

GRADE THREE



English
Language Arts and Literature

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Social Studies
Pilot 2024

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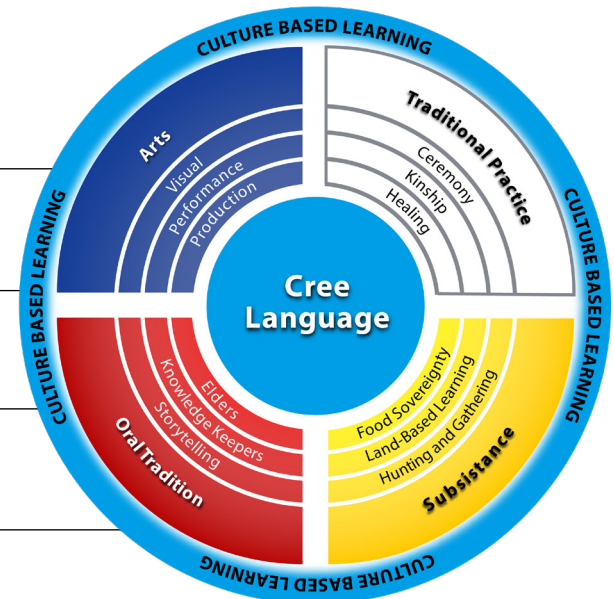
Mathematics

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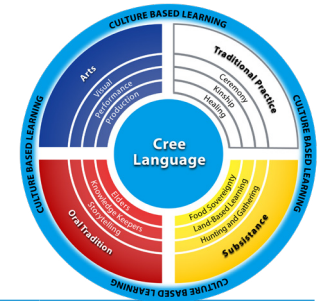







Science

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English Language Arts & Literature






Knowledge	Understanding	Skills & Procedures	ᑭᑭᑭᑭ 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 text organization enhance meaning?				
LEARNING OUTCOME				
Students relate the form and structure of texts to the communication of ideas and information.				
<p>A text is anything, digital or non-digital, that has meaning for the individual or group who creates or engages with it.</p> <p>The purpose of a text can be to</p> <ul style="list-style-type: none"> • inform • provide enjoyment <p>Texts can be categorized according to their content and include fiction and non-fiction.</p> <p>Fiction is a type of text that uses imagination to tell a story.</p> <p>Non-fiction is a type of text that expresses information and facts.</p> <p>Literary forms of fiction and non-fiction texts include</p> <ul style="list-style-type: none"> • drama • short stories • images <p>[continued...]</p>	<p>The purpose, form, or structure of texts can help organize the expression and understanding of ideas and information.</p>	<p>Examine the purpose of a variety of texts.</p> <p>Explain personal preferences for texts that provide enjoyment.</p> <p>Differentiate between fiction and non-fiction texts according to content.</p> <p>Examine the form of a variety of fiction and non-fiction texts.</p> <p>Examine the structure of a variety of fiction and non-fiction texts.</p> <p>Determine how the structure of texts can help organize the expression or understanding of ideas or information.</p>	<p> Storytelling Protocols</p> <p>  Creation Stories; Star Stories; Trickster Stories (One legend of each type)</p>	<p>Land based learning is a form of text; reading the land, weather, etc.</p> <p>Beading work, wampum belts, Métis sash, and traditional dances tell stories and are forms of text.</p> <p> Empowering the Spirit: Sharing through Story</p> <p> Native American Legends Organized by Theme</p>



Knowledge	Understanding	Skills & Procedures	ᑭᑦᑲᑦᑲᑦ Nehiyaw Ways of Knowing	Other Suggestions
<p>[continued...]</p> <p>Stories can be fiction or non-fiction and can follow a structure, including</p> <ul style="list-style-type: none"> beginning problem events solution ending 				<p> Moosey Monday: A MOOSE acrostic</p> <p> Haiku Poem (by Orense) haiku ~ the scrape of antlers (Requires registration)</p> <p><i>the scrape of antlers in a tangle of woods sounds of stillness</i></p>
<p>Text features can be digital or non-digital, including</p> <ul style="list-style-type: none"> images tables of contents maps graphs 	<p>Text features can provide information that is not in the main body of a text.</p>	<p>Examine a variety of text features that provide additional information in a text.</p> <p>Include a variety of text features to organize, clarify, or enhance personal messages.</p>		
<p>Fictional texts can be categorized by sub-forms that include</p> <ul style="list-style-type: none"> traditional literature, including myths realistic fiction historical fiction mystery <p>A myth is a traditional or legendary story usually concerning a courageous hero or heroine or an event.</p> <p>Realistic fiction takes place in modern times and describes believable characters involved in plausible events.</p> <p>Historical fiction takes place in a setting of the past.</p> <p>A mystery describes the solution of a crime or the unravelling of secrets.</p> <p>[continued...]</p>	<p>Fictional texts are often products of a text creator's imagination and are not factual.</p>	<p>Differentiate between a variety of fiction sub-forms, considering content, characters, time, or place.</p> <p>Examine fictional text structures that contribute to organization, clarity, or personal engagement.</p> <p>Examine circular plot structures found in fictional texts.</p> <p>Examine elements within a variety of fictional texts.</p> <p>Examine major characters in fictional texts.</p> <p>[continued...]</p>		<p> "Tales from Big Spirit" graphic novel series by David A. Robertson and Andrew Lodwick.</p>

 Knowledge	Understanding	Skills & Procedures	ᑭᑦᑲᑦᑲᑦᑲᑦ Ways of Knowing	Other Suggestions
<p>[continued...]</p> <p>Fictional texts can have structures that include</p> <ul style="list-style-type: none"> • books with chapters • collections of stories related to a single idea • circular plots <p>Elements of fiction include</p> <ul style="list-style-type: none"> • major characters • setting • plot <p>A major character is central to the plot or problem in a story.</p> <p>A circular plot is sequenced to end with characters returning to a similar situation to where they started.</p> <p>A narrator can be a character in a story or someone telling the story from the outside looking in.</p>		<p>[continued...]</p> <p>Create imaginative representations or dramatizations of fictional texts that depict understandings of characters, setting, and plot.</p> <p>Investigate the narrator's contribution to a text.</p>		
<p>Non-fiction texts include</p> <ul style="list-style-type: none"> • biographies • content-area texts • interactions with people • land <p>Content-area texts refer to texts from subjects such as science, social studies, and fine arts.</p> <p>Non-fiction texts can have structures that include</p> <ul style="list-style-type: none"> • main idea or topic • supporting details • linear or cyclical sequencing • compare and contrast 	<p>Non-fiction texts have structures that support the sharing of factual information to explain or describe real people, places, things, or events.</p>	<p>Compare and contrast ways that non-fiction texts can be organized.</p> <p>Investigate linear and cyclical sequencing in a variety of non-fiction texts.</p>		



Knowledge	Understanding	Skills & Procedures	ᑭᑦᑲᑦᑲᑦ Nehiyaw Ways of Knowing	Other Suggestions
<p>Poetry includes words or phrases used in a non-literal way to create a desired effect (figurative language).</p> <p>Poetic structures include</p> <ul style="list-style-type: none"> • haiku • limerick <p>A haiku is a short Japanese poem of seventeen syllables (organized into three lines of five, seven, and five syllables) that traditionally emphasizes images from nature.</p> <p>A limerick is a poem that consists of five lines with a rhyme scheme of AABBA.</p>	<p>Poetry is a form of expression that encourages creativity and new ways of thinking about ideas and feelings.</p>	<p>Investigate words or phrases applied creatively in poetry.</p> <p>Examine poetic structures that contribute to creative expression of ideas.</p> <p>Experiment with creating haikus and limericks.</p>		<p> “Better That Way” by Rita Bouvier, 2007. Gabriel Dumont Institute. A poem turned into a picture book.</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>In what ways can listening and speaking be enhanced to improve oral communication?</p>				
<p>LEARNING OUTCOME</p> <p>Students examine and apply listening and speaking skills, processes, or strategies in a variety of formal and informal interactions.</p>				
<p>Throughout history, languages developed orally before being written.</p> <p>Stories can last and be retold over long periods of time.</p> <p>Oral traditions support interactions between generations of people, such as</p> <ul style="list-style-type: none"> • ancestors • grandparents • parents or guardians • children • kin <p>Traditional knowledge shared through oral traditions can</p> <ul style="list-style-type: none"> • vary in form or delivery • build community • serve as a guide for living and learning 	<p>Oral tradition is listening and speaking to pass information from generation to generation.</p>	<p>Investigate oral traditions that have been shared over time.</p> <p>Discuss how oral stories show respect for traditional shared knowledge.</p> <p>Share information of personal or cultural significance passed between generations of people.</p>	<p> Stories and Legends Series</p> <p> Dreamcatcher</p>	








Knowledge	Understanding	Skills & Procedures	ᑭᓴᓴᑦ Nehiyaw Ways of Knowing	Other Suggestions
<p>Dialogue is an exchange of ideas, information, or opinions.</p> <p>Effective dialogue includes</p> <ul style="list-style-type: none"> • listening • staying on topic • asking questions • contributing <p>Speaking involves grouping and separating words through phrasing and pausing.</p> <p>Pauses can be used to support meaning or create emphasis.</p> <p>Speaking can be supported through</p> <ul style="list-style-type: none"> • relaxation • breathing • posture 	<p>Listening and speaking can enhance the exchange of ideas, information, or opinions.</p>	<p>Engage in dialogue to express and understand messages.</p> <p>Examine the effectiveness of dialogue in learning and social interactions.</p> <p>Identify where phrasing and pausing can support understanding or create effects.</p> <p>Support speech through relaxation, breathing, or posture.</p> <p>Consider the contributions of others when exchanging ideas or opinions.</p>	<p> Sharing and Talking Circles</p>	<p> Talking Together: A Discussion Guide for Walking Together: Oral Tradition: Observing Practice Activity.</p> <p>Use the circle story technique to help Grade 3 students learn to read and write. (29:15 minutes)</p>
<p>Listening strategies include</p> <ul style="list-style-type: none"> • identifying purpose • asking relevant questions • seeking clarification • responding appropriately <p>Texts that are listened to can build</p> <ul style="list-style-type: none"> • connections • interest • vocabulary • background knowledge • curiosity • engagement • motivation 	<p>Listening can enhance interactions and learning.</p>	<p>Use a variety of listening strategies to enhance interactions and learning.</p>		
<p>A combination of verbal and non-verbal language can be used to communicate ideas, information, and feelings.</p> <p>Effective communication considers</p> <ul style="list-style-type: none"> • voice quality and audibility • articulation and clarity 	<p>Communication can be supported by integrating verbal and non-verbal language.</p>	<p>Combine verbal and non-verbal language to enhance communication.</p> <p>Adjust voice quality, audibility, articulation, or clarity to communicate effectively.</p>		








Knowledge	Understanding	Skills & Procedures	ᑭᑭᑭᑭᑭ Nehiyaw Ways of Knowing	Other Suggestions
<p>Preparation supports effective communication through</p> <ul style="list-style-type: none"> relaxation breathing techniques focus <p>Presentations can be improvised or prepared.</p> <p>Presentations can be delivered in different ways, including</p> <ul style="list-style-type: none"> oral reports readers' theatre dramatizations digital stories recorded interviews <p>Thoughts and ideas in speech can be grouped together in logical sequences.</p> <p>Effective communication involves consideration of an audience's</p> <ul style="list-style-type: none"> situation thoughts feelings beliefs <p>Audience participation and behaviour may affect the presenter or other audience members.</p>	<p>Presentations share stories, ideas, or information with an audience.</p>	<p>Group relevant ideas, events, or information in a logical sequence when presenting.</p> <p>Develop communication skills through individual or group presentations.</p> <p>Present dramatizations of characters and events encountered in texts.</p> <p>Share a poem from memory with some awareness of phrasing and pausing.</p> <p>Compose and share a short speech or oral report.</p> <p>Participate in presentations as a respectful audience member.</p>		



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 building vocabulary and understanding morphology support language use and comprehension?				
LEARNING OUTCOME				
Students analyze new words and morphemes to enhance vocabulary.				
<p>The meaning of a word can change when used in a different context.</p> <p>Language involves phrases with literal and figurative meanings that can be used to enhance communication.</p> <p>Figurative language includes</p> <ul style="list-style-type: none"> • imagery • hyperbole • simile <p>Imagery is when words or phrases describe ideas or things that can be experienced visually.</p> <p>Hyperbole is when words or phrases are used to exaggerate meaning.</p> <p>A simile compares two unlike things using <i>like</i> or <i>as</i>.</p>	<p>Vocabulary knowledge can be supported and developed through literacy interactions and experiences.</p>	<p>Use tier 2 words in a variety of literacy contexts.</p> <p>Develop tier 3 vocabulary through content-area learning.</p> <p>Engage with texts that include more sophisticated concepts and ideas expressed through expanded vocabulary.</p> <p>Integrate knowledge of vocabulary across multiple literacy contexts.</p> <p>Recognize and use figurative language in oral and written communication.</p> <p>Analyze and use synonyms, antonyms, homophones, homographs, and words with multiple meanings in a variety of texts.</p>	<p>  Select from Creation Stories; Star Stories; Trickster Stories</p>	<p>Provide listening opportunities within a sharing circle to practice respectful communication protocols.</p> <p> Rupertsland Institute Lesson Plan: Language Lesson #1 – Grade 3 Animals</p> <p> Rupertsland Institute Lesson Plan: I Have, Who Has – Grade 3 Animals</p> <p> Rupertsland Institute Lesson Plan: Detective Work Extension Activity</p>
<p>Morphemes include</p> <ul style="list-style-type: none"> • bases • affixes <p>A base is a word or word part that has meaning and to which an affix can be added.</p> <p>An affix is a letter or group of letters that comes at the beginning (prefix) or ending (suffix) of a word and has a meaning of its own.</p> <p>[continued...]</p>	<p>The study of words and how they are formed (morphology) can support development of vocabulary and enhance comprehension.</p>	<p>Analyze bases and affixes for meaning.</p> <p>Recognize and use suffixes to form adverbs that describe a specific manner, period of time, or order.</p> <p>[continued...]</p>		



Knowledge	Understanding	Skills & Procedures	ᑭᓴᓴᑦ Nehiyaw Ways of Knowing	Other Suggestions
<p>[continued...]</p> <p>Prefixes, including <re>, <un>, <in>, <dis>, <non>, <mis>, <mal>, <sub>, and <super>, are morphemes that change the meaning of words when added to the beginning of a base.</p> <p>Suffixes, including <ly>, are morphemes that form adverbs and change the meaning of words when added to the ending of a base.</p> <p>Suffixes, including <er>, <or>, <ar>, and <ist>, are morphemes that change the meaning of words when added to the ending of a base.</p>		<p>[continued...]</p> <p>Recognize and use suffixes to name a person that does something.</p> <p>Analyze frequently used compound words and their meanings.</p> <p>Distinguish syllables in words.</p>		
<p>ORGANIZING IDEA</p> <p>Phonics: Foundational literacy is supported by understanding relationships between sounds in oral language and the letters that represent them.</p>				
<p>GUIDING QUESTION</p> <p>How does phonics support foundational literacy development?</p>				
<p>LEARNING OUTCOME</p> <p>Students investigate how phonics connects to word formation and supports the processes of reading and writing.</p>				
<p>Consonant clusters blend two or three consonant sounds.</p> <p>Consonant clusters appear at the beginning and ending of words.</p> <p>Consonant digraphs are two consonant letters that appear together and represent a single sound that is different from the sound of either letter (e.g., sh).</p> <p>Some consonant letters represent no sound (e.g., know, write).</p> <p>Chunking is a phonetic strategy used to decode that breaks large words into small parts.</p>	<p>Phonics supports the reading and writing of texts.</p>	<p>Recognize consonant clusters at the beginning and ending of a word.</p> <p>Recognize and apply less frequent consonant digraphs.</p> <p>Recognize and apply consonant letters that represent no sounds.</p> <p>Recognize and apply a wide variety of long and short vowel sounds when decoding unknown multisyllabic words.</p> <p>Use phonetic strategies to decode complex words in continuous text.</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>




Knowledge	Understanding	Skills & Procedures	ᑭᑦᑲᑦᑲᑦᑲᑦ 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 improve comprehension?				
LEARNING OUTCOME				
Students apply fluency strategies and develop reading comprehension.				
<p>Fluency develops over time with practice.</p> <p>Fluent reading includes</p> <ul style="list-style-type: none"> • accuracy • automaticity in word recognition • prosody (stress, expression, intonation, and pausing) in oral text reading 	<p>Reading fluency involves accuracy, automaticity, and prosody to engage an audience or improve comprehension.</p>	<p>Demonstrate automaticity in reading complex words, phrases, and continuous text.</p> <p>Read increasingly complex text with appropriate pace, word stress, phrasing, and pausing.</p> <p>Read a variety of text forms with fluency and expression.</p>		
<p>Comprehension is enhanced when high-frequency words are read in continuous text at an appropriate pace.</p>	<p>Fluent recognition of high-frequency words (the 300 learned in grades 1 and 2) supports effective and efficient reading comprehension.</p>	<p>Read the 300 high-frequency words learned in grades 1 and 2 fluently in continuous text.</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				
How can the development of skills and strategies support comprehension of text?				
LEARNING OUTCOME				
Students analyze text and make connections to personal experiences to support meaning.				
<p>Comprehension of longer, more complex texts is supported by increased reading practice.</p>	<p>Critical thinking can be applied to comprehend texts that vary in length or complexity.</p>	<p>Independently read and demonstrate comprehension of texts that vary in length or complexity.</p>		



Knowledge	Understanding	Skills & Procedures	ᑭᓴᑦᑎᓴᑦ Nehiyaw Ways of Knowing	Other Suggestions
Self-monitoring skills that can be used when facing challenges in comprehension include <ul style="list-style-type: none"> noticing where meaning breaks down rereading reading ahead creating mental or visual images asking and answering how, why, and what if questions 	The reading comprehension process involves the strategies of monitoring understandings and assessing options if meaning lacks clarity.	Examine the location in texts where reading comprehension becomes challenging. Identify self-monitoring skills that are personally effective in supporting reading comprehension.		
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 craft combined with skills and processes contribute to written expression?				
LEARNING OUTCOME Students investigate writing and research processes that support informed written expression.				
Writing processes used to organize and share messages include <ul style="list-style-type: none"> planning drafting revising editing sharing Planning includes <ul style="list-style-type: none"> consideration of audience, purpose, and form idea generation Methods and tools that can support planning include <ul style="list-style-type: none"> graphic organizers sketching Drafting involves organizing words on paper during the writing process. [continued...]	Writing can capture ideas, memories, investigations, and stories.	Create written texts for a variety of audiences and purposes. Create written texts using a variety of forms and structures. Use organizational processes, methods, or tools to support the creation of written texts. Create drafts of writing that maintain audience interest by focusing the number of ideas in sentences and limiting repetitions. Include a range of sentence beginnings and types to vary and add interest to writing. Sequence sections of writing in a logical order. [continued...]		




Knowledge	Understanding	Skills & Procedures	ᑭᑦᑲᑦᑲᑦ Nehiyaw Ways of Knowing	Other Suggestions
<p>[continued...]</p> <p>Creative ideas for expression can be inspired by a variety of sources, including</p> <ul style="list-style-type: none"> • personal experiences • background knowledge • imagination • experiences with text <p>The author's voice or style helps a reader or an audience picture or feel what a writer is describing.</p> <p>In creative writing, word choice includes interesting details that keep audiences engaged.</p> <p>Words selected to enhance written texts include</p> <ul style="list-style-type: none"> • sensory details • synonyms • antonyms • specific words or phrases <p>Dialogue can be used to add variety to written texts.</p>		<p>[continued...]</p> <p>Create beginnings that catch the audience's attention by experimenting with ideas and word choice.</p> <p>Include a variety of carefully selected words and sensory detail to add interest and keep audiences engaged.</p> <p>Include dialogue to add variety to texts.</p> <p>Use punctuation to generate effects in creative expression.</p> <p>Create thoughtful conclusions to tie up events or leave readers wondering.</p> <p>Select from a variety of presentation forms or text features to enhance and share selections of creative writing.</p> <p>Persevere through challenges that may arise in the creative expression of ideas.</p>		<p> "On the Trapline" by David A. Robertson. 2021.</p>




Knowledge	Understanding	Skills & Procedures	ᑭᓴᑦᑎᓴᑦ Nehiyaw Ways of Knowing	Other Suggestions
<p>Questioning can help focus research topics and processes.</p> <p>Information can be accessed, stored, and shared in a variety of digital and non-digital ways.</p> <p>Information can be categorized or sequenced to enhance organization.</p> <p>Organizational tools, such as graphic organizers, can help plan and write about factual information.</p> <p>Research findings can be shared in a variety of digital or non-digital forms, including</p> <ul style="list-style-type: none"> • reports • presentations • visual representations <p>The information and ideas of others need to be listed (cited) in research writing.</p>	<p>Research processes can support accessing and logically organizing information.</p>	<p>Access information from a variety of sources to answer questions or expand knowledge.</p> <p>Organize, categorize, or sequence information using a variety of methods or tools.</p> <p>Use research to create written text that is appropriate for an audience.</p> <p>List sources of information used to inform research.</p>		
<p>Written messages can be created using a variety of digital or non-digital methods or tools, such as</p> <ul style="list-style-type: none"> • printing • keyboarding • cursive handwriting <p>Cursive handwriting involves</p> <ul style="list-style-type: none"> • letter formation • size • proportion • slant <p>Basic keyboarding involves</p> <ul style="list-style-type: none"> • finger reaches • keystroking • key recognition 	<p>Practice using digital or non-digital methods or tools can support writing fluency.</p>	<p>Demonstrate writing fluency using at least one method or tool.</p> <p>Use cursive handwriting to write some texts with appropriate letter formation, size, proportion, and slant.</p> <p>Demonstrate basic keyboarding skills.</p>		



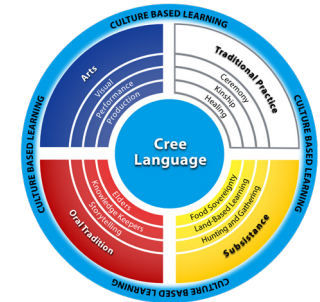
Knowledge	Understanding	Skills & Procedures	ᑭᓴᓴᑦ Nehiyaw Ways of Knowing	Other Suggestions
ORGANIZING IDEA Conventions: Understanding grammar, spelling, and punctuation makes it easier to communicate clearly, to organize thinking, and to use language for desired effects.				
GUIDING QUESTION How does the appropriate use of conventions support clear written communication?				
LEARNING OUTCOME Students investigate and demonstrate how conventions support written communication.				
<p>Capitalization is used for headings.</p> <p>Punctuation includes</p> <ul style="list-style-type: none"> • commas • quotation marks • apostrophes in contractions and possessives <p>A comma indicates a pause between parts of a sentence or separates items in a list.</p> <p>Quotation marks identify the words of a speaker or bring attention to a word that is used in a special way.</p> <p>Adding an apostrophe and <s> can be used to show ownership or possession.</p>	<p>Capitalization and punctuation can enhance written expression.</p>	<p>Capitalize words appropriately in different contexts.</p> <p>Include a variety of punctuation at the end of sentences.</p> <p>Insert commas to indicate a pause between parts of sentences or to separate items in a list.</p> <p>Insert quotation marks to identify the words of a speaker.</p> <p>Insert quotation marks to bring attention to a word that is used in a special way.</p> <p>Insert quotation marks to bring attention to a word that is used in a special way.</p> <p>Insert apostrophes in place of letters in contractions.</p> <p>Insert apostrophes to show possession.</p>		<p> “Elements of Indigenous Style: A Guide for Writing by and About Indigenous Peoples” by Gregory Younging, 2018.</p>





Knowledge	Understanding	Skills & Procedures	ᑭᑦᑲᑦᑲᑦ Nehiyaw Ways of Knowing	Other Suggestions
<p>A sentence can command someone to do or not to do something (imperative).</p> <p>A sentence has two main parts, a subject and a predicate.</p> <p>The subject of a sentence is who or what the sentence is about.</p> <p>The predicate of a sentence is what the subject does.</p> <p>Words can be used to connect phrases and sentences (conjunctions) (e.g., and, but, or, so, for).</p> <p>An adjective is a word that describes a noun.</p> <p>An adverb is a word that describes a verb.</p> <p>Subject-verb agreement means that the subject and the verb must agree, with both being either singular or plural.</p> <p>Words can tell who or what owns a noun (possessive), and include</p> <ul style="list-style-type: none"> • possessive nouns ('s) • possessive adjectives (e.g., my, your, his, her, its, our, their) • possessive pronouns (e.g., mine, yours, his, hers, ours, theirs) <p>Some words can be used with other words to show time or place (prepositions) (e.g., under, with, before, after).</p>	<p>Grammar can provide a consistent structure for the building of sentences.</p>	<p>Distinguish between a variety of sentence types.</p> <p>Identify the subject of a variety of sentences.</p> <p>Identify the predicate of a variety of sentences.</p> <p>Examine conjunctions in a variety of sentences.</p> <p>Use adjectives to describe nouns.</p> <p>Use adverbs to describe verbs.</p> <p>Identify subject-verb agreement in a variety of sentences.</p> <p>Differentiate between possessive nouns, possessive adjectives, and possessive pronouns.</p> <p>Recognize and use prepositions in sentences to show time and place.</p>		


 Knowledge	Understanding	Skills & Procedures	ᑭᓴᓴᑦ Nehiyaw Ways of Knowing	Other Suggestions
<p>Spelling patterns include</p> <ul style="list-style-type: none"> nouns ending in <y>: change <y> to <i> and add <es> (e.g., pony–ponies) nouns ending in <f> or <fe>: change <f> or <fe> to <v> and add <es> (e.g., leaf–leaves) <p>Some plural nouns may be spelled the same as or differently from their singular form (e.g., moose–moose, person–people).</p> <p>Adding an apostrophe and <s> can be used to show ownership or possession.</p> <p>If a noun is plural and already ends in an <s>, only an apostrophe and not an <s> is added to show ownership.</p> <p>Prefixes and suffixes are spelled consistently in words.</p> <p>Some words are not spelled in predictable ways.</p>	<p>Correct spelling can be supported by applying knowledge of word patterns and parts.</p>	<p>Identify spelling patterns within and across words.</p> <p>Apply knowledge of known words, word parts, and word patterns to spell unfamiliar words.</p> <p>Identify plural nouns that are spelled the same as or differently from their singular form.</p> <p>Add an apostrophe and an <s> to nouns to show ownership.</p> <p>Add only an apostrophe to show ownership if a noun is plural and already ends in an <s>.</p> <p>Spell a variety of prefixes and suffixes accurately in words.</p> <p>Identify words that are not spelled in predictable ways.</p>		
<p>Spelling strategies can be used to spell words accurately, including</p> <ul style="list-style-type: none"> articulating visualizing transferring prior knowledge trial and error <p>Digital or non-digital tools can be used to help spell words correctly.</p>	<p>A variety of spelling strategies and tools can be used to enhance written expression.</p>	<p>Apply a variety of spelling strategies to enhance written expression.</p> <p>Use a variety of tools to spell or confirm the spelling of words.</p>		


Social Studies





 Big Idea, Major Concepts, GLOs	Specific Learning Outcomes	ᑭᐱᐱᑦ Nehiyaw Ways of Knowing	Other Suggestions
3.1 COMMUNITIES IN THE WORLD			
GENERAL OUTCOME: Students will demonstrate an understanding and appreciation of how geographic, social, cultural and linguistic factors affect quality of life in communities in India, Tunisia, Ukraine and Peru.			
VALUES AND ATTITUDES			
3.1.1 appreciate similarities and differences among people and communities:	<ul style="list-style-type: none"> • demonstrate an awareness of and interest in the beliefs, traditions and customs of groups and communities other than their own (CC) • demonstrate an awareness of and interest in the beliefs, traditions and customs of groups and communities other than their own (CC) 		
KNOWLEDGE AND UNDERSTANDING			
3.1.2 examine the social, cultural and linguistic characteristics that affect quality of life in communities in other parts of the world by exploring and reflecting upon the following questions for inquiry:	<ul style="list-style-type: none"> • What determines quality of life? (CC) • How does daily life reflect quality of life in the communities (e.g., employment, transportation, roles of family members)? (CC, ER, GC) • How does access to public services affect the communities? (e.g., schools, hospitals, libraries, transportation systems)? (ER, GC, PADM) 		

 Big Idea, Major Concepts, GLOs	Specific Learning Outcomes	ᑭᑦᑎᑦᑎᑦ Nehiyaw Ways of Knowing	Other Suggestions
<p>3.1.2 examine the social, cultural and linguistic characteristics that affect quality of life in communities in other parts of the world by exploring and reflecting upon the following questions for inquiry:</p>	<ul style="list-style-type: none"> • What are the traditions, celebrations, stories and practices in the communities that connect the people to the past and to each other (e.g., language spoken, traditions, customs)? (CC, GC, TCC) • How is identity reflected in traditions, celebrations, stories and customs in the communities? (CC, I, TCC) • How are the various leaders chosen in the communities (e.g., within families, within schools, within communities, within government)? (GC, PADM) • How are decisions made in the communities? Who is responsible for making the decisions? (CC, PADM) • How do the individuals and groups in the communities maintain peace? (GC, PADM) • How do the individuals and groups in the communities cooperate and share with other group members? (C, CC) • How is cultural diversity expressed within each community? (CC, I) 		
<p>3.1.3 examine the geographic characteristics that shape communities in other parts of the world by exploring and reflecting upon the following questions for inquiry:</p>	<ul style="list-style-type: none"> • Where, on a globe and/or map, are the communities in relation to Canada? (LPP) • In what ways do the people in the communities depend on, adapt to and change the environment in which they live and work? (ER, LPP) • In what ways do the communities show concern for their natural environment? (GC, LPP) • How does the physical geography influence the human activities in the communities (e.g., availability of water, climate)? (CC, LPP) 		

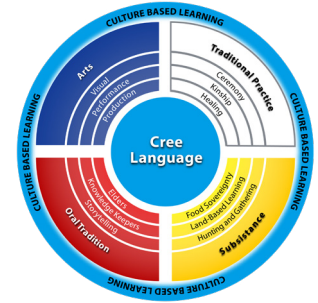
 Big Idea, Major Concepts, GLOs	Specific Learning Outcomes	ᑭᐱᑦᑎᑦᑎᑦ Nehiyaw Ways of Knowing	Other Suggestions
3.1.4 examine economic factors that shape communities in other parts of the world by exploring and reflecting upon the following questions for inquiry:	<ul style="list-style-type: none"> • What are the main goods and services produced by the communities studied (i.e., agricultural activities, manufacturing activities)? (ER, GC) • What goods and services do the communities import from and export to other parts of the world? (ER, GC) • What are the main forms of technologies, transportation and communication in the communities? (ER, GC) 		
3.2 GLOBAL CITIZENSHIP			
GENERAL OUTCOME: Students will demonstrate an understanding and appreciation of Canada’s roles and responsibilities in global citizenship in relation to communities in India, Tunisia, Ukraine and Peru.			
VALUES AND ATTITUDES			
3.2.1 appreciate elements of global citizenship:	<ul style="list-style-type: none"> • recognize how their actions might affect people elsewhere in the world and how the actions of others might affect them (C, GC) • respect the equality of all human beings (C, GC, I) 		
KNOWLEDGE AND UNDERSTANDING			
3.2.2 explore the concept of global citizenship by reflecting upon the following questions for inquiry:	<ul style="list-style-type: none"> • How are the rights, responsibilities and roles of citizens in communities around the world the same or different than those of Canadian citizens? (C, GC) • What are some environmental concerns that Canada and communities around the world share? (ER, GC) • In what ways can individuals and groups contribute to positive change in the world? (C, GC, PADM) • How do international organizations support communities in need throughout the world (e.g., UNICEF, Red Cross, Development and Peace)? (C, GC) 		








 Big Idea, Major Concepts, GLOs	Specific Learning Outcomes	ᑭᑦᑭᑦᑭᑦ Nehiyaw Ways of Knowing	Other Suggestions
3.2.2 explore the concept of global citizenship by reflecting upon the following questions for inquiry:	<ul style="list-style-type: none"> • What are examples of international organizations formed by individuals (e.g., Free the Children, Médecins sans frontières (Doctors Without Borders))? (C, GC) • What are examples of international organizations formed by nations (e.g., UN)? (C, GC, PADM) 		
SKILLS AND PROCESSES FOR SOCIAL STUDIES			
Dimensions of Thinking			
3.5.1 develop skills of critical thinking and creative thinking:	<ul style="list-style-type: none"> • evaluate ideas and information from different points of view • choose and justify a course of action • generate original ideas and strategies in individual and group activities • compare and contrast information from similar types of electronic sources, such as information collected on the Internet 		
3.5.2 develop skills of historical thinking:	<ul style="list-style-type: none"> • correctly apply terms related to time, including past, present, future • arrange events, facts and/or ideas in sequence 		
3.5.3 develop skills of geographic thinking:	<ul style="list-style-type: none"> • create and use a simple map to locate communities studied in the world • use cardinal and intermediate directions to locate places on maps and globes • apply the concept of relative location to determine locations of people and places • apply the terms hemisphere, poles, equator 		
3.5.4 demonstrate skills of decision making and problem solving:	<ul style="list-style-type: none"> • apply new ideas and strategies to contribute to decision making and problem solving • support proposed ideas, strategies and options with facts and reasons 		







 Big Idea, Major Concepts, GLOs	Specific Learning Outcomes	ᑭᓴᓴᑦ Nehiyaw Ways of Knowing	Other Suggestions
3.S.4 demonstrate skills of decision making and problem solving:	<ul style="list-style-type: none"> collaborate with others to devise strategies for dealing with problems and issues use technology to organize and display data in a problem-solving context 		
Social Participation as a Democratic Practice			
3.S.5 demonstrate skills of cooperation, conflict resolution and consensus building:	<ul style="list-style-type: none"> demonstrate cooperative behaviour to ensure that all members of the group have an opportunity to participate demonstrate willingness to seek consensus among members of a work group consider the needs and points of view of others work and play in harmony with others to create a safe and caring environment share information collected from electronic sources to add to a group task 		
3.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 projects that improve or meet the particular needs of their school or community 		
Research for Deliberative Inquiry			
3.S.7 apply the research process:	<ul style="list-style-type: none"> make connections between cause-and-effect relationships from information gathered from varied sources evaluate whether information supports an issue or a research question 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 		


 Big Idea, Major Concepts, GLOs	Specific Learning Outcomes	ᑭᐱᑦᑎᑦᑎᑦ Nehiyaw Ways of Knowing	Other Suggestions
	<ul style="list-style-type: none"> process information from more than one source to retell what has been discovered draw conclusions from organized information make predictions based on organized information formulate new questions as research progresses 		
Communication			
3.S.8 demonstrate skills of oral, written and visual literacy:	<ul style="list-style-type: none"> organize and present information, such as written and oral reports, taking particular audiences and purposes into consideration listen to others in order to understand their points of view interact with others in a socially appropriate manner create visual images for particular audiences and purposes use technology to support and present conclusions 		
3.S.9 develop skills of media literacy:	<ul style="list-style-type: none"> compare information on the same issue or topic from print media, television, photographs and the Internet identify key words from information gathered from a variety of media on a topic or issue 		


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 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">What are features of the land in Alberta?</p>				
<p align="center">LEARNING OUTCOME</p> <p align="center">Students investigate natural and created features of Alberta.</p>				
<p>Since time immemorial, Alberta has been the traditional territory of many First Nations.</p> <p>There are five numbered treaties in Alberta: Treaty 4, Treaty 6, Treaty 7, Treaty 8, and Treaty 10.</p> <p>First Nations negotiated and signed treaties to preserve peace and continue living on the land.</p> <p>The government of Canada negotiated and signed treaties to gain access to land for settlement and natural resources.</p>	<p>First Nations were the first inhabitants of Alberta.</p>	<p>Construct maps of traditional territories.</p> <p>Construct maps of treaty areas that exist in Alberta and the Prairies.</p> <p>Hypothesize different reasons treaties were negotiated and signed by First Nations and the government of Canada.</p>	<p> Land Acknowledgements</p> <p> Place Names</p> <p> The Rolling Head (younger version)</p>	<p> Alberta Treaty Territories Map</p> <p> Métis Nation of Alberta: District Maps</p> <p> Stories from the Land: Indigenous Place Names in Canada</p>


 Knowledge	Understanding	Skills & Procedures	ᑭᐱᐱᑦ Nehiyaw Ways of Knowing	Other Suggestions
<p>[continued...]</p> <p>Historical landmarks can be the result of people interacting with the land; for example,</p> <ul style="list-style-type: none"> • Brooks Aqueduct • Legal Pioneer Murals • Fort Edmonton • Head-Smashed-In Buffalo Jump 				
GUIDING QUESTION Who are Albertans?				
LEARNING OUTCOME Students explore how diverse people contribute to the identity of Alberta.				
<p>First Nations communities have distinct languages and cultural practices.</p> <p>In Alberta, there are 48 First Nation communities that represent distinct nations, which have unique languages, with flags that hold symbolic images; for example,</p> <ul style="list-style-type: none"> • Blackfoot Confederacy (<i>Siksikaitsitapi</i>), with a tipi ring • Alexander First Nation (<i>kipohtakaw</i>), with a headdress • Kapawe'no First Nation (<i>kapâwin</i>), with a standing bear • Bigstone Cree Nation (<i>opasikoniwew</i>), with a tipi 	<p>First Nations are diverse and contribute to the identity of Alberta.</p>	<p>Describe how First Nations languages and histories contribute to Alberta's identity.</p> <p>Consider the significance of symbols on flags of First Nations in Alberta.</p> <p>Distinguish between distinct First Nations in Alberta.</p> <p>Identify ways in which First Nations work to strengthen language, culture, and identity in Alberta.</p>	  Dreamcatcher (Legend of Willow)   Legend of Willow (as told in Dreamcatcher)	 Métis Nation of Alberta: Timeline
<p>Distinct Métis communities developed along fur trade routes throughout the Prairies, including in the land now known as Alberta.</p> <p>Métis developed unique ways of living and cultural practices originating from both First Nations and European traditions; for example,</p> <ul style="list-style-type: none"> • farming • hunting • trapping • culture <p>[continued...]</p>	<p>Métis have a distinct culture and history that contributes to the diversity and identity of Alberta.</p>	<p>Develop maps of Alberta that include the location of Métis Settlements.</p> <p>Identify expressions of distinct Métis ways of living and cultural practices.</p> <p>Identify ways in which Métis work to strengthen language, culture, and identity in Alberta.</p>		


 Knowledge	Understanding	Skills & Procedures	ᑭᐱᐱᑦ Nehiyaw Ways of Knowing	Other Suggestions
<p>[continued...]</p> <p>Métis culture is reflected in language, traditions, and symbols; for example,</p> <ul style="list-style-type: none"> • the Métis sash • the Métis flag • the fiddle • floral beadwork • jigging • the Michif language • the Red River cart <p>There are historical Métis communities in the land now known as Alberta.</p> <p>Métis Settlements in Alberta are communities that support Métis culture and identity through self-government.</p> <p>The Métis Nation of Alberta has been practising self-governance since 1928.</p>				
<p>Francophone Roman Catholic missionaries travelled to the land now known as Alberta to establish missions and encourage more Francophones to move to the area.</p> <p>Missionaries provided services, including</p> <ul style="list-style-type: none"> • religious guidance • education • health care <p>Francophone communities grew around mission sites.</p> <p>Many of the first agricultural communities in Alberta were established by Francophones.</p> <p>French was the first European language spoken in Alberta.</p> <p>Franco-Albertans advocate for the vitality of the French language, culture, and identity.</p> <p>Alberta has both Francophone and officially bilingual communities.</p> <p>[continued...]</p>	<p>Francophones are diverse and contribute to the identity of Alberta.</p>	<p>Develop maps of Alberta that include the location of Francophone communities.</p> <p>Argue the connection between missions and Francophone communities in early Alberta.</p> <p>Identify ways in which Francophones work to strengthen language, culture, and identity in Alberta.</p> <p>Reflect on how Francophones contribute to Alberta's identity.</p>		

 Knowledge	Understanding	Skills & Procedures	ᑭᐱᑦᑎᑦᑎᑦ Nehiyaw Ways of Knowing	Other Suggestions
<p>[continued...]</p> <p>The Francophone population in Alberta has increased and diversified to include French speakers from many parts of the world.</p> <p>A symbol of the Francophonie is the fleur-de-lis.</p>				
<p>Settlers came to the land now known as Alberta for many reasons, including</p> <ul style="list-style-type: none"> • accessing land for farms and ranches • protecting cultural or religious interests • pursuing opportunities for a better life <p>The first settlers encouraged to come to the Prairies were English-speaking Europeans and Americans.</p> <p>Settlers responded to the Canadian government’s offer of free or inexpensive farmland in Alberta; for example,</p> <ul style="list-style-type: none"> • Black settlers from the United States • settlers from Western and Eastern Europe, including Ukrainians • settlers from Asia, including Chinese and Hindus • Hutterites from Europe • Mormons from the United States <p>Settlers faced a variety of challenges in the land now known as Alberta, including</p> <ul style="list-style-type: none"> • isolation • unfamiliar environment and weather conditions that affected agriculture • language and cultural barriers <p>Settlers contributed to the development of the land now known as Alberta by establishing</p> <ul style="list-style-type: none"> • urban and rural communities • farms, ranches, and homesteads • businesses and industries • places of worship • educational opportunities and schools • cultural associations and centres 	<p>Settlers contribute to the diversity and identity of Alberta.</p>	<p>Gather and share information about the experiences of an early settler group in the land now known as Alberta.</p> <p>Investigate challenges faced by diverse settler groups in Alberta.</p> <p>Reflect on how a variety of settler groups contributed to the development of Alberta.</p>		

 Knowledge	Understanding	Skills & Procedures	ᑭᐱᐱᑦ Nehiyaw Ways of Knowing	Other Suggestions
<p>Immigrants come to Alberta for many reasons, including</p> <ul style="list-style-type: none"> • global events • job opportunities • family connections • rights and freedoms <p>Alberta's diversity increases with the arrival of immigrants who share a variety of beliefs and cultures; for example,</p> <ul style="list-style-type: none"> • Jewish • Chinese • Muslim • Arab • Hindu • Sikh • Filipino <p>Immigrants contribute to the development and diversity of Alberta through</p> <ul style="list-style-type: none"> • skills and expertise • ideas and perspectives • cultures and languages • landmarks (e.g., Vegreville Pysanka, Al-Rashid Mosque, Dr. Jose Rizal statue) <p>Immigrants face opportunities and challenges when moving to a new country.</p> <p>In Alberta, there has been and continues to be racism and discrimination toward cultural communities.</p> <p>People can take action to overcome racism; for example,</p> <ul style="list-style-type: none"> • learning about other cultures, religions, and traditions • interacting with people from different cultures • raising awareness and speaking up 	<p>Immigrants from all over the world contribute to the diversity and identity of Alberta.</p>	<p>Investigate stories of immigration to Alberta.</p> <p>Identify contributions of immigrants to Alberta.</p> <p>Identify distinct ways of living and cultural practices of local immigrant communities.</p> <p>Identify examples of discrimination against diverse groups in Alberta.</p> <p>Explore actions that can be taken to overcome discrimination and racism in Alberta.</p>		

 Knowledge	Understanding	Skills & Procedures	ᑭᐱᑦᑭᐱᑦ Nehiyaw Ways of Knowing	Other Suggestions
ORGANIZING IDEA Systems: Evaluating processes and structures of organizations builds understanding of decision making in the world.				
GUIDING QUESTION How are resources used in Alberta?				
LEARNING OUTCOME Students examine resource use in Alberta.				
<p>Economic activities that develop in an area are influenced by many factors; for example,</p> <ul style="list-style-type: none"> • natural resources • human resources (labour force) • location (e.g., rural or urban) • climate <p>Alberta's natural resources can vary based on physical geography.</p> <p>Settlement in Alberta has been influenced by the location of natural resources.</p> <p>Renewable resources that are generated and replaced through natural processes include</p> <ul style="list-style-type: none"> • water • wind • sun <p>Non-renewable resources that have been foundational to the growth of Alberta are</p> <ul style="list-style-type: none"> • coal • oil • natural gas <p>Alberta's natural resources played a critical role in Alberta's success.</p> <p>Alberta has protected areas, provincial parks, and national parks to promote the preservation of land and resources.</p>	<p>Resources contribute to economic development in Alberta.</p>	<p>Discover the relationship between physical geography, natural resources, and economic activities.</p> <p>Argue how protected areas and parks help to preserve land and resources.</p> <p>Hypothesize how natural resources are essential for everyday life.</p> <p>Illustrate how Alberta's natural resources support the province's prosperity.</p>		

 Knowledge	Understanding	Skills & Procedures	ᑭᐱᐱᑦ Nehiyaw Ways of Knowing	Other Suggestions
GUIDING QUESTION How is Alberta governed?				
LEARNING OUTCOME Students investigate decision making and government structures in Alberta.				
<p>Municipal governments in Alberta have different titles for their leaders; for example,</p> <ul style="list-style-type: none"> • Chief • mayor • reeve <p>Municipal governments are responsible for services and programs for the local community; for example,</p> <ul style="list-style-type: none"> • fire departments • libraries • local parks • local police • roads and sidewalks • water services <p>Representatives at the municipal level of government are chosen by citizens through voting in elections.</p> <p>Representatives attend council meetings to discuss issues and make decisions.</p>	<p>Municipal governments make decisions for local communities.</p>	<p>Classify leaders in municipal government in a variety of communities in Alberta.</p> <p>Compare ways municipal governments meet community needs.</p> <p>Simulate processes of decision making within municipal government.</p>		
<p>A provincial government is responsible for organizing and providing services to a province; for example,</p> <ul style="list-style-type: none"> • education • health care • provincial parks <p>Provincial governments have different leaders; for example,</p> <ul style="list-style-type: none"> • the lieutenant-governor, who represents the Crown • the premier, who is the leader of the province • Members of the Legislative Assembly, or MLAs, who represent people and participate in debates and votes • ministers, who are responsible for different areas of government <p>[continued...]</p>	<p>Provincial governments make decisions on provincial issues.</p>	<p>Compare ways the provincial government meets community needs.</p> <p>Differentiate between Alberta's official symbols.</p> <p>Simulate provincial decision making.</p>		

 Knowledge	Understanding	Skills & Procedures	ᑭᐱᑦ Nehiyaw Ways of Knowing	Other Suggestions
<p>[continued...]</p> <p>Alberta's provincial government meets at the Legislative Assembly in the provincial capital.</p> <p>Alberta has provincial symbols with meaning, including</p> <ul style="list-style-type: none"> • flag • colours • coat of arms • wild rose • rocky mountain bighorn sheep • <i>fortis et liber</i> 	<p>Provincial governments make decisions on provincial issues.</p>	<p>Compare ways the provincial government meets community needs.</p> <p>Differentiate between Alberta's official symbols.</p> <p>Simulate provincial decision making.</p>		

ORGANIZING IDEA







Citizenship: Understanding local, national, and global issues empowers individual and collective action toward an inclusive society.


GUIDING QUESTION

How is Alberta unique?

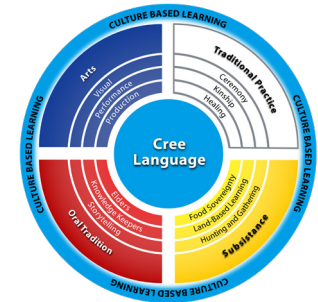
LEARNING OUTCOME






Students explore Alberta's identity.




<p>Alberta's unique identity is influenced and shaped by its</p> <ul style="list-style-type: none"> • geography • natural resources • history • people • government • heritage • cultural diversity • sports • traditions • landscapes <p>[continued...]</p>	<p>Alberta has a unique identity as a western province.</p> <p>Alberta's identity reflects a diverse past and continues to evolve.</p>	<p>Analyze factors that shape Alberta's identity.</p> <p>Develop ideas to protect and promote Alberta's identity.</p> <p>Explain unique traditions in your community.</p>	 <p>Common Tree Names: Northern Boreal Series (9 videos)</p>  <p>Harvesting Medicines Series (15 videos)</p>  <p>All About Powwow/Dance Series (11 videos)</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>
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 Knowledge	Understanding	Skills & Procedures	ᑭᐱᐱᑦ Nehiyaw Ways of Knowing	Other Suggestions
<p>[continued...]</p> <p>Cultural diversity in Alberta can be protected and promoted in various ways; for example,</p> <ul style="list-style-type: none"> • festivals • languages taught in schools • holidays • cultural events • religious establishments • cultural associations <p>Protection and promotion of cultural diversity in Alberta can provide opportunities to learn from and accept others.</p>				
GUIDING QUESTION How can Albertans contribute to communities?				
LEARNING OUTCOME Students explore civic actions.				
<p>Charity is the practice of helping those in need.</p> <p>Charity can be provided in various forms, primarily financial, called donating.</p> <p>Volunteering involves spending time to help other people or groups.</p> <p>Voting is the practice of choosing leaders in our communities, cities, provinces, and countries.</p> <p>Voting is also the practice of making decisions in a fair, open, and transparent manner.</p> <p>The candidate with the most votes wins.</p> <p>Voting is a responsibility of citizens.</p>	<p>Being an active citizen is important to building a stronger society.</p>	<p>Contrast civic actions that contribute to communities.</p> <p>Simulate charity and volunteerism.</p> <p>Argue preference toward volunteering or donating and provide examples of civil organizations charity can be provided to.</p> <p>Devise a plan to volunteer to improve the school or local community.</p> <p>Simulate voting.</p>		

Math



 Knowledge	Understanding	Skills & Procedures	 Other Suggestions	
ORGANIZING IDEA				
Number: Quantity is measured with numbers that enable counting, labelling, comparing, and operating.				
GUIDING QUESTION				
How can place value support organization of number?				
LEARNING OUTCOME				
Students interpret place value within 100 000.				
<p>For numbers in base-10, each place has 10 times the value of the place to its right.</p> <p>The digits 0 to 9 indicate the number of groups in each place in a number.</p> <p>The value of each place in a number is the product of the digit and its place value.</p> <p>Numbers can be composed in various ways using place value.</p> <p>Numbers can be rounded in contexts where an exact count is not needed.</p> <p>The less than sign, $<$, and the greater than sign, $>$, are used to show the relationship between two unequal numbers.</p> <p>A zero in the leftmost place of a natural number does not change the value of the number.</p> <p>[continued...]</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>There are infinitely many natural numbers.</p> <p>[continued...]</p>	<p>Identify the place value of each digit in a natural number.</p> <p>Relate the values of adjacent places.</p> <p>Determine the value of each digit in a natural number.</p> <p>Express natural numbers using words and numerals.</p> <p>Express various compositions of a natural number using place value.</p> <p>Round natural numbers to various places.</p> <p>Compare and order natural numbers.</p> <p>Express the relationship between two numbers using $<$, $>$, or $=$.</p> <p>Count and represent the value of a collection of nickels, dimes, and quarters as cents.</p> <p>[continued...]</p>	<p> Legend of Night and Day</p> <p> 13 Moons</p> <p> Distance – Concept of Zero</p>	<p>Include Cree numbers and number system.</p>

 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 multiplication and division provide new perspectives of number?				
LEARNING OUTCOME				
Students analyze and apply strategies for multiplication and division within 100.				
<p>Multiplication and division are inverse mathematical operations.</p> <p>Multiplication is repeated addition.</p> <p>Multiplication can be interpreted in various ways according to context, such as</p> <ul style="list-style-type: none"> • equal groups • an array • an area <p>Division can be interpreted in various ways according to context, such as</p> <ul style="list-style-type: none"> • equal sharing • equal grouping • repeated subtraction <p>The order in which two quantities are multiplied does not affect the product (commutative property).</p> <p>The order in which two numbers are divided affects the quotient.</p> <p>Multiplication or division by 1 results in the same number (identity property).</p>	<p>Quantities can be composed and decomposed through multiplication and division.</p>	<p>Compose a product using equal groups of objects.</p> <p>Relate multiplication to repeated addition.</p> <p>Relate multiplication to skip counting.</p> <p>Investigate multiplication by 0.</p> <p>Model a quotient by partitioning a quantity into equal groups or groups of a certain size, with or without remainders.</p> <p>Visualize and model products and quotients as arrays.</p> <p>Recognize interpretations of multiplication and division in various contexts.</p>	<p> Beading (loom x10's)</p>	



Knowledge	Understanding	Skills & Procedures	ᑭᐱᑭᑦ Nehiyaw Ways of Knowing	Other Suggestions
<p>Numbers can be multiplied or divided in parts (distributive property).</p> <p>Multiplication strategies include</p> <ul style="list-style-type: none"> • repeated addition • multiplying in parts • compensation <p>Division strategies include</p> <ul style="list-style-type: none"> • repeated subtraction • partitioning the dividend <p>Products can be expressed symbolically using the multiplication sign, \times, factors, and the equal sign.</p> <p>Quotients can be expressed symbolically using the division sign, \div, dividend, divisor, and the equal sign.</p> <p>A missing quantity in a product or quotient can be represented in different ways, including</p> <ul style="list-style-type: none"> • $a \times b = \square$ • $a \times \square = c$ • $\square \times b = c$ • $e \div f = \square$ • $e \div \square = g$ • $\square \div f = g$ <p>A remainder is the quantity left over after division.</p>	<p>Sharing and grouping situations can be interpreted as multiplication or division.</p> <p>Multiplication and division strategies can be supported by addition and subtraction.</p>	<p>Investigate multiplication and division strategies.</p> <p>Multiply and divide within 100.</p> <p>Verify a product or quotient using inverse operations.</p> <p>Determine a missing quantity in a product or quotient in a variety of ways.</p> <p>Express multiplication and division symbolically.</p> <p>Explain the meaning of the remainder in various situations.</p> <p>Solve problems using multiplication and division in sharing or grouping situations.</p>		
<p>A multiplication table shows both multiplication and division facts.</p> <p>Fact families are groups of related multiplication and division number facts.</p>	<p>Multiplication number facts have related division facts.</p>	<p>Examine patterns in multiplication and division, including patterns in multiplication tables and skip counting.</p> <p>Recognize families of related multiplication and division number facts.</p> <p>Recall multiplication number facts, with factors to 10, and related division facts.</p>		



Knowledge

Understanding

Skills & Procedures

ᐅᐃᐅᐅᐅ 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 fractions contribute to a sense of number?

LEARNING OUTCOME

Students interpret fractions in relation to one whole.

The same fraction can represent

- **equal parts of one whole length, shape, or object**
- **equal groups of one whole quantity**
- **equal parts of each equal group in one whole quantity**

The name of a fraction describes its composition as a number of unit fractions.

Fraction notation, $\left(\frac{a}{b}\right)$, relates the numerator, a , a number of equal parts, to the denominator, b , the total number of equal parts in the whole.

Equal numerators or equal denominators can facilitate the comparison of fractions.

A fraction with a numerator that is equal to its denominator is one whole.

Each fraction is associated with a point on the number line.

Fractions are numbers between natural numbers.

Fractions can represent part-to-whole relationships.

A unit fraction describes the size of the equal parts of a fraction.

The size of the parts and the total number of equal parts in the whole are inversely related.

Model fractions of a whole quantity, length, shape, or object, in various ways, limited to denominators of 12 or less.

Visualize fractions as compositions of a unit fraction.

Identify the numerator and denominator of a fraction in various representations.

Name a given fraction.

Express fractions, including one whole, symbolically, limited to denominators of 12 or less.

Relate various representations of the same fraction, limited to denominators of 12 or less.

Compare the same fraction of different-sized wholes.

Compare different fractions of the same whole that have the same denominator.

Compare different fractions of the same whole that have the same numerator and different denominators.

Express the relationship between two fractions of the same whole, using $<$, $>$, or $=$.

Relate a fraction less than one to its position on the number line, limited to denominators of 12 or less.

Compare fractions to benchmarks of 0, $\frac{1}{2}$, and 1.



Green Meadows Community Garden: Cut the Pie - Snow Day Style! (fractions)






Alberta Native Friendship Centres Association & Be Fit For Life Network: Move & Play Through Traditional Games (Inuit bone pull game)

For a variation, with partners, place the object between your index fingers and each other. Tug of war with a partner. "Tug-off" with others until one person is left. Use data to explore the different fractions ie: girls total students, boys with the object/ total.



Knowledge	Understanding	Skills & Procedures	ᑭᐱᑭᑦ Nehiyaw Ways of Knowing	Other Suggestions
ORGANIZING IDEA Algebra: Equations express relationships between quantities.				
GUIDING QUESTION How can equality facilitate agility with number?				
LEARNING OUTCOME Students illustrate equality with equations.				
An equation uses the equal sign to indicate equality between two expressions. The left and right sides of an equation are interchangeable.	Two expressions are equal if they represent the same number.	Write equations that represent equality between a number and an expression or between two different expressions of the same number.		
Equations can be modelled using a balance. A symbol may represent an unknown value in an equation.	Equations can include unknown values.	Model equations that include an unknown value, including with a balance. Determine an unknown value on the left or right side of an equation, limited to equations with one operation. Solve problems using equations, limited to equations with one operation.		

 Knowledge	Understanding	Skills & Procedures	 Nehiyaw Ways of Knowing	Other Suggestions
ORGANIZING IDEA Geometry: Shapes are defined and related by geometric attributes.				
GUIDING QUESTION In what ways might geometric properties refine interpretation of shape?				
LEARNING OUTCOME Students relate geometric properties to shape.				
<p>Geometric properties can describe relationships, including perpendicular, parallel, and equal.</p> <p>Parallel lines or planes are always the same distance apart.</p> <p>Perpendicular lines or planes intersect at a 90° (right) angle.</p> <p>Right angles can be identified using various referents, such as</p> <ul style="list-style-type: none"> the corner of a piece of paper the angle between the hands on an analog clock at 3:00 a capital letter L <p>Polygons include</p> <ul style="list-style-type: none"> triangles quadrilaterals pentagons hexagons octagons <p>Regular polygons have sides of equal length and interior angles of equal measure.</p>	<p>Geometric properties are relationships between geometric attributes.</p> <p>Geometric properties define a class of polygon.</p>	<p>Investigate the relationships between the sides of a polygon, including perpendicular, parallel, and equal, using referents for 90° or by measuring.</p> <p>Investigate the relationships between vertices of a polygon, including equal or right angles, using direct comparison or referents for 90°.</p> <p>Describe geometric properties of regular and irregular polygons.</p> <p>Sort polygons according to geometric properties and describe the sorting rule.</p> <p>Classify polygons as regular or irregular using geometric properties.</p>	 Dreamcatcher	<p>Spider Web Geometry: Students research the spider of their choice and then construct a replica of the spider's web, applying principles of geometry. Upon completion students recognize spiders as wildlife; and generalize that people and wildlife share environments. Requires writing materials for use in research; measuring instruments; thread; glue. Optional: photographic materials.</p>
<p>Transformations include</p> <ul style="list-style-type: none"> translations rotations reflections <p>The distance between any two vertices of a shape is maintained in the image created by a transformation.</p>	<p>Geometric properties do not change when a polygon undergoes a transformation.</p>	<p>Examine geometric properties of polygons by translating, rotating, or reflecting using hands-on materials or digital applications.</p>		<p>Dreamcatcher creation: applying the principles of geometry.</p>



Knowledge

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ORGANIZING IDEA

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

GUIDING QUESTION

In what ways can length be communicated?

LEARNING OUTCOME

Students determine length using standard units.

The basic unit of length in the metric system is the metre.

Metric units are named using prefixes that indicate the relationship to the basic unit, including

- milli: one thousand millimetres in one metre
- centi: one hundred centimetres in one metre
- deci: ten decimetres in one metre

Metric units are abbreviated for convenience, including

- m: metre
- dm: decimetre
- cm: centimetre
- mm: millimetre

Standard measuring tools show iterations of a standard unit from an origin.

Units of length in the imperial system include inch, foot, and yard, related in these ways:

- 12 inches in one foot
- 36 inches in one yard
- 3 feet in one yard

Approximate conversions between metric and imperial are useful in real world situations, including

- 2 centimetres are approximately 1 inch
- 1 metre is approximately 3 feet
- 30 centimetres are approximately 1 foot
- 1 metre is approximately 1 yard

Length is measured in standard units according to the metric system and the imperial system.

Length can be expressed in various units according to context and desired precision.

Relate millimetres, centimetres, and metres.

Relate inches to feet and yards.



Justify the choice of millimetres, centimetres, or metres to measure various lengths.

Measure lengths of straight lines and curves, with millimetres, centimetres, or metres.

Recognize length expressed in metric or imperial units.

Approximate a measurement in inches, feet, or yards using centimetres or metres.

 **Distance –
Concept of Zero**

 Knowledge	Understanding	Skills & Procedures	 Nehiyaw Ways of Knowing	Other Suggestions
<p>The perimeter of a polygon is the sum of the lengths of its sides.</p>	Length remains the same when decomposed or rearranged.	Determine the perimeter of polygons. Determine the length of an unknown side given the perimeter of a polygon.		
<p>A benchmark is a known length to which another length can be compared.</p> <p>Length can be estimated using a personal or familiar referent.</p>	Length can be estimated when less accuracy is required.	Identify referents for a centimetre and a metre. Estimate length by comparing to a benchmark. Estimate length by visualizing the iteration of a referent for a centimetre or metre.		
ORGANIZING IDEA Measurement: Attributes such as length, area, volume, and angle are quantified by measurement.				
GUIDING QUESTION How can angles broaden an understanding of space?				
LEARNING OUTCOME Students interpret angles.				
<p>Angle defines the space in</p> <ul style="list-style-type: none"> • corners • bends • turns or rotations • intersections • slopes <p>The arms of an angle can be line segments or rays.</p> <p>The end point of a line segment or ray is called a vertex.</p>	<p>An angle is the union of two arms with a common vertex.</p> <p>An angle can be interpreted as the motion of a length rotated about a vertex.</p>	<p>Recognize various angles in surroundings.</p> <p>Recognize situations in which an angle can be perceived as motion.</p>		
<p>Superimposing is the process of placing one angle over another to compare angles.</p> <p>A referent is a personal or familiar representation of a known angle.</p>	Two angles can be compared directly or indirectly.	<p>Compare two angles directly by superimposing.</p> <p>Compare two angles indirectly by superimposing a third angle.</p> <p>Estimate which of two angles is greater.</p> <p>Identify referents for 90°.</p> <p>Identify 90° angles in the environment using a referent.</p>		



Knowledge

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Nehiyaw
Ways of Knowing

Other Suggestions

ORGANIZING IDEA

Patterns: Awareness of patterns supports problem solving in various situations.

GUIDING QUESTION

How can diverse representations of patterns contribute to interpretation of change?

LEARNING OUTCOME

Students analyze patterns in numerical sequences.

Ordinal numbers can indicate position in a sequence.

Finite sequences, such as a countdown, have a definite end.

Infinite sequences, such as the natural numbers, never end.

A sequence is a list of terms arranged in a certain order.

Sequences may be finite or infinite.

Recognize familiar numerical sequences, including the sequence of even or odd numbers.

Describe position in a sequence using ordinal numbers.

Differentiate between finite and infinite sequences.

Numerical sequences can be constructed using addition, subtraction, multiplication, or division.

A sequence can progress according to a pattern.

Recognize skip-counting sequences in various representations, including rows or columns of a multiplication table.

Determine any missing term in a skip-counting sequence using multiplication.

Describe the change from term to term in a numerical sequence using mathematical operations.



Knowledge

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ORGANIZING IDEA

Time: Duration is described and quantified by time.

GUIDING QUESTION

How can duration be communicated?

LEARNING OUTCOME

Students tell time using clocks.

Clocks relate seconds to minutes and hours according to a base-60 system.

The basic unit of time is the second.

One second is $\frac{1}{60}$ of a minute.

One minute is $\frac{1}{60}$ of an hour.

Analog and digital clocks represent time of day.

Time of day can be expressed as a duration relative to 12:00 in two 12-hour cycles.

Time of day can be expressed as a duration relative to 0:00 in one 24-hour cycle in some contexts, including French-language contexts.

Clocks are standard measuring tools used to communicate time.

Investigate relationships between seconds, minutes, and hours using an analog clock.

Relate minutes past the hour to minutes until the next hour.

Describe time of day as a.m. or p.m. relative to 12-hour cycles of day and night.

Tell time using analog and digital clocks.

Express time of day in relation to one 24-hour cycle.



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ORGANIZING IDEA

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

GUIDING QUESTION

How can representation support communication?

LEARNING OUTCOME

Students interpret and explain representations of data.

Statistical questions are questions that can be answered by collecting data.

Representation connects data to a statistical question.

Formulate statistical questions for investigation.
Predict the answer to a statistical question.



7 Year
Cycle



Orienteering
Series: Weather
Indicators

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

Second-hand data is data collected by others from sources such as websites and social media.

Representation expresses data specific to a unique time and place.

Representation tells a story about data.

Collect data using digital or non-digital tools and resources.

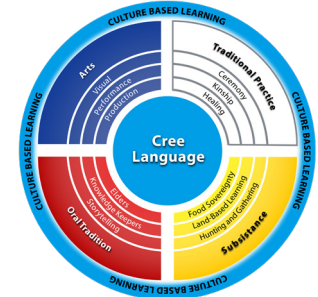
Represent first-hand and second-hand data in a dot plot or bar graph with one-to-one correspondence.















Describe the story that a representation tells about a collection of data in relation to a statistical question.





Examine First Nations, Métis, or Inuit representations of data.








Consider possible answers to a statistical question based on the data collected.

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 materials change?				
LEARNING OUTCOME				
3M 1.1 Students investigate and analyze how materials have the potential to be changed.				
<p>Processed materials are modified from natural materials and do not occur in nature.</p> <p>Processed materials are designed and manufactured for a specific purpose.</p> <p>First Nations, Métis, and Inuit communities respectfully interact with natural materials, such as</p> <ul style="list-style-type: none"> • trees • rocks • ice • shells • plants • animals <p>First Nations, Métis, and Inuit communities interact with natural materials for specific purposes, such as</p> <ul style="list-style-type: none"> • teepees • igloos • medicines • clothing • transportation • ceremonies 	<p>Materials can be used in their natural form or processed to create new materials.</p> <p>Interaction with natural materials by First Nations, Métis, and Inuit is guided through living in harmony and balance with the land.</p>	<p>Relate a processed material to the natural material from which it originated.</p> <p>Discuss how interaction with natural materials is guided by relationships with the land for First Nations, Métis, and Inuit communities.</p>	<p> Stewardship and Community – Sharing</p> <p>or</p> <p>   Harvesting Medicines Series: Protocol on Herb Gathering</p> <p>or</p> <p>   Common Tree Names: Northern Boreal Series (9 videos)</p> <p>  How Medicines Came to Man</p>	<p> Rupertsland Institute Lesson Plan: Language Lesson #1 - Grade 3 Animals</p> <p> Rupertsland Institute Lesson Plan: I Have, Who Has - Grade 3 Animals</p> <p> Rupertsland Institute Lesson Plan: Detective Work Extension Activity</p> <p> "Mikiwâhp: The Traditional Tipi" by Darlene Auger, 2020.</p>









Knowledge	Understanding	Skills & Procedures	ᑭᑦᑲᑦᑲᑦ Nehiyaw Ways of Knowing	Other Suggestions
LEARNING OUTCOME 3M 1.2 Students investigate and analyze how materials have the potential to be changed.				
<p>Matter is anything that takes up space and has weight.</p> <p>States of matter include solid, liquid, and gas.</p> <p>Melting is a change of state from solid to liquid.</p> <p>Freezing is a change of state from liquid to solid.</p> <p>Evaporation is a change of state from liquid to gas.</p> <p>Condensation is a change of state from gas to liquid.</p>	<p>Matter can change state if heated or cooled.</p>	<p>Conduct an investigation to demonstrate changes of state.</p> <p>Discuss examples of daily activities that include heating and cooling.</p>	<p>   Birch Tree Tapping Series: Making Birch Syrup</p> <p> Legend of Raven and Water</p>	
LEARNING OUTCOME 3M 1.3 Students investigate and analyze how materials have the potential to be changed.				
<p>A solid is a state of matter that has a definite shape and volume.</p> <p>A liquid is a state of matter that has a definite volume but no definite shape.</p> <p>A liquid flows and takes the shape of the container it is in.</p> <p>A gas is a state of matter that has neither definite shape nor definite volume.</p> <p>A gas flows easily and expands to the size of the container it is in.</p> <p>Volume is the amount of space a solid, liquid, or gas takes up.</p>	<p>Solids, liquids, and gases have distinct properties.</p>	<p>Describe solid, liquid, and gas states of matter in terms of the properties of shape and volume.</p> <p>Conduct an investigation to demonstrate the properties of the state of matter.</p>		

 Knowledge	Understanding	Skills & Procedures	ᑭᑭᑭᑭ Nehiyaw Ways of Knowing	Other Suggestions
LEARNING OUTCOME 3M 1.4 Students investigate and analyze how materials have the potential to be changed.				
<p>Substances are made of matter that has not been mixed with other matter, including water.</p> <p>The temperature at which a substance changes from solid to liquid is called the melting point.</p> <p>The temperature at which a substance changes from a liquid to a solid is called the freezing point.</p> <p>The melting and freezing points of a substance are the same temperature.</p> <p>The temperature at which a substance changes from liquid to gas is called the boiling point.</p> <p>The melting/freezing point of water is 0°C.</p> <p>The boiling point of water is 100°.</p>	<p>Substances change state based on melting/freezing and boiling points.</p>	<p>Safely explore the melting/freezing points of various substances.</p> <p>Compare the melting/freezing and boiling points of various substances, including water.</p>	<p> Mixing and Measuring Common Medicines (2 videos)</p>	<p>  Coyote Science website and TV show</p>
LEARNING OUTCOME 3M 1.5 Students investigate and analyze how materials have the potential to be changed.				
<p>In the water cycle, water changes state from a liquid to a gas through evaporation, forms clouds through condensation, then falls back to Earth in a liquid or solid state (precipitation).</p> <p>Water can change state from solid to liquid and back again.</p> <p>Water can change state from liquid to gas and back again.</p> <p>In Alberta, the surfaces of many bodies of water change from liquid in the summer to solid in the winter.</p>	<p>The water on Earth moves continuously in a cycle.</p>	<p>Describe and diagram the changes of state of water using the water cycle.</p> <p>Discuss ways to respect water in local environments.</p> <p>Identify examples of changes in the state of water in local environments.</p> <p>Discuss the importance of safety around bodies of water that have a surface of ice.</p> <p>Discuss the importance of safety around bodies of water in different seasons.</p>	<p> Legend of Raven and Water</p>	<p>  Water: the sacred relationship website and videos</p>










Knowledge	Understanding	Skills & Procedures	ᑭᓴᑦᑎᓴᑦ Nehiyaw Ways of Knowing	Other Suggestions
LEARNING OUTCOME				
3M 1.6 Students investigate and analyze how materials have the potential to be changed.				
<p>A reversible change is a change that can be undone, such as melting or freezing.</p> <p>A permanent change is a change that cannot be undone, such as cooking an egg or baking a cake.</p>	<p>Changes to materials or substances can be permanent or reversible, depending on the properties of the given materials or substances.</p>	<p>Discuss examples of changes to materials or substances that are permanent and examples of changes to materials or substances that are reversible.</p> <p>Safely perform experiments on various materials and substances and classify changes as permanent or reversible.</p>	<p>   Birch Tree Tapping Series: Making Birch Syrup</p>	
ORGANIZING IDEA				
Energy (E): Understandings of the physical world are deepened through investigating matter and energy.				
GUIDING QUESTION				
How can forces relate to changes in movement?				
LEARNING OUTCOME				
3E 1.1 Students investigate and explain how forces affect movement of objects.				
<p>A force is a push or pull upon an object resulting from an interaction with another object.</p> <p>An object that is not moving will stay still until a force makes it move, and an object that is moving will keep moving until a force stops it. (Newton’s First Law)</p> <p>Contact forces occur between objects that touch each other.</p> <p>Contact forces include forces that</p> <ul style="list-style-type: none"> applied by a person or an object on another object (applied) caused by objects, surfaces, or substances sliding against each other (friction) <p>[continued...]</p>	<p>Forces can affect properties and movement of objects in different ways.</p>	<p>Describe where forces may exist in everyday situations.</p> <p>Describe the strength and direction of forces applied to objects.</p> <p>Compare the strength of forces applied to objects.</p> <p>Predict how an object will be affected by different strengths and directions of force.</p> <p>[continued...]</p>	<p> Spring Beaver/ Muskrat Series:</p> <ul style="list-style-type: none"> Beaver Trapping Conibear Sets Muskrat Trapping Conibear Sets 	<p>  Coyote Science website and TV show</p>

 Knowledge	Understanding	Skills & Procedures	ᑭᑦᑎᑦᑎᑦᑎᑦ Nehiyaw Ways of Knowing	Other Suggestions
<p>[continued...]</p> <p>Contact forces include forces that</p> <ul style="list-style-type: none"> • sliding against each other (friction) • applied by pulling on a string or rope connected to an object (tension) • caused by a compressed or stretched object or spring (elastic or spring) <p>Ways to apply a contact force to an object include</p> <ul style="list-style-type: none"> • stretching • pulling • squeezing • pushing <p>The strength of forces applied to objects can be described as</p> <ul style="list-style-type: none"> • strong • weak • large • small <p>The direction of forces applied to objects can be described as</p> <ul style="list-style-type: none"> • upward • downward • from the left • from the right • from both sides • from all directions <p>Changes to an object's movement when a force is applied include</p> <ul style="list-style-type: none"> • speeding up • slowing down • starting • stopping • changing direction 		<p>[continued...]</p> <p>Conduct investigations to demonstrate the effects of forces on the movement of objects.</p> <p>Conduct investigations to demonstrate how forces can change the shape or size of objects.</p>	<p> Spring Beaver/ Muskrat Series:</p> <ul style="list-style-type: none"> • Beaver Trapping Conibear Sets • Muskrat Trapping Conibear Sets 	<p>  Coyote Science website and TV show</p>


 Knowledge	Understanding	Skills & Procedures	ᑭᑭᑭᑭᑭ Nehiyaw Ways of Knowing	Other Suggestions
LEARNING OUTCOME 3E 1.2 Students investigate and explain how forces affect movement of objects.				
<p>The effort needed to move objects is reduced by simple machines, such as</p> <ul style="list-style-type: none"> levers wheels inclined planes <p>Many First Nations, Métis, and Inuit have designed and tested and continue to use simple machines that decrease effort, such as</p> <ul style="list-style-type: none"> an antler wedge a paddle Inuit scraping tools, such as an ulu 	<p>Simple machines can change the strength and direction of forces.</p>	<p>Explore how simple machines reduce the effort needed to move objects.</p> <p>Design a device that uses simple machines.</p> <p>Safely work with tools, materials, and equipment.</p> <p>Describe the purpose of simple machines used by local First Nations, Métis, and Inuit.</p>	<p> Introduction to Traps and Snares Series (8 videos)</p> <p>   Trapping and Snares - Beaver Series (5 videos)</p> <p> Trickster and the Ducks</p>	<p>  Coyote Science website and TV show</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 by investigating natural systems and their interactions.				
GUIDING QUESTION				
What visible changes can be identified by examining Earth’s surface?				
LEARNING OUTCOME				
3ES 1.1 Students analyze changes in Earth’s surface and explain how its layers hold stories of the past.				
<p>Changes that can occur to Earth’s surface over a long period of time include</p> <ul style="list-style-type: none"> • mountains wearing down • rivers changing course • lakes and seas drying out and refilling • glaciers moving, advancing, and receding <p>Natural events that can change Earth’s surface in a short period of time include</p> <ul style="list-style-type: none"> • volcanic eruptions • earthquakes • landslides • tsunamis • floods • melting and freezing <p>Changes to Earth’s surface can be shared through</p> <ul style="list-style-type: none"> • scientific knowledge • stories • traditional knowledge 	<p>Earth’s surface changes over time.</p> <p>Relationships with land provide intergenerational knowledge of Earth’s surface for many First Nations, Métis, and Inuit.</p>	<p>Describe how natural events change Earth’s surface.</p> <p>Discuss changes to Earth’s surface over time that are shared through stories and intergenerational knowledge of First Nations, Métis, or Inuit.</p> <p>Investigate natural events that have changed Earth’s surface in Alberta.</p>	<p> The Rolling Head (formation of landforms)</p>	
LEARNING OUTCOME				
3ES 1.2 Students analyze changes in Earth’s surface and explain how its layers hold stories of the past.				
<p>Wind, water, or ice can move or remove material as it flows.</p> <p>Glaciers are the remnants of very thick ice sheets that once covered all of Canada.</p> <p>[...continued]</p>	<p>Water and wind can shape Earth’s surface.</p>	<p>Represent how the movement of water and wind changes Earth’s surface over time.</p> <p>Represent the flow of water from glaciers to an ocean.</p> <p>Investigate glacier-fed rivers that are found locally or in Alberta.</p>	<p> Trickster and the Flood</p>	

 Knowledge	Understanding	Skills & Procedures	ᑭᑭᑭᑭ Nehiyaw Ways of Knowing	Other Suggestions
<p>[...continued]</p> <p>Melting glacier ice creates runoff that forms and maintains many of the major rivers in Alberta.</p> <p>Earth is warming up from natural and human causes, which is accelerating the melting of glaciers.</p> <p>Interactions with wind and water have shaped Earth's surface, including Alberta's badlands and the Grand Canyon in the United States.</p>				
LEARNING OUTCOME 3ES 1.3 Students analyze changes in Earth's surface and explain how its layers hold stories of the past.				
<p>Human activities that can change Earth's surface include</p> <ul style="list-style-type: none"> • living on the land • building towns and cities • getting and using resources • growing crops and farming (agriculture) • polluting • stewardship <p>Plant and animal activities can change Earth's surface, such as</p> <ul style="list-style-type: none"> • overpopulation • using resources • parasites, such as the mountain pine beetle • plants or animals burrowing 	<p>Plant, human, and other animal activities can cause changes to Earth's surface.</p>	<p>Relate human activities to changes in Earth's surface.</p> <p>Relate activities of plants and animals to changes in Earth's surface.</p> <p>Discuss the interconnectedness between human activities and responsibilities for maintaining Earth.</p> <p>Investigate how changing Earth's surface by farming and growing crops contributes to daily life in Alberta.</p>	<p> Moose, Elk, and Deer Calling Series: Hunting Protocols and Stewardship</p> <p>  Legend of Death - Northern Lights (overpopulation)</p>	<p> How Wolves Change Rivers</p>





Knowledge	Understanding	Skills & Procedures	ᑭᑦᑲᑦᑲᑦ Nehiyaw Ways of Knowing	Other Suggestions
LEARNING OUTCOME 3ES 1.4 Students analyze changes in Earth's surface and explain how its layers hold stories of the past.				
<p>Earth's surface contains layers that have been deposited over long periods of time.</p> <p>Fossilized dinosaur bones found in many locations around the world show that dinosaurs lived on Earth millions of years ago.</p> <p>Millions of years ago, Earth's surface in Alberta included lush tropical forests and an inland sea that supported dinosaur life and the preservation of dinosaur bones.</p> <p>Fossilized dinosaur bones can be collected from the surfaces of Earth or by digging up (excavating) its layers.</p> <p>Fossilized dinosaur bones have been found in several locations in Alberta, such as</p> <ul style="list-style-type: none"> • Alberta's badlands • the Grande Cache area • the Fort McMurray area <p>Dinosaur Provincial Park, located in Alberta's badlands, has been classified as a UNESCO World Heritage Site.</p> <p>Many dinosaurs lived in Alberta, such as</p> <ul style="list-style-type: none"> • Albertosaurus • Edmontosaurus • Nodosaur • Tyrannosaurus <p>Displays of fossilized dinosaur bones can be viewed in museums in Alberta, such as the</p> <ul style="list-style-type: none"> • Royal Tyrrell Museum in Drumheller • Philip J. Currie Dinosaur Museum in Grande Prairie <p>A scientist who studies fossilized dinosaur bones is called a paleontologist.</p>	<p>The history of Earth's surface can be explained by examining its layers.</p> <p>Layers of the landscape can hold fossilized dinosaur bones.</p> <p>Landscape conditions of the past influence how well dinosaur bones are preserved as fossils.</p>	<p>Examine how layers of Earth's surface hold information about the past.</p> <p>Explain how paleontologists know that dinosaurs lived on Earth millions of years ago.</p> <p>Investigate fossilized dinosaur bones that have been found in Alberta and the dinosaurs they belong to.</p> <p>Identify and discuss where fossilized dinosaur bones have been found or are on display in Alberta.</p>	<p> Legend of Bear and Grass</p>	







Knowledge	Understanding	Skills & Procedures	ᑭᓴᓴᑦ Nehiyaw Ways of Knowing	Other Suggestions
LEARNING OUTCOME				
3ES 1.5 Students analyze changes in Earth's surface and explain how its layers hold stories of the past.				
<p>Soil includes</p> <ul style="list-style-type: none"> • living plants and animals • decaying plants and animals • rock particles • air • water <p>Soil provides a habitat for many animals.</p> <p>Habitats are environments where plants or animals establish a home.</p> <p>Soil can change due to the influence of plants and animals, such as</p> <ul style="list-style-type: none"> • plants and crops growing • worms tunneling and eating matter 	<p>Soil is a continually changing upper layer of Earth's surface.</p>	<p>Examine soil and its components in the local community.</p> <p>Identify local habitats provided by soil.</p> <p>Describe how soil is changed by plants and animals.</p>		
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 interact?				
LEARNING OUTCOME				
3LS 1.1 Students analyze and describe how plants and animals interact with each other and within environments.				
<p>A food chain shows the order in which plants and animals depend on each other for food.</p> <p>A food chain can be represented in many ways, such as</p> <ul style="list-style-type: none"> • illustrations • diagrams • stories • words <p>A food chain represents one possible way that plants and animals interact.</p> <p>Plants and animals are part of many different food chains.</p>	<p>Plants and animals interact with each other in various environments in ways that can be represented with food chains.</p>	<p>Represent various food chains in local and other Canadian environments.</p>	<p>  7 Year Cycle</p>	<p> "Lessons from Mother Earth" by Elaine McLeod, 2010.</p>





Knowledge	Understanding	Skills & Procedures	ᑭᐱᐱᑦ Nehiyaw Ways of Knowing	Other Suggestions
LEARNING OUTCOME				
3LS 1.2 Students analyze and describe how plants and animals interact with each other and within environments.				
Carnivores eat only animals. Herbivores eat only plants. Omnivores eat animals and plants.	Animals can be classified as carnivores, herbivores, or omnivores based on what they eat.	Classify animals in a food chain as carnivores, herbivores, or omnivores.		
LEARNING OUTCOME				
3LS 1.3 Students analyze and describe how plants and animals interact with each other and within environments.				
Plants and animals use their senses to respond to sensory stimuli, including <ul style="list-style-type: none"> • water • food • temperature • light Animals can use senses to detect the presence of food, predators, or other plants and animals.	Plants and animals sense and respond to stimuli in order to survive.	Investigate and discuss how plants and animals respond to stimuli in their environments in order to survive.	 Moose, Elk, and Deer Calling Series: <ul style="list-style-type: none"> • Moose Introduction – Habitat/ Mating/ Identification  Common Seasonal Activities – Seasonal Round	Cree names of the months correspond to animal movements and senses. For example, May is “opiniyawi-pisim” which means egg laying month. See KTCEA Elders Speak APP. Stimuli affecting animal behaviours, such as a beaver moves after eating poplar trees; beaver young being sent out of the den after they learn what they need; how babies cause animals to move differently.



Knowledge	Understanding	Skills & Procedures	ᑭᑦᑲᑦᑲᑦ Nehiyaw Ways of Knowing	Other Suggestions
LEARNING OUTCOME				
3LS 1.4 Students analyze and describe how plants and animals interact with each other and within environments.				
<p>Plants and animals in local environments can be protected by actions such as</p> <ul style="list-style-type: none"> respectfully interacting with nature minimizing disturbance to plants and animals being aware of animal crossings following fishing and hunting regulations counting and tracking populations <p>Plants and animals may depend on each other and their environments for survival, such as for food and habitat.</p> <p>First Nations, Métis, and Inuit knowledge of plants and animals within environments includes</p> <ul style="list-style-type: none"> animal behaviour sources of food migration patterns seasonal patterns 	<p>Awareness and consideration of the interactions of plants and animals in local environments helps humans protect them.</p>	<p>Reflect on and share actions that can be taken to protect plants and animals in local environments.</p> <p>Demonstrate respectful and safe practices during observations of plants and animals in local environments.</p> <p>Explain interconnections in environments, including how plants depend on animals and how animals depend on plants to survive.</p> <p>Discuss First Nations, Métis, and Inuit connection with environments and their knowledge of and relationships with plants and animals.</p>	<p> Plants and Trees – Animate/Inanimate (animate)</p> <p> Common Seasonal Activities – Seasonal Round</p> <p> Legend of Bear and Grass</p>	<p>Learn how seasons, weather, and animal migration patterns affect tracking and trapping.</p> <p> Project WILD K-12 Curriculum and Activity Guide: Thicket Game. (adaptations for survival)</p> <p>Explore how animals such as birds and bears disperse berry seeds across the land creating new growth.</p>



Knowledge	Understanding	Skills & Procedures	ᑭᐱᐱᑦ Nehiyaw Ways of Knowing	Other Suggestions
<p align="center">ORGANIZING IDEA</p> <p align="center">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.</p>				
<p align="center">GUIDING QUESTION</p> <p align="center">How can investigation help to deepen understanding in science?</p>				
<p align="center">LEARNING OUTCOME</p> <p align="center">3SM 1.1 Students relate investigation to building knowledge.</p>				
<p>Techniques that can be used to improve the accuracy of data include choosing appropriate tools, carefully measuring, and demonstrating objectivity.</p> <p>Accuracy of data refers to the correctness of a recorded observation.</p> <p>Objectivity is an attempt to remove the influence of personal thoughts, feelings, and expectations.</p> <p>Data can come from many sources, such as</p> <ul style="list-style-type: none"> • investigations • texts • websites • Elders or Knowledge Keepers • community members • personal observations <p>Data can be considered accurate when it comes from a trustworthy source, such as</p> <ul style="list-style-type: none"> • textbooks • scientific articles (peer-reviewed journals) • official government websites • Elders or Knowledge Keepers <p>[continued...]</p>	<p>Investigations build on previous knowledge by supporting or contradicting existing knowledge.</p>	<p>Reflect on how conducting an investigation contributes to building knowledge.</p> <p>Collect data using techniques to improve the accuracy of data.</p> <p>Analyze data collected during investigations.</p> <p>Compare the trustworthiness of sources of data.</p> <p>Develop new questions for further investigations.</p>		<p align="center">  “The Whiskey Jack’s Coat” as told by Ken Ealey, Walking Together digital resource. </p>

 Knowledge	Understanding	Skills & Procedures	ᑭᐱᐱᑦ Nehiyaw Ways of Knowing	Other Suggestions
<p>[continued...]</p> <p>Data can be analyzed by</p> <ul style="list-style-type: none"> • making connections to previous knowledge • comparing for accuracy • asking questions • noticing changes • discussing • collaborating <p>Analysis of data can spark new questions for investigation.</p>				