

GRADE SIX



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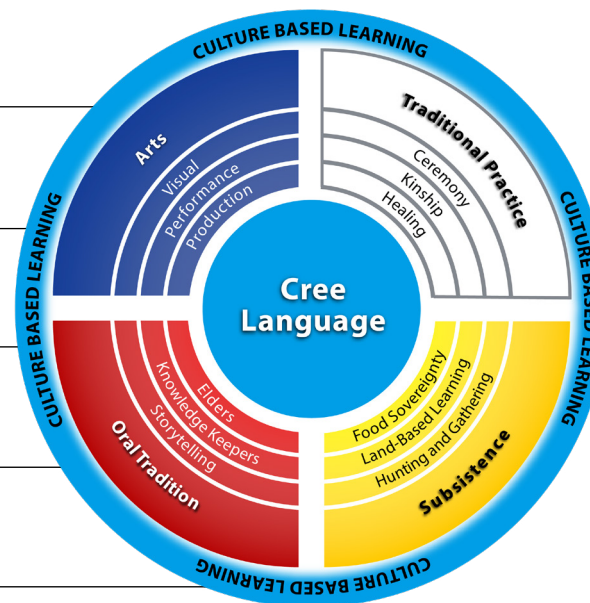
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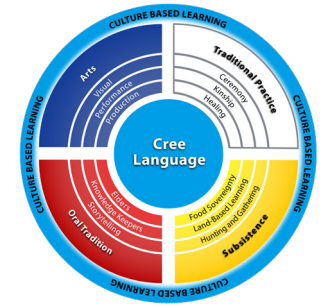
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English Language Arts & Literature



Knowledge	Understanding	Skills & Procedures	ᑭᓐᓂᓐᓂᓐ 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 form and structure improve understanding of content?				
LEARNING OUTCOME 6TFS 1.1 Students analyze how text form and structure clarify information and support connecting with self, others, and the world.				
Texts can have more than one purpose and may have one that stands out. Reading a variety of texts for enjoyment can support academic development. Literary texts can be categorized by genre, including fiction and non-fiction. Literary text forms can be digital or non-digital and include • articles • speeches • hybrids Narrative texts can be fiction or non-fiction and can be structured in a variety of ways to create effect.	Text Forms & Structures: 6T1.1 Text genres, forms, and structures can enhance and influence the enjoyment and communication of ideas and information.	Analyze the purpose of a variety of digital or non-digital texts. Categorize a variety of texts according to genre. Examine the form and structure of a variety of literary texts. Make connections between texts read for enjoyment and academic development.	 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  Native American Legends Organized by Theme  Refer to Indigenous Book/Story Lists in References on the Instructional Supports webpage.



Knowledge	Understanding	Skills & Procedures	ᑭᐱᐱᐱᐱ Nehiyaw Ways of Knowing	Other Suggestions
LEARNING OUTCOME 6TFS 1.2 Students analyze how text form and structure clarify information and support connecting with self, others, and the world.				
Text features can be digital or non-digital and can • organize and present important content • enhance comprehension of content • expand vocabulary	Text features are used to navigate, enhance, or create complex information in an efficient manner.	Examine a variety of text features that organize content, identify important information, and enhance understandings of texts. Include a variety of text features to help organize content, identify important information, and enhance personal expression.		
LEARNING OUTCOME 6TFS 1.3 Students analyze how text form and structure clarify information and support connecting with self, others, and the world.				
Fiction sub-genres include traditional literature and comedy. Comedic text is amusing in tone and often has a cheerful ending. Fictional texts can have a variety of structures, including a story within a story. Elements of fiction include conflict, which is a struggle between individuals, groups, or forces that prevents the protagonist from achieving a goal. Types of characters include • stock • protagonist • antagonist A stock character is a stereotypical figure who is recognized from familiar literature and traditions. A protagonist is the main character at the centre of a story who makes decisions, deals with consequences, and faces obstacles. An antagonist is an opponent of or force acting against the protagonist and often gets in the protagonist's way or creates challenges.	Engaging with fictional texts can develop empathy and inspire creativity.	Examine mentor texts to deepen understandings of fiction sub-genres. Examine a variety of fictional text structures, including a story within a story. Examine elements within a variety of fictional texts, including conflict. Examine characters based on what they say, think, or do or what others say and think about them. Describe the protagonist and antagonist in a variety of fictional texts.	 Legend of Mosquito  The Rolling Head: Find examples of factual geography.	

 Knowledge	Understanding	Skills & Procedures	ᑭᑦᑲᑦᑲᑦ Nehiyaw Ways of Knowing	Other Suggestions
LEARNING OUTCOME 6TFS 1.4 Students analyze how text form and structure clarify information and support connecting with self, others, and the world.				
Non-fiction texts include speeches. Non-fiction texts can have a variety of structures, including problem and solution. The content and source of information should be analyzed for factual accuracy.	Non-fiction texts have structures that support factual information that can be analyzed for accuracy.	Investigate ways that non-fiction texts can be organized to enhance the presentation of factual information. Provide personal opinions regarding the structure, content, or source of information expressed in non-fiction texts. Confirm the accuracy of information presented in non-fiction texts.		Feature speeches given by Indigenous leaders such as Harry Daniels.
LEARNING OUTCOME 6TFS 1.5 Students analyze how text form and structure clarify information and support connecting with self, others, and the world.				
Poetic structures include ballads, poems, or songs narrating stories in short stanzas.	Poetry can be explored to build a foundation of cultural knowledge and a sense of historical continuity.	Listen to, recite, or sing poetry. Analyze figurative language that can develop empathy and inspire creativity. Investigate poetic structures that contribute to creative expression of ideas, including ballads. Experiment with creating poetry of various structures.	 Song and Drum	Explore examples such as the work of Billy Ray Belcourt from Driftpile Cree Nation; poetry by Louise Halfe. Explore Métis furtrader, Pierre Falcon's lyrics; and poets such as Gregory Scofield, Rita Bouvier, Marilyn Dumont.
LEARNING OUTCOME 6TFS 1.6 Students analyze how text form and structure clarify information and support connecting with self, others, and the world.				
Forms of drama include comedy and tragedy. A comedy is a humorous story with a happy ending. A tragedy is a serious story with an unhappy ending.	Forms of drama can influence the outcome of the story being represented.	Listen to, read, or view dramatic works, including comedy and tragedy. Examine narrative structures in dramatic works.	 Trickster Stories (comedy)  The Legend of Muskrat (tragedy)	



Knowledge	Understanding	Skills & Procedures	ᑭᓴᓴᓴ Nehiyaw Ways of Knowing	Other Suggestions
LEARNING OUTCOME 6TFS 1.7 Students analyze how text form and structure clarify information and support connecting with self, others, and the world.				
Human-made structures of land convey meaning, such as • First Nations pictographs • First Nations petroglyphs • Inuit inuksuit • Métis lobstersticks • Coastal First Nations totem poles • Pyramids (Egyptian and Mesoamerican) • Stonehenge • Neolithic burial mounds • Cave paintings at Lascaux and Chauvet • Mesopotamian dams and dikes Land is a text that can be read for multiple meanings and understandings.	Land literacy can be enhanced through examining human-made structures of land.	Describe how meaning is conveyed through human-made structures of land by First Nations, Métis, or Inuit and peoples from other parts of the world.	 The Rolling Head: Identify Canadian landforms.	Land literacy: Investigate modern Indigenous architects and their design, such as Douglas Cardinal. Land as text: Land structures that include rock images in Jasper; Big Chief Mountain sacred site on the Montana/Alberta border; Three Sisters Mountain (how the outlines of rocks create images that tell a story). Identify meanings conveyed from land (e.g., spiritual guidance, values, messages and teachings, historical knowledge, community stories, language and beliefs, ancestral respects and interconnections, continuity, and longevity of the people).

Knowledge	Understanding	Skills & Procedures	ᑭᓴᓴᓴ Nehiyaw Ways of Knowing	Other Suggestions
 ORGANIZING IDEA Oral Language (OL): Listening and speaking form the foundation for literacy development and improve communication, collaboration, and respectful mutual understanding.				
GUIDING QUESTION What relationships can be made between skillful oration and communication content, style, and delivery?				
LEARNING OUTCOME 6OL 1.1 Students connect the quality and efficacy of oral communication to oral language skills.				
Oral communication can be enhanced through use of protocols that support respectful relationships. First Nations, Métis, and Inuit communication processes and protocols can preserve shared knowledge and include practices such as - ongoing conversations - sharing circles - respectfully acknowledging all voices - waiting to take turns - active listening - focusing on the idea rather than on who gave the idea - ending with consensus	Oral traditions can enhance relationships and preserve shared knowledge.	Reflect on how oral communication processes or protocols can enhance the quality of personal relationships. Examine communication processes and protocols that contribute to the transmission or preservation of knowledge.	 Storytelling Protocols  Sharing and Talking Circles  Conflicting Accounts – Frog Lake Massacre	
LEARNING OUTCOME 6OL 1.2 Students connect the quality and efficacy of oral communication to oral language skills.				
Effective oral communication is supported by combining verbal, non-verbal, and paraverbal language. Styles of speaking can be selected, adapted, or changed depending on the situation or desired effect. Styles of speaking include - formal - informal - colloquial - slang	Oral communication style and delivery can be influenced by the connections between verbal, non-verbal, and paraverbal language.	Analyze the effectiveness of verbal, non-verbal, and paraverbal language used in oral communications. Select a speaking style to fit a text or situation.		



Knowledge	Understanding	Skills & Procedures	ᑭᐱᐱᐱᐱ Nehiyaw Ways of Knowing	Other Suggestions
LEARNING OUTCOME				
6OL 1.3 Students connect the quality and efficacy of oral communication to oral language skills.				
Organization and preparation for presentations can support confidence. Selection of digital or non-digital tools or formats can enhance presentation delivery and capture the interest and attention of the audience.	Oral communication content, style, and delivery can be adjusted to share ideas and information for specific purposes and audiences.	Develop and deliver presentations for specific purposes and audiences. Adjust presentations based on audience background, motivation, or interests. Reflect on the preparation, content, and delivery of oral communication and consider opportunities for improvement.		
LEARNING OUTCOME				
6OL 1.4 Students connect the quality and efficacy of oral communication to oral language skills.				
Collaborative dialogue can empower individuals or groups to • voice ideas • express understandings • consider a variety of perspectives • examine new ways of thinking Collaborative dialogue can be used as a process to solve problems and generate innovative ideas. Collaborative dialogue can increase individual or group confidence through the development of trust and the building of relationships. Respectful language and humour can advance collaborative dialogue.	Collaborative dialogue can be used to expand ideas and deepen understandings of self, others, and the world.	Offer relevant information and logical reasoning to enhance collaborative dialogue. Consider varied perspectives or opinions when collaborating. Reflect on and share new, expanded, or adjusted learnings resulting from collaborative dialogue.		Collaboration: Make connections to Elders' teachings (e.g., do not interrupt, no side talking, thank the speaker, use humor to get attention) Visit a band/ settlement/city meeting and discuss how collaboration occurs in meetings when making a change in the community.

 Knowledge	Understanding	Skills & Procedures	ᑭᐱᐱᐱ Nehiyaw Ways of Knowing	Other Suggestions
LEARNING OUTCOME 6OL 1.5 Students connect the quality and efficacy of oral communication to oral language skills.				
An oration is a formal speech that can be given on a special occasion by an orator. The art of effective speaking (rhetoric) can be used to • share information or understandings • influence change • persuade Skilled orators are able to combine the musicality and rhythmicity of the spoken word to enhance the power of their messages. Elements of public speaking include • invention • arrangement • style • memory • delivery	Skillful oration can be examined to provide inspiration for effective speaking.	Describe how effective speaking can impact daily life. Examine speeches for their ability to persuade and engage an audience. Apply elements of public speaking for planning and delivering a speech.		Create an initiative to promote a Cree/ Indigenous value/ belief that will make the school better and present it to the class or school leadership. Plan public speaking experiences with younger students to promote the initiative. Oration: explore ways to speak on behalf of those who need support (e.g., Orange Shirt Day presentation; MMIWG/Red Dress Day).  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.

Knowledge	Understanding	Skills & Procedures	ᑭᓐᓂᓐ Nehiyaw Ways of Knowing	Other Suggestions
ORGANIZING IDEA Vocabulary (V): Communication and comprehension are improved by understanding word meaning and structures.				
GUIDING QUESTION How does context influence vocabulary and the intentionality of communication?				
LEARNING OUTCOME 6V 1.1 Students evaluate how vocabulary enhances communication and provides clarity.				
The English language has been influenced by people, places, and events in history. Vocabulary is contextual and influenced by emerging or changing conditions, including technology. Many words with Greek or Latin roots are still in use today. Words that are specific to First Nations, Métis, and Inuit languages can be found in the people, places, and things that surround us. Many words in the English language have French origins. Suffixes, including <en> and <ize>, change the meaning of a word when applied to a base. Prefixes change the meaning of a word when applied to a base and include <pro>, <com>, <con>, <en>, and <oc>.	Word origins and morphemes can reflect the past and influence how we understand the present.	Examine the historical origins of words in the English language. Examine words with meanings that have changed over time. Research the meaning of words with Greek or Latin roots that are still in use today. Study the origin and meaning of First Nations, Métis, and Inuit words in local environments. Examine words in the English language that have French origins. Examine words or sayings that are new to the English language and are based on recent innovations or changes in society. Analyze how adding affixes changes the meaning of words. Add affixes to bases to build new words.	 Stories and Legends Series: Use these stories and legends to examine both English and Cree language structures for this and following outcomes. For example, Cree words can be broken down into syllabic sounds.	 Online Cree Dictionary: Syllabics Chart (Available in Maskwacis Plains Cree; Saskatchewan Plains Cree; Woods Cree) Identify place names, features, items and animals in Cree and other Indigenous languages. For example, Muskoseepi, Nisku, Ponoka, Saskatchewan, moswa - moose; pimikan - pemmican, etc. Identify Cree names for colours, humour, storytelling.  Geographical Names Board of Canada: Stories from the Land: Indigenous Place Names in Canada

 Knowledge	Understanding	Skills & Procedures	ᑭᓴᓴᓴ Nehiyaw Ways of Knowing	Other Suggestions
LEARNING OUTCOME 6V 1.2 Students evaluate how vocabulary enhances communication and provides clarity.				
Words can be categorized by • forms of writing • parts of speech • content • context • definition • word origins	Vocabulary learning involves an intentional desire to deepen knowledge of words.	Categorize words and phrases of personal interest gleaned from a wide variety of texts. Analyze word parts and cross-check with context clues to determine the meaning of unknown words. Read for enjoyment to enhance vocabulary.		
LEARNING OUTCOME 6V 1.3 Students evaluate how vocabulary enhances communication and provides clarity.				
Figurative language is language that has non-literal or figurative meanings and includes palindromes. A palindrome is a word or phrase that reads the same backward and forward (e.g., radar).	Precise vocabulary leads to engaging, clear, concise, and intentional communication.	Use similes, metaphors, and analogies to compare words or clarify word meanings. Analyze the meanings of words or phrases expressed figuratively. Apply tier 2 words across subjects to enhance precise communication. Apply tier 3 words in subject-specific contexts		

Knowledge	Understanding	Skills & Procedures	ᑭᓐᓂᓐ 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 do comprehension strategies enhance interpretations of texts?				
LEARNING OUTCOME				
6CP 1.1 Students interpret and respond to texts through application of comprehension strategies.				
Comprehension strategies can be used to interpret and respond to increasingly complex texts and include • predicting • inferring • making connections • summarizing • synthesizing • evaluating Self-monitoring skills can support comprehension and interpretation of texts read independently.	Comprehension, interpretation, and management of information from increasingly complex texts are enhanced through application of a variety of critical thinking strategies and skills.	Incorporate a variety of strategies to comprehend, interpret, and manage information from texts. Evaluate the effectiveness of comprehension strategies used to interpret texts read independently. Apply a variety of self-monitoring skills to comprehend and interpret texts.	 Creation Stories; Star Stories; Trickster Stories: Develop comprehension; compare past and present perspectives.	 The Gabriel Dumont Institute (GDI) Publishing Department has published or produced more than 80 Métis-specific books and educational resources since the early 1980s.
LEARNING OUTCOME				
6CP 1.2 Students interpret and respond to texts through application of comprehension strategies.				
Making text to self, text to text, and text to world connections can support analyzing, summarizing, and synthesizing texts. Analyzing texts includes reading closely to examine ideas and information in texts separately and in relationship to each other.	Comprehension of texts includes analyzing, summarizing, and synthesizing information and ideas.	Respond to texts by summarizing main ideas and providing supporting evidence from the texts. Make connections between new ideas and information in texts and known ideas and information. Analyze ideas and information to support comprehension and interpretation of texts. Synthesize ideas and information in texts to confirm or expand understandings.		

Knowledge	Understanding	Skills & Procedures	ᑭᓴᓴᓴ Nehiyaw Ways of Knowing	Other Suggestions
LEARNING OUTCOME				
6CP 1.5 Students interpret and respond to texts through application of comprehension strategies.				
Texts are situated in and can be influenced by specific historical, social, and cultural contexts. Specific historical and social contexts influence understandings of text. Historical contexts include time and place. Social contexts include beliefs. Contexts can change and affect how texts are understood. Artifacts as texts can provide insights into contexts of people, time, or place. Authors or text creators may present information to deliberately influence an audience's beliefs, perspectives, values, or understandings, such as advertising or social media.	Historical, social, and cultural contexts can support readers in examining influences on texts.	Analyze texts to determine contextual information that supports how a text can be understood. Examine information in a text that implies or confirms that the context has changed. Examine changes in context that affect actions, behaviours, or feelings of characters in texts. Examine artifacts as texts that can provide insights into contexts of people, time, or place. Consider how information in a text may be presented to influence an audience.		 Cindy Paul: Lyrics  Preserving Métis Material Culture: Behind the Scenes at Parks Canada
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 is precise writing influenced by ongoing craft and process development?				
LEARNING OUTCOME				
6W 1.1 Students create texts that reflect personal voice and style through creative and critical thinking processes.				
Writing processes can be used to clearly compose and refine ideas and develop personal style, and include • planning • drafting • revising • editing • publishing [continued]	Writing: 6W1.1 Writing can cultivate expression, problem solving, and critical thinking.	Create written texts for a variety of audiences and purposes. Create written texts in a variety of forms and structures. [continued]	 Storytelling Protocols	For written work, consider selecting topics that are land-based, related to the environment, current Indigenous topics such as Orange Shirt Day and Truth and Reconciliation, treaties, etc.

 Knowledge	Understanding	Skills & Procedures	ᑭᐱᐱᐱ Nehiyaw Ways of Knowing	Other Suggestions
LEARNING OUTCOME 6W 1.1 Students create texts that reflect personal voice and style through creative and critical thinking processes.				
[continued] Planning can help organize thoughts and prioritize information and includes • consideration of audience, purpose, and form • idea generation • narrowing a topic Organizational structures can help focus the expression of ideas or information, such as • introduction, opening, or lead • details in order of sequence or importance • transitions • conclusions Variety in sentence length and structure can enhance writing fluency and reader engagement. Fluent writing invites expressive oral reading that brings out the writer's voice or style. Revision may involve adding or deleting portions of text, moving pieces of text around, or restructuring sentences. Revision can ensure writing is • clear • focused • informative • engaging	Writing can cultivate expression, problem solving, and critical thinking.	[continued] Develop creative expression through the use of writing processes. Analyze how ideas align with the purpose, audience, and form of writing. Express personal ideas through multiple paragraphs for the purpose of engaging an audience. Organize writing around clear ideas or positions that are supported by examples or relevant evidence. Express ideas using organizational structures that enhance writing. Relate ideas and connect paragraphs using a variety of transitions. Revise text for clarity, focus, and audience. Edit writing for spelling, punctuation, and grammar. Publish selected writing, incorporating graphics, captions, charts, or other text features to express individuality.		



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LEARNING OUTCOME 6W 1.2 Students create texts that reflect personal voice and style through creative and critical thinking processes.				
Creative thinking processes involve • communicating an intent in a variety of contexts and for a variety of audiences • experimenting with ideas or processes to enhance expression • evaluating and adapting ideas in response to emerging conditions • being determined to succeed in producing a desired effect The products of creative thinking may be interpreted differently depending on the perspectives of the audience. Words can create effects or emphasis, including • simplicity • clarity • colourfulness • precision • appeal Word choice can reflect the author's voice or style, including in texts that • are brief, clear, and to the point (e.g., recipes, business letters) • use specialized vocabulary (e.g., research reports, informative posters) • provide the author the freedom to use unique or unexpected words or phrases (e.g., poetry, stories, advertisements) • express opinions (e.g., speeches, personal responses, opinion statements) Tone expresses the text creator's attitude toward or feelings about the topic and audience.	Creative thinking can enhance personal style and voice through experimenting with, evaluating, and selecting details.	Apply creative thinking processes through experimenting with, evaluating, and selecting details to produce a desired effect. Analyze the descriptive language and word choice of professional authors as models for writing. Create text that uses imagery, rhyme, dialogue, emphasis, or effect. Create narratives that develop setting, plot, and character using suspense, figurative language, and dialogue. Enhance personal style and voice through careful selection of words to create emphasis or effects. Analyze writing for development of tone and point of view through language use. Determine alternative words and meanings using a variety of digital or non-digital tools.		

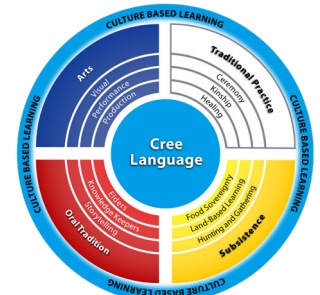


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LEARNING OUTCOME 6W 1.3 Students create texts that reflect personal voice and style through creative and critical thinking processes.				
Research processes involve management of information, including • questioning • gathering • organizing • recording Research processes can involve accessing information from multiple digital or non-digital sources. Protocols for accessing information may vary by source, context, community, or culture. Protocols can exist for requesting permission to share stories and histories from the original owner. Information can be gathered and organized using a variety of methods and tools. Research findings can be shared in a variety of digital or non-digital forms, including graphs, tables, or charts. 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 support systematic and objective management and sharing of information.	Write to inform, explain, describe, or report for a variety of purposes and audiences. Narrow research questions to determine a clear, well-defined topic. Support the main idea or topic with relevant facts, details, examples, and explanations from multiple sources. Summarize and organize ideas gained from multiple sources using a variety of methods or tools. Analyze the validity and reliability of information and sources. Access and use information ethically.		

Knowledge	Understanding	Skills & Procedures	ᑭᓴᓴᓴ Nehiyaw Ways of Knowing	Other Suggestions
LEARNING OUTCOME 6W 1.4 Students create texts that reflect personal voice and style through creative and critical thinking processes.				
Written communication can be created or enhanced by selecting from 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 be adapted according to audience, purpose, form, or context.	Written communication involves making choices to effectively convey messages.	Experiment with methods or tools to enhance communication or create effects. Select a method or tool to present written works that supports clarity or voice. 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 does the understanding and application of conventions enhance proficient communication?				
LEARNING OUTCOME 6CV 1.1 Students apply and analyze conventions that support accuracy or enhance creative expression.				
Capitalization is used to indicate the importance of certain words in texts and can be used to create effects. Abbreviations can make communications easy to read and understand. Punctuation includes a colon, which can be used to • introduce a list • give an explanation • give an example	Correct use of capitalization and punctuation can strengthen and enhance written communication.	Apply capitalization appropriately in written communication. Apply punctuation appropriately in written communication. Experiment with capitalization and punctuation to create a variety of effects.	  Stories and Legends Series	 "Elements of Indigenous Style: A Guide for Writing by and About Indigenous Peoples" by Gregory Younging, 2018.

 Knowledge	Understanding	Skills & Procedures	ᑭᓴᓴᓴ Nehiyaw Ways of Knowing	Other Suggestions
LEARNING OUTCOME 6CV 1.2 Students apply and analyze conventions that support accuracy or enhance creative expression.				
Verb tenses clearly establish the time of the actions in written or oral expression. A simple sentence contains one independent clause. A clause is a group of words with a subject and a verb and is not always a complete sentence. An independent clause expresses a complete thought and can stand on its own as a sentence. A dependent clause does not express a complete thought and cannot stand on its own as a sentence. A compound sentence contains two or more independent clauses that are usually joined by a conjunction.	Communication is enhanced when correct conventions of grammar are maintained.	Maintain consistent use of tense throughout communications. Use subject-verb agreement in communications. Use independent and dependent clauses in sentences. Differentiate between simple and compound sentences.		
LEARNING OUTCOME 6CV 1.3 Students apply and analyze conventions that support accuracy or enhance creative expression.				
Spelling accuracy can be supported by the application of complex patterns. Spelling accuracy can involve understanding how words are created by manipulating prefixes and suffixes to a base (derivation). Spelling accuracy and fluency enhance written communication.	Spelling accuracy can be enhanced by recognizing patterns and by making spelling-meaning connections.	Apply spelling patterns within and across known and unfamiliar words. Apply knowledge of bases and affixes 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 How can history provide insight into modern democracies?				
LEARNING OUTCOME 6TP 1.1 Students relate the foundational principles of democracy to government systems throughout time and place.				
Democracy originated in ancient Athens in response to authoritarian rule. Democracies have fundamental principles, including - equality under law - justice - freedom - representation Direct democracy, where all male citizens were required to participate in government, originated in ancient Athens in response to authoritarian rule. The structure of government may be influenced by geographical features, for example, geographical size or type of terrain. [continued]	Democracy and democratic principles were significantly shaped by events in England. Athenian democracy provided a foundation for citizenship and participation in contemporary society. [continued]	Investigate the origin of democracy in ancient Athens. Identify the similarities and differences between Athenian democracy and the Roman Republic. [continued]		Compare a parallel government in relation to self-government by Indigenous peoples.

 Knowledge	Understanding	Skills & Procedures	ᑭᓐᓂᓐ Nehiyaw Ways of Knowing	Other Suggestions
LEARNING OUTCOME 6TP 1.1 Students relate the foundational principles of democracy to government systems throughout time and place.				
[continued] Athens had three social classes with different rights and responsibilities: - citizens - metics - slaves Citizens and non-citizens in ancient Athens and the Roman Republic were defined by social class. Features of direct democracy from ancient Athens included - a lottery - the Draconian constitution - majority rule through voting - debate of proposed laws - secret ballots - separate government bodies (<i>Boule, Ecclesia, and Dikasteria</i>) - equal political rights for male citizens, such as freedom of speech and political participation Representative democracy, in which elected citizens make decisions for society, was used in the provincia of the Roman Republic. Male patricians and plebians could vote for a representative (magistrate) to the senate and assemblies. The Roman Republic was composed of three branches of government based on the Constitution: - executive: two consuls - legislative: senate and assemblies (<i>comitia centuriata, comitia tributa, comitia curiata, concilium plebis</i>) - judicial: judges Athenian direct democracy and Roman representative democracy were limited by lack of efficiency and representation. [continued]	[continued] Democracy in the Roman Republic provided a foundation for representation in contemporary society. [continued]	[continued] Compare direct and representative democracy. [continued]		Examine First Nations pre-contact political structures. Examine First Nations law – Pastahowin – Natural Law. Elders' Words: <i>Traditionally, our society was matriarchal. Women made decisions and oversaw the Headmen.</i>

 Knowledge	Understanding	Skills & Procedures	ᑭᓴᓴᓴ Nehiyaw Ways of Knowing	Other Suggestions
LEARNING OUTCOME				
6TP 1.1 Students relate the foundational principles of democracy to government systems throughout time and place.				
[continued] The Magna Carta (1215) limited absolute authority of the monarchy in medieval England (absolute monarchism). The Magna Carta provided a foundation for legal protection and individual rights, and the <i>Habeas Corpus Act</i> (1679) established individual legal rights. The Magna Carta provided a foundation for accountability by requiring the monarch to consult with a council to make decisions, and the Bill of Rights (1689) granted parliament with authority to make decisions. The Bill of Rights (1689) formalized civil and parliamentary rights such as free elections, meetings of parliament, and free speech in parliament. The legacy of the Bill of Rights includes formalized legal rights and free debate in parliament. First Nations of the Haudenosaunee Confederacy use a government system in which multiple Nations continue to come together to make decisions through consensus. The Grand Council is the meeting of the Haudenosaunee Confederacy where Chiefs represent the voices of each Nation in decision making. Clan Mothers influence decision making through their role in the Haudenosaunee Confederacy. The Great Law of Peace is a binding agreement that guides the Haudenosaunee Confederacy in establishing roles, decision-making procedures, and collective rights.	[continued] The Haudenosaunee Confederacy decision-making structure includes democratic principles.	[continued] Discuss ways legislation and agreements have advanced principles of democracy. Explain roles of Chiefs and Clan Mothers in decision making in the Haudenosaunee Confederacy.		Examine together: • Métis Settlements Constitution • <i>Métis Settlements Act</i> •  United Nations Declaration on the Rights of Indigenous Peoples • Section 35 of the Constitution Act of 1982 Look at other First Nation Confederacies and historical alliances; Tribal Councils nations joining in a Tribal Council.  Assembly of First Nations: Plain Talk 7: First Nations Historical Timelines and Maps: 7.1 Timelines: This website includes a timeline of First Nations Self-Governance. It begins with pre-contact organization and traditional governance.

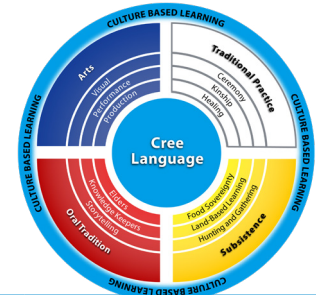
 Knowledge	Understanding	Skills & Procedures	ᑭᓴᓴᓴ Nehiyaw Ways of Knowing	Other Suggestions
ORGANIZING IDEA Systems (S): Evaluating processes and structures of organizations builds understanding of decision making in the world.				
GUIDING QUESTION How are the principles of democracy part of governments in Canada?				
LEARNING OUTCOME 6S 1.1 Students analyze democracy in Canada.				
Government systems provide structure for societies through leadership, decision-making processes, and application of laws. Democracy is a government system in which citizens have a voice in decision making. Democracy in Canada is based on the structure of the British parliamentary system and reflects principles of democracy evident in earlier systems of government. In Canada, the British monarch is represented by the Governor General in federal government and lieutenant-governors in provincial governments. Citizens elect municipal, provincial, territorial, and federal governments in Canada. The prime minister is the head of the federal government and is the leader of the political party with the most elected Members of Parliament or MPs. A premier is the head of a provincial or territorial government and is the leader of the political party with the most elected Members of the Legislative Assembly or MLAs. Provincial and federal governments are held accountable by an Official Opposition. MPs and MLAs serve citizens by making decisions and passing legislation related to issues and services. [continued]	Provincial and federal governments reflect democratic ideals and principles.	Relate the British parliamentary system and earlier systems of government to democracy in Canada. Describe evidence of the principles of democracy in Canada today. Describe the process by which provincial, territorial, and federal governments in Canada are elected. Justify the role of an Official Opposition. Describe responsibilities of MPs and MLAs. [continued]		Examine Numbered Treaty political structures.  Government of Canada: About Treaties. Find general information about treaties with Indigenous Peoples in Canada, treaty rights and the treaty relationship.

 Knowledge	Understanding	Skills & Procedures	ᑭᓴᓴᓴ Nehiyaw Ways of Knowing	Other Suggestions
LEARNING OUTCOME 6S 1.1 Students analyze democracy in Canada.				
[continued] In Canada, the <i>Constitution Act</i> divides decision-making authority between provincial governments and the federal government. The judicial system in Canada interprets and upholds the law independently of elected governments. Democratic practices in Canada are connected to earlier systems of government, for example, • free and fair elections • an independent judiciary • checks and balances • government transparency • legislation to protect rights and freedoms				
ORGANIZING IDEA Citizenship (C): Understanding local, national, and global issues empowers individual and collective action toward an inclusive society.				
GUIDING QUESTION In what ways can laws protect people in a democratic society?				
LEARNING OUTCOME 6C 1.1 Students examine the Canadian Charter of Rights and Freedoms.				
The Canadian Charter of Rights and Freedoms (1982) was entrenched in the Constitution to reflect the values and principles of democracy in Canadian society and to recognize the diverse heritage of Canada. Fundamental freedoms identified in the Canadian Charter of Rights and Freedoms are guaranteed to everyone in Canada whether they are citizens or not. Individual rights in Canada apply to all individuals, for example, • equality rights • legal rights • religious rights [continued]	The Canadian Charter of Rights and Freedoms entrenches the fundamental principles of democracy.	Justify which fundamental freedoms, individual rights, and collective rights outlined in the Canadian Charter of Rights and Freedoms hold the most significant personal implications. [continued]		

 Knowledge	Understanding	Skills & Procedures	ᑭᓴᓴᓴ Nehiyaw Ways of Knowing	Other Suggestions
LEARNING OUTCOME 6C 1.1 Students examine the Canadian Charter of Rights and Freedoms.				
[continued] The Canadian Charter of Rights and Freedoms promotes equal treatment under the law (rule of law). Aboriginal and treaty rights of Aboriginal (Indigenous) peoples in Canada affirm and recognize collective rights (Section 25 of the Canadian Charter of Rights and Freedoms). The Canadian Charter of Rights and Freedoms recognizes French and English as official languages of Canada. Francophones and Anglophones in minority settings have collective language education rights (Section 23 of the Canadian Charter of Rights and Freedoms). The right to publicly funded religious schools, such as Catholic schools, was established and guaranteed in the <i>British North America Act</i> and is affirmed by the Canadian Charter of Rights and Freedoms (Section 29). The Canadian Charter of Rights and Freedoms - protects all Canadians - applies to all levels of government - can be used to challenge unjust policies and practices - can be used to advocate for societal change There are reasonable limits to the rights and freedoms described in the Canadian Charter of Rights and Freedoms to protect others. Diverse cultural communities continue to face discrimination and racism in Canada. Diverse communities in Canada continue to face discrimination, for example, - antisemitism - Islamophobia		[continued] Compare and contrast the Canadian Charter of Rights and Freedoms to comparable documents in other countries. Hypothesize new responsibilities that all Canadians should undertake. Hypothesize new freedoms that all Canadians should enjoy. Examine cultural groups that experience discrimination in Canada.		 Valley of the Birdtail: An Indian Reserve, A White Town, and the Road to Reconciliation, by Andrew Sniderman and Douglas Sanderson, 2023.  Justice for Aboriginal Peoples -- It's time  He Can Fancy Dance - Cindy Paul  Rupertsland Institute: Land Scrip Lesson Plan and Resources  Rupertsland Institute: Métis Land Scrip in Alberta Resources  8th Fire - Episode 3 - Whose Land Is It Anyway? Consider exploring actions that could be taken to change discrimination and racism. For example, becoming an ally in an authentic, helpful way.  Guide to Allyship Explore other key words, such as anti-racism training; diversity training; etc.

 Knowledge	Understanding	Skills & Procedures	ᑭᓴᓴᓴ Nehiyaw Ways of Knowing	Other Suggestions
GUIDING QUESTION				
In what ways does civic participation support democratic societies?				
LEARNING OUTCOME				
6C 2.1 Students examine civic participation in Canada.				
In a democracy, citizenship carries the responsibility of civic participation. In democracies, individuals and groups can demonstrate civic participation by taking actions that influence change and sustain communities. Actions of civic participation in Canada can be informal or formal. Project planning can support change by providing steps for action, for example, - identifying the issue and purpose - conducting research - setting goals - considering costs and resources - deciding steps or procedures to complete the plan - completing the plan - reflecting on the outcome of the plan	Civic participation is foundational to democracy and sustainability.	Justify the role of civic participation in a democracy. Plan projects for civic participation.		 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  Empowering the Spirit: The Kairos Blanket Exercise   The Blanket Exercise: Teaching Tool for Grades 4 to 12  Justice for Aboriginal Peoples -- It's time

Math



 Knowledge	Understanding	Skills & Procedures	ᓂᓴᓴᓂ 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				
6N 1.1 Students investigate magnitude with positive and negative numbers.				
Negative numbers are to the left of zero on the number line visualized horizontally, and below zero on the number line visualized vertically. Positive numbers can be represented symbolically with or without a positive sign (+). Negative numbers are represented symbolically with a negative sign (–). Zero is neither positive nor negative. Negative numbers communicate meaning in context, including • temperature • debt • elevation Magnitude is a number of units counted or measured from zero on the number line. Every positive number has an opposite negative number with the same magnitude. A number and its opposite are called additive inverses.	Symmetry of the number line extends infinitely to the left and right of zero or above and below zero. Direction relative to zero is indicated symbolically with a positive or negative sign. Magnitude with direction distinguishes between positive and negative numbers.	Identify negative numbers in familiar contexts, including contexts that use vertical or horizontal models of the number line. Express positive and negative numbers symbolically, in context. Relate magnitude to the distance from zero on the number line. Relate positive and negative numbers, including additive inverses, to their positions on horizontal and vertical models of the number line. Compare and order positive and negative numbers, including fractions and decimals. Express the relationship between two numbers, including positive and negative numbers, using <, > or =.	 Beading Series: • Loom • Straight Stitch • Brickstitch  Distance – Concept of Zero	Loom beading and straight beading  Aboriginal Games: A Cross Curricular Unit Plan: Antler Button Basket Toss Game with negative and positive numbers  Traditional Indigenous Games: Antler Button Basket Toss Game at 1.25 minutes)



Knowledge	Understanding	Skills & Procedures	ᑭᐱᐅᐅᐅ Nehiyaw Ways of Knowing	Other Suggestions
LEARNING OUTCOME				
6N 1.2 Students investigate magnitude with positive and negative numbers.				
The set of integers includes all natural numbers, their additive inverses, and zero. The sum of any number and its additive inverse is zero. The sum of two positive numbers is a positive number. The sum of two negative numbers is a negative number. The sum of a positive number and a negative number can be interpreted as the sum of zero and another number.	Any number can be expressed as a sum in infinitely many ways.	Investigate addition of an integer and its additive inverse. Express zero as sum of integers in multiple ways. Model the sum of two positive integers. Model the sum of two negative integers. Model the sum of a positive and negative integer as the sum of zero and another integer. Add any two integers.		
LEARNING OUTCOME				
6N 1.3 Students investigate magnitude with positive and negative numbers.				
Subtracting a number is the same as adding its additive inverse.	The difference of any two numbers can be interpreted as a sum.	Express a difference as a sum.		
GUIDING QUESTION				
How can the processes of addition and subtraction be applied to problem solving?				
LEARNING OUTCOME				
6N 2.1 Students solve problems using standard algorithms for addition and subtraction.				
Standard algorithms are reliable procedures for addition and subtraction. Contexts for problems involving addition and subtraction include money and metric measurement.	Addition and subtraction of numbers in problem-solving contexts is facilitated by standard algorithms.	Solve problems in various contexts using standard algorithms for addition and subtraction.		



	Knowledge	Understanding	Skills & Procedures	ᑭᐱᐅᐅ Nehiyaw Ways of Knowing	Other Suggestions
GUIDING QUESTION					
How can prime factorization and exponentiation provide new perspectives of numbers?					
LEARNING OUTCOME					
6N 3.1 Students analyze numbers using prime factorization and exponentiation.					
The order in which three or more numbers are multiplied does not affect the product (associative property).	Any composite number can be expressed as a product of smaller numbers (factorization). Prime factorization represents a number as a product of prime numbers. Any composite factor of a number can be determined from its prime factors.	A product can be composed in multiple ways. The prime factors of a number provide a picture of its divisibility.	Compose a product in multiple ways, including with more than two factors. Express the prime factorization of a composite number. Determine common factors for two natural numbers, using prime factorization. Determine divisibility of a natural number from its prime factorization.		
LEARNING OUTCOME					
6N 3.2 Students analyze numbers using prime factorization and exponentiation.					
Repeated multiplication of identical factors can be represented symbolically as a power (exponentiation).	A power, A^n , includes a base, A , representing the repeated factor, and an exponent, n , indicating the number of repeated factors. Any repeated prime factor within a prime factorization can be expressed as a power.	Different representations of a product can provide new perspectives of its divisibility. A power is divisible by its base.	Identify the base and exponent in a power. Express the product of identical factors as a power, including within a prime factorization. Describe the divisibility of numbers represented in various forms.		Provide opportunities for students to identify natural numbers in nature such as the following: • Cones growing in pairs (how they're organized) • Strawberry leaves in 3's • The number of edges on various tree leaves; petals on a flower



Knowledge	Understanding	Skills & Procedures	ᑭᐱᐅᐅᐅ Nehiyaw Ways of Knowing	Other Suggestions
GUIDING QUESTION How can the processes of multiplication and division be applied to decimal numbers?				
LEARNING OUTCOME 6N 4.1 Students apply standard algorithms to multiplication and division of decimal and natural numbers.				
Standard algorithms are reliable procedures for multiplication and division of numbers, including decimal numbers. A quotient with a remainder can be expressed as a decimal number.	Multiplication and division of decimal numbers is facilitated by standard algorithms.	Explain the standard algorithms for multiplication and division of decimal numbers. Multiply and divide up to 3-digit natural or decimal numbers by 2-digit natural numbers, using standard algorithms. Assess the reasonableness of a product or quotient using estimation. Solve problems using multiplication and division, including problems involving money.		
GUIDING QUESTION How can equal sharing contribute meaning to fractions?				
LEARNING OUTCOME 6N 5.1 Students relate fractions to quotients.				
An equal-sharing situation can be represented by a fraction in which the numerator represents the quantity to be shared and the denominator represents the number of shares. Division can be used to determine an equal share. Division of the numerator by the denominator of a fraction provides the equivalent decimal number.	Fractions represent quotients in equal-sharing situations. All equivalent fractions represent the same quotient.	Model an equal-sharing situation in more than one way. Describe an equal-sharing situation using a fraction. Express a fraction as a division statement and vice versa. Convert a quotient from fraction to decimal form using division.		





Knowledge	Understanding	Skills & Procedures	ᑭᐱᐃᐅᐅ Nehiyaw Ways of Knowing	Other Suggestions
GUIDING QUESTION				
How can the addition and subtraction of fractions be generalized?				
LEARNING OUTCOME				
6N 6.1 Students add and subtract fractions with denominators within 100.				
Addition and subtraction of fractions is facilitated by representing the fractions with common denominators. Denominators are related if one is a multiple of the other. Multiplication of one denominator by the factor that relates it to another denominator achieves common denominators. The product of the denominators of two fractions provides a common denominator.	Fractions with common denominators have the same units. Any numbers with the same unit can be compared, added, or subtracted	Recognize two fractions with related denominators. Determine the factor that relates one denominator to another. Express two fractions with common denominators. Add and subtract fractions. Solve problems involving addition and subtraction of fractions.		
GUIDING QUESTION				
How can an understanding of multiplication be extended to fractions?				
LEARNING OUTCOME				
6N 7.1 Students interpret the multiplication of natural numbers by fractions.				
Multiplication of a natural number by a fraction is equivalent to multiplication by the fraction's numerator and division by its denominator. $a \times \frac{b}{c} = \frac{ab}{c}$ Multiplication by a unit fraction is equivalent to division by its denominator. $a \times \frac{1}{b} = \frac{a}{b}$ The product of a fraction and a natural number is the fraction with a numerator that is the product of the numerator of the given fraction and the natural number a denominator that is the denominator of the given fraction. $\frac{a}{b} \times a = \frac{ac}{b}$	Multiplication does not always result in a larger number. Multiplication of a natural number by a fraction can be interpreted as repeated addition of the fraction. Multiplication of a fraction by a natural number can be interpreted as taking part of a quantity.	Relate multiplication of a natural number by a fraction to repeated addition of the fraction. Multiply a natural number by a fraction. Relate multiplication by a unit fraction to division. Multiply a natural number by a unit fraction. Model a fraction of a natural number. Multiply a fraction by a natural number. Solve problems using multiplication of a fraction and a natural number.		Explore the word "pahki," which translates as a part of or a portion.





	Knowledge	Understanding	Skills & Procedures	 Nehiyaw Ways of Knowing	Other Suggestions
LEARNING OUTCOME					
6A 1.3 Students analyze expressions and solve algebraic equations.					
All simplified forms of an equation have the same solution.	Algebraic expressions on each side of an equation can be simplified into equivalent expressions to facilitate equation solving.	Simplify algebraic expressions on both sides of an equation. Solve equations, limited to equations with one or two operations. Determine different strategies for solving equations. Verify the solution to an equation by evaluating expressions on each side of the equation. Solve problems using equations, limited to equations with one or two operations.			

	Knowledge	Understanding	Skills & Procedures	ᑭᐱᐱᐱᐱᐱᐱ Nehiyaw Ways of Knowing	Other Suggestions
ORGANIZING IDEA					
GEOMETRY (G): Shapes are defined and related by geometric attributes.					
GUIDING QUESTION					
How can congruence support interpretation of symmetry?					
LEARNING OUTCOME					
6G 1.1 Students analyze shapes through symmetry and congruence.					
Symmetrical shapes can be mapped by any combination of reflections and rotations. A tessellation is the tiling of a plane with symmetrical shapes. Tessellations are evident in First Nations and Métis star blanket designs that convey a specific purpose.	Symmetry is a relationship between two shapes that can be mapped exactly onto each other through reflection or rotation.	Verify symmetry of two shapes by reflecting or rotating one shape onto another. Describe the symmetry between two shapes as reflection symmetry or rotation symmetry. Visualize and describe a combination of two transformations that relate symmetrical shapes. Describe the symmetry modelled in a tessellation. Investigate tessellations found in objects, art, or architecture.	  Beading Series: Loom	Examples of tessellations: Métis ribbon work; some quill work, and birchbark biting.	
LEARNING OUTCOME					
6G 1.2 Students analyze shapes through symmetry and congruence.					
Shapes related by symmetry are congruent to each other. Congruent shapes may not be related by symmetry.	Congruence is a relationship between two shapes of identical size and shape. Congruence is not dependent on orientation or location of the shapes.	Demonstrate congruence between two shapes in any orientation by superimposing using hands-on materials or digital applications. Describe symmetrical shapes as congruent.			



Knowledge	Understanding	Skills & Procedures	ת"א Nehiyaw Ways of Knowing	Other Suggestions
ORGANIZING IDEA COORDINATE GEOMETRY: Location and movement of objects in space can be communicated using a coordinate grid.				
GUIDING QUESTION In what ways can location be communicated?				
LEARNING OUTCOME 6CG 1.1 Students explain location and movement in relation to position in the Cartesian plane.				
The Cartesian plane is named after French mathematician René Descartes. The Cartesian plane uses coordinates, (x, y), to indicate the location of the point where the vertical line passing through $(x, 0)$ and the horizontal line passing through $(0, y)$ intersect. The x-axis consists of those points whose y-coordinate is zero, and the y-axis consists of those points whose x-coordinate is zero. The x-axis and the y-axis intersect at the origin, $(0, 0)$. An ordered pair is represented symbolically as (x, y). An ordered pair indicates the horizontal distance from the y-axis with the x-coordinate and the vertical distance from the x-axis with the y-coordinate.	Location can be described using the Cartesian plane. The Cartesian plane is the two-dimensional equivalent of the number line.	Relate the axes of the Cartesian plane to intersecting horizontal and vertical representations of the number line. Locate a point in the Cartesian plane given the coordinates of the point. Describe the location of a point in the Cartesian plane using coordinates. Model a polygon in the Cartesian plane using coordinates to indicate the vertices. Describe the location of the vertices of a polygon in the Cartesian plane using coordinates.		

 Knowledge	Understanding	Skills & Procedures	ᑭᓐᓂᓐᓂᓐ Nehiyaw Ways of Knowing	Other Suggestions
LEARNING OUTCOME				
6CG 1.2 Students explain location and movement in relation to position in the Cartesian plane.				
A translation describes a combination of horizontal and vertical movements as a single movement. A reflection describes movement across a line of reflection. A rotation describes an amount of movement around a turn centre along a circular path in either a clockwise or counter-clockwise direction	Location can change as a result of movement in space. Change in location does not imply change in orientation.	Create an image of a polygon in the Cartesian plane by translating the polygon. Describe the horizontal and vertical components of a given translation. Create an image of a polygon in the Cartesian plane by reflecting the polygon over the x-axis or y-axis. Describe the line of reflection of a given reflection. Create an image of a polygon in the Cartesian plane by rotating the polygon 90°, 180°, or 270° about one of its vertices, clockwise or counter-clockwise. Describe the angle and direction of a given rotation. Relate the coordinates of a polygon and its image after translation, reflection, or rotation in the Cartesian plane.		

12 Curriculum by Grade | Alberta Professional Learning Consortium 





Knowledge

Understanding

Skills & Procedures

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Ways of Knowing

Other Suggestions

ORGANIZING IDEA

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

GUIDING QUESTION

How can a function enhance interpretation of change?

LEARNING OUTCOME

6P 1.1 Students investigate functions to enhance understanding of change.

A variable can be interpreted as the values of a changing quantity.

A function can involve quantities that change over time, such as

- height of a person or plant
- temperature
- distance travelled

A table of values lists the values of the independent variable in the first column or row and the values of the dependent variable in the second column or row to represent a function at certain points.

The values of the independent variable are represented by x-coordinates in the Cartesian plane.

The values of the dependent variable are represented by y-coordinates in the Cartesian plane.

A function is a correspondence between two changing quantities represented by independent and dependent variables.

Each value of the independent variable in a function corresponds to exactly one value of the dependent variable.

Identify the dependent and independent variables in a given situation, including situations involving change over time.

Describe the rule that determines the values of the dependent variable from values of the independent variable.

Represent corresponding values of the independent and dependent variables of a function as points in the Cartesian plane.

Write an algebraic expression that represents a function.

Recognize various representations of the same function.

Determine a value of the dependent variable of a function given the corresponding value of the independent variable.

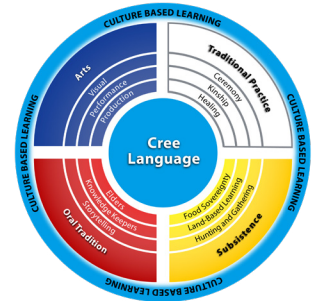
Investigate strategies for determining a value of the independent variable of a function given the corresponding value of the dependent variable.

Solve problems involving a function.

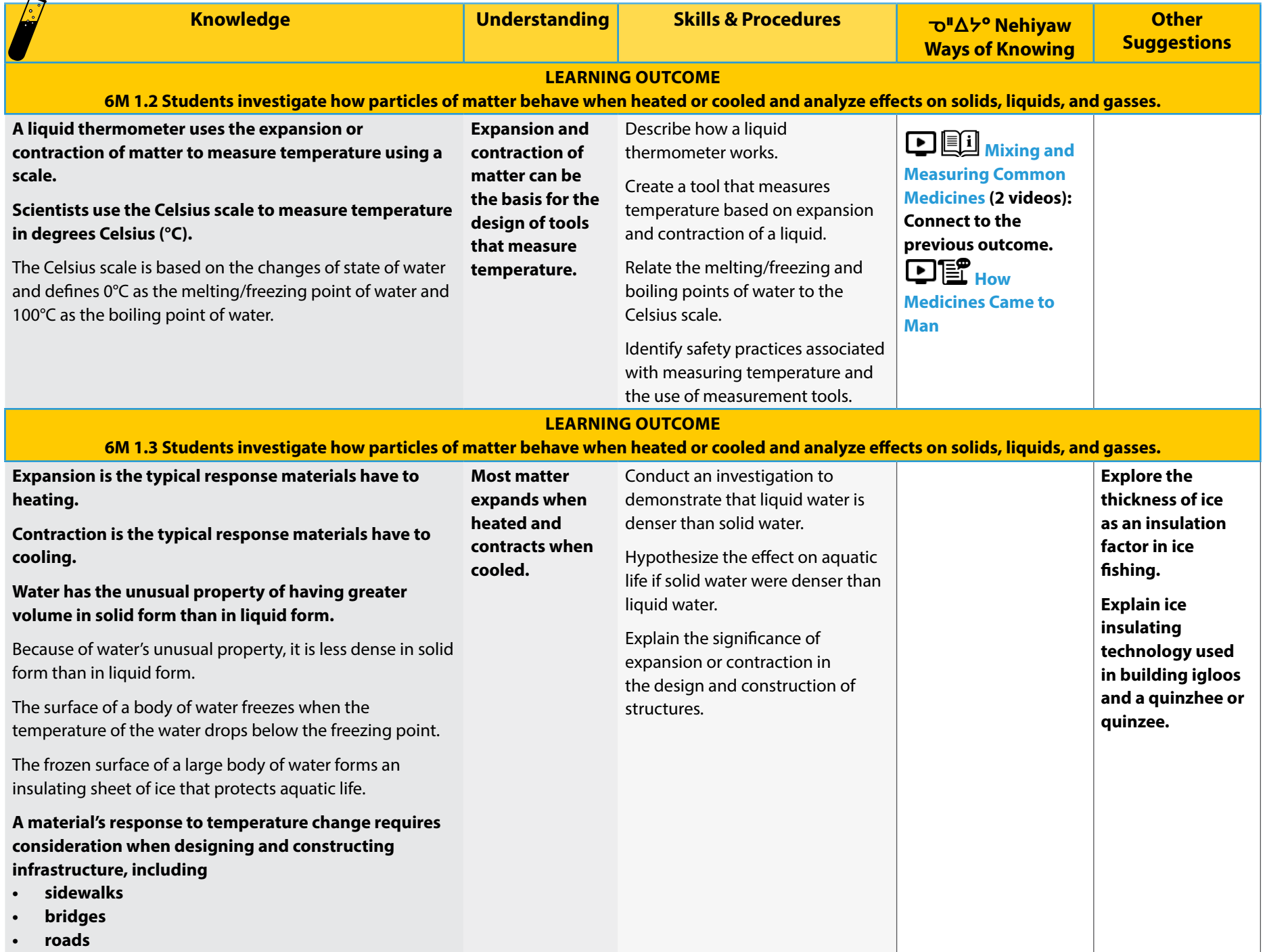
 **Beading Series: Loom**

 Knowledge	Understanding	Skills & Procedures	ᑭᓐᓂᓐᓂᓐ 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 can frequency support communication?				
LEARNING OUTCOME				
6ST 1.1 Students investigate relative frequency using experimental data.				
Relative frequency can be used to compare the same category of data across multiple data sets. Relative frequency can be represented in various forms.	Relative frequency expresses the frequency of a category of data as a fraction of the total number of data values.	Interpret frequency of categorized data as relative frequency. Express relative frequencies as decimals, fractions, or percentages.		
LEARNING OUTCOME				
6ST 1.2 Students investigate relative frequency using experimental data.				
Equally likely outcomes of an experiment have the same chance of occurring. An event can be described as a combination of potential outcomes of an experiment, including - heads or tails from a coin toss - any roll of a die - the result of spinning a spinner The law of large numbers states that more independent trials of an experiment result in a better estimate of the expected likelihood of an event.	Frequency can be a count of categorized observations or trials in an experiment. Relative frequency of outcomes can be used to estimate the likelihood of an event. Relative frequency varies between sets of collected data. Relative frequency provides a better estimate of the likelihood of an event with larger amounts of data.	Identify the possible outcomes of an experiment involving equally likely outcomes. Collect categorized data through experiments. Predict the likelihood of an event based on the possible outcomes of an experiment. Determine relative frequency for categories of a sample of data. Describe the likelihood of an outcome in an experiment using relative frequency. Analyze relative frequency statistics from experiments with different sample sizes.	 Orienteering Series: Weather and Climate Indicators  7 Year Cycle	 Many Indigenous games are great examples of these outcomes. See the Games section in Resources on the Instructional Supports webpage.

Science



 Knowledge	Understanding	Skills & Procedures	ᓂᐱᓂᐅ 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 the particles of matter be influenced by heating or cooling?				
LEARNING OUTCOME 6M 1.1 Students investigate how particles of matter behave when heated or cooled and analyze effects on solids, liquids, and gasses.				
The particle model of matter states that heating matter causes particles to move faster. As particles move faster, the attractive forces between them weaken and the space between them increases. The particle model of matter states that cooling matter causes particles to move slower. As particles slow down, the attractive forces between them increase and the space between them decreases. A phase change is a change from one state of matter to another. During a phase change, the volume of the matter may change but the mass remains constant.	Particles change speed and distance from each other when heated or cooled.	Discuss the connection between movement of particles and temperature in degrees Celsius. Explain phase changes of matter when heated or cooled using the particle model of matter. Conduct a controlled experiment to prove the mass of a substance is the same after a phase change.	  Mixing and Measuring Common Medicines (2 videos) Focus on changes in state.   How Medicines Came to Man    Canning and Preserving Series (2 videos)	Preservation of food; canning (i.e., Saskatoon jam).





**Trapping and Snares:
Basics of Traps**



Knowledge	Understanding	Skills & Procedures	ᑭᐱᐱᐱᐱ Nehiyaw Ways of Knowing	Other Suggestions
LEARNING OUTCOME				
6E 1.2 Students analyze forces and relate them to interactions between objects				
Plasticity is a property that leads to permanent changes in an object's shape; e.g., bending a paper clip. Elasticity is a property that enables temporary changes in an object's shape; e.g., stretching a rubber band.	Changes in an object's shape depend on its properties.	Differentiate between temporary and permanent changes. Test the plasticity and elasticity of objects.	 Trapping and Snares Series: Focus on shape. • How to Skin and Prepare a Beaver • How to Skin and Prepare a Muskrat • How to Skin and Prepare a Rabbit • How to Skin and Prepare a Squirrel	Explore bending willow (i.e., for use in dreamcatchers and willow wreath – plasticity) Explore wind bending trees – elasticity.
LEARNING OUTCOME				
6E 1.3 Students analyze forces and relate them to interactions between objects				
An action force is exerted on an object in a particular direction. A reaction force acts in the opposite direction of an action force. One object experiences an action force while another object experiences a reaction force in an interaction.	For every action force, there is an equal and opposite reaction force. (Newton's Third Law)	Demonstrate and represent an action force and its reaction force in various interactions.		

Knowledge	Understanding	Skills & Procedures	ᑭᓐᓂᓐ Nehiyaw Ways of Knowing	Other Suggestions
GUIDING QUESTION How are energy resources used?				
LEARNING OUTCOME 6E 2.1 Students investigate energy resources and explain factors that influence their use.				
Factors that influence selection of energy resources include • availability and accessibility • societal impacts • economic impacts • environmental impacts	The advantages and disadvantages of several factors influence selection of energy resources.	Investigate factors that influence selection of energy resources. Examine factors that influence selection of principal energy resources used in Alberta.		  Water: the sacred relationship  "Spirit Gifting: The Concept of Spiritual Exchange," Elmer Ghostkeeper. Writing on Stone Press Inc. 2007.
LEARNING OUTCOME 6E 2.2 Students investigate energy resources and explain factors that influence their use.				
Responsible management of energy resources includes • minimal disruption to nature • restoration of extraction areas • waste management practices • respect for land and resource rights Some energy resources can be used before processing, such as • wood • wind • water [continued]	Energy resources can be managed for use in daily living.	Examine management of energy resources in various contexts. Classify energy resources as being used before or after processing. Compare the use of an energy resource before and after processing Discuss ways energy resources are used by individuals or communities in daily life. Design a device that uses an energy resource, before or after processing, to solve a problem.	  Fire Teachings   Legend of Fire (as told in Fire Teachings)   13 Moons Teachings: Focus on water teachings.	 UNDRIP (United Nations Declaration on the Rights of Indigenous Peoples)

 Knowledge	Understanding	Skills & Procedures	ᑭᓐᓂᓐ Nehiyaw Ways of Knowing	Other Suggestions
LEARNING OUTCOME 6E 2.2 Students investigate energy resources and explain factors that influence their use.				
[continued] Some energy resources can be used after processing, such as • wind • solar • fossil fuels • nuclear • hydro • biofuel Many energy resources are processed into electricity. Some energy resources can be used before processing and after processing; e.g., wind can be used before processing to sail a boat and after processing as electricity. Energy resources can be used in daily life in various ways, such as • heating and cooling • lighting • cooking • transportation				

Knowledge	Understanding	Skills & Procedures	ᑭᓴᓴᓴ Nehiyaw Ways of Knowing	Other Suggestions
LEARNING OUTCOME 6ES 1.1 Students investigate climate, changes in climate, and the impact of climate change on Earth.				
[continued] Personal actions that can help address human causes of global climate change include • reducing personal consumption and waste • planting a garden or buying local produce • using clean, affordable, and reliable energy sources responsibly				 "Braiding Sweetgrass for Young Adults," Robin Wall Kimmerer. 2022.
LEARNING OUTCOME 6ES 1.2 Students investigate climate, changes in climate, and the impact of climate change on Earth.				
Climate change can affect • weather and extreme weather events • migration patterns • water resources • frequency of forest fires Climate change can impact agricultural practices, such as • crop selection • crop production • harvesting periods and yields • irrigation • pest management Traditional ways of living off the land, including hunting and gathering practices of First Nations, Métis, and Inuit communities, have been impacted by climate change in various ways, such as • rising sea levels in coastal areas • changing migration patterns • access to hunting, harvesting, and fishing Theories about potential causes of the extinction of dinosaurs include worldwide climate change, a catastrophic meteoric event, or volcanic activity.	Climate change over time can affect land, plants, humans, and other animals in a variety of ways.	Describe possible effects of climate change on land, plants, humans, and other animals. Discuss agricultural practices impacted by climate change. Research how climate change is affecting ways of living in northern, Inuit, and/or coastal communities in Canada. Discuss the effects of climate change on traditional ways of living off the land. Compare theories about dinosaur extinction.	 Climate Change and Effects on Hunting and Gathering  13 Moons Teachings: Focus on water teachings.	  The H Factor from Water: the sacred relationship  Water is Life: Canadian Geographic Education A learning package created as an extension of the Indigenous Peoples Atlas of Canada Giant Floor Map learning activities, written by Jaime Black, an Indigenous educator, artist, and the founder of the REDress Project.



Knowledge	Understanding	Skills & Procedures	ᑭᓴᓴᓴᓴ Nehiyaw Ways of Knowing	Other Suggestions
LEARNING OUTCOME				
6ES 1.3 Students investigate climate, changes in climate, and the impact of climate change on Earth.				
Climate change can be identified through long-term observation and measurement of weather conditions, including amount of precipitation, temperature, and number of extreme weather events. Climate change can be identified through long-term observation and measurement of environmental conditions, such as • sea and ocean levels • thickness and duration of sea ice • permafrost changes • number of forest fires Climate observations come from a variety of sources, such as • recorded information • oral narratives • surface layers, including ice, from different time periods on Earth Extreme weather events that occur on Earth include • heatwaves • hurricanes • monsoons Extreme weather events that occur in Canada include • tornados • blizzards • torrential rain • wildfires Technologies used to predict extreme weather events include radars, weather satellites, and computer modelling.	Identifying changes in climate relies on observations and measurements from different points in time.	Compare historical observations and measurements of weather and environmental conditions to current data. Relate extreme weather events to specific locations in Canada and on Earth. Identify and discuss technologies that are used to track and predict extreme weather events.	 Orienteering Series: Weather and Climate Indicators	 “The Right to Be Cold: One Woman’s Story of Protecting Her Culture, The Arctic and the Whole Planet,” Sheila Watt-Cloutier, 2016.



Knowledge	Understanding	Skills & Procedures	ᑭᓴᓴᓴ Nehiyaw Ways of Knowing	Other Suggestions
LEARNING OUTCOME 6ES 1.4 Students investigate climate, changes in climate, and the impact of climate change on Earth.				
Traditional knowledge and modern technologies both provide information on long-term climate changes. Local Elders, traditional Knowledge Keepers, and scientists can collaborate and share information about local climate and climate change.	Collaboration contributes to a broader awareness of the effects of weather on people and environments.	Discuss how scientists, Elders, and traditional Knowledge Keepers can collaborate to develop deeper awareness of the effects of weather on people and environments. Propose ideas on how local Elders, traditional Knowledge Keepers, and scientists can collaborate to support awareness of local climate and climate change.	  7 Year Cycle   Legend of Night and Day   13 Moons	 Climate Atlas of Canada: Indigenous science and Western Science working together to fight climate change
ORGANIZING IDEA Living Systems (LS): Understandings of the living world, Earth, and space are deepened by investigating natural systems and their interactions.				
GUIDING QUESTION In what ways are ecosystems complex?				
LEARNING OUTCOME 6LS 1.1 Students investigate the characteristics and components of and interactions within ecosystems.				
Ecosystems are complex systems of biotic and abiotic components. Biotic components of an ecosystem include plants, animals, and micro-organisms. Abiotic components of an ecosystem include • energy from the Sun • water • soil • air • temperature All components of an ecosystem influence each other either directly or indirectly; e.g., • animals rely on plants for food • plants need water to grow • energy from the Sun affects temperature • decomposers help return nutrients to the soil [continued]	The components and characteristics of an ecosystem affect the diversity of the organisms that live in it.	Represent and connect the biotic and abiotic components of an ecosystem. Locate and responsibly examine a local ecosystem in nature using appropriate materials and tools. Relate the preservation of various ecosystems to possible actions that address climate change. Create a model or simulation to represent a chosen ecosystem and its characteristics. [continued]	   Moose, Elk, and Deer Calling Series: Moose Habitat/ Mating/Identification (Find this information in 13 Moons Teachings: September and October)   How Moose Came to Be   Why Moose Looks the Way He Does (Told in Cree)	 University of Saskatchewan: The Night Sky Aboriginal cosmology is validated through learning about the night sky from an Aboriginal point of view. This provides the context for learning astronomy concepts from Western science cross-curricular.



Knowledge	Understanding	Skills & Procedures	ᑭᓴᓴᓴᓴ Nehiyaw Ways of Knowing	Other Suggestions
LEARNING OUTCOME				
6LS 1.1 Students investigate the characteristics and components of and interactions within ecosystems.				
[continued] There are many types of ecosystems, such as • desert • arctic • grassland • wetland • forest • freshwater Characteristics of ecosystems include • climate patterns • size • vegetation structure • animal populations • geographic location Some ecosystems store greenhouse gases and prevent them from being released into the atmosphere, such as • wetlands • oceans • forest • grasslands Ecosystems can be examined using digital or non-digital tools, such as still-image and video cameras and magnifying devices. Characteristics of ecosystems that affect diversity of organisms include • geographic location, including climate patterns, landforms, and water sources • size, from very small to very large • complexity, including number and types of plants and animals		[continued] Compare the characteristics of two ecosystems. Examine the diversity of animals and plants in various ecosystems in relation to abiotic components.		



Knowledge	Understanding	Skills & Procedures	ᑭᓐᓂᓐᓂᓐ Nehiyaw Ways of Knowing	Other Suggestions
LEARNING OUTCOME				
6LS 1.2 Students investigate the characteristics and components of and interactions within ecosystems.				
Plants carry out the process of photosynthesis, which uses light, water, and carbon dioxide to produce oxygen and food in the form of sugar (glucose). Plants and animals use food produced during photosynthesis to perform vital biological processes. Plants and animals use the oxygen that is released during photosynthesis for respiration. Chlorophyll in plants collects light needed for photosynthesis. The release of oxygen and the presence of starch indicate that a plant has been photosynthesizing. Sugar produced by plants through photosynthesis is often stored as starch.	Photosynthesis is a process that supports growth and survival in a variety of ecosystems.	Explain the process of photosynthesis and its importance in an ecosystem. Design and perform a controlled experiment to demonstrate the importance of light to photosynthesis. Design and perform a controlled experiment to show that a plant is releasing oxygen. Design and perform a controlled experiment to show that a plant contains starch.	Plants and Trees – Animate/Inanimate (animate) Creation Stories: Plant Features	
LEARNING OUTCOME				
6LS 1.3 Students investigate the characteristics and components of and interactions within ecosystems.				
Plants play a variety of roles in an ecosystem, such as • photosynthesizing • cleaning and filtering water • reducing soil erosion • providing food and shelter for animals Humans, like all animals, depend on plants to produce oxygen that is used for respiration. Humans also rely on plants in various other ways, such as • food • clothing • paper • building materials • medicine • fuel [continued]	There are significant relationships between plants and animals within ecosystems.	Examine ways that plants and animals rely on each other to meet their needs. [continued]	7 Year Cycle Harvesting Medicines Series: Protocol on Herb Gathering How Medicines Came to Man	“Relatives with Roots,” Leah M. Dorion, 2011.



Knowledge	Understanding	Skills & Procedures	ᑭᓐᓂᓐ Nehiyaw Ways of Knowing	Other Suggestions
LEARNING OUTCOME				
6LS 1.3 Students investigate the characteristics and components of and interactions within ecosystems.				
[continued] Plants benefit from animals, including humans, to help provide carbon dioxide, which they need to survive. Certain plants are considered sacred to First Nations and Métis, such as • sage • sweetgrass • cedar • tobacco The offering of tobacco signifies • balance and harmony • giving back to the land • respect for the plant • a sustainable relationship		[continued] Discuss plants that are considered sacred to First Nations and Métis.	 The Four Directions	 Keep Tobacco Sacred
ORGANIZING IDEA				
Space (S): Understandings of the living world, Earth, and space are deepened by investigating natural systems and their interactions.				
GUIDING QUESTION				
In what ways can the solar system be explored?				
LEARNING OUTCOME				
6S 1.1 Students represent and compare components of the solar system.				
Scientific exploration of space has revealed that Earth is an interconnected part of a group of planets that orbit the Sun. The solar system is a complex group of celestial bodies that include • the Sun (a star) • planets and their moons • dwarf planets • asteroids • comets • meteoroids [continued]	Information about Earth can be acquired through exploration of the solar system.	Name and order the planets in the solar system and identify the location of the main asteroid belt. Classify celestial bodies of the solar system as planets, moons, dwarf planets, asteroids, comets, meteoroids, or the Sun. Represent and describe the characteristics of celestial bodies in our solar system. [continued]	 Legend of Night and Day  13 Moons  Star Stories	

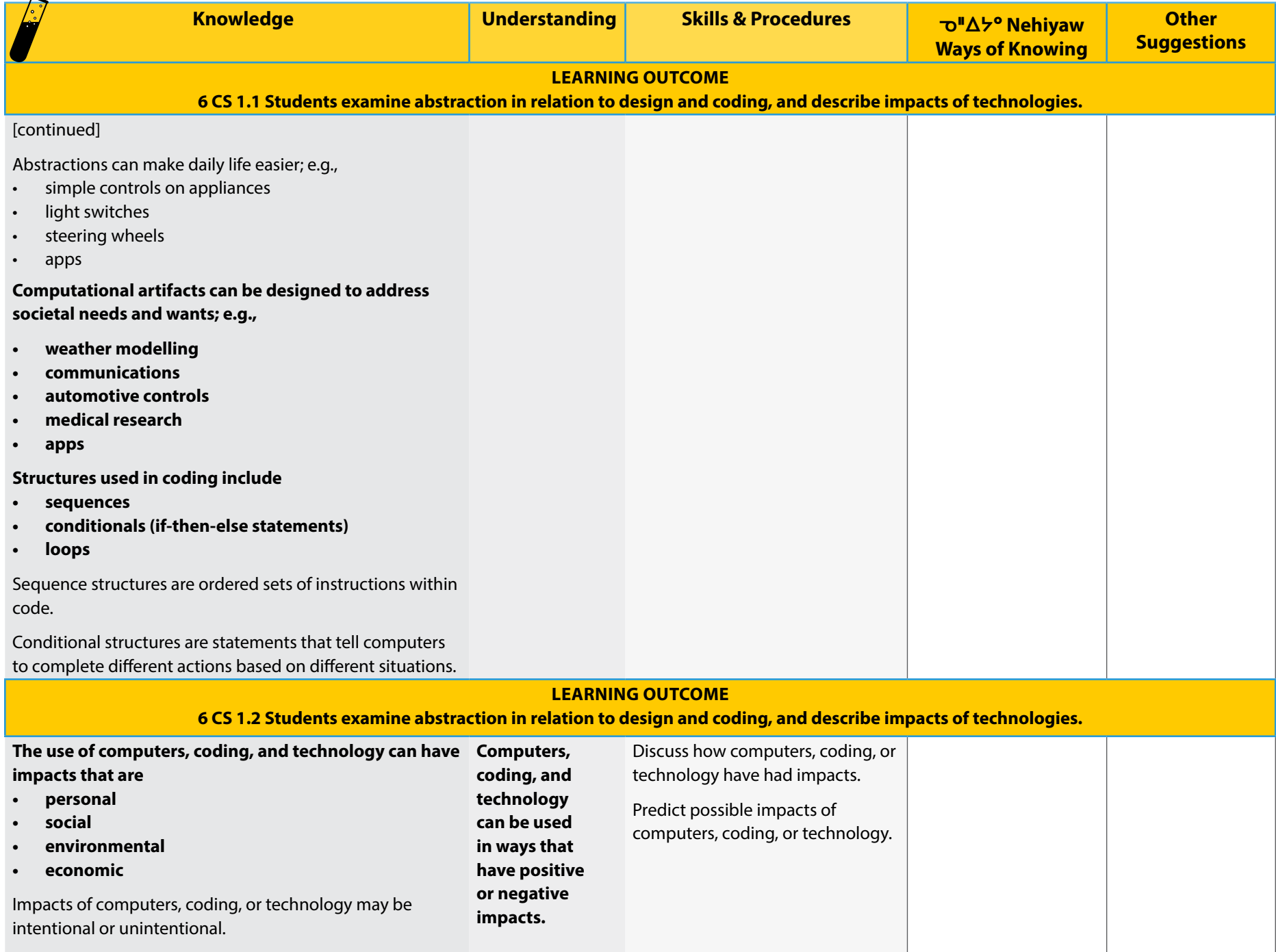




Knowledge	Understanding	Skills & Procedures	ᑭᐱᐃᑦ Nehiyaw Ways of Knowing	Other Suggestions
LEARNING OUTCOME 6S 1.1 Students represent and compare components of the solar system.				
[continued] Celestial bodies are natural bodies located beyond Earth's atmosphere. Celestial bodies have characteristics that vary in many ways, including • surface conditions; e.g., temperature, gravity, and atmosphere • composition; e.g., gas, ice, or visible rings • size • shape; e.g., round or irregular Some celestial bodies emit light and others reflect light. An asteroid belt is a collection of asteroids found within the solar system. Although Pluto was originally classified as a planet, new information led to the reclassification of Pluto as a dwarf planet. The solar system can be modelled to represent the size of the Sun and the planets and the distance between them.		[continued] Examine celestial bodies that emit or reflect light. Discuss the reclassification of Pluto. Interpret physical, pictorial, or digital models of the solar system. Investigate digital or non-digital resources that contribute to understandings of the solar system.		
LEARNING OUTCOME 6S 1.2 Students represent and compare components of the solar system.				
Technologies that are used to explore the solar system include • telescopes • satellites • probes • rovers • manned spacecraft and space stations • computer modelling Satellites are objects in space that orbit around another larger object. [continued]	Knowledge of the solar system continues to develop with further space exploration, discovery, and use of technologies.	Identify and compare technologies used to gather knowledge about planets and other objects in space. Compare and contrast natural satellites and artificial satellites. Discuss potential personal, societal, technological, and environmental barriers to living and working in space.	 Star Stories	 Coyote Science website and TV show includes examples of Indigenous peoples who are scientists, astronomers, etc.



Knowledge	Understanding	Skills & Procedures	ᑭᐱᐱᐱ Nehiyaw Ways of Knowing	Other Suggestions
LEARNING OUTCOME 6S 1.2 Students represent and compare components of the solar system.				
[continued] An orbit is the recurring path of an object around another object in space. Natural satellites are celestial bodies. Artificial satellites are constructed and put into orbit by humans. The first satellite put into orbit by Alberta (Ex-Alta 1) was designed by a group of students and faculty at the University of Alberta (AlbertaSat) and was successfully launched from the International Space Station in 2017. The International Space Station is a research facility that orbits Earth.				
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 are abstraction, design, and coding related?				
LEARNING OUTCOME 6 CS 1.1 Students examine abstraction in relation to design and coding, and describe impacts of technologies.				
The process of abstraction includes • determining what details to keep and what to ignore • removing unnecessary details • identifying important information • generalizing patterns Information is data that is organized to be more useful. An abstraction is a simplified version of something complex. [continued]	Abstraction is used in design and coding of computational artifacts to make problems easier to think about.	Apply abstraction during the design process. Identify examples of abstractions encountered in daily life. Discuss the role of design and coding in society. Use a visual block-based language to design code that includes relevant design structures.		Explore Cree syllabics as a form of coding to record an oral language.  Online Cree Dictionary: Syllabics Converter





  **7 Year Cycle**

 Knowledge	Understanding	Skills & Procedures	ᑭᓴᓴᓴ Nehiyaw Ways of Knowing	Other Suggestions
LEARNING OUTCOME 6SM 1.3 Students investigate and describe the role of explanation in science.				
First Nations, Métis, and Inuit share explanations of natural phenomena through • written texts • traditional knowledge • visual forms • verbal presentations • stories and legends Scientific explanations can incorporate a variety of texts, such as • visual forms; e.g., graphs, tables, flow charts, diagrams, and models • written texts; e.g., research papers • verbal presentations; e.g., stories and discussions A scientific explanation can be communicated in different ways depending on audience. The needs of the audience influence how science is communicated, such as • vocabulary used • level of detail • method of communication	Explanations of natural phenomena are communicated in various ways.	Interpret multiple forms of text that offer explanations of natural phenomena. Communicate explanations using appropriate digital or non-digital technologies. Construct digital or non-digital graphs and tables using proper labels, legends, scales, and titles. Determine the appropriateness of methods of communicating explanations based on the audience.	  Legend of Night and Day   13 Moons   7 Year Cycle  Climate Change and Effects on Hunting and Gathering   Star Stories   Creation Stories: Animal Features   Creation Stories: Plant Features	



 Knowledge	Understanding	Skills & Procedures	ᑭᐱᐃᓂ Nehiyaw Ways of Knowing	Other Suggestions
LEARNING OUTCOME				
6SM 1.4 Students investigate and describe the role of explanation in science.				
Evidence and scientific explanations are subject to further investigation to determine their validity. Further investigation can involve a variety of processes, such as • continual collection of evidence over time • discussion and debate in the scientific community • conducting multiple investigations over long periods of time • using new technologies and methods that reveal new evidence New evidence has refined inaccurate scientific explanations of natural phenomena, such as • the Sun revolves around the Earth • different tastes are detected in different areas of the tongue • the eyes are a source of light, allowing vision One conflicting study is not enough to cause a scientific explanation to be refined.	Science is a self-correcting way of knowing about the world, where new evidence can change understandings and explanations.	Discuss processes that can be used to validate evidence and explanations. Identify explanations of natural phenomena that have been refined as new evidence has been revealed.		 University of Calgary study: Do Alberta's feral horses self-medicate with plants to fight off parasites?



     **Videos**
by Season Series: Most videos in this series share outdoor activities across the seasons (e.g., **Birch Tree Tapping** in the spring and **Harvesting Medicines** in the summer and fall) and can be used to meet active living KUSPs.

Knowledge	Understanding	Skills & Procedures	ᑭᐱᐱᐱ Nehiyaw Ways of Knowing	Other Suggestions
[continued] Physical activity guidelines recommend between 30 to 60 minutes of moderate to vigorous daily physical activity. Individuals can engage in moderate to vigorous physical activities from the following activity dimensions: • rhythmic • gymnastic • expressive • individual and group • challenge and adventure • cultural activities and games			 Powwow and Dance Series (11 videos)	
LEARNING OUTCOME				
6AL 1.2 Students analyze motivation and its relationship to personal development and active living.				
Motivation can lead to development of movement skills. Motivation can lead to exposure to a variety of physical activities.	Motivation can lead to accomplishment and performance across various physical activities. Feedback and self-reflection can support motivation.	Recognize the influence of motivation on movement skill development and proficiency in various physical activities.		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>
LEARNING OUTCOME				
6AL 1.3 Students analyze motivation and its relationship to personal development and active living.				
Motivation can lead to commitment, personal development, and increased levels of engagement. Motivation can be supported by members of the community, such as • parents and caregivers • community organizations • teachers and coaches • spiritual leaders • Elders • Knowledge Keepers	Active living in the community occurs when individuals are encouraged and supported.	Describe personal and community supports associated with motivation for active living.		

Knowledge	Understanding	Skills & Procedures	ᑭᐱᐱᐱ Nehiyaw Ways of Knowing	Other Suggestions
ORGANIZING IDEA				
Movement Skill Development (MSD): Developing physical literacy through movement and active living supports well-being across a lifespan.				
GUIDING QUESTION				
How does structure bring organization to physical activity?				
LEARNING OUTCOME				
6MSD 1.1 Students examine and demonstrate an understanding of structure in physical activity.				
Structural components of physical activities can have various characteristics and features, such as • rules and guidelines • protocols • purpose or intent • number and roles of participants • required equipment Structure has commonalities and varying levels of complexity across various physical activities.	Structure provides an objective or purpose to the physical activity.	Describe the structure of physical activities performed in the learning environment. Apply structure in the creation and playing of 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.	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>
LEARNING OUTCOME				
6MSD 1.2 Students examine and demonstrate an understanding of structure in physical activity.				
Structure can be modified to meet the needs of participants by • changing equipment size and type • adjusting playing area • adjusting time • changing target size and distance	Structure provides parameters to support safety, engagement, and inclusion of all participants.	Modify physical activities and games to improve safety, engagement, and inclusivity.		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> <i>I remember skipping with a rope, playing hopscotch, marbles, and kick the can.</i>
LEARNING OUTCOME				
6MSD 1.3 Students examine and demonstrate an understanding of structure in physical activity.				
Strategies and tactics are supported through an understanding of the structure of physical activities and games.	Structure provides parameters that support opportunities for critical and creative thinking.	Utilize understandings of structure to inform strategies and tactics.		

Knowledge	Understanding	Skills & Procedures	ᑭᓐᓂᓐᓂᓐ Nehiyaw Ways of Knowing	Other Suggestions
GUIDING QUESTION In what ways can movement patterns function to improve performance?				
LEARNING OUTCOME 6MSD 2.1 Students adapt and apply movement patterns in controlled and dynamic physical activities.				
Similar patterns exist across a variety of physical activities. Patterns can be customized to enhance proficiency of movement. Patterns are essential to the development of specialized movement skills in a variety of physical activities. First Nations, Métis, and Inuit physical activities and games provide opportunities to develop and enhance skill through engagement in unique and diverse movement patterns.	Patterns can be transferred across a variety of physical activities for individual or group success.	Demonstrate how movement patterns are applied across various physical activities. Identify ways movement patterns experienced through physical activities can support skill development.		
LEARNING OUTCOME 6MSD 2.2 Students adapt and apply movement patterns in controlled and dynamic physical activities.				
Controlled physical activities can be activities that are structured, individual, or partnered. Controlled physical activities allow for repeated practice of movement skills. Dynamic physical activities are limited in structure yet fluid and changing. Dynamic physical activities require immediate decision making and refinement of movement skills.	Controlled and dynamic physical activities can support movement skill patterns in a variety of physical activities.	Adapt movement patterns to improve accuracy, speed, and proficiency in a variety of controlled and dynamic physical activities.		
LEARNING OUTCOME 6MSD 2.3 Students adapt and apply movement patterns in controlled and dynamic physical activities.				
Creativity in movement can be supported by including objects and changing tempo and rhythm. Patterns are movements that enable the body to move in response to a stimulus.	Movement combinations, patterns, and sequences can be adapted using creativity.	Implement movement patterns in response to a variety of physical, verbal, visual, and musical stimuli.	 Powwow and Dance Series (11 videos)	



Knowledge	Understanding	Skills & Procedures	ᑭᐱᐱᐱ Nehiyaw Ways of Knowing	Other Suggestions
GUIDING QUESTION How can conflict resolution support engagement in physical activity?				
LEARNING OUTCOME 6MSD 3.1 Students analyze and apply conflict resolution in physical activity.				
Team success can be influenced by conflict. Practices to manage conflict include - acknowledging emotions - clarifying facts and understanding - listening to understand - discussing possible outcomes - proposing solutions	Team effectiveness can be influenced by the ability to manage conflict. Teamwork requires collaboration when coming to a resolution. Successful teams develop practices to manage conflict.	Practise conflict resolution. Reflect on practices used to resolve conflict.	 Sharing and Talking Circles	Elders' Words: <i>Try some of the games mentioned earlier with rules such as the bowl game and handgames.</i> <i>Winter games, drumming, tea dance; singing to encourage each other.</i> <i>Respect was shown by not laughing at others.</i>
LEARNING OUTCOME 6MSD 3.2 Students analyze and apply conflict resolution in physical activity.				
Individuals and groups in both cooperative and competitive situations can experience conflict differently.	Cooperative and competitive situations may require group members to adjust thinking or actions to resolve conflict.	Discuss how cooperative and competitive situations influence thinking and actions to resolve conflict.		

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 lifelong learning be supported?				
LEARNING OUTCOME				
6CD 1.1 Students connect strategies for well-being to life opportunities and lifelong learning.				
Insight into life roles can be supported by knowledge of - talents - assets - virtues - strengths - interests Independence includes having the confidence and ability to make decisions to try new or challenging activities. Independence supports the development of initiative.	Changing life roles may require increased independence to develop personal talents.	Relate personal skills and interests to various life roles.	 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				
6CD 1.2 Students connect strategies for well-being to life opportunities and lifelong learning.				
Learning can occur through challenging and adverse experiences. Involvement in a variety of activities can provide opportunities for personal development.	Personal potential develops over time and can evolve from experiences. Learning is a lifelong process.	Examine changes in personal interests, strengths, and skills. Reflect on personal skills and interests for continued development and growth.		



Knowledge	Understanding	Skills & Procedures	ᑭᐱᐱᐱ Nehiyaw Ways of Knowing	Other Suggestions
LEARNING OUTCOME				
6CD 1.3 Students connect strategies for well-being to life opportunities and lifelong learning.				
Strategies for learning and personal development include - managing time - prioritizing tasks - clarifying expectations - asking questions - reflecting - establishing routines	Individuals can apply a variety of strategies to maximize learning potential and support personal development.	Develop and apply personal strategies to support learning and development.		
LEARNING OUTCOME				
6CD 1.4 Students connect strategies for well-being to life opportunities and lifelong learning.				
Exposure to a variety of volunteerism experiences provides options when making decisions about life and career opportunities.	Volunteerism provides possibilities for social connectedness.	Discuss the effects of volunteerism on self and the community. Plan for potential volunteerism opportunities in the school and community.		
LEARNING OUTCOME				
6CD 1.5 Students connect strategies for well-being to life opportunities and lifelong learning.				
Self-discipline includes taking proactive steps to improve well-being and responding positively to successes and challenges.	Self-discipline encourages a positive future and an inclination to expect favourable life outcomes.	Identify experiences in which self-discipline can have a positive effect on well-being.		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>
LEARNING OUTCOME				
6CD 1.6 Students connect strategies for well-being to life opportunities and lifelong learning.				
Motivation strategies include - focusing on positive aspects of situations or events - reflecting on gratitude - seeking positive encouragement and supports	Hope can be cultivated through applying motivation strategies.	Apply motivation strategies in a variety of contexts.		

Knowledge	Understanding	Skills & Procedures	ᑭᐱᐱᐱ Nehiyaw Ways of Knowing	Other Suggestions
LEARNING OUTCOME				
6CD 1.7 Students connect strategies for well-being to life opportunities and lifelong learning.				
Goal-achievement strategies that can build hope include • listing personal priorities • setting specific goals • organizing goals into small steps • developing creative ways to overcome obstacles	Hope can be cultivated through applying strategies to achieve goals.	Relate strategies to achieving goals in a variety of contexts.		
ORGANIZING IDEA				
Safety (S): A lifetime of optimal well-being is supported by prioritizing health and safety.				
GUIDING QUESTION				
In what ways might risk influence the outcome of an action?				
LEARNING OUTCOME				
6S 1.1 Students examine risk and identify the factors that influence action.				
Risk is the overall assessment and identification of hazards related to personal safety and vulnerability. Considering possible outcomes can inform decisions regarding consent in risk-taking activities. Risk involves taking action that may evoke a variety of feelings, such as • independence • fulfillment • uncertainty • vulnerability Digital privacy is important to protect personal information. Individuals can seek assistance when experiencing unwanted attention, communication, or images. [continued]	Measured risks can be taken in stages and are more likely when individuals feel safe, respected, and trusted. Safe online, digital technology, and social media practices can reduce risk.	Discuss how feelings associated with risk taking affect actions and decisions. Assess safety and vulnerability risks associated with use of digital technology. Identify potential harms from online and social media use. Explain how to deal with unwanted attention, communication, or images.	 Tipi Teachings Series: Videos in this series can be used to support safety KUSPs.	

Knowledge	Understanding	Skills & Procedures	ᑭᓐᓂᓐ Nehiyaw Ways of Knowing	Other Suggestions
[continued] Safety risks associated with use of digital technology include - intrusion of privacy - bullying - misinformation - inability to properly request, obtain, or give consent - exploitation The Internet and social media can expose an individual to unwanted communication or images and information. Sharing explicit or graphic images can have significant consequences, including being illegal under the Criminal Code of Canada.				
LEARNING OUTCOME 6S 1.2 Students examine risk and identify the factors that influence action.				
Short-term and long-term risk can be managed or reduced through planning, rehearsal, and evaluation.	Risk can lead to an increased likelihood of complications in various contexts.	Describe situations where responsible leadership supports the safety and well-being of self and others.		Elders' Words: <i>Planning according to seasons was critical to safety, survival, and stewardship.</i>
LEARNING OUTCOME 6S 1.3 Students examine risk and identify the factors that influence action.				
Risks of substance use include - addiction - impaired brain development - decreased mental health - impaired thinking	Several risks connected to substance use can have short-term and long-term effects.	Recognize the risks associated with substance use. Identify positive choices and actions that can reduce risks associated with substance use.		

Knowledge	Understanding	Skills & Procedures	ᑭᓐᓂᓐ Nehiyaw Ways of Knowing	Other Suggestions
LEARNING OUTCOME				
6S 1.4 Students examine risk and identify the factors that influence action.				
Aspects of life impacted by risk include • mental health • physical well-being • safety	Risk has potential to positively or negatively impact several aspects of life.	Reflect on the positive and negative impacts of risk taking in a variety of contexts.		
ORGANIZING IDEA				
Healthy Eating (HE): A lifetime of optimal well-being and physical wellness is supported by prioritizing nutrition and healthy eating.				
GUIDING QUESTION				
How might access to food affect nutrition?				
LEARNING OUTCOME				
6HE 1.1 Students examine access to food and its effect on making decisions related to nutrition.				
Factors that affect access to food include • season • cost of food • budget • food-preparation skills • location Access to food includes • the land • farms and gardens • grocery stores • farmers' markets • restaurants Whole foods can be more expensive than processed foods.	Access to nutritious and traditional foods is different for individuals and is affected by a variety of factors.	Identify factors that affect access to food.	 13 Moons Teachings	Elders' Memories: <i>The majority of our food was harvested so the sources were known – harvesting meat, berries, medicines.</i>
LEARNING OUTCOME				
6HE 1.2 Students examine access to food and its effect on making decisions related to nutrition.				
Access to food includes availability of food that meets individual dietary and cultural needs and food preferences. Lack of access to food can affect well-being	Access to food affects nutritional intake and an individual's ability to make balanced food choices.	Discuss the effects of limited nutritional food choices on physical and mental well-being.	  Tipi Teachings Series: Videos in this series teach about self-care and love before all else.	

Knowledge	Understanding	Skills & Procedures	ᑭᐱᐱᐱ Nehiyaw Ways of Knowing	Other Suggestions
LEARNING OUTCOME				
6HE 1.3 Students examine access to food and its effect on making decisions related to nutrition.				
Contexts where nutritional choices may be affected include - restaurants - social and recreational events - learning environments Cost of food can vary depending on context. Energy-dense fast foods are easier to access than nutritious foods.	Access and cost within a variety of contexts can affect nutritional choices.	Examine how access affects nutritional choices in a variety of contexts. Compare cost of food in a variety of contexts.		
ORGANIZING IDEA				
Healthy Relationships (HR): Personal well-being is supported through positive relationships built on communication, collaboration, empathy, and respect.				
GUIDING QUESTION				
How can perspectives influence healthy relationships?				
LEARNING OUTCOME				
6HR 1.1 Students consider and describe a variety of perspectives that support the development of healthy relationships.				
Positive social behaviours include - respecting others - helping others - being honest - acknowledging diversity	Healthy relationships and pro-social behaviours can be enhanced by considering the perspectives of others.	Demonstrate positive social behaviours to develop and maintain healthy relationships.		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>
LEARNING OUTCOME				
6HR 1.2 Students consider and describe a variety of perspectives that support the development of healthy relationships.				
Perspectives of others within relationships should be clarified rather than assumed. Consideration of perspectives includes recognizing and appreciating the points of view of others. Empathy involves trying to understand or share the feelings of another person	Healthy relationships require consideration for different opinions, thoughts, feelings, beliefs, and needs.	Consider ways in which diverse perspectives align or differ. Identify how the consideration of others' perspectives contributes to empathy.		

Knowledge	Understanding	Skills & Procedures	ᑭᐱᐱᐱᐱ Nehiyaw Ways of Knowing	Other Suggestions
LEARNING OUTCOME				
6HR 1.3 Students consider and describe a variety of perspectives that support the development of healthy relationships.				
Recognition and appreciation of social and cultural perspectives can contribute to acceptance, inclusion, and the common good.	Perspectives can contribute to a sense of belonging and interconnectedness.	Examine the connections between perspectives and social and emotional well-being.		
LEARNING OUTCOME				
6HR 1.4 Students consider and describe a variety of perspectives that support the development of healthy relationships.				
Empathy can be improved through • role modelling • practice • reflection	Development of empathy can reduce bullying behaviours.	Examine how empathy toward others with different perspectives supports healthy relationships.		
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 can decision making support change during maturation?				
LEARNING OUTCOME				
6GD 1.1 Students examine physical, social, personal, and environmental factors connected to maturation during adolescence.				
An individual can experience social changes during maturation, such as • curiosity in trying new things • increased importance of peers • changes in self-knowledge and self-image • language used to describe themselves • increased expectation of responsibility Self-image develops over time and can evolve from experiences.	Knowledge and awareness of changes that can occur during maturation support holistic well-being. Maturation can result in an individual's increase in ability, adaptability, and capacity in a variety of contexts.	Consider the impact of physical, cognitive, emotional, and social changes during maturation in adolescence.	 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	ᑭᐱᐱᐱ Nehiyaw Ways of Knowing	Other Suggestions
LEARNING OUTCOME				
6GD 1.2 Students examine physical, social, personal, and environmental factors connected to maturation during adolescence.				
Maturation can be supported through decision making related to personal and environmental factors, such as • stress reduction • mental health • body image • immunization • daily physical activity • substance use • rest and sleep • nutrition	Maturation can be supported through various personal and environmental factors.	Identify personal and environmental factors that can influence well-being and maturation during adolescence. Connect personal and environmental factors to decision making during adolescence.		
LEARNING OUTCOME				
6GD 1.1 Students examine physical, social, personal, and environmental factors connected to maturation during adolescence.				
Fluctuations in physical needs during maturation can result in • fatigue and changes in sleep patterns • changing energy levels • increased nutritional demands • increased appetite	Growth associated with maturation can lead to increased physical needs.	Connect physical needs to maturation changes during adolescence.		
GUIDING QUESTION				
<i>How can human reproduction support growth and development?</i>				
LEARNING OUTCOME				
6GD 2.1 Students investigate human reproduction from fertilization to birth.				
<i>Pregnancy can occur as a result of sexual intercourse.</i> <i>Pregnancy can be confirmed by a test.</i> <i>Abstinence means choosing not to have sexual intercourse.</i> <i>Any sexual activity always requires consent.</i> <i>[continued]</i>	<i>Pregnancy is a natural human process.</i> <i>Abstinence is the most effective way to prevent pregnancy.</i> <i>[continued]</i>	<i>Identify effective ways to prevent pregnancy and sexually transmitted infections.</i>		

Knowledge	Understanding	Skills & Procedures	ᑭᐱᐱᐱ Nehiyaw Ways of Knowing	Other Suggestions
[continued] Self-control can support decision making related to human reproduction. Different types of birth control can have varying levels of effectiveness and risks. Sexual activity can expose individuals to sexually transmitted infections and blood-borne infections. Some birth control measures can lower the risk of sexually transmitted infections and blood-borne infections.	[continued] Sexual activity without consent is sexual assault and can have physical, emotional, social, and/or legal consequences. Birth control and natural family planning can help prevent pregnancy and sexually transmitted infections.			
LEARNING OUTCOME 6GD 2.2 Students investigate human reproduction from fertilization to birth.				
Factors that influence reproductive decisions include • age • financial preparedness • health • family, caregiver, and community supports	In Canada, individuals have the right to make decisions about reproductive health and can decide if, when, and how often to reproduce.	Examine factors that can influence decisions related to reproductive health.		
LEARNING OUTCOME 6GD 2.3 Students investigate human reproduction from fertilization to birth.				
The length of a pregnancy is approximately 40 weeks and is divided into three stages called trimesters. A child born before 37 weeks of pregnancy is called a pre-term birth. Fetal development during pregnancy can be adversely affected by • poor nutrition • smoking • alcohol use • drug use	Fetal development occurs in stages throughout a pregnancy.	Examine fetal development in each of the three trimesters. Examine factors that can adversely affect fetal development.		

Knowledge	Understanding	Skills & Procedures	ᑭᐱᐱᐱ Nehiyaw Ways of Knowing	Other Suggestions
LEARNING OUTCOME				
6GD 2.4 Students investigate human reproduction from fertilization to birth.				
<i>Supportive health practices during pregnancy include</i> - eating nutritious foods - engaging in physical activity - getting adequate sleep and rest - attending early and consistent medical visits	<i>Supportive health practices can enhance reproductive health, a healthy pregnancy, and safe childbirth.</i>	<i>Identify health practices that support a healthy pregnancy.</i>		
LEARNING OUTCOME				
6GD 2.5 Students investigate human reproduction from fertilization to birth.				
<i>Reproductive health information can be provided by credible sources, such as</i> - parents and caregivers - health professionals - teachers - spiritual leaders - Knowledge Keepers - Elders	<i>Credible sources can provide accurate information on reproductive health and support healthy reproductive decisions.</i>	<i>Identify credible sources of reproductive health information.</i>		
LEARNING OUTCOME				
6GD 2.6 Students investigate human reproduction from fertilization to birth.				
<i>There are diverse traditional, cultural, and religious beliefs regarding reproductive health.</i>	<i>Traditional, cultural, and religious beliefs can affect understandings of human reproduction.</i>	<i>Consider ways that human reproduction can be influenced by traditional, cultural, and religious beliefs.</i>		

Knowledge	Understanding	Skills & Procedures	ᑭᐱᐱᐱ Nehiyaw Ways of Knowing	Other Suggestions
ORGANIZING IDEA				
Financial Literacy (FL): Informed financial decision making contributes to the well-being of individuals, groups, and communities.				
GUIDING QUESTION				
How can personal finances be enhanced?				
LEARNING OUTCOME				
6FL 1.1 Students investigate borrowing and investing in a variety of situations.				
A loan is money that is borrowed with an agreement to pay it back. A loan can come from a variety of sources, such as • banks • financial institutions • family • friends The decision to borrow money may be based on • ability to repay • intended purpose • additional costs • short-term and long-term goals • impact on budget Decisions by banks or financial institutions to loan money may be based on • ability to repay • previous loan history • other existing debts • intended purpose Borrowing money through loans can cost money in the form of interest on the amount borrowed and over the term of the agreement. Interest is a fee paid to the bank or financial institution that loaned the money.	Borrowing money to buy goods and services can have financial risks and benefits. Borrowing money can support financial goals if done appropriately.	Analyze the risks and benefits of borrowing money in a variety of situations. Identify situations where an individual can responsibly take on debt.		Elders' Memories: <i>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.</i> <i>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.</i>

Knowledge	Understanding	Skills & Procedures	ᑭᐱᐱᐱᐱ Nehiyaw Ways of Knowing	Other Suggestions
LEARNING OUTCOME				
6FL 1.2 Students investigate borrowing and investing in a variety of situations.				
Investing is purchasing something that is expected to earn additional money or increase in value. Individuals can make a variety of investments, such as • real estate • stocks • digital currencies • bonds • mutual funds	Investing money can have financial risks and benefits.	Analyze the risks and benefits of investing in a variety of situations.		