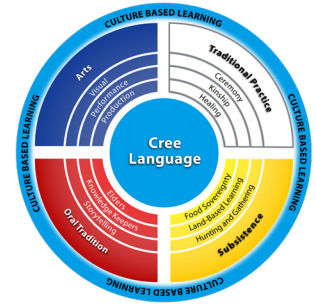
Categorize data that was collected using closed-list questions.

Organize counts of categorized data in a frequency table.

Create various representations of data, including with technology, to interpret frequency.



Science

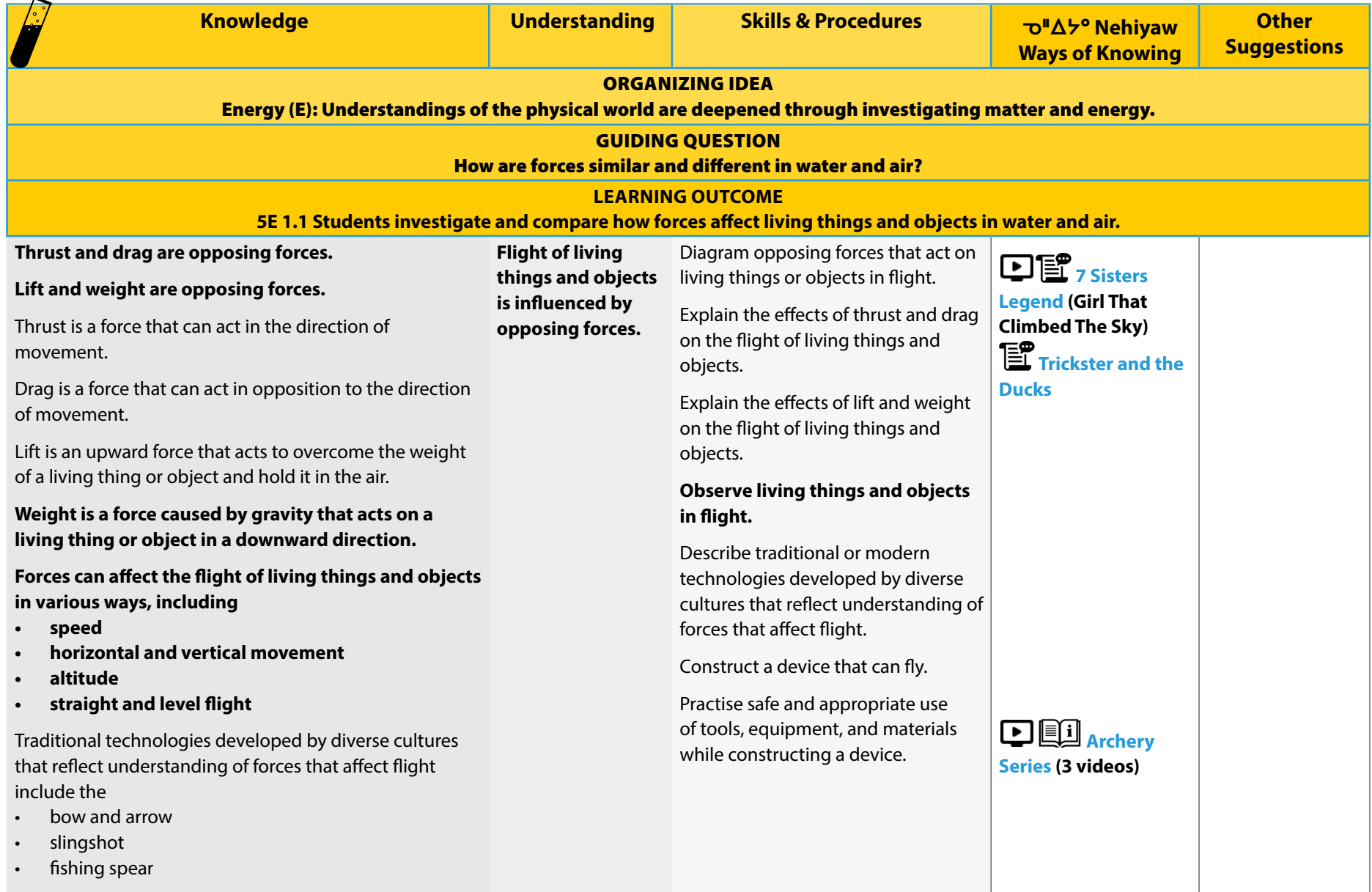


 Knowledge	Understanding	Skills & Procedures	ᑭᓐᓂᓐ Nehiyaw Ways of Knowing	Other Suggestions
 VIDEOS Animate and Inanimate (Throughout Environment) (This video is recommended for viewing at the beginning of science units.)				
ORGANIZING IDEA Matter (M) : Understandings of the physical world are deepened through investigating matter and energy.				
GUIDING QUESTION How can states of matter and other physical properties be explained using the particle model of matter?				
LEARNING OUTCOME 5M 1.1 Students investigate the particle model of matter to describe the physical properties of solids, liquids, and gasses.				
Ideas represented by the particle model of matter include that: - all matter is made up of small particles - particles of matter are always moving - particles of matter have spaces between them In solids, the particles are close together and vibrate in place. In liquids, the particles are separated by spaces and can slide past each other. In gases, the particles are separated by large spaces and are constantly moving in all directions. Attractive forces between particles are strongest in solids and weakest in gases.	The particle model of matter explains the behaviour of particles in matter.	Represent solids, liquids, and gases using the particle model of matter. Relate the movement and arrangement of particles to the state of matter. Describe the impact that attractive forces have on the movement and arrangement of particles in solids, liquids, and gases.	 Fall Fire Making and Safety Series: Different Wood/ Trees and How They Burn  Winter Fishing: Ice Fishing Series (3 videos)  Creation Stories: Plant Features	Ice fishing (ice density)



Knowledge	Understanding	Skills & Procedures	ᑭᐱᑦᑭᐱᑦ Nehiyaw Ways of Knowing	Other Suggestions
LEARNING OUTCOME				
5M 1.2 Students investigate the particle model of matter to describe the physical properties of solids, liquids, and gasses.				
Physical properties of matter include • state • mass • volume • density • compressibility Mass is the amount of matter in a solid, liquid, or gas. SI units of mass include grams and kilograms. Volume is the amount of space a solid, liquid, or gas takes up. SI units of volume of a liquid include millilitres and litres. SI units are abbreviated for convenience, including • g: grams • kg: kilograms • mL: millilitres • L: litres Density is a comparison of the mass of a solid, liquid, or gas to its volume. The greater the mass of a solid, liquid, or gas as compared to its volume, the higher its density. Density can be described comparatively using the phrases denser and less dense. Density can be directly compared by determining • the relative mass of objects with the same volume • if a liquid sinks or floats when added to another liquid A solid, liquid, or gas that is less dense than the fluid in which it is placed will float. Compressibility is the ability of a liquid or gas to reduce in volume when under pressure.	The movement and arrangement of particles affect the physical properties of matter.	Measure the mass of solids and liquids using a balance scale and SI units. Measure the volume of liquids using appropriate instruments and SI units. Directly compare the density of solid objects that have the same volume. Directly compare the density of liquids. Relate densities of solids, liquids, and gases using the particle model of matter. Compare the compressibility of air and water. Practise safe and appropriate use of materials, tools, and equipment.	  Mixing and Measuring Common Medicines (2 videos)    Moose Butchering and Cutting Series: Dry Meat Smoking and Wood   How Medicines Came to Man    Fall Whitefish Series (2 videos)	Explore different food security and storage methods for mobility, space, and safety.





Knowledge	Understanding	Skills & Procedures	ᑭᓐᓂᓐ Nehiyaw Ways of Knowing	Other Suggestions
LEARNING OUTCOME 5E 1.2 Students investigate and compare how forces affect living things and objects in water and air.				
Buoyant force is an upward force exerted by a fluid that opposes the weight of anything placed in the fluid. When the buoyant force is greater than the weight of an object, the object will float. When the buoyant force is less than the weight of an object, the object will sink. Fluids include liquids and gases.	The relationship between buoyant force and gravity can be used to explain the behaviour of an object in water.	Relate buoyant force and weight to the tendency to float or sink in water. Conduct controlled experiments to determine if various objects and materials float in different fluids. Construct a device that can float. Practise safe and appropriate use of tools, equipment, and materials while constructing a device.	 Winter Fishing: Ice Fishing Series (3 videos)  Trickster and the Ducks	Build a canoe from birch.
GUIDING QUESTION How are energy resources understood?				
LEARNING OUTCOME 5E 2.1 Students investigate and analyze various energy resources.				
Energy resources are renewable or non-renewable. Renewable energy resources are not depleted over time as they can be naturally replenished if handled responsibly. Renewable energy resources include • solar • wind • biomass • geothermal • tidal • water and hydro Non-renewable energy resources are depleted over time because they will not be naturally replenished for thousands or millions of years. [continued]	Humans rely on energy resources to fulfill energy needs.	Compare renewable energy resources with non-renewable energy resources. Discuss advantages and disadvantages of using renewable and non-renewable energy resources. Examine how various provinces and territories throughout Canada fulfill energy needs.	  Fire Teachings  Legend of Solstice   13 Moons Teachings: Focus on water teachings.	



Knowledge	Understanding	Skills & Procedures	ᑭᓐᓂᓐ Nehiyaw Ways of Knowing	Other Suggestions
LEARNING OUTCOME 5E 2.1 Students investigate and analyze various energy resources.				
[continued] Non-renewable energy resources include nuclear and fossil fuels. Alberta relies on both renewable and non-renewable energy resources to fulfill energy needs, including • fossil fuels • water and hydro • wind • biomass			  13 Moons Teachings: Focus on water teachings.	Explore examples such as Métis Crossing and solar farms.
ORGANIZING IDEA Earth System (ES): Understandings of the living world, Earth, and space are deepened by investigating natural systems and their interactions.				
GUIDING QUESTION How can climate and its effects be understood?				
LEARNING OUTCOME 5ES 1.1 Students analyze climate and connect it to weather conditions and agricultural practices.				
Weather is the short-term conditions experienced in a region, including • temperature • wind speed and direction • amount of sunlight • precipitation • humidity • cloud cover Climate is the long-term weather patterns of a region over a period of at least 30 years. Data in maps, tables, or graphs can be used to represent key characteristics of climate, including • temperature • precipitation • humidity • wind [continued]	The study of climates across regions helps identify historical patterns and make predictions.	Distinguish climate from weather. Discuss the characteristics of local, national, and global weather conditions to determine climate. Compare key characteristics of climate zones. Interpret data about climate. Relate factors that contribute to Alberta's climate. Compare Alberta's climate to the climates of other Canadian provinces or territories.	   Orienteering Series: Weather and Climate Indicators  Climate Change and Effects on Hunting and Gathering	Use examples that include: • Adaptations of animals (i.e., rabbits changing colour due to climate) • Hornets building nests on ground for a dry season, nests built in trees or higher if season will be wet



Knowledge	Understanding	Skills & Procedures	ᑭᓐᓂᓐ Nehiyaw Ways of Knowing	Other Suggestions
LEARNING OUTCOME				
5ES 1.1 Students analyze climate and connect it to weather conditions and agricultural practices.				
[continued] Climates are dependent on factors that include • geographical location • landforms • altitude • proximity to bodies of water Climate zones are defined areas with distinct climates and include • tropical • dry • temperate • polar • continental First Nations, Métis, and Inuit can provide long-term observations of climate for local context.				
LEARNING OUTCOME				
5ES 1.2 Students analyze climate and connect it to weather conditions and agricultural practices.				
Tools to measure and track weather conditions include • thermometers • wind vanes • windsocks • anemometers • barometers • rain or snow gauges • hygrometers Websites, weather maps, and weather apps provide access to weather information. [continued]	Weather conditions can be measured accurately using a variety of tools and methods.	Examine tools used to measure and track weather conditions. Construct simple tools to measure weather. Observe and record local weather for a given time interval. Represent local weather data. Construct a sample weather map of a local region for a given time. Explain the importance of weather forecasts. [continued]	  7 Year Cycle	Observe trees for weather changes (i.e., poplar trees turning over leaves when it is going to rain).





Knowledge	Understanding	Skills & Procedures	ᑭᐱᐱᐱᐱ Nehiyaw Ways of Knowing	Other Suggestions
LEARNING OUTCOME 5ES 1.2 Students analyze climate and connect it to weather conditions and agricultural practices.				
[continued] First Nations, Métis, and Inuit communities rely on traditional knowledge, in addition to modern tools and methods, to interpret and predict weather patterns. Methods used to predict weather include • computer modelling • historical data • satellite imaging • First Nations, Métis, and Inuit traditional knowledge		[continued] Investigate methods used to predict the weather. Discuss First Nations, Métis, and Inuit methods of predicting weather.		 “Spirit Gifting: The Concept of Spiritual Exchange” by Elmer Ghostkeeper, 2007.
LEARNING OUTCOME 5ES 1.3 Students analyze climate and connect it to weather conditions and agricultural practices.				
Climate affects various aspects of human activity, including • agriculture • infrastructure • clothing • transportation • recreation Climate affects various aspects of animal activity, including • migration patterns • accessing food • timing of reproduction	Climate affects human and other animal activity.	Explain how climate can affect human and other animal activity.	 7 Year Cycle  Legend of Raven and Water	Make observations about: • Horses running when bad weather is approaching • Seagulls flying inland when a storm is approaching • Little birds hiding in trees and being still

Knowledge	Understanding	Skills & Procedures	ᑭᓐᓂᓐᓂᓐ Nehiyaw Ways of Knowing	Other Suggestions
LEARNING OUTCOME				
5ES 1.4 Students analyze climate and connect it to weather conditions and agricultural practices.				
Climate and weather events may influence agricultural practices by affecting components such as • crop type • crop production • animal population • soil quality • water access Conservation agriculture is a sustainable practice that responds to local climate and weather events. Conservation agriculture practices are adapted to the requirements of plants and animals farmed. Agricultural practices involve monitoring and responding to climate or weather events such as • drought • flooding • fires • windstorms Conservation agriculture practices include • minimizing soil disturbance • maintaining soil cover • using water efficiently • using sustainable harvesting practices Sustainable harvesting practices support the maintenance of stable plant or animal populations over time and include • crop rotation • companion planting • limiting hunting and trapping • considering future harvests	Climate and weather events influence agricultural practices.	Describe how climate may affect plants and animals farmed in Alberta. Discuss conservation agriculture practices and potential uses. Describe local climate and weather events that affect agricultural practices. Explain practices related to sustainable harvesting.	   7 Year Cycle  Legend of Corn	



Knowledge	Understanding	Skills & Procedures	ᑭᓐᓂᓐ Nehiyaw Ways of Knowing	Other Suggestions
LEARNING OUTCOME				
5ES 1.5 Students analyze climate and connect it to weather conditions and agricultural practices.				
Observations of weather conditions and animal behaviour can be used to recognize patterns and cycles, such as seasonal migration.	Intergenerational observations and accounts of place enable individuals and communities to recognize patterns and cycles related to weather and seasons.	Examine how weather conditions and animal behaviour can be used to recognize weather patterns and cycles.	  7 Year Cycle	
ORGANIZING IDEA				
Living Systems (LS): Understandings of the living world, Earth, and space are deepened by investigating natural systems and their interactions.				
GUIDING QUESTION				
How are organisms supported by vital biological processes and systems?				
LEARNING OUTCOME				
5LS 1.1 Students investigate the internal systems of organisms and explain how they support biological processes.				
Vital biological processes in complex organisms are carried out by biological systems that rely on each other. Vital biological processes of complex organisms include • movement • nutrition • respiration • growth • reproduction Humans and many other animals have internal biological systems that include the • digestive system • respiratory system • circulatory system • musculoskeletal system [continued]	Humans are complex organisms with biological systems that carry out vital biological processes.	Relate vital biological processes to a human or other animal's internal biological systems. Examine the function of the human digestive, respiratory, circulatory, and musculoskeletal systems. Identify the digestive, respiratory, circulatory, and musculoskeletal systems of the human body and the major body parts of each system. Investigate the relationships between body systems that are involved in moving oxygen and nutrients throughout the human body.	 Animate and Inanimate (Throughout Environment)    Elk Harvest Series (5 videos)    Moose Harvest Series (Field Harvest – 6 videos; Butchering and Cutting – 9 videos; Fire Preparation – 3 videos; Feast – 3 videos)	Explore rocks, mountains and land as animate.

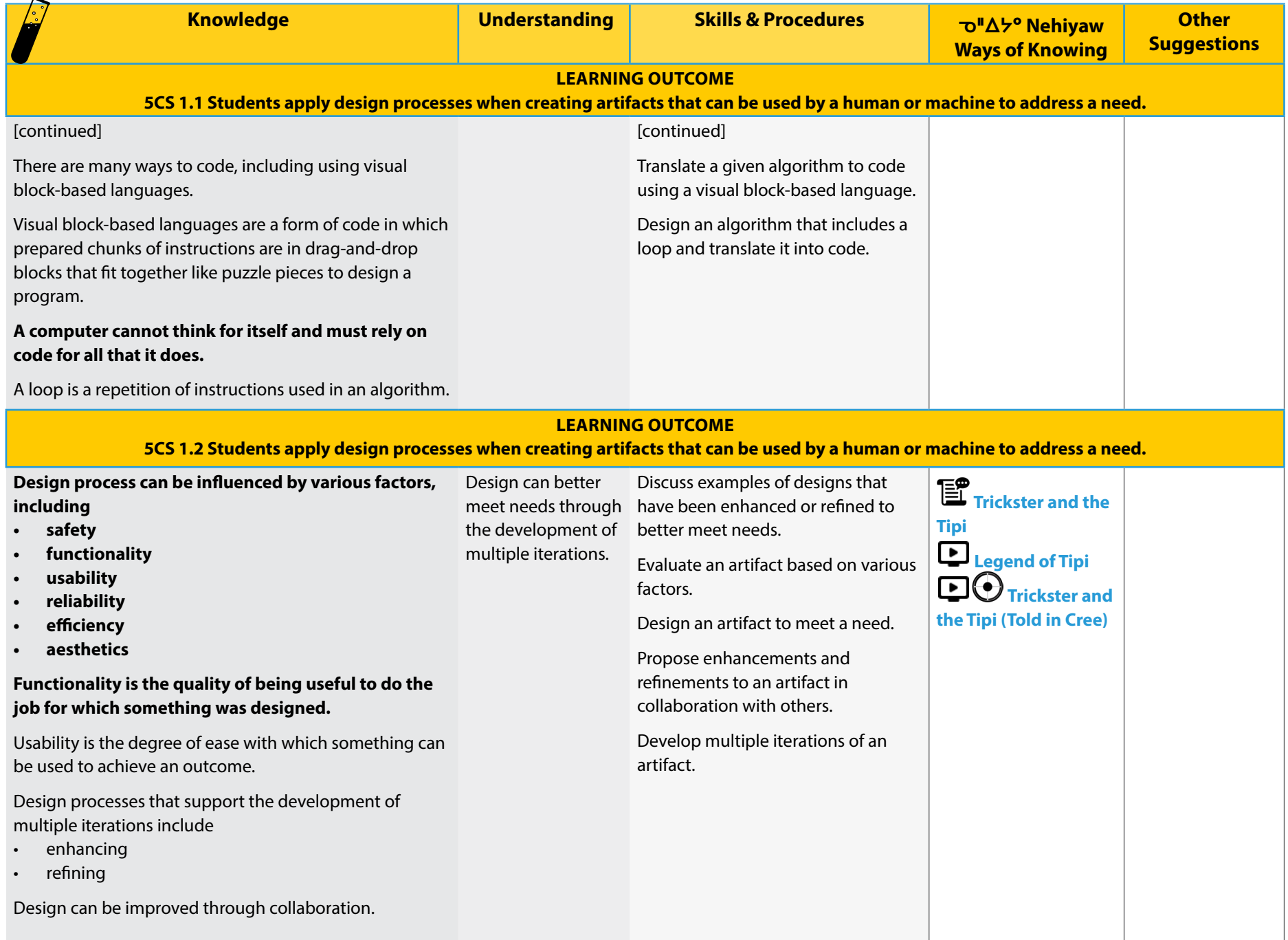


Knowledge	Understanding	Skills & Procedures	ᑭᐱᐃᑦ Nehiyaw Ways of Knowing	Other Suggestions
LEARNING OUTCOME				
5LS 1.1 Students investigate the internal systems of organisms and explain how they support biological processes.				
[continued] The digestive system breaks down food and absorbs nutrients, and includes the mouth, stomach, intestines, liver, and pancreas. The respiratory system exchanges oxygen and carbon dioxide, and includes the trachea, lungs, and diaphragm. The circulatory system moves blood around the body and includes the heart and blood vessels. The musculoskeletal system supports and moves the body, and includes muscles and bones. The digestive, respiratory, and circulatory systems work together to supply oxygen and nutrients to the human body.				
LEARNING OUTCOME				
5LS 1.2 Students investigate the internal systems of organisms and explain how they support biological processes.				
Plant transport systems include xylem and phloem. Xylem and phloem in plants perform similar functions to the circulatory system in animals. Xylem transports water and nutrients from the roots to the rest of the plant. Phloem transports sugars from the leaves to the rest of the plant.	Plants are complex organisms with transport systems that carry out specific functions for survival.	Examine the transport systems of plants and describe their functions.	 Plants and Trees – Animate/Inanimate (animate)    Birch Tree Tapping Series: Tapping Birch Water: Explore the proper way to harvest without killing the tree.    Common Tree Names: Northern Boreal Series (9 videos)	

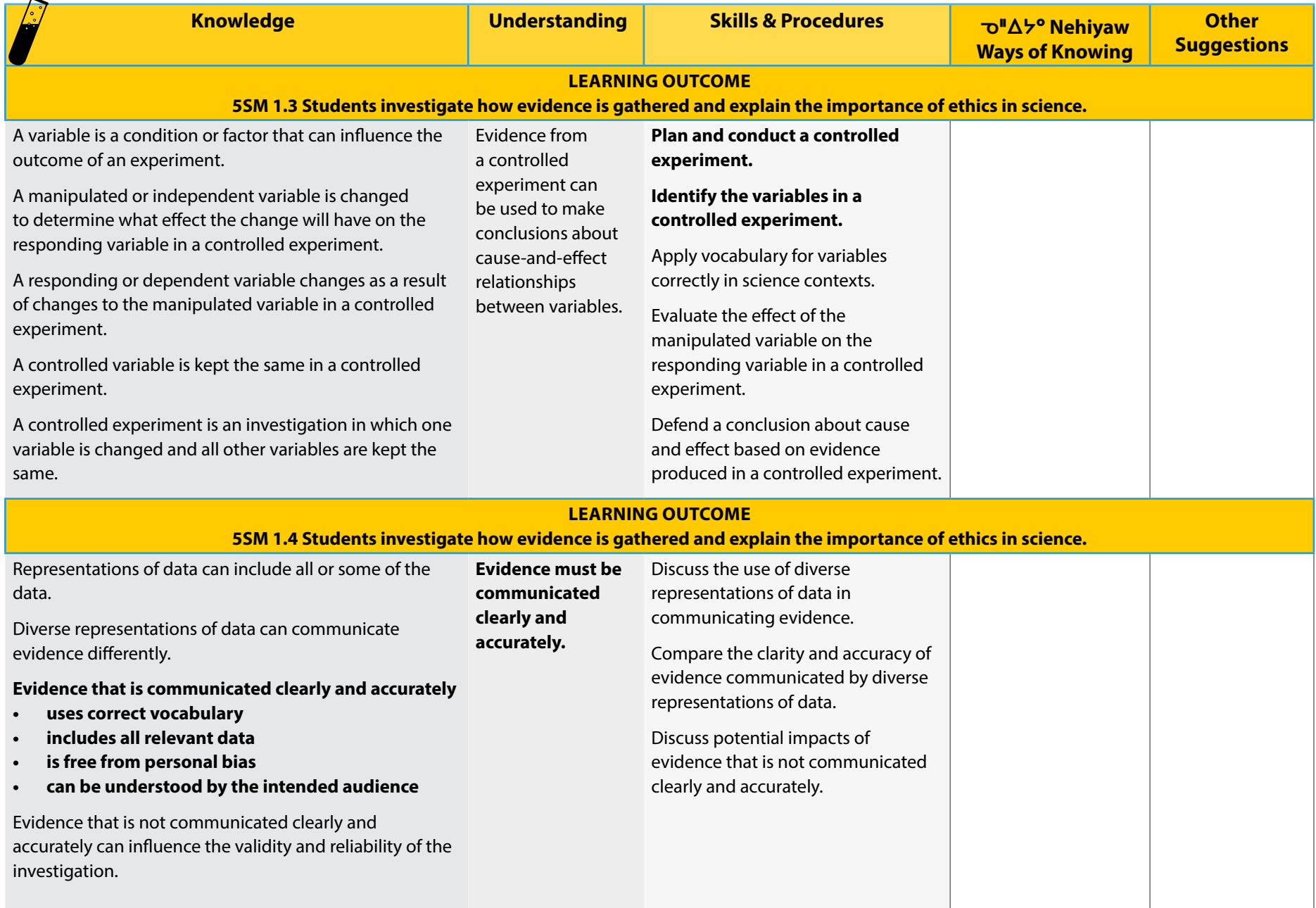


Knowledge	Understanding	Skills & Procedures	ᑭᐱᑦᑭᐱᑦ Nehiyaw Ways of Knowing	Other Suggestions
ORGANIZING IDEA				
Space (S): Understandings of the living world, Earth, and space are deepened by investigating natural systems and their interactions.				
GUIDING QUESTION				
How are astronomical phenomena observed and interpreted?				
LEARNING OUTCOME				
5S 1.1 Students investigate interpretations and understandings of astronomical phenomena.				
Astronomical phenomena are observable events that happen among objects in space. Astronomical phenomena include • seasons • Moon phases • lunar and solar eclipses • equinoxes and solstices • length of day and night • auroras Astronomical phenomena, such as Moon phases, can have predictable patterns and cycles. Seasons are experienced during different times of the year in the northern and southern hemispheres of Earth because these regions are tilted toward the Sun at different times of the year. Longer and shorter days are experienced during different times of the year in the northern and southern hemispheres of Earth because these regions are tilted toward the Sun at different times of the year. In the northern hemisphere, auroras are referred to as the northern lights (aurora borealis). First Nations, Métis, and Inuit ways of living and significant events are connected to many astronomical phenomena, such as the association of seasons to ceremonies. [continued]	Observations and interpretations of astronomical phenomena can inform daily living.	Connect the direction of Earth's tilt in relation to the Sun to the length of day and night in each season. Describe personal observations related to cyclical changes in the Moon's appearance. Discuss observable features of lunar and solar eclipses and auroras. Identify astronomical phenomena that occur cyclically. Explore First Nations, Métis, and Inuit understandings of phases and cycles within astronomical phenomena that inform ways of living and community activities. Explore Inuit, northern First Nations', or Métis' stories related to the midnight sun, the polar night, or the northern lights. [continued]	  Legend of Night and Day   13 Moons   13 Moons Teachings: Focus on common seasonal activities; seasonal round.   Star Stories	  Coyote Science website and TV show  Lessons from the Earth and Beyond: Bringing Indigenous Knowledge Systems into the Classroom

Knowledge	Understanding	Skills & Procedures	ᑭᓐᓂᓐᓂᓐ Nehiyaw Ways of Knowing	Other Suggestions
LEARNING OUTCOME 5S 1.1 Students investigate interpretations and understandings of astronomical phenomena.				
[continued] Astronomical phenomena can be represented in various ways that connect to daily life, including • calendars • cycles • stories and legends • artifacts • models and digital simulations Observations and interpretations of astronomical phenomena can be applied in various contexts, including • planting and harvesting crops • hunting		[continued] Represent astronomical phenomena in a variety of ways. Explore Indigenous representations of astronomical phenomena, past and present. Identify how observation of astronomical phenomena can determine agricultural and hunting practices.		  Coyote Science website and TV show  Lessons from the Earth and Beyond: Bringing Indigenous Knowledge Systems into the Classroom
ORGANIZING IDEA Computer Science (CS): Problem solving and scientific inquiry are developed through the knowledgeable application of creativity, design, and computational thinking.				
GUIDING QUESTION In what ways can design be used to help achieve desired outcomes or purposes?				
LEARNING OUTCOME 5CS 1.1 Students apply design processes when creating artifacts that can be used by a human or machine to address a need.				
A computational artifact is anything created by a human using a computer, such as • computer programs and code • images • audio • video • presentations • web pages Design can be used to create algorithms and translate them into code. Code is any language that can be understood by and run on a computer. [continued]	Design can be used by humans or machines to meet needs.	Engage in the design process to create computational artifacts. Relate a block of code to an outcome or a behaviour. Explain what will happen when single or multiple blocks of code are executed. [continued]		



Knowledge	Understanding	Skills & Procedures	ᑭᓐᓂᓐ Nehiyaw Ways of Knowing	Other Suggestions
ORGANIZING IDEA Scientific Method (SM): Investigation of the physical world is enhanced through the use of scientific methods that attempt to remove human biases and increase objectivity.				
GUIDING QUESTION How does evidence lead to understanding?				
LEARNING OUTCOME 5SM 1.1 Students investigate how evidence is gathered and explain the importance of ethics in science.				
Phenomena are facts or events that can be observed. Some phenomena can be directly observed using the human senses. Phenomena that cannot be directly observed using the human senses can be observed and measured using technologies such as telescopes, microscopes, and X-rays. Natural phenomena occur without human input, such as lightning and auroras.	Investigations can be conducted to better understand phenomena.	Discuss technologies that provide scientists with evidence that cannot be directly observed using the human senses.	 Legend of Death (Northern Lights)	
LEARNING OUTCOME 5SM 1.2 Students investigate how evidence is gathered and explain the importance of ethics in science.				
Bias is any personal thoughts, feelings, or expectations that influence an investigation. Humans are not usually aware of their personal biases.	Evidence is more reliable and valid when investigations are conducted in a way that limits bias.	Identify biases that could influence an investigation.		

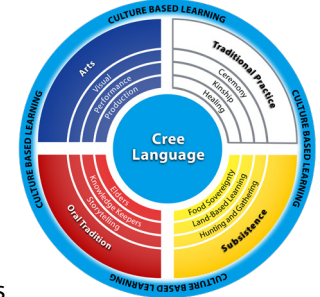




Knowledge	Understanding	Skills & Procedures	ᑭᐱᐃᐅᑦ Nehiyaw Ways of Knowing	Other Suggestions
LEARNING OUTCOME 5 SM 1.5 Students investigate how evidence is gathered and explain the importance of ethics in science.				
Scientific ethics are principles and rules that guide behaviour when conducting scientific investigations. Scientific ethics are demonstrated during investigations in ways such as • not changing data in an experiment • minimizing harm to environments, humans, and other animals • respecting the privacy of participants • limiting personal bias	Evidence needs to be produced, handled, and shared ethically.	Examine the importance of scientific ethics in investigations. Demonstrate scientific ethics during investigations.		

Physical Education and Wellness

NOTE: The *italicized* learning outcomes in the Grade 3-9 physical education and wellness curriculum contain topics related to gender identity, sexual orientation or human sexuality. Where classroom content includes subject-matter that deals primarily and explicitly with gender identity, sexual orientation, or human sexuality, school authorities must notify parents at least 30 calendar days in advance and provide parents the option to opt-in their child, rather than opt-out, for this instruction. This requirement does not apply to other subjects or incidental references to these topics.



Knowledge	Understanding	Skills & Procedures	ᑭᓴᓴᓴ Nehiyaw Ways of Knowing	Other Suggestions
ORGANIZING IDEA				
Active Living (AL): Developing physical literacy through movement and active living supports well-being across a lifespan.				
GUIDING QUESTION				
What is the relationship between motivation and active living?				
LEARNING OUTCOME				
5AL 1.1 Students examine the effect of motivation on physical activity.				
Motivation is the process that supports individuals to take initiative, set goals, and complete tasks. Motivation can be influenced by factors such as - energy levels - available time - sense of enjoyment - peers External motivation can include the benefits or rewards that encourage individuals to engage in physical activity. Internal motivation can include the enjoyment, pleasure, or satisfaction that encourages an individual to engage in physical activity.	Motivation can be internal and external and can change over time. Motivation in physical activity can be enhanced when an individual feels safe, is connected with others, and feels a sense of accomplishment.	Describe internal and external factors that influence motivation to be physically active.	   Videos by Season Series: Most videos in this series share outdoor activities across the seasons (e.g., <i>Birch Tree Tapping</i> in the spring and <i>Harvesting Medicines</i> in the summer and fall) and can be used to meet active living KUSPs.  Powwow and Dance Series (11 videos)	Elders' Memories: <i>In the past, all activities were physical, including recreation, harvesting, hunting, and gathering.</i> Elders' Words: <i>Laughter impacts physical activity in a good way.</i> <i>Gardening is grounding, calmness.</i> <i>Playing games, taking turns, respecting others builds positive relationships and a sense of belonging.</i> [continued]



Knowledge	Understanding	Skills & Procedures	ᑭᐱᑦ Nehiyaw Ways of Knowing	Other Suggestions
LEARNING OUTCOME				
5AL 1.1 Students examine the effect of motivation on physical activity.				
		Describe internal and external factors that influence motivation to be physically active.		[continued] Elders' Memories: <i>We played a lot of tag – running games; walking on logs – balance. Walking in the muskeg/mud; walking through deep snow with and without snowshoes; walking on ice; making trails in the snow; shovelling.</i> <i>Moving through the bush and navigating through this environment took skilled spatial awareness.</i> <i>We made our work into games and competitions: hauling water, firewood, clay, or snow for water, moving; moving from camp to camp and setting up camps.</i>
LEARNING OUTCOME				
5AL 1.2 Students examine the effect of motivation on physical activity.				
Motivation increases the potential for regular physical activity.	Choice in rewarding and engaging physical activity can foster motivation.	Consider why motivation is important to active living.		Elders' Words: <i>Have students imagine the things they can do when they're older if they stay healthy and active, such as hiking in the mountains, scuba diving, skiing, etc.</i>





Knowledge	Understanding	Skills & Procedures	ᑭᐱᑦ Nehiyaw Ways of Knowing	Other Suggestions
LEARNING OUTCOME				
5AL 1.3 Students examine the effect of motivation on physical activity.				
Refinement of skills in adventurous and challenging physical activities can support motivation. Games and activities to support motivation and skill development include • rhythmic • gymnastic • expressive • individual • challenging • adventurous • cultural	Safe engagement in adventurous and challenging physical activities can broaden skills for active living. Refinement of movement skills and motivation are interconnected.	Examine ways adventurous and challenging physical activities introduce and support motivation for skill development. Engage in adventurous and challenging physical activities that support motivation.	 Powwow and Dance Series (11 videos)	Elders' Memories: Everything was a learning experience from hollering at flocks of cranes to make them circle to role playing ceremonies. We used our creative minds by imagining ways to use the environment. <i>I watched Uncle prepare ducks and then we'd copy with little birds and make spring bird stew.</i>
ORGANIZING IDEA				
Movement Skill Development (MSD): Developing physical literacy through movement and active living supports well-being across a lifespan.				
GUIDING QUESTION				
How might tactics support decision making in physical activity contexts?				
LEARNING OUTCOME				
5MSD 1.1 Students analyze and apply strategies and tactics that support improved decision making in physical activities.				
Personal and group strengths can be considered when developing strategies and tactics, such as • specific movement skills • communication • prior experience • knowledge of game play	Strategies and tactics take into consideration personal strengths and the strengths of others.	Adjust strategies and tactics based on the strengths of participants in various physical activities and games.	  Many games listed in the Instructional Supports - Resources (Games Section) resource on the Indigenous Culture Based Learning website can be used to meet several movement KUSPs.	



Knowledge	Understanding	Skills & Procedures	ᑭᐱᑦ Nehiyaw Ways of Knowing	Other Suggestions
LEARNING OUTCOME				
5MSD 1.2 Students analyze and apply strategies and tactics that support improved decision making in physical activities.				
Strategies and tactics include - reducing open spaces by working with others - creating space for teammates - varying rhythm and intensity of movement	Creative thinking is required to generate strategies and tactics.	Choreograph creative strategies and tactics.		
LEARNING OUTCOME				
5MSD 1.3 Students analyze and apply strategies and tactics that support improved decision making in physical activities.				
Strategies and tactics include skill execution and anticipation, such as - modifying movement skills based on the task - selecting the best option based on opposition's position - positioning to create advantage	Strategies and tactics involve making decisions with limited time and space.	Demonstrate decision making through the application of strategies and tactics. Reflect on the outcomes of strategic and tactical decisions.		
LEARNING OUTCOME				
5MSD 1.4 Students analyze and apply strategies and tactics that support improved decision making in physical activities.				
Physical activity and game structures include - rules - positions - boundaries - safety considerations - objective of game	Tactics require an understanding of how games and physical activities are structured.	Assess the effectiveness of tactics in a variety of physical activity and game structures. Recognize how changes in rules influence the tactics being used.		Elders' Words: <i>Learn about and play games such as pakesewin – hand games. Hand games came from the Dene and was called oodzi.</i> <i>Explore Inuit games like Owl Hop, Seal Crawl, and Sledge Jump.</i> Elders' Memories: <i>I remember a wooden bowl game (mistikwiayakan).</i> <i>Moose hoof game (spurs) – cut and dry, attach a strong and long stick, throw hoof up and catch it on the end of the stick.</i> [continued]





Knowledge

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LEARNING OUTCOME

5MSD 1.4 Students analyze and apply strategies and tactics that support improved decision making in physical activities.

Assess the effectiveness of tactics in a variety of physical activity and game structures.

[continued]

Elders' Memories: *I remember skipping with a rope, playing hopscotch, marbles, and kick the can.*

Elders' Words: *Try some of the games mentioned earlier with rules such as the bowl game and handgames.*

Winter games, drumming, tea dance; singing to encourage each other.

Respect was shown by not laughing at others.

GUIDING QUESTION

How can diverse movement patterns contribute to success across physical activities?

LEARNING OUTCOME

5MSD 2.1 Students demonstrate and adapt various movement patterns to enhance skill development.

Movement patterns can include locomotor, non-locomotor, and object manipulation.

Movement patterns are combinations of movement skills.

Patterns can be a planned set of movements that support success across a variety of physical activities.

Combine movement skills to perform movement patterns in a variety of physical activities.



Knowledge	Understanding	Skills & Procedures	ᑭᐱᐱᐱ Nehiyaw Ways of Knowing	Other Suggestions
LEARNING OUTCOME				
5MSD 2.2 Students demonstrate and adapt various movement patterns to enhance skill development.				
Patterns are sequences of movements. Movement can occur in two-part sequences, such as • run and catch • run and throw • toss and hit Movement can occur in three-part sequences, such as • run, turn, and catch • walk, turn, and throw • hop, skip, and jump Feedback can be used to improve movement patterns when performing movement skills.	Movement patterns can be expanded to include new and novel physical activity skills.	Perform movement patterns using various types of equipment, individually and with others. Consider sequencing and repetition of movement patterns when engaging in locomotor, non-locomotor, and object-manipulation activities. Adapt movement patterns based on feedback.		
LEARNING OUTCOME				
5MSD 2.3 Students demonstrate and adapt various movement patterns to enhance skill development.				
Movement patterns can be improved by adapting elements of movement, such as • sending and receiving while changing direction and speed • throwing objects at different levels • adjusting speed or changing direction to avoid individuals or objects Patterns and elements of movement are featured prominently in rhythmic and expressive activities, including dance.	Patterns can be improved by adjusting elements of movement.	Adapt elements of movement to enhance movement patterns. Identify patterns and elements of movement that are visible in rhythmic and expressive activities.	  Archery Series (3 videos)  Powwow and Dance Series (11 videos)	





Knowledge

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GUIDING QUESTION

What is the relationship between collaboration and physical activity?

LEARNING OUTCOME

5MSD 3.1 Students demonstrate how collaboration influences physical activity.

Collaboration is working with others to achieve a common goal, including exchanging ideas and sharing responsibilities.

Collaboration during physical activity involves

- identifying goals
- planning strategy
- exchanging ideas
- making and implementing decisions

Teamwork requires collaboration to create and enhance strategies.

Practise collaboration during physical activity.



**Kinship and
Community**

LEARNING OUTCOME

5MSD 3.2 Students demonstrate how collaboration influences physical activity.

Consideration of team members' perspectives can support decision making and the achievement of goals.

Teamwork acknowledges the perspectives of all members.

Demonstrate respect for the contributions and perspectives of others when working together to make decisions or achieve team goals.

Elders' Words: *Try some of the games mentioned earlier with rules such as the bowl game and handgames.*

Winter games, drumming, tea dance; singing to encourage each other.

Respect was shown by not laughing at others.



Knowledge	Understanding	Skills & Procedures	ᑭᐱᐱᐱ Nehiyaw Ways of Knowing	Other Suggestions
ORGANIZING IDEA				
Character Development (CD): Exploration of life opportunities and virtues develops resilience and personal talents and promotes lifelong learning.				
GUIDING QUESTION				
How can a variety of life experiences influence resilience and perseverance?				
LEARNING OUTCOME				
5CD 1.1 Students reflect and relate life experiences to perseverance and well-being.				
Life experiences can inform • strengths • preferences • beliefs • attitudes • decision making • virtues	Life experiences can influence understanding of events or situations and responses to them.	Examine how life experiences can shape understanding over time.	Tipi Teachings Series: Each pole teaches us a different aspect of character and life and can be used to support character development KUSPs. Trickster Stories: Select from and use these stories and legends to support character development KUSPs.	
LEARNING OUTCOME				
5CD 1.2 Students reflect and relate life experiences to perseverance and well-being.				
Life experiences are the effects or influences of an event or a subject on an individual.	Events or situations provide opportunities for gaining life experiences.	Identify life experiences that have influenced thinking or behaviour.		
LEARNING OUTCOME				
5CD 1.3 Students reflect and relate life experiences to perseverance and well-being.				
Life experiences can result in: • acquisition of knowledge or skills • development of personal strengths and potential • application of learning to produce favourable outcomes	Life experiences can expose individuals to challenges and learning opportunities.	Reflect on personal learning and development in a variety of experiences.	Tipi Teachings Series	





Knowledge	Understanding	Skills & Procedures	ᑭᑭᑭᑭ Nehiyaw Ways of Knowing	Other Suggestions
LEARNING OUTCOME				
5CD 1.4 Students reflect and relate life experiences to perseverance and well-being.				
Volunteering provides individuals with opportunities to make meaningful contributions to the community.	Every individual has the ability and potential to contribute to their community in different ways.	Connect personal knowledge and skills to opportunities for volunteering in the community.	 Kinship and Community	
LEARNING OUTCOME				
5CD 1.5 Students reflect and relate life experiences to perseverance and well-being.				
Perseverance can be demonstrated by individuals, groups, or communities.	Perseverance can lead to positive feelings when achieving personal or community goals.	Connect perseverance to improvements in individual or community circumstances.		
LEARNING OUTCOME				
5CD 1.6 Students reflect and relate life experiences to perseverance and well-being.				
Perseverance can be supported by protective factors, such as • parents • families and kin • caregivers • guardians • teachers • spiritual leaders • Knowledge Keepers • Elders • friends and social groups • community • coaches • first responders	Perseverance can be supported by protective factors within the community.	Identify protective factors that can support perseverance.	 The Legend of Muskrat	Elders' Memories: <i>We were taught to know what we could control and what we couldn't. Kiyam - let it be, let it go, it's okay.</i>



Knowledge	Understanding	Skills & Procedures	ᑭᐱᐅᐅ Nehiyaw Ways of Knowing	Other Suggestions
LEARNING OUTCOME				
5CD 1.7 Students reflect and relate life experiences to perseverance and well-being.				
Effects of perseverance on well-being can be • positive mental health • increased confidence • belief in one's abilities to achieve specific goals • sense of accomplishment • lifelong learning	Perseverance can shape well-being over time.	Describe the effects of perseverance on well-being.		
ORGANIZING IDEA				
Safety (S): A lifetime of optimal well-being is supported by prioritizing health and safety.				
GUIDING QUESTION				
How can responsibility lead to a desired outcome?				
LEARNING OUTCOME				
5S 1.1 Students analyze responsibility and consider the impact on well-being.				
Responsibility is being accountable for actions and decisions and accepting the results or consequences. Responsibility includes clearly requesting, obtaining, giving, or refusing consent. Responsibility includes respecting the acceptance or refusal of consent from another. Decisions related to substance use can be influenced by a variety of factors, such as • media • peer influence • marketing	Personal actions and decisions can affect physical, social-emotional, and financial well-being.	Reflect on how the results or consequences of personal actions and decisions can affect the well-being of self and others. Examine the impacts of a variety of factors on personal actions and decisions.	 Tipi Teachings Series: Videos in this series can be used to support safety KUSPs.	



Knowledge

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LEARNING OUTCOME

5S 1.2 Students analyze responsibility and consider the impact on well-being.

Responsibility can be developed by taking on leadership roles to promote safety of self and others.

Personal roles and responsibilities include promoting the safety of self and others.

Describe situations where responsible leadership supports the safety and well-being of self and others.



Legend of Wolverine



Elders Voices: Husbands and Wives

LEARNING OUTCOME

5S 1.3 Students analyze responsibility and consider the impact on well-being.

Safety of self and others can be enhanced through community programs, such as first aid training, and supports, including health professionals.

Responsibility to ensure the safety of self and others includes following

- laws
- rules
- practices
- protocols
- digital citizenship (responsible conduct and safety)

Responsibility includes ensuring the safety of self and others.

Identify laws, rules, practices, and protocols that support safety and well-being in a variety of contexts.

Practise digital citizenship by being considerate of others.



Sharing and Talking Circles

Elders' Words: Planning according to seasons was critical to safety, survival, and stewardship.



Knowledge	Understanding	Skills & Procedures	ᑭᐱᐱᐱ Nehiyaw Ways of Knowing	Other Suggestions
ORGANIZING IDEA				
Healthy Eating (HE): A lifetime of optimal well-being and physical wellness is supported by prioritizing nutrition and healthy eating.				
GUIDING QUESTION				
To what extent does nutrition contribute to health and well-being?				
LEARNING OUTCOME				
5HE 1.1 Students evaluate aspects of nutrition and examine their benefits to well-being.				
Nutrition and hydration can affect • learning • concentration • activity • behaviour In First Nations, Métis, and Inuit communities, nutrition can contribute to holistic, medicinal, or healing practices that enhance physical and emotional well-being.	Nutrition is essential to good health, disease prevention, and longevity of life.	Describe how nutrition can affect physical and mental health and well-being.	 Harvesting Medicines Series (15 videos)  Tipi Teachings Series: Videos in this series teach about self-care and love before all else.	
LEARNING OUTCOME				
5HE 1.2 Students evaluate aspects of nutrition and examine their benefits to well-being.				
Nutrition and hydration can affect body systems, including • cardiovascular • digestive • musculoskeletal • reproductive	Nutrition provides energy and nourishment to the body and supports body systems.	Research the effects of nutrition and hydration on body systems.		
LEARNING OUTCOME				
5HE 1.3 Students evaluate aspects of nutrition and examine their benefits to well-being.				
Social and cultural experiences influence decisions related to food choices. First Nations, Métis, and Inuit cultural knowledge about food choices are tied to the land.	Nutritional sources and traditional and cultural practices are connected. First Nations, Métis, and Inuit gatherings, ceremonies, practices, and protocols can influence nutritional choices.	Discuss sources of nutrition from various cultures and traditions.	 Harvesting Medicines Series (15 videos)  Moose Harvest: Feast Series (3 videos)	Elders' Memories: The majority of our food was harvested so the sources were known - harvesting meat, berries, medicines.





Knowledge	Understanding	Skills & Procedures	ᑭᐱᐱᐱᐱ Nehiyaw Ways of Knowing	Other Suggestions
LEARNING OUTCOME				
5HE 1.4 Students evaluate aspects of nutrition and examine their benefits to well-being.				
Nutritional requirements change at various developmental ages. Nutritional choices can be affected by individual eating cues, including hunger, appetite, and satiety.	Nutrition and hydration may need to be adjusted in response to various factors.	Investigate how various personal factors can influence nutrition and hydration requirements.		
LEARNING OUTCOME				
5HE 1.5 Students evaluate aspects of nutrition and examine their benefits to well-being.				
Eating a variety of foods provides a balanced range of nutrients. Food portion sizes and number of servings can inform balanced nutritional choices.	Nutrition can be improved through the planning and preparation of balanced meals and snacks.	Assess the nutritional value of a variety of snacks and meals.		
ORGANIZING IDEA				
Healthy Relationships (HR): Personal well-being is supported through positive relationships built on communication, collaboration, empathy, and respect.				
GUIDING QUESTION				
How might healthy relationships support understanding in various social contexts?				
LEARNING OUTCOME				
5HR 1.1 Students acknowledge and connect perspectives of self and others through communication and listening skills.				
Perspectives can support collaboration through shared interpretations, understandings, and findings. Perspectives can be influenced by • virtues • peers • media • experiences • family • kinship ties	Perspectives include how we perceive, understand, and feel in various social or physical activity contexts. Perspectives can be individual or shared.	Describe how experiences can affect individual or group perspectives. Identify personal and environmental factors that influence perspectives.	Elk Harvest Series (5 videos) Moose Harvest Series (Field Harvest – 6 videos; Butchering and Cutting – 9 videos; Fire Preparation – 3 videos; Feast – 3 videos) Canning and Preserving Series: Canning Berries	



Knowledge	Understanding	Skills & Procedures	ᑭᐱᐱᐱ Nehiyaw Ways of Knowing	Other Suggestions
LEARNING OUTCOME				
5HR 1.2 Students acknowledge and connect perspectives of self and others through communication and listening skills.				
Effective listening and communication skills include • listening for understanding • asking clarifying questions • paraphrasing or restating statements • recognizing non-verbal cues • considering the audience • considering point of view • having respectful interactions	Perspectives can be shaped or shared through effective listening and communication skills.	Describe how listening and communication skills can support understanding of individual and group perspectives. Identify ways to reach shared understandings when perspectives or opinions within a group are different. Demonstrate respectful communication skills when working with others on tasks or challenges.		
ORGANIZING IDEA				
Growth and Development (GD): Decision making that optimizes personal health and well-being is informed by understanding growth and development.				
GUIDING QUESTION				
How are maturation, growth, and development interconnected?				
LEARNING OUTCOME				
5GD 1.1 Students investigate maturation and identify changes during adolescence.				
Changes in the brain associated with maturation include • greater efficiency and effectiveness • increased connectivity among brain regions • changes in the frontal lobe, pre-frontal cortex, and executive function	Maturation occurs from birth and is significant during adolescence. Maturation can result in changes in the brain.	Describe the impact maturation has on the brain.	 Tipi Teachings Series: Each pole teaches us a different aspect of character and life and can be used to support growth and development KUSPs.	



Knowledge	Understanding	Skills & Procedures	ᑭᐱᐱᐱᐱ Nehiyaw Ways of Knowing	Other Suggestions
LEARNING OUTCOME				
5GD 1.2 Students investigate maturation and identify changes during adolescence.				
Maturation is a process that is different for every individual. Maturation can result in uneven bone and muscle development. Maturation can result in changes in coordination when practising skills and activities. Physical changes can include bones growing faster than muscle during maturation in adolescence. Individuals can experience behavioural changes, such as • setting personal goals • seeking independence • prioritizing consideration of others • having increased capacity for responsibility Individuals can experience cognitive changes, such as • ability to retain, process, and organize larger amounts of information • enhanced critical-thinking, reasoning, and decision-making skills • thoughts and feelings about self-image	Maturation involves an awareness of the interconnectedness of physical, cognitive, and behavioural changes. The way individuals think of themselves, and describe themselves to others, is unique and should be respected. Maturation results in changes in the body that can occur at different rates. Intellectual development can enable individuals to think, reason, and organize ideas and thoughts to make informed decisions.	Identify and describe physical, cognitive, and behavioural changes that occur during adolescence. Describe changes related to intellectual development.		Elders' Words: Traditionally, these teachings were passed on by the grandparents to help young ones prepare for the futures as young men and women. Teach the young ones how to approach Elders and others in their community. This is an age where they are going through a lot and need to learn to reach out to others who can help.



Knowledge	Understanding	Skills & Procedures	ᑭᐱᐅᑦ Nehiyaw Ways of Knowing	Other Suggestions
GUIDING QUESTION				
<i>In what ways can puberty and the capacity for human reproduction reflect change?</i>				
LEARNING OUTCOME				
5GD 2.1 Students connect puberty to the capacity for human reproduction.				
Each part of the human reproductive system serves a specific function. The human reproductive system and other body systems are interconnected. Human reproduction occurs when a sperm cell and an egg cell join together (fertilization) and implant in the uterus (implantation).	Well-being is supported through knowledge and awareness of human reproduction. Human reproduction includes a sequence of biological processes.	Identify the components of the human reproductive system. Describe the functions of the components of the human reproductive system.		
LEARNING OUTCOME				
5GD 2.2 Students connect puberty to the capacity for human reproduction.				
Changes in puberty include • change in functioning of the testicles and ovaries • maturation of the reproductive organs • appearance of secondary sex characteristics • production of hormones	Puberty signals changes in a person's reproductive capability.	Describe how physical changes during puberty affect reproductive capability.		
LEARNING OUTCOME				
5GD 2.3 Students connect puberty to the capacity for human reproduction.				
Menstruation is the monthly cycle that prepares the body for a possible pregnancy. The female reproductive system includes ovaries that contain egg cells. Ovulation occurs when an egg releases from an ovary. Hormonal changes regulate the menstrual cycle and ovulation. [continued]	Puberty is often associated with the processes of menstruation and sperm production.	Describe the processes of menstruation and sperm production.		





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LEARNING OUTCOME

5GD 2.3 Students connect puberty to the capacity for human reproduction.

[continued]

The egg travels to the uterus and is released with the lining of the uterus if unfertilized.

Fertilization is more likely to occur at a specific point in the menstrual cycle.

The male reproductive system includes testicles that produce sperm.

Sperm travels through the vas deferens and is combined with other fluid to produce semen.

LEARNING OUTCOME

5GD 2.4 Students connect puberty to the capacity for human reproduction.

Positive health practices during puberty include

- engaging in physical activity
- eating nutritious foods
- reducing stress

Positive health practices during puberty support a healthy reproductive system.

Identify positive health practices during puberty.



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ORGANIZING IDEA

Financial Literacy (FL): Informed financial decision making contributes to the well-being of individuals, groups, and communities.

GUIDING QUESTION

In what ways can financial goals be supported?

LEARNING OUTCOME

5FL 1.1 Students demonstrate how planning can support financial goals.

A budget is a plan that supports an individual when making decisions on how to earn, spend, save, invest, and donate over a period.

A budget consists of money currently on hand (assets), money expected to be earned (income), and money planned on spending (expenses).

A budget can be divided into needs and wants.

Budgets can be used for a variety of situations, such as

- personal
- household
- business
- an event or activity

Budgets may need to be adjusted due to unforeseen circumstances.

Short-term financial goals can be immediate and can support attainment of long-term goals.

Long-term financial goals can take several years to achieve, involve more money, and require commitment.

Budgeting is important to responsible financial decision making and can support achieving short-term and long-term financial goals.

Develop a simple budget for an activity or event. Examine the components of a budget. Create a savings plan for short-term and long-term goals.

Elders' Memories: *In the old days we made sure we had enough for the winter; we paid attention to the land the animals to see what kind of winter it would be. Today, we make sure we have enough money.*

A long time ago, stamps could be used for basics such as milk and flour. We could barter if we ran out of stamps. People had specializations that allowed them to barter, such as sewing, beading, chopping wood, etc.





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LEARNING OUTCOME

5FL 1.2 Students demonstrate how planning can support financial goals.

A consumer is an individual who purchases goods and services.

Factors that can influence consumer choice include

- marketing
- advertising
- media
- availability
- trends
- price

When purchasing goods and services, individuals have the ability to make choices.

Examine factors that influence consumer choice.