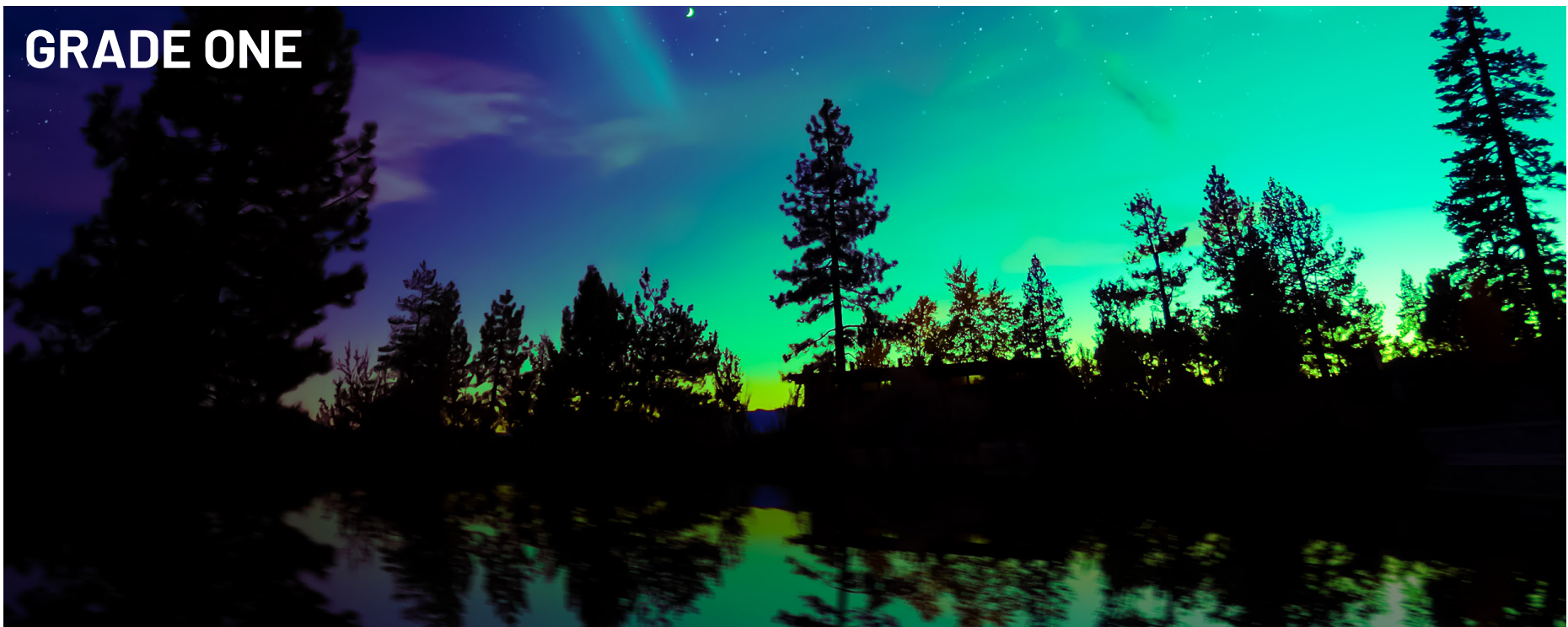


GRADE ONE



English
Language Arts and Literature

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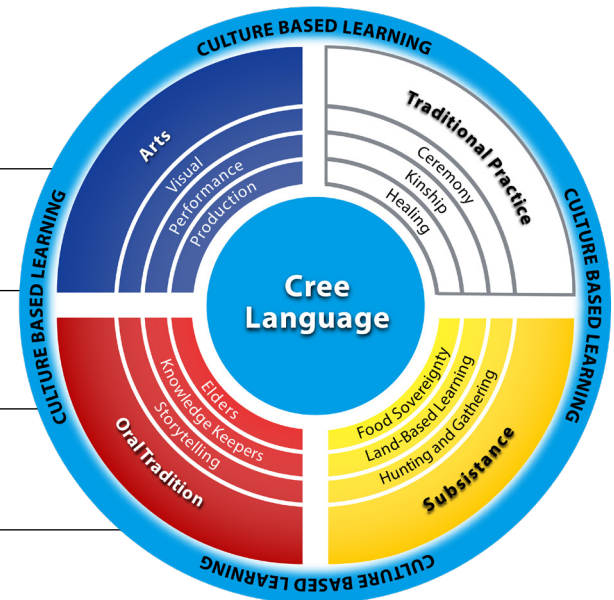
Mathematics

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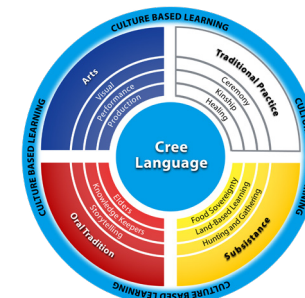










Science

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English Language Arts & Literature








 Knowledge	Understanding	Skills & Procedures	ᑭᐩᐱᑦᑭᐩ Nehiyaw Ways of Knowing	Other Suggestions
ORGANIZING IDEA				
Text Forms and Structures: Identifying and applying text forms and structures improves understanding of content, literary style, and our rich language traditions.				
GUIDING QUESTION				
How can the organization of ideas and information support the sharing of messages?				
LEARNING OUTCOME				
Students examine ways that messages can be organized and presented for different purposes.				
<p>Messages can be shared for different reasons (purposes), including to learn, have fun, and stay safe.</p> <p>Messages can depict ideas and information that are imaginary (fiction) or real (non-fiction).</p> <p>Messages can be shared digitally or non-digitally through</p> <ul style="list-style-type: none"> • reading • writing • listening • speaking • viewing • representing <p>Messages can be shared in a variety of forms, including</p> <ul style="list-style-type: none"> • books • stories • pictures • land 	<p>Ideas and information can be organized by purpose, form, or structure.</p>	<p>Discuss reasons for messages to be shared.</p> <p>Identify messages that provide enjoyment.</p> <p>Describe the differences between messages that are imaginary (fiction) or real (non-fiction).</p> <p>Discuss forms used to organize messages.</p> <p>Identify the beginning, middle, and ending in a message.</p> <p>Identify messages in a variety of environmental print.</p> <p>Identify the title and author or creator of a variety of digital or non-digital messages.</p>	<p> The Legend of Weasel</p> <p> Storytelling Protocols</p> <p> Legend of Night and Day</p>	<p> Empowering the Spirit: Sharing through Story</p> <p> Native American Legends Organized by Theme</p> <p> "Granny's Giant Bannok," Brenda Isabel Wastasecoot, 2021.</p> <p> "This is What I've Been Told," Juliana Armstrong, 2021.</p>








Essential Learning Outcomes (ELOs) are identified in these charts in **bold**. Educational authorities from different regions of Alberta may identify different ELOs, based on their context. All outcomes in Alberta Education's Program of Studies must be taught, but what is deemed essential may look different.

Knowledge	Understanding	Skills & Procedures	ᑭᓴᓴᓴᓴ Nehiyaw Ways of Knowing	Other Suggestions
 <p>Stories, both real and imaginary, can follow a structure, including</p> <ul style="list-style-type: none"> • beginning • middle • ending <p>Environmental print includes signs, symbols, and words.</p> <p>Books and other forms of print are organized in specific ways (concepts of print):</p> <ul style="list-style-type: none"> • A book has a title and an author. • Print is read from left to right and top to bottom with a return sweep. • Each print word represents one spoken word when read aloud. • Sentences are made up of words. • Words are separated by spaces in sentences. • Punctuation marks can signal the end of a sentence. 		<p>Read print from left to right with a return sweep.</p> <p>Read print with accurate one-to-one word matching.</p> <p>Examine sentences that start with a capital letter, have spaces between words, and end with punctuation.</p>	<p> Storytelling Protocols</p> <p>  Legend of Night and Day</p>	<p> Empowering the Spirit: Sharing through Story</p> <p> Native American Legends Organized by Theme</p>
<p>Features that clarify and organize messages can be digital or non-digital, including</p> <ul style="list-style-type: none"> • colour, font, or bolding • titles and headings 	<p>Messages can be clarified and organized using features.</p>	<p>Examine a variety of features that help clarify messages.</p> <p>Include a variety of features to help organize or clarify personal messages.</p>	<p> Trickster and the Tipi</p>	
<p>Imaginary (fictional) stories include</p> <ul style="list-style-type: none"> • fairy tales • fables • realistic stories <p>A fable is a short story that has a moral and often includes animals as characters.</p> <p>Stories have structures (elements), including</p> <ul style="list-style-type: none"> • characters • setting • events <p>A narrator is the person or character telling a story.</p>	<p>Knowledge can be built and expanded by exploring stories and ideas that are imaginary (fictional).</p>	<p>Describe story elements within a variety of imaginary stories.</p> <p>Create imaginative representations or dramatizations of stories that include characters, setting, and events.</p> <p>Examine information provided by the narrator in a story or message.</p>	<p> Legend of Tipi</p> <p>  Trickster and the Tipi (Told in Cree)</p>	




 Knowledge	Understanding	Skills & Procedures	ᑭᑭᑭᑭ Nehiyaw Ways of Knowing	Other Suggestions
<p>Real information or ideas (non-fiction) can be shared through digital or non-digital forms, including</p> <ul style="list-style-type: none"> personal stories instructions observations <p>Informational texts have structures, including</p> <ul style="list-style-type: none"> main idea supporting details sequencing 	<p>Messages that share ideas and information that are real or true (nonfiction) can encourage thinking and build knowledge.</p>	<p>Examine ways that information can be organized and shared to support learning.</p>		<ul style="list-style-type: none">  Empowering the Spirit: Sharing through Story  Native American Legends Organized by Theme   Rupertsland Institute: Read-aloud Stories with Leah Dorion
<p>Poems can describe ideas and feelings in creative and joyful ways.</p> <p>Poems and songs can contain words and phrases that rhyme.</p> <p>Some poems rhyme and some do not.</p>	<p>Poetry explores ideas and feelings and helps us to connect to our experiences.</p>	<p>Share connections between personal experiences and messages represented through poetry and song.</p> <p>Determine if a poem rhymes or if it does not.</p>	 Legend of the Drum	<ul style="list-style-type: none"> Episode 5: Poems to Honour Mother Earth
ORGANIZING IDEA Oral Language: Listening and speaking form the foundation for literacy development and improve communication, collaboration, and respectful mutual understanding.				
GUIDING QUESTION In what ways can listening and speaking be applied to develop oral communication?				
LEARNING OUTCOME Students develop listening and speaking skills through sharing stories and information.				
<p>Stories that are shared through listening and speaking (oral traditions) can be handed down from generation to generation.</p> <p>Kinship involves belonging and relationships.</p> <p>Oral stories are highly valued in many communities.</p> <p>Communities may have special rules (protocols) about how, when, or with whom stories are shared.</p>	<p>Oral traditions can provide opportunities to learn and think about kinship.</p>	<p>Practise listening and speaking skills through sharing oral stories.</p> <p>Recognize kinship in a variety of oral stories.</p> <p>Discuss special rules (protocols) about how, when, or with whom stories are shared.</p>	 Legend of Mosquito  Storytelling Protocols	<p>Invite Elders to tell stories – this can be done seasonally – different stories for different seasons.</p> <p>Use sharing circles to develop both listening and speaking.</p> <ul style="list-style-type: none">   Rupertsland Institute: Métis Read-Alouds – videos for little ones




Knowledge	Understanding	Skills & Procedures	ᑭᓴᓴᑦ Nehiyaw Ways of Knowing	Other Suggestions
ORGANIZING IDEA				
Vocabulary: Communication and comprehension are improved by understanding word meaning and structures.				
GUIDING QUESTION				
How can vocabulary and morphological awareness work together to increase knowledge of words?				
LEARNING OUTCOME				
Students analyze word formation and meaning.				
<p>Vocabulary development includes learning (tier 2) words that are</p> <ul style="list-style-type: none"> unknown to most learners critical for comprehending new texts useful and may be encountered in the future <p>Vocabulary development includes some academic words (tier 3 words) from read alouds and texts.</p> <p>A synonym is a word that has a similar meaning to another word.</p> <p>An antonym is a word that has the opposite meaning of another word.</p>	<p>Learning new words improves comprehension and communication.</p>	<p>Confirm word meanings in a variety of ways.</p> <p>Identify the meaning of tier 2 words and use them in sentences.</p> <p>Use tier 3 words in discussions.</p> <p>Recognize that words can be replaced with synonyms.</p> <p>Investigate antonyms when comparing words.</p> <p>Transfer understandings of words to different situations.</p>		<p>Reinforce the concept of syllables by using a drum to beat out sounds.</p> <p>Compare Cree and English sounds and alphabet.</p> <p> Online Cree Dictionary: Syllabics Chart (Available in Maskwacis Plains Cree; Saskatchewan Plains Cree; Woods Cree)</p> <p>  Nehiyaw-win Time with Peggy Gladue - Syllabics Song</p> <p>  Cree Syllabics - Reuben Quinn</p>
<p>A base is the main morpheme (the smallest unit of a word that holds meaning) in a word.</p> <p>Suffixes are morphemes located at the ending of words.</p> <p>Adding the suffix <s> or <es> to the ending of a word can indicate more than one (plural).</p> <p>Adding the suffix <ed> to the ending of a word indicates it already happened (changes the tense).</p> <p>A compound word is formed when two individual words are put together to make a new word.</p> <p>The meaning of a compound word can be similar to or different from the two individual words that were combined to form the word.</p>	<p>Word meanings can change by adding or removing morphemes.</p>	<p>Identify words according to their base.</p> <p>Recognize suffixes in oral or written language.</p> <p>Add or remove suffixes to make words plural or singular.</p> <p>Add or remove suffixes to change the tense of words.</p> <p>Recognize compound words.</p> <p>Describe changes in meaning that occur when two words are combined to form a compound word.</p>		




Knowledge	Understanding	Skills & Procedures	ᑭᑦᑲᑦᑲᑦ Nehiyaw Ways of Knowing	Other Suggestions
ORGANIZING IDEA Phonological Awareness: Foundational literacy is supported by the ability to identify and manipulate sounds in oral language.				
GUIDING QUESTION How does the manipulation of sound in oral language support phonological awareness?				
LEARNING OUTCOME Students manipulate sounds in words in oral language.				
A series of words or phrases that begin with the same sound can be combined for humorous effect (alliteration) (e.g., tongue twisters).	Sounds in words (phonemes) can be repeated for effect.	Generate alliterative words. Generate alliterative phrases.		
Words that rhyme can have more than one syllable.	Rhyming words can be present in a variety of oral language contexts.	Generate rhyming words that have up to three syllables. Recall simple songs or poems that contain words that rhyme.		
Compound words can be separated into two individual words. Words can be separated into syllables. Words can be separated into sounds. Sounds can be identified at the beginning, in the middle, or at the ending of spoken words.	Separating words into syllables or phonemes (segmentation) supports the ability to hear and manipulate sounds in words.	Identify individual words in compound words. Identify syllables in words that have three or more syllables. Segment the sounds of words containing up to five phonemes.		
Two separate words can be blended to form a new word (compound word). Syllables can be blended to form new words. Sounds (phonemes) can be blended to form words.	Words can be formed by blending words, parts of words, or sounds.	Blend two words to form compound words. Blend syllables in words that have two to three syllables. Blend sounds in words that have up to five phonemes.		

 Knowledge	Understanding	Skills & Procedures	 Nehiyaw Ways of Knowing	Other Suggestions
<p>Sounds can be added to the beginning, middle, or ending of words.</p> <p>Sounds can be deleted from the beginning, middle, or ending of words.</p> <p>Sounds can be substituted for different sounds at the beginning, middle, or ending of words.</p>	<p>Sounds in words can be added, deleted, or substituted (manipulated).</p>	<p>Recognize the position of letters in words.</p> <p>Add sounds to the beginning, middle, or ending of words.</p> <p>Delete sounds from the beginning, middle, or ending of words.</p> <p>Substitute one sound for another in one-syllable words.</p>		
ORGANIZING IDEA Phonics: Foundational literacy is supported by understanding relationships between sounds in oral language and the letters that represent them.				
GUIDING QUESTION How can understanding relationships between sounds and letters (phonics) increase knowledge of words?				
LEARNING OUTCOME Students recognize and analyze letters and sounds in words.				
<p>The English alphabet consists of a set of 26 letters that represent sounds.</p> <p>Letters can be upper case or lower case.</p>	<p>Letters represent sounds in words.</p>	<p>Recognize both upper case and lower case letters of the alphabet fluently.</p> <p>Distinguish between letters that are consonants and letters that are vowels.</p> <p>Make connections between letters and sounds in words.</p>		<p>Compare Cree and English sounds and alphabet.</p> <p> Online Cree Dictionary: Syllabics Chart (Available in Maskwacis Plains Cree; Saskatchewan Plains Cree; Woods Cree)</p> <p>  Nehiyawewin Time with Peggy Gladue - Syllabics Song</p> <p>  Cree Syllabics – Reuben Quinn</p>
<p>There is a relationship between written letters (graphemes) and the sounds they represent (phonemes).</p> <p>Two or more letters can represent a single sound.</p> <p>Letters in words can be silent.</p> <p>Some letters have variable pronunciations.</p> <p>A vowel that is followed by <r> can make a new sound (e.g., ti-ger, turn, and bird).</p>	<p>Letter combinations represent units of sound within a word.</p>	<p>Associate sounds to letters and letter sequences.</p> <p>Experiment with letters, sounds, and words to create new words.</p> <p>Read one- to two-syllable words that include the 60 most frequent letter sound correspondences.</p> <p>[continued...]</p>		


Knowledge	Understanding	Skills & Procedures	ᑭᐱᑲᑦ Nehiyaw Ways of Knowing	Other Suggestions
		<p>[continued...]</p> <p>Recognize and use long and short vowel sounds in words.</p> <p>Read and write consonant sounds in the beginning, middle, and ending of words using the letters that represent them.</p> <p>Read and write two consonant letters that represent one sound at the beginning, middle, and ending of words.</p> <p>Identify short vowel sounds in words and identify the letters that represent them.</p> <p>Identify long vowel sounds in words and identify the letters that represent them.</p> <p>Recognize how the letter <r> can influence the vowel sound.</p>		
<p style="text-align: center;">ORGANIZING IDEA</p> <p style="text-align: center;">Fluency: Comprehension and literary appreciation are improved by the ability to read a range of texts accurately, automatically, and with expression.</p>				
<p style="text-align: center;">GUIDING QUESTION</p> <p style="text-align: center;">How does reading prosody (expression) support fluency?</p>				
<p style="text-align: center;">LEARNING OUTCOME</p> <p style="text-align: center;">Students apply accuracy, appropriate rate, and expression in the development of fluency.</p>				
<p>Letters can be recognized quickly and accurately.</p> <p>Sounds in words can be blended quickly and accurately.</p> <p>Words consisting of three sounds (three phonemes) can be blended quickly and accurately.</p>	<p>Fluency involves the ability to decode new words with accuracy and at an appropriate rate.</p>	<p>Identify all 26 letters of the alphabet quickly and accurately.</p> <p>Blend sounds in words with speed and accuracy to decode unfamiliar words.</p>		



 Knowledge	Understanding	Skills & Procedures	ᑭᑦᑲᑦᑲᑦᑲᑦᑲᑦᑲᑦ Ways of Knowing	Other Suggestions
<p>High-frequency words are common words that occur often in written language.</p> <p>Some words that appear often in print cannot be decoded and must be read by sight (e.g., the).</p>	<p>Fluency involves the ability to recognize high-frequency words with accuracy and at an appropriate rate.</p>	<p>Read 125 high-frequency words automatically.</p> <p>Read 125 high-frequency words in sentences and texts.</p>		
<p>Phrased reading sounds like spoken language.</p> <p>Fluent reading includes stopping at periods and pausing at commas.</p> <p>Expression includes purposeful movement of the voice (pitch), including</p> <ul style="list-style-type: none"> • loud and soft stresses of words • raising the voice as a response to question marks • alternating the voice to show excitement as a response to exclamation marks 	<p>Fluent and phrased reading can increase the ability to comprehend written messages.</p>	<p>Read phrases smoothly, taking punctuation into consideration.</p> <p>Read texts aloud, with appropriate expression.</p>		
ORGANIZING IDEA Comprehension: Text comprehension is supported by applying varied strategies and processes and by considering both particular contexts and universal themes.				
GUIDING QUESTION What messages are conveyed through ideas and information within texts?				
LEARNING OUTCOME Students investigate meaning communicated in texts.				
<p>Texts that are listened to can contain more formal or complex language than everyday language.</p> <p>Responses to messages listened to in texts include</p> <ul style="list-style-type: none"> • discussions • pictures with a few words or sentences 	<p>Understanding text can be enhanced by listening to messages read aloud.</p>	<p>Listen to a variety of fictional and informational texts that are read aloud.</p> <p>Respond to texts that have been read aloud.</p> <p>Understand words and phrases from texts that have been read aloud.</p>	  Stories and Legends Series	


 Knowledge	Understanding	Skills & Procedures	 Nehiyaw Ways of Knowing	Other Suggestions
Understanding of messages in texts read independently can be shared through <ul style="list-style-type: none"> discussions pictures with a few words or sentences 	Predictable and decodable print texts can be read and understood independently.	Read simple, fully predictable, and decodable texts independently. Understand words and sentences from print texts read independently. Share understandings of print texts read independently.	 Stories and Legends Series	
Word solving includes <ul style="list-style-type: none"> chunking stretching manipulating sounds Self-correcting includes <ul style="list-style-type: none"> altering speed rereading reading on seeking clarification 	Comprehension involves critical thinking through problem solving, monitoring, and self-correcting.	Solve unknown words in a variety of ways. Self-correct when print text does not make sense.		
The main idea of a text is the most important idea. Sequencing key ideas and details is important when summarizing texts. The moral or lesson of a text can be the main idea.	Understanding texts involves determining the main idea, key ideas, and details.	Discuss the main idea of a variety of texts. Identify key ideas and details from texts. Sequence four to six events from a text. Retell the beginning, middle, or ending of a text. Retell or dramatize a story, including characters and setting. Interpret information from illustrations or visuals in texts. Identify the moral or lesson of a story.		

 Knowledge	Understanding	Skills & Procedures	 Nehiyaw Ways of Knowing	Other Suggestions
<p>Connections can be made between ideas and information in texts and background knowledge.</p> <p>Similarities and differences can be identified between texts.</p>	<p>Comprehension of texts involves making connections.</p>	<p>Share personal connections to ideas or information in texts.</p> <p>Identify similarities and differences between two texts.</p>	 Stories and Legends Series	
<p>Questions that guide comprehension of texts include</p> <ul style="list-style-type: none"> • Who? • What? • Where? • When? • Why? • How? <p>Texts can contain information that answers questions.</p> <p>The same words can be in both the question and the answer (literal recall).</p>	<p>Comprehension involves asking and answering questions.</p>	<p>Ask questions to clarify information in texts.</p> <p>Answer questions requiring literal recall and understanding of examples, details, or facts in texts.</p> <p>Answer questions that require giving opinions about information in texts.</p> <p>Locate information in texts to answer questions.</p>		
<p>Predicting includes imagining an outcome based on a combination of information, including</p> <ul style="list-style-type: none"> • title • pictures • details within the text • background knowledge 	<p>Comprehension can be enhanced by making predictions.</p>	<p>Make predictions prior to and while reading, viewing, or listening to a text.</p> <p>Compare actual outcomes to predictions made.</p>		

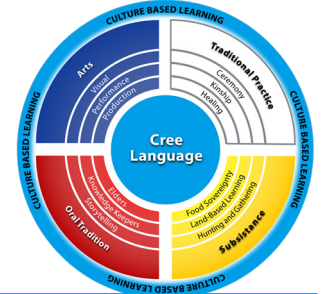
Knowledge	Understanding	Skills & Procedures	ᑭᐱᑦᑭᐱᑦ Nehiyaw Ways of Knowing	Other Suggestions
ORGANIZING IDEA				
Writing: Ideas and information can be articulated accurately and imaginatively through the use of writing processes and an understanding of the author's craft.				
GUIDING QUESTION				
How can writing be used to communicate meaning?				
LEARNING OUTCOME				
Students create messages through the application of writing processes.				
<p>Processes that can be used to support writing messages include</p> <ul style="list-style-type: none"> • planning • writing • editing • sharing <p>Planning involves thinking or talking about</p> <ul style="list-style-type: none"> • why you are writing a message (purpose) • who will be reading the message (audience) • the form the message will take • ideas <p>Messages can be written in sentences that contain complete thoughts.</p> <p>Several sentences can be written to expand on one idea.</p> <p>Editing involves correcting errors in spelling, grammar, and punctuation.</p> <p>Messages can be created by individuals or groups.</p> <p>Messages are owned by their creators.</p>	<p>Ideas and information can be shared through written messages.</p>	<p>Create written messages that align with an intended audience or purpose.</p> <p>Create written messages in a variety of forms to represent ideas or information.</p> <p>Generate ideas that can be expressed through messages.</p> <p>Combine ideas in a logical sequence to create sentences.</p> <p>Write sentences that contain complete thoughts and make sense.</p> <p>Edit written work for spelling, grammar, and punctuation.</p> <p>Add images or features to written messages.</p> <p>Share messages with others.</p> <p>Include own name on messages created.</p> <p>Identify individuals or groups that have created messages.</p>		











 Knowledge	Understanding	Skills & Procedures	ᑭᓐᓂᓐᓂᓐ Nehiyaw Ways of Knowing	Other Suggestions
<p>Creative thinking involves using imagination and combining materials or ideas in different ways for personal expression.</p> <p>Writing can support creative expression of ideas through organization and word choice.</p> <p>Creative ideas for expression can be inspired by personal experiences with</p> <ul style="list-style-type: none"> • people • places • things • stories • images • information <p>Creative ideas can be organized in a variety of ways.</p> <p>In creative writing, word choice can paint a picture in the reader's mind.</p> <p>Creative ideas can be clarified by adding words that describe things that can be seen, heard, smelled, tasted, or touched (sensory language).</p>	<p>Creative expression can inspire imaginative thinking and fun.</p>	<p>Collect ideas that are inspired by a variety of experiences.</p> <p>Apply creative thinking to create or make changes to a representation of a message.</p> <p>Express ideas and information through a variety of written forms.</p> <p>Identify effective use of sensory language in stories, songs, or print texts.</p> <p>Include sensory language to enhance ideas in creative writing.</p>		
<p>Factual information can be gathered to support sharing ideas about things that are real.</p> <p>Factual information can come from a variety of digital or non-digital sources, including</p> <ul style="list-style-type: none"> • people • places • print • images • observations <p>Organizational tools, such as graphic organizers, can be used to record factual information.</p>	<p>Research processes can be used to gather and record factual information.</p>	<p>Ask questions to identify research topics.</p> <p>Gather factual information from a variety of digital or non-digital sources.</p> <p>Use organizational tools to record information.</p> <p>Record factual information in various ways.</p>		

















Knowledge	Understanding	Skills & Procedures	ᑭᓄᓄᓄ Nehiyaw Ways of Knowing	Other Suggestions
 Digital or non-digital methods or tools used to create written messages include printing and keyboarding.	Written messages can be created using a variety of digital or non-digital methods or tools.	Print letters and words with appropriate size and spacing. Consistently grasp writing tools correctly. Locate letter keys on a keyboard to type messages.		
ORGANIZING IDEA Conventions: Understanding grammar, spelling, and punctuation makes it easier to communicate clearly, to organize thinking, and to use language for desired effects.				
GUIDING QUESTION How do the functions of conventions support literacy development?				
LEARNING OUTCOME Students examine and apply use of grammar, spelling, and punctuation in oral and written language.				
Capitalization is used for <ul style="list-style-type: none"> • first and last names • first word of a sentence • names of places • days of the week • months Punctuation marks can signal the end of a sentence and make ideas clear. Punctuation includes <ul style="list-style-type: none"> • a period • a question mark • an exclamation mark 	Capitalization and punctuation can support the meaning of a message.	Apply capital letters when writing first and last names. Apply capital letters when writing the first word of a sentence. Apply capital letters when writing names of places. Apply capital letters when writing days of the week and months. Identify and use end punctuation in sentences.		 "Elements of Indigenous Style: A Guide for Writing by and About Indigenous Peoples" by Gregory Younging, 2018.
Sentence types include telling (declarative) or asking (interrogative). Sentences include a noun and a verb. A noun is a person, a place, a thing, or an animal. A verb is an action word.	Language has structures (grammar) that can help express messages.	Recognize sentences in oral or written language that include a complete thought or idea. Differentiate between telling and asking sentences. Differentiate between nouns and verbs.		












 Knowledge	Understanding	Skills & Procedures	ᑭᑦᑲᑦᑲᑦ Nehiyaw Ways of Knowing	Other Suggestions
<p>Spelling patterns can look the same or sound the same (word families).</p> <p>Spelling patterns include</p> <ul style="list-style-type: none"> vowel-consonant (VC) (e.g., at) consonant-vowel-consonant (CVC) (e.g., top) vowel-consonant-silent “e” (VCe) (e.g., ice) <p>Some words can be made plural by adding an <s> or <es>.</p> <p>Spelling patterns in one-syllable words include</p> <ul style="list-style-type: none"> short vowel sounds (e.g., mat) long vowel sounds (e.g., green) <p>Some words are not spelled in predictable ways (e.g., walk).</p>	<p>Spelling patterns can support the spelling of unfamiliar words.</p>	<p>Recognize letter patterns in words.</p> <p>Apply spelling patterns to spell unfamiliar words.</p> <p>Spell 125 high-frequency words.</p> <p>Examine words that are not spelled in predictable ways.</p>		
<p>Words have correct spellings.</p> <p>Every word and every syllable contains a vowel.</p> <p>Articulating words slowly can help to identify sounds.</p> <p>Thinking about how letters in a word look can help with spelling (visual spelling strategy).</p> <p>Digital or non-digital supports can be used to help spell words correctly, including</p> <ul style="list-style-type: none"> personal word lists dictionaries environmental print peers, teachers, or parents/guardians 	<p>Spelling words correctly helps written messages to be understood.</p>	<p>Apply knowledge of known words, word parts, and word patterns to attempt to spell unfamiliar words.</p> <p>Include a vowel in every word.</p> <p>Attempt to spell unknown words using letter-sound relationships.</p> <p>Say words slowly to identify sounds when spelling words.</p> <p>Use visualization to help spell words.</p> <p>Use a variety of supports to spell and check the spelling of words.</p>		








Social Studies











 Big Idea, Major Concepts, GLOs	Specific Learning Outcomes	ᑭᐱᐱᑦ Nehiyaw Ways of Knowing	Other Suggestions
1.1 MY WORLD: HOME, SCHOOL AND COMMUNITY			
GENERAL OUTCOME: Students will demonstrate an understanding and appreciation of how identity and self-esteem are enhanced by their sense of belonging in their world and how active members in a community contribute to the well-being, growth and vitality of their groups and communities.			
VALUES AND ATTITUDES			
1.1.1 value self and others as unique individuals in relation to their world:	<ul style="list-style-type: none"> • appreciate how belonging to groups and communities enriches an individual's identity (I) • appreciate multiple points of view, languages, cultures and experiences within their groups and communities (C, CC) • demonstrate respect for their individual rights and the rights of others (C, I) • recognize and respect how the needs of others may be different from their own (C) 	 All About Powwow/ Dance Series: Powwow Protocol   Kinship and Community  How Buffalo Got His Hump   Legend of Buffalo (Told in Cree)	Each grouping of Culture Based Learning videos begins with a video on protocol, which addresses outcomes.
1.1.2 value the groups and communities to which they belong:	<ul style="list-style-type: none"> • demonstrate a willingness to share and cooperate with others (C, PADM) • appreciate how their actions might affect other people and how the actions of others might affect them (C) • demonstrate a willingness to resolve issues and/or problems peacefully (C, PADM) • assume responsibility for their individual choices and actions (CC, I) 	  Legend of Wolverine  Stewardship and Community – Sharing	

 Big Idea, Major Concepts, GLOs	Specific Learning Outcomes	ᑭᑭᑭᑭ Nehiyaw Ways of Knowing	Other Suggestions
KNOWLEDGE AND UNDERSTANDING			
1.1.3 examine how they belong and are connected to their world by exploring and reflecting upon the following questions for inquiry:	<ul style="list-style-type: none"> • What different types of communities or groups do you belong to? (CC) • What helps us to recognize different groups or communities (e.g., landmarks, symbols, colours, logos, clothing)? (CC) • In what ways do we belong to more than one group or community at the same time? (CC, I) • In what ways do we benefit from belonging to groups and communities? (C, CC, I) • What are our responsibilities and rights at home, at school, in groups and in communities? (C, CC, I) • How does the physical geography of each community shape its identity? (CC, I) • What is daily life like for children in Inuit, Acadian and prairie communities (e.g., recreation, school)? (CC, I, LPP) • How does the vastness of Canada affect how we connect to other Canadian communities? (C, I, LPP) 	<p>  All About Powwow/ Dance Series: Becoming a Powwow Dancer   7 Sisters Legend </p> <p>    Trapping and Snares – Beaver Series: Beaver and His Tail   Beaver and His Tail </p>	<p> Visit your local Friendship Center; Métis Nation of Alberta Office. Identify each nation's flag. Grand Entry: nations and communities are identified by flags.  Learn Alberta: Social Studies Grade 1 Lesson Plan  Walking Together Map Golden Rule - Do unto others as you would have them do unto you.  How did communities get their names? Walking Together: Aboriginal Place Names </p>
1.1.4 determine what makes their communities thrive by exploring and reflecting upon the following questions for inquiry:	<ul style="list-style-type: none"> • In what ways do people cooperate in order to live together peacefully? (C, I) • How do groups make decisions? (PADM) • In what ways do people help one another at home, at school and in groups to ensure the vitality of their community? (C) • How do our actions and decisions contribute to the well-being of groups and communities? (C, I, PADM) • How does caring for the natural environment contribute to the well being of our community? (C, LPP) 	<p>   Kinship and Community  Legend of Mosquito </p>	<p>  Rupertsland Institute: K-3 History & Identity </p>

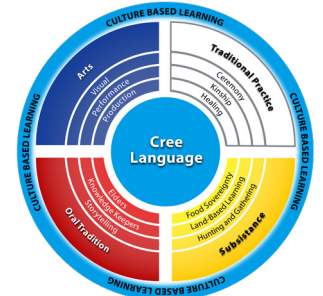
 Big Idea, Major Concepts, GLOs	Specific Learning Outcomes	ᑭᑭᑭᑭ Nehiyaw Ways of Knowing	Other Suggestions
1.1.5 distinguish geographic features in their own community from other communities by exploring and reflecting upon the following questions for inquiry:	<ul style="list-style-type: none"> • What are some familiar landmarks and places in my community? (CC, TCC) • Why are these landmarks and places significant features of the community? (CC, I, TCC) • What are some differences between rural and urban communities? (CC, LPP) • Where is my community on a map or on a globe? (LPP) 	 Orienteering Series: Trail Markings/ Landmarks   Dog Stars/Little Dipper	Invite an Elder or Knowledge Keeper of your local area (who has the knowledge) to share about past and present landmarks (such as where berries are found, where good hunting areas were for which animals, etc.)
1.2 MOVING FORWARD WITH THE PAST: MY FAMILY, MY HISTORY AND MY COMMUNITY			
GENERAL OUTCOME: Students will demonstrate an understanding and appreciation of how changes over time have affected their families and influenced how their families and communities are today.			
VALUES AND ATTITUDES			
1.2.1 appreciate how stories and events of the past connect their families and communities to the present:	<ul style="list-style-type: none"> • recognize how their families and communities might have been different in the past than they are today (CC, TCC) • appreciate how the languages, traditions, celebrations and stories of their families, groups and communities contribute to their sense of identity and belonging (CC, I, TCC) • recognize how their ancestors contribute to their sense of identity within their family and communities (TCC, I) • appreciate people who have contributed to their communities over time (CC, I, TCC) • recognize how diverse Aboriginal and Francophone communities are integral to Canada's character (CC, I) • acknowledge and respect symbols of heritage and traditions in their family and communities (CC, I, TCC) 	 Camp Set Up Series: Tipi Set Up/ Tipi Teachings (lesson on past-present materials)  Storytelling Protocols  Legend of Weasel   Share one story from each type of legend: Creation Stories, Star Stories, Trickster Stories	Métis - trapper's tent, the Red River Cart  Rupertsland Institute: Red River Cart  Learn Alberta: Social Studies Grade 1 Lesson Plan







 Big Idea, Major Concepts, GLOs	Specific Learning Outcomes	ᑭᑦᑲᑦᑲᑦ Nehiyaw Ways of Knowing	Other Suggestions
KNOWLEDGE AND UNDERSTANDING			
1.2.2 analyze how their families and communities in the present are influenced by events or people of the past by exploring and reflecting upon the following questions for inquiry:	<ul style="list-style-type: none"> • How have changes affected my family over time (e.g., births, deaths, moves)? (CC, TCC) • What is my family's past in our community? (CC, I, TCC) • In what ways has my community changed over time (e.g., original inhabitants, ancestors, generations, ways of life)? (CC, TCC) • Have changes over time affected their families and communities in the present? • In what ways have Aboriginal, Francophone and diverse cultural groups contributed to the origins and evolution of their communities over time? (CC, I, TCC) • What connections do we have to the Aboriginal, Francophone and diverse cultures found in our communities? (CC, I, TCC) • What are some examples of traditions, celebrations and stories that started in the past and continue today in their families and communities? (CC, I, TCC) 	<ul style="list-style-type: none">  Making Dry Meat Series: Traditional  Making Dry Meat Series: Contemporary  Trickster and the Dry Meat  All About Powwow/ Dance Series: Powwow Protocol  Dreamcatcher (Legend of Willow)  Legend of Willow 	<p>Invite Elders and Knowledge Keepers to share about changes in transportation in the area over time (horseback, dog teams, horse team, roads, wagons, school bus, etc.).</p> <p>Invite Elders and Knowledge Keepers to share how dress in the area changed over time; explore traditional trapping, hunting and food preservation/preparation practices.</p> <p>Explore questions focused on ceremonies and celebrations:</p> <ul style="list-style-type: none"> • Treaty Days (e.g., What are some of things you do during Treaty Days?" Why do we have Treaty Days?) • Healing ceremonies, sweats, feasting, making regalia, carnivals • Sun Dance • Powwow (hold a mini powwow) • Aboriginal/Culture Days • Sports days hosted by missionaries • Tea Dance • Orange Shirt Day • Louis Riel Day • Métis Week













 Big Idea, Major Concepts, GLOs	Specific Learning Outcomes	ᑭᐱᑦᑎᑦᑎᑦ Nehiyaw Ways of Knowing	Other Suggestions
SKILLS AND PROCESSES FOR SOCIAL STUDIES			
Dimensions of Thinking			
1.S.1 develop skills of critical thinking and creative thinking:	<ul style="list-style-type: none"> • examine ideas and information from varied sources • choose and justify a course of action • compare and contrast information from similar types of electronic sources 	 Orienteering Series: Trail Markings/ Landmarks  The Rolling Head (younger version)	
1.S.2 develop skills of historical thinking:	<ul style="list-style-type: none"> • recognize that some activities or events occur on a seasonal basis • differentiate between activities and events that occurred recently and long ago 		
1.S.3 develop skills of geographic thinking:	<ul style="list-style-type: none"> • use a simple map to locate specific areas within the school and community • ask geographic questions, such as asking for directions • understand that globes and maps are visual representations of the world • locate Canada on a globe or map 		
1.S.4 demonstrate skills of decision making and problem solving:	<ul style="list-style-type: none"> • collaborate with others to devise strategies for decision making and problem solving • apply ideas and strategies to contribute to decision making and problem solving 		











 Big Idea, Major Concepts, GLOs	Specific Learning Outcomes	ᑭᑦᑲᑦᑲᑦ Nehiyaw Ways of Knowing	Other Suggestions
Social Participation as a Democratic Practice			
1.S.5 demonstrate skills of cooperation, conflict resolution and consensus building:	<ul style="list-style-type: none"> • consider the ideas and suggestions of others • work and play in harmony with others to create a safe and caring environment • demonstrate a willingness to share space and resources 	 The Legend of Weasel  Legend of Mosquito	
1.S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community, such as:	<ul style="list-style-type: none"> • behaviour in accordance with classroom, school and community expectations 		
Research for Deliberative Inquiry			
1.S.7 apply the research process:	<ul style="list-style-type: none"> • ask questions to make meaning of a topic • compare and contrast information gathered • navigate within an electronic document • access and retrieve appropriate information from electronic sources, when available, for a specific inquiry • process information from more than one source to retell what has been discovered • draw conclusions from organized information • make predictions based on organized information 		
Communication			
1.S.8 demonstrate skills of oral, written and visual literacy:	<ul style="list-style-type: none"> • interact with others in a socially appropriate manner • respond appropriately, verbally and in written forms, using language respectful of human diversity • listen to others in order to understand their point of view • create visual images using paint and draw programs 	 Beading  Squirrel and Pine Marten	
1.S.9 develop skills of media literacy:	<ul style="list-style-type: none"> • identify key words in a media presentation to determine the main idea 		






Social Studies Pilot 2024














 Knowledge	Understanding	Skills & Procedures	ᑭᐱᐱᑦ Nehiyaw Ways of Knowing	Other Suggestions
<p>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:</p> <ul style="list-style-type: none"> Indigenous Administration Courses: Continuing Education: Northern Lakes College University of Alberta: Indigenous Canada 				
<p style="text-align: center;">ORGANIZING IDEA</p> <p style="text-align: center;">Time and Place: Exploring the dynamic relationships between people, place, and time supports understanding of perspectives and events to make meaning of the world.</p>				
<p style="text-align: center;">GUIDING QUESTION</p> <p style="text-align: center;">What is the significance of places within communities?</p>				
<p style="text-align: center;">LEARNING OUTCOME</p> <p style="text-align: center;">Students explore some of the major physical features of our world.</p>				
<p>Communities may have natural landmarks, including</p> <ul style="list-style-type: none"> mountains forests prairies rivers lakes <p>Communities have many constructed landmarks, including</p> <ul style="list-style-type: none"> buildings parks roads pathways bridges <p>[continued...]</p>	<p>Places and landmarks can hold significance.</p>	<p>Brainstorm criteria to distinguish between natural and constructed landmarks.</p> <p>Share reasons why a local place holds personal meaning or significance.</p> <p>[continued...]</p>	<p> Place Names</p> <p> Orienteering</p> <p>Series: Trail Markings/ Landmarks</p>	<p> Stories from the Land: Indigenous Place Names in Canada</p> <p> Find out how Peace River got its name from a Peace treaty: Saddle Hills County: History</p> <p> Beaver Hills Biosphere: Videos. View the first two episodes:</p> <ul style="list-style-type: none"> A Biosphere in Our Own Backyard From the Age of Ice to the Age of Forts

 Knowledge	Understanding	Skills & Procedures	ᑭᑭᑭᑭ Nehiyaw Ways of Knowing	Other Suggestions
<p>[continued...]</p> <p>Landmarks are identifiable structures or features of a place that can be natural or constructed by humans.</p> <p>First Nations, Métis, and Inuit pass on oral traditions through language about natural landmarks in local areas; for example, Okotoks big rock, or Okatok in Blackfoot.</p>		<p>[continued...]</p> <p>Construct maps of Alberta that identify natural landmarks and, when applicable, their Indigenous names.</p> <p>Identify place names of landmarks in Alberta, including natural landmarks, with First Nations, Métis, and Inuit names.</p>		
GUIDING QUESTION How can sharing cultures and histories build connections between communities?				
LEARNING OUTCOME Students explore cultures and histories of diverse communities.				
<p>Culture can be expressed by an individual or community in many ways, including</p> <ul style="list-style-type: none"> • language • traditions • beliefs • knowledge • celebrations • arts <p>People learn about one another by sharing information about cultures, traditions, and histories; for example,</p> <ul style="list-style-type: none"> • songs • stories • art • images • language • oral tradition <p>A community can be made up of diverse cultural groups.</p>	<p>Learning about cultures, traditions, and histories can build appreciation of diverse communities.</p>	<p>Identify expressions of culture in the local community.</p> <p>Describe expressions of culture in a Francophone community.</p> <p>Select and share an expression of personal culture.</p> <p>Compile information about different cultures in the local community.</p>	<p> Moose, Elk, and Deer Calling Series: Hunting Protocols and Stewardship</p> <p> All About Powwow/Dance Series (11 videos)</p> <p>   Harvesting Medicines Series (15 videos)</p> <p> Select from Creation Stories; Star Stories; Trickster Stories (oral tradition)</p>	<p>  All videos on the Indigenous Culture Based Learning website share Cree cultural knowledge and history.</p> <p> Orange Shirt Day/ Residential Schools: Orange Shirt Day and Beyond from Empowering the Spirit</p> <p> Orange Shirt Day Society: For Teachers</p> <p> Rupertsland Institute: National Day for Truth and Reconciliation</p>

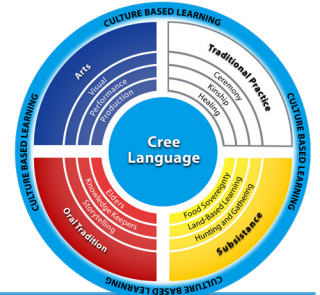
 Knowledge	Understanding	Skills & Procedures	 ᑭᑎᑎᑦ Nehiyaw Ways of Knowing	Other Suggestions
<p>First Nations, Métis, and Inuit are the Indigenous peoples in Canada.</p> <p>There are many First Nations, Métis, and Inuit communities in Canada.</p> <p>First Nations, Métis, and Inuit have diverse histories.</p> <p>First Nations, Métis, and Inuit are deeply connected to the land within community.</p> <p>First Nations, Métis, and Inuit cultural practices, such as gathering, harvesting, and drying food, ensure there will be enough goods for use in the future, supporting conservation.</p>	<p>First Nations, Métis, and Inuit communities are diverse.</p>	<p>Identify diverse cultures of First Nations, Métis, and Inuit communities.</p> <p>Illustrate how First Nations, Métis, and Inuit communities connect to the land.</p> <p>Discuss First Nations, Métis, and Inuit support of conservation.</p>	<p>    </p> <p>Videos by Season (such as Fall Whitefish)</p>	<p> CBC Kids News: The Word Indigenous - Explained</p>
<p>ORGANIZING IDEA</p> <p>Systems: Evaluating processes and structures of organizations builds understanding of decision making in the world.</p>				
<p>GUIDING QUESTION</p> <p>How are goods and services exchanged?</p>				
<p>LEARNING OUTCOME</p> <p>Students explore goods and services and how they can be exchanged.</p>				
<p>Goods are items that meet needs and wants; for example,</p> <ul style="list-style-type: none"> • food • clothing • furniture <p>Services are actions that help others to meet needs and wants; for example,</p> <ul style="list-style-type: none"> • repairing clothing or objects • collecting and managing waste and recyclables • providing health care <p>[continued...]</p>	<p>Exchanging goods and services can meet needs and wants.</p>	<p>Differentiate between goods and services.</p> <p>Compare various ways of exchanging goods and services.</p> <p>Model exchange of goods and services in the local community.</p>	<p> Moose, Elk, and Deer Calling Series: Hunting Protocols and Stewardship</p>	<p> Gabriel Dumont Institute:</p> <ul style="list-style-type: none"> • The Giving Tree: A Retelling of a Traditional Métis Story by Leah Dorion, 2009 • The Diamond Willow Walking Stick: A Traditional Métis Story About Generosity by Leah Dorion, 2012 <p>Focus on thinking of others and sharing with others.</p>







 Knowledge	Understanding	Skills & Procedures	ᑭᐱᑭᑦ Nehiyaw Ways of Knowing	Other Suggestions
<p>[continued...]</p> <p>Sharing is giving without expecting something in return.</p> <p>Trade is the exchange of goods or services between people and communities.</p> <p>Bartering is a form of trade between people that does not involve money.</p> <p>Buying and selling is the exchange of goods and services for money.</p>				 Awâsis and the World-famous Bannock by Hunt, Dallas, 2019
GUIDING QUESTION In what ways can people contribute to groups?				
LEARNING OUTCOME Students investigate roles and responsibilities.				
<p>People can help groups and communities work toward common goals by taking on leader and helper roles.</p> <p>Responsibilities are the actions that group members can fulfill; for example,</p> <ul style="list-style-type: none"> • contributing ideas • listening to others • participating in activities • following rules • acting with fairness • cooperating with others <p>Leadership roles within a group can provide guidance and support cooperation between members.</p>	<p>Active participation supports community goals.</p>	<p>Differentiate between the roles and responsibilities of group members in a variety of groups.</p> <p>Analyze how fulfilling roles and responsibilities within a group builds positive relationships.</p>	 Stewardship and Community – Sharing	 "Finding Moose," 2022 and "Raven, Rabbit, Deer," 2020, by Sue Farrell Holler  Gabriel Dumont Institute: Métis Camp Circle: A Bison Culture Way of Life by Leah Dorion, 2020














 Knowledge	Understanding	Skills & Procedures	ᑭᓐᓂᓐ Nehiyaw Ways of Knowing	Other Suggestions
ORGANIZING IDEA Citizenship: Understanding local, national, and global issues empowers individual and collective action toward an inclusive society.				
GUIDING QUESTION How can groups contribute to belonging?				
LEARNING OUTCOME Students explore ways groups and communities contribute to identity and belonging.				
<p>Shared characteristics and experiences allow members of groups and communities to develop a sense of identity.</p> <p>Relationships within groups and communities can help members to develop a sense of belonging.</p> <p>Individuals, groups, and communities can be recognized by characteristics; for example,</p> <ul style="list-style-type: none"> • symbols • language • culture • location <p>Canada has national symbols with meaning, including</p> <ul style="list-style-type: none"> • flag • national colours • coat of arms • maple leaf • maple tree • national sport <p>Individuals demonstrate belonging to Canada by following traditions, such as singing “O Canada” and displaying the Canadian flag.</p>	<p>Being part of a group or community can contribute to a sense of identity and belonging.</p> <p>Canada has unique national symbols that create belonging.</p>	<p>Brainstorm characteristics of groups and communities.</p> <p>Differentiate between Canada’s official symbols.</p> <p>Describe characteristics and experiences that contribute to a sense of identity within a personal community.</p> <p>Model ways to demonstrate belonging to Canada.</p>	<p> Eagle Staff (Flags)</p>	<p> Examine the oldest flag from this land – the Métis infinity flag flown during the Pemmican War. See Métis Flag: Métis Nation of Alberta.</p> <p>Invite educators to explore symbols of identity for their treaty area (i.e. treaty flags), and the Nations that are their neighbours.</p> <p> Learn Cree YouTube Channel: kā kanātahk - Oh Canada</p>



 Knowledge	Understanding	Skills & Procedures	ᑭᑦᑲᑦᑲᑦ Nehiyaw Ways of Knowing	Other Suggestions
GUIDING QUESTION How can intercultural understanding develop?				
LEARNING OUTCOME Students explore ways to acknowledge and demonstrate understanding of cultures.				
<p>People in a group or community can have a variety of characteristics, including</p> <ul style="list-style-type: none"> • culture • heritage • language • shared experience • knowledge <p>People can take actions to demonstrate intercultural understanding, including</p> <ul style="list-style-type: none"> • showing respect • being curious • celebrating cultural events • learning about other people and places • building connections across cultures <p>Collaboration can support cultural understanding to help individuals and groups build respect for one another.</p> <p>Collaboration helps people reach common goals; for example,</p> <ul style="list-style-type: none"> • reaching consensus • improving communication • addressing feelings • completing tasks 	<p>People can show respect for different cultures.</p>	<p>Recognize characteristics of multiculturalism.</p> <p>Demonstrate intercultural understanding.</p> <p>Recognize characteristics of groups or communities.</p> <p>Reflect on the purposes and results of collaboration.</p>	<p> General Knowledge Videos</p> <p> Moose Harvest Series: Feast Fire Offering</p>	<p> Rupertsland Institute: Flying the Métis Flag</p> <p> Further resources for other parts of the province:</p> <ul style="list-style-type: none"> • Blackfoot Crossing • Glenbow Museum • Rupertsland Institute <p> Sample lessons on culture, Métis Nation of Alberta</p> <p> Canadian Geographic lessons on Métis culture and language (Michif)</p>





Math


Knowledge
Understanding
Skills & Procedures
ᑭᑦᑲᑦᑲᑦ Nehiyaw Ways of Knowing
Other Suggestions
ORGANIZING IDEA
Number: Quantity is measured with numbers that enable counting, labelling, comparing, and operating.
GUIDING QUESTION
How can quantity be communicated?
LEARNING OUTCOME
Students interpret and explain quantity to 100.

<p>A numeral is a symbol or group of symbols used to represent a number.</p> <p>The absence of quantity is represented by 0.</p>	<p>Quantity is expressed in words and numerals based on patterns.</p> <p>Quantity in the world is represented in multiple ways.</p>	<p>Represent quantities using words, numerals, objects, or pictures.</p> <p>Identify a quantity of 0 in familiar situations.</p>	   Canning and Preserving Series (4 videos)	<p>Learn Cree numbers in verbal and written forms.</p> <p> See Online Cree Dictionary and APP; KTCEA Elders Speak APP.</p> <p>  The Number Song</p> <p>Consider using manipulatives from the environment for counting (e.g., stones, twigs, berries, rosehips, leaves, etc.). When you're done with them, take the opportunity to talk about stewardship and respect for these natural items.</p> <ul style="list-style-type: none"> • What should we do with them when we're done? • How can we be respectful?
<p>Counting can begin at any number.</p> <p>Counting more than one object at a time is called skip counting.</p>	<p>Counting can begin at any number.</p> <p>Counting more than one object at a time is called skip counting.</p>	<p>Count within 100, forward by 1s, starting at any number, according to the counting principles. Count backward from 20 to 0 by 1s.</p> <p>Skip count to 100, forward by 5s and 10s, starting at 0.</p> <p>Skip count to 20, forward by 2s, starting at 0.</p>		
<p>Sharing involves partitioning a quantity into a certain number of groups.</p> <p>Grouping involves partitioning a quantity into groups of a certain size.</p>	<p>Quantity can be partitioned by sharing or grouping.</p>	<p>Partition a set of objects by sharing and grouping.</p> <p>Demonstrate conservation of number when sharing or grouping.</p>		

 Knowledge	Understanding	Skills & Procedures	 Nehiyaw Ways of Knowing	Other Suggestions
<p>Comparisons of quantity can be described by using words such as</p> <ul style="list-style-type: none"> • equal • not equal • less • more <p>Equality can be modelled using a balance.</p> <p>The equal sign, =, is used to show equality between two quantities.</p> <p>The unequal sign, ≠, is used to show that two quantities are not equal.</p>	<p>Two quantities are equal when there is the same number of objects in both sets.</p> <p>Equality is a balance between two quantities.</p>	<p>Investigate equal and unequal quantities, including using a balance model.</p> <p>Identify numbers that are one more, two more, one less, and two less than a given number.</p> <p>Represent a quantity relative to another, including symbolically.</p>	<p>   Canning and Preserving Series: Canning Berries</p> <p>  Legend of Night and Day</p> <p>  13 Moons</p> <p> Distance – Concept of Zero</p> <p> Trickster and the Ducks</p>	<p>Zero is not represented in the Cree Language. However, “no more, all gone-mukway” is.</p> <p>Use beats or drumming, clapping, or stomping on numbers when skip counting by 2’s, 5’s, 10’s.</p> <p> “Discovering Numbers,” Neepin Auger, 2020.</p>
<p>Quantities can be composed or decomposed to model a change in quantity.</p> <p>Addition can be applied in various contexts, including</p> <ul style="list-style-type: none"> • combining parts to find the whole • increasing an existing quantity <p>Subtraction can be applied in various contexts, including</p> <ul style="list-style-type: none"> • comparing two quantities • taking away one quantity from another • finding a part of a whole <p>Addition and subtraction can be modelled using a balance.</p>	<p>Addition and subtraction are processes that describe the composition and decomposition of quantity.</p>	<p>Visualize quantities between 10 and 20 as compositions of 10 and another quantity.</p> <p>Model addition and subtraction within 20 in various ways, including with a balance.</p> <p>Relate addition and subtraction to various contexts involving composition or decomposition of quantity.</p>	<p> Canning and Preserving Series: Pickling Vegetables</p>	

	Knowledge	Understanding	Skills & Procedures	ᑭᑭᑭᑭ Nehiyaw Ways of Knowing	Other Suggestions
	<p>Strategies are meaningful steps taken to solve problems.</p> <p>Addition and subtraction strategies include</p> <ul style="list-style-type: none"> • counting on • counting back • decomposition • compensation • making tens <p>Sums and differences can be expressed symbolically using the addition sign, +, the subtraction sign, -, and the equal sign, =.</p> <p>The order in which two quantities are added does not affect the sum (commutative property).</p> <p>The order in which two quantities are subtracted affects the difference.</p> <p>Addition of 0 to any number, or subtraction of 0 from any number, results in the same number (zero property).</p> <p>A missing quantity in a sum or difference can be represented in different ways, including</p> <ul style="list-style-type: none"> • $a + b = \square$ • $a + \square = c$ • $\square + b = c$ • $e - f = \square$ • $e - \square = g$ • $\square - f = g$ 	<p>Addition and subtraction are opposite (inverse) mathematical operations.</p>	<p>Investigate addition and subtraction strategies.</p> <p>Add and subtract within 20.</p> <p>Check differences and sums using inverse operations.</p> <p>Determine a missing quantity in a sum or difference, within 20, in a variety of ways.</p> <p>Express addition and subtraction symbolically.</p> <p>Solve problems using addition and subtraction.</p>	<p> Beading</p>	

 Knowledge	Understanding	Skills & Procedures	ᑭᑭᑭᑭ Nehiyaw Ways of Knowing	Other Suggestions
<p>Addition and subtraction number facts represent part-part-whole relationships.</p> <p>Fact families are groups of related addition and subtraction number facts.</p>	<p>Addition number facts have related subtraction number facts.</p>	<p>Identify patterns in addition and subtraction, including patterns in addition tables.</p> <p>Recognize families of related addition and subtraction number facts.</p> <p>Recall addition number facts, with addends to 10, and related subtraction number facts.</p>		
ORGANIZING IDEA				
Number: Quantity is measured with numbers that enable counting, labelling, comparing, and operating.				
GUIDING QUESTION				
In what ways can parts and wholes be related?				
LEARNING OUTCOME				
Students examine one-half as a part-whole relationship.				
<p>One-half can be one of two equal groups or one of two equal pieces.</p>	<p>In a quantity partitioned into two equal groups, each group represents one half of the whole quantity.</p> <p>In a shape or object partitioned into two identical pieces, each piece represents one-half of the whole.</p>	<p>Identify one-half in familiar situations.</p> <p>Partition an even set of objects into two equal groups, limited to sets of 10 or less.</p> <p>Partition a shape or object into two equal pieces.</p> <p>Describe one of two equal groups or pieces as one-half.</p> <p>Verify that the two halves of one whole group, shape, or object are the same size.</p>	<p> Legend of Bear and Grass</p> <p> Legend of Night and Day</p>	<p> Move & Play Through Traditional Games – stick pull game, run and scream</p> <p>Graphing beading patterns – use the coloured beads to represent and apply concepts of quantity, equal and unequal (create 2 more, 1 less...).</p>



Knowledge

Understanding

Skills & Procedures

ᑭᐱᐱᐱᐱ Nehiyaw Ways of Knowing

Other Suggestions

ORGANIZING IDEA**Geometry: Shapes are defined and related by geometric attributes.****GUIDING QUESTION****In what ways can shape be characterized?****LEARNING OUTCOME****Students interpret shape in two and three dimensions.**

Familiar two-dimensional shapes include

- squares
- circles
- rectangles
- triangles

Familiar three-dimensional shapes include

- cubes
- prisms
- cylinders
- spheres
- pyramids
- cones

A composite shape is composed of two or more shapes.

A line of symmetry indicates the division between the matching halves of a symmetrical shape.

A shape can be modelled in various sizes and orientations.

A shape is symmetrical if it can be decomposed into matching halves.

Identify familiar shapes in various sizes and orientations.

Model two-dimensional shapes.

Sort shapes according to one attribute and describe the sorting rule.

Compose and decompose two- or three-dimensional composite shapes.

Identify familiar shapes within two- or three-dimensional composite shapes.

Investigate symmetry of two-dimensional shapes by folding and matching.

 **Camp Set Up Series: Tipi Set Up/ Tipi Teachings**

 **Trickster and the Tipi**

 **Legend of Tipi**

  **Trickster and the Tipi (Told in Cree)**



CPAR Kindergarten Mathematics: Geometry 1

First Nations, Métis, and Inuit infusion: Learn the names of 3D shapes and how they relate to the natural world. Shapes in nature.



Knowledge

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ᑭᐱᑭᑦ Nehiyaw Ways of Knowing

Other Suggestions

ORGANIZING IDEA

Measurement: Attributes such as length, area, volume, and angle are quantified by measurement.

GUIDING QUESTION

In what ways can length provide perspectives of size?

LEARNING OUTCOME

Students relate length to the understanding of size.

Size may refer to the length of an object, including

- height
- width
- depth

A length does not need to be a straight line.

The length between any two points in space is called distance.

Familiar contexts of distance include

- distance between objects or people
- distance between objects on the land
- distance between home and school
- distance between towns or cities

Indirect comparison is useful when objects are fixed in place or difficult to move.

Comparisons of size can be described by using words such as

- higher
- wider
- deeper

Length is a measurable attribute that describes the amount of fixed space between the end points of an object.

Length remains the same if an object is repositioned but may be named differently.

The size of two objects can be compared indirectly with a third object.

Recognize the height, width, or depth of an object as lengths in various orientations.

Compare and order objects according to length.

Describe distance in familiar contexts.

Compare the length, area, or capacity of two objects directly or indirectly using a third object.

Order objects according to length, area, or capacity.

 **Distance – Concept of Zero**

 **The Legend of Weasel**
(distance for spider compared to weasel)



Knowledge

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Other Suggestions

ORGANIZING IDEA**Patterns: Awareness of patterns supports problem solving in various situations.****GUIDING QUESTION****What can patterns communicate?****LEARNING OUTCOME****Students examine patterns in cycles.****A cycle can express repetition of events or experiences.****Cycles include**

- seasons
- day/night
- life cycles
- calendars

The same pattern can be represented with different elements.

A pattern core is a sequence of one or more elements that repeats as a unit.

A pattern that appears to repeat may not repeat in the same way forever.

A cycle is a repeating pattern that repeats in the same way forever.

Recognize cycles encountered in daily routines and nature.

Investigate cycles found in nature that inform First Nations, Métis, or Inuit practices.**Identify the pattern core, up to four elements, in a cycle.****Identify a missing element in a repeating pattern or cycle.****Describe change and constancy in repeating patterns and cycles.****Create different representations of the same repeating pattern or cycle, limited to a pattern core of up to four elements.****Extend a sequence of elements in various ways to create repeating patterns.****Orienteering Series:**

- Trade Winds/ Cloud Directions/Directional Growth
- Weather Indicators

**Legend of Night and Day**



Knowledge

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Other Suggestions

ORGANIZING IDEA

Time: Duration is described and quantified by time.

GUIDING QUESTION

How can time characterize change?

LEARNING OUTCOME

Students explain time in relation to cycles.

Time can be perceived through observable change.

First Nations, Métis, and Inuit experience time through sequences and cycles in nature, including cycles of seasons.

Cycles from a calendar include days of the week and months of the year.

Time is an experience of change.





Time can be perceived as a cycle.

Describe cycles of time encountered in daily routines and nature.

Describe observable changes that indicate a cycle of time.

Relate cycles of seasons to First Nations, Métis, or Inuit practices.



Identify cycles from a calendar.

  [Legend of Night and Day](#)
  [13 Moons](#)

Investigate how each month is named in Cree.

 [Woodland Cree \(Months\) Poster](#)



Interpretations for the calendar year months.

  [When the Trees Crackle with Cold: A Cree Calendar Masinahikan How to say the words](#)

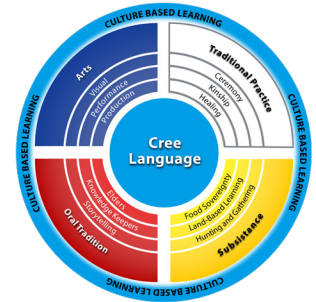
 [Link to Social Studies and Math: Learn Alberta: Grade 1 Lesson Plan](#)













Discuss with students how the light changes in the winter. When is the shortest day and the longest night? What kinds of activities do families enjoy during long winter evenings? For many First Nations, Métis, and Inuit, winter is the season to gather with family and for Elders to share their stories and wisdom.








[continued...]








	Knowledge	Understanding	Skills & Procedures	ᑭᑭᑭᑭ Nehiyaw Ways of Knowing	Other Suggestions
					<p>[continued...]</p> <p>Discuss the interconnections between the animals in the story, the stars, the snow, the moon, and the trees. Describe how everything is connected in the universe and why this is something that is celebrated.</p>
ORGANIZING IDEA					
Statistics: The science of collecting, analyzing, visualizing, and interpreting data can inform understanding and decision making.					
GUIDING QUESTION					
How can data be used to answer questions about the world?					
LEARNING OUTCOME					
Students investigate and represent data.					
Data can be collected information.	Data can be answers to questions.	Share wonderings about people, things, events, or experiences. Gather data by sharing answers to questions.	 Introduction to Traps and Snares Series: Different types of Traps		
A graph is a visual representation of data. A graph can represent data by using objects, pictures, or numbers.	Data can be represented in a graph.	Collaborate to construct a concrete graph using data collected in the learning environment. Create a pictograph from a concrete graph.			








Science










 Knowledge	Understanding	Skills & Procedures	ᑭᐱᐱᐱᐱ Nehiyaw Ways of Knowing	Other Suggestions
ORGANIZING IDEA				
Matter(M) : Understandings of the physical world are deepened through investigating matter and energy.				
GUIDING QUESTION				
How can properties of an object be altered?				
LEARNING OUTCOME				
1M 1.1 Students analyze properties of objects and investigate how they can be changed.				
<p>Objects take up space and have mass.</p> <p>Size is a relative property of objects that indicates how big or small something is.</p> <p>Measurable properties of objects include</p> <ul style="list-style-type: none"> • length • how much flat space an object covers (area) • weight (mass) <p>Weight is the heaviness of an object.</p> <p>Tools, such as balance scales and magnifying glasses, can be used to examine properties of objects and materials.</p>	<p>Objects have measurable properties.</p>	<p>Identify measurable properties of objects.</p> <p>Directly compare the length, area, and weight of various objects.</p> <p>Use various tools safely when examining the properties of objects.</p>	<p>   Common Tree Names: Northern Boreal Series (9 videos)</p> <p> Trapping - Introduction to Fur-Bearing Animals Series (6 videos)</p> <p> Legend of Birch Tree</p> <p> Legend of Poplar</p> <p> Legend of Willow</p> <p>  Dreamcatcher (Legend of Willow)</p> <p>  Creation Stories: Animal Features</p>	












Knowledge	Understanding	Skills & Procedures	ᑭᐱᑦ Nehiyaw Ways of Knowing	Other Suggestions
LEARNING OUTCOME 1M 1.2 Students analyze properties of objects and investigate how they can be changed.				
<p>Properties that can be changed include</p> <ul style="list-style-type: none"> length area weight (mass) shape texture <p>Actions that physically change the properties of an object include</p> <ul style="list-style-type: none"> bending twisting stretching cutting breaking <p>Not all objects respond the same way to bending, twisting, stretching, cutting, or breaking.</p>	<p>Physical changes to objects do not change what the objects are made of.</p>	<p>Predict how actions can physically change properties of various objects.</p> <p>Explore actions that physically change properties of various objects.</p> <p>Describe physical changes that result from various actions.</p> <p>Discuss why physical changes do not change what an object is made of.</p>	<p> Trapping - Skinning and Pelt Preparation Series (6 videos) (focus on shape)</p> <p>  Legend of Rabbit – Pussywillows (physical changes from various actions)</p>	
ORGANIZING IDEA Energy (E): Understandings of the physical world are deepened through investigating matter and energy.				
GUIDING QUESTION How can movement of objects and animals be understood?				
LEARNING OUTCOME 1E 1.1 Students investigate the direction, pathway, and speed of moving objects.				
<p>Directions of movement can include</p> <ul style="list-style-type: none"> up down forward backward sideways toward away from <p>[continued...]</p>	<p>Movement consists of direction, a pathway, and speed.</p>	<p>Observe and describe the direction, pathway, and speed of objects or animals.</p> <p>Conduct an investigation to determine how objects move.</p> <p>Describe and record ways objects or animals move along different pathways.</p>	<p> Trapping - Introduction to Fur-Bearing Animals Series (6 videos) (focus on behaviour)</p> <p>  Creation Stories: Animal Features</p>	<p> "Finding Moose," 2022 and "Raven, Rabbit, Deer," 2020, by Sue Farrell Holler (Author), and Jennifer Farla (Illustrator).</p>










 Knowledge	Understanding	Skills & Procedures	ᑭᐱᑭᑦ Nehiyaw Ways of Knowing	Other Suggestions
<p>[continued...]</p> <p>A movement pathway is the path an object or animal follows when it moves.</p> <p>Movement pathways can be</p> <ul style="list-style-type: none"> • straight • curved • spiral • side-to-side <p>Objects or animals move along pathways in a variety of ways, such as</p> <ul style="list-style-type: none"> • rolling • bouncing • sliding <p>Speed can be described as</p> <ul style="list-style-type: none"> • fast • slow • changing • not changing 			<p> Trapping - Introduction to Fur-Bearing Animals Series (6 videos) (focus on behaviour)</p> <p>  Creation Stories: Animal Features</p> <p>   Trapping and Snares – Beaver Series (7 videos)</p>	<p>Compare how animals run, fly, walk, and swim; some move in straight, curved, spiral and side-to-side pathways.</p>
LEARNING OUTCOME 1E 1.2 Students investigate the direction, pathway, and speed of moving objects.				
<p>The movement of objects can be influenced by</p> <ul style="list-style-type: none"> • the shape of the object • the materials the object is made from • the surface texture of the object • interactions with other objects <p>Wheels can make objects easier to move.</p>	<p>The movement of objects can be influenced in a variety of ways.</p>	<p>Demonstrate how the movement of objects can be influenced.</p>		<p>Investigate influences such as</p> <ul style="list-style-type: none"> • Wind and weather changes on smoke/ fire • Signs that weather will change (aspen leaves flipping) <p>Compare travois to Red River cart.</p>





 Knowledge	Understanding	Skills & Procedures	ᑭᑦᑲᑦᑲᑦ Nehiyaw Ways of Knowing	Other Suggestions
ORGANIZING IDEA				
Earth System (ES): Understandings of the living world, Earth, and space are deepened through investigating natural systems and their interactions.				
GUIDING QUESTION				
In what ways can environments change?				
LEARNING OUTCOME				
1ES 1.1 Students analyze environments and investigate interactions and changes.				
<p>The four seasons in Alberta are</p> <ul style="list-style-type: none"> • summer • autumn or fall • winter • spring <p>Some places have fewer than four seasons, such as</p> <ul style="list-style-type: none"> • two seasons: rainy and dry • three seasons: cool or cold, rainy, and dry <p>Many seasonal changes appear in the environment, such as</p> <ul style="list-style-type: none"> • snow covering the ground • snow melting the surface of lakes and other bodies of water • rivers flowing fast or slow <p>Seasonal changes appear in plants and animals, such as</p> <ul style="list-style-type: none"> • camouflage in animals • leaves changing colour and falling • flowers blooming • crops and plants greening and growing 	<p>Changes in environments include seasonal changes.</p>	<p>Observe seasonal changes in local environments over time.</p> <p>Document signs of seasonal change over time.</p> <p>Share personal experiences related to seasons.</p> <p>Discuss how changes in the appearance of environments, plants, and animals are related to the seasons.</p> <p>Represent an environment in different seasons to show environmental changes.</p>	<p> Orienteering Series (4 videos)</p> <p>  Legend of Night and Day</p> <p>  Eclipse - How Coyote Snared the Sun</p>	<p> "When the Trees Crackle with Cold: A Cree Seasons Activity Book," by Miriam Johnson-Laxdal, et al, 2018.</p>


 Knowledge	Understanding	Skills & Procedures	ᑭᑦᑲᑦᑲᑦ Nehiyaw Ways of Knowing	Other Suggestions
LEARNING OUTCOME				
1ES 1.2 Students analyze environments and investigate interactions and changes.				
<p>Migration is the regular movement patterns of animals from one area to another, usually in response to seasonal change.</p> <p>Many animals migrate, such as</p> <ul style="list-style-type: none"> • whales • geese • polar bears • butterflies • caribou <p>Hibernation allows animals to survive the winter with little or no food, usually by sleeping for long periods of time.</p> <p>Many animals hibernate in winter, such as</p> <ul style="list-style-type: none"> • black bears and grizzly bears • groundhogs • some types of squirrels <p>Environments can undergo sudden changes, such as</p> <ul style="list-style-type: none"> • storms • floods • fires • winds 	<p>Seasonal or sudden changes can affect the behaviour of animals.</p>	<p>Investigate animal behaviour throughout the seasons, including migration and hibernation.</p> <p>Share personal experiences related to sudden changes in the environment.</p>	<p> Ducks and Geese Series: Identifying Different Common Ducks (5 videos)</p> <p> Legend of Bear and Grass</p>	
LEARNING OUTCOME				
1ES 1.3 Students analyze environments and investigate interactions and changes.				
<p>Information can be gathered from environments using the senses.</p>	<p>Environments are observed and understood using the senses.</p>	<p>Describe various environments, drawing from information gathered using the senses.</p>	<p> Orienteering Series: Weather Indicators</p>	






Knowledge	Understanding	Skills & Procedures	ᑭᐱᐱᑦ Nehiyaw Ways of Knowing	Other Suggestions
LEARNING OUTCOME				
1ES 1.4 Students analyze environments and investigate interactions and changes.				
<p>Seasonal changes may affect a variety of choices and activities, such as</p> <ul style="list-style-type: none"> • clothing choices • recreational activities • Indigenous ceremonies • hunting and gathering 	<p>Seasonal changes influence decisions about daily activities.</p>	<p>Describe how seasonal changes affect decisions about daily activities.</p>	<p> Common Seasonal Activities – Seasonal Round</p>	
LEARNING OUTCOME				
1ES 1.5 Students analyze environments and investigate interactions and changes.				
<p>The responsibility to care for environments is shared by all people and is fulfilled by showing respect for and protecting all aspects of nature.</p> <p>For First Nations, Métis, and Inuit, a sense of responsibility toward nature can be connected to place and traditional teachings for future generations, such as taking only what is needed.</p>	<p>Caring for nature comes from a sense of responsibility.</p>	<p>Discuss benefits of spending time in nature.</p> <p>Identify personal and group actions that demonstrate responsibility and care for nature.</p> <p>Discuss and reflect on First Nations, Métis, and Inuit traditional teachings that demonstrate a sense of responsibility to care for nature.</p>	<p> Moose, Elk, and Deer Calling Series: Hunting Protocols and Stewardship</p> <p> Trickster and the Ducks</p>	

Knowledge	Understanding	Skills & Procedures	ᑭᑦᑲᑦᑲᑦ Nehiyaw Ways of Knowing	Other Suggestions
ORGANIZING IDEA				
Living Systems (LS): Understandings of the living world, Earth, and space are deepened by investigating natural systems and their interactions.				
GUIDING QUESTION				
How do plants and animals survive?				
LEARNING OUTCOME				
1LS 1.1 Students investigate and examine the needs of plants and animals.				
<p>Plants are living things that can grow and make their own food.</p> <p>Plants usually cannot move from place to place.</p> <p>Animals are living things that can grow and that need to find food.</p> <p>Animals are usually able to move from place to place.</p> <p>Plants and animals exist in all shapes and sizes.</p> <p>Humans are part of nature and are classified as animals.</p>	<p>Plants and animals share similarities and have differences.</p>	<p>Share examples of plants and animals native to Alberta and Canada.</p> <p>Observe and describe similarities and differences between plants and animals.</p>	<p>   Common Tree Names: Northern Boreal Series (9 videos)</p> <p> Legend of Birch Tree</p>	
LEARNING OUTCOME				
1LS 1.2 Students investigate and examine the needs of plants and animals.				
<p>A variety of plants and animals exist and are dispersed over Earth.</p> <p>Diverse plants and animals can be found in many environments in Alberta, such as</p> <ul style="list-style-type: none"> • forests • prairies • lakes and rivers • mountains <p>Basic needs of plants and animals include</p> <ul style="list-style-type: none"> • food • water • air • shelter 	<p>Plants and animals require environments that allow them to meet their needs.</p>	<p>Represent plants and animals in various environments.</p> <p>Determine how a local environment meets the basic needs of plants and animals.</p> <p>Discuss the movement of local animals from place to place to meet their needs.</p>	<p>   Common Tree Names: Northern Boreal Series (9 videos)</p> <p> Rolling Head (younger version)</p> <p> Legend of Birch Tree</p>	<p> Learn Alberta Science Grade 1 Lesson Plan</p> <p> Project WILD Activity – Oh! Deer (water, food, shelter; basic needs)</p>

Knowledge	Understanding	Skills & Procedures	ᑭᓴᓴᑦ Nehiyaw Ways of Knowing	Other Suggestions
LEARNING OUTCOME 1LS 1.3 Students investigate and examine the needs of plants and animals.				
<p>Ways humans can help meet the needs of plants or animals include</p> <ul style="list-style-type: none"> • watering plants • taking care of domestic animals • respecting environments <p>Ways that plants and animals, or their parts, help meet the needs of humans include providing</p> <ul style="list-style-type: none"> • air for breathing • food • clothing • shelter • medicine • connection (social/emotional) 	<p>Humans, other animals, and plants depend on each other to meet their needs.</p>	<p>Describe personal experiences related to how humans take care of plants and animals.</p> <p>Discuss how humans depend on plants and animals to meet their basic needs.</p> <p>Identify products made by various cultures, including local First Nations, Métis, or Inuit, that use plant and animal parts.</p>	<p> Moose, Elk, and Deer Calling Series: Hunting Protocols and Stewardship</p> <p>   Harvesting Medicines Series::</p> <ul style="list-style-type: none"> • Protocol on Herb Gathering • Harvesting Bear Fat <p>  How Medicines Came to Man</p>	
ORGANIZING IDEA Computer Science (CS): Problem solving and scientific inquiry are developed through the knowledgeable application of creativity, design, and computational thinking.				
GUIDING QUESTION How can instructions affect outcomes?				
LEARNING OUTCOME 1CS 1.1 Students follow instructions and relate them to outcomes.				
<p>Instructions are directions that can be followed and given in various forms, including verbal, audio, visual, and written.</p>	<p>The form in which instructions are given may not affect the outcome.</p>	<p>Follow instructions with two or three steps given in different forms.</p>	<p>   Moose, Elk, and Deer Calling Series: How to Call a Moose</p>	

 Knowledge	Understanding	Skills & Procedures	ᑭᑦᑲᑦᑲᑦ Nehiyaw Ways of Knowing	Other Suggestions
LEARNING OUTCOME				
1CS 1.1 Students follow instructions and relate them to outcomes.				
<p>Many types of instructions need to be in a specific order, such as</p> <ul style="list-style-type: none"> directions recipes computer programs safety protocols 	<p>Instructions are ordered in a way that will produce a desired outcome.</p>	<p>Determine if instructions with two or three steps given in different orders still produce the desired outcome.</p> <p>Sequence two or three instruction steps to achieve a desired outcome.</p> <p>Exchange ideas to create three-step instructions that achieve a desired outcome.</p>	 <p>Moose, Elk, and Deer Calling Series: How to Call a Moose</p>	
LEARNING OUTCOME				
1CS 1.3 Students follow instructions and relate them to outcomes.				
<p>Following instructions is a way to demonstrate respect and safety during investigations.</p>	<p>Instructions help to keep people safe.</p>	<p>Follow instructions during investigations.</p>	 <p>Fire Teachings</p>  <p>Whiskeyjack and the Long Winter</p>	

 Knowledge	Understanding	Skills & Procedures	ᑭᐱᐱᑦ Nehiyaw Ways of Knowing	Other Suggestions
ORGANIZING IDEA Scientific Method (SM): Investigation of the physical world is enhanced through the use of scientific methods that attempt to remove human biases and increase objectivity.				
GUIDING QUESTION What is investigation?				
LEARNING OUTCOME 1SM 1.1 Students engage in and describe investigation.				
<p>The skills and knowledge required to carry out an investigation can be learned.</p> <p>Investigations can be sparked by curiosity.</p> <p>Investigations are carried out by a variety of individuals or groups, such as</p> <ul style="list-style-type: none"> • teachers • students • scientists • police • doctors <p>Steps followed during an investigation include</p> <ul style="list-style-type: none"> • asking questions • making predictions • gathering data • forming conclusions <p>A prediction is a likely answer to a question based on current understanding.</p> <p>A conclusion is an answer to a question based on gathered data.</p>	<p>Investigations are carried out to try to understand the world.</p>	<p>Ask a question sparked by curiosity.</p> <p>Predict the answer to a question.</p> <p>Describe steps of an investigation.</p> <p>Demonstrate safety and respect during investigations.</p>		

 Knowledge	Understanding	Skills & Procedures	ᑭᐱᐱᑦ Nehiyaw Ways of Knowing	Other Suggestions
LEARNING OUTCOME 1CS 1.2 Students engage in and describe investigation.				
<p>Observations can be gathered using the senses.</p> <p>Observations may be recorded as data in many ways, including</p> <ul style="list-style-type: none"> • words • pictures • numbers 	<p>Investigation involves making observations and recording them as data.</p>	<p>Gather observations using various senses to answer questions.</p> <p>Record observations in a provided template.</p>	<p> Ducks and Geese: Identifying Different Common Ducks Series (5 videos)</p> <p> Trickster and the Ducks</p>	
LEARNING OUTCOME 1CS 1.3 Students engage in and describe investigation.				
<p>Observations can be made by using the senses.</p> <p>Observations can be recorded as data in many ways, such as</p> <ul style="list-style-type: none"> • words • drawings • photographs • numbers and counts • sound and video recordings <p>Scientists can keep records of data in record books or computers.</p>	<p>Recording data accurately helps ensure observations can be referenced in the future.</p>	<p>Make observations using various senses.</p> <p>Record observations as data.</p> <p>Reflect on recorded data to make conclusions.</p>	<p> Ducks and Geese: Identifying Different Common Ducks Series (5 videos)</p> <p> Trickster and the Ducks</p>	