KINDERGARTEN

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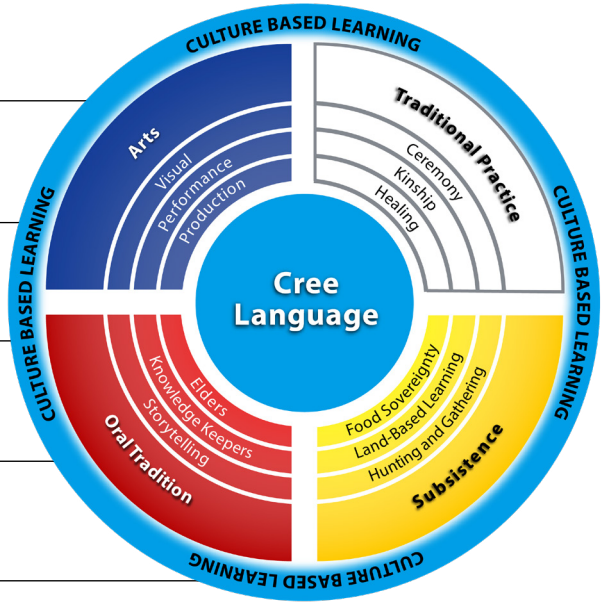

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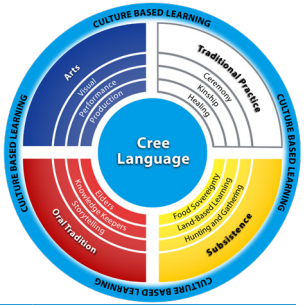
English Language Arts & Literature



Knowledge	Understanding	Skills & Procedures	ᓀᐦᐃᔭᐍᐏᐣ Nehiyaw Ways of Knowing	Other Suggestions
ORGANIZING IDEA **Text Forms and Structures (T): Identifying and applying text forms and structures improves understanding of content, literary style, and our rich language traditions.**				
GUIDING QUESTION **How can ideas and information be organized?**				
LEARNING OUTCOME **KT 1 Children explore how messages can be organized.**				
Messages can be shared for different reasons (purposes), including to learn and have fun. **Messages can be imaginary (fiction) or real (non-fiction).** **Messages can be shared digitally or non-digitally in a variety of forms, including** • **stories** • **pictures** • **plays** • **land** Messages, both real and imaginary, can follow a sequence (structure), including • beginning • middle • ending [continued]	**KT 1.1** Ideas and information can be organized in ways that support understanding messages.	Explore messages shared for different reasons. Engage with messages for enjoyment. Discuss the differences between messages that are imaginary (fiction) or real (non-fiction). Explore messages shared in a variety of forms. Discuss the beginning, middle, and ending in a message. Identify the front and back of a book. Identify where reading begins and where to go after (return sweep). [continued]	The Legend of Weasel Tipi Teachings Series: Legend of the Tipi Trickster and the Tipi (Video told in Cree) Legend of Tipi **Note that these videos all share the same story.**	

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LEARNING OUTCOME **KT 1 Children explore how messages can be organized.**				
[continued] **Books and other forms of print are organized in specific ways (concepts of print):** • **A book has a front and a back cover.** • **Words are made up of letters.** • **Print is read from left to right and top to bottom.** • **One print word represents one spoken word when read aloud.** • **Every word has a first and last letter.** • **Every sentence has a first and last word.**	**KT 1.1** Ideas and information can be organized in ways that support understanding messages.	[continued] Identify the first and last letter in a word. Identify the first and last word on a page or in a message. Identify corresponding written words as they are read aloud.	**Tipi Teachings Series: Introduce the words tipi and mihkwap.**	
LEARNING OUTCOME **KT 1 Children explore how messages can be organized.**				
Features that clarify messages can be digital or non-digital, including pictures and print size.	**KT 1.2** Messages can be clarified when they include features.	Investigate a variety of features that help clarify messages.		
LEARNING OUTCOME **KT 1 Children explore how messages can be organized.**				
Imaginary (fictional) stories include fairy tales and realistic stories. **A fairy tale is a story based on imaginary people, animals, and places.** **Realistic stories include people and places that seem real but were imagined.** **Stories include characters, setting, and events (story elements).** **A character can be any person, object, or animal that is part of a story.** **Setting refers to the time and place of a story.** **An event is something that happens in a story.**	**KT 1.3** Stories and ideas that are imaginary (fictional) can encourage creativity.	Investigate story elements within a variety of imaginary stories. Create imaginative representations or dramatizations of stories that include story elements.	**Trickster Stories**	**Simon Fraser University: Small Number and the Dog the Rabbit and the Sack of Carrots (Wet'suwet'en, English and Francais)**

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LEARNING OUTCOME **KT 1 Children explore how messages can be organized.**				
Real information or ideas (non-fiction) can come in many forms, including • factual books or stories • people • pictures	**KT 1.4** Some messages share ideas and information about things that are real (non-fiction).	Represent information and ideas from a variety of real messages.		
LEARNING OUTCOME **KT 1 Children explore how messages can be organized.**				
Poems can describe ideas and feelings in serious or playful ways.	**KT 1.5** Poetry helps us explore ideas and feelings.	Explore a variety of ideas and feelings represented through poetry and song. Identify rhymes in poems.		
ORGANIZING IDEA **Oral Language (O): Listening and speaking form the foundation for literacy development and improve communication, collaboration, and respectful mutual understanding.**				
GUIDING QUESTION **In what ways can listening and speaking communicate feelings, ideas, and information?**				
LEARNING OUTCOME **KO 1 Children explore listening and speaking skills through a variety of literacy experiences.**				
Individuals or groups of people can have unique stories that can be shared through listening and speaking (oral traditions).	**KO 1.1** Oral traditions can provide lessons and entertainment and develop imagination.	Practise listening and speaking skills through sharing oral stories. Explore digital or non-digital stories, poems, or songs from First Nations, Métis, and Inuit communities.	**Tipi Teachings Series: Legend of the Tipi** **Trickster and the Tipi (Video told in Cree)** **Legend of Tipi** **Note that these videos all share the same story.**	**Rupertsland Institute: Métis Read-Alouds – videos for little ones**

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LEARNING OUTCOME **KO 1 Children explore listening and speaking skills through a variety of literacy experiences.**				
Listening and speaking skills can be developed through • **discussions** • **sharing (presentations)** • **stories** • **songs** • **poems** **The appropriate volume for speaking can change based on the situation.**	**KO 1.2** Ideas, information, and feelings can be shared through listening and speaking.	Share personal experiences and stories through listening and speaking with others. Participate in group discussions. Share stories, songs, or poems individually or as part of a group.	**Tipi Teachings Series: Legend of the Tipi** **Trickster and the Tipi (Video told in Cree)** **Legend of Tipi** **Note that these videos all share the same story.**	
LEARNING OUTCOME **KO 1 Children explore listening and speaking skills through a variety of literacy experiences.**				
Listening is an active process that involves • **focusing on the speaker** • **taking turns** • **using appropriate body postures and gestures**	**KO 1.3** Listening is an active process that can support learning, collaborating, and having fun.	Demonstrate a variety of listening behaviours. Listen to and follow simple one- or two-step instructions.	**Sharing and Talking Circles**	**Conduct a sharing circle activity.**
LEARNING OUTCOME **KO 1 Children explore listening and speaking skills through a variety of literacy experiences.**				
Messages can be shared through sounds and words (verbally). **Messages can be shared without sounds or words (non-verbally) through body language, such as** • **movements** • **facial expressions**	**KO 1.4** Language can be expressed verbally or non-verbally.	Express an idea or share information through the use of body language or voice. Share a short poem, story, or song from memory using verbal and non-verbal language.		

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ORGANIZING IDEA **Vocabulary (V): Communication and comprehension are improved by understanding word meaning and structures.**				
GUIDING QUESTION **How can word knowledge contribute to building vocabulary?**				
LEARNING OUTCOME **KV 1 Children develop vocabulary through a variety of literacy experiences.**				
Vocabulary can be developed through literacy experiences, such as • read alouds • songs • poems • rhymes • pictures • conversations • land	**KV 1.1** Literacy experiences can provide opportunities to learn new words.	Explore and play with new words. Identify the meaning of new words. Develop new vocabulary through a variety of literacy experiences. Transfer new vocabulary to different situations.		
ORGANIZING IDEA **Phonological Awareness (PA): Foundational literacy is supported by the ability to identify and manipulate sounds in oral language.**				
GUIDING QUESTION **How are sound and oral language connected?**				
LEARNING OUTCOME **KPA 1 Children experiment with sounds in words.**				
Sounds can be identified at the beginning, middle, or ending of words.	**KPA 1.1** Words are made up of sounds (phonemes).	Identify sounds at the beginning of spoken words. Identify sounds in the middle of spoken words. Identify sounds at the ending of spoken words.	**Stories and Legends Series: Use these stories and legends to examine both English and Cree words for this and following PA outcomes. For example, Cree words can be broken down into syllabic sounds.**	**Online Cree Dictionary: Syllabics Chart (Available in Maskwacis Plains Cree; Saskatchewan Plains Cree; Woods Cree)**

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LEARNING OUTCOME **KPA 1 Children experiment with sounds in words.**				
Songs and poems can contain rhyming words.	**KPA 1.2** Words that rhyme have the same sound at the end.	**Explore rhyme in a variety of language-learning contexts.** **Identify one-syllable rhyming words.**		
LEARNING OUTCOME **KPA 1 Children experiment with sounds in words.**				
Sounds can be identified at the beginning of words. Sounds can be identified at the ending of words.	**KPA 1.3** Words have initial and final sounds (phonemes).	Identify sounds at the beginning and ending of spoken words. Sort words based on their initial sounds. Sort words based on their final sounds.		
LEARNING OUTCOME **KPA 1 Children experiment with sounds in words.**				
Sentences can be separated into words. Words can be separated into parts, (e.g., syllables, onsets, rimes, phonemes, or the two individual words that compose a compound word).	**KPA 1.4** Spoken language is made up of words and sentences that can be separated into parts (segmentation).	Count the number of words in a spoken sentence of three to four words. Separate compound words into two individual words. Identify the number of syllables in one- to three-syllable words. Separate words into onsets and rimes.		

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LEARNING OUTCOME **KPA 1 Children experiment with sounds in words.**				
Two separate words can be blended to form a new word (compound word). **Two or more syllables can be blended to form a new word.** **Sounds (phonemes) can be blended to form words.**	**KPA 1.5** Sounds can be blended to form spoken words.	Blend two words to form compound words. Blend syllables to form words. Blend onsets and rimes to form words. Blend sounds to form words.		
LEARNING OUTCOME **KPA 1 Children experiment with sounds in words.**				
One of the words in a compound word can be removed. Syllables in words can be removed. Sounds in words (phonemes) can be removed.	**KPA 1.6** Parts of words can be removed (deletion).	Delete one word from compound words. Delete one syllable from multisyllabic words. Delete onsets or rimes in words.		
ORGANIZING IDEA **Phonics (P): Foundational literacy is supported by understanding relationships between sounds in oral language and the letters that represent them.**				
GUIDING QUESTION **How do letters and sounds work together to make words?**				
LEARNING OUTCOME **KP 1 Children make connections between letters and sounds in words.**				
The English alphabet consists of a set of 26 letters. **Letters have distinguishable characteristics, including** • **height** • **shape** • **straight lines** • **curved lines** **Letters can be upper case or lower case.**	**KP 1.1** Letters come in many shapes and sizes.	Identify letters by characteristics. Recognize most upper case and lower case letters by name.		

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LEARNING OUTCOME **KP 1 Children make connections between letters and sounds in words.**				
Letters represent sounds in words. **There is a relationship between written letters (graphemes) and the sounds they represent (phonemes).**	**KP 1.2** Knowing the relationship between letters and sounds (phonics) supports reading print messages.	Make connections between letters and sounds in words. Recognize the first, middle, or ending letter or sound in words.		
ORGANIZING IDEA **Fluency (F): Comprehension and literary appreciation are improved by the ability to read a range of texts accurately, automatically, and with expression.**				
GUIDING QUESTION **How does letter and word recognition support the development of fluency?**				
LEARNING OUTCOME **KF 1 Children recognize some letters and words with speed and accuracy.**				
Some letters can be recognized quickly and accurately. Some words can be recognized quickly and accurately.	**KF 1.1** Some words, signs, and symbols are very common and can be recognized automatically.	**Recognize some letters of the alphabet with speed and accuracy.** **Recognize 5–10 high-frequency words.** **Recognize own name.** **Recognize some environmental print automatically.**		
LEARNING OUTCOME **KF 1 Children recognize some letters and words with speed and accuracy.**				
Phrased reading reflects end punctuation, including pausing at periods and raising one's voice at the end of questions.	**KF 1.2** Fluent and phrased reading sounds like spoken language.	Notice end punctuation and reflect it in voice.		

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ORGANIZING IDEA **Comprehension (CP): Text comprehension is supported by applying varied strategies and processes and by considering both particular contexts and universal themes.**				
GUIDING QUESTION **How are messages understood?**				
LEARNING OUTCOME **KCP 1 Children demonstrate understandings of messages communicated in texts.**				
New words and ideas can be learned by listening to texts. The language in texts that is listened to can contain more complex words and ideas than everyday language.	**KCP 1.1** Understanding messages in texts can be enhanced by listening to texts read aloud.	Listen to a variety of texts that are read aloud. Engage in discussions about texts that have been listened to.		
LEARNING OUTCOME **KCP 1 Children demonstrate understandings of messages communicated in texts.**				
Predictable texts often repeat words and phrases through patterns that can be recognized. **Understandings of messages within texts can be shared in a variety of ways, including** • **discussions** • **pictures with a few letters or words**	**KCP 1.2** Predictable texts and decodable texts support a reader's understanding.	Engage with simple, predictable, texts and decodable texts. Share understandings of messages.	**Stories and Legends Series: Select from the three types: Creation Stories; Star Stories; Trickster Stories**	
LEARNING OUTCOME **KCP 1 Children demonstrate understandings of messages communicated in texts.**				
Details include specific information that help the reader to understand texts. **Sequencing involves putting events in a correct or an appropriate order.**	**KCP 1.3** Understanding texts involves describing ideas, information, and details.	Discuss ideas and details from texts. Sequence events from a text. Retell the beginning, middle, or ending of a text. Retell or dramatize a story, including characters and events. **Interpret illustrations.**	**Tipi Teachings Series: Legend of the Tipi** **Trickster and the Tipi (Video told in Cree)** **Legend of Tipi** **Note that these videos all share the same story.**	**Construct a small tipi to demonstrate sequencing and order.**

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LEARNING OUTCOME **KCP 1 Children demonstrate understandings of messages communicated in texts.**				
Connections can be made to ideas and information in texts, including to • **experiences** • **feelings**	**KCP 1.4** Understanding messages in texts involves making connections.	Share connections between a text and personal feelings or experiences.		**Focus on the word "tipi." Who has seen a tipi? Where have you seen a tipi?**
LEARNING OUTCOME **KCP 1 Children demonstrate understandings of messages communicated in texts.**				
Questions that help understand messages in texts include • Who? • What? • Where? • When? • Why?	**KCP 1.5** Understanding messages in texts involves asking and answering questions.	Ask questions to clarify ideas or information in texts. Answer questions about ideas or information in texts.	**Powwow and Dance Series (11 videos)**	
LEARNING OUTCOME **KCP 1 Children demonstrate understandings of messages communicated in texts.**				
Predicting includes imagining what might happen based on information (critical thinking), including • title • pictures • details within the text • background knowledge Predictions can be made prior to or during reading, viewing, or listening to texts.	**KCP 1.6** Understanding messages involves making predictions.	**Make predictions based on information provided in texts.** **Compare actual outcomes to predictions made.**		

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ORGANIZING IDEA **Writing (W): Ideas and information can be articulated accurately and imaginatively through the use of writing processes and an understanding of the author's craft.**				
GUIDING QUESTION **How can messages be recorded?**				
LEARNING OUTCOME **KW 1 Children experiment with written expression of ideas and information.**				
Ideas for personal expression can be inspired by experiences with people, places, and things. **Creative thinking includes using imagination, ideas, or materials to create or to make changes to a creation.** Messages have creators.	**KW 1.1** Ideas and information can be expressed creatively to learn and have fun.	Express ideas and information in a variety of creative ways. Apply creative thinking to create or make changes to a representation of a message. Identify the creator or creators of a variety of messages. Include first name on messages created.	Stories and Legends Series: **Select from the three types:** Creation Stories; Star Stories; Trickster Stories	
LEARNING OUTCOME **KW 1 Children experiment with written expression of ideas and information.**				
Factual information can be gathered from a variety of people, places, or things (sources). Information can be shared through messages that include pictures, letters, or words.	**KW 1.2** Information can be shared about people, places, or things that are real (factual).	Ask questions about real people, places, or things to learn more about them. Gather factual information from a variety of people, places, or things. **Share factual information.**		
LEARNING OUTCOME **KW 1 Children experiment with written expression of ideas and information.**				
Messages can be shared in digital or non-digital ways, including • **pictures** • **symbols** • **letters** • **words** • **scribbles**	**KW 1.3** Messages can be created using a variety of digital or non-digital methods or tools.	Create a variety of digital or non-digital messages.	Moose Protocol and Legend **(Included in** Moose Harvest **Series)**	

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ORGANIZING IDEA **Conventions (CV): Understanding grammar, spelling, and punctuation makes it easier to communicate clearly, to organize thinking, and to use language for desired effects.**				
GUIDING QUESTION **How do conventions support literacy development?**				
LEARNING OUTCOME **KCV 1 Children develop appropriate grammar in oral language and experiment with spelling and punctuation in written messages.**				
Names begin with a capital letter. Sentences begin with a capital letter. Sentences often end with periods.	**KCV 1.1** Written messages can be communicated in predictable ways.	Identify capital letters in names. Identify capital letters at the beginning of sentences. Identify periods at the end of sentences.		
LEARNING OUTCOME **KCV 1 Children develop appropriate grammar in oral language and experiment with spelling and punctuation in written messages.**				
A sentence is a group of words that shares a complete thought or idea. Sentence types include telling (declarative) or asking (interrogative).	**KCV 1.2** Language is organized to support understanding and sharing of ideas (grammar).	Recognize sentences in oral language that include a complete thought or idea. Differentiate between telling and asking sentences.		
LEARNING OUTCOME **KCV 1 Children develop appropriate grammar in oral language and experiment with spelling and punctuation in written messages.**				
The spelling of words can be remembered. Some words occur often in spoken and written language (high-frequency words). Some words do not have a one-letter-to-one-sound relationship (e.g., the).	**KCV 1.3** Some words are very common and can be spelled automatically.	**Spell 5–10 high-frequency words.**		
LEARNING OUTCOME **KCV 1 Children develop appropriate grammar in oral language and experiment with spelling and punctuation in written messages.**				
Saying words slowly can help to hear individual sounds in words.	**KCV 1.4** Spelling includes writing the sounds heard in words.	Attempt to spell unknown words using letter-sound relationships. Copy environmental print to become familiar with how words are spelled.		

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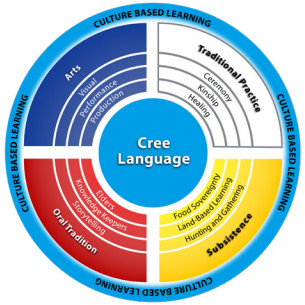
Social Studies



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PREAMBLE: Teachers can increase their own understandings of Indigenous ways of knowing and being and history in relation to social studies curricular outcomes through the following recommended courses: • Indigenous Administration Courses: Continuing Education: **Northern Lakes College** • University of Alberta: **Indigenous Canada**				
ORGANIZING IDEA **Time and Place: Exploring the dynamic relationships between people, place, and time supports understanding of perspectives and events to make meaning of the world.**				
GUIDING QUESTION **What are places within a community?**				
LEARNING OUTCOME **KTP 1 Children examine places in communities.**				
A variety of places can be part of a community, for example, • playgrounds • natural areas • schools • fire stations • police stations • town or city halls Places in a community can be recognized by distinctive features and symbols.	**KTP 1.1** Places in communities have distinct symbols.	Recognize familiar places in the local community. Share places that have personal, family, or group meaning.	**Place Names** **Rolling Head (Younger Version)** **Tipi Teachings Series: Explore Treaty Days (e.g., how tipis are put up; treaty signing areas and why people go there).**	**Invite Elders and Knowledge holders to share pictures.** **Rupertsland Institute: Visiting with the Land video series** **Stories from the Land: Indigenous Place Names in Canada**

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GUIDING QUESTION **How can sharing cultures and histories build connections between people?**				
LEARNING OUTCOME **KTP 2 Children explore expressions of traditions, cultures, and histories.**				
Traditions are beliefs and behaviours that are passed down through generations; for example, • celebrations • ceremonies • holidays • foods • music • activities • stories Culture can be expressed through traditions and languages. Histories are records of events that happened in the past. Events that happened in the past can be described according to sequence in time; for example, • recently • long ago • daily • yearly	**KTP 2.1** Sharing traditions, cultures, and histories can build understanding of self and others.	Describe traditions, cultures, and histories of diverse groups in the local community. Share traditions, cultures, languages, and histories of personal or family significance. Share experiences with reference to time.	**Tipi Teachings Series: Explore a question such as, Why don't people still live in tipis?** **Powwow and Dance Series (11 videos)** **Stories and Legends Series: Select from and use these stories and legends to explore traditions and languages.**	**Consult the resources in the Instructional Supports webpage on the Indigenous Culture Based Learning website.** **Orange Shirt Day/ Residential Schools: Orange Shirt Day and Beyond from Empowering the Spirit** **Orange Shirt Day Society: For Teachers** **Rupertsland Institute: National Day for Truth and Reconciliation** **The Number Song**

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ORGANIZING IDEA **Systems (S): Evaluating processes and structures of organizations builds understanding of decision making in the world.**				
GUIDING QUESTION **How are needs and wants different?**				
LEARNING OUTCOME **KS 1 Children explore needs and wants.**				
People have basic physical and social needs. Physical needs, including food, water, and shelter, are necessary for survival. Social needs, including safety and belonging, relate to comfort and well-being. Due to individual differences, people can have unique needs, for example, they may need eyeglasses, medicine, or service animals. Wants are unnecessary for survival. People can have wants based on personal interests, preferences, and experiences. People make decisions about ways to satisfy needs and wants.	**KS 1.1** People can have needs and wants.	Differentiate between needs and wants. Explain ways to meet personal needs and wants. Provide reasons for personal wants.	**Tipi Teachings Series: Explore a question such as, Why did people live in tipis? Use the teachings to focus on how the tipi is like our body (e.g., if we don't have a covering, we'll get cold, etc.); safety felt in the tipi as opposed to sleeping on the ground in the dark.** **Moose, Elk, and Deer Calling Series (6 videos)** **Moose Protocol and Legend (Trickster's Brother and the Bull Moose)**	

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GUIDING QUESTION **In what ways might leaders be important to communities?**				
LEARNING OUTCOME **KS 2 Children investigate the role of leaders in communities.**				
Leaders guide group members and help communities achieve goals. Leaders contribute skills, knowledge, and experience to communities. There are many leadership roles in communities such as schools and families, for example, • teachers • principals • parents • Elders • coaches Leaders can contribute to the well-being of a community by acting with fairness.	**KS 2.1** Leaders guide communities.	Identify leaders in the local community. Recognize ways leaders guide communities. Brainstorm ways leaders can act with fairness.	**Tipi Teachings Series: The first 3 poles are the leadership/guiding foundations; without them, the others won't be able to stand by themselves.** **Stewardship and Community – Sharing**	**Elders' Memories:** ***Long ago, we didn't have chiefs. Women made the decisions and oversaw the headmen.***

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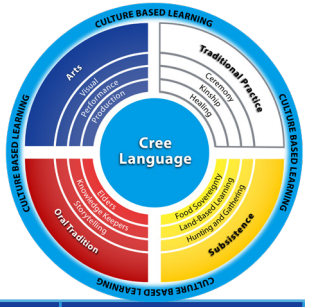
ORGANIZING IDEA **Citizenship (C): Understanding local, national, and global issues empowers individual and collective action toward an inclusive society.**				
GUIDING QUESTION **How can people work together in groups?**				
LEARNING OUTCOME **KC 1 Children relate cooperation and collaboration to achieving common goals.**				
People in groups cooperate and collaborate in many ways; for example, • helping others • interacting fairly and respectfully • participating in activities • considering the needs of others • sharing ideas and stories • solving problems People in groups can set rules and expectations about how members work together. People in groups take responsibility to achieve common goals (civic responsibility and citizenship).	**KC 1.1** People can work more effectively in groups when members cooperate.	Identify groups of personal significance. Evaluate the benefits of cooperation and collaboration. Demonstrate a willingness to cooperate with others. Demonstrate ways that people can cooperate. Determine rules and expectations for group work.	**Tipi Teachings Series: Learn about the groupings of the poles and the stages of life.** **Elders' Voices: Husbands and Wives** **Kinship and Community**	**Elders' Memories:** ***In the past we did everything together such as gathering to help each other with things like fixing cabins and putting up hay together at each others' homes. Much was done as a family such as group family hunts, rodeos, dog races, berry picking and dry meat making.***

Math



Knowledge	Understanding	Skills & Procedures	ᓀᐦᐃᔭᐤ Nehiyaw Ways of Knowing	Other Suggestions
ORGANIZING IDEA **Number (N): Quantity is measured with numbers that enable counting, labelling, comparing, and operating.**				
GUIDING QUESTION **How can quantity contribute meaning to daily life?**				
LEARNING OUTCOME **KN 1 Children investigate quantity to 10.**				
Quantity can be represented using • **objects** • **pictures** • **words** • **numerals**	**KN 1.1** Quantity can be the number of objects in a set.	Recognize a number of familiar objects as a quantity. Represent a quantity in different ways. Relate a numeral to a specific quantity.	**Tipi Teachings Series and 13 Moons Teachings: Make connections between the 13 poles and the 13 moons.**	**The Number Song**
LEARNING OUTCOME **KN 1.2 Children investigate quantity to 10.**				
Quantity can be determined by counting.	**KN 1.2a** A quantity is always counted using the same sequence of words (counting principle: stable order). **KN 1.2b** A quantity remains the same no matter the order in which the objects are counted (counting principle: order irrelevance). **KN 1.2c A quantity can be determined by counting each object in a set once and only once (counting principle: one-to-one correspondence).** [continued]	Count within 10, forward and backward, starting at any number, according to the counting principles.	**Distance – Concept of Zero** **Legend of Night and Day**	

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Knowledge	Understanding	Skills & Procedures	ᓂᐦᐃᔭᐤ Nehiyaw Ways of Knowing	Other Suggestions
LEARNING OUTCOME KN 1 Children investigate quantity to 10.				
	[continued] **KN 1.2d** The last number used to count represents the quantity (counting principle: cardinality). **KN 1.2e** Any quantity of like or unlike objects can be counted as a set (counting principle: abstraction).			
LEARNING OUTCOME KN 1 Children investigate quantity to 10.				
A small quantity can be recognized at a glance (subitized).	**KN 1.3** Quantity can be determined without counting.	Subitize quantities to 5.		
LEARNING OUTCOME KN 1 Children investigate quantity to 10.				
Comparisons of quantity can be described by using words such as • **more** • **less** • **same** • **enough** • **not enough**	**KN 1.4** A quantity can be described relative to another quantity. **KN 1.4** A quantity can be described in relation to a purpose or need.	Compare the size of two sets using one-to-one correspondence. Describe quantities relative to each other using comparative language. Describe a quantity in relation to a purpose or need using comparative language. Solve problems in familiar situations by counting.	**Why Moose Looks the Way He Does (Told in Cree)** **How Moose Came to Be: Examine antler size.**	
GUIDING QUESTION In what ways can quantity be composed?				
LEARNING OUTCOME KN 2 Children interpret compositions of quantities within 10.				
Quantity can be arranged in various ways.	**KN 2.1** A quantity remains the same no matter how the objects are grouped or arranged (counting principle: conservation).	**Identify a quantity in various groups or arrangements.** Compose quantities within 10. Recognize various ways to make 5 and 10.	**Mixing and Measuring Common Medicines (2 videos)**	

Knowledge	Understanding	Skills & Procedures	ᓀᐦᐃᔭᐤ Nehiyaw Ways of Knowing	Other Suggestions
ORGANIZING IDEA **Geometry (G): Shapes are defined and related by geometric attributes.**				
GUIDING QUESTION **How can shape bring meaning to the space in an environment?**				
LEARNING OUTCOME **KG 1 Children investigate shape.**				
A shape can be represented using objects, pictures, or words. Familiar two- and three-dimensional shapes can be found in nature, such as • circles • triangles • cubes • cylinders First Nations, Métis, and Inuit relate specific shapes to those found in nature.	**KG 1.1** Shape is structured two-dimensional or three-dimensional space.	Relate shapes in nature to various two-dimensional and three-dimensional shapes. Identify familiar two- and three-dimensional shapes. Investigate three-dimensional shapes by rolling, stacking, or sliding. Describe a shape using words such as flat, curved, straight, or round.	Tipi Teachings Series: PDF Resource Beading Series: Loom	

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ORGANIZING IDEA **Measurement (M): Attributes such as length, area, volume, and angle are quantified by measurement.**				
GUIDING QUESTION **In what ways can size be distinguished?**				
LEARNING OUTCOME **KM 1 Children explore size through direct comparison.**				
Size can be interpreted in many ways (according to measurable attributes), such as: • the length of an object • how much flat space an object covers (area) • how much a container holds (capacity) • the heaviness of an object (weight)	**KM 1.1** Size describes the amount of one measurable attribute of an object or a space.	Identify measurable attributes of familiar objects to which size may refer		
LEARNING OUTCOME **KM 1 Children explore size through direct comparison.**				
Comparisons of size can be described by using words such as • **longer** • **shorter** • **heavier** • **lighter** • **too big** • **too small**	**KM 1.2** Size may refer to only one measurable attribute at a time. **KM 1.2** The size of two objects can be compared directly. **KM 1.2** The size of an object can be described in relation to a purpose or need.	Compare the length, area, weight, or capacity of two objects directly. **Describe the size of an object in relation to another object, using comparative language.** Describe the size of an object in relation to a purpose or need, using comparative language.	**Tipi Teachings Series: Compare length of poles, number of poles, materials to use when making a tipi, warmth in winter, etc.** **Common Tree Names: Northern Boreal Series (9 videos): Make comparisons.**	

Knowledge	Understanding	Skills & Procedures	ᓂᐦᐃᔭᐤ Nehiyaw Ways of Knowing	Other Suggestions
ORGANIZING IDEA **Patterns (P): Awareness of patterns supports problem solving in various situations.**				
GUIDING QUESTION **How can patterns be recognized?**				
LEARNING OUTCOME **KP 1 Children identify and create repeating patterns.**				
Patterns exist everywhere. A pattern can involve elements such as • sounds • objects • pictures • symbols • actions Repeating patterns have one or more elements that repeat.	**KP 1.1** A pattern is characterized by how the elements change or remain constant	**Recognize repeating patterns encountered in daily routines and play, including songs or dances.** Recognize change or constancy between elements in a repeating pattern. Predict the next elements in a repeating pattern. **Create a repeating pattern with up to three repeating elements.**	Beading Series: Loom	
ORGANIZING IDEA **Time (T): Duration is described and quantified by time.**				
GUIDING QUESTION **In what ways can time be described?**				
LEARNING OUTCOME **KT 1 Children interpret time as a sequence of events.**				
Sequence in time can be described in words, such as • **first** • **next** • **today** Ordinal numbers can indicate order in time.	**KT 1.1** Time can be perceived as a sequence.	Sequence events, limited to two events, according to time using words or ordinal numbers. Describe daily events as occurring yesterday, today, or tomorrow.	Legend of Night and Day Tipi Teachings Series **and** 13 Moons Teachings**: Examine sequencing of poles and how they're named; how the moons are named with seasons.**	

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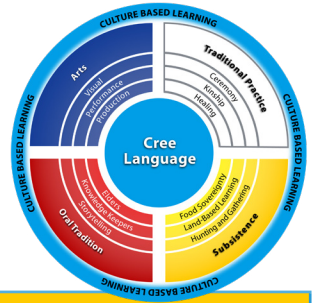
Science



Knowledge	Understanding	Skills & Procedures	ᓀᐦᐃᔭᐍᐏᐣ Nehiyaw Ways of Knowing	Other Suggestions
ORGANIZING IDEA **Matter(M) : Understandings of the physical world are deepened through investigating matter and energy.**				
GUIDING QUESTION **How can properties of an object be distinguished from one another?**				
LEARNING OUTCOME **KM 1 Children examine properties of objects.**				
An object is anything that can be perceived using one or more of the five senses. **The five senses are** • **sight** • **touch** • **hearing** • **smell** • **taste** **Properties are distinctive characteristics.** **Properties of objects that can be perceived using one or more of the five senses include** • **colour; e.g., blue, yellow** • **size; e.g., long, short** • **shape; e.g., round, square** • **texture; e.g., rough, smooth** • **temperature; e.g., hot, cold** • **sound; e.g., loud, quiet** • **scent; e.g., fresh, rotten** • **taste; e.g., sweet, sour**	**KM 1.1 Objects have identifiable properties.** **KM 1.1 Objects may be similar in one or more properties and different in another property.**	Explore properties of various objects using one or more of the five senses. **Describe properties of various objects.** Sort various objects according to properties. Compare properties of various objects.	**Common Tree Names: Northern Boreal Series (9 videos)** **Birch Tree Tapping Series (3 videos)** **Moose, Elk, and Deer Calling Series: How to Call a Moose: Focus on sound.** **Legend of Birch Tree** **Legend of Poplar** **Dreamcatcher (Legend of Willow)** **Creation Stories: Animal Features**	**Provide for hands-on opportunities with common medicines such as rat root, laboom (mint) tea, berries, etc. (sight, touch, smell).** **Use examples from birch tree tapping to compare different syrups. For example, have a taste competition. Which one do you like best? Why?** **Make snow candy with syrup.** **Curriculum Planning & Assessment Resource: Mathematics Kindergarten – Geometry. Learn the names of 3D shapes and how they relate to the natural world. Find shapes in nature.**

Knowledge	Understanding	Skills & Procedures	ᓀᐦᐃᔭᐍᐏᐣ Nehiyaw Ways of Knowing	Other Suggestions
ORGANIZING IDEA **Energy (E): Understandings of the physical world are deepened through investigating matter and energy.**				
GUIDING QUESTION **How can objects, humans, and other animals move?**				
LEARNING OUTCOME **KE 1.1 Children explore movement of objects, humans, and other animals.**				
Movement is a change in position or location that happens over time. **Objects can be moved in various ways, including** • **straight lines** • **curves** • **circles** • **back and forth** • **zigzags** • **up and down** • **fast and slow** Humans and other animals can move in a variety of ways, such as • flying • crawling • hopping • swimming	**KE 1.1 Objects, humans, and other animals can move or be moved in various ways.**	**Move objects in a variety of ways.** **Identify objects that move.** **Identify objects that do not move.** Observe and imitate how animals can move. **Identify various ways that humans and other animals can move.**	**Tipi Teachings Series: Learn how tipis were transported after watching Legend of the Tipi.** **Trickster and the Tipi (Video told in Cree)** **Legend of Tipi** **Note that these videos all share the same story.** **Introduction to Fur Bearing Animals – Track Identification** **Moose, Elk, and Deer Calling Series: Moose Habitat/Mating/ Identification (Find this information in 13 Moons Teachings: September and October)** **How Rabbit Came to Be**	**Play follow the leader in the snow or other games that allow for looking at tracks and analyzing the directions.**

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Knowledge	Understanding	Skills & Procedures	ᓀᐦᐃᔭᐤ Nehiyaw Ways of Knowing	Other Suggestions
LEARNING OUTCOME **KE 1 Children explore movement of objects, humans, and other animals.**				
Reasons for human and other animal movement include • seeking food and water • exercising and playing • escaping danger	**KE 1.2 Humans and other animals move for many reasons.**	Examine the reasons why humans and other animals move.	**Powwow and Dance Series (11 videos)**	
ORGANIZING IDEA **Earth System (ES): Understandings of the living world, Earth, and space are deepened through investigating natural systems and their interactions.**				
GUIDING QUESTION **How can environments be explored?**				
LEARNING OUTCOME **KES 1 Children examine and describe surrounding environments.**				
Environment refers to physical surroundings. **Environments include plants, humans, and other animals.** **Environments include human-made structures such as buildings and roads.** **Environments include land, water, and air.** **Environments can be explored using the senses.**	KES 1.1 Environments can be explored and wondered about.	**Use the senses to make observations about environments.** **Ask questions about surrounding environments.** **Demonstrate respect while interacting with environments.** **Represent a local environment in nature.**	**Stewardship and Community – Sharing** **Orienteering Series: Trail Markings/ Landmarks/ Stars** **Protocol on Herb Gathering** **Trickster and the Ducks**	**Play "I Spy With My Little Eye..."** **First Nations, Métis, and Inuit ways of living include hunting, gathering trapping, fishing, ceremonies.** **Available on the Gabriel Dumont Institute website:** • **Mother Earth Colouring and Activity Book** • **My First Métis Lobstick (connections to land and ceremony)**

Knowledge	Understanding	Skills & Procedures	ᓀᐦᐃᔭᐍᐏᓯ Nehiyaw Ways of Knowing	Other Suggestions
LEARNING OUTCOME **KES 1 Children examine and describe surrounding environments.**				
Objects in environments can be natural or constructed by humans.	KES 1.2 Environments are shared spaces that include a variety of objects.	**Identify natural and constructed objects in surrounding environments.** Represent objects found in nature and those constructed by humans.	**Tipi Teachings Series: Explore how the materials used to build a tipi changed over time and why.** **Moose, Elk, and Deer Calling Series: Making the Moose Caller**	**Rupertsland Institute: The Red River Cart "Aen Charet" Lesson Plan**
LEARNING OUTCOME **KES 1 Children examine and describe surrounding environments.**				
Changes can be observed in environments, such as • **temperature; e.g., hot, cold** • **sunlight; e.g., cloudy, sunny, day, night** • **human-made structures; e.g., new playground in a park** • **animals growing; e.g., tadpole becoming a frog** • **plants growing; e.g., grass getting taller**	KES 1.3 **Environments change over time.**	Observe a variety of local environments over time. **Record observations of changes in environments.**	**Stewardship and Community – Sharing** **Orienteering Series: Trail Markings/ Landmarks/ Stars** **Protocol on Herb Gathering** **Trickster and the Ducks**	**Play "I Spy With My Little Eye..."**

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Knowledge	Understanding	Skills & Procedures	ᓀᐦᐃᔭᐤ Nehiyaw Ways of Knowing	Other Suggestions
LEARNING OUTCOME **KES 1 Children examine and describe surrounding environments.**				
Environments can be protected in many ways, such as • **reducing waste** • **reusing** • **recycling** **Environments can be respected in many ways, such as** • **not littering** • **caring for nature**	**KES 1.4 Environments are important and should be protected and respected.**	**Discuss the importance of protecting and respecting environments.** **Identify ways to protect and respect environments.**	**Tipi Teachings Series: Show tipis made of a variety of materials including plastic, tarp, spruce boughs, etc. Which one will be better for the Earth? Why?** **Protocol on Herb Gathering**	
LEARNING OUTCOME **KES 1 Children examine and describe surrounding environments.**				
Connections can be fostered by physical locations, objects, and experiences in nature. **First Nations, Métis, and Inuit ways of living include** • **hunting** • **gathering** • **trapping** • **fishing** • **ceremonies**	**KES 1.5 Feelings of connection and appreciation can be experienced in nature.** **KES 1.5 First Nations, Métis, and Inuit ways of living connect to nature and the land.**	**Identify physical locations, objects, and experiences in nature that can lead to personal feelings of connection.** **Reflect on what is personally considered to be beautiful and appreciated in nature.** **Discuss connections First Nations, Métis, or Inuit have with nature.**	**13 Moons Teachings: Focus on common seasonal activities; seasonal round.** **Tipi Teachings Series** **Legend of Moon Cycles**	**Curriculum Planning & Assessment Resource: Mathematics Kindergarten – Time. Use the winter count activity.**

Knowledge	Understanding	Skills & Procedures	ᓀᐦᐃᔭᐤ Nehiyaw Ways of Knowing	Other Suggestions
ORGANIZING IDEA **Computer Science (CS): Problem solving and scientific inquiry are developed through the knowledgeable application of creativity, design, and computational thinking.**				
GUIDING QUESTION **How can instructions be used?**				
LEARNING OUTCOME **KCS 1 Children interpret instructions in various environments.**				
Instructions are directions that can be followed. **Instructions may be experienced in many different contexts, such as** • **home** • **learning environments** • **games** • **experiences in nature** **Instructions can be given in many ways and presented through** • **speaking** • **pictures** • **gestures** • **traditional teachings**	**KCS 1.1 Following instructions can help people be safe, complete a task, and know what to do.**	Recognize when actions do not correspond to instructions. **Match an action to the corresponding instruction.** **Engage in activities that involve following instructions in various contexts.** Identify instructions that help keep people safe in various contexts. **Engage in activities that involve following instructions presented in various ways.**	**Moose, Elk, and Deer Calling Series: Making the Moose Caller** **How Moose Came to Be** **Why Moose Looks the Way He Does (Told in Cree)**	**How to build a moose call from a coffee can and a hockey skate lace**
LEARNING OUTCOME **KCS 1 Children interpret instructions in various environments.**				
Instructions have one or more steps.	**KCS 1.2** The order in which instructions are followed can affect the outcome.	**Follow a sequence of two steps related to a learning experience.** Identify differences in outcomes when the order of two steps is changed. **Communicate a sequence of two steps for a given purpose.**		

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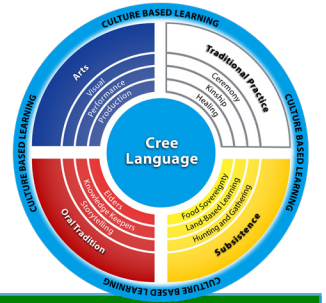
Physical Education and Wellness



Knowledge	Understanding	Skills & Procedures	ᓀᐦᐃᔭᐍᐏᐣ Nehiyaw Ways of Knowing	Other Suggestions
ORGANIZING IDEA **Active Living (AL): Developing physical literacy through movement and active living supports well-being across a lifespan.**				
GUIDING QUESTION **How can physical activity be included in daily life?**				
LEARNING OUTCOME **KAL 1 Children explore physical activity in a variety of contexts.**				
Individual or group physical activity includes • play • active modes of transportation • recreation Physical activities are informed by the seasons.	**KAL 1.1** Physical activity involves participation in movement experiences in safe and enjoyable environments.	Perform physical activity experiences that provide personal enjoyment. Explore a variety of seasonal physical activities.	**Videos by Season Series: Most videos in these series share outdoor activities across the seasons (e.g., Birch Tree Tapping in the spring and Harvesting Medicines in the summer and fall) and can be used to meet all active living KUSPs.** **Powwow and Dance Series (11 videos)**	**Elders' Memories:** ***Babies were carried on the back when picking berries.*** • ***Snowshoeing and dog sledding in the winter*** • ***Skipping rope, swimming, horseback riding, berry picking, walking through the bush, canoeing, snaring, fishing*** • ***Making our own toys such as willow horses and then racing, beading*** • ***Roleplaying such as pretending to have ceremonies, treaty days, preparing foods*** • ***We always made games out of work.***

Knowledge	Understanding	Skills & Procedures	ᓀᐦᐃᔭᐍᐏᐣ Nehiyaw Ways of Knowing	Other Suggestions
LEARNING OUTCOME **KAL 1 Children explore physical activity in a variety of contexts.**				
Physical activity needs to be balanced with rest. Rest contributes to optimal health.	**KAL 1.2** Physical activity requires an individual to expend energy when moving.	Discuss how rest is required to allow the body to recover from physical activity.		**Elders' Memories:** ***We knew that bedtime was at dark no matter the time of year.***
LEARNING OUTCOME **KAL 1 Children explore physical activity in a variety of contexts.**				
Games and activities can be done by an individual or a group, e.g., rhythmic, gymnastic, expressive, challenging, adventurous, and cultural.	**KAL 1.3** Physical activity can be experienced in a variety of ways.	Participate in a variety of physical activities and games.	**Hunting and gathering videos such as those found in the following series address cultural activities:** **Birch Tree Tapping Series (3 videos)** **Fall Whitefish Series (2 videos)** **Harvesting Medicines Series (15 videos)** **Trapping and Snares Series:** • **Beaver Series (5 videos)** • **Muskrat Series** • **Rabbit Series (5 videos)** • **Squirrel Series (5 videos)**	**Elders' Memories:** ***Everything was a learning experience from hollering at flocks of cranes to make them circle to role playing ceremonies. We used our creative minds by imagining ways to use the environment.*** ***I watched Uncle prepare ducks and then we'd copy with little birds and make spring bird stew.***

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Knowledge	Understanding	Skills & Procedures	ᓀᐦᐃᔭᐤ Nehiyaw Ways of Knowing	Other Suggestions
ORGANIZING IDEA **Movement Skill Development (MSD): Developing physical literacy through movement and active living supports well-being across a lifespan.**				
GUIDING QUESTION **How can an awareness of the body facilitate movement?**				
LEARNING OUTCOME **KMSD 1 Children explore spatial awareness in a variety of physical activity contexts.**				
Spatial awareness includes knowing one's location relative to • people • objects • the surrounding environment	**KMSD 1.1** Spatial awareness helps people move safely during various physical activities.	Practise moving in relation to the location and proximity of people or objects in a variety of physical activity contexts.	**Many games listed in the Instructional Supports - Resources (Games Section) resource on the Indigenous Culture Based Learning website can be used to meet several movement KUSPs.**	**Elders' Memories:** ***We used animal tracks to know where to walk.*** ***We had an awareness of plants and places to avoid.***
GUIDING QUESTION **How can an awareness of the body facilitate movement?**				
LEARNING OUTCOME **KMSD 2 Children investigate movement of the body.**				
Movement of the body can occur in a variety of ways, such as • walking • running • jumping • throwing • kicking • catching	**KMSD 2.1** Movement is any physical activity that includes changes of position or physical location.	Practise movement in any direction from one point to another.		

Knowledge	Understanding	Skills & Procedures	ᓀᐦᐃᔭᐍᐏᐣ Nehiyaw Ways of Knowing	Other Suggestions
LEARNING OUTCOME **KMSD 2 Children investigate movement of the body.**				
Indoor contexts include • gymnasiums • classrooms • arenas Outdoor contexts include • ice • snow • air • water • land	**KMSD 2.2** Movement can occur in a variety of indoor and outdoor physical activity contexts.	Explore movement in a variety of indoor and outdoor physical activity contexts.		**Elders' Memories:** ***When indoors we would make dolls, bead, sew, do crafts, tell stories, skin pelts, and prepare foods.***
LEARNING OUTCOME **KMSD 2 Children investigate movement of the body.**				
Creative movement can be inspired by • imagination • music • literature • nature	**KMSD 2.3** Movement can help express ideas, feelings, and emotions.	Demonstrate movement of the body in creative ways.	**Stories and Legends Series** **Powwow and Dance Series (11 videos)**	
GUIDING QUESTION **What is fair play?**				
LEARNING OUTCOME **KMSD 3 Children explore fair play through a variety of physical activities.**				
Fair play is a set of expectations that help individuals connect during physical activity.	**KMSD 3.1** Fair play informs decisions that support positive relationships.	Explore what fair play looks like during a variety of physical activities.		**Elders' Memories:** ***We learned from our parents about the importance of taking turns, following rules, and not cheating. Being labeled as "sneaky" was not good.***
LEARNING OUTCOME **KMSD 3 Children explore fair play through a variety of physical activities.**				
Fair play includes honesty, respect, and goodwill to others.	**KMSD 3.2** Fair play ensures fairness of the physical activity.	Demonstrate respect for others during physical activity.	**Tipi Teachings: Pole 2 - Respect**	

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Knowledge	Understanding	Skills & Procedures	ᓀᐦᐃᔭᐍᐏᐣ Nehiyaw Ways of Knowing	Other Suggestions
ORGANIZING IDEA **Character Development (CD): Exploration of life opportunities and virtues develops resilience and personal talents and promotes lifelong learning.**				
GUIDING QUESTION **How can personal characteristics influence feelings and emotions?**				
LEARNING OUTCOME **KCD 1 Children describe personal characteristics and explore feelings and emotions.**				
Personal characteristics are features or qualities belonging to a person and can contribute to how an individual views themself (self-image). Personal characteristics include • strengths • talents • virtues	**KCD 1.1** Personal characteristics can represent individuals in place and time.	Identify how characteristics can be unique or shared. Identify personal characteristics.	**Tipi Teachings Series: Each pole teaches us a different aspect of character and life and can be used to support character development KUSPs.** **Trickster Stories: Select from and use these stories and legends to support character development KUSPs.**	
LEARNING OUTCOME **KCD 1 Children describe personal characteristics and explore feelings and emotions.**				
Expression of feelings and emotions can be • physical • artistic • verbal • written	**KCD 1.2** Feelings can be personal or shared with others that are trustworthy. Feelings and emotions can be identified, expressed, and described.	Express feelings in a variety of ways.		
LEARNING OUTCOME **KCD 1 Children describe personal characteristics and explore feelings and emotions.**				
Individuals experience feelings differently. People can experience a range of feelings and emotions, such as • happiness • sadness • surprise	**KCD 1.3** All people experience feelings and emotions.	Recognize that feelings and emotions are part of the human experience.	Tipi Teachings Series	**Elders' Memories:** ***We were taught to know what we could control and what we couldn't. Kiyam - let it be, let it go, it's okay.***

Knowledge	Understanding	Skills & Procedures	ᓀᐦᐃᔭᐍᐏᐣ Nehiyaw Ways of Knowing	Other Suggestions
LEARNING OUTCOME **KCD 1 Children describe personal characteristics and explore feelings and emotions.**				
Individuals can develop strategies to respond to feelings and emotions, such as by • taking a break • changing activity or location • asking for support Support for feelings and emotions can come from a variety of sources, such as • parents • family • teachers • school counsellors • spiritual leaders • Elders • Knowledge Keepers	**KCD 1.4** Feelings and emotions are connected and can change over time.	Identify strategies to recognize and respond to feelings and emotions in a variety of situations.	Elders' Voices **(13 videos)**	
ORGANIZING IDEA **Safety (S): A lifetime of optimal well-being is supported by prioritizing health and safety.**				
GUIDING QUESTION **What might boundaries look like in different situations?**				
LEARNING OUTCOME **KS 1 Children recognize boundaries in various situations.**				
Boundaries in designated play or workspaces include • rules • symbols • signs • digital safety (digital citizenship)	**KS 1.1** Boundaries are guidelines that help to keep people safe.	Describe personal, physical, and visual boundaries found in familiar contexts.	Tipi Teachings Series**: Videos in this series can be used to support safety KUSPs.**	

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Knowledge	Understanding	Skills & Procedures	ᓀᐦᐃᔭᐤ Nehiyaw Ways of Knowing	Other Suggestions
LEARNING OUTCOME **KS 1 Children recognize boundaries in various situations.**				
Permission can be communicated verbally by using the word "yes." Refusal can be communicated verbally by using the word "no." Refusal can be communicated verbally and non-verbally. A variety of phrases can be used to request permission, such as • "May I?" • "Can I, please?" • "Is it okay?"	**KS 1.2** Personal boundaries can be established through permission and refusal.	Indicate permission verbally in a variety of contexts. Indicate refusal verbally and non-verbally in a variety of contexts.		
LEARNING OUTCOME **KS 1 Children recognize boundaries in various situations.**				
Personal boundaries can be communicated through words and actions.	**KS 1.3** Boundaries can be communicated to set expectations for how a person would like to be treated.	Identify how to communicate personal needs and expectations to others in various situations.		
ORGANIZING IDEA **Healthy Eating (HE): A lifetime of optimal well-being and physical wellness is supported by prioritizing nutrition and healthy eating.**				
GUIDING QUESTION **Why is food necessary for life?**				
LEARNING OUTCOME **KHE 1 Children explore how food connects to daily life.**				
Food is what individuals eat or drink.	**KHE 1.1** Food provides energy that helps the body function and grow.	Explore a variety of foods that help the body grow.	**Tipi Teachings Series: Videos in this series teach about self-care and love before all else.**	

Knowledge	Understanding	Skills & Procedures	ᓀᐦᐃᔭᐍᐏᐣ Nehiyaw Ways of Knowing	Other Suggestions
LEARNING OUTCOME **KHE 1 Children explore how food connects to daily life.**				
Food can be obtained from markets, grocery stores, or directly from the land. Food from the land can be obtained directly in a variety of ways, such as • gardening • fishing • hunting • farming	**KHE 1.2** Food can be obtained from a variety of sources.	Identify the source and origin of a variety of foods.	Harvesting Medicines Series **(15 videos)** Canning and Preserving Series: Canning Berries Moose Harvest Series: Butchering and Cutting - Dry Meat Smoking and Wood Birch Tree Tapping Series **(3 videos)** Fall Whitefish Series **(2 videos)**	**Elders' Memories:** ***The majority of our food was harvested so the sources were known - harvesting meat, berries, medicines.***
ORGANIZING IDEA **Healthy Relationships (HR): Personal well-being is supported through positive relationships built on communication, collaboration, empathy, and respect.**				
GUIDING QUESTION **What are healthy relationships?**				
LEARNING OUTCOME **KHR 1 Children examine healthy relationships in learning and playing environments.**				
Healthy relationships can be based on • shared experiences • shared interests • kindness and mutual respect Friendship is a type of relationship. A person can be connected to • another person • the land • animals • a place	**KHR 1.1** Relationship is a feeling of being connected. **KHR 1.1** Relationships can be made in learning and playing environments. **KHR 1.1** Friendships are unique connections between people.	Describe ways people develop healthy relationships with other people, the land, animals, places, or objects. Define and practise friendship.	Stories and Legends Series**: These stories and legends can be used to explore relationships with other people, the land, animals, places, or objects.** Trickster Stories	

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Knowledge	Understanding	Skills & Procedures	ᓀᐦᐃᔭᐤ Nehiyaw Ways of Knowing	Other Suggestions
LEARNING OUTCOME **KHR 1 Children examine healthy relationships in learning and playing environments.**				
Healthy relationships can lead to a broad range of feelings. Healthy relationships can result in experiences of feeling loved, respected, cared for, and valued.	**KHR 1.2** Healthy relationships support social-emotional well-being.	Discuss the impact healthy relationships have on personal feelings.	Sharing and Talking Circles	
ORGANIZING IDEA **Growth and Development (GD): Decision making that optimizes personal health and well-being is informed by understanding growth and development.**				
GUIDING QUESTION **How is growth unique and individual?**				
LEARNING OUTCOME **KGD 1 Children identify physical growth.**				
Physical growth is a process that can be observed.	**KGD 1.1** Physical growth is different for everyone.	Recognize that physical growth is different for everyone.	Tipi Teachings Series**: Each pole teaches us a different aspect of character and life and can be used to support growth and development KUSPs.**	
LEARNING OUTCOME **KGD 1 Children identify physical growth.**				
Growth involves changes in an individual's body.	**KGD 1.2** Bodies are special and unique.	Describe physical changes in the body since birth.		

Knowledge	Understanding	Skills & Procedures	ᓀᐦᐃᔭᐤ Nehiyaw Ways of Knowing	Other Suggestions
ORGANIZING IDEA **Financial Literacy (FL): Informed financial decision making contributes to the well-being of individuals, groups, and communities.**				
GUIDING QUESTION **What is money?**				
LEARNING OUTCOME **KFL 1 Children explore money.**				
Canadian money comes in many forms, such as • coins • bills Canadian coins and bills come in different denominations, such as • loonies • toonies • $5 • $10 Canadian coins and bills have different features, such as • colour • number • images • size	**KFL 1.1** Money has unique features to represent its value.	Explore the value of Canadian coins and bills. Identify features of Canadian coins and bills.		

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