

GRADE TWO



English
Language Arts and Literature

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Social Studies
Pilot 2024

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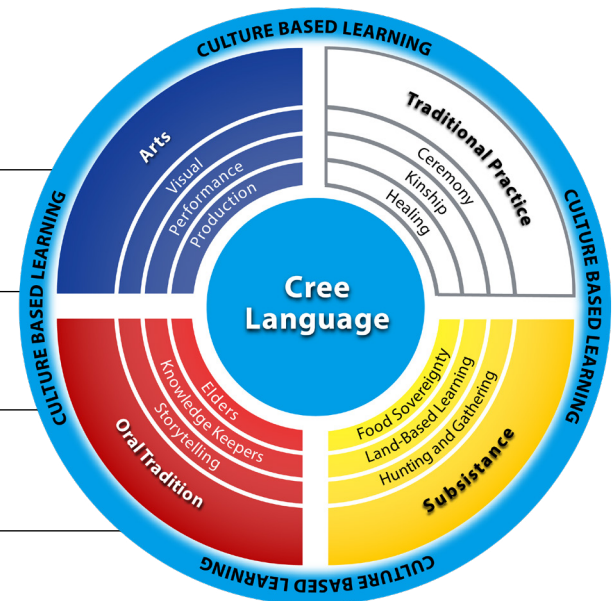
Mathematics

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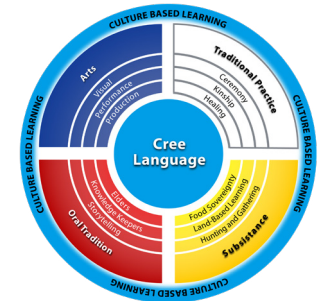







Science







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English Language Arts & Literature



Knowledge	Understanding	Skills & Procedures	ᑭᓴᓴᓴ Nehiyaw Ways of Knowing	Other Suggestions
<p align="center">ORGANIZING IDEA</p> <p align="center">Text Forms and Structures: Identifying and applying text forms and structures improves understanding of content, literary style, and our rich language traditions.</p>				
<p align="center">GUIDING QUESTION</p> <p align="center">How can the organization of ideas and information support the expression and understanding of messages?</p>				
<p align="center">LEARNING OUTCOME</p> <p align="center">Students explain how the organization of ideas and information within texts can support the purpose or meaning of messages.</p>				
<p>Creators share messages for different reasons (purposes), including entertainment, learning, and instructions.</p> <p>Messages can clarify ideas and information that are imaginary (fiction) or real (non-fiction).</p> <p>Messages can be shared digitally or non-digitally in a variety of forms, including</p> <ul style="list-style-type: none"> • stories • letters • land <p>Stories, both real and imaginary, can follow a structure, including</p> <ul style="list-style-type: none"> • beginning • problem • solution • ending 	<p>Ideas and information can be organized by purpose, form, or structure.</p>	<p>Examine different reasons (purposes) for messages to be shared.</p> <p>Explain why engaging with messages can be enjoyable.</p> <p>Distinguish between messages that are imaginary (fiction) or real (nonfiction).</p> <p>Compare and contrast forms used to organize messages.</p> <p>Examine the structure of a variety of imaginary or real stories.</p>	<p> Storytelling Protocols</p> <p>  Video from each of the three types of story: Creation Stories; Star Stories; Trickster Stories</p>	<p> Empowering the Spirit: Sharing through Story</p> <p> Native American Legends Organized by Theme</p>

 Knowledge	Understanding	Skills & Procedures	ᑭᑦᑭᑦᑭᑦ Nehiyaw Ways of Knowing	Other Suggestions
<p>Features that organize, clarify, or enhance messages can be digital or non-digital, including captions and charts.</p>	<p>Messages can be organized, clarified, and enhanced using features.</p>	<p>Examine a variety of features that enhance the meaning of messages.</p> <p>Include a variety of features to help organize, clarify, and enhance personal messages.</p>	<p> Storytelling Protocols</p> <p>  Video from each of the three types of story: Creation Stories; Star Stories; Trickster Stories</p>	<p> Empowering the Spirit: Sharing through Story</p> <p> Native American Legends Organized by Theme</p>
<p>Imaginary (fictional) stories include folk tales and legends.</p> <p>A folk tale is a story typically passed on through word of mouth.</p> <p>A legend is a story about a famous historical event or person that may or may not be true.</p> <p>A hero or heroine is a real or imaginary character who faces dangers and challenges and shows strength or courage.</p> <p>Stories have structures (elements), including</p> <ul style="list-style-type: none"> • characters • setting • events • plot <p>The plot is the sequence of events that make up a story.</p> <p>A narrator can provide information about characters, setting, and events in a story.</p>	<p>Stories and ideas that are imaginary (fictional) can encourage thinking about and beyond what is already known.</p>	<p>Identify story elements within a variety of imaginary stories.</p> <p>Identify the hero or heroine in a variety of imaginary stories.</p> <p>Create imaginative representations or dramatizations of stories that include characters, setting, and plot.</p> <p>Examine the narrator's contribution to a story or message.</p>		
<p>Real information or ideas (non-fiction) can be accessed and shared through a variety of digital or non-digital forms, including</p> <ul style="list-style-type: none"> • factual stories or images • interactions with people and land • information in other content areas <p>[continued...]</p>	<p>Knowledge can be expanded beyond what is already known by exploring information that is real or true (non-fiction).</p>	<p>Examine ways that information can be accessed, organized, and shared to encourage thinking about and beyond what is already known.</p>		

 Knowledge	Understanding	Skills & Procedures	 Nehiyaw Ways of Knowing	Other Suggestions
<p>[continued...]</p> <p>Informational texts have structures, including</p> <ul style="list-style-type: none"> • main idea • supporting details • sequencing • question and answer <p>Poetry includes words or phrases used in imaginative ways to create meaning or effects.</p> <p>Poetic structures include acrostic and rhyming couplet.</p> <p>An acrostic poem is a poem in which letters in each line spell out a word or phrase.</p> <p>A rhyming couplet is a pair of lines in poetry that rhyme and usually have the same rhythm.</p>	<p>Poetry can expand how we think and feel about what can be seen, heard, smelled, tasted, touched, or experienced in the world.</p>	<p>Identify words or phrases used in imaginative ways that support messages in poetry and song.</p> <p>Recognize how poetry and song can expand how we think and feel about what can be experienced.</p> <p>Examine poetic structures, including acrostic poems and rhyming couplets.</p>	<p> Song and Drum</p> <p> Legend of the Drum</p>	<p> Empowering the Spirit: Sharing through Story</p> <p> Native American Legends Organized by Theme</p>
<p>ORGANIZING IDEA</p> <p>Oral Language: Listening and speaking form the foundation for literacy development and improve communication, collaboration, and respectful mutual understanding.</p>				
<p>GUIDING QUESTION</p> <p>How can listening and speaking be developed to improve oral communication?</p>				
<p>LEARNING OUTCOME</p> <p>Students examine and adjust listening and speaking to communicate effectively.</p>				
<p>Ways of knowing are the many ways people come to know about themselves and the world.</p> <p>Communities can have specific protocols related to how, when, or with whom oral traditions are shared.</p> <p>Protocols are practices of appropriate and respectful behaviour that are unique to groups of people.</p> <p>[continued...]</p>	<p>Oral traditions use language to support ways of knowing.</p>	<p>Explore how oral traditions are shared.</p> <p>Participate in a sharing circle.</p> <p>Identify community or cultural protocols that may influence respectful communication.</p>	<p> Storytelling Protocols</p>	

 Knowledge	Understanding	Skills & Procedures	 Nehiyaw Ways of Knowing	Other Suggestions
<p>[continued...]</p> <p>Sharing circles are traditional Indigenous practices, with protocols for listening and speaking that involve</p> <ul style="list-style-type: none"> • everyone having an opportunity to speak • respectfully listening when others are speaking 			 Sharing and Talking Circles	
<p>Listening and speaking skills can build confidence and be developed through</p> <ul style="list-style-type: none"> • discussions • formal and informal presentations • collaborative activities <p>Volume can be adjusted for purpose and audience.</p> <p>Clarity of speech (enunciation) enhances the ability to be understood.</p> <p>Vocal emphasis can highlight the importance of words (stress).</p>	<p>Listening and speaking skills can be developed to improve communication and enhance confidence.</p>	<p>Contribute to a variety of listening and speaking activities to build confidence in oral language skills.</p> <p>Enhance clarity of oral communication through word emphasis and enunciation.</p> <p>Listen for changes in vocal emphasis in oral communications.</p> <p>Share a short poem from memory with appropriate volume, emphasis, and enunciation.</p>		
<p>Listening involves</p> <ul style="list-style-type: none"> • maintaining focus • asking and responding to questions • using appropriate body postures and gestures • paying attention to the words, feelings, and behaviours of others 	<p>Listening helps to develop and maintain positive relationships in a variety of situations.</p>	<p>Contribute to discussions as a listener and speaker.</p> <p>Listen to and follow three-step instructions.</p>	 Trickster and the Chickadees	
<p>Different situations may have different expectations for language use.</p> <p>Facial expressions, gestures, and eye contact can be used to emphasize or enhance messages.</p>	<p>Verbal and non-verbal language can be combined to enhance messages.</p>	<p>Examine messages that combine both verbal and non-verbal communication.</p> <p>Enhance messages by combining verbal and non-verbal communication.</p> <p>Adjust verbal or non-verbal language according to purpose and audience.</p>		



Knowledge	Understanding	Skills & Procedures	ᑭᑦᑲᑦᑲᑦ Nehiyaw Ways of Knowing	Other Suggestions
ORGANIZING IDEA				
Vocabulary: Communication and comprehension are improved by understanding word meaning and structures.				
GUIDING QUESTION				
In what ways can understanding words and word structures support communication?				
LEARNING OUTCOME				
Students expand vocabulary by connecting morphemes and words to their meanings.				
<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 academic words (tier 3 words) from a variety of texts.</p> <p>Words can create effects in language, including</p> <ul style="list-style-type: none"> • alliteration • onomatopoeia • repetition <p>Words can describe a sound that mimics the sound of an object or action (onomatopoeia) (e.g., sizzle).</p> <p>Words or phrases can appear over and over again (repetition) (e.g., extra, extra).</p> <p>Homophones are words that have the same sound but different spellings and meanings.</p> <p>Homographs are words that have the same spelling but different meanings, and sometimes different pronunciations.</p>	<p>Vocabulary development contributes to the ability to communicate effectively.</p>	<p>Examine meanings of words in a variety of situations.</p> <p>Identify and discuss words of personal interest in texts.</p> <p>Use tier 2 words in a variety of literacy situations.</p> <p>Examine meanings of words from subject content areas (tier 3 words).</p> <p>Apply a variety of synonyms to enhance expression.</p> <p>Apply a variety of antonyms to contrast ideas.</p> <p>Examine homophones and homographs.</p> <p>Transfer understandings of words to different situations.</p> <p>Record new words and their meanings in a variety of ways.</p> <p>Examine alliteration, onomatopoeia, and repetition in spoken language.</p>		



Knowledge	Understanding	Skills & Procedures	ᑭᑦᑲᑦᑲᑦ Nehiyaw Ways of Knowing	Other Suggestions
<p>Adding the suffix <ing> or <ed> to the ending of a base changes the tense.</p> <p>Adding <er> or <est> to the ending of a base indicates a comparison.</p> <p>A base is the main morpheme in a word.</p> <p>Words that share a base share connections in meaning and spelling.</p>	<p>Morphemes can change the meaning of a word.</p>	<p>Manipulate suffixes to change the tense of words.</p> <p>Manipulate suffixes to make words singular or plural.</p> <p>Manipulate suffixes when making comparisons between ideas.</p> <p>Examine changes in meaning when suffixes are added to or removed from bases.</p> <p>Use compound words to extend vocabulary.</p>		
<p>ORGANIZING IDEA</p> <p>Phonological Awareness: Foundational literacy is supported by the ability to identify and manipulate sounds in oral language.</p>				
<p>GUIDING QUESTION</p> <p>How does sound contribute to understanding oral language?</p>				
<p>LEARNING OUTCOME</p> <p>Students apply understandings of how sounds create meaning in oral language.</p>				
<p>Consonant blends can be separated into their individual sounds.</p> <p>Consonant blends can be located anywhere in words.</p>	<p>Words can be separated (segmented) into syllables or sounds (phonemes).</p>	<p>Segment sounds in words that have five or more phonemes.</p> <p>Identify phonemes in words that have three or more syllables.</p> <p>Segment sounds in words that have consonant blends.</p>		
<p>Blending is combining sounds or word parts located anywhere in words.</p> <p>Consonant blends are two or more consonants that appear together in a word and represent sounds that are combined smoothly.</p> <p>Individual sounds and consonant blends can be blended into a sequence to form words.</p>	<p>Syllables and individual sounds can be blended into a sequence to form words.</p>	<p>Blend sounds in words that have up to six phonemes.</p> <p>Blend sounds in words that have consonant blends.</p>		





Knowledge	Understanding	Skills & Procedures	ᑭᓴᓴᓴ Nehiyaw Ways of Knowing	Other Suggestions
<p>Sounds can be manipulated by adding, deleting, or substituting different sounds.</p> <p>Sounds can be manipulated at the beginning, middle, or ending of words.</p>	<p>Words can be changed by manipulating sounds (phonemes).</p>	<p>Manipulate phonemes in a variety of one-syllable or multisyllabic words.</p> <p>Delete phonemes in a consonant blend to form a new word.</p> <p>Substitute phonemes in a consonant blend to form a new word.</p> <p>Substitute a sound anywhere in a word to form a new word.</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 the relationships between sounds and letters (phonics) enhance decoding and encoding?

LEARNING OUTCOME





Students apply understandings of letter combinations and sounds in words.




<p>Letter combinations and sounds for reading include</p> <ul style="list-style-type: none"> • vowels • blends • digraphs • diphthongs <p>Blends combine sounds or word parts.</p> <p>A combination of two letters can make a single sound (digraph).</p> <p>Long vowel sounds can be made by gliding from one position of the mouth to another within the same syllable (diphthong).</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).</p>	<p>Relationships between letter combinations and sounds support understanding of words.</p>	<p>Make connections between a full range of letter combinations and sounds.</p> <p>Apply knowledge of silent letters when learning new words.</p> <p>Recognize and use a wide range of consonant letters and letter combinations in the beginning, middle, and ending of words.</p> <p>Recognize and use letter combinations that represent long vowel sounds.</p> <p>Recognize how the letter <r> can influence the vowel sound.</p> <p>Read words that include the 120 most frequent letter-sound correspondences.</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>
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Knowledge	Understanding	Skills & Procedures	ᑭᑦᑲᑦᑲᑦ Nehiyaw Ways of Knowing	Other Suggestions
ORGANIZING IDEA				
Fluency: Comprehension and literary appreciation are improved by the ability to read a range of texts accurately, automatically, and with expression.				
GUIDING QUESTION				
In what ways does fluency support the development of reading?				
LEARNING OUTCOME				
Students apply fluency strategies while reading.				
<p>Letter combinations, sounds, and morphemes that can be blended quickly and accurately for reading include</p> <ul style="list-style-type: none"> • vowels • blends • digraphs • diphthongs • syllables 	<p>Fluency development contributes to the ability to understand messages.</p>	<p>Blend sounds quickly and accurately to decode unfamiliar messages.</p> <p>Apply language structure, meaning, and rapid word recognition to support fluency.</p> <p>Read at a steady, comfortable pace.</p>		
<p>High-frequency words include words that occur often in written language.</p> <p>The ability to recognize high-frequency words with accuracy and at an appropriate rate supports reading comprehension.</p>	<p>Recognizing high-frequency words supports reading comprehension.</p>	<p>Read 175 new high-frequency words automatically.</p> <p>Read high-frequency words in sentences and texts.</p>		
<p>Reading fluency is supported by</p> <ul style="list-style-type: none"> • pace • phrasing • expression • punctuation <p>Pace is the rate at which written messages are read.</p> <p>Phrasing is reading smoothly by grouping words together into meaningful phrases with punctuation.</p> <p>Expression is reading with feeling in the voice and includes various movements of the voice (pitch).</p> <p>[continued...]</p>	<p>Fluent reading can engage audiences and improve comprehension.</p>	<p>Read with appropriate stress on words, pausing, and phrasing.</p> <p>Read with appropriate intonation and expression.</p> <p>Examine punctuation in written messages to enhance fluency.</p> <p>Read dialogue with phrasing and expression to engage an audience and reflect understanding.</p>		




Knowledge	Understanding	Skills & Procedures	ᑭᓴᓴᑦ Nehiyaw Ways of Knowing	Other Suggestions
<p>[continued...]</p> <p>Punctuation supports reading with fluency through pausing and intonation.</p> <p>Quotation marks signal to the reader to align voice with characters in a written message.</p>				
<p align="center">ORGANIZING IDEA</p> <p align="center">Comprehension: Text comprehension is supported by applying varied strategies and processes and by considering both particular contexts and universal themes.</p>				
<p align="center">GUIDING QUESTION</p> <p align="center">How does comprehension facilitate the meaning of a text?</p>				
<p align="center">LEARNING OUTCOME</p> <p align="center">Students examine and apply a variety of processes to comprehend texts.</p>				
<p>Texts that are listened to can contain more complex language and information than texts read independently.</p> <p>Responses to texts that are listened to include</p> <ul style="list-style-type: none"> • discussions • visual representations • writing 	<p>Text comprehension can be enhanced by listening to a variety of texts read aloud.</p>	<p>Listen and respond to a variety of fictional and informational texts that are read aloud.</p> <p>Examine and use words and phrases from texts that have been read aloud.</p>	<p>  Stories and Legends Series</p>	<p>  Gabriel Dumont Institute books with CDs or read alouds: Goodminds.com</p>
<p>Understanding of print texts read independently involves</p> <ul style="list-style-type: none"> • discussions • visual representations • writing 	<p>Print texts can be understood independently.</p>	<p>Read texts that contain mostly predictable and decodable words independently.</p> <p>Examine and use words and sentences from print texts that have been read independently.</p> <p>Interpret ideas and information from print texts read independently.</p>		


 Knowledge	Understanding	Skills & Procedures	ᑭᑭᑭᑭ Nehiyaw Ways of Knowing	Other Suggestions
<p>Word solving includes</p> <ul style="list-style-type: none"> • chunking • stretching • manipulating sounds • searching for additional information <p>Self-correcting includes</p> <ul style="list-style-type: none"> • altering speed • rereading • reading on • seeking clarification 	<p>Comprehension of print texts involves self-monitoring and self-correcting.</p>	<p>Solve unfamiliar or multisyllabic words in a variety of ways.</p> <p>Self-correct when meaning is unclear while reading.</p>		
<p>The topic of a text can be the main idea.</p> <p>The sequence of key ideas and details is important when summarizing texts.</p>	<p>Comprehension involves critical thinking through summarizing the main idea, key ideas, and details.</p>	<p>Summarize a text, including the main idea and key ideas.</p> <p>Sequence four or more events from a text.</p> <p>Retell or dramatize a story, including characters, setting, and plot, in sequence.</p> <p>Interpret information from illustrations or visuals when summarizing texts.</p>		 Story Stones
<p>Connections can be made to ideas and information in texts, including to</p> <ul style="list-style-type: none"> • similarities and differences within a text • similarities and differences between texts 	<p>The process of text comprehension can be improved by making connections.</p>	<p>Share personal connections that support understandings of ideas or information in texts.</p> <p>Identify similarities and differences within a text.</p> <p>Identify similarities and differences between texts.</p>		 “Awasis and the World-Famous Bannock” by Dallas Hunt and Amanda Strong.

 Knowledge	Understanding	Skills & Procedures	ᑭᐱᑦᑭᐱᑦ Nehiyaw Ways of Knowing	Other Suggestions
<p>Questioning includes asking or answering questions regarding</p> <ul style="list-style-type: none"> • Who? • What? • Where? • When? • Why? • How? <p>Answers to questions may not be immediately apparent and may involve searching for more information.</p> <p>Answers to questions may involve integrating new information with background knowledge.</p>	<p>Comprehension can be enhanced by formulating questions and searching for answers within texts.</p>	<p>Ask questions to clarify information in texts.</p> <p>Answer questions requiring literal recall and understanding of evidence, details, or facts from texts.</p> <p>Answer questions that require making interpretations or giving opinions about information in texts.</p> <p>Answer questions that require recognizing cause and effect relationships in texts.</p>		
<p>Predicting includes imagining an outcome based on a combination of information, including</p> <ul style="list-style-type: none"> • title • pictures • evidence • background knowledge 	<p>Comprehension can be supported by making and revising predictions.</p>	<p>Make predictions prior to and while reading, viewing, or listening to a text.</p> <p>Revise understandings in response to new information.</p> <p>Compare actual outcomes to predictions made.</p>		



Knowledge	Understanding	Skills & Procedures	ᑭᐱᑭᑦ 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 processes and techniques improve expression?				
LEARNING OUTCOME Students create and enhance ideas and information by applying a variety of writing processes.				
<p>Writing processes used to organize and share messages include</p> <ul style="list-style-type: none"> • planning • writing • editing • sharing <p>Run-on sentences are sentences that string too many ideas together with connecting words.</p> <p>Sentences can be organized in a logical sequence to create written messages.</p> <p>Editing involves noticing and correcting errors in spelling, grammar, and punctuation.</p>	<p>Writing can provide opportunities to share thoughts and ideas in meaningful ways.</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>Focus and limit the number of ideas in sentences.</p> <p>Organize sentences in a logical sequence to create written messages.</p> <p>Edit written work for spelling, grammar, and punctuation.</p> <p>Incorporate images or features to enhance written messages.</p> <p>Share written messages with others.</p>		
<p>Creative thinking includes</p> <ul style="list-style-type: none"> • using imagination • combining materials or ideas in different ways • making adaptations based on feedback <p>[continued...]</p>	<p>Creative thinking can influence expression of thoughts and emotions.</p>	<p>Collect ideas that are inspired by a variety of experiences.</p> <p>Apply creative thinking to create or adapt representations of messages.</p>		

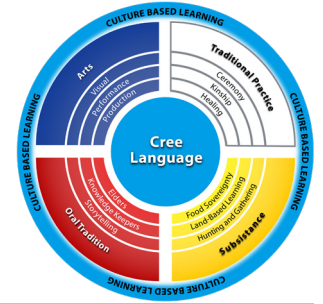
 Knowledge	Understanding	Skills & Procedures	ᑭᑦᑲᑦᑲᑦ Nehiyaw Ways of Knowing	Other Suggestions
<p>[continued...]</p> <p>Writing can support creative expression of ideas through organization and word choice.</p> <p>Creative ideas for expression can be inspired by a variety of personal experiences.</p> <p>Creative ideas can be enhanced by adding language related to the senses (sensory language).</p>		<p>Express ideas and information through a variety of written forms.</p> <p>Include adjectives and adverbs to add interest and detail to writing.</p> <p>Include sensory language to enhance ideas in creative writing.</p> <p>Use punctuation to enhance written messages.</p>		
<p>Asking questions can help focus research topics.</p> <p>Factual information can be gathered from a variety of digital or non-digital sources.</p> <p>Organizational tools, such as graphic organizers, can be used to record or categorize factual information.</p>	<p>Research processes can be used to learn new things or build on what is already known.</p>	<p>Ask questions to focus research topics.</p> <p>Gather factual information on topics from various sources.</p> <p>Use organizational tools to record or categorize information.</p> <p>Record factual information through messages that include images, words, and sentences.</p>		
<p>Written messages can be created using a variety of digital or non-digital methods or tools, including printing and keyboarding.</p>	<p>The method or tool used to present written works can enhance the clarity of a message.</p>	<p>Print with appropriate size, formation, and spacing to enhance the clarity of a message.</p> <p>Locate a variety of keys on a keyboard to type messages.</p>		








Knowledge	Understanding	Skills & Procedures	ᑭᑦᑎᑦᑎᑦᑎᑦ Nehiyaw Ways of Knowing	Other Suggestions
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 conventions foster the development of effective communication?				
LEARNING OUTCOME Students examine and use grammar, spelling, and punctuation in a variety of contexts to develop effective communication.				
<p>Capitalization is used for titles.</p> <p>A proper noun names a specific person or place and begins with a capital letter.</p> <p>Punctuation includes an apostrophe in contractions.</p> <p>A contraction is a combination of two words, where an apostrophe takes the place of certain letters.</p>	Capitalization and punctuation can make messages more clear.	<p>Capitalize the first word of a sentence.</p> <p>Capitalize names of people and places.</p> <p>Capitalize days of the week and months.</p> <p>Capitalize titles.</p> <p>Include punctuation at the end of sentences.</p> <p>Insert apostrophes in place of letters in contractions.</p>		 "Elements of Indigenous Style: A Guide for Writing by and About Indigenous Peoples" by Gregory Younging, 2018.
<p>A sentence that expresses strong emotion can end with an exclamation mark (exclamatory).</p> <p>A pronoun can be used in place of a noun.</p> <p>An adjective is a word that describes a noun.</p> <p>An adverb is a word that describes a verb.</p> <p>The subject of a sentence tells whom or what the sentence is about.</p> <p>The subject and the verb in a sentence must agree, with both being either singular or plural (subject-verb agreement).</p> <p>Some words can be used with other words to show time or place (prepositions), such as under, with, before, and after.</p>	<p>Language has structures (grammar) that can help express ideas, thoughts, and emotions.</p>	<p>Write a variety of sentences that include a complete thought or idea.</p> <p>Recognize and use pronouns to replace nouns in sentences.</p> <p>Use a variety of adjectives to describe nouns.</p> <p>Use adverbs to describe verbs.</p> <p>Identify the subject in a sentence.</p> <p>Identify when subjects and verbs agree in sentences.</p> <p>Recognize and use prepositions in sentences to show time and place.</p>		
















Knowledge	Understanding	Skills & Procedures	ᑭᑦᑲᑦᑲᑦ Nehiyaw Ways of Knowing	Other Suggestions
<p>Spelling patterns include</p> <ul style="list-style-type: none"> • consonant-vowel-consonant-silent “e” (CVCe) (e.g., nose) • vowel-consonant-consonant (VCC) (e.g., ill) • vowel-vowel-consonant (VVC) (e.g., eel) • dropping the <e> and adding <ing> • doubling the letter before adding <ing> or <ed> <p>Spelling patterns in one-syllable words include short and long vowel sounds.</p> <p>Some consonants are silent in some words (e.g., talk).</p>	<p>Spelling can be supported by recognizing patterns that occur within and across words.</p>	<p>Identify spelling patterns within and across words.</p> <p>Apply spelling patterns to spell unfamiliar words.</p> <p>Identify silent consonants in words.</p> <p>Spell 300 high-frequency words.</p> <p>Identify words that are not spelled in predictable ways.</p>		
<p>Knowledge of words and word parts can be applied to the spelling of new words.</p> <p>Spelling can involve trial and error.</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 strategies and supports can be used to help communicate messages.</p>	<p>Include a vowel in every word and syllable.</p> <p>Say words slowly to identify sounds when spelling words.</p> <p>Use visualization to help spell words.</p> <p>Apply knowledge of known words, word parts, and word patterns to spell unfamiliar 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	ᑭᓴᓴᑦ Nehiyaw Ways of Knowing	Other Suggestions
2.1 CANADA'S DYNAMIC COMMUNITIES			
GENERAL OUTCOME: Students will demonstrate an understanding and appreciation of how geography, culture, language, heritage, economics and resources shape and change Canada's communities.			
VALUES AND ATTITUDES			
2.1.1 appreciate the physical and human geography of the communities studied:	<ul style="list-style-type: none"> appreciate how a community's physical geography shapes identity (I, LPP) appreciate the diversity and vastness of Canada's land and peoples (CC, LPP) value oral history and stories as ways to learn about the land (LPP, TCC) acknowledge, explore and respect historic sites and monuments (CC, LPP, TCC) demonstrate care and concern for the environment (C, ER, LPP) 	 Stewardship and Community – Sharing  The Rolling Head	 Learn Alberta: Social Studies Grade 2 Lesson Plan  Métis Nation of Alberta: District Atlas
KNOWLEDGE AND UNDERSTANDING			
2.1.2 investigate the physical geography of an Inuit, an Acadian, and a prairie community in Canada by exploring and reflecting the following questions for inquiry:	<ul style="list-style-type: none"> Where are the Inuit, Acadian and prairie communities located in Canada? (LPP) How are the geographic regions different from where we live? (LPP) What are the major geographical regions, landforms and bodies of water in each community? (LPP) 		 Learn Alberta: Social Studies Grade 2 Lesson Plan  Alberta Teachers Association: Acknowledging Land and People Map

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2.1.2 investigate the physical geography of an Inuit, an Acadian, and a prairie community in Canada by exploring and reflecting the following questions for inquiry:	<ul style="list-style-type: none"> • What are the main differences in climate among these communities? (LPP) • What geographic factors determined the establishment of each community (e.g., soil, water and climate)? (LPP, TCC) • 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) 		<ul style="list-style-type: none">  Learn Alberta: Social Studies Grade 2 Lesson Plan  Alberta Teachers Association: Acknowledging Land and People Map
2.1.3 investigate the cultural and linguistic characteristics of an Inuit, an Acadian and a prairie community in Canada by exploring and reflecting upon the following questions for inquiry:	<ul style="list-style-type: none"> • What are the cultural characteristics of the communities (e.g., special symbols, landmarks, languages spoken, shared stories or traditions, monuments, schools, churches)? (CC, LPP, TCC) • What are the traditions and celebrations in the communities that connect the people to the past and to each other? (CC, LPP, TCC) • How are the communities strengthened by their stories, traditions and events of the past? (CC, TCC) • What are the linguistic roots and practices in the communities? (CC) • What individuals and groups contributed to the development of the communities? (CC) • How do these communities connect with one another (e.g., cultural exchanges, languages, traditions, music)? (CC) • How do the cultural and linguistic characteristics of the communities studied contribute to Canada's identity? (CC, I) 	 Storytelling Protocols	

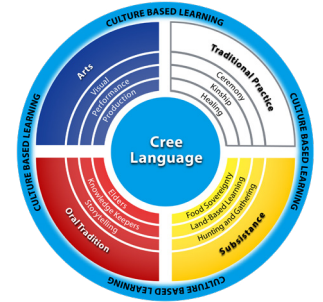
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2.1.4 investigate the economic characteristics of communities in Canada by exploring and reflecting upon the following questions for inquiry:	<ul style="list-style-type: none"> • What kinds of natural resources exist in the communities (e.g., fishing, agriculture, mining)? (ER, LPP) • What are the occupations in each of the communities? (ER) • What kinds of goods and services are available in the communities? (ER) • What impact does industry have on the communities (i.e., agriculture, manufacturing)? (ER, LPP) 	 Plants and Trees – Animate/Inanimate   Creation Stories: Plant Features	 Learn Alberta: Connection to Land – Walking Together
2.2 A COMMUNITY IN THE PAST			
GENERAL OUTCOME: Students will demonstrate an understanding and appreciation of how a community emerged, and of how the various interactions and cooperation among peoples ensure the continued growth and vitality of the community.			
VALUES AND ATTITUDES			
2.2.1 appreciate how stories of the past connect individuals and communities to the present (C, I, TCC)			 Rupertsland Institute: K-3 History & Identity
2.2.2 appreciate how Aboriginal and Francophone peoples have influenced the development of the student’s community (C, CC, I)			
2.2.3 appreciate the importance of collaboration and living in harmony (C, PADM)		  Kinship and Community	
2.2.4 appreciate how connections to a community contribute to one’s identity (I)			
2.2.5 appreciate how cultural and linguistic exchanges connect one community to another (CC)			 Buffalo Tales & Trails: Buffalo Hunts of the Red River Métis





 Big Idea, Major Concepts, GLOs	Specific Learning Outcomes	ᑭᑦᑲᑦᑲᑦ Nehiyaw Ways of Knowing	Other Suggestions
KNOWLEDGE AND UNDERSTANDING			
2.2.6 analyze how the community being studied emerged, by exploring and reflecting upon the following questions for inquiry:	<ul style="list-style-type: none"> • What characteristics define their community? (CC, I) • What is unique about their community? (CC, I) • What are the origins of their community? (TCC) • What were the reasons for the establishment of their community (e.g., original fur trade fort, original inhabitants)? (CC, TCC) • What individuals or groups contributed to the development of their community? (CC, TCC) 	 Kinship and Community	 Rupertsland Institute: K-3 History & Identity
2.2.7 examine how the community being studied has changed, by exploring and reflecting upon the following questions for inquiry:	<ul style="list-style-type: none"> • In what ways has our community changed over time (e.g., changes in transportation, land use)? (CC, TCC) • What has caused changes in their community? (CC, TCC) • How has the population of their community changed over time (e.g., ethnic mix, age, occupations)? (CC, LPP, TCC) • How have the people who live in the community contributed to change in the community? (CC, LPP, TCC) • How is the presence of Aboriginal and/or Francophone origins reflected in the community today? (CC) 	 Moose, Elk, and Deer Calling Series: Hunting Protocols and Stewardship  Trickster and the Ducks	 Learn Alberta: Social Studies Grade 2 Lesson Plan  Métis Nation of Alberta: District Atlas  Alberta Teachers Association: Acknowledging Land and People Map
SKILLS AND PROCESSES FOR SOCIAL STUDIES			
Dimensions of Thinking			
2.5.1 develop skills of critical thinking and creative thinking:	<ul style="list-style-type: none"> • distinguish between a fictional and a factual account about Canadian communities • choose and justify a course of action • compare and contrast information from similar types of electronic sources, such as information collected on the Internet 		 Buffalo Tales & Trails: Stories





 Big Idea, Major Concepts, GLOs	Specific Learning Outcomes	ᑭᑦᑲᑦᑲᑦ Nehiyaw Ways of Knowing	Other Suggestions
2.S.2 develop skills of historical thinking:	<ul style="list-style-type: none"> correctly apply terms related to time (i.e., long ago, before, after) arrange events, facts and/or ideas in sequence 	 Orienteering Series: Trail Markings/ Landmarks  Little Dipper	 Digital Storytelling: Using Métis resources in your classroom  Walking Together: The Whiskey Jack's Coat
2.S.3 develop skills of geographic thinking:	<ul style="list-style-type: none"> use a simple map to locate communities studied in Canada determine distance on a map, using relative terms such as near/far, here/there apply the concept of relative location to determine locations of people and places use cardinal directions to locate communities studied in relation to one's own community 		
2.S.4 demonstrate skills of decision making and problem solving:	<ul style="list-style-type: none"> apply ideas and strategies to decision making and problem solving propose new ideas and strategies to contribute to decision making and problem solving 		
Social Participation as a Democratic Practice			
2.S.5 demonstrate skills of cooperation, conflict resolution and consensus building:	<ul style="list-style-type: none"> demonstrate the ability to deal constructively with diversity and disagreement work and play in harmony with others to create a safe and caring environment consider the needs and ideas of others share information collected from electronic sources to add to a group task 	 Legend of Mosquito	Sharing circle
2.S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community, such as:	<ul style="list-style-type: none"> participate in activities that enhance their sense of belonging within their school and community 	 Kinship and Community	








 Big Idea, Major Concepts, GLOs	Specific Learning Outcomes	ᑭᓐᓂᓐᓂᓐ Nehiyaw Ways of Knowing	Other Suggestions
Research for Deliberative Inquiry			
2.S.7 apply the research process:	<ul style="list-style-type: none"> • participate in formulating research questions • develop questions that reflect a personal information need • follow a plan to complete an inquiry • access and retrieve appropriate information from electronic sources for a specific inquiry • navigate within a document, compact disc or other software program that contains links • organize information from more than one source • process information from more than one source to retell what has been discovered • formulate new questions as research progresses • draw conclusions from organized information • make predictions based on organized information 		
Communication			
2.S.8 demonstrate skills of oral, written and visual literacy:	<ul style="list-style-type: none"> • prepare and present information in their own words, using respectful language • respond appropriately to comments and questions, using respectful language • interact with others in a socially appropriate manner • create visual images for particular audiences and purposes • display data in a problem-solving context • use technology to support a presentation 		
2.S.9 develop skills of media literacy:	<ul style="list-style-type: none"> • identify key words from gathered information on a topic or issue • compare information on the same topic or issue from print media, television and photographs • examine diverse perspectives regarding an issue presented in the media 		


Social Studies Pilot 2024












 Knowledge	Understanding	Skills & Procedures	ᑭᑭᑭᑭ 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 align="center">ORGANIZING IDEA</p> <p>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 align="center">GUIDING QUESTION</p> <p align="center">How does the land in Canada differ from place to place?</p>				
<p align="center">LEARNING OUTCOME</p> <p align="center">Students explore the diverse physical regions of Canada.</p>				
<p>Maps and globes can represent the location of places and boundaries between places, including</p> <ul style="list-style-type: none"> physical regions major cities provinces and territories <p>Canada has distinct physical regions; for example,</p> <ul style="list-style-type: none"> Canadian Shield Great Lakes Prairies Arctic Appalachian Mountains <p>[continued...]</p>	<p>Physical regions and natural resources vary throughout Canada.</p>	<p>Compare the different features of Canada's physical features.</p> <p>Compare information about natural resources found across Canada to natural resources found in the local community.</p> <p>[continued...]</p>	<p> Place Names</p> <p> Orienteering Series: Trail Markings/Landmarks</p>	<p> Stories from the Land: Indigenous Place Names in Canada</p>





 Knowledge	Understanding	Skills & Procedures	ᑭᑭᑭᑭ Nehiyaw Ways of Knowing	Other Suggestions
<p>[continued...]</p> <p>Physical regions can be distinguished by</p> <ul style="list-style-type: none"> • physical features • climate • natural resources <p>Physical features are landforms and bodies of water.</p> <p>First Nations, Métis, and Inuit can live in traditional territories and regions.</p> <p>Canada has a variety of natural resources; for example,</p> <ul style="list-style-type: none"> • fish • forests • agricultural land • minerals • oil and gas <p>Maps and globes can be used to describe relative location.</p> <p>Relative location refers to the location of one place compared to another place.</p> <p>Relative location can be described using terms, including</p> <ul style="list-style-type: none"> • near, far • north, east, south, west 		<p>[continued...]</p> <p>Locate places in Canada, using a map or globe, including physical regions, provinces, territories, and major cities.</p> <p>Compare the locations of places using relative location.</p>	<p> Place Names</p> <p> Orienteering Series: Trail Markings/Landmarks</p>	<p> Stories from the Land: Indigenous Place Names in Canada</p>

 Knowledge	Understanding	Skills & Procedures	ᑭᑭᑭᑭ Nehiyaw Ways of Knowing	Other Suggestions
GUIDING QUESTION How is heritage expressed in communities across Canada?				
LEARNING OUTCOME Students explore the foundational heritage of First Nations, Francophone, and Métis communities.				
<p>Since time immemorial, First Nations and Inuit inhabited the land and had unique ways of living on the land.</p> <p>First Nations and Inuit hold beliefs about land, including</p> <ul style="list-style-type: none"> land has living and non-living elements of nature land provides for people land is to be shared and respected land is only to be used as needed; taking only what is needed from land <p>First Nations and Inuit treaties are agreements that define relationships between people and with the land.</p> <p>Kanata is a First Nations (Huron-Iroquois) word used as the name for Canada today.</p>	<p>First Nations and Inuit have a relationship with the land that is reflected in traditional ways of living and through treaties.</p>	<p>Illustrate how First Nations and Inuit communities lived off the land.</p> <p>Develop maps to demonstrate traditional territories.</p>	<p> Plants and Trees – Animate/Inanimate</p> <p> Stewardship and Community – Sharing</p> <p>  Select from Creation Stories; Star Stories; Trickster Stories</p>	<p>  All videos on the Indigenous Culture Based Learning website share Cree cultural knowledge and history, which address the KUSPs of this Learning Outcomes section.</p>
<p>Heritage is culture and traditions that are passed down through generations.</p> <p>Heritage can be expressed and learned in many ways; for example,</p> <ul style="list-style-type: none"> stories arts land ceremonies Elders architecture <p>Communities in Canada reflect diverse heritages.</p> <p>Canada is a multicultural nation with people from diverse cultures.</p> <p>Multiculturalism is about different cultural communities keeping their identity and creating a sense of belonging.</p> <p>[continued...]</p>	<p>Diverse cultural groups contribute to the heritage of Canada.</p>	<p>Describe characteristics of diverse groups in a local community.</p> <p>Distinguish between distinct Métis cultural practices that reflect heritage.</p> <p>Collect and share information about the heritage of a Francophone community.</p> <p>Express the benefits and challenges of multiculturalism and how it contributes to building acceptance.</p>		

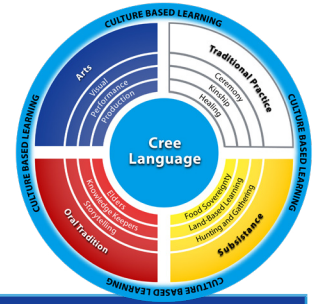
 Knowledge	Understanding	Skills & Procedures	ᑭᑦᑲᑦᑲᑦ Nehiyaw Ways of Knowing	Other Suggestions
<p>[continued...]</p> <p>Francophone heritage and culture includes</p> <ul style="list-style-type: none"> • history of first settlements • French language <p>Métis heritage and culture can include</p> <ul style="list-style-type: none"> • distinct traditions with First Nations and European roots • blended European and First Nations languages (Michif) 				
ORGANIZING IDEA Systems: Evaluating processes and structures of organizations builds understanding of decision making in the world.				
GUIDING QUESTION How do communities meet needs and wants?				
LEARNING OUTCOME Students explore ways trade supports local communities.				
<p>Natural resources can be transformed into goods to meet needs and wants.</p> <p>The natural resources found in a place can influence the types of jobs that are available and where people choose to live.</p> <p>Communities and businesses can trade to increase variety and availability of goods by</p> <ul style="list-style-type: none"> • buying or importing • selling or exporting <p>Natural resources and goods are transported and traded across Canada and around the world in various ways; for example, by</p> <ul style="list-style-type: none"> • trains • airplanes • trucks • pipelines 	<p>Trade and transportation provide communities with access to natural resources and goods.</p>	<p>Compare everyday goods that are produced from natural resources.</p> <p>Infer how the natural resources available in a place can impact the jobs people do and where they live.</p> <p>Compare how a variety of goods and natural resources are traded and transported across Canada and the world.</p> <p>Model how the needs and wants of a local community can be met through trade.</p> <p>Evaluate how trade and transportation impact the variety and availability of natural resources and goods in the local community.</p>		




	Knowledge	Understanding	Skills & Procedures	ᑕᓐᓂᑦᓂᑦᑦ Nehiyaw Ways of Knowing	Other Suggestions
GUIDING QUESTION What is the role of government?					
LEARNING OUTCOME Students explore the role of leaders in government.					
<p>A government is an organization that makes decisions and provides leadership for a community.</p> <p>There are three levels of government in Canada:</p> <ul style="list-style-type: none"> • local (municipal) • provincial and territorial • federal <p>Each level of government has leaders; for example,</p> <ul style="list-style-type: none"> • at the local level: mayors, Chiefs, councillors • at the provincial level: premier, lieutenant-governor • at the federal level: prime minister, Governor General, leader of the Opposition <p>First Nations, Métis, and Inuit leaders work locally and are recognized federally.</p> <p>Each level of government provides different services to communities.</p> <p>Leaders are chosen by the people in the community who vote in elections.</p> <p>Courts make decisions when there is disagreement.</p> <p>Decisions at the federal level of government are made by elected leaders who meet to discuss and vote on ideas in the House of Commons and in the Senate.</p>	<p>Elected leaders in government make decisions for the community.</p>	<p>Analyze the role of government in the community.</p> <p>Identify leaders, and their titles, in a variety of communities.</p> <p>Differentiate between the three levels of government.</p> <p>Categorize elected leaders into their corresponding level of government.</p> <p>Evaluate the role of courts in solving disagreements.</p>	<p> Stewardship and Community – Sharing</p> <p>  Sharing and Talking Circles</p>		







 Knowledge	Understanding	Skills & Procedures	ᑭᐱᑦᑭᐱᑦ 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 people contribute to discussions?				
LEARNING OUTCOME Students explore how facts and opinions inform discussions.				
Facts and opinions can be shared in discussions. A fact is information that can be proven to be true. An opinion is what someone thinks or feels about a topic. Opinions can be shaped by many factors; for example, <ul style="list-style-type: none"> • past experiences • influence of others • interpretation of facts 	People can express and consider different opinions.	Distinguish between facts and opinions. Formulate and express personal opinions about topics. Debate to share opinions about a topic in the local community. Listen to understand and consider the opinions of others.		
GUIDING QUESTION How can people resolve issues?				
LEARNING OUTCOME Students examine ways to make decisions and solve problems.				
People in communities make decisions for various reasons, including <ul style="list-style-type: none"> • to respond to needs and wants • to make rules • to solve problems There are various methods for making decisions, including <ul style="list-style-type: none"> • voting • discussing until an agreement is reached (consensus) • giving one person the ability to decide [continued...]	Considering diverse perspectives supports decision making and problem solving.	Analyze issues in the local community that require decision making. Listen to understand and consider the opinions of others on a community issue. Simulate decision making and problem solving to address a community issue.	 Sharing and Talking Circles	 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

Knowledge	Understanding	Skills & Procedures	ᑭᑭᑭᑭ Nehiyaw Ways of Knowing	Other Suggestions
<p>People have individual perspectives on problems.</p> <p>Perspective is the result of various factors; for example,</p> <ul style="list-style-type: none"> • heritage • culture • knowledge • opinions • experiences • beliefs and values <p>There are various steps to solving problems, including</p> <ul style="list-style-type: none"> • identifying the problem • considering the ideas and suggestions of others • brainstorming solutions • agreeing on an action 			 Sharing and Talking Circles	 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

Math



 Knowledge	Understanding	Skills & Procedures	 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 contribute to a sense of number?				
LEARNING OUTCOME				
Students analyze quantity to 1000.				
<p>Any number of objects in a set can be represented by a natural number.</p> <p>The values of the places in a four-digit natural number are thousands, hundreds, tens, and ones.</p> <p>Places that have no value within a given number use zero as a placeholder.</p> <p>The number line is a spatial representation of quantity.</p>	<p>There are infinitely many natural numbers.</p> <p>Every digit in a natural number has a value based on its place.</p> <p>Each natural number is associated with exactly one point on the number line.</p>	<p>Represent quantities using words and natural numbers.</p> <p>Identify the digits representing thousands, hundreds, tens, and ones based on place in a natural number.</p> <p>Relate a number, including zero, to its position on the number line.</p>	<p> Beading</p>	
<p>A quantity can be skip counted in various ways according to context.</p> <p>Quantities of money can be skip counted in amounts that are represented by coins and bills (denominations).</p>	<p>A quantity can be interpreted as a composition of groups.</p>	<p>Decompose quantities into groups of 100s, 10s, and 1s.</p> <p>Count within 1000, forward and backward by 1s, starting at any number.</p> <p>Skip count by 20s, 25s, or 50s, starting at 0.</p> <p>[continued...]</p>		

 Knowledge	Understanding	Skills & Procedures	ᑭᑭᑭᑭ Nehiyaw Ways of Knowing	Other Suggestions
		<p>[continued...]</p> <p>Skip count by 2s and 10s, starting at any number.</p> <p>Determine the value of a collection of coins or bills of the same denomination by skip counting.</p>		
<p>An even quantity will have no remainder when partitioned into two equal groups or groups of two.</p> <p>An odd quantity will have a remainder of one when partitioned into two equal groups or groups of two.</p>	All natural numbers are either even or odd.	<p>Model even and odd quantities by sharing and grouping.</p> <p>Describe a quantity as even or odd.</p> <p>Partition a set of objects by sharing or grouping, with or without remainders.</p>		
<p>A benchmark is a known quantity to which another quantity can be compared.</p>	A quantity can be estimated when an exact count is not needed.	Estimate quantities using benchmarks.	  Mixing and Measuring Common Medicines (2 videos)	<p>Learn Cree numbers in verbal and written forms.</p>
<p>Words that can describe a comparison between two unequal quantities include</p> <ul style="list-style-type: none"> • not equal • greater than • less than <p>The less than sign, <, and the greater than sign, >, are used to indicate inequality between two quantities.</p> <p>Equality and inequality can be modelled using a balance.</p>	Inequality is an imbalance between two quantities.	<p>Model equality and inequality between two quantities, including with a balance.</p> <p>Compare and order natural numbers.</p> <p>Describe a quantity as less than, greater than, or equal to another quantity.</p>		<p> See Online Cree Dictionary and APP; KTCEA Elders Speak APP.</p> <p>  The Number Song</p>



Knowledge

Understanding

Skills & Procedures

ᑭᐱᑭᑦ 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 addition and subtraction be interpreted?

LEARNING OUTCOME

Students investigate addition and subtraction within 100.

<p>The order in which more than two numbers are added does not affect the sum (associative property).</p>	<p>A sum can be composed in multiple ways.</p>	<p>Visualize 100 as a composition of multiples of 10 in various ways.</p> <p>Compose a sum in multiple ways, including with more than two addends.</p>	<p> Distance – Concept of Zero</p>	
<p>Familiar addition and subtraction number facts facilitate addition and subtraction strategies.</p> <p>Addition and subtraction strategies for two-digit numbers include making multiples of ten and using doubles.</p>	<p>Addition and subtraction can represent the sum or difference of countable quantities or measurable lengths.</p>	<p>Recall and apply addition number facts, with addends to 10, and related subtraction number facts.</p> <p>Investigate strategies for addition and subtraction of two-digit numbers.</p> <p>Add and subtract numbers within 100.</p> <p>Verify a sum or difference using inverse operations.</p> <p>Determine a missing quantity in a sum or difference, within 100, in a variety of ways.</p> <p>Solve problems using addition and subtraction of countable quantities or measurable lengths.</p>		



Knowledge

Understanding

Skills & Procedures

ᑭᐱᑦᑭᐱᑦ Nehiyaw Ways
of Knowing

Other Suggestions

ORGANIZING IDEA

Number: Quantity is measured with numbers that enable counting, labelling, comparing, and operating.

GUIDING QUESTION

In what ways can parts compose a whole?

LEARNING OUTCOME

Students interpret part-whole relationships using unit fractions.

A whole can be a whole set of objects, or a whole object, that can be partitioned into a number of equal parts.

The whole can be any size and is designated by context.

A unit fraction describes any one of the equal parts that compose a whole.

Fractions can represent part-to-whole relationships.

One whole can be interpreted as a number of unit fractions.

Model a unit fraction by partitioning a whole object or whole set into equal parts, limited to 10 or fewer equal parts.

Compare different unit fractions of the same whole, limited to denominators of 10 or less.

Compare the same unit fractions of different wholes, limited to denominators of 10 or less.

Model one whole, using a given unit fraction, limited to denominators of 10 or less.



Legend of Moon Cycles



Alberta Native Friendship Centres Association & Be Fit For Life Network: Move & Play Through Traditional Games (Run and scream, sling ball)

ORGANIZING IDEA

Geometry: Shapes are defined and related by geometric attributes.

GUIDING QUESTION

How can shape influence perception of space?

LEARNING OUTCOME

Students analyze and explain geometric attributes of shape.

Common geometric attributes include

- **sides**
- **vertices**
- **faces or surfaces**

Two-dimensional shapes may have sides that are line segments.

Three-dimensional shapes may have faces that are two-dimensional shapes.

Shapes are defined according to geometric attributes.

A shape can be visualized as a composition of other shapes.

Sort shapes according to two geometric attributes and describe the sorting rule.

Relate the faces of three-dimensional shapes to two-dimensional shapes.

Create a picture or design with shapes from verbal instructions, visualization, or memory.













Camp Set Up Series:

- **Tent Set Up**
- **Tipi Set Up/ Tipi Teachings**

[continued]

Use nature and community walks to locate and recognize geometric shapes (e.g., trees, houses, fences, rocks, signs, etc.)

[continued...]

 Knowledge	Understanding	Skills & Procedures	 Nehiyaw Ways of Knowing	Other Suggestions
<p>A shape can change orientation or position through slides (translations), turns (rotations), or flips (reflections).</p> <p>Shapes can be turned or flipped in the creation of art.</p>	<p>Geometric attributes do not change when a shape is translated, rotated, or reflected.</p>	<p>Investigate translation, rotation, and reflection of two- and three dimensional shapes.</p> <p>Describe geometric attributes of two- and three-dimensional shapes in various orientations.</p> <p>Recognize the translation, rotation, or reflection of shapes represented in artwork.</p>	<p>[continued]</p> <p> Trickster and the Tipi</p> <p> Legend of Tipi</p> <p>  Trickster and the Tipi (Told in Cree)</p> <p>  13 Moons</p> <p>Focus on specific shapes found in nature: shapes of the moon changing during its cycles.</p>	<p>[continued...]</p> <p>Plan activities that integrate measurement, geometry and patterns such as tipi making (all seasons); cabin making (fall, spring); moose caller (fall) snowshoe making (winter).</p> <p> Green Meadows Community Garden: Cut the Pie - Snow Day Style!</p> <p> Amelia Douglas Institute provides a virtual museum that showcases some art.</p>

ORGANIZING IDEA



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




GUIDING QUESTION

How can length contribute to interpretations of space?






LEARNING OUTCOME

Students communicate length using units.

<p>Tiling is the process of measuring a length by using many copies of a unit without gaps or overlaps.</p> <p>Iterating is the process of measuring a length by repeating one copy of a unit without gaps or overlaps.</p> <p>The unit can be chosen based on the length to be measured.</p> <p>Length can be measured with non-standard units or standard units.</p> <p>[continued...]</p>	<p>Length is quantified by measurement.</p> <p>Length is measured with equal-sized units that themselves have length.</p> <p>The number of units required to measure a length is inversely related to the size of the unit.</p>	<p>Measure length with non-standard units by tiling, iterating, or using a self-created measuring tool.</p> <p>Compare and order measurements of different lengths measured with the same non-standard units, and explain the choice of unit.</p> <p>Compare measurements of the same length measured with different non-standard units.</p> <p>[continued...]</p>	<p> Introduction to Traps and Snares Series:</p> <ul style="list-style-type: none"> • Marten Traps <p>or</p> <ul style="list-style-type: none"> • Rabbit Snares <p> Distance – Concept of Zero</p>	
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 Knowledge	Understanding	Skills & Procedures	ᑭᑭᑭᑭ Nehiyaw Ways of Knowing	Other Suggestions
<p>[continued...]</p> <p>Non-standard units found in nature can be used to measure length on the land.</p> <p>Standard units, such as centimetres, can enable a common language around measurement.</p>		<p>[continued...]</p> <p>Measure length with standard units by tiling or iterating with a centimetre.</p> <p>Compare and order measurements of different lengths measured with centimetres.</p>		
<p>A referent is a personal or familiar representation of a known length.</p> <p>A common referent from the land or body parts can be used to measure length.</p>	<p>Length can be estimated when a measuring tool is not available.</p>	<p>Identify referents for a centimetre.</p> <p>Estimate length by visualizing the iteration of a referent for a centimetre.</p> <p>Investigate First Nations, Métis, or Inuit use of the land in estimations of length.</p>	<p> Introduction to Traps and Snares Series:</p> <ul style="list-style-type: none"> • Marten Traps <p>or</p> <ul style="list-style-type: none"> • Rabbit Snares <p> Distance – Concept of Zero</p>	
<p>ORGANIZING IDEA</p> <p>Patterns: Awareness of patterns supports problem solving in various situations.</p>				
<p>GUIDING QUESTION</p> <p>How can patterns characterize change?</p>				
<p>LEARNING OUTCOME</p> <p>Students explain and analyze patterns in a variety of contexts.</p>				
<p>Change can be an increase or a decrease in the number and size of elements.</p> <p>A hundreds chart is an arrangement of natural numbers that illustrates multiple patterns.</p> <p>Patterns can be found and created in cultural designs.</p>	<p>A pattern can show increasing or decreasing change.</p> <p>A pattern is more evident when the elements are represented, organized, aligned, or oriented in familiar ways.</p>	<p>Describe non-repeating patterns encountered in surroundings, including in art, architecture, cultural designs, and nature.</p> <p>Investigate patterns in a hundreds chart.</p> <p>Create and express growing patterns using sounds, objects, pictures, or actions.</p>		<p>On an outdoor walk, describe and identify patterns in the environment and on the land. For example:</p> <ul style="list-style-type: none"> • Trees, leaves, branches, pine needles • Small animals, insects, fish (like spots on squirrels and chipmunks, fish scales) • Sky - day or night (stars, moon, etc.)
<p>Attributes of elements, such as size and colour, can contribute to a pattern.</p>	<p>A pattern core can vary in complexity.</p>	<p>Create and express a repeating pattern with a pattern core of up to four elements that change by more than one attribute.</p>		



Knowledge	Understanding	Skills & Procedures	ᑭᑦᑎᑦᑎᑦ Nehiyaw Ways of Knowing	Other Suggestions
ORGANIZING IDEA				
Time: Duration is described and quantified by time.				
GUIDING QUESTION				
How can duration support interpretation of time?				
LEARNING OUTCOME				
Students relate duration to time.				
<p>Events can be related to calendar dates.</p> <p>Duration can be described using comparative language such as longer or shorter.</p> <p>Duration can be measured in non-standard units, including events, natural cycles, or personal referents.</p> <p>Winter counts are First Nations symbolic calendars that record oral traditions and significant events.</p>	<p>Time can be communicated in various ways.</p> <p>Duration is the measure of an amount of time from beginning to end.</p>	<p>Express significant events using calendar dates.</p> <p>Describe the duration between or until significant events using comparative language.</p> <p>Describe the duration of events using non-standard units.</p> <p>Relate First Nations' winter counts to duration.</p>	<p>  Legend of Night and Day</p> <p>  13 Moons</p> <p> Legend of Solstice</p>	<p>How did nations other than Blackfoot people gather and record important events?</p>
<p>Time can be described using standard units such as days or minutes.</p>	<p>Duration is quantified by measurement.</p>	<p>Describe the relationship between days, weeks, months, and years.</p> <p>Describe the duration between or until significant events using standard units of time.</p>		



Knowledge

Understanding

Skills & Procedures

ᑭᓐᓂᓐᓂᓐ Nehiyaw Ways
of Knowing

Other Suggestions

ORGANIZING IDEA

Statistics: The science of collecting, analyzing, visualizing, and interpreting data can inform understanding and decision making.

GUIDING QUESTION

How can duration support interpretation of time?

LEARNING OUTCOME

Students relate duration to time.

Data can be collected by asking questions.

First-hand data is data collected by the person using the data.

Data can be collected to answer questions.

Generate questions for a specific investigation within the learning environment.

Collect first-hand data by questioning people within the learning environment.

Data can be recorded using tally marks, words, or counts.

Data can be expressed through First Nations, Métis, or Inuit stories.

A graph includes features such as

- **a title**
- **a legend**
- **axes**
- **axis labels**

Data can be represented with graphs such as

- **pictographs**
- **bar graphs**
- **dot plots**

Data can be represented in various ways.

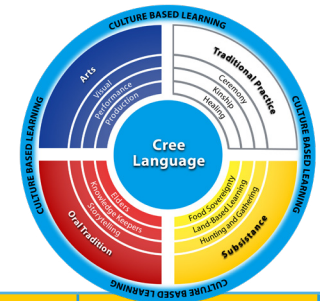
Record data in a table.

Construct graphs to represent data.

Interpret graphs to answer questions.




Compare the features of pictographs, dot plots, and bar graphs.

Science













Knowledge	Understanding	Skills & Procedures	ᑭᑦᑲᑦᑲᑦ 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 the suitability of materials be determined for specific purposes?				
LEARNING OUTCOME				
2M 1.1 Students investigate the properties of materials and relate them to a purpose.				
Materials are used to make objects	Materials can be combined in a variety of ways to make objects.	Identify the materials used to make various objects. Combine materials to create an object for a specific purpose.	Moose, Elk, and Deer Calling Series: <ul style="list-style-type: none"> Harvesting Birch Making a Moose Caller with Birch Bark 	
LEARNING OUTCOME				
2M 1.2 Students investigate the properties of materials and relate them to a purpose.				
Properties of materials that can be tested include <ul style="list-style-type: none"> if light passes through (transparency) if water is absorbed if the material can be shaped (malleability) if light is reflected (reflection) 	Materials have unique properties.	Test properties of various materials. Measure various materials using non-standard measurements.		
LEARNING OUTCOME				
2M 1.3 Students investigate the properties of materials and relate them to a purpose.				
Natural materials are those that come from plants, animals, the land, or the sky. Processed materials are made by humans.	Materials are natural or processed. All processed materials originate from natural materials.	Sort various materials as natural or processed.	Making Dry Meat Series: <ul style="list-style-type: none"> Traditional Contemporary Fall Whitefish Series (2 videos)	

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	ᑭᐱᐱᑦ Nehiyaw Ways of Knowing	Other Suggestions
LEARNING OUTCOME				
2M 1.4 Students investigate the properties of materials and relate them to a purpose.				
<p>An object can be made from different materials; e.g., a canoe can be made from wood or aluminium.</p> <p>Examples of objects made from natural materials that are created and used by First Nations, Métis, and Inuit are</p> <ul style="list-style-type: none"> • Dene birchbark baskets • travois • Red River carts • canoes • Inuit scraping tools; e.g., ulu 	<p>Natural and processed materials are used to make objects that serve a variety of purposes.</p>	<p>Identify natural and processed materials that could be used for a specific purpose.</p> <p>Identify an object that can be made from different materials.</p> <p>Identify natural materials used by local First Nations, Métis, or Inuit and relate the materials' uses to specific purposes.</p>	<p> Beading</p>	
LEARNING OUTCOME				
2M 1.5 Students investigate the properties of materials and relate them to a purpose.				
<p>Knowledge of the properties of materials and their purposes is important in many occupations and roles, such as</p> <ul style="list-style-type: none"> • carpenter • engineer • designer • Knowledge Keeper or Elder <p>First Nations, Métis, and Inuit use of materials is informed by</p> <ul style="list-style-type: none"> • traditional knowledge • time of year • availability • taking only what is needed • respect for the land 	<p>The purpose of an object influences the choice of materials used to produce it.</p> <p>Some materials are more suitable than others for making a product for a specific purpose.</p>	<p>Compare the properties of materials to determine what material is best suited for a specific purpose.</p> <p>Explain the relationship between suitability of materials and purpose.</p> <p>Select a material and use it to create an item for a specific purpose.</p> <p>Discuss the choice of material based on availability and purpose.</p>	<p> Stewardship and Community – Sharing</p>	<p>Animal hides and furs – moose hide is stronger than rabbit fur, but rabbit fur is warmer than moose hide.</p> <p>Certain willow is used to make whistles; sap is used for gum; antlers used for moose scraping; prairie chicken food bag is dried and used for a baby rattle.</p> <p>Each season has its own time and purpose.</p>



Knowledge	Understanding	Skills & Procedures	ᑭᑦᑲᑦᑲᑦ Nehiyaw Ways of Knowing	Other Suggestions
ORGANIZING IDEA				
Energy (E): Understandings of the physical world are deepened through investigating matter and energy.				
GUIDING QUESTION				
Where do light and sound come from, and how do they move?				
LEARNING OUTCOME				
2E 1.1 Students investigate the behaviours of light and sound.				
<p>Sound behaves in various ways, including</p> <ul style="list-style-type: none"> • travelling in a straight line from its source • transferring from one object to another • bouncing off a surface (reflection/diffusion) • stopping in an object (absorption) <p>Sound is produced by vibrations of objects.</p> <p>Vibration is a rapid back-and-forth movement.</p> <p>Sources of sound can be natural or human-made, such as</p> <ul style="list-style-type: none"> • musical instruments • speakers and headphones • vocal cords of humans and other animals • objects hitting each other <p>Characteristics of sound include</p> <ul style="list-style-type: none"> • volume, which can be described as quiet or loud • pitch, which can be described as high or low • duration, which can be described as short or long <p>Sound can travel through air, water, and some solids.</p> <p>Properties of materials that affect the production and behaviour of sound include</p> <ul style="list-style-type: none"> • size • texture • shape • type 	<p>Behaviours of sound affect its characteristics.</p>	<p>Relate vibration to the production of sound.</p> <p>Identify sources of sound.</p> <p>Listen to sounds and describe their characteristics.</p> <p>Safely explore the production and behaviour of sound.</p> <p>Build a device to change the behaviour of sound.</p>	<p>   Moose, Elk, and Deer Calling Series:</p> <ul style="list-style-type: none"> • How to Harvest Birch-Bark for a Moose Caller • Making the Moose Caller • How to Call a Moose <p> Legend of the Drum</p>	<p>Listen to bird songs, frogs, etc.</p> <p>  Listen to traditional lullabies; e.g., Darlene Auger's Lullaby Teachings</p>

 Knowledge	Understanding	Skills & Procedures	ᑲᑦᑲᑦᑲᑦ Nehiyaw Ways of Knowing	Other Suggestions
LEARNING OUTCOME 2E 1.2 Students investigate the behaviours of light and sound.				
<p>Sources of light include</p> <ul style="list-style-type: none"> • the Sun • electricity • fire • some plants and animals (bioluminescence) <p>Light behaves in various ways, including</p> <ul style="list-style-type: none"> • travelling in a straight line from its source • bouncing off a surface (reflection) • bending as it travels from one material to another (refraction) • splitting into colours (dispersion) <p>Light travels through objects that can be seen through (transparent).</p> <p>The path of light is affected by mirrors, prisms, and water.</p> <p>The path of sunlight can be affected in a variety of ways by natural objects, such as</p> <ul style="list-style-type: none"> • leaves • trees • bodies of water • mountains 	Behaviours of light affect its path.	Identify sources of light. Conduct an investigation to determine how the path of light can be affected. Examine how natural objects affect the path of sunlight.	 Legend of Night and Day  13 Moons  Legend of Solstice	




Knowledge	Understanding	Skills & Procedures	ᑭᑦᑲᑦᑲᑦ Nehiyaw Ways of Knowing	Other Suggestions
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ORGANIZING IDEA
Earth Systems (ES): Understandings of the living world, Earth, and space are deepened by investigating natural systems and their interactions.







GUIDING QUESTION
How can Earth’s components and relationship to the Sun be understood?

LEARNING OUTCOME
2ES 1.1 Students investigate Earth, its landforms, its bodies of water, and its relationship to the Sun.





<p>Components of Earth include</p> <ul style="list-style-type: none"> • land • water • air • plants, humans, and other animals <p>At this time, Earth is the only planet known to support life.</p> <p>Scientists are looking for life on other planets and moons.</p>	<p>Earth consists of many components that support life.</p>	<p>Represent various components of Earth.</p> <p>Discuss how the various components of Earth interact to support life.</p>	<p> Animate and Inanimate (Throughout Environment)</p>	
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LEARNING OUTCOME
2ES 1.2 Students investigate Earth, its landforms, its bodies of water, and its relationship to the Sun.

<p>A landform is a natural feature of Earth’s surface.</p> <p>Alberta has many different landforms, such as</p> <ul style="list-style-type: none"> • plateaus • mountains • valleys • hills • prairies <p>Landforms can be described as</p> <ul style="list-style-type: none"> • hilly • rocky • steep or flat • big or small <p>Some places and landforms in Alberta have been identified as UNESCO World Heritage Sites, such as</p> <ul style="list-style-type: none"> • Dinosaur Provincial Park • Wood Buffalo National Park Head • Smashed-In Buffalo Jump 	<p>Earth’s surface consists of various types of landforms.</p>	<p>Identify landforms that are found locally or in Alberta.</p> <p>Compare various landforms on Earth’s surface.</p> <p>Identify UNESCO World Heritage Sites found in Alberta.</p>	<p> The Rolling Head</p>	
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Knowledge	Understanding	Skills & Procedures	ᑎᑦᐱᐱᑦ Nehiyaw Ways of Knowing	Other Suggestions
LEARNING OUTCOME				
2ES 1.3 Students investigate Earth, its landforms, its bodies of water, and its relationship to the Sun.				
<p>Bodies of water on Earth's surface include</p> <ul style="list-style-type: none"> oceans glaciers lakes wetlands rivers <p>Water flows downhill from smaller bodies of water to larger bodies of water in the following ways:</p> <ul style="list-style-type: none"> small creeks flowing downhill and merging to form small streams small streams merging to form larger streams and rivers streams and small rivers merging to form larger rivers large rivers merging into major waterways, such as oceans <p>Water found on Earth can be either fresh or salt water.</p> <p>Freshwater bodies include</p> <ul style="list-style-type: none"> glaciers most lakes wetlands rivers <p>Saltwater bodies include oceans and seas.</p>	<p>Earth's surface is mostly covered by bodies of water.</p>	<p>Investigate local and provincial bodies of water.</p> <p>Diagram the flow of water from small creeks to an ocean.</p> <p>Create a model to represent various types of landforms and bodies of water.</p> <p>Identify bodies of water on Earth that contain fresh water.</p> <p>Identify bodies of water on Earth that contain salt water.</p>	<p> Legend of Raven and Water</p>	<p> Water: the sacred relationship</p>
LEARNING OUTCOME				
2ES 1.4 Students investigate Earth, its landforms, its bodies of water, and its relationship to the Sun.				
<p>A year is the length of time it takes Earth to revolve around the Sun.</p> <p>A day is the length of time it takes Earth to rotate fully (on its axis).</p> <p>Earth's surface experiences day when it faces the Sun, and night when it does not face the Sun.</p>	<p>Earth revolves around the Sun and rotates.</p>	<p>Describe the relationship between time and Earth revolving around the Sun.</p> <p>Represent ways that Earth's rotation connects to patterns of day and night.</p>	<p> Legend of Night and Day</p> <p> 13 Moons</p> <p> Legend of Solstice</p>	<p> "The Origin of Day and Night," by Paula Ikuutaq Rumbolt (author), Lenny Ilishchenko (illustrator), 2018.</p>



Knowledge	Understanding	Skills & Procedures	ᑭᐱᐱᑦ Nehiyaw Ways of Knowing	Other Suggestions
ORGANIZING IDEA				
Living Systems (LS): Understandings of the living world, Earth, and space are deepened through investigating natural systems and their interactions.				
GUIDING QUESTION				
How do plants and animals live and grow?				
LEARNING OUTCOME				
2LS 1.1 Students investigate the growth and development of plants and animals and consider their relationship to humans.				
<p>Some human behaviours can positively affect plants and animals, such as</p> <ul style="list-style-type: none"> • reducing, reusing, recycling, and repurposing • recovering natural areas • protecting natural spaces • creating parks <p>Some human behaviours can negatively affect plants and animals, such as</p> <ul style="list-style-type: none"> • littering • polluting • using up materials from nature that plants and animals need to live • introducing plants and other animals that are not native to the area 	<p>Plants and animals can be affected by human behavior.</p>	<p>Discuss ways to respect plants and animals while interacting in various environments.</p> <p>Explain positive and negative impacts of human behaviour on plants and animals.</p>	<p> Animate and Inanimate (Throughout Environment)</p> <p> The Legend of Muskrat</p>	
LEARNING OUTCOME				
2LS 1.2 Students investigate the growth and development of plants and animals and consider their relationship to humans.				
<p>Offspring are the children of plants or animals.</p>	<p>Plants and animals share similarities with their offspring.</p>	<p>Identify similarities between offspring and their parents.</p>		
LEARNING OUTCOME				
2LS 1.3 Students investigate the growth and development of plants and animals and consider their relationship to humans.				
<p>A life cycle shows the different stages of life that a plant or an animal goes through.</p> <p>Life cycles can be represented in many ways, such as through</p> <ul style="list-style-type: none"> • illustrations • diagrams • models • stories 	<p>Plants and animals have observable patterns or stages in their development.</p>	<p>Represent the life cycles of various plants and animals.</p> <p>Discuss and compare life cycles of various plants and animals.</p>	<p> Dog Stars/ Little Dipper</p> <p> Little Dipper</p>	<p>Discuss why it's important not to disturb the life cycle (e.g., not touching birds' eggs, not disturbing cocoons, etc.).</p>

Knowledge	Understanding	Skills & Procedures	ᑭᑭᑭᑭ Nehiyaw Ways of Knowing	Other Suggestions
LEARNING OUTCOME				
2LS 1.4 Students investigate the growth and development of plants and animals and consider their relationship to humans.				
<p>First Nations, Métis, and Inuit relate to land, plants, and animals as equals.</p> <p>Care and consideration for land, plants, and animals can be demonstrated through cultural practices, such as</p> <ul style="list-style-type: none"> • taking only what is needed • using the whole plant or animal • protecting water and soil • treating land, plants, and animals as relatives 	<p>The ways in which individuals or groups relate to land, plants, and animals can influence cultural practices.</p>	<p>Discuss how humans might interact with land, plants, and animals if they see land, plants, and animals as equals.</p> <p>Identify ways in which people show care for land, plants, and animals through cultural practices.</p>	<p> Moose, Elk, and Deer Calling Series: Hunting Protocols and Stewardship</p> <p>   Harvesting Medicines Series: Protocol on Herb Gathering</p> <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 creativity support design?				
LEARNING OUTCOME				
2CS 1.1 Students apply creativity when designing instructions to achieve a desired outcome.				
<p>Creativity is the ability to generate something original, such as</p> <ul style="list-style-type: none"> • ideas • technology • tools • products <p>Creativity can be used to design instructions for</p> <ul style="list-style-type: none"> • games • sports • investigations • recipes • computer programs <p>Collaboration can result in improved ideas, which may enhance creativity and problem solving.</p>	<p>Instructions are designed using creativity and problem solving, which can be enhanced through collaboration.</p>	<p>Identify ways creativity is used to design instructions.</p>	<p>   Moose, Elk, and Deer Calling Series: How to Call a Moose</p>	<p>  Identify creativity used to build a hide tool out of a skidoo part in Moose Hide Scraper with Robert Badine.</p>



Knowledge	Understanding	Skills & Procedures	ᑭᓴᓴᓴ° Nehiyaw Ways of Knowing	Other Suggestions
LEARNING OUTCOME 2CS 1.2 Students apply creativity when designing instructions to achieve a desired outcome.				
<p>Precise instructions have a variety of components, including</p> <ul style="list-style-type: none"> • verbs • simple language • clear steps • a starting and stopping point <p>Reliability of instructions means they consistently lead to the same desired outcome.</p> <p>Efficiency of instructions refers to designing in a way that yields desired outcomes with the least amount of wasted energy, time, or steps.</p> <p>The reliability and efficiency of instructions can be affected by how they are communicated, including</p> <ul style="list-style-type: none"> • form; e.g., verbal, visual, written • order • clarity <p>Many people, individually or in groups, can create instructions, such as</p> <ul style="list-style-type: none"> • teachers • parents • students • computer programmers <p>Many activities at school and in the workplace require creativity and collaboration to improve ideas.</p> <p>Debugging is the process of identifying and removing errors in a set of instructions to achieve a desired outcome.</p> <p>Debugging can increase the reliability of instructions.</p>	<p>Instructions can be created to be precise, reliable, and efficient to achieve the desired outcome.</p>	<p>Work individually or in groups to create instructions using precise words, pictures, or diagrams.</p> <p>Create three-step to four-step instructions that achieve a desired outcome.</p> <p>Predict the outcome of instructions that have three to four steps.</p> <p>Refine instructions to more efficiently achieve a desired outcome.</p> <p>Test instructions with three to four steps to verify that a desired outcome is achieved.</p> <p>Debug any errors in a set of instructions to achieve a desired outcome.</p>		



Knowledge	Understanding	Skills & Procedures	ᑎᐱᐃᐅᐅᐅᐅ Nehiyaw Ways of Knowing	Other Suggestions
LEARNING OUTCOME				
2CS 1.3 Students apply creativity when designing instructions to achieve a desired outcome.				
<p>Many daily activities include repeated steps, such as</p> <ul style="list-style-type: none"> brushing teeth in a repeated motion tying one shoe and then using the same process on the other shoe 	<p>Instructions may be simplified by repeating steps.</p>	<p>Describe a situation in which repetition simplifies instructions.</p> <p>Exchange ideas to design clear three- to four-step instructions, including repetition, to achieve a desired outcome.</p>		
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 methods and processes can be used in scientific investigation?				
LEARNING OUTCOME				
2SM 1.1 Students examine investigation and explain how it is influenced by purpose.				
<p>Investigations are conducted for purposes such as</p> <ul style="list-style-type: none"> answering questions building knowledge satisfying curiosity problem solving <p>Procedures scientists use to guide investigations include</p> <ul style="list-style-type: none"> asking questions making predictions planning the investigation observing and recording data analyzing data reaching conclusions discussing observations and conclusions 	<p>Investigations involve carrying out procedures for a purpose.</p>	<p>Explore various purposes for conducting an investigation.</p> <p>Describe procedures of an investigation.</p> <p>Develop questions for the purpose of an investigation.</p>		





Knowledge	Understanding	Skills & Procedures	ᑭᓴᓴᓴ Nehiyaw Ways of Knowing	Other Suggestions
LEARNING OUTCOME 2SM 1.2 Students examine investigation and explain how it is influenced by purpose.				
<p>Data should relate to the purpose of an investigation.</p> <p>Observations and data should be similar if the investigation is repeated.</p> <p>Repetition of an investigation includes performing the same procedures in the same way.</p> <p>Data collected by people performing the same investigation can be combined.</p>	<p>Investigations can involve comparing data.</p>	<p>Determine if observations relate to the purpose of the investigation.</p> <p>Collaborate to combine recorded data into a single list or chart.</p> <p>Compare observations and data with others.</p>		