GRADE THREE

	All Year	Fall	Winter	Spring
English Language Arts and Literature	**Infuse across all subject areas all year long** **Integrate themes from Social Studies, Science, Math and Land Based Learning**			
Social Studies		Communities in the World	Communities in the World & Global Citizenship	Global Citizenship
Mathematics		**Statistics (All Year)** Number	**Statistics (All Year)** Algebra Patterns	**Statistics (All Year)** Geometry Measurement Time
Science		Hearing and Sound Animal Life Cycles	Testing Materials and Designs	Rocks and Minerals

HOW TO READ THE CURRICULUM CHARTS

- Specific learning outcomes deemed as Essential Learning Outcomes (ELOs) are identified in **bold**
- The colours and icons on this "year-at-a-glance" are used in the curriculum charts that follow to indicate when outcomes or groups of outcomes can be taught - all year or anytime throughout the year; fall, winter and/or spring
- ELOS with no specific season are identified with the "All Year" colour as they could be taught and reinforced at any time throughout the year

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INTEGRATE WITH GRADE THREE ENGLISH LANGUAGE ARTS AND LITERATURE
English Language Arts and Literature can be incorporated into all types of lessons and units as long as the teacher is following the community protocols.

Grade Three: SCIENCE: Animal Life Cycles, Hearing and Sound, SOCIAL STUDIES: Communities in the World

Grade Three: SCIENCE: Building with a Variety of Materials, Testing Materials and Designs, SOCIAL STUDIES: Communities of the World , Global Citizenship

Grade Three: SCIENCE: Rocks and Minerals, SOCIAL STUDIES: Global Citizenship, Communities in the World

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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.**			
A text is anything, digital or non-digital, that has meaning for the individual or group who creates or engages with it. **The purpose of a text can be to** • **inform** • **provide enjoyment** *Texts can be categorized according to their content and include fiction and non-fiction.* *Fiction is a type of text that uses imagination to tell a story.* *Non-fiction is a type of text that expresses information and facts.* (continued)	**The purpose, form, or structure of texts can help organize the expression and understanding of ideas and information.**	**Examine the purpose of a variety of texts.** Explain personal preferences for texts that provide enjoyment. *Differentiate between fiction and non-fiction texts according to content.* Examine the form of a variety of fiction and non-fiction texts. *Examine the structure of a variety of fiction and non-fiction texts.* **Determine how the structure of texts can help organize the expression or understanding of ideas or information.**		• **Plan to take learning to the land first, with discussion, and then continue the learning in the classroom.** • **Land-based learning is a form of text. Beading work and wumpum belts tell a story and are a form of text. Metis sash tells a story. The history of hunting is a story. Include star stories (change with the season). Dance tells a very expressive story.**

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(continued) *Literary forms of fiction and non-fiction texts include* • *drama* • *short stories* • *images* *Stories can be fiction or non-fiction and can follow a structure, including* • *beginning* • *problem* • *events* • *solution* • *ending*				• **When looking at instruction, question the students' level of engagement. Is it meaningful and relevant for them?**
Text features can be digital or non-digital, including • *images* • *tables of contents* • *maps* • *graphs*	*Text features can provide information that is not in the main body of a text.*	**Examine a variety of text features that provide additional information in a text.** **Include a variety of text features to organize, clarify, or enhance personal messages.**		
Fictional texts can be categorized by sub-forms that include • *traditional literature, including myths* • *realistic fiction* • *historical fiction* • *mystery* **A myth is a traditional or legendary story usually concerning a courageous hero or heroine or an event.** *Realistic fiction takes place in modern times and describes believable characters involved in plausible events.* **Historical fiction takes place in a setting of the past.** (continued)	*Fictional texts are often products of a text creator's imagination and are not factual.*	Differentiate between a variety of fiction sub-forms, considering content, characters, time, or place. Examine fictional text structures that contribute to organization, clarity, or personal engagement. Examine circular plot structures found in fictional texts. Examine elements within a variety of fictional texts. *Examine major characters in fictional texts.*		• **Define what is meant by, and what makes, a hero or heroine. List the traits or values the hero or heroine demonstrates – for example, the Seven Sacred Teachings or the value wheel.** • **From an Indigenous perspective, myths are factual (non fictiion). There are also fictional stories (e.g., tall tales).** • **Compare and contrast stories with heroes and heroines.**

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(continued) *A mystery describes the solution of a crime or the unravelling of secrets.* Fictional texts can have structures that include • books with chapters • collections of stories related to a single idea • circular plots **Elements of fiction include** • **major characters** • **setting** • **plot** *A major character is central to the plot or problem in a story.* A circular plot is sequenced to end with characters returning to a similar situation to where they started. **A narrator can be a character in a story or someone telling the story from the outside looking in.**		**Create imaginative representations or dramatizations of fictional texts that depict understandings of characters, setting, and plot.** **Investigate the narrator's contribution to a text.**		• **From a traditional perspective, writing is not important for remembering things. Honour both ways of learning.** • **A narrator is the person who knows the story and tells it from their perspective – for example, Trickster Theater.**
Non-fiction texts include • *biographies* • *content-area texts* • *interactions with people* • *land* **Content-area texts refer to texts from subjects such as science, social studies, and fine arts.** *Non-fiction texts can have structures that include* • *main idea or topic* • *supporting details* • *linear or cyclical sequencing* • *compare and contrast*	*Non-fiction texts have structures that support the sharing of factual information to explain or describe real people, places, things, or events.*	**Compare and contrast ways that non-fiction texts can be organized.** Investigate linear and cyclical sequencing in a variety of non-fiction texts.		• **When looking at texts from science, social studies and fine arts, start with land-based learning (hands-on) first and then move to learning from texts.** • **Focus on the mechanics of Indigenous books – and compare and contrast with current texts.**

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Poetry includes words or phrases used in a non-literal way to create a desired effect (figurative language). **Poetic structures include** • **haiku** • **limerick** 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. A limerick is a poem that consists of five lines with a rhyme scheme of AABBA.	*Poetry is a form of expression that encourages creativity and new ways of thinking about ideas and feelings.*	**Investigate words or phrases applied creatively in poetry.** Examine poetic structures that contribute to creative expression of ideas. Experiment with creating haikus and limericks.		• **From an Indigenous perspective, songs are the closest to poetry. Songs evoke feelings, so honour the song. Look at the beat and pattern, but tread lightly when referring to drums and spirituality.** • **Act out sounds and words.**
ORGANIZING IDEA	**Oral Language: Listening and speaking form the foundation for literacy development and improve communication, collaboration, and respectful mutual understanding.**			
GUIDING QUESTION	**In what ways can listening and speaking be enhanced to improve oral communication?**			
LEARNING OUTCOME	**Students examine and apply listening and speaking skills, processes, or strategies in a variety of formal and informal interactions.**			
Throughout history, languages developed orally before being written. **Stories can last and be retold over long periods of time.** **Oral traditions support interactions between generations of people, such as** • **ancestors** • **grandparents** • **parents or guardians** • **children** • **kin** **Traditional knowledge shared through oral traditions can** • **vary in form or delivery** • **build community** • **serve as a guide for living and learning**	**Oral tradition is listening and speaking to pass information from generation to generation.**	**Investigate oral traditions that have been shared over time.** **Discuss how oral stories show respect for traditional shared knowledge.** **Share information of personal or cultural significance passed between generations of people.**		

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Dialogue is an exchange of ideas, information, or opinions. **Effective dialogue includes** • **listening** • **staying on topic** • **asking questions** • **contributing** *Speaking involves grouping and separating words through phrasing and pausing.* *Pauses can be used to support meaning or create emphasis.* *Speaking can be supported through* • *relaxation* • *breathing* • *posture*	**Listening and speaking can enhance the exchange of ideas, information, or opinions.**	**Engage in dialogue to express and understand messages.** Examine the effectiveness of dialogue in learning and social interactions. Identify where phrasing and pausing can support understanding or create effects. *Support speech through relaxation, breathing, or posture.* **Consider the contributions of others when exchanging ideas or opinions.**		
Listening strategies include • *identifying purpose* • *asking relevant questions* • *seeking clarification* • *responding appropriately* *Texts that are listened to can build* • *connections* • *interest* • *vocabulary* • *background knowledge* • *curiosity* • *engagement* • *motivation*	**Listening can enhance interactions and learning.**	Use a variety of listening strategies to enhance interactions and learning.		
A combination of verbal and non-verbal language can be used to communicate ideas, information, and feelings. *Effective communication considers* • *voice quality and audibility* • *articulation and clarity*	**Communication can be supported by integrating verbal and non-verbal language.**	*Combine verbal and non-verbal language to enhance communication.* *Adjust voice quality, audibility, articulation, or clarity to communicate effectively.*		

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Preparation supports effective communication through • *relaxation* • *breathing techniques* • *focus* Presentations can be improvised or prepared. *Presentations can be delivered in different ways, including* • *oral reports* • *readers' theatre* • *dramatizations* • *digital stories* • *recorded interviews* Thoughts and ideas in speech can be grouped together in logical sequences. **Effective communication involves consideration of an audience's** • **situation** • **thoughts** • **feelings** • **beliefs** Audience participation and behaviour may affect the presenter or other audience members.	Presentations share stories, ideas, or information with an audience.	**Group relevant ideas, events, or information in a logical sequence when presenting.** *Develop communication skills through individual or group presentations.* *Present dramatizations of characters and events encountered in texts.* Share a poem from memory with some awareness of phrasing and pausing. **Compose and share a short speech or oral report.** **Participate in presentations as a respectful audience member.**		

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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.**			
The meaning of a word can change when used in a different context. *Language involves phrases with literal and figurative meanings that can be used to enhance communication.* Figurative language includes • imagery • hyperbole • simile Imagery is when words or phrases describe ideas or things that can be experienced visually. Hyperbole is when words or phrases are used to exaggerate meaning. A simile compares two unlike things using *like* or *as*.	**Vocabulary knowledge can be supported and developed through literacy interactions and experiences.**	Use tier 2 words in a variety of literacy contexts. Develop tier 3 vocabulary through content-area learning. **Engage with texts that include more sophisticated concepts and ideas expressed through expanded vocabulary.** *Integrate knowledge of vocabulary across multiple literacy contexts.* Recognize and use figurative language in oral and written communication. **Analyze and use synonyms, antonyms, homophones, homographs, and words with multiple meanings in a variety of texts.**		• **Use Indigenous words and context.**
Morphemes include • **bases** • **affixes** A base is a word or word part that has meaning and to which an affix can be added. An affix is a letter or group of letters that comes at the beginning (prefix) orending (suffix) of a word and has a meaning of its own. (continued)	*The study of words and how they are formed (morphology) can support development of vocabulary and enhance comprehension.*	Analyze bases and affixes for meaning. Recognize and use suffixes to form adverbs that describe a specific manner, period of time, or order.		• **Link the use of morphemes to teaching the Cree language (suffixes and prefixes, plurals).**

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(continued) 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. Suffixes, including <ly>, are morphemes that form adverbs and change the meaning of words when added to the ending of a base. Suffixes, including <er>, <or>, <ar>, and <ist>, are morphemes that change the meaning of words when added to the ending of a base.		*Recognize and use suffixes to name a person that does something.* *Analyze frequently used compound words and their meanings.* **Distinguish syllables in words.**		
ORGANIZING IDEA	**Phonics: Foundational literacy is supported by understanding relationships between sounds in oral language and the letters that represent them.**			
GUIDING QUESTION	**How does phonics support foundational literacy development?**			
LEARNING OUTCOME	**Students investigate how phonics connects to word formation and supports the processes of reading and writing.**			
Consonant clusters blend two or three consonant sounds. **Consonant clusters appear at the beginning and ending of words.** **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).** **Some consonant letters represent no sound (e.g., know, write).** Chunking is a phonetic strategy used to decode that breaks large words into small parts.	**Phonics supports the reading and writing of texts.**	*Recognize consonant clusters at the beginning and ending of a word.* Recognize and apply less frequent consonant digraphs. **Recognize and apply consonant letters that represent no sounds.** **Recognize and apply a wide variety of long and short vowel sounds when decoding unknown multisyllabic words.** *Use phonetic strategies to decode* complex words in continuous text.		• **Develop relationships with Cree teachers and Cree speakers.**

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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.**			
Fluency develops over time with practice. **Fluent reading includes** • **accuracy** • **automaticity in word recognition** • **prosody (stress, expression, intonation, and pausing) in oral text reading**	*Reading fluency involves accuracy, automaticity, and prosody to engage an audience or improve comprehension.*	*Demonstrate automaticity in reading complex words, phrases, and continuous text.* **Read increasingly complex text with appropriate pace, word stress, phrasing, and pausing.** **Read a variety of text forms with fluency and expression.**		
Comprehension is enhanced when high-frequency words are read in continuous text at an appropriate pace.	**Fluent recognition of high-frequency words (the 300 learned in grades 1 and 2) supports effective and efficient reading comprehension.**	**Read the 300 high-frequency words learned in grades 1 and 2 fluently in continuous text.**		

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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.**			
Comprehension of longer, more complex texts is supported by increased reading practice.	*Critical thinking can be applied to comprehend texts that vary in length or complexity.*	**Independently read and demonstrate comprehension of texts that vary in length or complexity.**		
Connections can be made prior to, during, or after reading a text. **Connections can be made between texts and ideas that relate to past, present, or future world events (text to world).**	**Comprehension involves connecting relevant background knowledge and experiences with new information in text.**	**Make connections between a text and personal feelings, experiences, or background knowledge.** *Make connections between various aspects within or between texts.* Make connections between texts and ideas that relate to past, present, or future world events.		
Predictions can be made by combining information from texts with • *background knowledge* • *personal experience* • *anticipation of logical outcomes or events*	**Comprehension involves predicting outcomes or events that reflect clues from texts.**	**Make predictions using background knowledge and information within a text.** Identify information from texts that supports predictions. *Modify predictions based on new or additional information.* Reflect on predictions to confirm or change understandings.		

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Inferencing involves drawing conclusions based on known facts or evidence. **Inferencing can involve** • **making connections** • **questioning** • **predicting** • **visualizing**	*Comprehension can be enhanced by inferring meanings that are not stated explicitly in text.*	Make inferences by combining background knowledge with information that is not explicitly stated within a text. *Identify connections between the actions, feelings, or motives of a character and evidence in text.*		
Summarizing information involves • **determining key ideas and specific details** • **logically ordering ideas** • **writing ideas in own words**	**Comprehension is enhanced when information is summarized.**	**Determine the most important information in a text.** Order significant information from a text in a logical sequence. Share important information from a text in a logical order using own words.		
Self-monitoring skills that can be used when facing challenges in comprehension include • *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.		

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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 • **planning** • **drafting** • **revising** • **editing** • **sharing** **Planning includes** • **consideration of audience, purpose, and form** • **idea generation** **Methods and tools that can support planning include** • **graphic organizers** • **sketching** **Drafting involves organizing words on paper during the writing process.** **Interest can be created by varying sentence beginnings.** *Run-on sentences make reading difficult, as the reader often cannot tell where to pause or stop.* Writers generally avoid repetitions and run-on sentences. (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.** *Revise written texts for accuracy, clarity, or appeal by adding, removing, or changing words or sentences.* **Edit writing for spelling, punctuation, and grammar.** *Read written texts aloud to check for writing fluency.* Select a variety of texts to be shared according to their purpose.		

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(continued) *Three to five sentences that add detail or description to ideas or information can be combined to construct a paragraph.* Revising includes adding or removing words or sentences to enhance writing clarity, accuracy, or appeal. **Fluent writing sounds like speaking when read aloud.** Sharing can involve selecting a variety of text features to enhance written messages.				
Creative thinking involves • **considering audience and purpose** • **brainstorming to expand ideas** • **seeking out information to help transform ideas into representations** • **persevering through challenges that may arise** *Writing is a craft that involves personal expression of ideas through* • *organization* • *word choice* • *presentation* **Creative ideas for expression can be inspired by a variety of sources, including** • **personal experiences** • **background knowledge** • **imagination** • **experiences with text** *The author's voice or style helps a reader or an audience picture or feel what a writer is describing.* (continued)	Creative expression can channel imaginative thought and emotion into a variety of texts.	*Examine how relationships between audience, purpose, and text form can influence creative expression.* **Examine how other writers use words, sensory detail, and figurative language for creative expression of thoughts and emotions.** *Create written texts that draw upon a variety of sources of inspiration.* Select from a variety of text forms or structures to express personal thoughts or feelings. **Create beginnings that catch the audience's attention by experimenting with ideas and word choice.** Include a variety of carefully selected words and sensory detail to add interest and keep audiences engaged.		

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(continued) In creative writing, word choice includes interesting details that keep audiences engaged. Words selected to enhance written texts include • sensory details • synonyms • antonyms • specific words or phrases *Dialogue can be used to add variety to written texts.*		Include dialogue to add variety to texts. **Use punctuation to generate effects in creative expression.** **Create thoughtful conclusions to tie up events or leave readers wondering.** Select from a variety of presentation forms or text features to enhance and share selections of creative writing. *Persevere through challenges that may arise in the creative expression of ideas.*		
Questioning can help focus research topics and processes. *Information can be accessed, stored, and shared in a variety of digital and non-digital ways.* **Information can be categorized or sequenced to enhance organization.** Organizational tools, such as graphic organizers, can help plan and write about factual information. **Research findings can be shared in a variety of digital or non-digital forms, including** • **reports** • **presentations** • **visual representations** **The information and ideas of others need to be listed (cited) in research writing.**	Research processes can support accessing and logically organizing information.	**Access information from a variety of sources to answer questions or expand knowledge.** **Organize, categorize, or sequence information using a variety of methods or tools.** **Use research to create written text that is appropriate for an audience.** **List sources of information used to inform research.**		

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Written messages can be created using a variety of digital or non-digital methods or tools, such as • **printing** • **keyboarding** • cursive handwriting *Cursive handwriting involves* • *letter formation* • *size* • *proportion* • *slant* **Basic keyboarding involves** • **finger reaches** • **keystroking** • **key recognition**	**Practice using digital or non-digital methods or tools can support writing fluency.**	**Demonstrate writing fluency using at least one method or tool.** *Use cursive handwriting to write some texts with appropriate letter formation, size, proportion, and slant.* **Demonstrate basic keyboarding skills.**		
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.**			
Capitalization is used for headings. **Punctuation includes** • **commas** • **quotation marks** • **apostrophes in contractions and possessives** **A comma indicates a pause between parts of a sentence or separates items in a list.** **Quotation marks identify the words of a speaker or bring attention to a word that is used in a special way.** **Adding an apostrophe and <s> can be used to show ownership or possession.**	**Capitalization and punctuation can enhance written expression.**	**Capitalize words appropriately in different contexts.** **Include a variety of punctuation at the end of sentences.** **Insert commas to indicate a pause between parts of sentences or to separate items in a list.** **Insert quotation marks to identify the words of a speaker.** **Insert quotation marks to bring attention to a word that is used in a special way.** (continued)		

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		(continued) **Insert apostrophes in place of letters in contractions.** **Insert apostrophes to show possession.**		
A sentence can command someone to do or not to do something (imperative). **A sentence has two main parts, a subject and a predicate.** **The subject of a sentence is who or what the sentence is about.** **The predicate of a sentence is what the subject does.** **Words can be used to connect phrases and sentences (conjunctions) (e.g., and, but, or, so, for).** **An adjective is a word that describes a noun.** **An adverb is a word that describes a verb.** **Subject-verb agreement means that the subject and the verb must agree, with both being either singular or plural.** **Words can tell who or what owns a noun (possessive), and include** • **possessive nouns ('s)** • **possessive adjectives (e.g., my, your, his, her, its, our, their)** • **possessive pronouns (e.g., mine, yours, his, hers, ours, theirs)** **Some words can be used with other words to show time or place (prepositions) (e.g., under, with, before, after).**	**Grammar can provide a consistent structure for the building of sentences.**	**Distinguish between a variety of sentence types.** **Identify the subject of a variety of sentences.** **Identify the predicate of a variety of sentences.** **Examine conjunctions in a variety of sentences.** **Use adjectives to describe nouns.** **Use adverbs to describe verbs.** **Identify subject-verb agreement in a variety of sentences.** **Differentiate between possessive nouns, possessive adjectives, and possessive pronouns.** **Recognize and use prepositions in sentences to show time and place.**		

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Knowledge ELOs are bold [*NICE TO KNOW are italics*]	Understanding ELOs are bold [*NICE TO KNOW are italics*]	Skills & Procedures ELOs are bold [*NICE TO DO are italics*]	Season	Nehiyaw Ways of Knowing
Spelling patterns include • **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)** **Some plural nouns may be spelled the same as or differently from their singular form (e.g., moose–moose, person–people).** **Adding an apostrophe and <s> can be used to show ownership or possession.** **If a noun is plural and already ends in an <s>, only an apostrophe and not an <s> is added to show ownership.** **Prefixes and suffixes are spelled consistently in words.** **Some words are not spelled in predictable ways.**	**Correct spelling can be supported by applying knowledge of word patterns and parts.**	**Identify spelling patterns within and across words.** **Apply knowledge of known words, word parts, and word patterns to spell unfamiliar words.** **Identify plural nouns that are spelled the same as or differently from their singular form.** **Add an apostrophe and an <s> to nouns to show ownership.** **Add only an apostrophe to show ownership if a noun is plural and already ends in an <s>.** **Spell a variety of prefixes and suffixes accurately in words.** **Identify words that are not spelled in predictable ways.**		
Spelling strategies can be used to spell words accurately, including • **articulating** • **visualizing** • **transferring prior knowledge** • **trial and error** **Digital or non-digital tools can be used to help spell words correctly.**	**A variety of spelling strategies and tools can be used to enhance written expression.**	**Apply a variety of spelling strategies to enhance written expression.** **Use a variety of tools to spell or confirm the spelling of words.**		

3

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Abbreviations include • **titles** • **days of the week** • **time** • **measurements** • **addresses** **An abbreviation is the shortened form of a word or words (e.g., Rd., St., AB).** **An inflectional ending is a suffix added to a base that indicates** • **tense** • **plurality** • **possession** • **comparison** **The basic guidelines for adding inflectional endings consist of** • **dropping the <e> and adding <ing>** • **doubling the letter before adding <ing> or <ed>**	**Basic guidelines for spelling transferred to writing new text can increase accuracy.**	**Spell common abbreviations in writing.** **Recognize and spell contractions in writing.** **Apply inflectional endings in writing.** **Spell compound words accurately.** **Spell singular and plural possessives.** **Spell some complex plural words.** **Apply endings that show comparisons.** **Recognize basic guidelines for adding inflectional endings.**		

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Big Idea, Major Concepts, GLOs	Specific Learning Outcomes ELOs are bold [NICE TO KNOW are italics]	Season	Nehiyaw Ways of Knowing
	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:	• **demonstrate an awareness of and interest in the beliefs, traditions and customs of groups and communities other than their own (CC)**		• **Discuss family structures, Interconnectedness**
	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:			• **Compare and contrast to our own communities**
	• 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)		
	• **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)**		• **Bring in Elders, Compare and Contrast**
	• 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)		

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Big Idea, Major Concepts, GLOs	Specific Learning Outcomes ELOs are bold [NICE TO KNOW are italics]	Season	Nehiyaw Ways of Knowing
	• 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)**		• **Ceremony and tradition**
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:'	• **Where, on a globe and/or map, are the communities in relation to Canada? (LPP)**		• **Mapping Skills, Landforms, Treaty or Métis settlements**
	• 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)**		• **Conservation, Stewardship**
	• **How does the physical geography influence the human activities in the communities (e.g., availability of water, climate)? (CC, LPP)**		• **Landforms, Vegetation, Wildlife**
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:	• 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:	• 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)**		• **Respect, Diversity, Monthly Themes/ Virtues (see KTCEA's land based plans)**

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	Knowledge and Understanding		
3.2.2 explore the concept of global citizenship by reflecting upon the following questions for inquiry:	• 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)**		• **Pandemic and Climate Change, Protected and Endangered Species**
	• 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)		
	• 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.S.1 develop skills of critical thinking and creative thinking:	• 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.S.2 develop skills of historical thinking:	• correctly apply terms related to time, including past, present, future		
	• arrange events, facts and/or ideas in sequence		

Big Idea, Major Concepts, GLOs	Specific Learning Outcomes ELOs are bold [NICE TO KNOW are italics]	Season	Nehiyaw Ways of Knowing
3.S.3 develop skills of geographic thinking:	• create and use a simple map to locate communities studied in the world		• Related to land based learning: In the context of landmarks
	• 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**		• **Mapping**
	• apply the terms hemisphere, poles, equator		
3.S.4 demonstrate skills of decision making and problem solving:	• apply new ideas and strategies to contribute to decision making and problem solving		
	• support proposed ideas, strategies and options with facts and reasons		
	• *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:	• 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:	• **participate in projects that improve or meet the particular needs of their school or community**		• **Landbased, School Clean ups**

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Big Idea, Major Concepts, GLOs	Specific Learning Outcomes ELOs are bold [NICE TO KNOW are italics]	Season	Nehiyaw Ways of Knowing
	Research for Deliberative Inquiry		• **Cross Curricular**
3.S.7 apply the research process:			• Learn names of directions in Cree
	• 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* • *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*		• **Retell= ELA skills Science= Research**
	Communication		
3.S.8 demonstrate skills of oral, written and visual literacy:	• 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:	• 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		

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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.**			
For numbers in base-10, each place has 10 times the value of the place to its right. The digits 0 to 9 indicate the number of groups in each place in a number. The value of each place in a number is the product of the digit and its place value. **Numbers can be composed in various ways using place value.** **Numbers can be rounded in contexts where an exact count is not needed.** The less than sign, <, and the greater than sign, >, are used to show the relationship between two unequal numbers. A zero in the leftmost place of a natural number does not change the value of the number. The dollar sign, $, is placed to the left of the dollar value in English and to the right of the dollar value in French. The cent sign, ¢, is placed to the right of the cent value in English and in French.	There are infinitely many natural numbers. *Every digit in a natural number has a value based on its place.* Each natural number is associated with exactly one point on the number line.	Identify the place value of each digit in a natural number. Relate the values of adjacent places. Determine the value of each digit in a natural number. *Express natural numbers using words and numerals.* *Express various compositions of a natural number using place value.* Round natural numbers to various places. Compare and order natural numbers. Express the relationship between two numbers using <, >, or =. *Count and represent the value of a collection of nickels, dimes, and quarters as cents.* *Count and represent the value of a collection of loonies, toonies, and bills as dollars.* Recognize French and English symbolic representations of monetary values.		• **Use beads for counting ones, tens, hundreds.** • **Use examples from bee nests - count cells and dissect a bee nest.** • **Estimate fish populations, animal populations, mosquitoes, fish scales, no-see-um and fish fly populations.** • **Look at migration data.**

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ORGANIZING IDEA	**Number: Quantity is measured with numbers that enable counting, labelling, comparing, and operating.**			
GUIDING QUESTION	**How can processes be established for addition and subtraction?**			
LEARNING OUTCOME	**Students apply strategies for addition and subtraction within 1000.**			
Recall of addition and subtraction number facts facilitates addition and subtraction strategies. **Standard algorithms for addition and subtraction are conventional procedures based on place value.** **Estimation can be used to support addition and subtraction in everyday situations, including** • **when an exact sum or difference is not needed** • **to check if an answer is reasonable**	Addition and subtraction strategies can be chosen based on the nature of the numbers. *Standard algorithms for addition and subtraction may be used for any natural numbers.*	*Relate strategies for the addition and subtraction of two-digit numbers to strategies for the addition and* subtraction of three-digit numbers. Model regrouping by place value for addition and subtraction. Explain the standard algorithms for addition and subtraction of natural numbers. Add and subtract natural numbers using standard algorithms. *Estimate sums and differences.* *Solve problems using addition and subtraction.*		• **Estimate numbers of bull rushes, leaves, eggs.** • **Estimate number sof fish scales or squares on a fish net.** • **Estimate the number of berries in a bush.**

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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.**			
Multiplication and division are inverse mathematical operations. **Multiplication is repeated addition.** **Multiplication can be interpreted in various ways according to context, such as** • **equal groups** • **an array** • **an area** **Division can be interpreted in various ways according to context, such as** • **equal sharing** • **equal grouping** • **repeated subtraction** The order in which two quantities are multiplied does not affect the product (commutative property). The order in which two numbers are divided affects the quotient. Multiplication or division by 1 results in the same number (identity property).	*Quantities can be composed and decomposed through multiplication and division.*	Compose a product using equal groups of objects. Relate multiplication to repeated addition. Relate multiplication to skip counting. Investigate multiplication by 0. Model a quotient by partitioning a quantity into equal groups or groups of a certain size, with or without remainders. *Visualize and model products and quotients as arrays.* *Recognize interpretations of multiplication and division in various contexts.*		• **Use examples from contexts such as preparation and food distribution of medicines, berries, moose meat.** • **Use examples from Treaties and the distribution of money - $5.00.** • **Use manipulatives from the environment, such as rocks and leaves.**

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Numbers can be multiplied or divided in parts (distributive property). **Multiplication strategies include** • **repeated addition** • **multiplying in parts** • **compensation** **Division strategies include** • **repeated subtraction** • **partitioning the dividend** **Products can be expressed symbolically using the multiplication sign, ×, factors, and the equal sign.** **Quotients can be expressed symbolically using the division sign, ÷, dividend, divisor, and the equal sign.** A missing quantity in a product or quotient can be represented in different ways, including • $a \times b = \square$ • $a \times \square = c$ • $\square \times b = c$ • $e \div f = \square$ • $e \div \square = g$ • $\square \div f = g$ **A remainder is the quantity left over after division.**	Sharing and grouping situations can be interpreted as multiplication or division. *Multiplication and division strategies can be supported by addition and subtraction.*	*Investigate multiplication and division strategies.* Multiply and divide within 100. Verify a product or quotient using inverse operations. Determine a missing quantity in a product or quotient in a variety of ways. Express multiplication and division symbolically. Explain the meaning of the remainder in various situations. *Solve problems using multiplication and division in sharing or grouping situations.*		
A multiplication table shows both multiplication and division facts. **Fact families are groups of related multiplication and division numberfacts.**	Multiplication number facts have related division facts.	*Examine patterns in multiplication and division, including patterns in multiplication tables and skip counting.* Recognize families of related multiplication and division number facts. *Recall multiplication number facts, with factors to 10, and related division facts.*		

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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, ½, and 1.
				• **Explore fractions with examples such as the following:**
				  • Cutting bones for marrow
				  • Cutting up a moose, squirrel, beaver, etc. into quarters, halves, etc.
				  • Bannock making and sharing by distributing pieces
				  • Walking by measuring distance and the amount of time to get somewhere
				• **Translate fractions into Cree (¼ Kihgatsapitoh, new moon yooskagichih, ½ moon apihtohakichi)**

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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.
				• **Explore balance and model equations using examples such as:**
				  • Dogs of equal weight; or saddle bags on horses with the same weight on each side
				  • Balance in nature (symbol of the circle divided into quarters)
				  • Packing a canoe to ensure the weight is distributed
				  • Wipison – baby swing
				  • Moss bags

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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.**			

Geometric properties can describe relationships, including perpendicular, parallel, and equal.
 	
Parallel lines or planes are always the same distance apart.
 	
Perpendicular lines or planes intersect at a 90° (right) angle.
 	
Right angles can be identified using various referents, such as
• *the corner of a piece of paper*
• *the angle between the hands on an analog clock at 3:00*
• *a capital letter L*
 	
Polygons include
• **triangles**
• **quadrilaterals**
• **pentagons**
• **hexagons**
• **octagons**
 	
Regular polygons have sides of equal length and interior angles of equal measure.
	Geometric properties are relationships between geometric attributes.
	
	Geometric properties define a class of polygon.
		Investigate the relationships between the sides of a polygon, including perpendicular, parallel, and equal, using referents for 90° or by measuring.
		
		Investigate the relationships between vertices of a polygon, including equal or right angles, using direct comparison or referents for 90°.
		
		Describe geometric properties of regular and irregular polygons.
		
		Sort polygons according to geometric properties and describe the sorting rule.
		
		Classify polygons as regular or irregular using geometric properties.
				• **Explore balance and model equations using examples such as:**
				  • Shape of beehives
				  • Tipi shapes and angles, oval opening at the top
				  • Sewing, beading and embroidery
				  • Comparisons of angles in modern day structures
				  • Parallel lines of a canoe
				  • Birch bark bags, moose caller
				  • Smoke racks
				  • Harvested birch bark
				  • Eggs
				  • Tree tapping - where to put the stick

Transformations include • *translations* • *rotations* • *reflections* The distance between any two vertices of a shape is maintained in the image created by a transformation.	Geometric properties do not change when a polygon undergoes a transformation.	Examine geometric properties of polygons by translating, rotating, or reflecting using hands-on materials or digital applications.		

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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 realworld 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.
				• **Explore measurement using examples such as:**
				  • Measure using arm's length
				  • Measure with the thumb - li pus (to measure an inch)
				  • Use foot paces to measure net setting
				  • Measure tipi parts

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The perimeter of a polygon is the sum of the lengths of its sides.	*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.*		
A benchmark is a known length to which another length can be compared. *Length can be estimated using a personal or familiar referent.*	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	**In what ways can length be communicated?**			
LEARNING OUTCOME	**Students determine length using standard units.**			

Angle defines the space in
• corners
• bends
• turns or rotations
• intersections
• slopes
The arms of an angle can be line segments or rays.
The end point of a line segment or ray is called a vertex.
	An angle is the union of two arms with a common vertex.
	An angle can be interpreted as the motion of a length rotated about a vertex.
		Recognize various angles in surroundings.
		Recognize situations in which an angle can be perceived as motion.
				• **Explore angles using examples such as:**
				  • Directions, such as northwest, etc.
				  • Stomach bags and uses
				  • Where animals store food
				  • Location of sun in the sky
				  • Grouse pouch (rattles)

Superimposing is the process of placing one angle over another to compare angles. A referent is a personal or familiar representation of a known angle.	Two angles can be compared directly or indirectly.	Compare two angles directly by superimposing. Compare two angles indirectly by superimposing a third angle. *Estimate which of two angles is greater.* *Identify referents for 90°.* Identify 90° angles in the environment using a referent.		

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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.
				• **Use patterns in beading.**
				• **Use nature's manipulatives, such as cones:**
				  ◦ Collect spruce cones and make patterns on the ground,
				  ◦ Examine and describe colours of leaves and leaf imprints - count the veins, shapes, etc.
				• **Describe seasons as finite and infinite.**
				• **Discuss concept of infinite in Treaties, with "until the rivers flow…"**
				• **Recognize stages of life - Rites of Passage**
				• **Describe families as infinite and the concept of generations**
				• **Use examples from sewing, and quilt making.**

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.		

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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 1⁄60 of a minute. One minute is 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.		• **Apply the example of traplines – hunters go into the bush to assess land and determine where the animals were.** • **Use the *Hunters of Mistassiniy* resource.** • **Describe bee hibernations and beehive placements: high = lots of snow; and ground level = early spring.** • **Complete a research project, using the woolly bear caterpillar to analyze data related to weather.**
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.		

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	SCIENCE INQUIRY		
	GENERAL LEARNER EXPECTATION 3–1 **Investigate the nature of things, demonstrating purposeful action that leads to observations and inferences.**		
	GENERAL LEARNER EXPECTATION 3–2 **Identify patterns and order in objects and events studied; and, with guidance, record observations, using pictures, words and charts; and make predictions and generalizations, based on observations.**		
Focus	• ask questions that lead to exploration and investigation		
	• **identify one or more possible answers to questions asked by themselves and others. Ideas may take the form of predictions and hypotheses**		• **Research skills, Sharing Circles**
Explore and Investigate	• *identify, with guidance, procedures to be followed in finding answers to given questions*		
	• **carry out simple procedures identified by others**		• **Experimentation and Exploration, L.B.L Outdoor Activities**
	• *identify materials used and how they were used*		
	• work independently or with others to carry out the identified procedures		
	• **identify, with guidance, sources of information and ideas and, with guidance, access information and ideas from those sources. Sources may include library, classroom, community and computer-based resources**		• **Cross Curricular, Research Skills, Elders as Knowledge Keepers**
Reflect and Interpret	• *record observations and measurements, using captioned pictures and charts, with guidance in the construction of charts. Computer resources may be used for record keeping and for display and interpretation of data*		
	• *state an inference, based on observations*		
	• **identify applications of what was learned**		• **Cross Curricular, Drawing Conclusions, Analysis, Oral Communication**
	• **identify new questions that arise from the investigation.**		• **Inquiry, Cross Curricular**

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	PROBLEM SOLVING THROUGH TECHNOLOGY		
	GENERAL LEARNER EXPECTATION 3–3 **Investigate a practical problem, and develop a possible solution.**		
Focus	• identify the purpose of the object to be constructed: What is to be developed? What is it for?		
Explore and Investigate	• attempt a variety of strategies to complete tasks		
	• **identify steps followed in completing the task and explain the purpose of each step**		• **Research Procedures, Sequencing, Communication**
	• **identify materials and how they are used**		• **Research Procedures, Sequencing, Land Based Learning (L.B.L) Habitats in natural Environment**
	• engage in all parts of the task and support the efforts of others		
	• **identify, with guidance, sources of information and ideas and, with guidance, access information and ideas from those sources. Sources may include library, classroom, community and computer-based resources**		• **Cross Curricular, Research Skills, Problem Solving, Elders as Knowledge Keepers**
Reflect and Interpret	• **communicate results of construction activities, using written and oral language and pictures**		• **Cross Curricular, Research Skills, Draw Conclusions**
	• **evaluate the product and identify possible improvements**		• **Draw Conclusions**
	• **identify new applications for the design or method of construction.**		• **Cross Curricular, Research Skills, Draw Conclusions**

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	ATTITUDES		
GENERAL LEARNER EXPECTATION 3–4 **Demonstrate positive attitudes for the study of science and for the application of science in responsible ways.**			• **Respect, Resiliency, Responsibility, Elders as Knowledge Keepers, Sharing Circles**
Students will show growth in acquiring and applying the following traits:	• **curiosity**		• **L.B.L., Cross Curricular, Experimentation**
	• **confidence in personal ability to explore materials and learn by direct study**		• **L.B.L., Cross Curricular**
	• **inventiveness**		
	• **perseverance: staying with an investigation over a sustained period of time**		
	• appreciation of the value of experience and careful observation		
	• a willingness to work with others and to consider their ideas		
	• a sense of responsibility for actions taken		
	• **respect for living things and environments, and commitment for their care**		• **Stewardship, Elders as Knowledge Keepers, L.B.L., (Life Cycles, Habitat)**

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	TOPIC A: ROCKS AND MINERALS		
GENERAL LEARNER EXPECTATION 3–5 **Demonstrate knowledge of materials that comprise Earth's crust, and demonstrate skill in classifying these materials.**			• **Research Skills, Sequencing, Elders as Knowledge Keepers, Stories**
	1. Compare samples of various kinds of rock, and identify similarities and differences.		• **Elders as Knowledge Keepers, Analysis**
	2. Given a description of the properties of a particular rock or mineral, identify a sample rock or mineral that matches those properties. Properties that students should be able to describe and interpret include: • **colour** • **lustre or "shininess"; e.g., shiny, dull, glassy, metallic, earthy** • **texture; e.g., rough, smooth, uneven** • **hardness, based on scratch tests with available materials** • **presence of carbonates. Note that the presence of carbonates can be tested with vinegar or another mild acid** • **crystal shape for minerals, or overall pattern of rocks.**		
	3. Describe and classify a group of rocks and minerals, based upon the above properties.		• **Rocks Unit. Can tell stories about places with special types of rocks.**
	4. Recognize that rocks are composed of a variety of materials; and given a course grained rock and magnifier, describe some of the component materials.		
	5. Recognize and describe the various components within a sample of soil; e.g., clay, sand, pebbles, decaying plants; and describe differences between two different soil samples.		
	6. Describe ways in which rocks break down to become soil, and demonstrate one or more of these ways; e.g., by shaking a group of small, soft rocks in a jar of water; by striking rocks together. Note: Safety goggles should be used.		• **Problem Solving, Outdoor Activity**
	7. Describe some common uses of rocks and minerals; and identify examples of those uses within the school, home or local community.		• **Analyzing, Outdoor Activity**

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	TOPIC B: BUILDING WITH A VARIETY OF MATERIALS		
	GENERAL LEARNER EXPECTATION 3-6 **Use, safely, a variety of tools, techniques and materials in construction activities.**		• **Respect, Sequencing**
	GENERAL LEARNER EXPECTATION 3-7 **Construct structures, using a variety of materials and designs, and compare the effectiveness of the various materials and designs for their intended purposes.**		• **L.B.L Outdoor Activities, Compare and Contrast**
	1. Using a variety of materials and techniques, design, construct and test structures that are intended to: • **support objects** • **span gaps** • **serve as containers**		• **Problem Solving, Curiosity, L.B.L., Planning and Organizing, Tipee Building**
	• *serve as models of particular living things, objects or buildings.*		
	2. Select appropriate materials for use in construction tasks, and explain the choice of materials. Students should demonstrate familiarity with a variety of materials, such as papers, woods, plastics, clay and metals.		• **Oral Communication, Public Speaking, Research skills**
	3. Select tools that are suitable to particular tasks and materials, and use them safely and effectively.		• **Research Skills, Decision Making**
	4. Understand and use a variety of methods to join or fasten materials.		• **Experimentation**
	5. Identify the intended purpose and use of structures to be built, and explain how knowing the intended purpose and use helps guide decisions regarding materials and design.		• **Experimentation, Oral Communication**
	6. Understand that simple designs are often as effective as more complex ones, as well as being easier and cheaper to build, and illustrate this understanding with a practical example.		• **Drawing Conclusions, Experimentation**
	7. Recognize the importance of good workmanship, and demonstrate growth toward good workmanship.		• **Drawing Conclusions, Experimentation**
	8. Maintain and store materials and tools safely and properly.		• **Stewardship, Sequencing, L.B.L**
	9. Apply skills of listening, speaking and cooperative decision making in working with other students on a construction project.		

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	TOPIC C: TESTING MATERIALS AND DESIGNS		
	GENERAL LEARNER EXPECTATION 3–8 **Evaluate the suitability of different materials and designs for their use in a building task.**		
	1. Recognize that functional structures must be sufficiently strong and stable and that unstable or weak structures are often unsafe to use.		
	2. Compare and evaluate the strength and stability of different models or objects constructed.		• **Inquiry, Experimentation, L.B.L**
	3. Describe the distinctive properties of some common solids, such as wood, paper or plastic, that make them suitable for use as building materials.		• **Cross Curricular, L.B.L**
	4. Apply procedures to test the strength of construction materials, in particular, different stocks of papers, plastics or wood.		
	5. Apply procedures to test different designs.		• **Cross Curricular, Experimentation, planning and organizing, Practice various snow shoes, Snaring**
	6. Apply procedures to test the strength of different methods of joining.		
	7. Identify and apply methods for making a structure stronger and more stable; e.g., by adding or joining parts to form triangles.		
	TOPIC D: HEARING AND SOUND		
	GENERAL LEARNER EXPECTATION 3–9 **Describe the nature of sound, and demonstrate methods for producing and controlling sound.**		• **Animal calling, hunting**
	1. Identify examples of vibration.		• **Research, Cree natural law**
	2. Recognize that sound is the result of vibration; and demonstrate that the larger the vibration, the louder the sound.		• **Research, Cree natural law, Compare and Contrast**

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	3. Recognize that there are ways of measuring the loudness of sounds and that loud sounds pose a danger to the ear.		
	4. Recognize that pitch is the result of differences in the rate of vibration, and predict how a change in the rate of vibration will affect a sound.		
	5. Demonstrate a variety of ways of producing sounds; e.g., by striking an empty glass, by blowing air into a bottle, by constructing and using a device that involves vibrating strings.		
	6. Use sound-producing devices that the student has constructed to demonstrate methods for controlling the loudness, pitch and quality of sound produced.		
	7. Identify examples that show that sound can travel through a variety of materials, including solids, liquids and air, and that sound travels in all directions.		
	8. Describe how the human ear senses vibrations.		• **Cross Curricular, Compare and Contrast, Experimentation**
	9. Compare the range of hearing in humans to that in other animals; e.g., dogs and bats.		
	10. Recognize that certain sounds have characteristics that cause them to be interpreted as pleasant or unpleasant, and identify these characteristics.		• **L.B.L Outdoor Activities (animal calls), Compare and Contrast (Cross Curricular)**
	11. Describe changes in hearing that result from continued exposure to loud noise and from the natural process of aging.		
	12. Construct and evaluate different kinds of soundproofing and sound-amplifying devices.		• **Experimentation, Problem Solving, Analyzing**
	13. Explain the role that sound plays in communication.		• **Cross Curricular, Research Skills, L.B.L Outdoor Activities (Animal Calls)**

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	TOPIC E: ANIMAL LIFE CYCLES		
	GENERAL LEARNER EXPECTATION 3-10 **Describe the appearances and life cycles of some common animals, and identify their adaptations to different environments.**		• **L.B.L Outdoor Activities,Cross Curricular (Compare and Contrast), Stewardship**
	GENERAL LEARNER EXPECTATION 3-11 **Identify requirements for animal care.**		
	1. Classify a variety of animals, based on observable characteristics; e.g., limbs, teeth, body covering, overall shape, backbone.		• **Cross Curricular (Sequencing, Compare and Contrast) Research Skills, L.B.L (Outdoor Activities)**
	2. Observe and describe the growth and development of at least one living animal, as the animal develops from early to more advanced stages. The animal(s) should be from one or more of the following groups: mammals, birds, fish, reptiles, amphibians, insects. Suggested examples include: gerbils, guppies, mealworms, tadpoles, worms, butterflies/moths. Additional examples from other animal groups might also be included: brine shrimp, isopods, spiders.		
	3. Predict the next stages in the growth and development of at least one animal from each of the following groups: mammals, birds, fish, reptiles, amphibians, insects; and identify similarities and differences in their developmental sequences.		
	4. Identify the food needs of at least one animal from each of the following groups: mammals, birds, fish, reptiles, amphibians, insects; and describe changes in how each animal obtains food through different stages of its life.		• **Cross Curricular (Sequencing, Compare and Contrast) Research Skills, L.B.L (Outdoor Activities)**
	5. Demonstrate awareness that parental care is characteristic of some animals and not of others, and identify examples of different forms of parental care.		• **Experimentation**
	6. Demonstrate awareness that animals require different habitats in order to meet their basic needs of food, water, shelter and space.		

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	7. Recognize adaptations of a young animal to its environment, and identify changes in its relationship to its environment as it goes through life; e.g., tadpoles are adapted for life in an aquatic environment; adult frogs show adaptations to both terrestrial and aquatic environments		• **Story-telling, Adding Details, L.B.L (outdoor activities)**
	8. Identify examples of environmental conditions that may threaten animal survival, and identify examples of extinct animals.		• **Story-telling, stewardship, senses**
	9. Recognize that habitat preservation can help maintain animal populations, and identify ways that student actions can assist habitat preservation.		
	10. Demonstrate knowledge of the needs of animals studied, and demonstrate skills for their care.		• **Research Skills, story-telling, stewardship, senses**