

GRADE 1

CURRICULUM PACKAGE

June 2012

*Creating
Futures* 

2012

Contents

INTRODUCTION.....	4
BLOOM'S REVISED TAXONOMY	6
BLOOM'S REVISED TAXONOMY QUESTIONING FRAMEWORK.....	9
DENE KEDE - GRADE 1.....	10
ELA GRADE 1	37
MATH GRADE 1	44
SCIENCE GRADE 1.....	48
SOCIAL STUDIES GRADE 1	53
HEALTH GRADE 1	56
CAREER DEVELOPMENT GRADE 1.....	59
ARTS GRADE 1	62
PHYSICAL EDUCATION GRADE 1	66
ICT – GRADE 1 – EMERGING (PRE K TO GRADE 3).....	69
AAT WRITING & READING GRADE 3.....	74
AAT MATH GRADE 3.....	75

INTRODUCTION

This document contains grade level learning outcomes and suggested achievement indicators for Grade 1 students. The SSDEC Curriculum Grade Level Packages for K-9 are available at www.ssdec.nt.ca.

The Grade 1 Curriculum Package is not intended to replace the complete versions of the approved NWT Curriculum. Please be advised that educators will serve their students best by engaging with full curriculum for each discipline as these provide the philosophy behind its development as well as valuable tools for delivery of concepts.

Dene Kede

Dene Kede, the culture-based curriculum of the NWT, serves as the heart of the NWT Curriculum. Dene Kede was developed under the guidance of Dene elders and shares, through its teachings, the knowledge, skills, and values of the Dene. These cultural understandings serve as the underpinnings for all learning in all content areas and it is expected that the teachings and knowledge contained within Dene Kede shall be woven into all lessons. In this manner our students will become more capable, more successful and better able to *walk in two worlds*.

Required Areas of Study

- English Language Arts
- Mathematics
- Science
- Social Studies
- Health
- Physical Education
- Arts: Dance, Drama, Music and Visual Art

Additional information can be found at <http://www.ece.gov.nt.ca/> under the Kindergarten to grade 12 link, which will take you to the tab called, Curriculum Services.

How to Use This Document

Suggested uses for this document might include, supporting:

- *Multi-graded classrooms*
- *Student Support Plans*
- *Students' understanding of where specific learning outcomes become more sophisticated and challenging*
- *Parents' understanding of where their student may currently be in their learning and what they are ready for next*

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BLOOM'S REVISED TAXONOMY



Creating

Generating new ideas, products, or ways of viewing things
Designing, constructing, planning, producing, inventing.



Evaluating

Justifying a decision or course of action

Checking, hypothesising, critiquing, experimenting, judging



Analysing

Breaking information into parts to explore understandings and relationships

Comparing, organising, deconstructing, interrogating, finding

Applying

Using information in another familiar situation

Implementing, carrying out, using, executing



Understanding

Explaining ideas or concepts

Interpreting, summarising, paraphrasing, classifying, explaining

Remembering

Recalling information

Recognising, listing, describing, retrieving, naming, finding



BLOOM'S REVISED TAXONOMY COGNITIVE DOMAIN: VERB LIST

REMEMBERING	UNDERSTANDING	APPLYING	ANALYZING	EVALUATING	CREATING
Cite	Add	Acquire	Analyze	Abstract	Appraise
Define	Approximate	Adapt	Audit	Animate	Assess
Describe	Articulate	Allocate	Blueprint	Arrange	Compare
Draw	Associate	Alphabetize	Breadboard	Assemble	Conclude
Enumerate	Characterize	Apply	Break down	Budget	Construct
Identify	Clarify	Ascertain	Characterize	Categorize	Contrast
Index	Classify	Assign	Classify	Check	Counsel
Indicate	Compare	Attain	Compare	Code	Criticize
Label	Compute	Avoid	Confirm	Combine	Critique
List	Contrast	Back up	Contrast	Compile	Defend
Match	Convert	Calculate	Correlate	Compose	Determine
Meet	Defend	Capture	Deconstruct	Construct	Design
Name	Describe	Carry out	Detect	Cope	Discriminate
Outline	Detail	Change	Diagnose	Correspond	Estimate
Point	Differentiate	Classify	Diagram	Create	Evaluate
Quote	Discuss	Complete	Differentiate	Critique	Explain
Read	Distinguish	Compute	Discriminate	Cultivate	Grade
Recall	Elaborate	Construct	Dissect	Debug	Hire
Recite	Estimate	Customize	Distinguish	Depict	Interpret
Recognize	Example	Demonstrate	Document	Design	Invent
Record	Explain	Depreciate	Ensure	Develop	Judge
Repeat	Express	Derive	Examine	Devise	Justify
Reproduce	Extend	Determine	Explain	Dictate	Measure
Review	Extrapolate	Diminish	Explore	Enhance	Plan
Select	Factor	Discover	Figure out	Experiment	Predict
State	Generalize	Draw	File	Explain	Prescribe
Study	Give	Employ	Find	Facilitate	Produce
Tabulate	Infer	Examine	Group	Format	Rank
Trace	Interact	Exercise	Identify	Formulate	Rate
Write	Interpolate	Execute	Illustrate	Generalize	Recommend
	Interpret	Explore	Infer	Generate	Release
	Observe	Expose	Interrupt	Handle	Select
	Paraphrase	Express	Inventory	Hypothesize	Summarize
	Picture graphically	Factor	Investigate	Import	Support
	Predict	Figure	Layout	Improve	Test
	Review	Graph	Manage	Incorporate	Validate
	Rewrite	Handle	Maximize	Integrate	Verify
	Subtract	Illustrate	Minimize	Interface	
	Summarize	Implement	Optimize	Join	
	Translate	Interconvert	Order	Judge	
	Visualize	Investigate	Organize	Lecture	
		Manipulate	Outline	Model	
		Modify	Point out	Modify	
		Operate	Prioritize	Network	

BLOOM'S REVISED TAXONOMY COGNITIVE DOMAIN: VERB LIST

REMEMBERING	UNDERSTANDING	APPLYING	ANALYZING	EVALUATING	CREATING
		Personalize	Proofread	Organize	
		Plot	Query	Outline	
		Practice	Relate	Overhaul	
		Predict	Select	Plan	
		Prepare	Separate	Portray	
		Price	Size p	Prepare	
		Process	Subdivide	Prescribe	
		Produce	Train	Produce	
		Project	Transform	Program	
		Provide		Rearrange	
		Relate		Reconstruct	
		Round off		Relate	
		Sequence		Reorganize	
		Show		Revise	
		Simulate		Rewrite	
		Sketch		Specify	
		Solve		Summarize	
		Subscribe		Write	
		Tabulate			
		Transcribe			
		Translate			
		Use			

BLOOM'S REVISED TAXONOMY AFFECTIVE DOMAIN: VERB LIST

Receiving	Responding	Valuing	Organization	Internalizing
Ask	Accept responsibility	Associate with	Adhere to	Act
Choose	Answer	Assume responsibility	After	Change behavior
Follow	Assist	Believe in	Arrange	Develop behaviour code
Give	Comply	Be convinced	Classify	Develop philosophy
Hold	Conform	Complete	Combine	Influence
Select	Enjoy	Describe	Defend	Judge problem/issue
Show interest	Greet	Differentiate	Establish	Listen
	Help	Have faith in	Form judgments	Propose
	Obey	Initiate	Identify with	Qualify
	Perform	Invite	Integrate	Question
	Practice	Join	Organize	Serve
	Present	Justify	Weigh alternatives	Show mature attitude
	Report	Participate		Solve
	Select	Propose		Verify
	Tell	Select		
		Share		
		Subscribe to		
		Work		

BLOOM'S REVISED TAXONOMY QUESTIONING FRAMEWORK

HIGHER-ORDER THINKING	BLOOM'S REVISED ORDER	ACTIONS	EXAMPLES FOR: INTENTIONAL QUESTIONING-PROMPTING FOR HIGHER LEVEL/ORDER THINKING	
	<u>Creating</u> (Putting together ideas or elements to develop an original idea or engage in creative thinking).	Designing Constructing Planning Producing Inventing Devising Making	<ul style="list-style-type: none"> • What would you do differently next time? • Why? • What could you do next? Why? 	<ul style="list-style-type: none"> • What would you do differently next time? • Why? • What could you do next? Why?
	<u>Evaluating</u> (Judging the value of ideas, materials and methods by developing and applying standards and criteria).	Checking Hypothesising Critiquing Experimenting Judging Testing Detecting Monitoring	<p>What do you think is really good about what you are:</p> <ul style="list-style-type: none"> • Building • Exploring • Cooking • Serving • Making • Inventing • Planning 	<p>Look at what you are _____,</p> <ul style="list-style-type: none"> • What do you think could be a problem with the way it is made? • Why do you think that? • What do you think will work really well? • Explain why you think so
	<u>Analyzing</u> (Breaking information down into its component elements).	Comparing Organising Deconstructing Attributing Outlining Structuring Integrating	<ul style="list-style-type: none"> • Do you see anything that is the same/different from _____? • How could you put this together in a different way? What would happen? 	<ul style="list-style-type: none"> • How would your _____ change if you didn't have _____? • What could you use instead? • Why do you think it would work?
LOWER-ORDER THINKING	<u>Applying</u> (Using strategies, concepts, principles and theories in new situations).	Implementing Carrying out Using Executing	<p>What other uses does _____ have?</p> <ul style="list-style-type: none"> • New Context • Different Purpose • Combine new context & new purpose 	<p>What if you wanted to use what you are (making/cooking etc.) for a new/different purpose. What would you:</p> <ul style="list-style-type: none"> • Add? • Remove? • Change?
	<u>Understanding</u> (Understanding of given information).	Interpreting Exemplifying Summarising Inferring Paraphrasing Classifying Comparing Explaining	<p>What is important about what you are:</p> <ul style="list-style-type: none"> • Building • Exploring • Cooking • Serving • Making • Inventing • Planning 	<ul style="list-style-type: none"> • Explain how this (item/ingredient/part/amount etc.) is important to what you are doing.
	<u>Remembering</u> (Recall or recognition of specific information).	Recognising Listing Describing Identifying Retrieving Naming Locating Finding	<p>Describe what you are:</p> <ul style="list-style-type: none"> • Building • Exploring • Cooking • Serving • Making • Inventing • Planning 	<p>Tell me what you are using to:</p> <ul style="list-style-type: none"> • Cook • Build • Investigate • Serve • Examine • Fix • Copy

DENE KEDE - GRADE 1

SPIRITUALITY

Outcomes	Achievement Indicators
<p><i>It is expected that students will:</i></p> <p>Spiritual Power Students should understand that although Spiritual Powers were a gift for survival from the Creator, they were given with Rules of Conduct. Students should be aware of the rules of conduct and the implications of adhering or not adhering to those principles. The Dene youth of today hunger for this kind of information and it is important that they are given the proper information...</p> <p>Living Force The students should experience the Living Force in its concrete and powerful form so that they can come to understand and accept the force. If the students are involved in the rituals which acknowledge the Living Force, they will come to see the land, water and air differently. They will become more connected to the land and have a stronger commitment to it. They will come to respect the land and to protect it from pollution. The experiences for the Living Force unit should be integrated into the activities which take place on the land in other thematic units.</p>	<p><i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i></p> <p>THE SPIRITUAL WORLD</p> <ul style="list-style-type: none"> • Know that everything has a spirit and respect the power that lies in all things • Know there is good and bad Spiritual Power <p>THE SPIRITUAL WORLD</p> <ul style="list-style-type: none"> • Know the significance of the Living Force for the Dene: land and water generally are living things & are powerful. • Know how to approach the Force or how to behave in its presence. • Show acceptable (according to local custom) behaviour in the presence of the Force • Show respect by "paying" the Force. Know the kinds of things that can be made from the land to offer as gifts (e.g. decorated willows). <p>THE LAND</p> <ul style="list-style-type: none"> • Know where the Living Force is evident: e.g. Chipewyan know of an area in the River; Dogrib know of a whirlpool; Sahtu know their lake (Great Bear) as having a Living Force • Be willing to independently show respect to the Living Force, either in the land or waters, or in special places near the community. <p>THE SELF</p> <ul style="list-style-type: none"> • Identify feelings they have when they pray to or pay the Living Forces in the land and waters about them. • Develop greater self-reliance as they learn how to maintain a relationship with the Living Force on their own (how and what to pay the Living Force, how to make requests). <p>THE SPIRITUAL WORLD</p> <ul style="list-style-type: none"> • Be familiar with the regional legend about "The One Who Circled the Earth". • Be familiar with the concept of medicine power and that "The One Who Circled the Earth" was the greatest of medicine men. <p>THE LAND</p> <ul style="list-style-type: none"> • Know which animals are significant in the story. <p>THE PEOPLE</p> <ul style="list-style-type: none"> • Know that it is the responsibility of the elders and teachers to pass on the story of "The One Who Circled the Earth" to the children.
<p>One Who Circled the Earth The story of Yamozha ties the Dene to the land and to each other. Dene students will develop a sense of unity through the universal story about "The One Who Circled the Earth". The legend of "The One Who Circled the Earth" is common to all five Dene tribes. Thus, it ties the tribes together into the Dene Nation. "The One Who Circled the Earth" not only ties the Dene Nation together, it ties the Dene Nation to the whole world because this greatest of medicine men circled the planet. Students must begin to recognize that their tribe is a part of something bigger and greater. They must begin to recognize who they are a part of and together with. Students will understand the nature of Dene laws and where they have come from, and as a result come to respect the laws.</p>	<p>THE SPIRITUAL WORLD</p> <ul style="list-style-type: none"> • Be familiar with the regional legend about "The One Who Circled the Earth". • Be familiar with the concept of medicine power and that "The One Who Circled the Earth" was the greatest of medicine men. <p>THE LAND</p> <ul style="list-style-type: none"> • Know which animals are significant in the story. <p>THE PEOPLE</p> <ul style="list-style-type: none"> • Know that it is the responsibility of the elders and teachers to pass on the story of "The One Who Circled the Earth" to the children.

DENE KEDE - GRADE 1

SPIRITUALITY

Outcomes	Achievement Indicators
<p><i>It is expected that students will:</i></p> <p>Drum: To give students the sacred gift of the drum which can be used for creating a sense of unity with other Dene, and to help the students in their prayers and meditations as well as for recreational enjoyment</p>	<p><i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i></p> <p>THE SPIRITUAL WORLD</p> <ul style="list-style-type: none"> • Know the origin of the drum: a gift given to the first people to help them sing for medicine and prayer; spiritual activities using the drum. • Be willing to experience the spiritual uses of the drum today: through prayer and in ceremonies. • Be able to care for the drum as a sacred object, which must always be put away or hung up. <p>THE PEOPLE</p> <ul style="list-style-type: none"> • Be able to behave appropriately at gatherings where drums are used (recreation, prayer, celebration). • Be willing to experience dancing to a drum with others and feel the sense of unity that is created. • Identify community people who are recognized for having ability in drumming and singing, in making drums, or in telling stories about the drum. Access these people to learn from them. • Recognize different rhythms that are used for different purposes. <p>THE SELF</p> <ul style="list-style-type: none"> • Be aware of new skills and knowledge. • Be aware of the meaning or effect of the drum one's self (oneness, peacefulness, strength, ability). • Be aware of the effect of one's behaviour on others at gatherings where the drum is being used for spiritual or recreational purposes.
<p>Fire: Fire is considered a living force which enables the Dene to survive. The students learn to respect fire for its spiritual meaning as well as for the practical uses and for fire safety.</p>	<p>THE SPIRITUAL WORLD</p> <ul style="list-style-type: none"> • Know that fire is a gift from the Creator that has enabled the survival of the Dene. Fire did not come from the earth. Fire has great power because it comes from the sun. It can only be controlled with great power. • Fire is a living force which has declared that all men will live and survive with it till the end of time. To show our respect to the gift of life, we pay the fire. • Fire can give the gift of health. <p>THE LAND</p> <ul style="list-style-type: none"> • Identify good kindling for starting a fire • Know how to prevent unwanted fires. <p>THE PEOPLE</p> <ul style="list-style-type: none"> • Know that at a camp, everyone has responsibilities. It is the responsibility of the children to gather good firewood as required for different purposes. • Know that campsites are always left with wood and kindling for the use of the next traveller.

DENE KEDE - GRADE 1

The Land and the Sky

Outcomes	Achievement Indicators
<p><i>It is expected that students will:</i></p> <p>Geography and Land Use: The Dene elders have said that the land, Mother Earth, is life itself. If life is to continue, the land must be cared for. Students will understand the importance and meaning of their relationship to the land. The land has meant life and death to the people. The story of Dene people is told in the names given to places on the land including historically used places, and in the stories which come from there. Students will know that there are places identified in legends that have a 'living force', places that are sacred. The elders see that the children must become keepers of the land. Children must be given love of the land. From love will come respect, care, a sense of responsibility, a pride of tribe and homeland, and identification with the ideals connected to</p>	<p><i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i></p> <p>THE SPIRITUAL WORLD</p> <ul style="list-style-type: none"> • Know that the land, Mother Earth, is life itself. <ul style="list-style-type: none"> ◦ Land provides life for the Dene. ◦ Land is a gift for the Dene given by the Creator. ◦ Respect and love of land is shown in various ways with various customs. ◦ Dene lived in harmony with the land: they practiced conservation. ◦ The land does not belong to people. It cannot be bought or sold. • Be familiar with the Creation story about origin of land (tribal stories about creation). <p>THE LAND</p> <ul style="list-style-type: none"> • See the land as full, rich and life giving. • Know that traditional land etiquette protected the land in the same way as environmental practices of today intend to protect the land. • Important landmarks around the community. • Be familiar with environmental practices <p>THE SELF</p> <ul style="list-style-type: none"> • Develop a sense of respect for the land and a sense of identity and pride in being Dene. • Be willing to know and express respect for land in culturally appropriate ways.

DENE KEDE - GRADE 1

THE LAND AND THE SKY

Outcomes	Achievement Indicators
<p><i>It is expected that students will:</i></p> <p>Water and Rivers: Since time immemorial, the Dene have had a very deep respect for water and rivers as a living force and spirit. Lack of respect has meant death for individuals and the threat of death for many more because of actions and attitudes which pollute or harm our access to water. If the students can learn how important water is for life then perhaps not only will the life of an individual be saved, but that of all mankind. In the North, knowing the habits of water and rivers has been a matter of survival. Navigational skills will give students a greater sense of security on the land which in turn will make them feel more at one with the land and its water.</p>	<p><i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i></p> <p>THE SPIRITUAL WORLD</p> <ul style="list-style-type: none"> • Be familiar with stories about important local bodies of water or rivers. • Know that the Dene consider the waters and rivers to be a living force which is very strong and powerful. It has the ability to change its form from liquid to solid. Some rivers are blessed by the Creator (Lutsel K'e: Parry Falls and Holy Water). Water is a world of its own, a level lower than the one people are familiar with, and where water people live. • Know that the Dene believe that if water is not respected, it will take life (you cannot breathe in the water). • Know that blessed water can be used to heal. Water for cleansing. • Be familiar with local customs and beliefs about water: <ul style="list-style-type: none"> ○ Dispose of waste water with payment, paying water with moss makes the water lighter, place cloth under a cup of drinking water to show respect, the human body is based on water (Lutsel K'e). ○ A teenage girl should never be left unattended on the water. <p>THE LAND</p> <ul style="list-style-type: none"> • Be able to recognize good drinking water. • Understand concepts of floating & sinking: what things float, what sink, & implications for water safety. • Know about basic water safety: <ul style="list-style-type: none"> ○ Do not play in water along shore unless accompanied by adult. ○ Do not play with toy boats in the water unless accompanied by an adult. • Know the characteristics of the rivers and lakes in different seasons, e.g. the animals hunted and the condition of the river. <ul style="list-style-type: none"> ○ Spring: water levels, breakup and ice conditions, beaver, ducks, fish spawning grounds ○ Winter: ice conditions, fish, which rivers do not freeze over ○ Fall: freeze-up and ice conditions, ducks, geese, moose ○ Summer: windy and calm, fish • Know that rivers and lakes can be so polluted that people and animals can no longer use them. • Know ways in which students can prevent pollution. • Be aware of how the seasonal changes of rivers or lakes near a community affect the mood and activity in a community: summer traffic and travel, threat of flooding, etc. • Know and experience the fun of using the lake or river for recreation: sports and boating. <p>THE SELF</p> <ul style="list-style-type: none"> • Be willing to practice care on or around water. • Show humility by being respectful to water.

DENE KEDE - GRADE 1

THE LAND AND THE SKY

Outcomes	Achievement Indicators
<p><i>It is expected that students will:</i></p> <p>Trees: To enable students to use and protect trees. Trees have been important to the survival of the Dene as well as of many animals upon which the Dene rely for food and for a livelihood. Also, trees are a vital part of what the Dene consider their home. It is hoped that if the students are given familiarity with trees and working with wood, they will see the need to conserve and protect the trees.</p>	<p><i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i></p> <p>THE SPIRITUAL WORLD</p> <ul style="list-style-type: none"> • Be familiar with local beliefs regarding how trees should be treated. • Know that trees are living things from the Creator which must be protected. • Experience the soothing and calming effect of the sound of trees. • Be familiar with the kinds of spiritual tools made with parts of trees. e.g. decorated willow for paying water, drums, and masks. • Know that the birch with its many uses is respected and considered a sacred tree. The poplar on the other hand is not used as much and is considered to bring bad luck. • Be familiar with the Dene belief that spruce trees have memories and therefore they should not be cut down unless they are needed. <p>THE LAND</p> <ul style="list-style-type: none"> • Know about trees and forests. • Know kinds of trees in local area. • Know the parts of a tree. • Know how to protect trees, and conserve and manage forests. • Know how trees enable animals to survive. • Know the qualities and uses of different kinds of trees (see attached information). • Know that the birch is considered the most useful of trees: snowshoe frames, baskets, syrup, firewood, stems for scraping hides, etc. • Be able to work with parts of trees to make simple objects, both traditional and contemporary. • Be able to work with parts of trees to create crafts or art. <p>THE PEOPLE</p> <ul style="list-style-type: none"> • Be able to identify the people in the community who work with wood, especially local wood, and appreciate their skills. • Be able to identify people in the community who do craft and art with wood or bark. • Know about games people enjoyed playing using trees or objects made from trees. <p>THE SELF</p> <ul style="list-style-type: none"> • Appreciate the importance of trees and make personal decisions about how students will respect them in the future. • Show in some way that they value the knowledge they have gained about earth medicine <ul style="list-style-type: none"> ◦ Indicate greater self-respect for the knowledge they have gained. ◦ Gather or use earth medicine on their own. • Continue to pursue interest in earth medicine outside of the school by approaching elders.

DENE KEDE - GRADE 1

THE LAND AND THE SKY

Outcomes	Achievement Indicators
<p><i>It is expected that students will:</i></p> <p>Sun: Knowledge of the spiritual nature of the sun and the gifts it gives to people will give students a greater appreciation of it. Learning the survival skills which use the sun will help them when on the land.</p>	<p><i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i></p> <p>THE SPIRITUAL WORLD</p> <ul style="list-style-type: none"> • Know that the sun is seen as powerful because it can change its form from season to season. • Know that the sun is associated with re-birth (spring and morning). • Know that the sun is a source of medicine power. • Know that the sun brought the gift of "fire" to the people. • Know the local customs and beliefs regarding eclipses of the sun. • Be familiar with legends which tell about the sun and its power. • Be aware of the joy that the Dene feel with the sun as it rises or when it comes back in the spring. <p>THE LAND</p> <ul style="list-style-type: none"> • Identify the different positions of the sun during the day. • Be familiar with different sun phenomena in Winter: <ul style="list-style-type: none"> • Sundogs • Sun dancing • Understand ways in which the sun is connected to all living things. • Be able to use the sun to tell the five seasons (Sahtu and Dehcho): <ul style="list-style-type: none"> ◦ Early spring when the sun "dances" with the rebirth of the earth. There is warmth in the sun, the ice begins to melt, the sap begins to run, and the leaves begin to form. ◦ Spring ◦ Summer ◦ Fall ◦ Winter • Be able to use the sun to tell the six seasons (Gwich'in and Dogrib): <ul style="list-style-type: none"> ◦ Early spring ◦ Spring ◦ Summer ◦ Real summer ◦ Fall ◦ Winter • Know ways in which the Dene used the sun to survive: making dry meat, making fire, preparing hides • Know how the light that was available affected hunting, travelling and sewing. In the spring, as the ice and snow began to melt, the men would hunt and travel at night while snow hardened and rest during the day. The women would sew during the longer daylight hours. This was the best sewing time. • Know ways in which carelessness can lead to the sun taking your life: sunstroke, sunburn, skin cancer, snow-blindness, forest fires, etc <p>THE SELF</p> <ul style="list-style-type: none"> • Thank the sun for each new day, and use it well.

DENE KEDE - GRADE 1

THE LAND AND THE SKY

Outcomes	Achievement Indicators
<p><i>It is expected that students will:</i></p> <p>Moon and Stars: The moon and stars were traditionally used as clocks, compasses and calendars. It is still an important skill to be able to use the moon and the stars for direction and time while travelling. It could mean survival for the student. But also, the student should know how the Dene traditionally found their way and told the time, and take pride in that knowledge.</p>	<p><i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i></p> <p>THE SPIRITUAL WORLD</p> <ul style="list-style-type: none"> • Be familiar with legends about the moon and stars. (Dehcho: About a boy holding a birchbark pail on the moon who made blood soup. About two sisters who were taken to the stars.) • Special local beliefs and customs. (Dehcho: Stars were never counted because if they were pointed at, a person would develop warts. People chose one particular star as their own.) <p>THE LAND</p> <ul style="list-style-type: none"> • Know that the Dene used to travel by the light of the moon and stars. • Name the phases of the moon: full, new, quarters. • Identify Dene constellations. • Understand how people and the land are affected by the moon and the stars even though they are a part of another world. <p>THE PEOPLE</p> <ul style="list-style-type: none"> • Hear and enjoy personal stories from elders about the moon or stars: <ul style="list-style-type: none"> ◦ Love stories and the power of the moon. ◦ Experiences on nights when moon is bright. ◦ Effects of the moon on behaviour of people. ◦ Effects of the moon on animals or the land. • There are some people who are very good at looking at signs and predicting the weather. <p>THE SELF</p> <ul style="list-style-type: none"> • Recognize how people are dependent upon the "other world".
<p>Northern Lights: The Northern Lights have been an important source of light for travelling and hunting in the darkness. Also the dancing Northern Lights create a mood of happiness for the Dene. The students will come to appreciate the way that the Dene perceives the Northern Lights.</p>	<p>THE SPIRITUAL WORLD</p> <ul style="list-style-type: none"> • See Northern Lights as the Dene see them: smell, sounds, movement, colour. • Know that the Dene belief is that the Northern Lights are a living force: unusual colours and patterns can indicate omens good and bad. The Lights can be made to dance or to go away. <ul style="list-style-type: none"> ◦ Dehcho: Red indicates war. Clapping, rubbing fingernails together or whistling can make the Lights dance. ◦ Dogrib: They must not be whistled at. The Lights are attracted to the noise and movements of animals such as caribou herds and dog teams. ◦ Sahtu: One is not supposed to whistle when the Northern Lights are low. ◦ Lutsel K'e: They can bring danger to people. The Lights are related to fire and to people. They are sometimes referred to as caribou fire. ◦ Sahtu: If you inhale the smell you won't live long. • Know that when the Northern Lights are low they smell really bad and if you inhale, you can die. • Know that it is a belief of the Dene that Northern Lights eat clouds, and therefore cause cold weather. <p>THE SELF</p> <ul style="list-style-type: none"> • Express personal feelings that are created by the Northern Lights

DENE KEDE - GRADE 1

THE LAND AND THE SKY

Outcomes	Achievement Indicators
<p><i>It is expected that students will:</i></p> <p>Camping: To enable students to become skilful on and respectful of the land. The student should learn the basic camping skills as a matter of survival in case he or she is ever lost or left alone in the bush. Camping skills are basic to becoming a good hunter or trapper and will enable students to become independent and self-sufficient. Students with camping skills earn respect from their peers and adults. The camp environment is a good one for learning traditional Dene knowledge and skills, and for learning why things are done as they are. Finally, the cultural attitudes that are developed with the camping skills will enable students to live in both worlds.</p>	<p><i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i></p> <p>THE SPIRITUAL WORLD</p> <ul style="list-style-type: none"> • Be familiar with local customs and beliefs with respect to being on the land. (See themes on Geography and Land Use for specific beliefs and customs.) <p>THE LAND</p> <ul style="list-style-type: none"> • Recognize and value the need for careful planning and foresight when camping. • Recognize the need for self-discipline when camping • Be able to help in packing for a camp. <ul style="list-style-type: none"> ◦ For longer term camps ◦ Minimizing bulk and maximizing compactness (knowing what the basic survival needs are) • Know what factors are important in choosing a camp location in winter and summer: <ul style="list-style-type: none"> ◦ Locating fire in relation to place of tent ◦ Kind of game available ◦ Availability of fresh water ◦ Availability of wood for fires ◦ Not too close to water in summer to avoid dew ◦ For protection from wind • Be able to care for a camp: <ul style="list-style-type: none"> ◦ Cleaning ◦ Making and keeping fires ◦ Kinds of wood for heating, cooking ◦ Spruce bough mats <p>THE PEOPLE</p> <ul style="list-style-type: none"> • Know that traditionally camping was a way of life for the Dene. People were always on the move following game throughout the seasons • Appreciate and enjoy story-telling and other traditional leisure activities while at camp. • Know about traditional customs regarding camps for: <ul style="list-style-type: none"> ◦ Menstruating women ◦ Initiation of young men • Know that in order for a camp to run smoothly and enjoyably, all members must cooperate and be responsible • Know that traditionally, one person was assigned to be the last one to leave the camp. That person would do the final "clean-up" by putting away poles, disposing of bones properly, etc. • Recognize that camping is a communal experience. • Be willing to share food, the fire (everything at camp belongs to everyone)

DENE KEDE - GRADE 1

THE LAND AND THE SKY

Outcomes	Achievement Indicators
<p><i>It is expected that students will:</i></p> <p>Camping: To enable students to become skilful on and respectful of the land. The student should learn the basic camping skills as a matter of survival in case he or she is ever lost or left alone in the bush. Camping skills are basic to becoming a good hunter or trapper and will enable students to become independent and self-sufficient. Students with camping skills earn respect from their peers and adults. The camp environment is a good one for learning traditional Dene knowledge and skills, and for learning why things are done as they are. Finally, the cultural attitudes that are developed with the camping skills will enable students to live in both worlds.</p> <p>Plants: The Dene rely heavily upon the use of plants in their daily lives. The Dene had many uses for plants in the past, both domestic and medicinal. Plants were also appreciated for their beauty in summer, indicating new life and plentiful food. The students will recognize the different kinds of plants in their area and know what their uses are.</p>	<p><i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i></p> <p>THE SELF</p> <ul style="list-style-type: none"> • Be willing to rise early at camp and be helpful, getting the work done early in the day so that the rest of the day can be enjoyed. • Be willing to carefully obey the instructions of adults while at camp. • Make efforts to be careful, patient, persistent and responsible in doing any task given at a camp (e.g. carrying wood). • Attempt self-discipline in interacting with others while at camp. Practice sensitivity and thoughtfulness • Be willing to share while at camp. • Show respect for the land and the animals • Be willing to share knowledge and skills of camping with peers who are less knowledgeable. • Be willing to plan and prepare carefully for camping trips <p>THE SPIRITUAL WORLD</p> <ul style="list-style-type: none"> • Know that plants have life which must be respected. <p>THE LAND</p> <ul style="list-style-type: none"> • Name the parts of a plant (stem, leaves, roots, flowers, berries). • Recognize, name and pick local plants (or parts) used for food, and prepare and taste the food. • Recognize and name local plants which are harmful to people. • Know that many people, especially elders, find great joy on the land during the summer when the plants are full of life. • Know that local plants are used daily by the Dene, e.g. moss for diapers, doing dishes, brushes for floors, insulation (chinking log houses) <p>THE PEOPLE</p> <ul style="list-style-type: none"> • Know that the Dene particularly enjoy tasks like plant or berry picking because it allows them to enjoy one another while they work. • Know that the origin of a handicraft can be identified by its floral design. • Know that Labrador tea was used by Dene people. <p>THE SELF</p> <ul style="list-style-type: none"> • Become aware of the joy and peace that can be experienced by being among the sights and smells of plants in the summer time. • Become more aware of the variety of plants, their many uses as well as their aesthetic value.

DENE KEDE - GRADE 1

ANIMALS

Outcomes	Achievement Indicators
<p><i>It is expected that students will:</i></p> <p>Bear: The bear is considered the most respected animal of the animal world. The students will learn to respect the bear as the leader amongst leaders and as having great powers in the human world. It is important to have a good relationship with the animals but especially with the bear</p>	<p><i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i></p> <p>THE SPIRITUAL WORLD</p> <ul style="list-style-type: none"> • Be familiar with local legends and stories about bears. • Be familiar with local knowledge about how the spiritual powers of the bear can be used. <ul style="list-style-type: none"> • In bad weather the head of a bear is placed on a pole with a stick in its mouth to keep it open. If it is addressed properly, and if it is pleased, it will grant you good weather. (Déliné) • If certain parts of the human body need medical attention, the corresponding part of the bear can be removed. A message is given to the bear for its help, the bear part is eaten, and with the bear's help that person can be healed. (Déliné) • Dogrib: gall bladder for open sores. • Be able to address the bear properly (üehhtsee) Respected Grandfather and K'aowe (leader of animals). • Know which parts of the bear you cannot eat. • Be able to give thanks to the Creator for the bear. • Respect bears when they are hibernating. <p>Bear hide never used for clothing (taboo of South Slavey Dene).</p> <p>THE LAND</p> <ul style="list-style-type: none"> • Be familiar with bear behaviour. <ul style="list-style-type: none"> ◦ The bear does not attack a person in its den. ◦ Never run away from a bear. ◦ They tend to really care for their cubs. ◦ Know appropriate moments to address the bear. • Weather patterns are associated with behaviours of the bear. <ul style="list-style-type: none"> ◦ Warm weather in January is an indication that the bear has turned around and faces the other way. ◦ Warm weather, and dripping of water in the den, cause bear to stir and face the other way. ◦ When a bear hibernates, it is equivalent to one night's sleep for a bear. • Bear kinds: grizzly, black and brown. • Be able to describe its habitat and seasonal habits (cubs, diet, hibernation). <ul style="list-style-type: none"> ◦ Diet: vegetation, insects, fish <p>THE PEOPLE</p> <ul style="list-style-type: none"> • Be willing and able to listen to the legends and stories told by the elders about the bear. • Know that men are the key hunters of bear. • Share with others the stories that are heard.

DENE KEDE - GRADE 1

ANIMALS

Outcomes	Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i></p>
<p>Bear: (Continued)</p>	<p>THE SELF</p> <ul style="list-style-type: none"> • Ask parents or grandparents about student's own relationship, if any, to the bear.
<p>Beaver: The beaver is valued by the Dene because it has the gift of intelligence. It is the boss of intelligence. The beaver's existence on this land is very important to the shaping of Dene history.</p>	<p>THE SPIRITUAL WORLD</p> <ul style="list-style-type: none"> • Be familiar with local legends about the beaver. • Know the spiritual characteristics of the beaver. <ul style="list-style-type: none"> ◦ Was granted the gift of intelligence and is therefore the most intelligent of all animals. ◦ It controls its environment by being a very precise builder. It measures the water it will require in making its dam. It measures the food it will require for the winter, harvests and rations food. ◦ The beaver conserves the food near its lodge by foraging farther afield. ◦ Mother Beaver was very verbal. The beavers were very disciplined people and spanked their children like people. • Be familiar with the beliefs and customs with respect to the beaver. <ul style="list-style-type: none"> ◦ Eating uncooked beaver eye gives strong eyesight. ◦ Eating beaver brain with appropriate thoughts and words during pregnancy can result in the unborn child being granted intelligence from the beaver. ◦ Beaver wishbone: beavers have a hole in the hip bone. When it is cleaned a person tries to put their finger through that hole above their head without looking. You can make a wish. ◦ Certain bone structure within intestines shaped like a little worm with a head. This object can predict what your next kill will be. ◦ If bladder bursts when cleaning, you should not eat any part of that meat. ◦ Beavers are guarded by other animals like <i>daihue</i>, <i>æohk'a</i>. ◦ The larger beavers come from the place where all other beavers come from. • Know the history of the very strong identifiable landmarks left by the beaver for the Dene. <p>THE LAND</p> <ul style="list-style-type: none"> • Identify the characteristics of the beaver. <ul style="list-style-type: none"> ◦ Very clean animal. ◦ Use shavings for their mattress and sleep on white barkless poles. ◦ They do not go to the bathroom in this house. They build separate houses for this. ◦ Dangerous when out of the water and can attack. The beaver knows how to protect itself. ◦ Never have more than eight babies. • Build their dams facing the sun. • Be able to identify a beaver dam. • Know that the winter season is best for hunting beavers.

DENE KEDE - GRADE 1

ANIMALS

Outcomes	Achievement Indicators
<p><i>It is expected that students will:</i></p> <p>Birds: The students will begin to notice and appreciate the many birds found in the North and their value to the Dene both past and present. The students will also become familiar with bird legends which will give students a deeper understanding of the value of birds to the Dene. .</p>	<p><i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i></p> <p>THE PEOPLE</p> <ul style="list-style-type: none"> • Learn crafts using bird parts from various people in the community who still know how. • Understand the morals behind the bird legends which have to do with how people should act (e.g. through the raven stories we learn that we should not be overly proud of ourselves). <p>THE SELF</p> <ul style="list-style-type: none"> • Seek challenge and opportunity in learning about birds. <p>THE SPIRITUAL WORLD</p> <ul style="list-style-type: none"> • Know the Dene Laws: not clubbing caribou, burying or putting bones on a stage. • Know special characteristics of caribou. Caribou take care of their feet because they are walking people. The "Bible" in their jaws has a special message for those who can read it. Can talk to each other over long distances to organize themselves during migrations; each herd has a leader. Meaning attached to sketch on the caribou's skull. The Creator's message to caribou that it is to be main source of food for Dene. (Dogrib) • Know that some people share dreams with the caribou. This is a gift which the person might not be able to share with others. These people get their medicine power from the caribou. Know parts of caribou that can be used for medicine. Know that the gift must be given to you through a dream or vision before one can practice such medicine. <p>THE LAND</p> <ul style="list-style-type: none"> • Know kinds of caribou, their habitat, migration patterns, life cycles and kinds within a herd. • Know what caribou eat: <ul style="list-style-type: none"> ◦ Barrenland eat moss and lichens. ◦ Woodland eat tender leaves. • Be able to help in the preparation of caribou meat and hides. • Be able to work with caribou hide and antlers: drums, clothing, etc. • Be familiar with the history of caribou as told by elders. <p>THE PEOPLE</p> <ul style="list-style-type: none"> • Know that meat must be shared because caribou is a spiritual gift that must not be used for own gain. • Know that meat must be distributed in the community according to custom. • Know the role and meaning of the server during a feast. Be familiar with protocol in serving which includes asking in the proper way. • Know if they have personal medicine connections to the caribou and what kind of behaviour is required.
<p>Dog: The dog has played an important role in the survival of the Dene on the land. The students should be made aware of the positive value of dogs on the land.</p>	<p>THE SPIRITUAL WORLD</p> <ul style="list-style-type: none"> • Be familiar with legends about dogs <p>THE LAND</p> <ul style="list-style-type: none"> • Know the ways in which the dog was used by the Dene to survive (transportation, hauling fish and wood, signalling for the presence of animals or strangers, thin ice, tracking for animals, etc.) with their keen hearing and smelling • Be familiar with how dogs are trained

DENE KEDE - GRADE 1

ANIMALS

Outcomes	Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i></p>
Dog: Continued	<p>THE PEOPLE</p> <ul style="list-style-type: none"> • Know that historically, the dog has meant different things to the Dene. Traditionally, the dog was the Dene's best friend, companion, and protector. More recently, it fulfilled other roles: as a means of transportation, as a pet and for racing. • Know the dangers of dogs to people • Understand the value of the dog as a pet • Know what is considered proper behaviour of dogs in the community and in homes <p>THE SELF</p> <ul style="list-style-type: none"> • Take more personal responsibility for care and safety of family dogs • Self-expression. Tell stories about their own dogs: how they were named, why, experiences with them. <p>THE SPIRITUAL WORLD</p> <ul style="list-style-type: none"> • Be familiar with local legends about fish. • Know that fish are unlike other animals because they do not leave tracks. They must therefore be treated with special respect. (Rae-Edzo) • Know that fish are the water people. They say where they are going every season and they practice recreation and sports. Like the Dene they also migrate according to the seasons. (Délíné) • Know that fish, like all other animals, had grandparents. (Rae-Edzo) • Know the Dene laws regarding fish. Exercise care in handling fish and fish parts. (Rae-Edzo: jackfish head or liver on a stick to prevent bad weather, jackfish cooked on open fire brings bad luck.) (Lutsel K'e: deformed fish means bad news.) (McPherson: eating loche makes you sleepy because loche are lazy; eating loche head will cause dreams.) • Be able to follow Dene laws regarding behaviour around a net. • Know the different personalities of fish (e.g. loche are very lazy). <p>THE LAND</p> <ul style="list-style-type: none"> • Appreciate fishing experiences as joyous and challenging. • Know the different fish and subspecies of fish found in the local area. • Know the life cycles of different species and their feeding habits. Fish run from little rivers to join main water bodies in the fall. In winter they say it is windy and they move to a warmer place in deep waters. They behave much like the Dene. In the early spring, the fish begin to move because the waters running from the smaller rivers into the main water bodies carry food for the fish. In mid to late summer, the fish return to the shore where the heat is. (Délíné)

DENE KEDE - GRADE 1

ANIMALS

Outcomes	Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i></p>
Fish (continued)	<p>THE LAND</p> <ul style="list-style-type: none"> • Be able to help in the preservation and storing of fish (dryfish, semi-dry fish, stick fish, split fish, fish pemmican, cache). • Know the parts of the fish and their value to the Dene: which are considered edible, which are delicacies, medicinal uses, tools, etc. • Be able to prepare fish for dog food. • Be familiar with landmarks or markers left by Dene ancestors to indicate fishing locations. • Be able to help in the preparation for going hook fishing both in early spring and in late spring and fall. • Be familiar with how and where to fish with hooks in water and in ice. • Be able to prepare bait. • Be familiar with the concept of aboriginal fishing rights. <p>THE PEOPLE</p> <ul style="list-style-type: none"> • Work with others to catch and clean fish • Share fish with others. Know the rules of etiquette regarding who gets what part of the fish, what not to eat, and how to eat • Know that knowledge of where and when to catch fish is passed on from generation to generation. This was knowledge crucial to the survival of the Dene in the past. • Be aware of and appreciate those who have traditional Dene fishing knowledge. • Hear personal fishing stories from people in the community (e.g. first net brought by steam ship). <p>THE SELF</p> <ul style="list-style-type: none"> • Understand that learning fishing skills can mean survival. • Challenge themselves to work hard to catch and to clean fish, and to learn the best ways to do so from the resource people and elders. • Find personal satisfaction in having learned new fishing skills or having had new fishing experiences. • Be willing to behave in ways that will keep the waters clean and pollution-free for the sake of the fish. • Know how to attend to a situation where a fish bone is lodged in the throat. The bone can be dislodged by eating bannock or bread.
Fox: The fox contributes significantly to the Dene. The fox is trapped, but it gives itself willingly to ensure that life is sustained. The fox therefore must be sincerely respected at all times	<p>THE SPIRITUAL WORLD</p> <ul style="list-style-type: none"> • Know the qualities of the fox as described in legends: clever, shy, quick and busy. • Be familiar with local beliefs and customs with respect to the fox. (Rae-Edzo: barking in the evening is an omen. Carcass should be hung on a branch or rock so scavengers cannot eat it. Those who dream can travel by the fox's spirit. Lutsel K'e: when a fox floats on ice and won't go onto land, there will not be fox the next fall. Never walk over their blood, bones or carcasses.) •

DENE KEDE - GRADE 1

ANIMALS

Outcomes	Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i></p>
<p>Fox: (Continued)</p>	<p>THE LAND</p> <ul style="list-style-type: none"> • Identify the different kinds of fox found in the region and their physical characteristics. • Identify fox tracks. • Use fox fur to make crafts. (Rae-Edzo: headdress for dog harness out of fox tail.)
<p>Moose: Moose meat and moose hides are prized by the Dene. Students will assist in hunting and skinning a moose. In learning these skills, students are also carrying on the knowledge and wisdom of a particular teacher, and taking part in an important Dene tradition. Students must also become familiar with the spiritual relationship of the Dene to the moose, and learn how to respect the moose. Respect means preservation of the moose; lack of respect means its extinction.</p>	<p>THE SPIRITUAL WORLD</p> <ul style="list-style-type: none"> • Be familiar with elders' legends and stories about the moose. • Be familiar with local spiritual beliefs about the moose. <ul style="list-style-type: none"> ○ The moose is able to hear people talk about it. That is why a moose's ears are cut off and buried during butchering. ○ The bones of a moose must be disposed of properly (different customs for different regions) out of respect for the moose. Using the skull as a trophy by sport hunters is considered disrespectful to the moose. (Dogrib Dene believe that bones should not be thrown into a fire because the animals see themselves and how they are being handled. Once bones are thrown into the fire, the animal is considered dead. It is best to dispose of the bones in hidden places in the bush.) ○ Drinking the blood of a moose gives strength. ○ If the moose is not shared, the hunter will have bad luck. ○ Women must not walk over the blood or meat of a moose because women have strong medicine when they are in menses. Their medicine conflicts with the medicine of the moose, and the moose may give bad luck to the hunter. It is out of respect for the hunter that women do not walk over hunted game. ○ Know that certain people are forbidden to eat certain parts of the moose because of their medicine. Students should learn who and what parts. • Ask an adult whether or not he/she can eat moose (referring to student's medicine). • Know that there is a reason for various weather patterns. In early fall when rain drizzles at a steady pace, it is believed that this occurs to wash the blood from the rack of the moose. <p>THE LAND</p> <ul style="list-style-type: none"> • Know how moose care for their young • Know the moose's habits (it is very intelligent), and use this knowledge in tracking, calling and hunting a moose. • See the need for preserving the environment and the population of moose for future generations. <p>THE PEOPLE</p> <ul style="list-style-type: none"> • Know that in the past, there were hunters who specialized in moose hunting. These were known to be very skilled hunters because hunting of moose requires great skill. • Identify who are the good moose hunters in your community. • Know that moose meat should be shared with others.

DENE KEDE - GRADE 1

ANIMALS

Outcomes	Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i></p>
Moose: (Continued)	<ul style="list-style-type: none"> • Know that in the past, there were hunters who specialized in moose hunting. These were known to be very skilled hunters because hunting of moose requires great skill. • Identify who are the good moose hunters in your community • Know that moose meat should be shared with others. • Know that in the past, there were hunters who specialized in moose hunting. These were known to be very skilled hunters because hunting of moose requires great skill.
Muskox: The Dene have depended on the muskox for food/clothing for thousands of years. Careful study by students will encourage ways to preserve the traditional use of the muskox. The muskox is respected as having the special power of being able to understand Dene. People can talk to them.	<p>THE SPIRITUAL WORLD</p> <ul style="list-style-type: none"> • Be familiar with the legends about muskox <ul style="list-style-type: none"> ◦ The mystical ways of the muskox • Muskox can understand Dene. People can talk to them <p>THE SPIRITUAL WORLD</p> <ul style="list-style-type: none"> • Know that people share the world with the rabbit. The rabbit is a gift from the Creator and must be respected. • Show respect to the rabbit <ul style="list-style-type: none"> ◦ To the blood and carcass of rabbit. ◦ Must not allow a rabbit to suffer. ◦ Must never hit with a stick • Respect those who will not eat rabbit. • Be familiar with local stories and beliefs about the rabbit. <ul style="list-style-type: none"> ◦ Rabbits travel with the wind. When a large wind comes, the rabbits may disappear. (Gwich'in) ◦ Rabbits can be snared if they are sung to.(Gwich'in) ◦ If you can put your finger through the hole of the thigh bone of a rabbit, you wish will come true. (Gwich'in) ◦ The rabbit's feet were rubbed and , as a result, they are smooth and pink today. (Gwich'in) ◦ When the Creator provided the rabbit as a gift in times of food shortage, there was always a loud bang. (N.Slavery) • The rabbit gave the Dene the gift of dance. (Gwich'in belief: the rabbit joined the spruce grouse to dance in unison because it was a good dancer.) <p>THE LAND</p> <ul style="list-style-type: none"> • Know how the rabbit's body helps it to stay alive. <ul style="list-style-type: none"> ◦ Feet like snowshoes for walking on snow. ◦ Back legs strong for hopping away from predators quickly. ◦ Ears long for hearing danger. ◦ Teeth strong and sharp for eating tough willow bark and pine needles. ◦ Fur turns white in winter for hiding in the snow and brown in summer for hiding in the bush.

DENE KEDE - GRADE 1

ANIMALS

Outcomes	Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i></p>
<p>Rabbit: (Continued)</p>	<ul style="list-style-type: none"> ○ Eats and plays at night so that predators will not see him. Sleeps during the day. ○ Has babies in the spring and summer so that they will not freeze ○ Has lots of babies in case some of them die. ● When predators come near, it stays very still. ● Know what other animals depend on the rabbit as a major source of food. ● Know how to prepare rabbit meat for food. Brains for baby food, bone grease made by chopping up leg bones and boiling. ● Know how to use the skin and bones for thing (clothing, duffels, blankets, necklaces, and sinews for snares). ● Know that a tribe of people was named Hareskin because of clothing worn. <p>THE PEOPLE</p> <ul style="list-style-type: none"> ● Share rabbit meat with others. ● Learn about rabbits and about snaring from resource people in the community. ● Learn respectful behaviour toward those who teach or share knowledge. <p>THE SELF</p> <ul style="list-style-type: none"> ● Know that sharing brings respect from others and results in feelings of increased self-worth. ● Understand that the rabbit is more than a cute cartoon-like animal. The rabbit is a gift from the Creator to enable people to survive, and is a creature which is given certain kind of respected. ● Be willing to share rabbit stories and songs with others. <p>THE SPIRITUAL WORLD</p> <ul style="list-style-type: none"> ● Be familiar with legends about the raven. ● Know that ravens, seagulls and flies are germ killers. ● Know that ravens are believed to have special powers: bearing bad news when crowing at night, a source of healing, able to calm windy weather, bring good luck. ● Know that the raven's character is a reflection of human beings: independent, generous, kind, helpful, vain, mischievous, conniving and manipulative. ● Know that even in today's world the raven deserves respect, because it is our connection with the past and the Real People. It is the only person who still speaks the language of the time when the world was first created. It was the only animal which can change into human form. Because it still exists, we can say that all the other animal creatures are our brothers. ● Know how to address the raven in the traditional Dene way. <p>THE PEOPLE</p> <ul style="list-style-type: none"> ● Know this lesson from the raven: it was once a powerful bird who lost its position in the world because it was arrogant. People are bound to make mistakes and be imperfect but we must understand our place and take our skills and gifts seriously. ● Give recognition to the Dene story tellers in the community. Recognize special talents that some students may have in telling a story.

DENE KEDE - GRADE 1

ANIMALS

Outcomes	Achievement Indicators
<p><i>It is expected that students will:</i></p> <p>Shrews and Mice: Students should understand that all living things, no matter what the size, have a purpose and special qualities. Individual worth, inner strength and determination do not depend on size and outward appearance. Always maintain respect for others regardless of how they look and are perceived.</p>	<p><i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i></p> <p>THE SPIRITUAL WORLD</p> <ul style="list-style-type: none"> • Know the characteristics of shrews and mice as described in legends. <ul style="list-style-type: none"> ◦ The shrew is very powerful but assumed an insignificant body. Stands guard over the earth. Many times in history, shrews and mice, seemingly the most insignificants of creatures, helped the Dene when there was nobody else to help them. Many times the powerful must depend on the small and seemingly insignificant creatures for help. ◦ The shrew is referred to as the rescuer & the one with very quick hands. • Know that shrews and mice teach us that, no matter what the size, all living things must be respected. • Know that shrews and mice are thought to come from the same family and are considered very clean animals. <p>THE PEOPLE</p> <ul style="list-style-type: none"> • Know that the Dene accept and appreciate one another without considering bodily beauty or size. Instead, they look for special qualities or talents in people. • Recognize in themselves or in others the possibility that, though their physical size may not be great, their power could very well be.
<p>Spider: To give students the perspective that even though the spider is a very small and seemingly insignificant creature, it has an important and even powerful place in the Dene universe. The spider is so highly honoured by the Dene that it is referred to as "uehts'e" (grandfather) even today. A grandfather possesses all the qualities that one should strive to imitate in their own life.</p>	<p>THE SPIRITUAL WORLD</p> <ul style="list-style-type: none"> • Know that the spider's contribution to the Dene is its net. As an animal it was a capable fisherman who cold net ducks and other waterfowl. The spider has power beyond the earth. The leader of the spiders set its net in the universe and can capture the rain and make it stop. The rainbow is created when it does this. During the last flood, the spider set its net and stopped the rain to help the Dene survive. Because it is so highly respected the spider is called Grandfather. People with medicine for spider webs are very powerful. When found in the house, the spider will prolong the life of those in it. The spider is a future seeker and thus it is a gift to you. It is a good sign if it sits on your body. • Be willing to observe a spider and understand its habits. • Be able to describe the spider and its parts, its habits and habitats. Be able to describe the web and how it is made and the kinds of things that the spider eats. <p>THE PEOPLE</p> <ul style="list-style-type: none"> • Know that elders have been given spider legends from generation before. • Be willing and able to listen to the stories told by elders about the spider and tell others the stories that are heard.

DENE KEDE - GRADE 1

ANIMALS

Outcomes	Achievement Indicators
<p><i>It is expected that students will:</i></p> <p>Wolverine: The Dene respect the wolverine as a small, fierce and strong animal. Students familiar with the wolverine, and with Dene ways of showing respect for it, will help to support its continued existence in the future and, if they wish, will have the opportunity of trapping it. The wolverine's fur was valued by the</p>	<p><i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i></p> <p>THE SPIRITUAL WORLD</p> <ul style="list-style-type: none"> • Be familiar with local legends about the wolverine. • Know it is called "Brother-in-law". (Gwich'in) • Be familiar with how the Dene characterizes the wolverine: smart, strong, likes to steal, fierce, persistent. <p>THE LAND</p> <ul style="list-style-type: none"> • Be able to identify the wolverine and its tracks, describe its physical features, and identify its body parts. • Know how the Dene use wolverine fur: trim for parkas, mitts and shoes, collar of leader dogs, crafts. <p>THE PEOPLE</p> <ul style="list-style-type: none"> • Know that people who can trap the wolverine are respected trappers because the wolverine is difficult to trap. <p>THE SELF</p> <p>Learn something about his or her own personality by learning about the wolverine's personality (i.e. the tenacity of the wolverine teaches us that, with perseverance and steady work, goals are accomplished).</p>
<p>Muskrat: From a spiritual perspective, the students will learn to appreciate the value of the muskrat to the Dene as a person who reconstructed land and gave it back to the people. The muskrat is also a behavioural model for the students: he is persistent and determined. Students must understand and appreciate the role and place of the muskrat in the Dene world. Students must be given the knowledge and skills to be able to hunt the muskrat. Trapping muskrat is an important part of being a trapper. Learning to hunt muskrat is important because the meat is an important part of food and excellent in terms of nutritional value. Also, by learning how to work with muskrat hides, the students will have skills that can later be used in craftwork or in the fur business. Learning about the muskrat will also help the students to appreciate the muskrat's role in keeping the rivers and lakes flowing.</p>	<p>THE SPIRITUAL WORLD</p> <ul style="list-style-type: none"> • Know that muskrats are the animal that restored the land after a flood. They used just a tiny piece of land to begin with. • Know that muskrats are considered clean animals, always washing. • Muskrats have much will-power and are very persistent. • Know that muskrat bones should be disposed of respectfully. (on scaffolding) <p>THE LAND</p> <ul style="list-style-type: none"> • Recognize landmarks that indicate good muskrat locations. <p>THE SELF</p> <ul style="list-style-type: none"> • Reflect on one's character and compare it with that of the muskrat.
<p>Trapping: Trapping has always been a way of life for the Dene. Trapping can be a means of earning or supplementing an income in the North. There are Dene who have trapping skills and knowledge which can be passed on to students so that they too can take advantage of this kind of living if they wish to or have to in the future.</p>	<p>THE SPIRITUAL WORLD</p> <ul style="list-style-type: none"> • Know that the Dene respect the animals which they trap. Out of respect, they traditionally trapped only what they needed. <p>THE LAND</p> <ul style="list-style-type: none"> • Know the kinds of animals that are trapped, know their habits and characteristics, and what their skins or fur are used for. (See sections on various furbearers.) <ul style="list-style-type: none"> ◦ Identify by the quality of the fur in what season it was harvested. ◦ Identify the seasonal differences of fur. <p>THE PEOPLE</p> <ul style="list-style-type: none"> • Know who in the community are considered trappers and learn from them.

DENE KEDE - GRADE 1

PEOPLE

Outcomes	Achievement Indicators
<p><i>It is expected that students will:</i></p> <p>Family: Traditionally, the extended family was the basic unit of survival in Dene culture. The extended family is still important to the Dene today. Students will develop a clearer understanding of the role the family plays in shaping the identity of individuals. This will also help them understand their own role as family members. Knowing bloodlines is important because it enables people to avoid marrying close relations.</p>	<p><i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i></p> <p>THE SPIRITUAL WORLD</p> <ul style="list-style-type: none"> • Understand that each of us belongs to our own family as well as to bigger families made by the Creator: community, tribe, Dene Nation, world. • Understand that members of families have special talents that are given them from the Creator. <p>THE LAND</p> <ul style="list-style-type: none"> • Know members of one's nuclear and extended family. • Identify proudly with one's family. • Know that family members should work together to make the work easier. • Know that family members must share and support one another: that in order to receive, one must give. • Teach things to younger members of the family. • Learn things from other members of the family. <p>THE PEOPLE</p> <ul style="list-style-type: none"> • Know that the family is extended through marriage. <p>THE SELF</p> <ul style="list-style-type: none"> • Students will articulate the value of belonging to their own family. • Students will come to understand how important it is for them to take their role in their families' responsibilities. • Accept that they are an important part of their own families. • Realize that the actions/attitudes of one member of a family will reflect on the entire family.
<p>Grandparents: Students should know about the traditional role of grandparents in Dene cultures, and how important they are for transmitting the knowledge, skills and attitudes of our ancestors. Our importance comes from the grandparents and because of them our minds become stronger and stronger. Students should learn correct behaviour with grandparents and know the importance of having a good relationship with them.</p>	<p>THE SPIRITUAL WORLD</p> <p>Know that grandparents teach good living habits.</p> <p>THE PEOPLE</p> <ul style="list-style-type: none"> • Know how Dene views grandparents. <ul style="list-style-type: none"> ◦ Known as æehsée (The “nicest” old man) • Know that any elderly person is considered a grandparent. • Be familiar with and appreciate the ways of oral tradition as practised by grandparents. <ul style="list-style-type: none"> ◦ Good storytellers • Take their time in telling a whole complete story <p>THE SELF</p> <ul style="list-style-type: none"> • Be willing to behave properly in the presence of grandparents. • Be willing to be with and care for grandparents. <ul style="list-style-type: none"> ◦ Cook and clean for them and help in any way. ◦ Enjoy their company.

DENE KEDE - GRADE 1

PEOPLE

Outcomes	Achievement Indicators
<p><i>It is expected that students will:</i></p> <p>Parents: Parenting is an important part of a Dene child's development. From the Dene parents come the values, teaching and perspective of a Dene society. Students will learn about the traditional Dene way of parenting, and also begin to explore new ways of parenting based on today's needs. Before students can choose the way they will be parents, they have to know the way it used to be.</p>	<p><i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i></p> <p>THE SPIRITUAL WORLD</p> <ul style="list-style-type: none"> • Respect and honour their parents • Learn prayers from parents. <p>THE LAND</p> <ul style="list-style-type: none"> • Know that the traditional role of parents was to teach survival on the land. • Know what traditional discipline consisted of. <ul style="list-style-type: none"> ◦ What parents expected of their children. ◦ What children expected of their parents. <p>THE PEOPLE</p> <ul style="list-style-type: none"> • Parents were not always available because they were very busy getting food. • Children learned from others in the camp who had special skills. • Know that traditionally, the father was in charge of the training of sons. The mother would not get involved when the father disciplined his son. • After parents have raised their children, there is an expectation that children will care for their parents. <p>THE SELF</p> <ul style="list-style-type: none"> • Show respect by helping parents and grandparents in various ways, listening to their advice and hearing their stories, learning their language. • Show respect for other parents and elders.
<p>The Child: It is hoped that through the development of this curriculum the children will realize how valuable they are to the Dene culture, elders and people. Students should learn how children were viewed and brought up traditionally. They should evaluate child-rearing methods in the past, and compare them with present methods. They will understand the importance of sharing, being self-disciplined, and learning from their elders.</p>	<p>THE SPIRITUAL WORLD</p> <ul style="list-style-type: none"> • Know that the Dene believe that children are a direct link to the Creator • Know that children are born complete and perfect. • Know that it is the job of each child to become what he or she was meant to be upon birth. Each child is born with a definite personality and talents. • Know that grandparents traditionally named a child and gave it a song based on what they perceived the child's personality to be. • Know that a willow placed in a sled/boat on a child's first ride, ensures that they sleep or remain calm on the journey. <p>THE LAND</p> <ul style="list-style-type: none"> • Know that traditionally, babies were kept in bags which restricted movement to prevent overactive children. Toddlers' snowsuits were made with the wrists and ankles sewn shut to restrict movement. • Know that traditionally, moss was gathered by men and women in the fall, enough to last the winter. This was used for diapers. • Know the levels of skill and kinds of work traditionally done by children of their age. • Know that they should help their parents with routine household duties.

DENE KEDE - GRADE 1

PEOPLE

Outcomes	Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i></p>
<p>The Child: (Continued)</p>	<p>THE PEOPLE</p> <ul style="list-style-type: none"> • Know that children were taught skills as soon as they could talk. • Know that young children were traditionally brought up by their grandparents because the parents were kept very busy with the daily chores of survival. <ul style="list-style-type: none"> ◦ Grandparents taught daily camp skills to children (gathering wood, spruce boughs, getting water, cleaning fish, snaring rabbits). ◦ Boys slept with grandfathers, girls with grandmothers to encourage visions. ◦ Grandparents tended to be patient because they had more time. They taught children to be patient and to finish a task. ◦ Grandparents encouraged children to learn skills but also to use their minds in whatever they were doing. • Begin to interact more frequently with elders or grandparents. Behave in an appropriate way in the company of elders. • Be aware that what is considered appropriate behaviour for children in other cultures is not necessarily applicable to the Dene (Focusing attention on oneself by raising one's hand in school). • Understand their roles in the family and participate in house hold or camp chores. • Know that they should spend time with parents to hear stories or learn language. • Know that they should show affection and respect to parents. • Listen to the advice given by parents without talking back. <p>THE SELF</p> <ul style="list-style-type: none"> • Become aware how much children are valued by their parents and other adults. • Be familiar with various circumstances where personal needs must come second to group needs. • Know the kinds of skills or talents that are helpful to the family or community, and try to develop those skills for the sake of the group, not just for personal profit. • Accept and feel good about their own bodies. • Be aware of personal feelings and be able to share these with others
<p>Tribes: The Dene tribes together have used one land since time immemorial. They and the Inuit are the indigenous peoples of the Northwest Territories. The Dene tribes, though different in many ways, have had very similar lifestyles and all consider themselves a part of the Dene Nation. Students should understand the long history of their people as told by their elders.</p>	<p>THE SPIRITUAL WORLD</p> <ul style="list-style-type: none"> • Be familiar with stories about how the tribes began. <p>THE PEOPLE</p> <ul style="list-style-type: none"> • Identify the Dene tribes from which students come. • Identify the five major Dene tribes.

DENE KEDE - GRADE 1

PEOPLE

Outcomes	Achievement Indicators
<p><i>It is expected that students will:</i></p> <p>Birth and Death: Understanding that the Dene believes that life in its beginning has integrity. Students will understand the Dene way of understanding life, birth and death.</p>	<p><i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i></p> <p>THE SPIRITUAL WORLD</p> <ul style="list-style-type: none"> • Understand that the Dene believe that life is a gift from the Creator; therefore, pregnant women are given special respect, and every precaution is taken when a woman is expecting a baby. Birth is a joyous occasion. • See the theme "Children" for more on babies • Understand that when a person dies, the person goes back to the Creator. • Be familiar with customs for those that have died. <ul style="list-style-type: none"> ◦ Body prepared in fetal position ◦ Fire ◦ Feast ◦ Mass at graveyard ◦ Clean and repair grave site annually ◦ Cut hair to mourn • When people die, the person is mourned by others. Traditionally people screamed and then did not sleep for 3 days and a very large fire was made. It was not uncommon for people to mourn for 2-3 years. • Be familiar with the custom of burning discarded hair and nails because of the belief that before one journeys to Creator one must collect all belongings on earth. <p>THE LAND</p> <ul style="list-style-type: none"> • Be familiar with traditional ways of birthing and taking care of babies. <ul style="list-style-type: none"> ◦ Preparation for birth: warm rocks, moss, cloth, warm sand after delivery. ◦ Rattles and toys ◦ Moss diapers ◦ Baby bags and swings ◦ Baby straps ◦ Baby food and soothers: masticated rabbit brains were used as baby food. It was believed that it was food which would stay in the stomach longer and prevent starvation during lean times. Babies were also given broth rather than cold water. <p>Baby clothing using baby caribou skin, not smoked skins.</p> <p>THE PEOPLE</p> <ul style="list-style-type: none"> • Help women who are pregnant. • Be able to sing songs or lullabies meant for babies. • Be familiar with how local people deal with birth and death. • Understand that weeping holds relatives from their journey to the Creator. • Know that the Dene traditionally did not bury their dead but placed them on platforms. • Be familiar with the practice that people always address the deceased before burial and on different occasions following. <p>THE SELF</p> <ul style="list-style-type: none"> • Express personal feelings about birth or death as students have experienced them in their families. • Seek personal opportunities to help new mothers or people who have had death in their families. • Understand that if you led a good life, you will have no fear of dying.

DENE KEDE - GRADE 1

PEOPLE

Outcomes	Achievement Indicators
<p><i>It is expected that students will:</i></p> <p>Men and Women: Students should understand that men and women rely on each other and share work equally. Students will recognize that Dene can still follow traditional ways and that this is essential to survive in today's world. Students should understand and respect the modern and traditional roles of men and women, and realize that they themselves will need these skills in order to teach future generations.</p>	<p><i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i></p> <p>THE SPIRITUAL WORLD</p> <ul style="list-style-type: none"> • Know that traditional roles of men and women and how people relied on each other's skills to survive on the land. • Know that men and women must restore the land to its original state once used by them. • Know that it is believed by the Dene that men who make a kill on hunting trips return to their animal state and must cleanse themselves upon their return. • Know that it is expected that men and women should be able to perform basic household maintenance functions e.g. women should be able to get wood and check the nets; men should be able to sew and cook. <p>THE PEOPLE</p> <ul style="list-style-type: none"> • Understand the ways in which the traditional family and groups worked together, and relied on one another. <p>THE SELF</p> <ul style="list-style-type: none"> • Be willing to help with household or camp activities by being thoughtful and attentive. • Be willing to experience and maintain traditional activities and roles by: <ul style="list-style-type: none"> ◦ Participating in new experiences with others or on their own. ◦ Trying their best and asking for help if needed.
<p>Friends: Students must learn to respect the value of friendship, and the Dene perspective of friendship. Friends can mean many different things: nature is a friend (wood, food, weather, ants, etc.). To succeed in life and to maintain a livelihood, it is important to have friends and to be a friend.</p>	<p>THE SPIRITUAL WORLD</p> <ul style="list-style-type: none"> • Know that, among the Dene, friendship is very serious relationship. Friends call each other séhâée: one who is one with me. • Know that the Dene value friendship and encourage friendship. • Friendship means being friends with nature (wood, food, weather, ants, etc). <p>THE PEOPLE</p> <ul style="list-style-type: none"> • Know why friends are important: <ul style="list-style-type: none"> ◦ Friends make you happy ◦ Friendship builds confidence • Know what being a friend means according to Dene custom: <ul style="list-style-type: none"> ◦ Friendship involves love, kindness, trust, and respect. ◦ Friends teach one another, practise things together, help one another. ◦ Friends share thoughts, ideas, and things. ◦ Friends please one another, respect one another's expectations. ◦ Friends do big favours. ◦ Friends help each other go through rough times. ◦ Money is not important between friends. ◦ Friends agree on things. They have few conflicting interests. ◦ Friends support each other in times of sorrow. E.g. death in the family ◦ Friends have patience with each other. ◦ Recognize a friend's kills and talents. Do not be jealous.

DENE KEDE - GRADE 1

PEOPLE

Outcomes	Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i></p>
<p>Friends: (Continued)</p>	<p>You are intuitive about our friend's feelings.</p> <p>THE SELF</p> <ul style="list-style-type: none"> • Work to gain friends by being nice, kind, friendly. • Work to build good friendships. • Recognize self as best friend. <ul style="list-style-type: none"> ◦ Be comfortable with self. ◦ Be able to enjoy time spent alone. ◦ Identify qualities in self that could make friends.
<p>Elders: The primary objective is to enable students to appreciate the older members of the community as well as the elders. To become an elder in the Dene community, one must earn the right. The elders are those who possess Dene knowledge. They are the primary source of all knowledge which has been accumulated by the Dene, generation after generation. Because of their life experience, they have the wisdom to advise new generations as to how to deal with life and its problems. It is hoped that students will become aware of their role or responsibility in ensuring the succession of knowledge and therefore the culture. Whatever is not obtained from our elders is gone forever. This is the only way to ensure that the culture continues to exist and the connection with the past can be maintained.</p>	<p>THE SPIRITUAL WORLD</p> <ul style="list-style-type: none"> • Be familiar with beliefs about elders such as: <ul style="list-style-type: none"> ◦ Caring for an elder will bring happiness. ◦ Be familiar with the belief that to acquire the knowledge and words of an elder will prolong one's life. ◦ Elders have within them the power to direct decisions and events. <p>THE LAND</p> <p>Know that elders are a rich source of information about the land.</p> <p>THE PEOPLE</p> <ul style="list-style-type: none"> • Show a willingness to be respectful towards any older person. • Be able to sit comfortably with an elder, and listen attentively for longer and longer periods. • Elders use their skills and knowledge to: <ul style="list-style-type: none"> ◦ Give names • Be familiar with stories of famous elders of the past. • Know cultural rules (for your own community) for showing respect to elders, and behaviour around elders. <p>THE SELF</p> <ul style="list-style-type: none"> • Become familiar with particular elders, and feel comfortable in their presence, and enjoy their time together. • Be willing to attend to the needs of elders both in and out of school. • Use the knowledge and information received from elders to help students in their personal lives.
<p>Leaders: Students will learn about traditional leadership and apply it to their own lives in order to prepare them to provide Dene-style leadership in the future. Traditional leadership models were very effective in getting people to work together to survive and this is required for the future. Also, the students will learn about past and present Dene leaders. This will provide the students with good role models and also give them a new sense of pride in their people and students with good role models and also give them a new sense of pride in their people and in their history.</p>	<p>THE PEOPLE</p> <p>Be able to identify characteristics of those who were leaders traditionally.</p> <ul style="list-style-type: none"> • Were very capable in some area or skill • Listened to people and heard about their needs • Got consensus from people through negotiation • Made decisions which were fair • Took on additional responsibilities • Got advice from elders • Were humble and mannerly • Were good speakers, communicators or teachers • Were rational and even-tempered • Used foresight and good planning, were organized in their works, and were good at organizing others

DENE KEDE - GRADE 1

PEOPLE

Outcomes	Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i></p>
<p>Leaders: (Continued)</p> <p>Clothing: Traditionally, Dene clothing was made only of materials from nature. The clothing was designed to enable survival in the most severe winters or the warmest summers. It is important that this knowledge and skill not be lost. People are beginning to discover that the materials and design of traditional clothing are better for colder temperatures than clothing imported from the south. If students can be given this knowledge and the skills to sew the basic items of clothing in the traditional styles with traditional materials, they will come to appreciate the beautiful and creative skills of their culture and their people. In the process of gaining these skills, the students will acquire patience and self-esteem. The skills can be the basis for future economic development projects for communities.</p>	<p>Be familiar with community leadership</p> <ul style="list-style-type: none"> • Identify community leaders • Identify the kinds of work that community leaders are responsible for • Recognize and support community leaders <p>THE SPIRITUAL WORLD</p> <ul style="list-style-type: none"> • Give thanks to the animals which provide the materials for clothing. • Know that certain materials were used to promote certain characteristics in people. (Dehcho: if a narrow strip of beaver fur was placed around a child's wrist, the child would be a good sewer or wood worker.) <p>THE LAND</p> <ul style="list-style-type: none"> • Know the names for different kinds of clothing (parkas, jackets, coats, dress, pants, leggings, footwear). • Girls should be able to help in the preparation of materials and the sewing of clothing <ul style="list-style-type: none"> ◦ Straight hand sewing for small bags. • Boys should be able to demonstrate basic sewing skills such as sewing on buttons and straight stitching for repair work. • Understand that other cultures appreciate the value and beauty of traditional styles and materials in clothing. Become aware of how the traditional designs and materials are made marketable. • Be familiar with tricks used by traditional Dene, such as putting ptarmigan feathers in mitts or footwear to prevent freezing. The feathers of ptarmigan, which are cold-weather birds, provide good insulation. • Be able to care for and clean clothing. <p>THE PEOPLE</p> <ul style="list-style-type: none"> • Know that very young children were traditionally expected to begin learning how to make clothing. • Identify and acknowledge people in the community who are respected for their sewing skills. <p>THE SELF</p> <ul style="list-style-type: none"> • Take pride in traditional clothing and be willing to take good care of it. • Be willing to care for their own clothes, hanging them up, cleaning properly, repairing. • Be willing to begin and finish a sewing project. • Take pride in their own work and in the work of other Dene. • Learn from others. • Enjoy watching • Be willing to play the games both at school and outside of school and encourage others to play • Challenge oneself to greater degrees of physical, mental, emotional, and social development while playing games.

DENE KEDE - GRADE 1

PEOPLE

Outcomes	Achievement Indicators
<p><i>It is expected that students will:</i></p> <p>Play Learning Aids: Play is a crucial developmental part of the Dene child's development, and is essential to the acquisition of language. Through play, children find friendship, learn leadership skills, and develop mentally, physically, creatively and spiritually. Play is considered an important process for a child in need of healing. Learning how to make traditional toys is one way to learn about the past, and to gain knowledge and skills which can be passed to the next generation. Students will learn that traditional learning aids were often models of the real thing, such as smaller versions of bows and arrows and other tools, and they will need to learn to exercise safe handling of these types of toys.</p>	<p><i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i></p> <p>THE SPIRITUAL WORLD</p> <ul style="list-style-type: none"> • Know the kinds of learning aids that were made by the Dene traditionally. • Know that the Dene learning aids require skill and care in their use. Children must not be irresponsible in handling or using the toys because they have been made with much care, attention and time by Dene who still have the knowledge. • Know that traditional learning aids were all made with natural materials from the land. • Know that there is a certain language synonymous with play (language and play go together). • Know that it is through play, and role modeling, that a child acquires language. • Be willing to learn by observation. • Be willing to share the learning aids and care for the learning aids. • Be willing to help each other in making learning aids. • In competitions, be graceful in loss. <p>THE SELF</p> <ul style="list-style-type: none"> • Become aware of the fact that, long ago, there were children just as there are today, and that they liked to play as much as children do today. • Appreciate and be proud of the Dene learning aids. <p>THE SPIRITUAL WORLD</p> <ul style="list-style-type: none"> • Be able to give thanks for food by feeding the fire. • Know that being a server of food is a very special role that traditionally was given only to certain people. • Know the types of land foods available in the area. <p>THE LAND</p> <ul style="list-style-type: none"> • Be familiar with the taste of different <ul style="list-style-type: none"> ◦ Dene foods ◦ Drymeat and fish ◦ Smoked meat or fish ◦ Fish eggs
<p>Eating and Food: Students will understand that the land has provided the Dene with everything they needed to survive for thousands of years. All kinds of animals, plants and fish were available. The Dene have developed their own system of food gathering, preparation and preservation. Food is a source of wealth for the Dene. It must be shared to be replenished. One must never deny another food.</p>	<p>THE SPIRITUAL WORLD</p> <ul style="list-style-type: none"> • Be able to give thanks for food by feeding the fire. • Know that being a server of food is a very special role that traditionally was given only to certain people. • Know the types of land foods available in the area. <p>THE LAND</p> <ul style="list-style-type: none"> • Be familiar with the taste of different <ul style="list-style-type: none"> ◦ Dene foods ◦ Drymeat and fish ◦ Smoked meat or fish ◦ Fish eggs

ELA GRADE 1

GO #1: Students will listen, speak, read, write, view and represent to access and explore prior knowledge and experiences of self and others.

Outcomes	Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Talk about and/or represent self, listen to others, and demonstrate curiosity 1.1.1	<ul style="list-style-type: none"> • Talks about and/or represents personal experiences, feelings, opinions, and familiar events • Responds to others' experiences and feelings through conversation • Begins to ask questions and/or express interest in observations, new ideas, information and experiences to explore personal understanding
Express and explain text preferences (oral, print, and other media texts) 1.1.2	<ul style="list-style-type: none"> • Talks about favourite texts • Chooses appropriate texts of personal interest, with guidance • Explains why a particular text is preferred
Choose to engage in classroom activities 1.1.3	<ul style="list-style-type: none"> • Chooses to talk, read, write, and represent with others • Chooses to talk, read, write and represent for others
Make connections between prior and new experiences and/or information 1.2.1	<ul style="list-style-type: none"> • Talks about connections between prior and new experiences, information and/or knowledge to clarify new understandings
Explore personal and others' opinions 1.2.2	<ul style="list-style-type: none"> • Explores personal opinions and ideas (concepts) • Listens to others' opinions and ideas (concepts)

GO #2: Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

Use prior knowledge to make connections between self and texts (oral, print, and other media) 2.1.1	<ul style="list-style-type: none"> • Talks about the connections between personal experiences prior knowledge and ideas in a text • Represents the connections that evolve from conversations and the exploration of texts
Discuss anticipated meaning of print, symbols, and images; use comprehension strategies to construct, confirm, and revise understanding 2.1.2	<ul style="list-style-type: none"> • Recognizes the meaning of common symbols and images • Demonstrates and talks about own reading behaviours • Asks questions and makes comments to anticipate meaning of symbols, images, and print • Uses key thinking and/or comprehension strategies to construct and confirm understanding, with guidance • Begins to talk about what was learned to revise understanding of texts, based on new information *using texts with a suitable complexity of content and style
Use textual cues to construct and confirm meaning 2.1.3	<ul style="list-style-type: none"> • Begins to use textual cues to anticipate, construct, and confirm meaning from narrative text (book covers, titles, sequence (BME), sentence patterns, illustrations, photos (in text or author of topic), author's profiles or names, font, type size, music/sounds & volume) • Begins to use textual cues to anticipate, construct, and confirm meaning from expository text (titles, logical organization, photographs, illustrations and corresponding caption, bold print or colour coded words, key words) • Begins to use textual cues to anticipate, construct, and confirm meaning from poetic text
Use knowledge of phonics and sight vocabulary with context cues to construct and confirm meaning 2.1.4	<ul style="list-style-type: none"> • Identifies all letters of the alphabet (upper and lower cases) • Identifies sounds in words • Identifies initial and final consonant sounds in context • Begins to develop decoding strategies (uses letter names and sounds to decode familiar/unfamiliar words in context) (phonetics, word families, 'ing' ending, word within a word, strings of letters within words)

ELA GRADE 1

GO #2: Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

Outcomes	Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
(Continued)2.1.4	<ul style="list-style-type: none"> • Begins to identify medial consonant sounds in context • Begins to identify vowel sounds in context
Use word meaning, phonics, and sight vocabulary to construct and confirm meaning 2.1.5	<ul style="list-style-type: none"> • Reads high frequency words, familiar words, and words that have personal significance, in context • Reads for meaning and begins to monitor and self-correct • Begins to read familiar and predictable texts with some fluency (accuracy, expression, automaticity) (accuracy, expression, automaticity) • Begins to apply knowledge of word analysis to predict meaning, with guidance (simple compound words, contractions)
Use knowledge of words and sentences with word meaning, phonics, and sight vocabulary to construct and confirm meaning 2.1.6	<ul style="list-style-type: none"> • Recognizes when language is not structured correctly (word order) • Begins to recognize that different text structures are required for different purposes • Begins to attend to end punctuation, word boundaries, and capitalization when reading aloud • Begins to apply knowledge of grammar to predict meaning, with guidance (plural and tense markers)
Use context cues and purpose, phonics, sight vocabulary, word meaning, structural analysis, to construct/confirm meaning 2.1.7	<ul style="list-style-type: none"> • Interacts with text to talk about an author's or creator's purpose, audience, and choice of structure or form • Makes inferences to negotiate meaning of text. with guidance
Explore a variety of oral, print, and other media texts 2.2.1	<ul style="list-style-type: none"> • Listens to/reads/views stories represented from diverse cultures • Sets a purpose for reading • Explores a variety of narrative texts (Required for GR 1: sequenced picture, illustrations and/or videos; oral stories; story books [wordless picture books or with low proportion of text, story and picture books written by classmates; predictable books; plays; improvisations and dramatizations; traditional tales – fairy tales; narratives where plot has clear sequence [BME]; where setting [time/place] is obvious and singular, where ideas, content, vocabulary and theme are grade appropriate, and where main and minor character are predictable, concrete, close to learner's experiences]) • Explores a variety of expository texts (Required for GR 1: simple predictable informational books, environmental print, charts, pictographs, visual schedules, morning message, web sites, predictable books, explanations, simple maps and diagrams, "how to" books, letters, simple informational texts, pictures in magazines, pictionaries, simple graphic organizers) • Explores a variety of poetic texts (Required for GR 1: poems with: lots of repetition [refrain, lines, phrases], strong rhythm, description [grade suitable vocabulary and qualifiers], rhyming patterns, simple figurative language [onomatopeia, alliteration])
Respond to texts creatively and critically 2.2.2	<ul style="list-style-type: none"> • Responds creatively and critically to shared listening, reading, viewing experiences to construct meaning *the distinction between grade levels is the depth of the response – see curriculum document for examples
Tell about personal connections with texts (oral, print, and other media) from various communities 2.2.3	<ul style="list-style-type: none"> • Talks about personal connections with characters in narrative texts from various communities and cultures • Talks about own connections with informational and /or poetic from various communities, cultures

ELA GRADE 1

GO #2: Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

Outcomes	Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Talk about audience and purpose when exploring different forms and genres of texts 2.3.1	<ul style="list-style-type: none"> Recognizes the differences between real and imaginary Talks about audience in relation to a form or genre Talks about purpose in relation to a form or genre Begins to identify differences in forms/genres of texts
Listen, read, and view to discuss the techniques and elements of texts 2.3.2	<ul style="list-style-type: none"> Talks about and begins to identify elements of narrative texts (add: main character, setting/place) Talks about and begins to identify elements of expository texts that guide an inquiry (add: title, logical organization [sequential, categorical]) Talks about and begins to identify elements of poetic texts to explore their effectiveness (add: simile) Talks about & begins to identify techniques used to support narrative, expository, and poetic text (add: font, illustrations & captions, opening shots to videos, graphics – charts/maps)
Talk author's use of voice, vocabulary and language in a variety of oral, print, and other media texts 2.3.3	<ul style="list-style-type: none"> Asks and answers questions about new vocabulary Responds to the sounds, images, or rhythms created through effective word choice (chants, nursery rhymes, dances, poems, sensory poems, stories, puppetry, songs, refrains, choruses, dramatizations, drawings, paintings, scribble writings, journal entries, captions, centre activities, descriptions, qualifiers) Talks about how an author expresses voice, with guidance (same as kindergarten) Begins to use new vocabulary in spoken and written expressions

GO #3: Students will listen, speak, read, write, view and represent to plan and focus inquiry or research and interpret and analyze information and ideas, through a process.

Discuss personal knowledge of a topic to discover information needs in own and group inquiry 3.1.1	<ul style="list-style-type: none"> Talks about own knowledge of and experiences with a topic of inquiry or research Begins to categorize personal knowledge of a topic of inquiry or research Begins to identify missing info in own knowledge of a topic of inquiry or research Begins to identify inaccuracies in own knowledge of a topic of inquiry or research
Ask questions to satisfy personal curiosity and information needs in own and group inquiry 3.1.2	<ul style="list-style-type: none"> Asks questions to satisfy curiosity Asks questions to satisfy information needs Begins to ask questions for clarification Begins to ask questions for extensions Begins to ask open ended questions (how, why)
Listen actively and follow directions for gathering information for own and group inquiry 3.1.3	<ul style="list-style-type: none"> Identifies a purpose and audience Experiments with a variety of strategies to gather information and ideas, through guided practice (add: describing, sequencing, questioning, mapping, webbing, clustering, patterning, graphing...) Experiments with a variety of ways to record information, through guided practice (add: webs, KWL, same/different charts, observation charts, maps, sequence maps, BDA, character maps, comparison charts, mine maps and clusters, 5Ws+H, thinking bubbles) Makes a plan for an inquiry, based on familiar form Talks about the connection between form of express and purpose *identifying an audience, set a purpose, link a form of expression

ELA GRADE 1

GO #.3: Students will listen, speak, read, write, view and represent to plan and focus inquiry or research and interpret and analyze information and ideas, through a process.

Outcomes	Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Listen actively and follow directions for gathering information for own and group inquiry 3.1.3 CONTINUED	<ul style="list-style-type: none"> Experiments with a variety of forms of expression to connect purpose and audience (reader's theatre, invitations, photo collections, prepare for performance, role play) Begins to follow a time line for completing specific steps in an inquiry (teacher directed, student directed, group directed)
Seek information about a topic from sources (including peers) 3.2.1	<ul style="list-style-type: none"> Offers information and ideas on a topic Seeks information, on a topic from sources Asks others for information Begins to answer questions by selecting relevant information from sources
Recognize when information answers the questions asked 3.2.2	<ul style="list-style-type: none"> Talks about the connection between personal knowledge and new information Begins to identify key words in a question Begins to connect information to questions asked
Understand that library materials have a specific organizational system which includes visual and auditory cues to locate information and ideas 3.2.3	<ul style="list-style-type: none"> Uses visual cues to access information Uses auditory cues to access information Uses the computer to access information Accesses information from reference materials Begins to use textual cues to access information Begins to use library's organizational system to locate info
Make and check predictions using prior knowledge and text features 3.2.4	<ul style="list-style-type: none"> Asks questions to make sense of information Talks about the connections between prior knowledge, personal experiences and new information Begins to use prior knowledge to make predictions to understand information (BDA, cloze activities, retelling, restating, KWL) Begins to use textual cues to check predictions (discuss, question, read, view)
Identify and categorize information according to similarities, differences, and sequences 3.3.1	<ul style="list-style-type: none"> Sorts and categorizes information according to similarities and differences (add: journals, data collections) Represents similarities and differences Uses graphic organizers with guidance Begins to sequence information (conversation, storytelling, dramatizing, journals, experiments, illustrations, cartoons, picture books, order of events, chains, cycles, webs)
Represent and tell key facts and ideas in own words 3.3.2	<ul style="list-style-type: none"> Records key information and ideas related to a topic, using a preselected method (add: sticky notes, highlighting, graphic organizers) Begins to paraphrase key information and ideas related to topic (add: retell, sing, dramatize, dance, write, recompose) Begins to identify title of source related to a topic
Recognize and use gathered information as a basis for communication 3.3.3	<ul style="list-style-type: none"> Talks about new information in relation to a question (before & after, then & now, KWL, class book, response journal, learning logs, posters...) Begins to accept or reject information and ideas
Recall, talk about, and record information-gathering experiences 3.3.4	<ul style="list-style-type: none"> Talks about the successes and challenges related to the information gathering experiences Talks about what was learned through new information

ELA GRADE 1

GO #4: Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.

Outcomes	Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Generate and focus ideas on a topic, using a variety of strategies 4.1.1	<ul style="list-style-type: none"> • Talks and writes about personal experiences and ideas on a topic
Prepare to create by exploring the connections between forms, audience, and purpose 4.1.2	<ul style="list-style-type: none"> • Experiments with forms to express and/or record feelings, experiences, events, thoughts, ideas, or information • Begins to sequence and/or categorize pictures, information and print to represent an idea or a story (beginning, middle, end [sequence] or first-then) • Talks about audience when creating texts • Talks about a purpose when creating texts
Create original texts (oral, print, and other media) 4.1.3	<ul style="list-style-type: none"> • Creates original narrative texts, applying familiar narrative forms • Begins to incorporate some elements of narrative texts when creating texts (story events, main character, setting – place) • Creates original expository texts, applying familiar expository forms • Begins to Incorporate some elements of expository texts when creating texts (title, topic and related information) • Creates original poetic texts applying familiar poetic forms • Begins to incorporate some elements of poetic texts when creating texts • Creates texts using a computer
Talk about own and others' texts and representations 4.2.1	<ul style="list-style-type: none"> • Begins to suggest revisions to own and others' draft texts and representations *<u>the criteria to guide the focussed conversations is based on techniques, elements and/or content</u> • Begins to ask for feedback about own draft texts and representations *<u>the criteria to guide the focussed conversations is based on techniques, elements and/or content</u>
Clarify and extend ideas by adding some details 4.2.2	<ul style="list-style-type: none"> • Clarifies and extends ideas by adding detail • Revises content using a personal revision process • Revises content using feedback from conferencing with others; with guidance (adding some words and labels to pictures, adding some detail)
Print letters legibly and explore keyboarding and word processing 4.2.3	<ul style="list-style-type: none"> • Prints upper and lower case letters and numbers legibly • Uses the keyboard when composing and revising (add: the space bar, prints text) • Begins to use word boundaries (spacing) • Begins to demonstrate consistency in size and shape of letter and number formations
Experiment with language to create desired effect in oral, print, and other media text 4.2.4	<ul style="list-style-type: none"> • Uses descriptive language in own representation to create an image • Attempts to use new vocabulary in personal representations related to personal interests or topics of study • Experiments with repetition, rhyme and rhythm of language in personal representations • Experiments with using a voice that is individual, expressive, and engaging with an awareness of and respect for the audience and intended purpose (add: writing that is individual and expressive, use: variety of sentence patterns, new vocabulary, different sizes of print or underlining to show strong feeling/emphasis, expressive words or phrases)
Use complete sentences 4.3.1	<ul style="list-style-type: none"> • Uses complete simple sentences when appropriate • Writes declarative sentences • Begins to use an editing process, with guidance (to check for completeness of an idea within a sentence)

ELA GRADE 1

GO #4: Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.

Outcomes	Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Use approximated and conventional spelling when writing; participate in an editing process using a variety of strategies and resources 4.3.2	<ul style="list-style-type: none"> • Uses a mixture of approximated and conventional spellings when writing • Spells some basic sight words and words of special importance on own (uses visual memory to attempt spelling of words) • Uses spelling references (add: dictionaries) • Uses spelling strategies • Begins to apply knowledge of spelling generalizations and rules to spell familiar and unfamiliar words • Begins to participate in an editing process to check spelling, with guidance
Capitalize names, "I", and sentence beginnings; use periods at the end of simple sentences 4.3.3	<ul style="list-style-type: none"> • Applies rules for capitalization in own representations (first letter of names, the pronoun 'I', beginning of sentences) • Applies rules for punctuation in personal representations (periods ending simple sentences) • Begins to participate in an editing process to edit for end punctuation and capitalization, with guidance
Begin to experiment with techniques used to enhance presentations of texts (oral, print, and media) 4.4.1	<ul style="list-style-type: none"> • Engages (attracts and sustains) the audience (Required in GR1: understands the purpose for the presentation, speaks with a clear voice, faces the audience, makes eye contact [culturally appropriate], uses appropriate body language, introduces self, uses varied supports, maintains topic, uses complete sentences, uses specific vocabulary) • Begins to experiment with techniques to enhance presentation of texts; with guidance (add: type size, volume)
GO #5: Students will listen, speak, read, write, view and represent to celebrate and build community within the home, school, workplace and wider society.	
Work in partnerships and small groups to follow pre-established group processes by accepting responsibility for a task and corresponding role 5.1.1	<ul style="list-style-type: none"> • Follows pre-established group processes when collaborating with peers to complete task (add: accepting responsibility, offering feedback, accepting feedback) • Accepts responsibility for a task and corresponding role in small / whole group activities
Adjust listening, viewing, speaking behaviours according to the situation 5.1.2	<ul style="list-style-type: none"> • Speaks, listens, views respectfully (add: asking questions or participating in discussion/activity, attentive facial expression and body language, showing interest) • Adjusts language to fit the context (audience, purpose, and situation)
Help others and ask others for help 5.1.3	<ul style="list-style-type: none"> • Reflects on personal behaviours & learning style *the distinction between grade levels is in the sophistication of assessment tools and strategies that guide the reflections • Reflects on personal behaviours that contribute to group success to set personal goals *the distinction between grade levels is in the sophistication of assessment tools and strategies that guide the reflections • Offers positive feedback to a peer about group processes • Begins to participate in the development of criteria to evaluate group processes • Begins to assess the effectiveness of the group processes using the set criteria
Tell, draw, and write about self and family 5.2.1	<ul style="list-style-type: none"> • Draws and tells stories about self and family • Writes about self and family • Recognizes differences and similarities between self, peers, and families

ELA GRADE 1

GO #5: Students will listen, speak, read, write, view and represent to celebrate and build community within the home, school, workplace and wider society.

Outcomes	Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Explore own identity 5.2.2	<ul style="list-style-type: none"> • Shows respect of others' talents, strengths, interests, and feelings and ideas to strengthen the community • Expresses and explores own identity through talents, strengths, interests, feelings and ideas • Begins to use questions and conversations to explore personal understanding of self and others
Celebrate own and others' accomplishments in the classroom community 5.2.3	<ul style="list-style-type: none"> • Participates in classroom celebrations • Chooses to contribute to individual and class representations for an identified community / audience • Acknowledges personal accomplishments and strengths • Begins to help to plan classroom celebrations

MATH GRADE 1

STRAND: NUMBER

General Outcome: Develop number sense

Outcomes	Achievement Indicators
Outcomes	Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators may be used to determine whether students have met the corresponding specific outcome.</i>
<p>1. Say the number sequence, 0 to 100, by:</p> <ul style="list-style-type: none"> • 1s forward and backward between any two given numbers • 2s to 20, forward starting at 0 • 5s and 10s to 100, forward starting at 0. <p>[C, CN, V, ME]</p>	<ul style="list-style-type: none"> • Recite forward by 1s the number sequence between two given numbers (0 to 100). • Recite backward by 1s the number sequence between two given numbers. • Record a given numeral (0 to 100) symbolically when it is presented orally. • Read a given numeral (0 to 100) when it is presented symbolically. • Skip count by 2s to 20 starting at 0. • Skip count by 5s to 100 starting at 0. • Skip count forward by 10s to 100 starting at 0. • Identify and correct errors and omissions in a given number sequence.
<p>2. Recognize, at a glance, and name familiar arrangements of 1 to 10 objects or dots.</p> <p>[C, CN, ME, V]</p>	<ul style="list-style-type: none"> • Look briefly at a given familiar arrangement of objects or dots and identify the number represented without counting. • Look briefly at a given familiar arrangement and identify how many objects there are without counting. • Identify the number represented by a given arrangement of objects or dots on a ten frame.
<p>3. Demonstrate an understanding of counting by:</p> <ul style="list-style-type: none"> • Indicating that the last number said identifies "how many" • Showing that any set has only one count using the counting on strategy • Using parts or equal groups to count sets. <p>[C, CN, ME, R, V]</p>	<ul style="list-style-type: none"> • Answer the question, "How many are in the set?" using the last number counted in a given set. • Identify and correct counting errors in a given counting sequence. • Show that the count of the number of objects in a given set does not change regardless of the order in which the objects are counted. • Count the number of objects in a given set, rearrange the objects, predict the new count and recount to verify the prediction. • Determine the total number of objects in a given set, starting from a known quantity and counting on. • Count quantity using groups of 2s, 5s or 10s and counting on.
<p>4. Represent and describe numbers to 20 concretely, pictorially and symbolically.</p> <p>[C, CN, V]</p>	<ul style="list-style-type: none"> • Represent a given number up to 20 using a variety of manipulatives, including ten frames and base ten materials. • Read given number words to 20. • Partition any given quantity up to 20 into 2 parts and identify the number of objects in each part. • Model a given number using two different objects, e.g., 10 desks represents the same number as 10 pencils. • Place given numerals on a number line with benchmarks 0, 5, 10 and 20.
<p>5. Compare sets containing up to 20 elements to solve problems using:</p> <ul style="list-style-type: none"> • Referents • One-to-one correspondence. <p>[C, CN, ME, PS, R, V]</p>	<ul style="list-style-type: none"> • Build a set equal to a given set that contains up to 20 elements. • Build a set that has more, fewer or as many elements as a given set. • Build several sets of different objects that have the same given number of elements in the set. • Compare two given sets using one-to-one correspondence and describe them using comparative words, such as more, fewer or as many. • Compare a set to a given referent using comparative language. • Solve a given story problem (pictures and words) that involves the comparison of two quantities.

MATH GRADE 1

STRAND: NUMBER

General Outcome: Develop number sense

Outcomes	Achievement Indicators
Outcomes <i>It is expected that students will:</i>	Achievement Indicators <i>The following set of indicators may be used to determine whether students have met the corresponding specific outcome.</i>
6. Estimate quantities to 20 by using referents. [C, ME, PS, R, V]	<ul style="list-style-type: none"> Estimate a given quantity by comparing it to a given referent (known quantity). Select an estimate for a given quantity by choosing between at least two possible choices and explain the choice.
7. Demonstrate, concretely and pictorially, how a given number can be represented by a variety of equal groups with and without singles. [C, R, V]	<ul style="list-style-type: none"> Represent a given number in a variety of equal groups with and without singles, e.g., 17 can be represented by 8 groups of 2 and one single, 5 groups of 3 and two singles, 4 groups of 4 and one single, and 3 groups of 5 and two singles. Recognize that for a given number of counters, no matter how they are grouped; the total number of counters does not change. Group a set of given counters into equal groups in more than one way.
8. Identify the number, up to 20, that is one more, two more, one less and two less than a given number. [C, CN, ME, R, V]	<ul style="list-style-type: none"> Name the number that is one more, two more, one less or two less than a given number, up to 20. Represent a number on a ten frame that is one more, two more, one less or two less than a given number.
9. Demonstrate an understanding of addition of numbers with answers to 20 and their corresponding subtraction facts, concretely, pictorially and symbolically by: <ul style="list-style-type: none"> Using familiar and mathematical language to describe additive and subtractive actions from their experience Creating and solving problems in context that involve addition and subtraction Modelling addition and subtraction using a variety of concrete and visual representations, and recording the process symbolically. [C, CN, ME, PS, R, V]	<ul style="list-style-type: none"> Act out a given story problem presented orally or through shared reading. Indicate if the scenario in a given story problem represents additive or subtractive action. Represent the numbers and actions presented in a given story problem by using manipulatives, and record them using sketches and/or number sentences. Create a story problem for addition that connects to student experience and simulate the action with counters. Create a story problem for subtraction that connects to student experience and simulate the action with counters. Create a word problem for a given number sentence. Represent a given story problem pictorially or symbolically to show the additive or subtractive action and solve the problem.
10. Describe and use mental mathematics strategies (memorization not intended), such as: <ul style="list-style-type: none"> Counting on and counting back Making 10 Doubles Using addition to subtract to determine the basic addition facts to 18 and related subtraction facts. [C, CN, ME, PS, R, V]	<p>(It is not intended that students recall the basic facts but become familiar with strategies to mentally determine sums and differences.)</p> <ul style="list-style-type: none"> Use and describe a personal strategy for determining a given sum. Use and describe a personal strategy for determining a given difference. Write the related subtraction fact for a given addition fact. Write the related addition fact for a given subtraction fact.

MATH GRADE 1

STRAND: PATTERNS AND RELATIONS (Patterns)

General Outcome: Use patterns to describe the world and solve problems

Outcomes	Achievement Indicators
Outcomes <i>It is expected that students will:</i>	Achievement Indicators <i>The following set of indicators may be used to determine whether students have met the corresponding specific outcome.</i>
1. Demonstrate an understanding of repeating patterns (two to four elements) by: <ul style="list-style-type: none"> • Describing • Reproducing • Extending • Creating patterns using manipulatives, diagrams, sounds and actions. [C, PS, R, V]	<ul style="list-style-type: none"> • Describe a given repeating pattern containing two to four elements in its core. • Identify errors in a given repeating pattern. • Identify the missing element(s) in a given repeating pattern. • Create and describe a repeating pattern using a variety of manipulatives, musical instruments and actions. • Reproduce and extend a given repeating pattern using manipulatives, diagrams, sounds and actions. • Identify and describe a repeating pattern in the environment, e.g., classroom, outdoors, using everyday language. • Identify repeating events, e.g., days of the week, birthdays, seasons.
2. Translate repeating patterns from one representation to another. [C, R, V]	<ul style="list-style-type: none"> • Represent a given repeating pattern using another mode, e.g., actions to sound, colour to shape, ABC ABC to blue yellow green blue yellow green. • Describe a given repeating pattern using a letter code, e.g., ABC ABC...
(Variables and equations)	
3. Describe equality as a balance and inequality as an imbalance, concretely and pictorially (0 to 20). [C, CN, R, V]	<ul style="list-style-type: none"> • Construct two equal sets using the same objects (same shape and mass) and demonstrate their equality of number using a balance scale. • Construct two unequal sets using the same objects (same shape and mass) and demonstrate their inequality of number using a balance scale. • Determine if two given concrete sets are equal or unequal and explain the process used.
4. Record equalities using the equal symbol. [C, CN, PS, V]	<ul style="list-style-type: none"> • Represent a given equality using manipulatives or pictures. • Represent a given pictorial or concrete equality in symbolic form. • Provide examples of equalities where the given sum or difference is on either the left or right side of the equal symbol (=). • Record different representations of the same quantity (0 to 20) as equalities.
Strand: Shape and Space (Measurement)	
General Outcome: Use direct or indirect measurement to solve problems.	
1. Demonstrate an understanding of measurement as a process of comparing by: <ul style="list-style-type: none"> • Identifying attributes that can be compared • Ordering objects • Making statements of comparison • Filling, covering or matching. [C, CN, PS, R, V]	<ul style="list-style-type: none"> • Identify common attributes, such as length (height), mass (weight), volume (capacity) and area that could be used to compare a given set of two objects. • Compare two given objects and identify the attributes used to compare. • Determine which of two or more given objects is longest/shortest by matching and explain the reasoning. • Determine which of two or more given objects is heaviest/lightest by comparing and explain the reasoning. • Determine which of two or more given objects holds the most/least by filling and explain the reasoning. • Determine which of two or more given objects has the greatest/least area by covering and explain the reasoning.

MATH GRADE 1

STRAND: SHAPE AND SPACE (3-D Objects and 2-D Shapes)

General Outcome: Describe characteristics of 3-D objects and 2-D shapes, and analyze the relationships among them.

Outcomes	Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i></p>
<p>1. Sort 3-D objects and 2-D shapes using one attribute, and explain the sorting rule. [C, CN, R, V]</p>	<ul style="list-style-type: none"> • Sort a given set of familiar 3-D objects or 2-D shapes using a given sorting rule. • Sort a given set of familiar 3-D objects using a single attribute determined by the student and explain the sorting rule. • Sort a given set of 2-D shapes using a single attribute determined by the student and explain the sorting rule. • Determine the difference between two given pre-sorted sets of familiar 3-D objects or 2-D shapes and explain a possible sorting rule used to sort them.
<p>2. Replicate composite 2-D shapes and 3-D objects. [CN, PS, V]</p>	<ul style="list-style-type: none"> • Select 2-D shapes from a given set of 2-D shapes to reproduce a given composite 2-D shape. • Select 3-D objects from a given set of 3-D objects to reproduce a given composite 3-D object. • Predict and select the 2-D shapes used to produce a composite 2-D shape, and verify by deconstructing the composite shape. • Predict and select the 3-D objects used to produce a composite 3-D object, and verify by deconstructing the composite object
<p>3. Compare 2-D shapes to parts of 3-D objects in the environment. [C, CN, V]</p>	<ul style="list-style-type: none"> • Identify 3-D objects in the environment that have parts similar to a given 2-D shape.

SCIENCE GRADE 1

LIFE SYSTEMS: CHARACTERISTICS AND NEEDS OF LIVING THINGS

BIG IDEA: Each species has unique characteristics; all have basic needs of water, air and energy for survival.

Outcomes	Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Demonstrate an understanding of the basic needs of animals and plants (e.g., the need for food/energy, air, and water)	<ul style="list-style-type: none"> • Classify the characteristics of various domestic and northern plants and animals by using the senses • Describe the way in which different local animals move to meet their basic needs • Identify and describe common characteristics of humans and other local animals that they have observed and identify variations in these characteristics • Describe some basic changes in humans as they grow and compare these changes in humans with changes in other living things • Describe patterns that they have observed in living things
SKILLS OUTCOMES	
Investigate the characteristics and needs of animals and plants	<ul style="list-style-type: none"> • Ask questions about and identify some basic needs of living things along with ways of meeting their basic needs and explore possible answers to these questions • Predict how animals may move based on two or more characteristics • Plan investigations to answer some of these questions to determine the basic needs of plants and animals • Select and use appropriate tools to increase their capacity to enhance observations • Use appropriate terminology in describing their investigation, exploration, and demonstrations • Record relevant observations, findings and measurements, using written language, pictorial representations, charts, drawings or concrete materials • Communicate the procedures and results in investigations for specific purposes, using demonstrations drawings, oral/ written reports
RELATING SCIENCE AND TECHNOLOGY TO THE WORLD OUTSIDE THE SCHOOL	
Demonstrate awareness that animals and plants depend on their environment to meet their basic needs, and describe the requirements of good health for humans.	<ul style="list-style-type: none"> • Compare the basic needs of humans with the basic needs of other living things • Identify local plants and animals by seeing only a part of it
MATTER AND MATERIALS Characteristics of Objects and Properties of Materials	
BIG IDEA: Objects are made of materials with distinct characteristics intended for a specific purpose	
Distinguish between objects and materials, and identify and describe the properties of some materials	<ul style="list-style-type: none"> • Demonstrate understanding of how senses help us recognize and use a variety of materials • Describe various materials using information gathered by using their senses • Identify properties of materials that are important to the purpose and function of the objects that are made from them • Describe using their observations, ways in which materials can be changed to alter their appearance, smell and texture

SCIENCE GRADE 1

MATTER AND MATERIALS Characteristics of Objects and Properties of Materials

Outcomes	Achievement Indicators
<i>It is expected that students will:</i>	The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:
SKILLS OUTCOMES	
Investigate the properties of materials and make appropriate use of materials when designing and making objects;	<ul style="list-style-type: none"> • Ask questions about and identify needs and problems related to objects and materials, and explore possible answers and solutions • Plan investigations to answer some of these questions or solve some of these problems • Sort objects and describe the different materials from which those objects are made • Demonstrate ways in which various materials can be manipulated to produce different sounds and describe their findings • Use appropriate vocabulary in describing their investigations, explorations, and observations • Record relevant observations, findings and measurements, using written language, drawings, charts, and concrete materials • Communicate the procedures and results of investigations for specific purposes using demonstrations, drawings, and oral and written descriptions • Design a usable product and construct it by combining and modifying materials that they have selected themselves;
RELATING SCIENCE AND TECHNOLOGY TO THE WORLD OUTSIDE THE SCHOOL	
Characteristics of Objects and Properties of Materials	<ul style="list-style-type: none"> • Describe how the properties of materials help us learn about natural and manufactured objects • Demonstrate and list ways of reusing materials and objects in daily activities • Recognize and list objects made from materials that can be recycled • Identify, through observation, the same materials in different objects • Compare objects constructed for similar purposes and identify similarities and differences between their corresponding parts and the materials from which they are made • Identify materials commonly used in manufactured objects, as well as the source of those materials
ENERGY AND CONTROL – Energy in our Lives	
BIG IDEA: All people use energy, in a variety of forms, daily to perform tasks.	
Demonstrate an understanding of ways in which energy, in its many forms, is used in daily life	<ul style="list-style-type: none"> • Recognize that the sun is the principal source of energy used on the surface of the earth • Make connections to First People beliefs on the origin of the sun • Identify food as a source of energy for themselves and other living things • Identify everyday uses of energy • Recognize renewable and non-renewable sources of energy
SKILLS OUTCOMES	
Investigate some common devices and systems that use energy and ways in which these can be controlled manually	<ul style="list-style-type: none"> • Ask questions about and identify needs and problems related to energy production or use in the immediate environment; explore possible answers and solutions • Plan investigations to answer some of these questions or solve some of these problems • Use appropriate vocabulary in describing their investigations, explorations and observations

SCIENCE GRADE 1

ENERGY AND CONTROL – Energy in our Lives

BIG IDEA: All people use energy, in a variety of forms, daily to perform tasks.

Outcomes	Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
(Continued)	<ul style="list-style-type: none"> • Record relevant observations, findings, and measurements using written language, drawings, concrete materials, and charts • What forms of energy are used when on the land or at bush camps • demonstrations, drawings and oral and written descriptions • Construct a manually controlled device that performs a specific task • Operate a simple devise or system and identify the input and output
Investigate some common devices and systems that use energy and ways in which these can be controlled manually	<ul style="list-style-type: none"> • Ask questions about and identify needs and problems related to energy production or use in the immediate environment; explore possible answers and solutions • Plan investigations to answer some of these questions or solve some of these problems • Use appropriate vocabulary in describing their investigations, explorations and observations • Record relevant observations, findings, and measurements using written language, drawings, concrete materials, and charts • What forms of energy are used when on the land or at bush camps • demonstrations, drawings and oral and written descriptions • Construct a manually controlled device that performs a specific task • Operate a simple devise or system and identify the input and output

RELATING SCIENCE AND TECHNOLOGY TO THE WORLD OUTSIDE THE SCHOOL

Describe different uses of energy at home, at school, and in the community, and suggest ways in which energy can be conserved.	<ul style="list-style-type: none"> • Describe the different forms of energy used in a variety of everyday devices • Identify everyday devices that are controlled manually • Identify devices they use inside and outside their house that consume energy and list things they can do to reduce energy consumption • Select one of the most common forms of energy used every day and predict the effect on their lives if it were no longer available.
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STRUCTURES AND MECHANISMS – Everyday Structures

BIG IDEA: Structures have form and function

Demonstrate awareness that structures have distinctive characteristics	<ul style="list-style-type: none"> • Explain the function of different structures • Identify ways in which various structures are similar to and different from others in form and function • Classify various structures in their environment according to specific features and functions • Identify geometric shapes in ordinary structures • Describe patterns that are produced by repetition of specific shapes or motifs in various materials and objects
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SKILLS OUTCOMES

Design and make structures that meet a specific need	<ul style="list-style-type: none"> • Ask questions about and identify needs or problems related to structures in their immediate environment, and explore possible answers and solutions • Plan investigations to answer some of these questions or solve some of these problems • Use appropriate vocabulary in describing their investigations, explorations, and observations •
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SCIENCE GRADE 1

STRUCTURES AND MECHANISMS – Everyday Structures

BIG IDEA: *Structures have form and function*

Outcomes	Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
(continued)	<ul style="list-style-type: none"> • Record relevant observations, findings and measurements, using written language, drawings, charts and concrete materials • Communicate the procedures and results of investigations and explorations for specific purposes using demonstrations, drawings, oral and written descriptions • Design/make different structures using concrete materials; explain the function of the structure • Use appropriate natural and manufactured materials to make structures • Select appropriate tools and utensils, for a specific task • Use tools appropriately when joining/shaping various materials
RELATING SCIENCE AND TECHNOLOGY TO THE WORLD OUTSIDE THE SCHOOL	
Demonstrate understanding of the characteristics of different structures and of ways in which they are made, and recognize and use some systems in the home or at school	<ul style="list-style-type: none"> • Distinguish between structures and devices made by humans and structures found in nature • Explain the function of a structure that they have made and describe how they made it • Identify structures whose function is indicated by their shape • Examine different kinds of fasteners and indicate where they are used • Use and recognize the effects of different kinds of finishing techniques and processes on structures they design and make • Recognize that a product is manufactured to meet a need • Identify the action (input) required to operate an everyday system and identify the response (output) of that system • Describe, using their own experiences, how the parts of some systems work together
EARTH AND SPACE SYSTEMS – Daily and Seasonal Cycles	
BIG IDEA: <i>Daily and seasonal cycles affect all living things</i>	
Demonstrate an understanding of changes that occur in daily and seasonal cycles and of how these changes affect the characteristics, behaviour, and location of living things	<ul style="list-style-type: none"> • Identify the sun as a source of heat and light • Compare the different characteristics of the four seasons • Use units of time related to the Earth's cycles • Describe, using their observations, changes in heat and light from the sun over a period of time
SKILLS OUTCOMES	
Investigate changes that occur in a daily cycle and in a seasonal cycle	<ul style="list-style-type: none"> • Ask questions about and identify needs or problems related to structures in their immediate environment, and explore possible answers and solutions • Plan investigations to answer some of these questions or solve some of these problems • Use appropriate vocabulary in describing their investigations, explorations, and observations • Record relevant observations, findings and measurements, using written language, drawings, charts and concrete materials

SCIENCE GRADE 1

EARTH AND SPACE SYSTEMS – Daily and Seasonal Cycles

BIG IDEA: *Daily and seasonal cycles affect all living things*

Outcomes	Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
(continued)	<ul style="list-style-type: none"> • Communicate the procedures and results of investigations and explorations for specific purposes using demonstrations, drawings, oral and written descriptions • Design and construct models of structures that would provide protection against local weather conditions
RELATING SCIENCE AND TECHNOLOGY TO THE WORLD OUTSIDE THE SCHOOL	
Describe how living things, including humans, adapt to and prepare for daily and seasonal changes.	<ul style="list-style-type: none"> • Identify outdoor human activities that are based on the seasons and examine some of the solutions humans have found to make it possible to engage in these activities out of season • Identify characteristics of clothing worn in different seasons and make appropriate decisions about clothing for different environmental conditions • Identify features of houses that help keep us sheltered and comfortable throughout daily and seasonal cycles • Describe changes in the characteristics and behaviour of living things that occur on a daily basis • Describe the changes in the characteristic behaviour, and location of living things that occur in seasonal cycles • Describe ways in which humans modify their behaviour to adapt to changes in temperature and sunlight during the day

SOCIAL STUDIES GRADE 1

CONNECTING AND BELONGING

Outcomes	Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Core Concepts (Embed throughout the clusters)	
CITIZENSHIP: Students will explore the complexities of citizenship in Canada and in the global context, as well as environment citizenship, the citizenship for the future	<ul style="list-style-type: none"> Identify the NWT as their territory and Canada as their country Recognize English and French as the two official languages of Canada and that there are nine official Aboriginal languages of the NWT Identify the languages spoken in their First nation, Inuit or Métis community Sing along with the word to Canada's national anthem in English or French Sing along with the word to Canada's national anthem in one of the nine official Aboriginal languages of the NWT Identify Remembrance Day as a time to think about peace and war Describe their responsibilities and rights in the school and community Respect the needs and rights of others Be willing to contribute to their groups and communities
IDENTITY: Students will develop their understanding of who they are as individuals and as social beings...reflecting on and expressing who they are as they build their identities as contributing members of groups and communities	<ul style="list-style-type: none"> Give examples of groups with which they identify Recognize that they are members of a First Nations, Inuit, or Métis community Recognize that they are members of a francophone community Describe ways in which their family expresses its culture and identity Identify the importance of relationships and connections to others Value the stories, languages, traditions, and celebrations of their families and communities
Skills Outcomes (Embed throughout the clusters)	
ACTIVE DEMOCRATIC CITIZENSHIP: Citizenship skills enable students to develop good relations with others, to work in cooperative ways toward achieving common goals, and to collaborate with others for the well-being of their communities.	<ul style="list-style-type: none"> Cooperate and collaborate with others Consider others' needs when working and playing together Interact fairly and respectfully with others Make decisions that reflect care, concern, and responsibility for the environment
MANAGING INFORMATION AND IDEAS: Information-management skills enable students to access, select, organize, and record information and ideas, using a variety of sources, tools and technologies...include inquiry and research skills that enhance historical and geographical thinking	<ul style="list-style-type: none"> Gather information from oral, visual, material, or print sources Categorize information using selected criteria Use appropriate terms or expressions to describe periods of time Use tools and technologies to accomplish given tasks Use simple timelines to organize information chronologically Construct simple maps to represent familiar places and locations Interpret simple maps as representations of familiar places and locations. Use relative terms to describe familiar locations
CRITICAL AND CREATIVE: Critical and creative thinking skills enable students to make observations and decisions, to solve problems, and to devise forward-thinking strategies.	<ul style="list-style-type: none"> Use comparison in investigations Identify consequences of their decision and actions Use information or observations to form opinions Revise ideas and opinions based on new information
COMMUNICATION: Communication skills enable students to interpret and express ideas clearly and purposefully using a variety of media.	<ul style="list-style-type: none"> Listen actively to others Use language that is respectful of others Express reason for their ideas and opinions Present information and ideas orally, visually or concretely Relate events and stories in chronological order

SOCIAL STUDIES GRADE 1

CLUSTER 1: I BELONG

Outcomes	Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Personal Identity: Students identify various groups...explore their own participation in the groups with which they identify, understand and appreciate their...connections 1.1.1	<ul style="list-style-type: none"> • Give examples of groups with which they identify • Recognize that they are members of a First Nation, Inuit or Métis community • Recognize that they are members of a francophone community
Cultural Expressions: Students explore the tradition of their own families and those of their peers...appreciate importance of stories, language, traditions and celebrations... 1.1.2	<ul style="list-style-type: none"> • Describe ways in which their family expresses its culture and identity • Respect the stories, traditions and celebrations of others • Value the stories, languages, traditions and celebrations of their families and communities
Connections to the Past: Students describe important family traditions and celebrations and learn about similar experiences of peers... 1.1.3	<ul style="list-style-type: none"> • Identify family connections to previous generations • Give examples of traditions and celebrations that connect them to the past • Recognize that stories, traditions, and celebrations of the francophone community connect them to previous generations • Recognize that stories, traditions, and celebrations of their Aboriginal community connect them to previous generations • Value stories of the past as an important way to learn about the present • Value oral histories of the past as an important way to learn about the present
Remembrance Day: Students explore Remembrance Day as an important day for Canadians, a time to think about peace and war... 1.1.4	<ul style="list-style-type: none"> • Identify Remembrance Day as a time to think about peace and war

CLUSTER 2: MY ENVIRONMENT

Globes and Maps: Students explore ways in which globes and maps represent their environment and the world around them... 1.2.1	<ul style="list-style-type: none"> • Recognize globes and maps as representations of the surface of the Earth • Distinguish land and water masses on globes and maps
My Territory and Country: Students focus on various aspects of citizenship in the NWT and Canada... 1.2.2	<ul style="list-style-type: none"> • Identify the NWT as their territory and Canada as their country • Recognize English and French as the two official languages of Canada and that there are nine official Aboriginal languages of the NWT • Identify the languages spoken in their First Nations, Inuit or Métis community • Sing along with the words to Canada's national anthem in English or French • Sing along with the words to Canada's national anthem in one of the nine official Aboriginal languages of the NWT
My Address: Students learn and practice the use of their address 1.2.3	<ul style="list-style-type: none"> • Identify their address or describe the relative location of their home in their community, town or city
My Community: Students explore and discuss ways in which they can, as community members, demonstrate respect of their neighborhood 1.2.4	<ul style="list-style-type: none"> • Identify characteristics of communities • Identify and local landmarks and significant places using relative terms • Identify local Aboriginal landmarks and significant places • Identify local francophone and community places and landmarks • Respect neighbourhood and community places and landmarks

SOCIAL STUDIES GRADE 1

CLUSTER 2: MY ENVIRONMENT

Outcomes	Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
The Natural Environment: Students explore their natural environment, identifying characteristics of the seasons, and ways seasons... 1.2.5	<ul style="list-style-type: none"> • Recognize that people depend on the environment for survival • Describe how the repeating patterns of the seasons influence their lives • Appreciate the beauty and benefits that the natural environment brings to their lives • Value the special relationships Aboriginal people have with the natural environment
Needs and Wants: Students explore the concepts of needs and wants, and discover how the media affects their needs, wants, and choices. 1.2.6	<ul style="list-style-type: none"> • Give examples to distinguish needs from wants • Give examples of how media may influence their needs, wants, and choices • Respect differences between their own and others' needs and wants

CLUSTER 3: CONNECTING WITH OTHERS (LEARNING EXPERIENCES)

Diversity: Students explore ways in which people live and express themselves...they come to understand the many similarities among apparently different communities... 1.3.1	<ul style="list-style-type: none"> • Give examples of diverse ways in which people live and express themselves • Identify similarities between diverse communities • Value diversity among their peers and community members
Respect, Responsibility and Rights: Students explore the relationship between their responsibilities and their rights...1.3.2	<ul style="list-style-type: none"> • Describe their responsibilities and rights in the school and community • Recognize the need to care for personal property • Respect the needs and rights of others • Respect their own and others' property
Living with Others: Students explore how group members help one another...ways people work together to accomplish tasks...appreciate the importance of the many relationships in their live... 1.3.3	<ul style="list-style-type: none"> • Describe various ways in which people depend upon and help one another • Describe ways in which work may be shared in families, schools, and communities • Be willing to contribute to their groups and communities • Appreciate the importance of relationships and connections to other
Getting Along: Students explore rules, laws and decision making in their families, schools and communities 1.3.4	<ul style="list-style-type: none"> • Give examples of decision making in their daily lives • Describe how other people may influence their lives, and how they may influence the lives of others • Explain purposes of rules and laws in the school and community • Respect the traditional laws of their Aboriginal community
Conflict Resolution: Students explore issues related to conflict, including bullying, and focus on peaceful conflict resolution 1.3.5	<ul style="list-style-type: none"> • Give examples of causes of interpersonal conflict and solutions to interpersonal conflict in the school and community • Identify ways to deal with bullying • Be willing to help resolve interpersonal conflicts peacefully

HEALTH GRADE 1

MENTAL AND EMOTIONAL WELL BEING

Big Ideas: lifestyle, self awareness and relationships

Outcomes	Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Explain how everyone can maintain and improve personal health at school	<ul style="list-style-type: none"> Identify positive practices that maintain and improve health at school Demonstrate practices that maintain and improve health at school
Describe ways in which people have physical characteristics	<ul style="list-style-type: none"> Describe some physical characteristics
Explore different abilities people have	<ul style="list-style-type: none"> Identify things they can do well
Identify ways in which it is evident that everyone has many different likes and dislikes	<ul style="list-style-type: none"> Identify some of their likes and dislikes Identify that people have different likes and dislikes
Explain how working and playing together help build relationships	<ul style="list-style-type: none"> Identify ways people work and play together Describe the importance of working and playing together
Describe how helping others helps build relationships	<ul style="list-style-type: none"> Identify ways people help each other Describe the importance of helping
Describe how sharing helps build relationships	<ul style="list-style-type: none"> Identify things people share with each other Describe the importance of sharing

GROWTH AND DEVELOPMENT

Big Ideas: body systems and disease prevention

Remember that sensory organs help people learn about the environment and are important for health (review)	<ul style="list-style-type: none"> Name and locate the sensory organs of the body Explain what the sensory organs do
Demonstrate/describe that the sense of touch helps people learn about the environment and is important for health	<ul style="list-style-type: none"> Locate the body parts most sensitive to touch Describe the importance of touch Identify positive health habits related to the sense of touch
Explain how the sense of taste helps people learn about the environment and is important for health	<ul style="list-style-type: none"> Locate the body parts responsible for taste Describe the importance of taste Identify positive health habits related to the sense of taste
Explain how the sense of smell helps people learn about the environment and is important for health	<ul style="list-style-type: none"> Locate the body parts responsible for smell Describe the importance of smell Identify positive health habits related to the sense of smell
Explain how the body has ways of showing sickness	<ul style="list-style-type: none"> Identify common signs of sickness
Explain how that disease are spread in many ways	<ul style="list-style-type: none"> State that germs may cause disease Identify ways that diseases spread
Explain how the spread of diseases can be prevented	<ul style="list-style-type: none"> Identify ways to prevent the spread of disease

NUTRITION

Big Ideas: food identification, selection, appreciation

Explain how plants provide people with a variety of food	<ul style="list-style-type: none"> Give examples of foods that come from plants
Describe ways that animals provide people with a variety of food	<ul style="list-style-type: none"> Give examples of foods that come from animals
Demonstrate how foods are classified into four food groups	<ul style="list-style-type: none"> Name the four food groups Identify a variety of foods that belong to each food group

HEALTH GRADE 1

NUTRITION

Big Ideas: food identification, selection, appreciation

Outcomes	Achievement Indicators
It is expected that students will:	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Demonstrate how foods are classified into four food groups	<ul style="list-style-type: none"> • Match each food group to its colour code • Identify foods that do not belong to any food group
Describe a variety of foods from each food group is needed daily	<ul style="list-style-type: none"> • Give examples of nutritious foods from each food group • Give examples of nutritious snacks • Explain why it is important to eat a variety of foods from each food group daily
Explain how a variety of foods from each food group is needed daily	<ul style="list-style-type: none"> • Describe a healthy way to start the day • Select nutritious foods to start the day
Explain how a willingness to select familiar and unfamiliar foods promotes food appreciation	<ul style="list-style-type: none"> • Prepare nutritious foods to start the day • Demonstrate a willingness to taste nutritious food to start the day • State the importance of nutritious food to start the day

DENTAL HEALTH

Big Ideas: structure, function, hygiene, factors affecting dental health

Learn that people develop two sets of teeth in their life	<ul style="list-style-type: none"> • Identify primary and permanent teeth
Learn that teeth have many functions	<ul style="list-style-type: none"> • Describe the functions of the teeth
Learn that regular use of oral hygiene skills promotes dental health	<ul style="list-style-type: none"> • Demonstrate effective toothbrushing skills • Practise effective toothbrushing skills • Explain the importance of caring properly for the teeth
Learn that the food which people eat affects their dental health	<ul style="list-style-type: none"> • Give examples of dentally safe and dentally unsafe food
Learn that positive behaviours near hazards can prevent dental injuries	<ul style="list-style-type: none"> • Identify dentally safe and dentally unsafe behaviours near hazards
Learn that many factors contribute to dental disease	<ul style="list-style-type: none"> • Explain that tooth caries cause decay • Identify factors that contribute to tooth decay • Identify preventive behaviours related to tooth decay
Learn that dental health workers are important in dental health care	<ul style="list-style-type: none"> • Identify local dental health workers

FAMILY LIFE

Big Ideas: Families, human development & reproduction and abuse prevention

Learn that each family has different members	<ul style="list-style-type: none"> • Identify family members with whom they live
Learn that each family has different members	<ul style="list-style-type: none"> • Identify extended family members
Learn that there are similarities and differences in family structures	<ul style="list-style-type: none"> • Identify similarities and differences in family structures • Identify male/female members of family
Learn that the body has many parts	<ul style="list-style-type: none"> • Name the external body parts that differ between boys and girls
Learn that touch produces different feelings	<ul style="list-style-type: none"> • Identify the feelings associated with touch • State rules to follow in various situations
Learn that personal safety behaviours may require family and community support	<ul style="list-style-type: none"> • Identify family and community support people

HEALTH GRADE 1

SAFETY AND FIRST AID

Big ideas: personal safety and first aid

Outcomes	Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Learn that personal safety involves following safety rules and knowing personal identity facts and community helpers	<ul style="list-style-type: none"> • State personal safety rules • State personal identity facts • Identify community safety helpers
Learn that personal safety involves knowing emergency telephone numbers and how to place an emergency telephone call	<ul style="list-style-type: none"> • Identify emergency symbols and telephone numbers in the telephone books • Demonstrate how to place a simulated phone call to a community helper
Learn that injuries from burns, scalds and falls can be prevented by following safety rules	<ul style="list-style-type: none"> • Name common injuries to children • Identify safety rules to prevent burns and scalds • Identify safety rules to prevent falls
Learn that minor injuries can be correctly treated by children	<ul style="list-style-type: none"> • Demonstrate first aid for minor cuts and scrapes

ALCOHOL AND OTHER DRUGS

Big ideas: safety and drugs

Learn that a poison is anything which is unsafe to taste, eat, drink or smell	<ul style="list-style-type: none"> • Identify some poisonous substances • Identify the poison warning sign • Explain that not all poisons have poison warning signs
Learn that some substances are unsafe to smell	<ul style="list-style-type: none"> • Explain that some smells may make people sick • Identify substances which are OK/not OK to smell
Learn that children should ask an adult they trust before tasting any unknown substance	<ul style="list-style-type: none"> • Explain that not all poisons have a poison warning sign • Explain why they should ask an adult they trust before tasting any unknown substance
Learn that medicine may be helpful, but may also be harmful	<ul style="list-style-type: none"> • Explain that medicine may help a person who is ill • Explain why they should ask an adult they trust before tasting any unknown substance • Identify safe methods of storing medicine
Learn that medicine may be helpful, but may also be harmful	<ul style="list-style-type: none"> • Explain that candy and pills often look alike • Explain that medicine may be harmful if not used safely • Explain why they should ask an adult they trust before tasting any unknown substance
Learn that children should ask an adult they trust before tasting any unknown substance	<ul style="list-style-type: none"> • Explain why some substances cannot be identified by sight or smell • Explain why they should ask an adult they trust before tasting any unknown substance

CAREER DEVELOPMENT GRADE 1

Competencies

NWT Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Build and maintain a positive self-image	<ul style="list-style-type: none"> • Understand the concept of personal characteristics such as interests, dislikes, personal qualities, strengths and weaknesses 1.1.1 • Discover how positive characteristics are the basis of a positive self-image 1.1.2 • Understand how self-image influences behaviours 1.1.3 • Understand how personal behaviours influence the feelings and behaviours of others 1.1.4 • Identify positive characteristics about self as seen by self and others 1.1.5 • Demonstrate behaviours and attitudes reflective of a positive self-image 1.1.6 • Assess one's self-image and evaluate its impact on self and others 1.1.7 • Transform behaviours and attitudes in order to improve one's self-image 1.1.8
Interact positively and effectively with others	<ul style="list-style-type: none"> • Discover the unique character of individuals 2.1.1 • Explore implications, effects and consequences of helping others 2.1.3 • Explore interpersonal and group communication skills 2.1.4 • Demonstrate effective skills, knowledge and attitudes for interacting with others 2.1.5 • Demonstrate openness to the diversity of cultures, lifestyles as well as mental and physical abilities 2.1.8 • Demonstrate a willingness to help others 2.1.9 • Adopt behaviours and attitudes that contribute to positive and effective interactions with others in interpersonal and group settings 2.1.10 • Acknowledge and appreciate the unique character of one's self 2.1.11 • Re-examine one's behaviours and attitudes in interpersonal and group communication contexts and determine those that contribute to positive and effective interactions with others 2.1.12 • Improve one's interpersonal and group communication skills in order to build positive relationships in one's life 2.1.13
Change and grow throughout one's life	<ul style="list-style-type: none"> • Explore the concept of change and growth as part of life 3.1.1 • Understand that change and growth impact on one's mental and physical health 3.1.2 • Explore personal feelings (mental and physical) 3.1.3 • Explore ways to express feelings 3.1.4 • Explore good health habits 3.1.5 • Express feelings 3.1.7 • Demonstrate good health habits 3.1.8 • Acknowledge the positive effects of expressing one's feelings 3.1.9 • Acknowledge the positive effects of expressing one's feelings 3.1.10 • Re-examine one's health habits and adopt those that contribute positively to one's growth 3.1.12 • Engage in good health habits 3.1.13
Participate in life-long learning supportive of life/work goals	<ul style="list-style-type: none"> • Understand the importance of preparing for one's life and work paths 4.1.2 • Explore multiple work types and alternatives, both paid and unpaid 4.1.6

CAREER DEVELOPMENT GRADE 1

Competencies

NWT Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Locate and understand life/work information	<ul style="list-style-type: none"> • Explore work of family members, school personnel and community workers/employers 5.1.1 • Explore work roles and settings of interest to oneself 5.1.2 • Explore the concept of work information and how parents, relatives, adult friends and neighbours can provide this information 5.1.3 • Discover how interests, knowledge, skills, beliefs and attitudes relate to work roles 5.1.4 • Explore various working conditions of work roles 5.1.5 • Understand how self-employment differs from working for others 5.1.6 • Explore various sources of work information 5.1.7
Understand the relationship between Work and society/economy	<ul style="list-style-type: none"> • Understand how work can satisfy personal needs 6.1.1 • Understand how work can contribute positively to society 6.1.2 • Explore the impact of work on personal, social, economic and environmental problems 6.1.4 • Demonstrate how work can satisfy one's personal needs 6.1.5 • Demonstrate how work might solve personal, social, economic and environmental problems 6.1.6 • Demonstrate the value of work for oneself 6.1.7 • Engage in work experiences that satisfy one's needs as well as contribute to one's community 6.1.8
Secure/create and maintain work	<ul style="list-style-type: none"> • Understand the importance that personal qualities have on creating, getting and keeping work 7.1.1 • Understand how cooperation among workers can help accomplish a task 7.1.3 • Experience cooperation in order to accomplish a task 7.1.8 • Demonstrate the ability to take responsibility for one's actions 7.1.9 • Re-examine one's experience while performing work activities and determine for oneself which abilities and attitudes contributed positively or negatively to the experience 7.1.10
Make life/work enhancing decisions	<ul style="list-style-type: none"> • Explore what can be learned from experiences 8.1.2 • Understand how personal beliefs and attitudes influence decision-making 8.1.6 • Make decisions and take responsibility for them 8.1.10 • Evaluate the impact of personal decisions on self and others 8.1.12
Maintain balanced life and work roles	<ul style="list-style-type: none"> • Explore the various roles an individual may have 9.1.1. • Explore work related activities in the home, community and school 9.1.2 • Understand how family members depend on one another, work together and share responsibilities 9.1.3 • Demonstrate how one works with other family members and shares family responsibilities 9.1.6 • Examine one's different life roles and evaluate one's responsibilities within each of them 9.1.8
Understand the changing nature of life/work roles	<ul style="list-style-type: none"> • Understand the positive impact of work on people 10.1.1 • Discover the changing life roles of men and women in work and family settings 10.1.2 • Understand how contributions of individuals both inside and outside the home are important to family and community 10.1.3 • Outline the life roles of males and females in one's own family setting 10.1.4

CAREER DEVELOPMENT GRADE 1

Competencies

NWT Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Understand, engage in and manage one's own life/work building process	<ul style="list-style-type: none"> • Explore the concept of change is constant and its relation to life and work 11.1.1 • Explore the concept of following one's own heart and its relation to life and work 11.1.3 • Understand the value of focusing on the journey in life and work 11.1.5 • Discover the benefits of strong relationships to life and work 11.1.6 • Recognize situations of change and transformation in one's environment 11.1.7 • Try new experiences according to one's dreams, personal values and interests 11.1.9 • Identify one's set of relationships 11.1.11

ARTS GRADE 1

DANCE

Outcomes	Achievement Indicators
It is expected that students will:	The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:
Creative/Productive (CP) K-12 Goal: Students will inquire, create, and communicate through dance, drama, music, and visual art.	
Create movements and movement patterns in response to stimuli such as stories, poems, music, or objects as starting points. CP1.1	<ul style="list-style-type: none"> • Use movements, movement patterns to respond to stimuli from diverse sources such as stories, poems, observations, visual images, music, sounds, objects. • View and listen attentively to dance stimuli (e.g., poem, music, or visual image). • Recall and retell, using own words, ideas related to the stimuli (e.g., the leaves made circle patterns across the road). • Ask questions related to the stimuli to contribute to dance-making inquiry process (e.g., How could we move like the leaves making circle patterns in the wind?). • Use movement patterns to represent own ideas and feelings. • Use movements in many different ways in response to a given stimuli. • Apply personal experience and imagination to express ideas in dance. • Discuss and share movement and dance ideas with other students.
Create short dance phrases using the elements of dance including: •actions (locomotor and non-locomotor) •body (whole and parts) •dynamics (different ways of moving) •relationships (explore variety) •space (awareness of pathways, levels, sizes, shapes). CP1.2	<ul style="list-style-type: none"> • Compare how contrasting movements can express different ideas (e.g., quick and light vs. slow and strong). • Connect movements from dance explorations to create short dance phrases. • Use different kinds of locomotor (travelling) and non-locomotor (non-travelling) actions in own dance compositions (e.g., travel, jump, turn, twist, fall, bend, stretch, and pause). • Investigate and demonstrate locomotor actions using even and uneven rhythms such as walking, galloping, and running in time to an external beat, and apply to own dance phrases (e.g., How many ways can we travel from point A to point B matching our movements to the rhythm of the drum?). • Investigate what own body can do in dance by exploring a variety of whole body and body part movements (e.g., what happens when we freeze the lower half of the body and dance with the upper half? How many different ways can we move through the space with different body parts leading?). • Explore and identify, using own words, many different ways of executing movements (e.g., dynamic qualities such as quickly and softly) to express ideas. • Identify and demonstrate many different kinds of relationship possibilities such as near, far, above, below, in front, behind, sideways, under, over, inside, around, leading, and following in dance explorations and compositions. • Use various pathways on the floor when moving through space in dance explorations and compositions. • Use a variety of directions, levels, sizes, and shapes in personal and general space during dance explorations and compositions. • Identify own and peers' use of the elements in the dance-making process.

DRAMA

Enter into the fiction provided by the drama. CP1.3	<ul style="list-style-type: none"> • Ask questions to contribute to inquiry on a drama topic (e.g., What if all the animals in the town disappeared?). • Contribute ideas to the drama. • Listen to the contributions of others and seek ways to be inclusive of others' ideas and points of view. • Collaborate with others in dramatic contexts. • Explore & demonstrate various strategies within the drama (role, tableau, parallel play). • Use imagination in dramatic contexts. • Accept surprises in the drama. • Incorporate new information into unfolding episodes of the drama.
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ARTS GRADE 1

DRAMA

Outcomes	Achievement Indicators
<p><i>It is expected that students will:</i></p> <p>Use language, visual images, and other ways (e.g., movement, sound effects) to represent ideas both in and out of role. CP1.4</p>	<p><i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i></p> <ul style="list-style-type: none"> • Express ideas by speaking in role. • Represent ideas in the drama using visual images (e.g., pictures of imaginary animals seen in the bush). • Use movement to express ideas in drama. • Demonstrate ability to focus on the main idea of each dramatic episode. • Recognize that active, energetic drama episodes are often followed by quiet, still episodes; that loudness is often followed by quietness; and that lights and sounds can be used to change the mood or the way a drama is developing. • Examine individual and collaborative problem-solving and decision-making processes (e.g., How did your group decide which sounds would be best? Why did you decide to sneak up on the wolf in slow motion? In the beginning, everyone was at the same level but I see that you added some interesting low level movements? Why did you change your levels?) • Identify how own and peers' ideas worked together in the drama.

MUSIC

<p>Create music expressions and contribute to decisions about ideas, sounds, instruments, and order (e.g., loud/soft, fast/slow, high/low). CP1.5</p>	<ul style="list-style-type: none"> • Experiment with the voice and instruments by creating and imitating sounds. • Contribute to music inquiry questions and processes (e.g., How many different sounds can we make with these instruments? How can we arrange the sounds in an interesting way?). • Play simple pitched and non-pitched instruments and body percussion. • Create a variety of different sounds from one sound source. • Select sounds with purpose, and organize sounds to convey particular images or expressive qualities. • Use invented notation to represent sound compositions, and recognize that sounds/music may be represented through a variety of notation devices. • Discuss individual and group problem-solving and decision-making processes (e.g., How did you know when to play your part loud and when to play it soft? Tell me how you worked together to change the B part to make it sound different from the A part?). • Identify own contributions to collaborative processes.
<p>Demonstrate understanding of patterns and the elements of music including:</p> <ul style="list-style-type: none"> • same and different patterns • rhythm (e.g., difference between beat and rhythm, sounds and silence, long and short sounds) • dynamics (loud and soft) • pitch (high and low sounds) • texture (sounds heard alone or together) • tone colours <p>CP1.6</p>	<ul style="list-style-type: none"> • Use movement and body percussion to investigate and represent music patterns and concepts. • Make same and different patterns using found objects, voice, and percussion instruments. • Recognize and perform a steady beat and various grade-appropriate rhythmic patterns (e.g., clapping, stepping, and counting). • Imitate, create, and respond to simple rhythmic and melodic patterns (i.e., ostinati). • Investigate contrasts between sounds (e.g., fast/slow, long/short). • Identify and respond to loud/soft and louder/softer sounds (dynamics) in speech, music, and the environment. • Identify high/low sounds (pitch) in speech, music, and the environment. • Sing a variety of grade-appropriate music, matching pitch with some accuracy (e.g., so, mi, la). • Distinguish between sounds heard alone and sounds heard together (texture of one instrument vs. several). • Distinguish differences of sound qualities (tone colour/timbre) between one sound object/instrument and another (e.g., violin vs. trumpet). • Use grade-appropriate music terminology to describe the elemental characteristics of sounds (e.g., screechy, rumbling, high/low, and soft/loud).

ARTS GRADE 1

VISUAL ARTS

Outcomes	Achievement Indicators
<p><i>It is expected that students will:</i></p> <p>Investigate a variety of formal and informal patterns in art works and the environment, and apply observations to own work. CP1.7</p>	<p><i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i></p> <ul style="list-style-type: none"> • Observe and describe patterns in the natural and built environments and in selected art works, and explore the use of patterns in own work. • Represent details of the physical appearance of plants, animals, people, and objects, noting how patterns can be created by repetition of colours, lines, and shapes. • Identify and create formal patterns (repetition at regular intervals) and informal patterns (repetition at irregular intervals) in surroundings and art works (e.g., the pattern on a butterfly's wings is a formal pattern whereas dandelions scattered in a field create an informal pattern). • Ask questions to contribute to inquiry about the existence and creation of visual patterns (e.g., what patterns do we see in these objects? How did the artists create these patterns? What patterns did you use in your own work?).
<p>Create art works that express own ideas and explore different forms (e.g., painting, drawing, printmaking) and media (paint, found objects). CP1.8</p>	<ul style="list-style-type: none"> • Identify and explore many different colours in own surroundings and in art works, and identify red, yellow, and blue as primary colours. • Identify and explore many different textures, shapes, and forms in own surroundings and in art works. • Make size comparisons in own and others' art works. • Identify and represent top, bottom, front, back, and sides of objects. • Recognize that what is seen of an object changes with different points of view. • Describe own sources of ideas for art works, and discuss ideas in the art works of others such as picture book illustrations. • Develop co-ordination and skills in using simple visual art tools and various materials/media. • Make decisions about art media, tools, and paper size in creating a visual art expression.

CRITICAL/RESPONSIVE (CR) K-12 Goal: Students will respond to artistic expressions of Saskatchewan, Canadian, and International artists using critical thinking, creativity, research, and collaborative inquiry.

DANCE, DRAMA, MUSIC, VISUAL ART

<p>Demonstrate understanding that the arts are a way of expressing ideas. CR1.1</p>	<ul style="list-style-type: none"> • View and listen to arts expressions with curiosity (e.g., students are intrigued and ask questions about the work and/or artists). • Make connections between arts expressions and own lives (e.g., What do you like about this music? What does it make us think about?). • Examine individual and collaborative problem-solving and decision-making process (e.g., How did each dancer or group represent the image of leaves falling? What shapes did you make with your body? How did you decide as a group to travel through the space? Did we see high, medium, and low levels? Why did you decide to use curved pathways instead of zig zag?). • Discuss how arts expressions can represent feelings and ideas. • Share thoughts and feelings evoked by works of art. • Use grade-appropriate arts terminology when discussing the arts (e.g., bright colours, quiet sounds, fast movements). • Identify main ideas or feelings in own arts expressions. • Describe ways that arts expressions can have an effect on people (e.g., the music makes us feel like moving, the actors made us think about why some people act like bullies).
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ARTS GRADE 1

DANCE, DRAMA, MUSIC, VISUAL ART

Outcomes	Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Investigate and describe various reasons for creating arts expressions. CR1.2	
	<ul style="list-style-type: none"> • Pose questions about artists and the arts (e.g., Why do you think this artist makes sculptures of cows? How could we make art works that tell people something about our own community?). • Determine ways to find answers to questions posed (e.g., Do we have any artists, musicians, dancers, or theatre artists in our community? If so, how do you think we could find out about their work?). • Locate information about the arts from various sources including technology. • Describe various purposes for the arts and careers associated with each (e.g., to tell a story/storytellers, to make a building/architects, to provide a film soundtrack/composers, to design a product/designers, to express feelings or make us think/artists).
CULTURAL HISTORICAL (CH) K-12 Goal: Students will investigate the content and aesthetics of the arts within cultural, historical, and contemporary contexts and understand the connection between the arts and human experience.	
Describe the arts and cultural traditions found in own home and school community. CH1.1	<ul style="list-style-type: none"> • Recognize that there are artists working in own community. • Identify different kinds of arts expressions in home and community (e.g., different types of music on the radio, buildings/architecture, graphic images on commercial products, furniture and clothing design, jewellery, photography in the home, community dance or theatre). • Demonstrate awareness that people from various cultures create artistic products and presentations as an important part of their heritage. • Respond to arts expressions found in own home and community, both verbally and non-verbally (e.g., through movement or drawing).
Identify traditional arts expressions of First Nations and Métis artists. CH1.2	<ul style="list-style-type: none"> • Describe observations of traditional arts expressions of First Nations and Métis artists (e.g., observations from attending a community function, birch bark biting, powwow songs and dances). • Sing songs of First Nations and Métis cultural groups (e.g., sing a contemporary round dance song taught by a community resource person). • Observe, describe, and perform grade-appropriate and culturally appropriate social dances (e.g., round dance or rabbit dance). • Show an interest in knowing more about First Nations and Métis artists and their work (e.g., wonders, asks questions, selects books and pictures of First Nations arts expressions, discovers that children with First Nation and European heritage are now called “Métis”). • Discuss stories, images, ideas, and/or emotions expressed in First Nations and Métis traditional arts expressions. • Recognize there are regional differences among First Nations arts expressions (e.g., West coast carving vs. Northern hair tufting). • Investigate characteristics of arts expressions of First Nations (e.g., West Coast masks, beading traditions, Eastern or Northern birch bark biting). • Talk about the importance of the circle in First Nations communities (e.g., look for use of circle at cultural events). • Explore and identify First Nation art forms that incorporate elements from nature (e.g., recognizes and represents patterns in nature).

PHYSICAL EDUCATION GRADE 1

ACTIVITY

Outcomes	Achievement Indicators
<i>It is expected that students will acquire skills through a variety of developmentally appropriate activities:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Perform locomotor skills through a variety of activities A1-1	<ul style="list-style-type: none"> In lines of four or five, perform a variety of safe and appropriate locomotor skills in the water. Take turns leading by focusing on a different skill. Upon signal, move from the back of the line to the front to assume leadership. (Alternative Environment) Practise locomotor skills; e.g., run, gallop sideways and forward, and skip; and start to explore simple sequences, alternating two actions; e.g., run for eight beats, bounce for eight beats. (Dance) Explore different ways to run; e.g., change speed, directions and levels, and then transfer these skills to tag or other running games.(Individual Activities)
Perform nonlocomotor skills through a variety of activities A1-3	<ul style="list-style-type: none"> Explore balances and shapes; e.g., perform a balance using three body parts, then perform a balance using three different body parts at a medium level.(Types of Gymnastics)
Demonstrate ways to receive, retain and send an object, using a variety of body parts and implements, individually and with others A1-5	<ul style="list-style-type: none"> Create simple throwing and catching activities, and perform them alone. As skill improves, include activities with a partner. (Games)
Demonstrate the basic skills in a variety of environments; e.g., tarmac activities A1-7	<ul style="list-style-type: none"> Practise hopscotch, focusing on the underhand toss and controlled hopping, and tetherball, focusing on striking and blocking. (Alternative Environment)
Perform simple movements by using elements of effort and space to respond to a variety of stimuli; e.g., music A1-8	<ul style="list-style-type: none"> Working with a variety of stimuli; e.g., action words, rhymes, poetry and music, create clapping patterns to model movement. Explore movement using different tempos and types of music. (Dance)
Demonstrate body awareness when performing dance activities A1-9	<ul style="list-style-type: none"> Explore such concepts as over/under, forward/backward, sudden/sustained and firm/fine. (Dance)
Demonstrate body and space awareness when performing space awareness games A1-10	<ul style="list-style-type: none"> Explore ways to move your body, demonstrating control and stopping on signal. Play “City Streets, Crowded Spaces,” where you drive a car—holding a hula hoop like a steering wheel or driving inside of the hoop. Change gears—increase speed—and change direction upon request. Also, move in a smaller space and travel without any collisions! (Games)
Demonstrate an understanding of basic rules and fair play for simple games A1-11	<ul style="list-style-type: none"> Demonstrate what a safe tag is in a tag game—soft, and touching appropriate areas of the body. (Games)
Demonstrate the basic skills in educational gymnastics; e.g., use of different body parts, types of effort, space and relationships A1-12	<ul style="list-style-type: none"> Practise skills in a variety of ways; e.g., three different ways to rock your body back and forth on the ground..(Types of Gymnastics)
Demonstrate the basic skills of running, jumping, throwing in a variety of environments and using various equipment; e.g., skipping ropes A1-13	<ul style="list-style-type: none"> Skip rope, using a variety of ways to jump; e.g., two feet to two feet, alternating feet, and turn the rope; e.g., singles, doubles, figure eight's. (Individual Activities)

PHYSICAL EDUCATION GRADE 1

BENEFITS HEALTH

Outcomes	Achievement Indicators
<i>It is expected that students will acquire skills through a variety of developmentally appropriate activities:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Identify healthy nutritional habits B1–1	<ul style="list-style-type: none"> • Drink water during/after physical education class (Alternative Environment)
Demonstrate ways to improve personal growth in physical abilities B1–2	<ul style="list-style-type: none"> • Think of a way to know you are improving a skill and then demonstrate improvement; e.g., can kick the ball further, can throw the ball and hit the target more times than before.(Games) • Increase accuracy and distance, when throwing at a target. (Individual Activities)
Experience and improve continued frequency of involvement in cardio-respiratory activities B1–3	<ul style="list-style-type: none"> • Prepare individual or group calendars, charting physical activities undertaken in physical education class, recess, lunch and after school. Discuss what is considered to be a physical activity. (Games) • Work individually, or with a partner, to practise different ways to skip and to create simple skipping routines. (Individual Activities)
Recognize personal abilities while participating in physical activity B1–4	<ul style="list-style-type: none"> • Find a pace at which to walk/run, while travelling around the school field and maintaining a conversation with a partner. (Alternative Environment) • Create movement sequences that are appropriate for each student. For example, students who are physically disabled may perform balances and shapes in a wheel chair or use other pieces of equipment; e.g., a box, for support. .(Types of Gymnastics)
Describe how physical activity makes you feel B1–6	<ul style="list-style-type: none"> • Discuss, immediately after participation, the changes that take place in the body during physical activity; e.g., breathing and heart rates increase, body temperature rises. (Dance)
Recognize the changes that take place in the body during physical activity B1–7	<ul style="list-style-type: none"> • Talk about the messages that the brain gives the muscles as balances are practised and about how practice helps the muscles learn. .(Types of Gymnastics)
Understand the connections between physical activity and emotional well-being; e.g., feels good B1–8	<ul style="list-style-type: none"> • Discuss such aspects as why you like to travel very quickly or why you like jumping, in relation to how your body feels. (Dance)

COOPERATION

Develop and demonstrate respectful communication skills appropriate to context C1–1	<ul style="list-style-type: none"> • Tell a partner about the physical activities engaged in at home. The partner is an active listener and demonstrates this through eye contact. If appropriate, try some of the activities with the class. (Alternative Environment) • Explore relationship skills in the context of dance movements. (Dance) • Watch a partner perform a landing and give appropriate feedback as to whether the partner's heels stuck to the floor, with knees slightly bent. .(Types of Gymnastics)
Identify and demonstrate etiquette and fair play C1–3	<ul style="list-style-type: none"> • Invent an individual sequence to perform for others. Viewers are to demonstrate proper viewing/observing etiquette..(Types of Gymnastics)
Identify different roles in a variety of physical activities C1–4	<ul style="list-style-type: none"> • Play small group games of soccer baseball; and during the games, take turns identifying the names and roles of such people as the pitcher and fielders. (Games) • Play follow the leader in a running or jumping activity. (Individual Activities)
Display a willingness to play cooperatively with others in large and small groups C1–5	<ul style="list-style-type: none"> • Create a human obstacle course in which bodies are used as stationary obstacles (Alternative Environment) • Play frozen tag games, and explain why helping others by unfreezing them makes it harder for the person who is "it" to tag everyone. (Games)

PHYSICAL EDUCATION GRADE 1

DO IT DAILY...FOR LIFE!

Outcomes	Achievement Indicators
<i>It is expected that students will acquire skills through a variety of developmentally appropriate activities:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Show a willingness to participate regularly in short periods of activity with frequent rest intervals D1–1	<ul style="list-style-type: none"> Explore, then practise and replicate, short sequences of movement.(Dance)
Demonstrate effort while participating in various activities D1–2	<ul style="list-style-type: none"> Enthusiastically take part in fitness challenges; e.g., see how many rungs you can go through while climbing the monkey bars. (Individual Activities)
Show a willingness to listen to directions and simple explanations D1–3	<ul style="list-style-type: none"> Participate in a game of red light–green light, using appropriate Blackfoot language; e.g., green light = otsisskaanattsi, red light = maohkanattsi. (Individual Activities)
Participate in safe warm-up and cool-down activities D1–4	<ul style="list-style-type: none"> Follow the teacher during a warm-up—over, under, around equipment—before stretching appropriate muscle groups. At the end of the class, stretch the muscle groups that were used during the class..(Types of Gymnastics)
Move safely and sensitively through all environments; e.g., space awareness activities D1–5	<ul style="list-style-type: none"> Participate in a safe walk around the community, respecting personal property; e.g., shrubs and flowers, and noticing the traffic signs; e.g., crosswalks, bike paths. (Alternative Environment) Improve ability to move with control through playground equipment..(Types of Gymnastics)
Try a challenging movement experience based on personal abilities D1–7	<ul style="list-style-type: none"> Work to the best of your ability by challenging yourself; e.g., try to hold a difficult balance, remember to use directions and pathways, when travelling, experiment with a difficult jump. (Dance)
Identify and experience safe places to play in the community D1–8	<ul style="list-style-type: none"> Make trips to natural settings during different seasons; e.g., park, hiking trail, outdoor rink. (Individual Activities)
Make decisions to be active D1–9	<ul style="list-style-type: none"> Identify the physical activities participated in since the last class. (Individual Activities)

ICT - GRADE 1 - EMERGING (PRE K TO GRADE 3)

COGNITIVE DOMAIN

Outcomes		Achievement Indicators
It is expected that students will:		The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:
Plan and Question	Supporting Skills	
Knows – Comprehends (Become aware)	<ul style="list-style-type: none"> • Recalls and or records prior knowledge and asks topic-related questions • Follows given plans 	
Analyze – Apply (Believe)	<ul style="list-style-type: none"> • Constructs how and why questions, predictions, hunches, educated guesses and hypotheses and identifies information needs • Adapts given electronic plans 	
		<ul style="list-style-type: none"> • Moves text and images • Inserts and edits text, data, images, sound, video and or formulas • Formats text, images, graphs, and tables using toolbar icons, menu options, and or keyboard shortcuts • Edits text using spell check, dictionary, thesaurus, grammar check, and or track changes • Formats page layout • Customizes the template of a graphic organizer, table, multimedia presentation, spreadsheet, and/or database
Synthesize – Evaluate (Value)	<ul style="list-style-type: none"> • Evaluates original inquiry questions and creates new questions for future inquiry • Designs own electronic plans 	
		<ul style="list-style-type: none"> • Manages electronic files and folders • Moves data between applications • Constructs graphic organizers, tables, spreadsheets, databases, multimedia presentations, and/or web pages

ICT - GRADE 1 - EMERGING (PRE K TO GRADE 3)

COGNITIVE DOMAIN

		Outcomes	Achievement Indicators
<i>It is expected that students will:</i>		<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>	
Gather and Make Sense		Supporting Skills	
Knows – Comprehends (Become aware)	• Finds and collects information from given media sources	• Logs on and off ICT devices • Opens applications and files • Saves files • Prints files • Browses multimedia • Searches the Internet using teacher-selected search engines and keywords • Sends and receives text messages and electronic files using rules of etiquette • Manipulates input devices • Selects and uses peripherals to find, record, manipulate, save, print, and/or display information	
	• Identifies sources of information and provides bibliographic/reference data	• Recognizes and presses keys on the keyboard • Inserts hyperlinks to electronic sources	
	• Records data or makes notes on gathered information and ideas using given categories and given ICT	• Logs on and off ICT devices • Opens applications and files • Saves files • Navigates within an application • Moves data between applications • Recognizes and presses keys on the keyboard • Inserts and edits text, data, images, sound video and/or formulas	
	• Collects primary data using electronic devices	• Captures digital data	
	• Questions whether information from media sources is real, useful, and/or distracting		
Analyze – Apply (Believe)	• Refines information searches using a variety of media sources	• Navigates within an application • Browses the Internet • Chooses /uses search engines & own keywords • Refines searches using Boolean logic	
	• Analyzes textual, numerical, aural, and visual information gathered from media sources, applying established criteria	• Investigates currency, authorship of electronic sources such as websites, email, CD-ROMs, syndications, blogs, wikis, podcasts, and broadcast media	
	• Categorizes information using the ICT suitable for the purpose	• Navigates within an application • Moves data between applications • Transfers ICT knowledge to new applications	
	• Analyzes if info from media sources is sufficient, suitable for purpose/audience		
	• Analyzes whether information from media sources has been manipulated		
Synthesize Evaluate (Value)	• Incorporates new information with prior knowledge and adjusts inquiry strategies		
	• Assesses textual, numerical, aural, and visual info, and sources of the media, to verify context, perspective, bias, motive		

ICT - GRADE 1 - EMERGING (PRE K TO GRADE 3)

COGNITIVE DOMAIN

Outcomes		Achievement Indicators
<i>It is expected that students will:</i>		<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Produce to Show Understanding		Supporting Skills
Knows – Comprehends (Become aware)	<ul style="list-style-type: none"> • Participates in establishing criteria for student – created electronic work • Composes text, records, sound, sketches images, graphs, data, and/or creates video 	<ul style="list-style-type: none"> • Logs on and off ICT devices • Opens applications and files • Saves files • Navigates within an application • Manipulates input devices • Recognizes and presses keys on the keyboard • Moves text and images • Draws images using electronic tools • Inserts and edits texts, data, images, sound, video, and/or formulas • Recalls ICT vocabulary in context • Uses ICT vocabulary in context
	<ul style="list-style-type: none"> • Edits electronic work according to established criteria, conventions, and/or standards 	<ul style="list-style-type: none"> • Prints files • Navigates between applications • Sends and receives text messages and electronic files using rules of etiquette • Transfers ICT knowledge to new applications • Inserts and edits texts, data, images, sound, video, and/or formulas • Formats text, images, graphs, tables using toolbar icons, menu options, keyboard shortcuts • Edits text using spell check, dictionary, thesaurus, grammar check, and/or track changes • Constructs graphic organizers, tables, spreadsheets, databases, multimedia presentations, and/or web pages
Analyze – Apply (Believe)	<ul style="list-style-type: none"> • Selects suitable ICT application and/or device to create electronic work and explains the selection • Revises electronic work to improve organization and clarity, enhance content and artistry, and meet audience needs, according to established criteria, feedback and personal preferences 	<ul style="list-style-type: none"> • Recognizes and presses keys on the keyboard
	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> • Logs on and off ICT devices • Opens applications and files • Saves files • Formats text, images, graphs, and tables using toolbar icons, menu options, and/or keyboard shortcuts • Edits text using spell check, dictionary, thesaurus, grammar check, and or track changes • Inserts hyperlinks to electronic sources • Formats page layout • Customizes template of graphic organizer, table, multimedia presentation, spreadsheet, database • Analyzes the intended use of images/video, and edits images/video using photo/video-editing software • Constructs graphic organizers, tables, spreadsheets, databases, multimedia presentations, and/or web pages

ICT - GRADE 1 - EMERGING (PRE K TO GRADE 3)

COGNITIVE DOMAIN

Outcomes		Achievement Indicators
<i>It is expected that students will:</i>		<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Produce to Show Understanding		Supporting Skills
Analyze – Apply (Believe) cont.	• Solves problems, reaches conclusions, makes decisions, and/or proposes answers to questions by analyzing data/information and concepts using ICT devices and/or applications	• Navigates within an application • Moves data between applications • Transfers ICT knowledge to new applications
Synthesize – Evaluate (Value)	<ul style="list-style-type: none"> • Designs and creates non-sequenced ICT representations • Self-assesses ICT representations to go beyond established criteria by enhancing meaning and/or artistry, according to topic, audience, purpose and occasion 	<ul style="list-style-type: none"> • Moves data between applications •
Communicate		Supporting Skills
Knows Comprehends (Become aware)	• Displays and/or discusses electronic work	<ul style="list-style-type: none"> • Logs on and off ICT devices • Opens applications and files • Navigates within an application • Manages electronic files and folders • Manipulates input devices • Recognizes and presses keys on the keyboard • Selects and uses peripherals to find, record, manipulate, save, print, and/or display information
Analyze – Apply (Believe)	• Discusses information, ideas, and/or electronic work using tools for electronic communication	• Sends and receives text messages and electronic files using rules of etiquette
Synthesize Evaluate (Value)	• Adjusts communication based on self-evaluation and feedback from a global audience	•
Reflect		Supporting Skills
Knows Comprehends (Become aware)	• Participates in guided conferences to think about using ICT to learn	• Uses ICT vocabulary in context
Analyze – Apply (Believe)	• Invites and shares constructive feedback, related to established criteria, to reflect on using ICT to learn	•
Synthesize - Evaluate (Value)	• Self-monitors learning goals, reflects on the value of ICT to complete learning tasks, and sets personal goals for using ICT to learn	•

ICT - GRADE 1 - EMERGING (PRE K TO GRADE 3)

AFFECTIVE DOMAIN

Outcomes		Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>	
Ethics and Responsibility		
Knows Comprehends (Become aware)	<ul style="list-style-type: none"> • Respects ICT equipment and personal technology space of other ICT users • Recognizes guidelines for safety and security • Recognizes the need to acknowledge authorship of intellectual property • Identifies possible health issues associated with using ICT 	
Analyze – Apply (Believe) cont.	<ul style="list-style-type: none"> • Applies school division's acceptable-use policy for ICT • Applies safety guidelines when communicating electronically • Explains consequences of unethical behaviour • Applies guidelines for ethical and responsible use of ICT 	
Synthesize – Evaluate (Value)	<ul style="list-style-type: none"> • Evaluates effects of personal ICT behaviour on others • Weights personal benefits and risks of using ICT 	
Social Implications		
Knows Comprehends (Become aware)	<ul style="list-style-type: none"> • Identifies uses of ICT at home, at school, at work, and in the community • Relates societal consequences of ethical and unethical use of ICT • Chooses appropriate times and places to use wireless games and/or communication devices 	
Analyze – Apply (Believe) cont.	<ul style="list-style-type: none"> • Analyzes current trends in ICT to predict effects of emerging technologies • Analyzes various ICT skill and competency requirements' for personal career choices • Analyzes advantages and disadvantages of ICT use in society 	
Synthesize – Evaluate (Value)	<ul style="list-style-type: none"> • Weighs society's right to information access against right to individual privacy • Weighs benefits versus risks to society of creating new ICTs 	
Collaboration		
Knows Comprehends (Become aware)	<ul style="list-style-type: none"> • Works with others in teacher-directed learning tasks using ICT and assists others with ICT knowledge and procedures 	
Analyze – Apply (Believe) cont.	<ul style="list-style-type: none"> • Collaborates with peers to accomplish self-directed learning with ICT in various settings • Collaborates with others over distance using ICT 	
Synthesize – Evaluate (Value)	<ul style="list-style-type: none"> • Leads a group in the process of collaborative learning • Weighs benefits and challenges of collaborating on learning with ICT 	
Motivation and Confidence		
Knows Comprehends (Become aware)	<ul style="list-style-type: none"> • Demonstrates confidence and self-motivation while doing ICT tasks alone and with others • Recognizes ICT problems and seeks assistance to solve them • Recalls prior knowledge of procedures for troubleshooting and attempts to solve ICT problems 	
Analyze – Apply (Believe) cont.	<ul style="list-style-type: none"> • Investigates ICT problems and applies strategies to solve them • Preserves in working through complex ICT problems using higher-level thinking skills 	
Synthesize – Evaluate (Value)	<ul style="list-style-type: none"> • Synthesizes knowledge and information to solve unique ICT problems 	

AAT WRITING & READING GRADE 3

AAT PART A WRITING –Test Blueprint		
Reporting Category	Looking For...	Description of Writing Assignments
Content (selecting ideas and details to achieve a purpose)	Students select appropriate details to describe events and characters. Events and/or actions should be plausible within the context established by the writer.	A picture prompt is presented to students. The picture is designed to help stimulate the students' imagination and direct their writing. Before students discuss the picture prompt and organize their ideas on the planning pages provided, the test description, instructions, and information about the picture prompt are read out loud
Organization (organizing ideas and details into a coherent whole)	Students use a variety of sentence types and structure appropriately.	
Sentence Structure (structuring sentences effectively)	Students use a variety of sentence types and structure appropriately	
Vocabulary (selecting and using words and expressions correctly and effectively)	Students use words and expressions appropriately and effectively.	
Conventions (using the conventions of written language correctly and effectively)	Students communicate clearly by adhering to appropriate spelling, punctuation, and capitalization	
Content and Organization are weighted to be worth twice as much as each of the other categories		
AAT PART B READING –Test Blueprint		
Reporting Category	Able To...	Types of Reading Passages
Understanding Main Ideas / Details	The students should be able to identify key details and main ideas, differentiate between main and supporting characters, recognize character motivation and explicit relationships between events and characters, and categorize ideas.	There are two types of reading passages on the Grade 3 AAT: informational texts and narrative/poetic texts. Stories and poems comprise almost 68% of the test.
Organization of Ideas and Relationships Between Form and Content	The student should be able to identify genre (stories, poetry, plays, reports, and articles), organize features of story structure, use text and typographical features, recognize authors' techniques, and determine an author's purpose.	
Associating Meaning	The student should be able to associate meanings of words, expressions, and literary devices from prior knowledge and contextual clues.	
Synthesizing Ideas	The student should be able to draw conclusions by relating what is known to new information, add assess the plausibility of ideas and situations in literature.	

AAT MATH GRADE 3
TEST BLUEPRINT

Description	Multiple Choice (MC) Questions	Proportion of MC Questions per Strand
<p>Number Develop and demonstrate number sense for whole numbers 0 to 1000 and understand fractions as part of a whole.</p> <p>Develop and demonstrate personal strategies when applying arithmetic operations (addition, subtraction, multiplication or division) on whole numbers to create and solve problems.</p> <p>Justify the personal strategies used to solve problems.</p>	18	45%
<p>Patterns and Relations Investigate, identify, and communicate rules for numerical and non-numerical patterns, in order to describe the world and to solve problems.</p> <p>Represent, solve, and communicate an addition or subtraction equation with one unknown number</p>	8	20%
<p>Shape and Space Estimate, measure, and compare, using personal referents and standard units of measurement to solve problems.</p> <p>Describe, classify, construct, and relate 3-D objects and 2-D shapes</p>	10	25%
<p>Statistics and Probability Collect, organize, and interpret data in a variety of ways to solve problems.</p> <p>Construct, label, and interpret bar graphs to solve problems.</p>	4	10%
Number of Questions	40	40
Percent of Test	100%	100%